



Intervenor Services
The future is in your hands

Intervenor Services Behavioural Competency Dictionary

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Introduction

Hay Group's approach to determining the characteristics of superior job performance goes beyond traditional task and skill analysis to identify the specific competencies of highly effective people in a specific role. Several assumptions underlie Hay Group's methodology for identifying the characteristics that distinguish the top performers in a particular job from average performers:

- In every job, some people perform more effectively than others.
- Outstanding performers do their jobs differently and possess different competencies (i.e., characteristics, traits, motives) than average performers.
- The best way to identify the characteristics that predict superior performance is to study the behaviours of top performers.

Competencies, therefore, are the underlying personal characteristics and behaviours of an individual that are important contributors to predicting outstanding performance in a job within a particular organization. They mark the difference between average job performance and outstanding performance. Furthermore, the competencies in a specific model are aligned with the organization's strategy and culture.

Competencies enable top performers to demonstrate critical behaviours more often, in more situations, and with better results.

This Competency Dictionary lists all of the competencies that have been identified as critical to success across the following three roles within the Intervenor Services sector:

- Intervenor,
- Supervisor, and
- Manager.

There are two types of competencies – *behavioural* and *technical* – as outlined below:

- Technical competencies are what a person needs to know and be able to do – the knowledge and skills – to perform the job;
- Behavioural competencies are the behaviours a person demonstrates in applying their knowledge and skills on the job.

In other words, technical competencies are WHAT a person needs to know or know how to do, and behavioural competencies are HOW an individual approaches his or her work.

Technical competencies are absolutely necessary to perform the job role; however, they are not the differentiating factors of performance. While each is important, it is the behavioural competencies that truly differentiate superior from fully effective performers.

The focus for Intervenor Services is on *behavioural* competencies.

Introduction, continued

The Intervenor Services competencies fall into four clusters: Be Your Best Self; Build Bonds; Deliver Excellence; and Lead and Engage Others:

Be Your Best Self	Build Bonds	Deliver Excellence	Lead and Engage Others
<ul style="list-style-type: none">• Act with Integrity• Be Flexible• Commit to Personal Growth and Development• Demonstrate Self-Management and Resilience	<ul style="list-style-type: none">• Be Emotionally “In Tune”• Build Trusting Relationships• Engage, Influence and Advocate• Foster Independence and Confidence• Work as a Team	<ul style="list-style-type: none">• Demonstrate Creative Problem Solving and Decision Making• Demonstrate Financial Acumen• Plan and Coordinate• Show Passion, Enthusiasm and Dedication	<ul style="list-style-type: none">• Hold Self and Others Accountable• Lead and Develop Others

- **Be Your Best Self** focuses on those competencies that are critical to managing and motivating yourself to be the best you can be.
- **Build Bonds** focuses on those competencies that are critical to engaging others and growing and maintaining trusting relationships.
- **Deliver Excellence** focuses on those competencies that are critical to delivering excellent service and achieving the desired results for consumers, families, and the agency.
- **Lead and Engage Others** focuses on those competencies that are critical to inspiring and growing your team.

Competency Architecture

There are three major components to a competency: the definition, the scale, and the illustrative behavioural indicators of the scale.

Definition:

- Each competency has a definition of what it means.

Competency Scale:

- Below the definition, you will see a numbered scale (the competencies, which describes the various levels of behaviour associated with a competency – what the competency “looks like” at each level.
- Each level is more sophisticated than the preceding level.
- A target level for successful performance has been identified for each competency for each role.
- The scale provides you with a clear understanding of the progression of behaviours required from one level to the next, which will help in understanding how you can grow to the next level.

Illustrative Behavioural Indicators:

- Each level has a series of behaviours (behavioural indicators) associated with it – these behaviours are observable and measurable.
- These are not exhaustive as they vary depending on the nature and circumstances of the position. The behavioural indicators are provided to help everyone better understand what each level in the scale is about.

Following is an example of a scale.

Example of a Scale

Competency name →

BE YOUR BEST SELF: Act with Integrity

Definition of what it means, which captures the essence of the competency →

The ability to demonstrate and be sensitive to the core values of the profession, agency and sector. It includes using sound ethical judgment in an ethically complex work environment, and interacting respectfully, professionally and honestly with consumers, families and the community at large.

