

Competencies

for Canada's Substance Abuse Workforce

SECTION I

BEHAVIOURAL COMPETENCIES REPORT



Canadian Centre
on Substance Abuse

Centre canadien de lutte
contre les toxicomanies

This package was published by the Canadian Centre
on Substance Abuse (CCSA).

Suggested citation: Canadian Centre on Substance Abuse.
(2014). *Competencies for Canada's substance abuse workforce*.
Ottawa, ON: Canadian Centre on Substance Abuse.

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ISBN 978-1-77178-192-3

SECTION I

BEHAVIOURAL COMPETENCIES REPORT

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ACKNOWLEDGEMENTS

The Canadian Centre on Substance Abuse (CCSA) gratefully acknowledges the significant contributions and support received from people working in the field who participated in focus groups across Canada.

CCSA especially thanks all its partners who so graciously allowed and encouraged staff to participate in the focus groups. The research means nothing if the end result is not meaningful to the people for whom it is intended and CCSA could not produce a meaningful report without the input from the focus groups.

CCSA also thanks members of the National Advisory Group on Workforce Development (comprised of representatives from key national organizations and provincial/territorial governments) and other experienced directors and managers who participated in reviews of both sets of competencies.

These documents can also be downloaded as a PDF at www.ccsa.ca

Ce document est également disponible en français sous le titre :
Compétences pour les intervenants canadiens en toxicomanie

Competencies for Canada's Substance Abuse Workforce

BEHAVIOURAL COMPETENCIES REPORT



I-1

INTRODUCTION

The first-ever survey of the Canadian addiction treatment workforce in 2004 revealed a critical need for national standards and competencies. As a result, the Canadian Centre on Substance Abuse (CCSA), on behalf of the workforce, undertook to identify the competencies needed in the substance abuse field. Ultimately, these competencies will enhance professionalism and excellence within the field by providing tools and resources to:

- identify knowledge and skill sets for the substance abuse workforce and allied professionals
- support employers in hiring, retention, placement, staff development, and succession planning
- assist educators and trainers in developing strategies for learning
- provide Canadians with a more consistent quality of service delivery from the substance abuse workforce

Although a somewhat artificial division, the competencies have been defined as follows:

- **Technical Competencies** are the knowledge and abilities required when applying specific technical principles and information in a job function or role. Technical Competencies are usually learned in an educational environment or on the job. They are the “what” of a job. Counselling is one example of a technical competency.
- **Behavioural Competencies** are the abilities, attitudes and values required to perform effectively in a job function or role. Behavioural Competencies are typically learned and developed through life experiences. They are the “how” of performing a job, and they complement Technical Competencies. Effective communication is one example of a Behavioural Competency.

The first phase of this project comprised a set of Technical Competencies published in November 2007. A literature review and comparative analysis for the Technical Competencies was completed in 2009 and will inform version two of the Technical Competencies.

For the second phase in the project, CCSA researched and consulted with subject matter experts across Canada in 2009 to identify a set of 18 Behavioural Competencies for the substance abuse field.

CCSA consulted with about 120 people in focus groups across Canada to validate the core Behavioural Competencies and identify appropriate proficiency levels for seven occupational clusters or groups of jobs deemed most common in the substance abuse field.

The resulting Behavioural Competencies Report document contains several components:

- **Competency Definitions:** 18 Behavioural Competencies and their definitions
- **Occupational Clusters:** seven occupational clusters identified as most common in the substance abuse workforce, including descriptions and sample job titles
- **Competency Profiles:** a list of competencies for each occupational cluster, with the appropriate level of required proficiency for each, as identified by the focus groups
- **Adapting the Competency Profiles:** a guide to adapting the competency profiles so they reflect actual work in an organization; also presents an example of how competency profiles can be adapted, using an existing job description

- **Behavioural Competencies:** the 18 competencies, including definitions and sample behaviours that can be expected at each of four levels of proficiency

Interview and performance management guides and tools were also created and, through the consultative process, revised and improved. Available in separate documents are:

- Guide to Behavioural Competency-based Interviewing
- Interview Tools for Common Job Clusters for the Behavioural Competencies
- Guide to Competency-based Performance Management
- Performance Management Tools for Common Job Clusters for the Behavioural Competencies

The guides contain instructions on how to use the tools most effectively and are based on Behavioural Competencies Report.

Each of the documents listed above can be downloaded from www.ccsa.ca; they can also be ordered at the email address competencies@ccsa.ca. The tools are available in PDF format which users can adapt to meet their organization's needs.

BEHAVIOURAL COMPETENCY DEFINITIONS

Competency Title	Definition
Adaptability/ Flexibility	Willingly adjust one's approach to meet the demands and needs of constantly changing conditions, situations and people and to work effectively in difficult or ambiguous situations.
Analytical Thinking and Decision Making	Gather, synthesize and evaluate information to determine possible alternatives and outcomes and make well-informed, timely decisions. Includes critical thinking and reasoning.
Client-centred Change	Enhance, facilitate, support, empower, and otherwise increase client motivation for positive change. Positive change is achieved by involving the client actively in the change process and encouraging the client to take responsibility for the outcomes he or she achieves. Clients may be individuals, groups, communities and organizations.
Client Service Orientation	Provide service excellence to clients (which can include individuals, groups, communities and organizations). Includes making a commitment to serve clients and focusing one's efforts on discovering and meeting client needs within personal, professional and organizational capacities and boundaries.
Collaboration and Network Building	Identify and create informal and formal interdisciplinary networks and allied community groups to support the provision of client services and achievement of the organization's objectives. Clients include individuals, groups, organizations and communities.
Continuous Learning	Identify and pursue learning opportunities to enhance one's professional performance and development and the effective delivery of high-quality programs and services.
Creativity and Innovation	Use evidence-based practices in innovative and creative ways to initiate both effective new ways of working and advances in the understanding of the field of practice. Innovation and creativity are achieved in translating research into practice to optimize improvements in service delivery and professional practice.
Developing Others	Facilitate and motivate sustained learning and create learning opportunities and resources, as well as promote and respect others' needs for ownership of learning outcomes. Includes creation of a continuous learning environment that fosters positive growth in both work and public contexts among peers, clients, client families, communities and other groups (recipients).
Diversity and Cultural Responsiveness	Provide respectful, equitable and effective services to diverse populations, as defined by culture, age, gender, language, ethnicity, socio-economic status, legal status, health, ability, sexual orientation, type and mode of substance use, etc. Affirm and value the worth of all individuals, families, groups, and communities; and protect the dignity of all.
Effective Communication	Articulate both verbally and in writing across a range of technologies in a manner that builds trust, respect and credibility and that ensures the message is received and understood by the audience. Includes active listening skills (attending, being silent, summarizing, paraphrasing, questioning and empathizing) and congruent non-verbal communication.
Ethical Conduct and Professionalism	Provide professional services according to the principles and values of integrity, competence, responsibility, respect and trust to safeguard both self and others. Includes the development of professionalism and ethical behaviour in self and others (individuals, groups, organizations, communities).

Competency Title	Definition
Interpersonal Rapport/Savvy	Establish and maintain relationships based on mutual respect and trust, appropriate sensitivity and transparency, empathy, and compassion with clients, colleagues, professional associates and the greater community. Encompasses skills of tact, diplomacy, and sensitivity in all encounters with others.
Leadership	Help others achieve excellent results and create enthusiasm for a shared vision and mission, even in the face of critical debate and adversity.
Planning and Organizing	Identify and prioritize tasks, develop and implement plans, evaluate outcomes, and adjust activities in order to achieve objectives.
Self Care	Deliberately and continuously apply professional and personal self care principles to oneself and, at times, others to sustain optimal productivity while maintaining physical, mental, spiritual and emotional health.
Self Management	Appropriately manage one's own emotions and strong feelings; maintain a calm and tactful composure under a broad range of challenging circumstances; and think clearly and stay focused under pressure. Encompasses self-regulation and mindfulness.
Self Motivation and Drive	Remain motivated and focused on a goal until the best possible results are achieved, with both passion for making a difference in the substance abuse field and persistence despite confronting obstacles, resistance and setbacks.
Teamwork and Cooperation	Work cooperatively and productively with others within and across organizational units to achieve common goals; demonstrate respect, cooperation, collaboration, and consensus-building.

COMMON OCCUPATIONAL CLUSTERS

In addition to the Behavioural Competencies, CCSA identified seven occupational clusters (job groups) that are common to most organizations and to which the competencies would most apply. The clusters, shown in the table below, are described with a brief definition and example job titles that represent jobs typical of each occupational function. These job descriptions are not exhaustive. They assist the reader in identifying which occupational cluster a similar job might fall into for the sole purpose of using the competency profiles discussed in the next segment of this report.

