

BEHAVIOURAL COMPETENCIES

for Canada's Substance
Use and Mental Health
Workforce v. 3



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.

Behavioural Competencies for Canada's Substance Use and Mental Health Workforce v.3

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TABLE OF CONTENTS

Adaptability and Flexibility	1
Analytical Thinking and Decision Making	2
Collaboration and Network Building	3
Continuous Learning	4
Creativity and Innovation	5
Culturally Competent and Equity-Informed Approach	6
Developing Others	8
Effective Communication	9
Ethical Conduct and Professionalism	11
Interpersonal Rapport	13
Leadership	14
Person-Centred Care	16
Planning and Organizing	17
Self-care	18
Self-management and Self-Reflection	19
Self-motivation	20
Teamwork	21

ADAPTABILITY AND FLEXIBILITY

Each individual willingly adjusting their approach to meet the demands and needs of constantly changing conditions, situations and individuals, to works effectively in difficult or ambiguous situations.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Demonstrates recognition that other points of view and ways of doing things have value 2. Readily shows flexibility and expresses willingness to do things differently, accepting change and diversity in approaches 3. Adjusts priorities and work goals as necessary when working under changing or unclear conditions 4. Expresses emotions in an appropriate manner, while maintaining hope during changes 5. Adapts approach to match the needs of others, respecting the importance of cultures and recognizing that others' needs might differ from what one is familiar with 6. Asks others for input and feedback on changes that will affect the work unit, supporting respective communication of concerns 7. Strives to develop a healthy perspective on change, adapting in an informed and respectful manner to demanding and changing circumstances 	<ol style="list-style-type: none"> 1. Remains effective and retains perspective under changing or unclear conditions 2. Accurately reads and understands emotional, interpersonal and environmental cues, and adjusts own behaviour accordingly 3. Seeks to understand and incorporate the needs of different and diverse individuals and groups across a range of situations 4. Gathers evidence from a variety of sources to assess changing plans and priorities, and makes informed choices based on available information 	<ol style="list-style-type: none"> 1. Supports and adapts to major changes that challenge traditional ways of operating and thinking 2. Provides support and guidance to others to assist them in adapting to difficult or changing situations 3. Exercises flexibility in approaches while maintaining professional integrity and organizational values 4. Identifies various risks and fosters a safe environment that is inclusive of everyone involved 5. Seizes opportunities to communicate convincingly about the necessity and positive impact of healthy change in organizations 6. Tracks and analyzes the impact of organizational change, making adjustments to the implementation of the change initiative as needed 7. Cultivates the ability to adjust responses to individuals from diverse backgrounds and contexts 8. Seeks and incorporates evidence on factors affecting equity during changes 	<ol style="list-style-type: none"> 1. Revises organizational or project plans to meet new demands and priorities 2. Recognizes and responds quickly to shifting opportunities, relationships and situations 3. Performs effectively amid continuous change, ambiguity and, at times, apparent chaos 4. Leads by example to create an environment aligned with the values of the organization, and supports safety and healthy boundaries 5. Provides support systems (e.g., retraining programs) to deal with unanticipated and challenging results of change activities 6. Provides awareness and change training to respond to evolving awareness of cultural safety needs across diverse groups and Indigenous communities 7. Provides guidance on incorporating analysis using an equity-informed lens across organization and services 8. Anticipates and manages risks and uncertainties 9. Defines the objectives of organization-wide change processes and establishes guidelines that ensure transparency, accountability, risk control and crisis management during the change process