The level number and title, which describes the intent of the level; levels increase in sophistication as you move up the scale →

LEVEL 1 Demonstrate personal integrity toward core values of the profession and workplace

- Demonstrate an awareness of, and concern for, the core values and goals of the profession of intervenor services
- Seek guidance on the norms and guidelines of the profession to understand the rationale behind them
- Demonstrate honesty, confidentiality, fairness, respect, tact and sensitivity to personal/professional boundaries, and keep personal biases aside
- Take responsibility for own actions and for owning mistakes
- Act in accordance with the Intervenor Code of Ethics or other relevant Code of Ethics

LEVEL 2 Act consistently with professional values and ethics

- Seek to fully understand the facts and interests of all concerned when confronting ethical issues and dilemmas, and reflect upon all options in search of optimal solutions
- Consistently attempt to apply the core values and ethics of the profession to everyday work
- Encourage individuals to raise, discuss and address ethical issues
- Openly acknowledge own errors of judgment, without being prompted by others
- Speak out when it may hurt a trusted relationship when it's the right thing to do

LEVEL 3 Act on values and ethics when it is not easy to do so

- Recognize when workplace practices go against professional ethics, and question the discrepancies even when there is some personal risk
- Practice ongoing inquiry and dialogue into the practical meaning and application of the core values and ethics of the profession, and encourage others to do the same
- Adhere to all ethical standards and hold others accountable for doing the same
- Address others who are not demonstrating ethical and professional behaviour (e.g., colleagues, supervisor, manager) in a professional manner

LEVEL 4 Create an environment that nurtures ethical, professional, and values-based behaviour

- Generate enthusiasm and commitment to the ethics, values and professionalism of intervenor services for individuals who are deafblind
- Consistently model and make decisions aligned with professional and agency values and ethics
- Set high standards for the team and/or agency and for serving individuals who are deafblind
- Establish processes and procedures that help people integrate values and ethics into their decision making
- Explain and develop ethical knowledge, standards and conduct in others
- Challenge persons in positions of authority (e.g., senior management) to act on the values and ethics of the agency and sector

Behavioural indicators, which capture examples of what the competency looks like at each level – they are intended to show what the level “looks like”, but the list is not exhaustive →

Competency Models

The following table lists the competencies and target levels identified for success in each role – Intervenor, Supervisor and Manager. You will notice that for some competencies, there are two target levels, which depend on various factors, including whether you typically work with individuals with acquired versus congenital deafblindness or the particular accountabilities for the role within your agency (e.g., some Supervisors have performance management responsibilities, while others do not):

Competencies	Roles		
	Intervenor	Supervisor	Manager
Be Your Best Self			
Act with Integrity	3	4	4
Be Flexible	3	3	4
Commit to Personal Growth and Development	2	3	4
Demonstrate Self-Management and Resilience	4	--	--
Build Bonds			
Be Emotionally “In Tune”	3	--	--
Build Trusting Relationships	4	--	--
Engage, Influence and Advocate	3	3	4
Foster Independence and Confidence	4	--	--
Work as a Team	3	4	4
Deliver Excellence			
Demonstrate Creative Problem Solving and Decision Making	3	3	4
Demonstrate Financial Acumen	--	2/3*	4
Plan and Coordinate	--	3	4
Show Passion, Enthusiasm and Dedication	2	3	4
Lead and Engage Others			
Lead and Develop Others	--	3	4
Hold Self and Others Accountable	--	3/4*	4

* Depends on the agency and its expectations of the role

BE YOUR BEST SELF: Act with Integrity

The ability to demonstrate and be sensitive to the core values of the profession, agency and sector. It includes using sound ethical judgment in an ethically complex work environment, and interacting respectfully, professionally and honestly with consumers, families and the community at large.

LEVEL 1 Demonstrate personal integrity toward core values of the profession and workplace

- Demonstrate an awareness of, and concern for, the core values and goals of the profession of intervenor services
- Seek guidance on the norms and guidelines of the profession to understand the rationale behind them
- Demonstrate honesty, confidentiality, fairness, respect, tact and sensitivity to personal/professional boundaries, and keep personal biases aside
- Take responsibility for own actions and for owning mistakes
- Act in accordance with the Intervenor Code of Ethics or other relevant Code of Ethics

LEVEL 2 Act consistently with professional values and ethics

- Seek to fully understand the facts and interests of all concerned when confronting ethical issues and dilemmas, and reflect upon all options in search of optimal solutions
- Consistently attempt to apply the core values and ethics of the profession to everyday work
- Encourage individuals to raise, discuss and address ethical issues
- Openly acknowledge own errors of judgment, without being prompted by others
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LEVEL 4 Create an environment that nurtures ethical, professional, and values-based behaviour