During consultation with subject matter experts (professionals working in these occupational clusters), participants noted that

individuals might carry out the duties of several jobs rather than have solely one function, particularly in remote regions where human resources are limited. To identify which cluster a job might fall in, readers should consider the duties carried out most of the time as part of their job (e.g., 75% of the time) and determine the most appropriate cluster on that basis.

It may be that a person's workload encompasses two of the clusters below and requires one of the competencies for both clusters. If the level of proficiency required for the two clusters is different (e.g., one cluster requires a level 1 proficiency and the other requires a level 2 proficiency), the person should have the higher level of proficiency.

Occupational Cluster	Role Description
Administration Support	Definition: Provides administrative support to substance abuse professionals and, at times, clients. Duties may include office management and administration, communicating with clients in person or on the phone, coordinating office activities and logistics, and related administrative duties.
	Example job titles: Administrative Assistant, Administrator, Regional Administrator, Clinic Technician
Counselling	Definition: Provides counselling services to individuals, groups, and family members for substance abuse and related problems as required. Liaises with other substance abuse professionals to create treatment plans for a broad range of substance abuse issues.
	Example job titles: Counsellor, Addictions Counsellor, Alcohol & Drug Counsellor, Substance Abuse Counsellor, Intake Counsellor, Therapist, Clinical Therapist, Recreation Therapist
Health Promotion	Definition: Develops and delivers education and awareness programs in the substance abuse field to a wide range of individuals, groups and audiences. Assesses emerging substance abuse issues in targeted groups to develop timely and effective education and awareness strategies. Works closely with other agencies and community coalitions to develop, deliver and evaluate substance abuse awareness initiatives and education programs.
	Example job titles: Health Promotion Specialist, Health Education Specialist, Prevention Specialist/Coordinator, Health Educator, Health Promotion & Protection Specialist/Worker
Senior Management	Definition: Provides overall direction in all aspects of the agency's functioning and all services it provides. Provides leadership in the development and implementation of strategic and operational plans; manages finances, HR strategy and public relations.
	Example job titles: Executive Director, Clinical Director, Program Director, Program Manager, Controller, Office Manager

Occupational Cluster	Role Description
Supervision	<p>Definition: Provides direction for development, functioning and evaluation of program services and staff. Oversees and evaluates the quality and efficiency of services and provides supervision to staff. Works in conjunction with management to develop and deliver the goals and objectives of the organization.</p> <hr/> <p>Example job titles: Clinical Supervisor, Non-Clinical Supervisor, Senior Counsellor, Lead Clinician, Manager, Coordinator</p>
Support & Outreach	<p>Definition: Provides encouragement, emotional support, help, and advice on practical matters to clients, their families and communities. Coordinates support and outreach activities that may include: coordination of substance abuse and related services, motivational counselling, brief assessment and referral, conducting education and information sessions, monitoring and supporting daily activities of clients.</p> <hr/> <p>Example job titles: Support Worker, Outreach Worker, Alcohol Worker, Drug Worker, Substance Abuse Worker, Drug Outreach Worker, Substance Abuse Practitioner, Community Outreach Worker, Community Liaison Worker, Attendant</p>
Withdrawal Management	<p>Definition: Provides medical and/or non-medical support and withdrawal management services to substance abuse clients. Works with other professionals in the substance abuse field to create and deliver withdrawal management and associated treatment plans to meet the needs of clients.</p> <hr/> <p>Example job titles: Withdrawal Management (Detox) Worker, Detox Nurse, Specialty Nurse, Withdrawal Management (Detox) Counsellor, Attendant</p>

PROFICIENCY PROFILES

The competency profiles identify the Behavioural Competencies for each occupational cluster and the proficiency levels required for successful performance in jobs within each cluster.

The competency profiles were developed through research and consultation with subject matter experts. Approximately 120 substance abuse professionals from across Canada identified competencies and proficiency levels for the seven clusters. The results presented in the table that follows are based on agreement of 60% or more.

These competency profiles serve as a starting point for identifying job-specific competencies that can then be used in human resource management processes. Interviewing and performance management tools have also been developed using these generic profiles to assist organizations to use a competency-based human resource management approach. These tools are available online at www.ccsa.ca and on CD by request to CCSA (613-235-4048 or competencies@ccsa.ca).

It is important to note that these generic profiles are only a guide to assist in defining a competency profile for a specific job in a given organization. The profiles do not reflect the differences between jobs within each role, nor do they reflect the variances found among organizations and regions. The generic profiles must be reviewed and adapted as necessary before use (see Adapting the Proficiency Profiles in the next segment of this report).

In addition, there may be jobs or roles to which the competencies apply but that have not been profiled or identified in the clusters due to their unique nature in the field—for example, allied professionals (e.g., psychologists, addiction physicians, psychiatrists, police officers, Aboriginal Elders, peers and volunteers). The Behavioural Competencies were developed for use in the substance abuse field as a whole and can be used for these jobs/roles by selecting the most appropriate competencies for the job.

To identify the relevant competencies and proficiency levels for common occupational clusters, turn to the next page. An example of profile customization using a sample job description also follows.

The following table shows the competency profiles (see columns) for each of the seven occupational clusters. The percentage of agreement was 100% for both the competencies and the levels of proficiency among consulted professionals, unless otherwise indicated by * or ** (see below).

The numbers in the table represent proficiency levels. Sample behaviour indicators for each level are provided in the competencies tables at the end of this document.

Behavioural Competency Profiles

1 = Introductory level 2 = Basic level 3 = Intermediate level 4 = Advanced level

* indicates 80% agreement ** indicates 60% agreement Blank cell indicates less than 60% agreement

Number on its own indicates 100% agreement

Competencies	Levels of Proficiency by Occupational Cluster						
	Administration Support	Counselling	Health Promotion	Senior Management	Supervision	Support and Outreach	Withdrawal Management
Adaptability/Flexibility	1	3*	3	4**	3*	3	3
Analytical Thinking and Decision Making	1*	3**	2*	4*	3*	2*	2*
Client-centred Change		3*				3	3*
Client Service Orientation	1*	2**			3*		
Collaboration and Network Building			3*	4*		2*	
Continuous Learning	2	2	3	4	3	2	2
Creativity and Innovation			3	4*	3*	2**	
Developing Others			3*	4**	3		
Diversity and Cultural Responsiveness	1	3	3	4	3	3	3
Effective Communication	2	3	3	4	3*	3	3
Ethical Conduct and Professionalism	1	2	2	4	3	2	2
Interpersonal Rapport/Savvy	2	3*	3*		3**	3*	3*
Leadership				4	3*		
Planning and Organizing	2		3*	4*	3*	2	3*
Self Care	2	3	2	4*	3	3	2
Self Management	2	2**				2*	3*
Self Motivation and Drive			2**				3*
Teamwork and Cooperation	2	2*	2*	4**	3**		2

ADAPTING THE PROFICIENCY PROFILES

Because organizations differ in workload and staffing, and since competency requirements can change from one organization to the next, the profiles provided in the Behavioural Competency Profiles table will likely need to be adapted to your organization.

The following steps provide a high-level overview on how to adapt a competency profile to appropriately reflect the competencies required for a specific job. A sample adapted profile follows.

1. **Review the job description** for the position you are profiling; for example, a counselling job description (see sample job description in the example that follows).
2. **Review the competency profile** (see Behavioural Competencies Profile table) for the occupational cluster relevant to the job.
3. **Review the Behavioural Competencies** in this document (see section on Behaviour Indicators by Level of Proficiency) to become familiar with the indicators at each proficiency level.
 - First look at the competencies and proficiency levels that are suggested in the profile to understand the scope already covered by the profile and how it is relevant to the position you are profiling.
 - Then review the other Behavioural Competencies to determine if additional or alternate competencies are required.

You will notice that some competencies are similar in nature due to the overlap of behaviours that one would expect to see demonstrated for certain competencies. This is an important observation when determining which competencies should be included in the profile. It is not necessary to include two similar competencies if one of them sufficiently covers the critical requirements for the job. Ensure that you read the behaviour indicators for each to understand the distinctions.

The following list suggests some potential overlapping competencies:

Adaptability/Flexibility	←	Self Motivation and Drive
	→	
Client-centred Change	←	Client Service Orientation
	→	
Effective Communication	←	Interpersonal Rapport/Savvy
	→	
Continuous Learning	←	Developing Others
	→	
Self Care	←	Self Management
	→	
Collaboration and Networking Building	←	Teamwork and Cooperation
	→	

4. For the Behavioural Competencies that are relevant, **confirm or adjust the proficiency levels** by comparing the job requirements as stated in the job description with the behaviour indicators in the competencies.
5. **Add or remove competencies** from the profile as appropriate. For new competencies, select the relevant proficiency levels that most accurately reflect the job requirements. If you wish to include Technical Competencies in the profile, refer to the Technical Competencies document provided at www.ccsa.ca (or at Section VII in *Competencies for Canada's Substance Abuse Workforce*).
6. **Record the revised competency** profile in the blank grid below and use this profile in both the interviewing tools (see Section IV) and performance management tools (see Section VI) for this job.