ANALYTICAL THINKING AND DECISION MAKING

Gathering, analyzing and evaluating information and evidence to determine possible alternatives and outcomes and make well-informed, timely decisions. Includes critical thinking and reasoning skills.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> Gathers relevant information, consults with others, and asks questions as necessary to make informed decisions Analyzes component parts of problems and links them together to consider different options Makes timely decisions within limits of personal responsibility Makes decisions in line with professional and ethical standards, codes of conduct and organizational policy Explains and provides objective accounts of facts, issues, data or reports Incorporates an understanding of factors related to sex, gender, race, culture, trauma, violence, and Truth and Reconciliation into decisions, initiatives and approaches Uses analysis of information, evidence, and past experience to develop possible solutions Identifies multiple courses of action, considering potential outcomes Identifies the key individuals who may be affected by the issues or decisions made in own area of work, taking into account differences in impact across diverse backgrounds 	<ol style="list-style-type: none"> Consults others, researches information and determines relevant patterns or trends to understand the issue or problem and identify potential causes Makes decisions in alignment with organizational values and directions Evaluates the advantages and disadvantages of alternate approaches and possible courses of action, using critical thinking to implement plans that mitigate risks Uses diversity, equity and inclusion considerations to tailor courses of action Uses a variety of sources, including relevant experience, consultations and evidence-based knowledge when forming conclusions and making decisions Determines when to act quickly and decisively and when to deliberate on or contemplate decisions 	<ol style="list-style-type: none"> Makes informed and timely decisions to determine a course of action in complex, ambiguous or urgent situations Develops creative, forward-thinking options and recommendations, soliciting opinions of others from a diversity of backgrounds to gain different perspectives Makes decisions using equity-informed and evidence-informed approaches, based on reasoning and experience, and in consultation with key partner Identifies and respectfully challenges judgment or decision making that is unclear or unsupported, or that reflects biases Evaluates the effectiveness and efficiency of solutions after implementation Identifies the potential impacts that trends or events may have on services, individuals seeking services, and employees of diverse backgrounds and contexts 	<ol style="list-style-type: none"> Forecasts and identifies new issues and develops strategies to position the organization to address emerging trends (e.g., capitalizing on trends or taking 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 analysis-based factors that impact equity, trauma, violence, and Truth and Reconciliation are incorporated into training, projects, services and reporting Ensures partners (e.g., public, employees, community organizations, government, representatives of a diversity of backgrounds, including individuals with lived or living experience of substance use, mental health or both concerns, and their families and friends) 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

COLLABORATION AND NETWORK BUILDING

Identifying, creating and building capacity with informal and formal interdisciplinary networks and allied community groups, including individuals with lived and living experience, families and communities from diverse backgrounds, and Indigenous communities, to support the provision of service delivery and achievement of the organization's objectives. People who use services include individuals, groups, organizations and communities.

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EXAMPLES	<ol style="list-style-type: none"> 1. Collaborates with interdisciplinary service providers, allied community groups, individuals with lived or living experience of substance use or mental health concerns, and their families from a diversity of cultures and contexts to achieve common goals 2. Communicates openly; builds trust; and treats other service providers, individuals with lived and living experience, families, and community groups fairly, ethically and as valued allies 3. Responds to professional and community group requests efficiently and effectively, as appropriate, respecting and valuing interpersonal differences 4. Respects legal guidelines, policies, mandates and Indigenous protocols when collaborating 5. Identifies the limitations of own understanding and competency in collaborating with individuals from other cultures and communities 	<ol style="list-style-type: none"> 1. Identifies and develops contacts within potential allied organizations, including individuals with lived and living experience and interdisciplinary groups 2. Proposes possible collaborative arrangements with members of identified networks 3. Seeks input from and collaborates with networks from diverse communities 4. Identifies and participates in organized interdisciplinary and community events to expand own network 5. Collaborates with other providers to improve individual pathways and transitions 	<ol style="list-style-type: none"> 1. Promotes direct communication between allied organizations and other partners, including individuals with lived and living experience, to share information, discuss relevant issues and develop solutions to common problems 2. Initiates partnerships and alliances representing a diversity of individuals and perspectives to promote organizational objectives 3. Explores shared needs identified among networks to standardize and avoid duplication of work 4. Monitors partnerships to ensure continued effectiveness, identifying when changes to the partnership are needed 	<ol style="list-style-type: none"> 1. Identifies, develops and maintains strategic partnerships that support and enhance the long-term direction of the organization 2. Promotes the organization as a valuable partner with governments, communities, individuals with lived and living experience, and service providers 3. Ensures processes are equity informed and culturally competent to encourage collaboration and partnerships with organizations representing a diversity of individuals and perspectives 4. Ensures suitable policies, approaches and other supports (e.g., databanks) are in place to foster networking and collaboration, and to reduce stigma and bias 5. Advocates on behalf of the organization, the profession and diverse groups of individuals who use substances, have mental health concerns or both, to increase knowledge of these fields and decrease stigma within the workforce and among the public 6. Improves the collaboration between organizations to enhance person-centred care at the systemic and structural levels