- Generate enthusiasm and commitment to the ethics, values and professionalism of intervenor services for individuals who are deafblind
- Consistently model and make decisions aligned with professional and agency values and ethics
- Set high standards for the team and/or agency and for serving individuals who are deafblind
- Establish processes and procedures that help people integrate values and ethics into their decision making
- Explain and develop ethical knowledge, standards and conduct in others
- Challenge persons in positions of authority (e.g., senior management) to act on the values and ethics of the agency and sector

BE YOUR BEST SELF: Be Flexible

The ability to adapt to, and work effectively within, a variety of situations and with various individuals or groups. It involves being open to and flexibly responding to different needs and perspectives, as well as easily accepting changes in tasks, responsibilities or job requirements.

LEVEL 1 Accept the need for flexibility

- Understand and respect differences in needs, perspectives, working style and priorities and the need to tailor your approach accordingly
- Acknowledge that people are entitled to their opinions and accept that they are different
- Recognize that consumers have very different needs, attitudes and abilities
- Project an open mind and attitude to changing situations, taking things as they come

LEVEL 2 Be responsive in the moment

- Change your approach to get a job done or meet the team's needs
- Adapt to situations when things don't go as planned or to meet changing demands
- Respond flexibly to consumers' changing requests and needs (e.g., including changing consumer moods and behaviours)
- Juggle multiple tasks, putting one or more on hold to handle an immediate need, and then returning to the original tasks

LEVEL 3 Adapt your approach

- Use judgment to decide when a situation requires altering normal procedures or guidelines
- Evaluate a situation and decide what approach to take based on the demands of the situation or the needs of the consumer
- Explore different possibilities and approaches, rather than just the obvious
- Understand the working style of others, and adapt your own approach to work most effectively with them and better meet the needs of the team

LEVEL 4 Adapt overall approach

- Change the overall plan, goal or project (i.e., what you're trying to accomplish) to fit the situation, when appropriate
- Question and revisit the validity of your own and/or the team's ideas and approaches, and change the strategy when your existing approach proves ineffective
- Make agency recommendations and/or changes to meet the needs of specific situations (e.g., changes in funding, delivery of services)

BE YOUR BEST SELF: Commit to Personal Growth and Development

The commitment to continually develop and enhance one's personal and professional skills, knowledge and abilities. This involves regularly reflecting on your performance and abilities, seeking feedback from others (e.g., manager, colleagues, consumers), and taking action in light of that feedback.

LEVEL 1 Work to maintain and develop skills and abilities

- Develop the knowledge, skills and abilities needed to perform the job effectively
- Understand the need for ongoing training and learning
- Take appropriate steps to update skills and abilities so that you can continue to do your job effectively
- Respond positively to feedback and suggestions

LEVEL 2 Seek opportunities to learn and improve

- Demonstrate a desire to enhance your knowledge, skills and abilities
- Reflect on your performance to understand your strengths and opportunities for development, as well as how you can improve your interactions/intervention with consumers
- Regularly seek feedback and suggestions from others to enhance performance
- Keep up-to-date with new information, methods, technologies, approaches and best practices (e.g., by reading, liaising with contacts, attending training)

LEVEL 3 Proactively address development and apply learning

- Take the initiative to identify and act upon skill and knowledge areas that need to be developed
- Prepare a self-development plan to develop skills and improve performance
- Seek opportunities to incorporate new ideas, knowledge and skills to more effectively manage tasks and challenges (e.g., improve the intervention process, leadership skills, communication skills, problem solving skills, etc.)
- Adapt work habits, routines or approaches to incorporate new learning, training and development to enhance performance
- Share what you have learned with others as appropriate

LEVEL 4 Model a learning orientation

- Readily critique own abilities and invite the same from others
- Focus on enhancing performance, not on "saving face"
- Encourage and support others in developing new skills to enhance performance
- Create an environment where mistakes are seen as learning opportunities

BE YOUR BEST SELF: Demonstrate Self-Management and Resilience

The ability to display commitment, self-discipline, determination and enthusiasm despite challenges, setbacks, and in the face of routine or repetitive tasks. It includes bouncing back from disappointments or confrontations, and not letting them negatively influence ongoing interactions with others.