A job competency profile includes only the critical competencies required for the job (not those that are “nice to have”—i.e., not essential to performing the job successfully).

Also, it is preferable to have no more than 12 competencies per profile.

7. Validate the competency profile with subject matter experts. It is important to ensure that your revised competency profile is valid for use in human resources processes, such as performance management and recruitment. This means presenting it to and reviewing it with stakeholders and subject matter experts such as job incumbents, their supervisors/managers, human resource representatives, and any union representatives where applicable. During the review, compare the job competency profile to other profiles developed to ensure consistency of competencies and proficiency levels.

	Behavioural Competencies	Revised Proficiency Level
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Sample Adapted Profile

The following example uses a Substance Abuse Counsellor job description and the Counselling profile to determine the revised profile for the position. The relevant competencies are highlighted to illustrate how the wording in the job description is closely linked to the competencies.

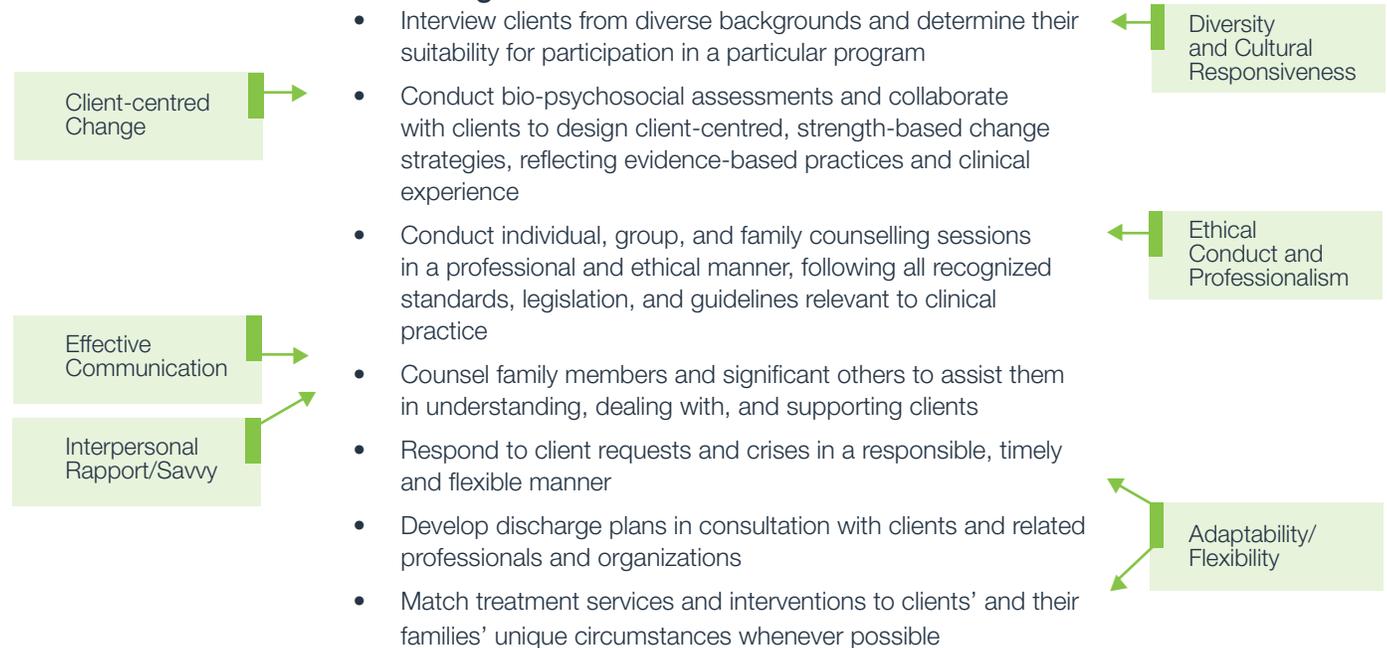
Sample Job Description: Substance Abuse Counsellor

ROLE:

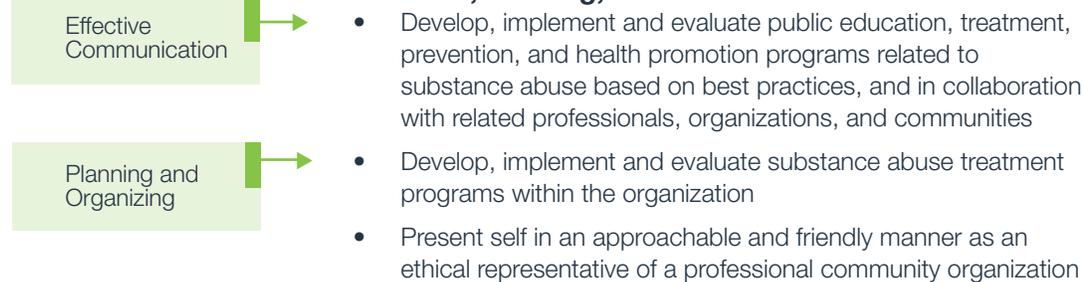
The main focus of this position is to provide specialized counselling, education, and support services to individuals, families and the community. The substance abuse counsellor helps clients understand and address substance abuse and related problems, including mental health issues, problem gambling, family dynamics, and lifestyle changes. The counsellor is expected to work collaboratively with a multi-disciplinary team of professionals within the organization, and to establish and maintain partnerships with related community organizations. This is a non-supervisory position reporting to the assigned clinical supervisor and program.

DUTIES:

Counselling



Education, Training, Prevention



Collaboration & Network Building

Continuous Learning

Community Consultation

- Establish and maintain professional working relationships and regular communication with community and other related organizations
- Participate on committees, teams or work groups at the local, provincial, regional and national levels
- Participate in knowledge exchange activities with related organizations by maintaining regular correspondence, sharing and inquiring about resources, and advocating for quality service delivery
- Coordinate referrals, admissions and discharges with related organizations

Teamwork and Cooperation

Continuous Learning

Professional Development

- Participate in ongoing professional development activities, and engage in reciprocal relationships of learning with colleagues to stay current in the field
- Participate in regular individual and team supervision meetings
- Implement related learning and professional development plans as discussed with supervisor
- Maintain professional credentialing, certification and continuing education requirements, on own initiative and in conjunction with organizational resources where available

Teamwork and Cooperation

Ethical Conduct and Professionalism

Administration

- Maintain current and accurate confidential records of client files, and attend to related requests for documentation in a timely and consistent manner
- Follow the policy and procedures of the organization, and consult with supervisor as needed

Planning & Organizing

EDUCATION AND SKILLS:

Adaptability/ Flexibility

- Bachelor's or Master's degree in social work, psychology or a related discipline, or recognized community college diploma in the helping professions with 2-4 years' related experience
- Thorough knowledge of substance abuse, cause and effects, evidence-based models of treatment intervention and their application to diverse populations
- Knowledge of individual, family, group, and crisis counselling methods
- Ability to deal with life-threatening situations, including suicide
- Flexibility to work evenings and respond to occasional crisis calls from colleagues and clients outside of working hours
- Comprehensive skills in case management, collaboration, program development and evaluation, and emergency response

Two competencies in the draft profile were replaced with two new competencies to maintain a profile of no more than 12 competencies. The reasons for the changes in the profile are given in the table below.

Competencies Changed	Action	Reason
Client Service Orientation	Removed	In this job description, the focus is on Client-centred Change. While Client Service Orientation may still be required, it is not as important for the job as the other competencies identified in this profile. These two competencies have overlapping behaviours.
Self Management	Removed	As above, this competency is not strongly evident in the sample job description. Self Care remains in the profile and has overlapping behaviours with Self Management.
Collaboration and Network Building	Added	There is a strong focus in the sample job description on Collaboration and Network Building, which has been added to the profile. There is overlap between this competency and Teamwork and Cooperation but they are both prominent and different enough in these particular job requirements to warrant inclusion.
Planning and Organizing	Added	The tasks concerning development and implementing both public and internal programs imply that strong competency in Planning and Organizing would be required.

The table below shows the comparison between the profile from the Behavioural Competency Profiles table and the revised behavioural competencies as identified from a review of the sample job description.