CONTINUOUS LEARNING

Identifying and pursuing learning opportunities to enhance approaches, development and delivery of high-quality programs and services.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Assesses self against current role's requirements, identifies learning needs and seeks support for learning 2. Assesses self for biases in the field, recognizing how different factors impact own perspectives (e.g., culture, sex, gender, race, sexual orientation) 3. Participates actively in learning opportunities provided (e.g., courses and feedback from supervisor or peers) to meet current job requirements 4. Reflects on own performance (what did you do, what worked well, what needs improving) to identify lessons learned 5. Applies new knowledge, skills and lessons learned to job in a timely manner and seeks feedback 6. Takes responsibility for own learning and professional development 7. Keeps up to date with developments relevant to the field and applies learning to own work 8. Recognizes opportunities to learn from individuals with lived and living experience of substance use and mental health concerns and their families 	<ol style="list-style-type: none"> 1. Draws on the knowledge of others through networking, teamwork and partnering 2. Shares learning and knowledge with others 3. Monitors progress toward learning goals, and adapts learning strategy 4. Seeks learning opportunities in rapidly evolving subject areas within and peripheral to own work, including approaches that are equity informed and oriented toward well-being 	<ol style="list-style-type: none"> 1. Actively pursues information, competency-based learning and other learning opportunities beyond current job role or area of expertise to add value to current position 2. Participates in activities to advance knowledge in the field 3. Creates opportunities to share best practices with others inside the organization 4. Actively contributes to building a learning culture, encouraging learning and knowledge sharing, and advocating for professional development activities 5. Supports others in their learning and professional development by providing feedback, mentoring and resources, and by identifying learning goals and opportunities 6. Creates opportunities for learning about and implementing principles of cultural safety 	<ol style="list-style-type: none"> 1. Strategically undertakes learning activities related to future operational needs and network development 2. Considers the potential for new learning opportunities for self and others when assessing new projects or programs 3. Uses organizational change as an opportunity to develop new skills and increase knowledge in self and others 4. Creates opportunities to share best practices with others outside the organization 5. Leads or facilitates to grow the body of knowledge in the field 6. Promotes, creates and sustains a learning culture and knowledge sharing for the organization 7. Employs innovative and creative strategies to promote and maintain continuous learning opportunities

CREATIVITY AND INNOVATION

Using evidence-informed approaches in innovative and creative ways to initiate effective new ways of working and to advance understanding of the field. Innovation and creativity are achieved by collaborating with partners to optimize improvements in service delivery and approaches.

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EXAMPLES	<ol style="list-style-type: none"> 1. Is open to new ideas and experiences 2. Constructively questions current approaches and processes 3. Suggests improvements to current approaches by providing evidence-informed support for suggestions 4. Demonstrates curiosity, seeking further information in an informed manner 5. Actively participates in and contributes to brainstorming activities 6. Understands and respects different cultures as sources of creative ideas from different perspectives 	<ol style="list-style-type: none"> 1. Considers situations and problems from different perspectives, keeping an open mind to new possibilities 2. Uses a variety of best-practice- and strengths-based methods and techniques to address diverse issues and populations 3. Initiates brainstorming activities to support and encourage innovation 	<ol style="list-style-type: none"> 1. Draws upon a broad empirical and theoretical knowledge base, including evidence-informed approaches and experiential evidence from individuals with lived and living experience; adapts existing approaches and techniques to meet the unique needs of specific situations 2. Creates new ideas, solutions or approaches to ongoing challenges and problems 3. 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 4. Draws links between seemingly unrelated issues and ideas, and identifies what is not apparent to others 5. Develops innovative, contextually relevant intervention methodologies that incorporate both the rigour of research and the shared experience of individuals and care/service providers 	<ol style="list-style-type: none"> 1. Supports and encourages others in generating new and innovative approaches 2. Recognizes innovation grounded in evidence and draws upon a broad empirical and theoretical knowledge and experience base 3. Assesses the likelihood of success of creative ideas and proposed innovative approaches 4. Creates new equity-informed and culturally competent models, interventions or approaches that have wide-ranging impacts on a program or area 5. Provides expert insight into problems to assist others in exploring and creating new approaches 6. Identifies and implements programs and approaches that support creativity, innovation and continuous quality improvement across the organization 7. Challenges organizational policies and approaches when evidence indicates change is necessary

CULTURALLY COMPETENT AND EQUITY-INFORMED APPROACH

Providing inclusive, equity-informed, equitable and timely services to diverse populations and cultures,* including age, sex, gender, language, ethnicity, socio-economic status, legal status, health, ability, sexual orientation, mental health, type and mode of substance use, continued substance use, concurrent concerns, etc. Challenging oppressive structures and unequal power relations; affirming and valuing the worth of all individuals, families, groups and communities; and protecting the dignity of all with cultural awareness, competence, sensitivity, humility and cultural safety.