LEVEL 1 Stay productive in low stress situations

- Stay committed and focused on positive outcomes
- Accept the need to perform monotonous and routine tasks, and see their value
- Keep emotions in-check so as not to affect interactions with others (e.g., be patient, upbeat, don't show frustration)

LEVEL 2 Adapt to higher stress situations

- Perform high quality work and effective interactions despite pressure
- Express optimism – see the positive side of negative situations
- Remain patient and motivated in the face of routine or repetitive tasks
- Maintain energy and stay calm in stressful or challenging situations (e.g., when things don't go as planned)
- Recognize when to reach out and/or access resources to assist in managing stress (e.g., HR, EAP)

LEVEL 3 Overcome obstacles and challenges

- Focus on how to successfully meet a challenge rather than on obstacles or constraints
- Maintain enthusiasm and energy in the face of challenging situations (e.g., emotional outbursts, other challenging behaviours or crises)
- Persist with tasks even when faced with barriers or resistance
- Consistently see beyond limitations by expressing optimism in finding a solution
- Put obstacles into perspective – rise to the challenge
- Maintain self-control and respond confidently when faced with difficult situations and confrontation

LEVEL 4 Perform at a high level of consistency over a long period of time

- Demonstrate ongoing commitment to complete routine tasks over the long-term
- Persist (over a long period of time) with difficult tasks
- Manage own stress effectively, ensuring it does not impact others
- Stick with tasks despite meeting frequent and/or repeated rejection and/or frustration
- Maintain a positive demeanor and high level of self-motivation, whatever the circumstances
- Reflect on and learn from setbacks and other challenging situations

BUILD BONDS: Be Emotionally “in Tune”

The ability to tune in to the needs, perspectives and sensitivities of others (e.g., team, consumers), and act with these in mind. It involves active listening, truly understanding, accepting and respecting the feelings and perspectives of others, and using this understanding to respond appropriately.

LEVEL 1 Pay attention to others

- Pay attention to individuals’ expressed feelings, thoughts and concerns
- Be patient in communicating with individuals, giving them time to process and respond to the information
- Listen openly, without judging or interrupting
- Encourage others to express their feelings and perspectives
- Respect others and how they are feeling
- Ask questions to clarify understanding

LEVEL 2 Understand behaviour

- Listen carefully to others, paying attention to their unspoken thoughts or feelings (e.g., non-verbal cues, emotions, facial expressions, etc.)
- Demonstrate objective and active listening
- Ask questions to truly understand the person’s thoughts and feelings or to gather facts, and respond appropriately
- Seek out the facts and pertinent information before drawing conclusions
- Acknowledge the experience of others

LEVEL 3 Demonstrate empathy

- Pick up on non-verbal cues to others’ feelings and emotions, including tone of voice, intonation and choice of words
- Recognize underlying concerns, feelings, or interests in others that may not be verbally expressed
- Accurately observe and identify the behaviours of others (e.g., body language, facial expressions, questions, nuances) and respond with empathy as appropriate
- Demonstrate genuine sensitivity to underlying messages, especially where thoughts, feelings or emotions are poorly expressed
- Be able to see things from the other person’s perspective, anticipate their needs and reactions, and respond appropriately
- Recognize your own feelings and emotions and their impact on others

LEVEL 4 Be emotionally “in tune”

- Connect with others through an understanding of the individual’s unique style, personality, and their unspoken thoughts and feelings
- Develop a deep understanding of the whole person, their unique/life situation and the underlying or long-term causes of their attitudes and behavior, and adapt your behaviour and approach accordingly
- Continually update, refresh and check the accuracy of your own understanding of the individual and their needs
- Anticipate emotions or reactions in others, and what might trigger them

BUILD BONDS: Build Trusting Relationships

The ability to establish and maintain bonds and trusting relationships with individuals, while maintaining professional boundaries.

LEVEL 1

Build rapport

- Approach the individual in a respectful manner (i.e., in a way that will not startle them) to let them know you are present and about to interact
- Take the time to get to know the individual – their needs, wants, preferences, concerns, life history, etc.
- Treat individuals with respect, honesty, dignity and kindness in all situations
- Understand the individual’s preferred mode of communication, and communicate in a way that you will be understood
- Make the individual feel safe through providing an environment that is secure, reliable and consistent
- Use a variety of communication modes to ensure the individual has the best opportunity to understand the communication

LEVEL 2

Build bonds

- Share information about what is going on in the immediate environment around them (e.g., reactions of others in the room, what others are doing, what is going on around them), and without distorting it – be the consumers “eyes and ears”
- Let the individual explore who you are in a way that is meaningful for them (e.g., let them touch you)
- Understand and be responsive to the unique needs of each consumer (e.g., how your time with the consumer will be spent and the degree of planning required)
- Follow through on commitments – do what you say you’re going to do
- Be a true partner with consumers – work as a team

