BEHAVIOURAL COMPETENCIES

for Canada's Substance
Use Workforce v. 2

INTERPERSONAL RAPPORT

Canadian Centre
**on Substance Use
and Addiction**

Evidence. Engagement. Impact.

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

INTERPERSONAL RAPPORT

Establish and maintain relationships based on mutual respect and trust, appropriate sensitivity and transparency, empathy and compassion with people using services, colleagues, professional associates and the greater community. Encompasses skills of tact, engagement and sensitivity in all encounters with others.

EXAMPLES

1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
1. Demonstrates emotional intelligence, including awareness of feelings, opinions, experiences and backgrounds of self and others, their impact and how to manage them 2. Understands how own opinions, feelings and biases can impact others 3. Communicates in a respectful, honest and genuine manner 4. Engages others in a non-judgmental, non-threatening and sensitive manner, creating an environment of cultural safety and gender inclusiveness 5. Uses verbal and non-verbal cues to build and improve relationships and communication with others 6. Shows motivation to develop and hone strong relationship building skills 7. Engages others and builds mutual relationships of respect, honesty and interest 8. Knows when to self-disclose to others and what degree is appropriate	1. Is sensitive to individuals' characteristics, norms, culture, and social and gender-relational context when interacting with others 2. Anticipates and interprets others' body language and emotional cues and adjusts approach, as necessary 3. Uses interpersonal skills and genuine interest in others to build relationships of mutual respect and trust 4. Builds trust with others by consistently behaving in a professional and reliable manner 5. Maintains relationships and engagement, even in challenging circumstances, maintaining a person's dignity	1. Uses skills of self-motivation, assertiveness and leadership to advocate for groups and new resources, as appropriate 2. Respects and seeks to understand diverse points of view of others and their definitions of their needs and successes 3. Engages others in relationship and dialogue, building rapport 4. Is attuned to feelings and emotions of others that they might find difficult to express 5. Displays appropriate compassion and empathy towards others, while maintaining professional and ethical boundaries 6. Routinely assesses interpersonal skills and personal biases and adjusts style to meet the needs of others 7. Displays an understanding of gendered communication patterns and strives to be inclusive	1. Ensures all staff members treat others in a compassionate manner and respect their privacy and dignity 2. Uses interpersonal tact and diplomacy to foster and sustain positive relationships with people, groups, organizations and communities 3. Establishes and builds upon collaborative relationships with key community contacts and interdisciplinary organizations 4. Takes a conflict resolution approach in challenging situations 5. Ensures inclusive relationship building practices with key stakeholders and assesses impact at individual, group and organizational levels 6. Uses appropriate organizational resolution processes to resolve issues arising from interpersonal conflicts or violations of policy 7. Models and cultivates an organizational environment of cultural safety in partnerships and collaborations with organizations representing people of diverse backgrounds