Behavioural Competencies for Counsellor Profile	Generic Proficiency Levels	Behavioural Competencies for Sample Counsellor Position	Revised Proficiency Levels
1. Adaptability/Flexibility	3	1. Adaptability/Flexibility	3
2. Analytical Thinking and Decision Making	3	2. Analytical Thinking and Decision Making	3
3. Client-centred Change	3	3. Client-centred Change	3
4. Client Service Orientation	2		
5. Continuous Learning	2	4. Continuous Learning	2
6. Diversity and Cultural Responsiveness	3	5. Diversity and Cultural Responsiveness	3
7. Effective Communication	3	6. Effective Communication	3
8. Ethical Conduct and Professionalism	2	7. Ethical Conduct and Professionalism	2
9. Interpersonal Rapport/Savvy	3	8. Interpersonal Rapport/Savvy	3
10. Self Care	3	9. Self Care	3
11. Self Management	2		
12. Teamwork and Cooperation	2	10. Teamwork and Cooperation	2
		11. Collaboration and Network Building	2
		12. Planning and Organizing	3

In real life, the revised profile should be validated by subject matter experts before it is implemented.

BEHAVIOUR INDICATORS BY LEVEL OF PROFICIENCY

Each Behavioural Competency has four proficiency levels and related behaviour indicators that describe examples of successful performance for that Competency. The indicators are neither exhaustive nor mandatory. They provide guidance in determining which level of competency a particular job might require, based on the actions one would expect to see in an individual performing successfully in that job.

The levels are cumulative: someone who is required to have a basic—or level 2—proficiency is also expected to have the introductory—level 1—proficiency.

The competencies have been developed for the substance abuse workforce as a whole to provide a framework for introducing or enhancing competency-based human resource management in organizations across Canada. The language or terminology used may not be wholly applicable to your organization and you may wish to add other behaviours applicable within your organization. As a result, it is important that you review the example behaviour indicators and modify them accordingly before applying them to the positions in your organization.

ADAPTABILITY/FLEXIBILITY: Willingly adjust one's approach to meet the demands and needs of constantly changing conditions, situations and people and to work effectively in difficult or ambiguous situations.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> • Demonstrates recognition that other points of view and ways of doing things have value • Readily shows flexibility and expresses willingness to do things differently, accepting change as normal • Adjusts priorities and work goals as necessary when working under changing or unclear conditions • Displays a positive attitude in the face of ambiguity and change • Adapts approach to match needs of others using interactions as a series of give and takes as appropriate • Asks others for input and feedback on changes that will affect the work unit • Encourages peers to adapt to new initiatives 	<ul style="list-style-type: none"> • Effectively adjusts task priorities and work focus as needed in reaction to changing circumstances and setbacks • Demonstrates emotional stability, remaining effective and retaining perspective under changing or unclear conditions • Strives to develop a healthy perspective on change, adapting in an informed and professional manner to demanding and changing circumstances • Accurately reads and understands emotional, interpersonal and environmental cues and adjusts behaviour to obtain the desired outcomes • Adapts interpersonal style to match the needs of different and diverse individuals and groups across a range of situations 	<ul style="list-style-type: none"> • Supports and adapts to major changes that challenge traditional ways of operating • Gathers information from a variety of sources to assess changing plans and priorities and makes informed choices based on available information • Prepares for change and adapts own plans and priorities accordingly • Provides advice and guidance to others to assist them in adapting to difficult or changing situations • Exercises flexibility in approaches while also maintaining professional integrity and organizational values 	<ul style="list-style-type: none"> • Revises organizational or project plans to meet new demands and priorities • Recognizes and responds quickly to shifting opportunities and risks • Adapts behaviour to perform effectively amidst continuous change, ambiguity and, at times, apparent chaos • Through own behaviour, creates an environment of energy and enthusiasm, despite high demands or difficult workloads • Competently manages risk and uncertainty • Provides support systems (e.g., retaining programs) to deal with the unanticipated and challenging results of change activities

EXAMPLES

ANALYTICAL THINKING AND DECISION MAKING: Gather, synthesize and evaluate information to determine possible alternatives and outcomes and make well-informed, timely decisions. Includes critical thinking and reasoning skills.

1 = Introductory

- Gathers relevant information, consults with others, and asks questions as necessary to make informed decisions
- Systematically analyzes component parts of problems and links them together to consider different decision options
- Makes timely decisions within limits of personal responsibility
- Makes decisions that are in line with professional and ethical standards, codes of conduct and organizational policy
- Explains and provides justifiable accounts of facts, issues, data and clinical reports
- Uses analysis of information, common sense, and past experience to develop possible solutions
- Identifies the key persons who may be affected by the issues or decisions made in own area of work

2 = Developing

- Consults others, researches information and determines relevant patterns or trends to understand the issue or problem and identify potential causes
- Identifies multiple courses of action, considering who may be affected by a decision as well as potential outcomes
- Evaluates the advantages, disadvantages and effectiveness of alternate approaches and possible courses of action
- Identifies potential problems or risks associated with a decision or action and uses critical thinking to implement plans that mitigate their effects
- Uses logic, past relevant experience, lessons learned and evidence-based criteria when forming conclusions and making decisions
- Determines when to act quickly/decisively and when to deliberate on or contemplate decisions

3 = Intermediate

- Makes informed and timely decisions to determine a course of action in complex, ambiguous or urgent situations
- Makes decisions in alignment with organizational values and directions
- Develops creative, forward-thinking options and recommendations, soliciting opinions of others to gain different perspectives
- Makes decisions based on evidence-based practice, reasoning and clinical experience and in consultation with key stakeholders as appropriate
- Identifies and respectfully challenges judgement or decision making that is unclear or unsupported
- Evaluates the effectiveness and efficiency of a solution after implementation
- Identifies the potential impacts that trends or events may have on services, clients and/or employees

4 = Advanced

- Forecasts and identifies new issues and develops strategies to position the organization to address emerging trends (e.g., capitalizes on trends or takes action before issues escalate)
- Considers and leverages bureaucratic and political systems, and external trends, organizations and relationships that could affect future outcomes or directions of the organization
- Ensures stakeholders (e.g., public, employees, community organizations, government) are appropriately involved in relevant decisions to ensure decision quality, understanding, and buy-in
- Effectively anticipates the likely results of decisions and actions, foreseeing longer-term and broad, strategic implications of decisions
- Where feasible and appropriate, builds consensus prior to decision making
- Considers and balances organizational resources and constraints when making decisions

EXAMPLES

CLIENT-CENTRED CHANGE: Enhance, facilitate, support, empower, and otherwise increase client motivation for positive change. Positive change is achieved by involving the client actively in the change process and encouraging the client to take responsibility for the outcomes he or she achieves. Clients may be individuals, groups, communities and organizations.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Demonstrates knowledge of positive client change strategies, motivation and client change theories (e.g., self regulation theory, stages of change, theories of motivation) Shows genuine interest in clients and the situations they find themselves in Provides encouragement and efforts directed at motivation for change Conducts client needs assessments/analyses Involves clients in their change plans, efforts and outcomes Uses non-confrontational motivation and negotiation skills to engage clients in explorations of their present situations and concerns Works with client to identify appropriate support networks to facilitate change 	<ul style="list-style-type: none"> Uses evidence-based principles and practices for creating motivation for change, respecting client stage, pace and place in the change process Views client ambivalence and/or resistance as natural phases in the client change process Uses facilitation skills and works with the client to motivate client change Provides a safe, supportive context to explore client experiences openly Interacts with clients in their change process with accurate empathy, non-possessive warmth and genuine interest Fosters and maintains client energy and motivation for positive outcomes (e.g., positive intention, effective use of questions) Reviews and uses evidence-based practices to guide interventions and uses an approach aimed at empowering client-centered change Works actively, consciously and diligently not to impose own personal biases and issues into the change process Accurately assesses client readiness for, confidence in and motivation for change 	<ul style="list-style-type: none"> Tracks client milestones and evaluates progress in ongoing change Employs extrinsic motivators to increase internal motivation while respecting client rights and dignity Coaches and mentors in effective client change processes and approaches Effectively assists clients through their ambivalence and resistance to change using evidence/strength-based strategies Teaches clients to self regulate, self motivate and develop appropriate support systems, so that clients can become self-change agents independent of service providers 	<ul style="list-style-type: none"> Participates in research to advance knowledge in the field Demonstrates advanced knowledge and well honed skill in client-centered change strategies and interventions Keeps up to date on treatment efficacy research literature and creates initiatives to ensure the most current client-centered change practices are understood and adopted organization-wide Conducts research on client-centered change and shares results Acts as an organizational advocate for progressive client-centered change practices and interventions