LEVEL 3

Develop trusting relationships

- Support consumers in staying focused on their priorities and what they want to accomplish (particularly for consumers who are independent)
- Plan, engage in or offer interesting, creative or exciting activities or adventures to bring the world to the individual based on the individual and their interests
- Use strategies to stimulate interactions with the individual (e.g., talk about things that interest them, do activities that will engage them, etc.)
- Provide opportunities for the individual to become directly involved in all aspects of an experience

LEVEL 4

Facilitate relationship building

- Facilitate the individual’s interaction with others including family, peers, healthcare providers and other people in the community
- Support individuals in social interactions, helping them to develop meaningful relationships with an ever expanding number of people
- Look for common ground between individuals to help them build relationships

BUILD BONDS: Engage, Influence and Advocate

The ability to encourage or influence others (e.g., consumers, team members, community partners, government) to motivate or gain their commitment and support. It involves giving voice to others who cannot speak for themselves or communicate their needs, or enabling others to self-advocate.

LEVEL 1 Encourage others using a single approach

- Use facts and logic to encourage others, without adapting to their interests
- Make clear, logical and succinct arguments when presenting your own position or speaking on behalf of the consumer
- Provide objective and accurate information to professionals
- Use concrete examples, visual and tactile aids, demonstrations, etc., to influence others
- Outline the pros and cons of different options and approaches
- Convey ideas in a way that is easy to understand
- Make two or more different arguments or points in a presentation or a discussion

LEVEL 2 Adapt your approach to the individual, group or situation

- Adapt your style, language or content to gently engage, encourage, inform or educate
- Anticipate and prepare for others' reactions
- Listen and be sensitive to the needs, concerns, interests and views, and adapt your approach accordingly
- Change things up when the first attempt to influence or advocate fails – try a different approach
- Think through your approach and the needs of the consumer or the team when advocating on their behalf or supporting them in advocating for themselves

LEVEL 3 Carefully plan your approach

- When advocating for others (e.g., for consumers who cannot advocate for themselves), prepare an approach that is tailored to the individual or group to be influenced
- Anticipate areas where support or encouragement will be required, and work proactively to bring these people on board
- For consumers who can self-advocate, help to create the right environment for this to happen
- Solicit and engage the support of like-minded individuals or other third parties to help educate or influence others
- Use a combination of logical arguments, personal conviction and passion to create a winning case when advocating for others
- Collect and provide objective, accurate information to professionals on behalf of the consumer, and collaborate with them as directed

LEVEL 4 Advocate for the needs of consumers

- Be an advocate for the sector, the agency, the consumer, and the intervenor role, developing deliberate, long-term influence strategies
- Build internal and external relationships, networks and alliances, and leverage these to build and sustain support
- Move a group towards a specific outcome based on an in-depth understanding of group interactions or dynamics
- Build “behind the scenes” support for ideas
- Grow and continuously maintain a network of contacts and resources to support initiatives or causes

BUILD BONDS: Foster Independence and Confidence

The ability to enable and empower consumers to build their confidence and self-esteem, and achieve their highest potential, based on the “do with, not for” philosophy. It involves promoting their social and personal development, encouraging their independent/life skills, and facilitating their communication and interaction with the world around them to help “redefine the possible”.

LEVEL 1 Provide encouragement

- Recognize the individual’s unique strengths, and work to build on them
- Promote self-esteem and well-being in the individual by expressing that you believe in their capability and potential
- Increase the individual’s self-awareness – help them understand their emotions and how their behaviour and demeanor impacts others
- Encourage the individual to determine how you will spend your time together
- Understand the “do with, not for” philosophy of intervenor services

LEVEL 2 Provide training and support

- Give routine tasks to the individual with the purpose of building their capability
- Assess, adapt and organize the environment to maximize the individual’s opportunity to be self-sufficient
- Support individuals when they are learning to do new things on their own, incorporating your understanding of their preferred learning style
- Monitor to ensure tasks are completed successfully, and provide constructive feedback, as appropriate, in a supportive manner
- Use strategies to help individuals develop their social skills

LEVEL 3 Build competence and confidence

- Look for opportunities to enable individuals to solve problems and make informed choices for themselves
- Teach individuals to do tasks in a helpful and supportive manner, and provide them with the necessary information, tools and resources
- Find learning opportunities and experiences to promote the individual’s learning and growth based on their interests, needs and preferences
- Determine how to introduce new or complex concepts to individuals in a way that they can understand them

