BEHAVIOURAL COMPETENCIES

for Canada's Substance Use Workforce v. 2

DEVELOPING OTHERS

Canadian Centre on Substance Use and Addiction

Evidence. Engagement. Impact.

Canadian Centre on Substance Use and Addiction

All behavioural indicators across proficiency levels are examples only and can be adapted or tailored to meet individual organizational needs and mandates.

For CCSA's competencies, substance use is inclusive of situations where professionals are working with individuals who use or have used substances, are diagnosed with a medically recognized substance use disorder or are experiencing harms as a result of using substances. For more information, please refer to the criteria for substance use disorders in the *Diagnostic and Statistical Manual of Mental Disorders*, 5th edition (DSM-5).

For more information on sex- and gender-based analysis (SGBA+), please visit www.ccsa.ca/sex-and-gender-based-analysis

DEVELOPING OTHERS

Facilitate and motivate sustained learning and create learning opportunities and resources, as well as promote and respect others' ownership of learning outcomes. Includes creation of a continuous learning environment that fosters positive growth in both work and public contexts among peers, individuals, families, communities and other groups.

EXAMPLES

1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
1. Establishes rapport and raises learner self-awareness prior to gaining cooperation in initiatives aimed at learning	1. Engages learner in problem solving around learning needs and works to develop viable and agreed-upon action steps and solutions (e.g., SMART goals: specific, measurable, achievable realistic, timely)	1. Identifies learner's strengths, areas for development and learning style, and incorporates into learning strategies	1. Identifies needs and develops learning strategies, initiatives and action plans for the organization and for community groups
2. Assesses current knowledge, skills, education and information needs of learner, and develops a plan to address these needs	2. Facilitates learning by using examples and evidence that are relevant to or draw on experience of learners from a diversity of backgrounds	2. Uses a variety of creative and effective facilitation methods in designing and developing learning methodologies and materials	2. Develops organizational initiatives to share and evaluate learning efforts, best practices and differential learning models
3. Identifies and provides education resources and materials to enhance learning activities designed to fit the learner, their family and culture, and special needs	3. 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	3. 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)	3. Implements strategies to foster, support and sustain a learning culture within the organization and greater community
4. Evaluates progress towards achievement of goals and adapts learning strategy, as needed	4. Gives constructive feedback to co-workers and employees that focuses on problems and behaviours rather than personalities	4. Demonstrates familiarity with group dynamics in group learning situations and adapts facilitation style accordingly	4. Encourages research and reviews of evidence to assess impact and efficacy of learning efforts
5. Provides constructive feedback on progress toward goals in a collaborative and open fashion	5. Where appropriate, involves learner's networks and collateral sources in educational pursuits, while honouring and respecting any confidentiality and legal constraints	5. Seeks to discover common ground and assists group learners to focus on their similarities rather than differences	5. Sets goals and objectives that are realistic, yet challenge others to excel, leading to more advanced skill development
6. Presents information clearly, logically and in terms the learner can understand, and collaboratively explores how the information will help	6. Recognizes and addresses barriers to learning and adapting own approach	6. Evaluates group learning needs and plans group developmental activities based on sound evidence and experience	6. Takes opportunities to share information, teach and model best practices and professionalism
	7. Facilitates mentoring and coaching opportunities based on learning needs		