EXAMPLES

CLIENT SERVICE ORIENTATION: Provide service excellence to clients (which can include individuals, groups, communities and organizations). Includes making a commitment to serve clients and focusing one's efforts on discovering and meeting client needs within personal, professional and organizational capacities and boundaries.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Focuses on genuinely understanding the unique nature of each client's situation and perspective Explains that different treatment models may be differentially effective for certain types of clients and client problems Engages the client in mutual dialogue and values client's perspective Responds to client needs in a timely, professional, helpful and courteous manner, regardless of client attitude Follows up with clients during and after delivery of services to ensure their needs have been met Informs client of confidentiality rights and client service program procedures and regulations Accurately assesses each client's needs and exercises good judgement in recommending appropriate services 	<ul style="list-style-type: none"> Consistently provides client service within professionally established and regulated practice boundaries Keeps clients up to date on their progress and changes that affect them Ensures service is provided to clients during critical periods Collaborates with clients to prioritize issues and develop action plans accordingly Looks for ways to add value to client service and enhance client service delivery systems and processes Employs evidence- , experience- and strength-based practices in alignment with client needs Formulates mutually agreed-upon client service goals and objectives and methods of monitoring and evaluating both progress and outcomes Consults other professionals and refers cases to appropriate resources when client needs surpass practice limits and competence 	<ul style="list-style-type: none"> Consistently demonstrates a strong commitment to the organization and profession through advocacy, client service excellence and alignment of services with client needs Acts as a seasoned facilitator and advisor as appropriate, providing independent input on complex issues and initiatives Encourages clients to consider difficult/critical issues that are in their best interests Proactively addresses preventable client adverse effects and acts to implement and support initiatives to improve service delivery Monitors and evaluates client service impacts and outcomes using evidence-based approaches Builds networks to support client service and advocates on behalf of client to gain necessary resources Collaborates with clients to identify when existing services are no longer needed and plans for discharge and/or revision of goals 	<ul style="list-style-type: none"> Strategically and systematically evaluates emerging and longer-term opportunities for and threats to meeting clients' needs, integrating results from emerging research and evidence Determines strategic direction to best meet clients' evolving needs Monitors, evaluates and, as needed, renews the client service model and service standards Continually assesses systemic organizational and client service delivery processes to enhance service Creates organizational cultures that value and support high-quality service delivery

EXAMPLES

COLLABORATION AND NETWORK BUILDING: Identify and create informal and formal interdisciplinary networks and allied community groups to support the provision of client service delivery and achievement of the organization's objectives. Clients include individuals, groups, organizations and communities.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Works cooperatively with interdisciplinary professionals and allied community groups to achieve common goals while respecting client confidentiality and practice boundaries Communicates openly, builds trust and treats other professionals and community groups fairly, ethically and as valued allies Responds to professional and community group requests efficiently and effectively as appropriate Develops and maintains professional contacts who can provide relevant information and resources 	<ul style="list-style-type: none"> Identifies and develops contacts within potential allied organizations and interdisciplinary groups Proposes possible collaborative arrangements with members of identified networks Seeks input from networks to ensure objectives are achieved Identifies and participates in organized professional and interdisciplinary events to expand one's network Respects all existing legal guidelines, policies and mandates of own and other organizations when collaborating 	<ul style="list-style-type: none"> Promotes direct communication between allied agencies and other stakeholders to share information, discuss relevant issues, and develop solutions to common problems Initiates partnerships and alliances to promote organizational objectives Explores shared needs and common areas of interest among identified networks, avoiding duplication of work Monitors partnerships to ensure continued effectiveness, identifying when changes to the nature of the partnership are needed 	<ul style="list-style-type: none"> Identifies, develops and maintains strategic partnerships that support and enhance the long-term direction of the organization Promotes the organization as a valuable partner Establishes processes to encourage collaboration and partnerships Ensures that suitable policies, practices and other supports (e.g., databanks) are in place to foster networking and collaboration Advocates on behalf of organization and profession to increase knowledge of the substance abuse field among the public

EXAMPLES

CONTINUOUS LEARNING: Identify and pursue learning opportunities to enhance one's professional performance and development and the effective delivery of high-quality programs and services.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Assesses self against standards for current position and identifies learning needs Participates actively in learning opportunities provided (e.g., courses, and feedback from supervisor or peers) to meet current job requirements Reflects on own performance (what did I do, what worked well, what needs improving) to identify lessons learned Applies new knowledge, skills and lessons learned to job in a timely manner 	<ul style="list-style-type: none"> Takes responsibility for one's own learning and professional development Self-assesses and seeks feedback from others to identify skills and knowledge gaps and seeks to close these through self-study, continuing education and seeking assistance or advice, and coaching Keeps up to date with current research, literature and other developments relevant to the field and applies learning to one's practice Draws on the knowledge of others through networking, teamwork and partnering Shares learning and professional knowledge with others Monitors progress in meeting learning goals and adapts learning strategy as needed 	<ul style="list-style-type: none"> Actively pursues information, competency-based and other learning opportunities, beyond current job role or area of expertise, that add value in current position Seeks learning opportunities in rapidly evolving and emerging subject areas within and peripheral to one's professional practice Participates in research to advance the knowledge in the field Creates opportunities to share best practices with others inside the organization Actively contributes to building a learning culture, encouraging learning and knowledge sharing and advocating for professional development activities Supports and/or supervises others in their learning and professional development by providing feedback, coaching, mentoring and resources, and by identifying learning goals and opportunities for professional development 	<ul style="list-style-type: none"> Strategically undertakes learning activities related to future operational needs, and/or activities that expand professional networks Considers the potential for new learning opportunities for self and others when assessing new projects or programs Uses organizational change as an opportunity to develop new skills and increase knowledge in self and others Creates opportunities to share best practices with others outside the organization Conducts research to advance the knowledge in the field Promotes, creates and sustains a learning culture and knowledge sharing for the organization Employs innovative and creative strategies to promote and maintain continuous learning opportunities in light of resource constraints

EXAMPLES

CREATIVITY AND INNOVATION: Use evidence-based practices in innovative and creative ways to initiate both effective new ways of working and advances in the understanding of the field of practice. Innovation and creativity are achieved in translating research into practice to optimize improvements in service delivery and professional practice.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Is open to new ideas and experiences Constructively questions current practices and processes Suggests improvements to current approaches by providing evidence-based support for suggestions Demonstrates curiosity, digging for information below the surface in an informed manner Actively participates in and contributes to brainstorming activities 	<ul style="list-style-type: none"> Considers situations and problems from different perspectives, keeping an open mind to new possibilities Uses a variety of best-practice and strength-based methods and techniques in addressing diverse issues and populations Implements alternate evidence-based techniques and approaches rather than using the same solution repeatedly for all clients Uses reflective-practice and a scientist-practitioner framework, and generates original methods for developing and presenting information Initiates brainstorming activities to support and encourage innovation Incorporates best practices in program development, implementation and dissemination into all work 	<ul style="list-style-type: none"> Based on evidence-based practice and drawing upon a broad empirical and theoretical knowledge base, adapts existing approaches and techniques to meet unique, situation-specific needs Creates new ideas, solutions or approaches to ongoing challenges and problems Explores best current knowledge in the field and adapts and applies this knowledge to reflective-practice as a source of inspiration and insight into new options and solutions Draws correlations between seemingly unrelated issues and ideas and identifies what is not apparent to others Develops innovative, contextually relevant intervention methodologies that incorporate both the rigour of research and the shared experience of practitioners and clients Effectively facilitates brainstorming activities 	<ul style="list-style-type: none"> Supports and encourages others in generating new and innovative approaches through recognizing innovation based on evidence-based practice and drawing upon a broader empirical and theoretical knowledge and experience base Assesses the likelihood of success of creative ideas and proposed innovative practices Creates new models, interventions or approaches that have wide-ranging impacts on a program or practice area Provides expert insight into problems to assist others in researching and creating new approaches Identifies and implements programs, approaches and practices that support creativity and innovation across the organization Challenges organizational policy and practice when evidence indicates change is necessary

EXAMPLES

DEVELOPING OTHERS: Facilitate and motivate sustained learning and create learning opportunities and resources, as well as promote and respect others' needs for ownership of learning outcomes. Includes creation of a continuous learning environment that fosters positive growth in both work and public contexts among peers, clients, client families, communities, and other groups (recipients).