LEVEL 4 Fully empower individuals

- After assessing an individual’s competency or capability, empower them with the responsibility and latitude to do tasks in their own way, including the opportunity to make and learn from mistakes in a non-critical manner
- Facilitate the individual’s comfort, confidence and control in interactions with others in a variety of environments
- Use strategies to help the individual enhance and expand their ability to navigate and communicate (e.g., increase vocabulary, topics of conversations, and communication skills)
- Design, adapt and implement activities and experiences to help the individual achieve their goals and objectives

BUILD BONDS: Work as a Team

The ability to collaborate and work cooperatively with others (e.g., consumers, co-workers, occupational therapists, behavioural specialists, physicians, family members, etc.) to achieve shared goals and deliver outstanding service for consumers and families.

LEVEL 1 Collaborate with others

- Be a team player, share information and see the benefits of working as a team
- Promote a friendly, cooperative environment
- Keep others informed and up-to-date about what is happening in the agency and with each consumer
- Share expertise and insight with others (e.g., through team discussions, brainstorming sessions)
- Clearly understand the goals of the team as well as the roles and responsibilities of each team member
- Treat other team members with respect, and recognize that each person's contribution, talents, skills, culture and background are valuable and essential to the overall success of the team and agency

LEVEL 2 Value others and solicit input

- Genuinely value others' input and expertise, encouraging all team members to contribute
- Recognize and build on the good ideas of others, and willingly seek feedback on ideas
- Help and encourage others to learn new and different parts of their jobs by sharing knowledge, experience and information
- Respect the expertise of others and seek opportunities to learn from them
- Recognize where strengths lie within and across the team and/or agency, and tap into their resources – make the best use of people's talents

LEVEL 3 Encourage others

- Recognize others who have performed well
- Encourage and empower others, making them feel valued
- Demonstrate commitment to important initiatives by actively contributing to the efforts of the team and recognizing the contributions of team members
- Readily provide guidance or support to new team members or other teams to facilitate learning
- Encourage people to continue their efforts when they become discouraged
- Put the goals of consumers, the team and agency ahead of one's own individual needs and wants

LEVEL 4 Work to build team commitment and spirit

- Act to promote a friendly climate and good working relationships (with colleagues, stakeholders, other teams, community partners, board, government, etc.)
- Work to resolve conflicts within or across teams by clarifying understanding, listening for underlying concerns, and identifying areas of agreement and disagreement
- Align multiple perspectives to best meet the needs of the consumers, families and other stakeholders

DELIVER EXCELLENCE: Demonstrate Creative Problem Solving and Decision Making

The ability to come up with creative ideas and solutions to solve problems and make decisions. It involves understanding the situation, gathering information, weighing alternatives, and choosing the most appropriate solution or course of action. It includes “thinking outside the box” and going beyond the conventional, exploring creative ideas and approaches.

LEVEL 1 Use a common sense approach to solve problems

- Use common sense and past experience to assess problems or issues
- Recognize when a problem or situation calls for a decision or approach that is different than usual
- Break problems down into simple lists, activities or tasks
- Participate in the development of viable solutions or recommendations to typical problems
- Recognize the cause and effect relationship between aspects of a problem or situation

LEVEL 2 Analyze problems or decisions and propose solutions

- Do research to gather information to solve problems and make decisions
- Identify the cause-and-effect relationship between two aspects of a situation
- Identify the pros, cons and impacts of different solutions to make decisions in the best interests of consumers and the agency
- Look beyond the facts to understand less obvious implications
- When looking at information, see patterns, trends, or missing pieces and what is relevant to the problem or decision
- Seek the input of others, incorporating creative suggestions and ideas to solve problems or make decisions

LEVEL 3 Think creatively to identify options and solutions

- Generate multiple alternative solutions, evaluating the risks and benefits to choose the best one, and then implement
- Think imaginatively – “outside the box” – to develop creative solutions or options
- Try out different solutions, ensuring you maintain a safe environment
- Modify and apply concepts, ideas or solutions that have been used in other environments
- Analyze relationships among several parts of a problem or situation (e.g., anticipate obstacles and think ahead about next steps)

LEVEL 4 Solve complex problems

- Think beyond the immediate issues and consider the implications that decisions may have over the long-term
- Use several analytical or creative techniques to break down and solve complex problems
- Consistently make sound decisions in the face of competing and ambiguous priorities
- Generate imaginative or unique solutions to problems facing consumers or the agency
- Create new approaches or ways of thinking that are not obvious to others and that will lead to changes in approaches, processes, direction, etc.