*Refers to the distinct cultures that exist around Indigeneity, ethnicity, sex, gender identity, mental health, substance use, etc.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Identifies social inequities and barriers and actively engages in efforts to equalize power differentials through intentional listening, dialogue and collaborative, solution-focused problem solving 2. Understands the concept of intersecting identities and how these shape individuals' opportunities and life experiences, including diverse experiences of stigma 3. Understands the macro or systemic nature of oppression, as well as meso and micro levels of oppression 4. Understands the principles of equity-informed approaches and implements them in all interactions with individuals, families, groups and communities 5. Understands the concepts of diversity, equity and inclusivity, and applies them in all work initiatives 6. Self-assesses and monitors own attitudes, biases and behaviours with respect to culture and diverse identities 7. Uses person-first language in all communications 8. Understands the challenges faced by equity-deserving groups, and how related power differentials impact access to services; tailors actions for individualized needs accordingly 	<ol style="list-style-type: none"> 1. Recognizes any power imbalances in the care/service provider–service user relationship and actively seeks ways to minimize or eradicate this imbalance 2. Actively seeks to create non-oppressive relations rooted in equality using equity-informed principles and approaches 3. Evaluates psychosocial impacts of oppression accurately in dialogue with individuals 4. Supports individuals in exploring and identifying culturally competent solutions to their care and well-being goals, including referring individuals for external services that better meet or validate their needs 5. Engages in activities that support the development of other world views and perspectives 6. Seeks out opportunities to incorporate and promote culturally competent programs and treatment modalities to the individuals, families, groups and communities served 7. Recognizes how language perpetuates stigma and oppression, identifying ways to communicate that are culturally competent and equity informed 8. Demonstrates commitment to identifying and addressing inappropriate behaviour or discriminatory practices in the workplace 	<ol style="list-style-type: none"> 1. Seeks opportunities to advance a workplace climate that supports and respects diversity in the delivery of services 2. Applies an understanding of the influences of equity and diversity factors on health, beliefs and behaviours to improve services 3. Possesses knowledge and understanding of varied 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 4. Supports diverse groups in developing and implementing strength-based solutions to problems such as equity and access to care 5. Identifies and promptly addresses inappropriate behaviour or discriminatory practices in the workplace 6. Challenges own assumptions and behaviour, exploring different world views, values, traditions and ways of knowing 7. Encourages individuals to recognize their core beliefs and supports person-centred goal development and pursuit based on each individual's core beliefs and experiences 	<ol style="list-style-type: none"> 1. Leads organizational change to adopt and implement policies, principles and approaches informed by equity, trauma, violence, and sex- and gender-based analysis 2. Takes a leadership role in shaping an organizational vision, mission and service delivery system that reflects and supports diversity, builds culturally safe services, and actively reduces stigma and inequities 3. Develops and implements strategic action plans, policies and procedures that support equity and diversity within the organization 4. Develops and implements strategies to identify and remove gendered, cultural and diversity barriers to accessing services and supports for staff, individuals, families, groups and communities 5. Consults or works in partnership with representatives from diverse communities to inform organizational planning 6. Develops and implements strategies to address barriers to recruitment, hiring, promotion and retention of women and individuals from diverse cultural groups 7. Engages in community building in partnership with service users

CULTURALLY COMPETENT AND EQUITY-INFORMED APPROACH

Providing inclusive, equity-informed, equitable and timely services to diverse populations and cultures,* including age, sex, gender, language, ethnicity, socio-economic status, legal status, health, ability, sexual orientation, mental health, type and mode of substance use, continued substance use, concurrent concerns, etc. Challenging oppressive structures and unequal power relations; affirming and valuing the worth of all individuals, families, groups and communities; and protecting the dignity of all with cultural awareness, competence, sensitivity, humility and cultural safety.

*Refers to the distinct cultures that exist around Indigeneity, ethnicity, sex, gender identity, mental health, substance use, etc.