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Establishes rapport and raises learner self-awareness prior to gaining cooperation in initiatives aimed at learning Assesses current knowledge, skills, education and information needs of learner, and develops a plan to address these needs Identifies and provides multiple education resources and materials to enhance learning activities designed to fit the learner, their family and culture, and special needs Evaluates progress towards achievement of goals and adapts learning strategy as needed Provides constructive feedback on progress toward goals in a collaborative and open fashion Presents information clearly, logically and in terms the learner can understand and collaboratively explores how the information will help 	<ul style="list-style-type: none"> Engages learner in problem solving of learning needs and works to develop viable and agreed-upon action steps and solutions (e.g., SMART goals—specific, measurable, achievable realistic, timely) Facilitates learning by using examples that are relevant to or draw on experience of learner Recognizes and reinforces the abilities, efforts and improvements of the learner, offers reassurance and expresses confidence in learner's potential to grow while maintaining realistic expectations Gives constructive feedback that focuses on problems and behaviours rather than personalities Where appropriate, involves learner's networks and collateral sources in educational pursuits while honouring and respecting any confidentiality and legal constraints Recognizes and addresses ambivalence and blocks to learning, adapting one's approach to reduce or prevent further resistance 	<ul style="list-style-type: none"> Identifies learner's strengths, weaknesses, and learning styles and incorporates into learning strategies Uses a variety of creative and effective facilitation methods in designing and developing learning methodologies and materials Creates a comfortable and safe environment for learning and sharing; establishes positive tone of mutual respect and trust that encourages mutual sharing of information (e.g., within a learning group) Demonstrates familiarity with group dynamics in group learning situations and adapts facilitation style accordingly Seeks to discover common ground and assists group learners to focus on their similarities rather than differences Evaluates group learning needs and plans group developmental activities based on sound evidence and experience 	<ul style="list-style-type: none"> Identifies needs and develops learning strategies, initiatives and action plans for the organization and for community groups Develops organizational initiatives to share and evaluate learning efforts, best practices and differential learning models Applies strategic communication principles to the development, implementation and evaluation of health and other communication campaigns Implements strategies to foster, support and sustain a learning culture within the organization and greater community Encourages research to assess impact and efficacy of learning efforts Sets objectives that are realistic yet challenge others to excel, leading to more advanced skill development Takes opportunities to share information, teaching and modeling best practices and professionalism

EXAMPLES

DIVERSITY AND CULTURAL RESPONSIVENESS: Provide respectful, equitable and effective services to diverse populations, as defined by culture, age, gender, language, ethnicity, socio-economic status, legal status, health, ability, sexual orientation, type and mode of substance use, etc. Affirm and value the worth of all individuals, families, groups and communities; and protect the dignity of all.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> • Demonstrates respect for all clients, groups and communities • Demonstrates language and listening skills that respect cultural differences • Acts fairly and respectfully when dealing with diverse cultural groups • Monitors own attitudes and behaviour with respect to culture and diversity issues • Creates a welcoming environment that reflects the diverse communities served 	<ul style="list-style-type: none"> • Promotes fairness and good judgment in the application of diversity principles and policies • Engages in activities that support the development of other world views and perspectives • Seeks out opportunities to incorporate and promote culturally appropriate programs • Demonstrates commitment to identify and address inappropriate behaviour or discriminatory practices in the workplace • Demonstrates understanding of how issues of diversity affect the delivery of respectful and appropriate services • Supports clients in identifying and implementing culturally appropriate solutions to issues 	<ul style="list-style-type: none"> • Encourages and supports a workplace climate that supports diversity in the delivery of services • Demonstrates an understanding of cultural/diversity influences on health, beliefs, and behaviours • Possesses considerable knowledge and understanding of historical, cultural, spiritual, political and socio-economic issues that affect diverse populations and develops effective, inclusive and respectful working relationships with these individuals and groups • Supports diverse populations in developing and implementing strength-based solutions to problems • Identifies and promptly addresses inappropriate behaviour or discriminatory practices in the workplace 	<ul style="list-style-type: none"> • Takes a leadership role in shaping an organizational vision and service delivery system that reflects and supports diversity and cultural responsiveness • Develops and implements strategic action plans, policies and procedures that support diversity and cultural responsiveness within the organization • Develops and implements strategies to identify and address cultural/diversity barriers to accessing services • Consults with representatives from diverse communities to inform organizational planning • Develops and implements strategies to address possible barriers to recruitment, hiring, promotion and retention of diverse cultural groups • Removes systemic barriers to culturally appropriate support for staff and clients

EXAMPLES

EFFECTIVE COMMUNICATION: Articulate both verbally and in writing across a range of technologies in a manner that builds trust, respect and credibility and that ensures the message is received and understood by the audience. Includes active listening skills (attending, being silent, summarizing, paraphrasing, questioning and empathizing) and congruent non-verbal communication.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Actively listens to understand others without judgment or bias, attending to verbal, emotional and contextual cues Communicates with others honestly, respectfully and sensitively Shares information willingly and in a timely manner Aligns non-verbal communications and tone of voice with the intended message Respects confidentiality of communications where appropriate Uses a range of communication strategies that meet the needs of special needs audiences (e.g., persons with hearing impairments who lip read, or who use sign language and require an interpreter) Appropriately uses communication technology (computers, voicemail, etc.) to convey messages and information Presents information in a clear and logical manner, using appropriate phrasing and vocabulary and correct grammar, spelling and punctuation Integrates and synthesizes information from appropriate sources into written work 	<ul style="list-style-type: none"> Tailors communication to the audience, adapting style, language preference, content and format as appropriate Reads body language, emotional cues and verbal and non-verbal cues and adjusts communication approach accordingly Checks own understanding of others' communication (e.g., paraphrases, asks questions) Uses questions and information exchange as an effective means of fostering an open dialogue Elicits comments or feedback on what has been said Maintains regular communication with others Recalls others' main points and takes them into account in own communication Prepares required documentation (e.g., assessment, discharge and referral reports) with sufficient clarity, accuracy and level of detail Writes reports that address sensitive issues while cognizant of the potential impact of the information being communicated 	<ul style="list-style-type: none"> Continuously hones and polishes communication skills and seeks candid feedback on communication impact Develops communication strategies to manage group presentations and facilitations, anticipating potential reactions and preparing accordingly In a timely manner, keeps others informed of issues that may affect them, clearly communicating decisions and underlying reasoning Fosters open communication within the workgroup and with others, choosing the communication method, messages and timing in a strategic manner Conveys information with expression, insight and persuasion when needed; transfers knowledge effectively and efficiently Demonstrates proficiency in a variety of writing styles and effectively adapts style to the appropriate audience Practices knowledge exchange principles in both written and verbal communication (simple, clear, direct, respectful, timely, evidence-based) Synthesizes complex documents and ideas from multiple sources into written materials 	<ul style="list-style-type: none"> Communicates complex issues clearly and credibly with widely varied audiences Adeptly addresses difficult on-the-spot questions (e.g., from officials, interest groups, the media) Scans the environment for key information and messages to inform the development of communication strategies to achieve specific objectives Uses varied communication vehicles and opportunities to promote dialogue and develop shared understanding and consensus Coaches and inspires others to participate in the knowledge exchange process Produces high-quality written communications documents that address complex organizational issues in a timely fashion (e.g., annual reports, proposals) Writes strategically, from a broad corporate perspective, clearly and articulately presenting a position, while demonstrating an understanding of the needs and sensitivities of varied audiences

EXAMPLES

ETHICAL CONDUCT AND PROFESSIONALISM: Provide professional services according to the principles and values of integrity, competence, responsibility, respect, and trust to safeguard both self and others. Includes the development of professionalism and ethical behaviour in self and others (individuals, groups, organizations, communities).