DELIVER EXCELLENCE: Demonstrate Financial Acumen

The ability to manage finances and resources to maximize results. It includes understanding financial management principles and reporting requirements, and effectively managing the agency's funding through careful planning and monitoring of resources (e.g., financial and other).

LEVEL 1 Understand the importance of how finances and resources are managed

- Demonstrate knowledge of the funding and budgeting process
- Be familiar with financial reporting requirements
- Understand that intervenor services operate through funding, requiring individuals to be fiscally responsible
- Understand how effective management of resources (e.g., time, materials, FTEs, etc.) contribute to the overall success of the agency and services provided to consumers

LEVEL 2 Manage finances and resources

- Understand that the agency is a business, and therefore requires individuals to demonstrate fiscal responsibility
- Manage finances within the allocated budget, being careful not to waste money or financial resources
- Keep accurate records of costs and expenditures for reporting purposes, and prepare required financial reports
- Treat agency resources as if they are your own – consider how you can make every dollar count
- Control costs and monitor expenditures and individual expenses

LEVEL 3 Seek to improve financial and resource management

- Seek to enhance management of operations and finances without compromising the quality of programs or services
- Consult with other agencies to identify what they are doing well with respect to managing finances and resources
- Share resources and expertise to achieve overall agency objectives and consumer outcomes
- Mobilize resources in the most cost efficient way possible to provide the best services
- Promote the need for, and model the effective use of, resources

LEVEL 4 Make financial and resource management a priority

- Find new ways to maximize financial management and efficiency
- Identify trends and patterns across the agency and/or sector, and make connections when preparing financial plans and managing funding and finances
- Obtain ongoing information and feedback about resource utilization to make timely, effective decisions
- Look up to one year ahead to determine future funding and resource needs

DELIVER EXCELLENCE: Plan and Coordinate

The ability to plan and coordinate work and execute individual and team activities in a way that ensures the achievement of individual, agency, and consumer objectives.

LEVEL 1 Plan own work activities

- Efficiently use time and complete tasks/projects on schedule by planning your own work
- Keep appropriate people informed about progress on tasks or projects
- Ensure you have the resources you need to get the work done

LEVEL 2 Manage multiple priorities

- Demonstrate the ability to multi-task and prioritize a variety of competing tasks in a fast-paced environment
- Determine the relative importance of tasks/activities, and switch gears quickly and efficiently
- Ensure things are done using efficient and effective alternatives while maintaining or improving the quality of programs, processes or services
- Develop plans for simple projects that involve determining milestones, organizing resources, assessing the impact of the project on others, and communicating progress and updates at appropriate stages

LEVEL 3 Coordinate activities involving others within one's team

- Prioritize the team's involvement on several initiatives simultaneously
- Organize schedules, work and the environment to maximize efficiency
- Be flexible in adjusting schedules to meet consumers' needs (within reason)
- Anticipate and be prepared to effectively deal with problems or roadblocks
- Seek ways to improve the allocation of resources to better meet consumer needs

LEVEL 4 Plan and execute broader and more complex projects

- Develop and implement efficient work plans for complex projects involving multiple groups
- Demonstrate an understanding of the relationships between different internal and external stakeholder groups to coordinate involvement in large-scale projects
- Coordinate the utilization of cross-agency resources, as appropriate, to deliver agency or sector-wide projects

DELIVER EXCELLENCE: Show Passion, Enthusiasm and Dedication

The belief in, and passion for, enhancing the lives of individuals who are deafblind, and being a champion for them, enabling them to live rich, meaningful lives. It is about demonstrating through words and actions a true commitment to supporting and promoting the interests and priorities of individuals who are deafblind, the agency and the sector as a whole.