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EXAMPLES	<ul style="list-style-type: none"> 9. Seeks to increase personal awareness and understanding of diverse groups by educating self; practices cultural humility 10. Respects the choices of individuals and remains open to learning from individuals, families, groups and communities served 11. Demonstrates willingness to learn from own discomfort 	<ul style="list-style-type: none"> 9. Identifies and seeks resources in the community to understand individual and community needs in the context of their cultures and experiences 10. Advocates for the elimination of oppressive social processes and conditions 11. Continually assesses self and engages critically with personal unconscious biases 		<ul style="list-style-type: none"> 8. Develops opportunities for community-based participatory research activities that build capacity and strengthen the diverse individuals, families, groups and communities served 9. Leads, promotes or engages in social justice activities that result in transformative change at the individual, family, group, community and societal levels 10. Leads in collaborating with individuals receiving services to create meaningful opportunities for change at all levels of systems and services

DEVELOPING OTHERS

Facilitating and motivating sustained learning and creating learning opportunities and resources, as well as promoting and respecting 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.

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EXAMPLES	<ol style="list-style-type: none"> Establishes rapport, creates a safe environment and raises individuals' self-awareness prior to gaining co-operation in initiatives aimed at learning Assesses the current knowledge, skills, education and information needs of individuals, and develops a plan to address these needs Identifies and provides education resources and materials to enhance learning activities designed to fit the individual, their family and culture, and any special needs Evaluates progress toward 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 individual can understand, and collaboratively explores how the information will help Keeps up to date on new developments in own field of work 	<ol style="list-style-type: none"> Engages individuals 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) Facilitates learning by using examples and evidence that are relevant to or draw on experience of individuals from a diversity of backgrounds Recognizes and reinforces the abilities, efforts and improvements of the individual; offers reassurance and expresses confidence in the individual's potential to grow, while maintaining realistic expectations Gives constructive feedback to co-workers and employees that focuses on problems and behaviours rather than personalities Where appropriate, involves individual's networks and collateral sources in educational pursuits, while honouring and respecting any confidentiality and legal constraints Recognizes the different ways individuals learn, adapting own approach accordingly Facilitates mentoring and coaching opportunities based on learning needs 	<ol style="list-style-type: none"> Identifies individuals' strengths, areas for development and learning style, and incorporates these into learning strategies Uses a variety of creative and effective facilitation methods to design and develop learning methodologies and materials Creates a comfortable and safe group 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 common ground and assists groups to focus on their similarities rather than differences Evaluates group learning needs and plans group developmental activities based on sound evidence and experience 	<ol 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 Implements strategies to foster, support and sustain a learning culture within the organization and greater community Encourages exploration and reviews of evidence to assess impact and efficacy of learning efforts Sets goals and objectives that are realistic yet challenge others to excel, leading to more advanced skill development Takes opportunities to share information, teach and model best practices

EFFECTIVE COMMUNICATION

Articulating both verbally and in writing across a range of technologies and contexts in a manner that builds trust, respect and credibility, including in-person and technology-assisted communication (e.g., video conferencing, texting, social media). Checking with the audience to ensure the message is received and mutually understood.