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Adheres to principles and a code of conduct established for own professional body or association Maintains knowledge of and abides by relevant legislation for region and area of professional practice (e.g., age considerations in obtaining informed consent) Participates in continuous learning activities to remain current with professional knowledge and maintain certification or professional association requirements Incorporates best practices knowledge into work whenever possible Restricts practice to one's area of training and expertise, and makes claim to only earned/actual professional credentialing and experience Makes appropriate referrals/recommendations where lack of expertise or organizational mandate dictates Avoids dual relationships at all times (e.g., familial, sexual, social, financial, business) and honestly accounts for relationships when asked to do so Informs clients fully of informed consent, client rights and responsibilities, and professional responsibilities regarding legal and ethical conduct Ensures that the privacy and confidentiality of client information and relationships are maintained except where disclosure is required under law or to protect the client or others from clear and imminent danger 	<ul style="list-style-type: none"> Articulates and practices a model of ethical decision-making to inform practice and provide reasonable alternatives and solutions to ethical dilemmas/issues Participates in and advocates for appropriate supervision from superiors Identifies and confronts instances of transference and counter-transference in the client-therapist relationship and refers client(s) when objectivity is compromised Confronts and/or otherwise addresses false credentialing in colleagues and other professional associates and groups Identifies and confronts dual relationships and other ethical violations regarding colleagues and other professional associates/organizations Sets personal and professional boundaries and limits to prevent or mitigate job-related fatigue and burnout Refrains from exploitation of clients for any personal or professional gain, understanding their vulnerability and susceptibility to dual relationships, and their gratitude for services rendered Graciously declines gifts or similar indications of appreciation from clients, except token gifts where culturally appropriate Consistently acts in an honest, trusting and respectful manner with others at all times, contributing to the integrity associated with ethical conduct 	<ul style="list-style-type: none"> Facilitates discussion of ethics-related situations with colleagues to explore considerations and potential solutions for ethical dilemmas Provides guidance to others to ensure they understand the implications of unethical behaviour and how to practice in an ethical manner Models ethical behaviour consistently and across a variety of situations Reflects on own values and beliefs and considers the need to re-evaluate/reassess work role and responsibilities when they no longer reflect current professional practice or accepted knowledge Monitors the work environment of self and others to guard against duplication of service and unnecessary, inadequate or inappropriate service Maintains professional and ethically sound relationships with all colleagues and, in particular, employees under supervision Uses understanding of power/authority relationships to avoid undue influence over others, and treats people fairly 	<ul style="list-style-type: none"> Recognizes others' ethical practice and decision making in order to promote ethical behaviour and communicate the expectations of the organization Ensures appropriate policies are in place and acted upon regarding ethical conduct (e.g., acceptable dollar value of token gifts), and consequences of misconduct Establishes organizational policy on the hiring of "recovering" (from substance dependency) employees and employment-related consequences of relapse during employment (e.g., number of years abstinence is required before hiring, and both relapse recovery and return to work plans) Provides, on occasion, training/courses on ethical decision making for others in the field Documents and reports all instances of serious ethical violations/conduct by colleagues and professional associates, and takes appropriate actions to resolve situations Conducts appropriate supervisory sessions with others Ensures compliance of organizational and legislated policies to (or regarding) the highest ethical, legal and professional standards

EXAMPLES

INTERPERSONAL RAPPORT/SAVVY: Establish and maintain relationships based on mutual respect and trust, appropriate sensitivity and transparency, empathy, and compassion with clients, colleagues, professional associates and the greater community. Encompasses skills of tact, diplomacy and sensitivity in all encounters with others.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Demonstrates awareness of others' feelings, opinions, experiences and backgrounds Explains how own opinions, feelings and biases can impact others Engages others in a non-threatening and sensitive manner Uses verbal and non-verbal cues to build and improve relationships and communication with others Shows motivation to develop and hone strong relationship building skills Engages others and builds mutual relationships of respect, honesty and interest Knows when to self-disclose to others and what degree is appropriate 	<ul style="list-style-type: none"> Communicates in a respectful, honest and genuine manner Is sensitive to individual characteristics/norms and cultural and social context when interacting with others Anticipates and interprets others' body language and emotional cues and adjusts approach as necessary Uses interpersonal skills and genuine interest in others to build relationships of mutual respect and trust Builds trust with others by consistently behaving in a professional and reliable manner Uses ethical strategies to manage relationships and outcomes Uses humour where appropriate as a method for engaging and building relationships with others 	<ul style="list-style-type: none"> Uses skills of motivation, assertiveness and leadership to advocate for client groups and new resources, as appropriate Respects and seeks to understand the point of view of others and their definitions of their needs and successes Engages others in relationship and dialogue, building rapport with ease Is attuned to feelings and emotions of others that they find difficult to express (has interpersonal radar) Displays appropriate compassion and empathy towards others while maintaining professional and ethical boundaries Routinely assesses interpersonal skills and presentation or impact and adjusts style to meet the needs of others 	<ul style="list-style-type: none"> Ensures all staff members treat others in a compassionate manner with respect to their privacy and dignity Uses interpersonal tact and diplomacy to foster and sustain positive relationships with individuals, groups, organizations and communities Establishes and builds upon collaborative relationships with key community contacts and interdisciplinary organizations Diffuses even high-tension situations comfortably Ensures inclusive relationship building practices with key stakeholders and assesses impact at individual, group and organizational levels

EXAMPLES

LEADERSHIP: Help others achieve excellent results and create enthusiasm for a shared vision and mission, even in the face of critical debate and adversity.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Encourages and fosters dialogue, valuing team members' input Shows appreciation for work well done by others by providing tangible recognition Brings excellent performance to the attention of the larger team or organization Shows organizational and professional commitment and supports the vision and mission of the organization Openly shares information on decisions and changes in a timely manner Builds support for and commitment to new initiatives including non-traditional or innovative activities Enhances understanding of and commitment to change among peers by involving those affected by it 	<ul style="list-style-type: none"> Sets clear and realistic project goals, activities, timelines, deliverables/products, and accountabilities for team Recognizes and rewards good performance and deals constructively with setbacks Ensures employees have the fundamental resources, information and support needed to do their jobs Considers individual's competencies, interests and concerns in establishing team structures, roles, and responsibilities Creates an environment where team members consistently push for improved team performance and productivity Leads by example, modelling the desired behaviours, and acting with professionalism and integrity Designs and develops programs and tools to promote team learning during a change effort Challenges rules or practices that present inappropriate barriers to independent action and decision making 	<ul style="list-style-type: none"> Cultivates energy, excitement and optimism in the organization, particularly through times of change Ensures that programs and goals are aligned with the broader vision and priorities of the organization, including organizational change strategies Identifies when it is appropriate and not appropriate to take on a leadership role Takes responsibility for actions and decisions even when unpopular Responds to requests for direction during times of crisis Delegates responsibility according to others' skills sets, strengths and expertise whenever possible rather than taking charge or micro-managing Eliminates or restructures activities that do not support the future success of the organization Seizes opportunities to communicate convincingly about the necessity and positive impact of healthy change of organizations Tracks the impact of organizational change, making adjustments to the implementation of the change initiative as needed 	<ul style="list-style-type: none"> Establishes and articulates the organization's vision and values Sets strategic goals and develops and implements programs and change strategies aligned with the strategic direction and vision Ensures that the organizational structure and processes support the organization's strategic direction and change activities Monitors current developments and trends that may affect implementation of organizational direction, change strategies, programs or plans Uses understanding of the dynamic relationships, viewpoints and agendas, both acknowledged and implicit, of key players and stakeholders in the substance abuse field to further the organization's success Creates an environment that encourages change, innovation, improvement and responsible risk-taking Conducts needs analyses to determine if change is necessary, and identifies and implements change strategies Defines the objectives of organization-wide change processes and establishes guidelines that ensure transparency, accountability, risk control, and crisis management during the change process Partners with change leaders and managers in planning, implementing and evaluating interventions to improve organizational performance

EXAMPLES

PLANNING AND ORGANIZING: Identify and prioritize tasks, develop and implement plans, evaluate outcomes, and adjust activities in order to achieve objectives.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Plans and organizes assigned work according to pre-determined standards or procedures Assesses work priorities for self and seeks clarity as needed Adheres to set timelines Responsibly uses the resources at one's immediate disposal Communicates with supervisor regularly regarding the status and feasibility of work Uses time and resources efficiently 	<ul style="list-style-type: none"> Balances multiple duties and tasks effectively and efficiently Distinguishes between urgent/non-urgent and important/unimportant tasks Analyzes work and breaks projects into smaller activities to facilitate completion Identifies needed resources and establishes timelines Continually plans for effective accomplishment of next steps; anticipates work needs and prioritizes in accordance with the organization's goals Makes needed adjustments to timelines, steps, and resource allocation Routinely updates team members/colleagues and supervisor of work status and progress as required Consistently reflects on activities to ensure they are in line with objectives Evaluates outcomes of activities on a regular basis 	<ul style="list-style-type: none"> Manages a wide range of complex tasks and projects effectively and efficiently, using both formal and informal channels to achieve them as appropriate Identifies the varied resources needed to accomplish projects (e.g., different types of expenditures; different skill mixes, taking into account group members' skills, needs and, if possible, preferences) Produces realistic and achievable work plans, accurately assessing scope of projects and difficulty of tasks, and establishes priorities for self and others Monitors outcomes, activities and use of resources (e.g., people, supplies, money) Develops back-up plans to handle potential obstacles and renegotiates commitments or deadlines as circumstances dictate Updates employees and management and/or stakeholders regularly on status of projects 	<ul style="list-style-type: none"> Plans and organizes at a strategic level, developing business plans for the organization Secures, allocates and coordinates program or project resources in line with strategic direction Ensures systems are in place to capture the information needed to monitor and evaluate progress, outcomes and use of resources Ensures programs are monitored to track progress, outcomes and optimal use of resources, and that adjustments are made as needed Determines and communicates objectives, priorities and strategies that provide direction for the organization Ensures outcomes are evaluated Challenges unsound and inefficient organizational policy and practices, and suggests change strategies