LEVEL 1 Believe in providing service to those who are deafblind

- Have a working knowledge of the sector, its goals and services
- Speak positively about the work, the agency and the sector
- Respect the way things are done in the agency and the profession and perform as expected
- Act consistently with the agency's values, principles and goals
- Understand the link between one's day-to-day activities and the overall purpose of the agency and sector

LEVEL 2 Do what's right for individuals who are deafblind, the agency and the sector

- Show passion, commitment and pride in working with individuals who are deafblind
- Speak enthusiastically about the intervenor role and one's involvement in improving the lives of others
- Make choices and set priorities that fit the agency's needs, values, principles and goals, and work with others toward a common goal
- Participate in activities or events to provide consumers with unique experiences

LEVEL 3 Demonstrate strong personal conviction and commitment

- Take the initiative to participate in meaningful activities and projects (e.g., charitable event, fundraiser), outside one's role/responsibilities, for the benefit of consumers and their families
- Demonstrate strong personal commitment to, and optimism for, individuals who are deafblind and the sector
- Motivate others through enthusiasm and commitment to community involvement
- Seek opportunities within the community to promote and raise awareness about deafblindness and the services provided

LEVEL 4 Place the highest priority on moving the sector forward

- Lobby local government on behalf of the deafblind community (e.g., accessibility, housing, access to services)
- Continually explore new ways to increase the impact and reach of programs and services, and to drive the importance of professionalizing the sector
- Develop programs and services that are designed to make a difference and encourage, motivate and engage others

LEAD AND ENGAGE OTHERS: Hold Self and Others Accountable

The ability to hold oneself and others accountable for meeting the highest standards. It involves consistently monitoring one's own and others' performance, and appropriately and effectively taking corrective action to improve performance.

LEVEL 1 Hold self accountable

- Seek guidance/clarity on standards and expectations
- Regularly reflect on your own performance relative to expectations, and identify areas for improvement
- Admit to mistakes and take responsibility for correcting them
- Follow through on commitments

LEVEL 2 Communicate performance expectations

- Clearly communicate performance expectations to staff and stress the importance of honouring commitments
- Regularly engage in dialogue regarding what constitutes positive and negative performance
- Make needs, responsibilities, priorities and requirements clear for team members
- Ensure team members understand the agency's values, programs, policies, and standards
- Link individual accountabilities to agency objectives
- Set specific milestones to measure progress toward targeted objectives, and monitor performance

LEVEL 3 Monitor performance

- Monitor performance against clear standards
- Explain the consequences of under-performance and non-compliance with performance standards
- Give corrective feedback in private when performance is not meeting standards
- Follow through with interim checkpoints so people know how they are performing

LEVEL 4 Address performance issues

- Confront others about performance issues directly, honestly and in private
- Enforce consequences and take action when people are not meeting expectations
- Know when to take a strong stand in dealing with problem behaviours or poor performance
- Implement disciplinary procedures when multiple actions to address ongoing poor performance have failed

LEAD AND ENGAGE OTHERS: Lead and Develop Others

The ability to energize and develop agency staff, creating a climate in which they are motivated to do their best.

LEVEL 1 Provide clarity

- Engage in regular communication with staff to give them direction, keep them informed, and provide rationale for decisions
- Identify clear work priorities for the team
- Make sure the team understands what is expected of them and how they're performing
- Give specific instructions and/or on-the-job training

LEVEL 2 Enable the team to function effectively

- Solicit input from team members, encouraging their ideas and contributions
- Involve the team in planning, problem solving and decision making on matters that affect them
- Identify and provide resources required for the team to work effectively
- Support team members, especially during difficult times (e.g., take the time to discuss their concerns and answer their questions)
- Help others learn new skills and acquire new knowledge, ensuring they receive the required formal or informal training
- Give specific constructive feedback for developmental purposes
- Assess the strengths and development needs of team members, and work with them to establish development plans based on their needs and interests

LEVEL 3 Engage and empower the team

- Create a positive environment to enable the team to perform at its best (e.g., hire the right people, conduct team meetings, manage performance and workload)
- Clearly and consistently communicate the agency's priorities and how they link to the agency's goals and consumer outcomes
- Provide or secure needed support and development for individuals and the team as a group
- Give staff specific opportunities, wherever possible, to grow and stretch their capabilities and practice new skills (e.g., delegate routine tasks)
- Coach staff on an ongoing basis to support and foster their development
- Create an environment where mistakes are considered as opportunities for learning
- Find solutions to alleviate stress and support the team in challenging times
- Celebrate success, openly recognizing individuals and the team, giving credit where credit is due

LEVEL 4 Communicate a compelling vision and sense of purpose

- Communicate a clear vision of future success for the agency and/or the sector that is compelling and engaging
- Believe in and inspire confidence in the vision
- Talk about possibilities; be optimistic about the future
- Set a good example by personally modelling the desired behaviour
- Know people's aspirations, and hold career discussions to support their growth
- Provide in-depth mentoring, coaching or training