EXAMPLES

SELF CARE: Deliberately and continuously apply professional and personal self care principles to oneself and, at times, others to sustain optimal productivity while maintaining physical, mental, spiritual and emotional health.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Seeks to increase own knowledge of professional and personal self care principles Seeks self knowledge of personal, cognitive, emotional, spiritual, physical and behavioural characteristics and other factors that may affect effectiveness and well-being Demonstrates knowledge of one's personal capability and limits and acts within these parameters Demonstrates an understanding of the importance of professional and personal boundaries to self care Seeks to resolve professional and personal boundary challenges and actively seeks to develop adaptive strategies and outcomes, e.g., appropriate use of humour Routinely schedules time for reflective action to evaluate self care efficacy Creates a healthy work space for self by scheduling intermittent self care breaks (e.g., meals, short walks, time with co-workers) and takes responsibility for maintaining reasonable work hours and addressing overwork concerns with superiors 	<ul style="list-style-type: none"> Sets and maintains appropriate professional and personal boundaries with clients and colleagues Routinely reflects on strengths, weaknesses and realistic self expectations and learns from experience and feedback from peers Takes responsibility for one's personal, professional, mental and physical health, appropriately using available leave and health and wellness benefits Proactively engages in positive health behaviours (e.g., maintains work/life balance, proper nutrition and physical health habits) Adapts one's personal coping strategies to deal with difficult situations, fatigue and stress to mitigate impact on self Builds support systems for self at work 	<ul style="list-style-type: none"> Proactively seeks feedback on self care practices and, when necessary, assistance from others using available internal and external resources Develops self care best practices that will assist self and peers in coping with work challenges such as stress, fatigue and difficult situations, e.g., the appropriate use of humour to relieve tension Develops informal support systems and social networks to assist self and peers in positive self care Shares information and lessons learned in self care by developing or participating in peer consultation groups Fosters self care in peers and refers self care distress in peers to appropriate resource Contributes through one's actions to creating and sustaining a self care work culture Seeks out work challenges that promote self interest and renewed enthusiasm 	<ul style="list-style-type: none"> Implements self care assessments and self monitoring programs Provides expertise to others in identifying cognitive, emotional, physical and behavioural signs of threats to professional and personal self care Develops strategies and best practices to assist others in coping with difficult situations, stress and fatigue Formalizes support networks to assist peers in performing self care and self monitoring activities Demonstrates flexibility and fairness in supporting the adjustment of work demands for others who may be experiencing personal challenges

EXAMPLES

SELF MANAGEMENT: Appropriately manage one's own emotions and strong feelings; maintain a calm and tactful composure under a broad range of challenging circumstances; and think clearly and stay focused under pressure. Encompasses self-regulation and mindfulness.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Describes how own emotions and feelings impact what is said, done and thought Acknowledges own personal triggers and how and where one's values, opinions and biases could lead to loss of control Remains tactful and respectful of self and others at all times Uses stress management techniques and outlets and works towards developing and honing personal resilience skills Acts consistently within professional and personal boundaries Develops personal coping strategies to maintain a positive and calm demeanour and approach in difficult circumstances Moves on and recovers swiftly from difficult situations 	<ul style="list-style-type: none"> Responds in an emotionally stable and consistently calm, professional manner in various situations Functions effectively and maintains appropriate focus in stressful or emotional situations Uses self monitoring skills to check personal and situational triggers or "hot buttons" early and acts to overcome these to achieve positive outcomes for self and others Develops a keen ability to identify emotional and situational triggers in others, and uses skill and tact to foster and maintain dialogue Keeps issues and situations in perspective in order to act in a thoughtful and composed manner Recognizes when to remove self and/or others from a situation and when to seek assistance in dealing with the situation Practices identifiable stress management behaviours to mediate own stress response 	<ul style="list-style-type: none"> Consistently models positive self management and professional decorum and acts as a positive role model to others Coaches and guides others in honing their self management skills and coping with difficult situations Applies positive strategies to diffuse difficult situations Helps peers and clients to identify personal and group barriers to appropriate emotional regulation and shares strategies to retain a balanced perspective and remain composed Routinely reflects upon incidents to identify strategies to improve self management abilities Continuously works towards developing and honing personal resilience and emotional health in self and others 	<ul style="list-style-type: none"> Provides expertise to others in managing and de-escalating situations Implements and evaluates stress management and self management programs Creates an environment in which wellness, balance and a positive respectful workplace are valued Strategically seeks further knowledge and creates opportunities for others to identify resources and strategies to improve self management abilities Promotes a culture of self management in the organization and holds individuals accountable for their behaviour

EXAMPLES

SELF MOTIVATION AND DRIVE: Remain motivated and focused on a goal until the best possible results are achieved, with both passion for making a difference in the substance abuse field and persistence despite confronting obstacles, resistance and setbacks.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> • Selects appropriate approaches and techniques that will assist in reaching outcomes • Works actively with clients to assist them in reaching desired outcomes • Provides clients with opportunities for motivated action and, where appropriate, offers ideas and suggests modified approaches to address specific issues • Identifies and acts on issues and problems rather than waiting for issues to resolve themselves • Does not give up at the first sign of an obstacle • Maintains energy and work commitment throughout the work day • Works independently without supervision to complete tasks, taking the initiative to make decisions within own area of responsibility 	<ul style="list-style-type: none"> • Demonstrates initiative and motivation for action by proactively moving activities and issues forward • Perseveres in the face of difficult circumstances to achieve desired results • Uses a repertoire of best-practice approaches to tackle a challenging situation and reach desired outcome • Uses all appropriate resources at one's disposal to reach objectives • Proactively reflects on past successes and failures to improve one's approach and consciously avoids repeating past mistakes • Demonstrates sensitivity to others' needs, opinions and desired objectives in achieving results 	<ul style="list-style-type: none"> • Encourages others to persevere in the face of challenges by being a positive role model and sharing lessons learned • Anticipates potential obstacles to various courses of action and overcomes them to achieve desired result • Reassesses own behaviour and approach when coming to a dead end • Assists others in analyzing past successes and failures to assist them in modifying their approach and method • Continually searches for additional solutions or approaches when traditional methods are not successful • Consistently achieves goals successfully • Focuses on the "bottom line" while remaining respectful and professional 	<ul style="list-style-type: none"> • Identifies and acts on opportunities to improve processes to achieve desired outcomes • Creates opportunities to undertake initiatives that will benefit both the organization and its clients • Guides others towards resources in support of reaching desired outcomes • Provides expertise to others on refocusing their approach or modifying their behaviours to reach desired outcomes • Excels in own performance and motivates others to do the same • Demonstrates long-term thinking and visioning that promotes the development of the substance abuse field and workforce

EXAMPLES

TEAMWORK AND COOPERATION: Work cooperatively and productively with others within and across organizational units to achieve common goals; demonstrate respect, cooperation, collaboration, and consensus-building.

1 = Introductory	2 = Developing	3 = Intermediate	4 = Advanced
<ul style="list-style-type: none"> Deals honestly and fairly with others, showing consideration and respect for individual differences Willingly shares the workload with and assists other team members Coordinates own work with that of others Shares all relevant information with team members Listens to others' viewpoints without interruption, practicing active listening Supports team decisions Engages in team building efforts 	<ul style="list-style-type: none"> Consistently supports team's purpose and proactively acts to positively influence team results Proactively offers assistance to team members when needed Actively keeps team members informed of the status of own tasks which are connected to and could have an impact on the work of others Seeks and values others' input, involvement and expertise, demonstrating a willingness to learn from other team members Offers constructive suggestions and opinions in response to ideas presented Gives credit and acknowledges contributions and efforts of other team members 	<ul style="list-style-type: none"> Influences relevant organizational goals and outcomes through effective teamwork and cooperation Ensures that all group members have an opportunity to contribute to group discussions Facilitates beneficial resolutions to conflict among team members Facilitates cooperation and motivation within and across teams through various means including formal team-building activities Provides feedback to team members to make the team successful Recognizes and rewards individual and group contributions and gives appropriate credit for successes Ensures others recognize how the work and successes of teammates and other persons contribute to the success of the team and the organization 	<ul style="list-style-type: none"> Supervises, guides, mentors and coaches others in developing effective teamwork practices Develops protocols and procedures that support and enhance teamwork within the organization Values, rewards and recognizes team successes through organizational initiatives Facilitates collaboration across teams to achieve common goals, break down barriers (structural, functional, cultural) between teams; promotes the sharing of expertise and resources Proactively addresses team conflict with tact and diplomacy

EXAMPLES