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EXAMPLES	<ol style="list-style-type: none"> 1. Actively listens to understand others without judgment or bias, attending to verbal, emotional and contextual cues 2. Communicates with others honestly, respectfully and sensitively 3. Shares information willingly and in a timely manner 4. Aligns non-verbal communications and tone of voice with the intended message 5. Respects confidentiality of communications when appropriate 6. Uses a range of communication strategies that respect the needs of diverse audiences 7. Appropriately uses communication technology (e.g., computers, voicemail, mobile phones) to convey messages and information 8. Presents information in a clear and logical manner, using appropriate phrasing; plain language vocabulary; and correct grammar, spelling and punctuation 9. Integrates and synthesizes information from appropriate sources into written work 10. Approaches others in different cultures with respect, cultural humility and curiosity 11. Recognizes how language impacts others, choosing to use language that is non-stigmatizing, person-first and oriented toward well-being 	<ol style="list-style-type: none"> 1. Tailors communication to the audience, adapting style, language preference, content and format as appropriate 2. Reads body language, emotional cues, and verbal and non-verbal cues, and adjusts communication approach accordingly, understanding equity and cultural differences in communication styles 3. Uses open-ended questions and information exchange as an effective means of fostering an open dialogue 4. Elicits comments and responds with nonjudgmental feedback on what has been said 5. Prepares required documentation (e.g., assessment, discharge and referral reports) with sufficient clarity, accuracy and level of detail 6. Writes reports that address sensitive issues while cognizant of the potential impact of the information being communicated 7. Recognizes own emotional triggers and the impact they have on communication 	<ol style="list-style-type: none"> 1. Continuously hones and polishes communication skills, seeks candid feedback on communication impact and includes self-reflection learning 2. Develops inclusive communication strategies to manage group presentations and facilitations, anticipating potential reactions and preparing accordingly 3. Keeps others informed in a timely manner about issues that may affect them, clearly communicating decisions and underlying reasoning 4. Fosters open communication within the workgroup and with others, choosing communication methods, messages and timing in a strategic manner 5. Conveys information with expression and insight; shares knowledge effectively and efficiently 6. Demonstrates proficiency in a variety of writing styles and ability to effectively adapt style to a diversity of audiences 7. Practices knowledge exchange principles in both written and verbal communication (e.g., simple, clear, direct, respectful, timely, evidence-informed) 8. Synthesizes complex documents and ideas from multiple sources into written materials that are relevant to the audience 	<ol style="list-style-type: none"> 1. Communicates complex issues clearly and credibly with widely varied audiences in various formats (e.g., social media, academic settings, community presentations) 2. Adeptly addresses difficult, on-the-spot questions (e.g., from officials, interest groups, the media) 3. Scans the environment for key information, evidence and messages to inform the development of communication strategies to achieve specific objectives 4. Uses varied communication vehicles and inclusive opportunities to promote dialogue and develop shared understanding and consensus 5. Coaches and inspires others to participate in the sharing of knowledge 6. Produces high-quality written communication documents that address complex organizational issues in a timely fashion (e.g., annual reports, proposals) 7. Writes strategically, from a broad corporate perspective, clearly and articulately presenting a position, while demonstrating an understanding of and respect for the needs and sensitivities of varied audiences within an equity-informed, culturally competent environment

EFFECTIVE COMMUNICATION

Articulating both verbally and in writing across a range of technologies and contexts in a manner that builds trust, respect and credibility, including in-person and technology-assisted communication (e.g., video conferencing, texting, social media). Checking with the audience to ensure the message is received and mutually understood.

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<p>EXAMPLES</p> <ul style="list-style-type: none"> 12. Maintains regular communication with others 13. Recalls others' main points and takes them into account in own communication 14. Checks own understanding of others' communication (e.g., paraphrases, asks questions) 		<ul style="list-style-type: none"> 9. Uses real-world examples to provide context in communication 10. Manages own responses to emotional triggers, considering how such responses may affect others 	

ETHICAL CONDUCT AND PROFESSIONALISM

Providing professional services according to the principles and values of integrity, competence, accountability, respect and trust to safeguard both self and others. Includes the development of professionalism and ethical behaviour in self and others (e.g., individuals, groups, organizations, communities).

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> Understands and adheres to principles and a code of conduct established by one's professional body or employer and reports ethical violations to supervisors as appropriate Maintains knowledge of and abides by relevant legislation for region and area of focus (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 evidence-informed approaches into work whenever possible Restricts focus to own area of training and expertise, and only makes claim to earned and actual professional credentialing and experience Makes appropriate referrals and recommendations where lack of expertise or organizational mandate dictates Avoids dual relationships and conflicts of interest where applicable (e.g., familial, sexual, social, financial, business) and honestly accounts for relationships 	<ol style="list-style-type: none"> Articulates and practices a model of ethical decision making to inform approaches and provide reasonable alternatives and solutions to ethical dilemmas and issues Participates in and advocates for appropriate supervision Identifies and addresses issues when objectivity is compromised Sets personal and professional boundaries and limits to prevent or mitigate job-related fatigue and burnout Maintains appropriate relationships with an understanding and respect for working with individuals, refraining from exploiting them for any personal or professional gain Consistently acts in an honest, trusting and respectful manner with others at all times, contributing to the integrity associated with ethical conduct Routinely reflects on own biases to eliminate stigmatizing attitudes and behaviours 	<ol style="list-style-type: none"> Facilitates discussion of situations related to ethics 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 work in an ethical manner Models ethical behaviour consistently and across varied and complex situations, where limited precedents exist and judgment needs to be exercised based on multiple factors Demonstrates ability to reflect on own values and beliefs and consider the need to re-evaluate and reassess work role and responsibilities when they no longer reflect current professional approaches or accepted knowledge Maintains professional and ethically sound relationships with all colleagues and direct reports Uses understanding of authority relationships and power to avoid and identify undue influence over others, including sexual harassment Uses understanding of power differentials in health service delivery to identify and raise awareness about inequities in access and service 	<ol style="list-style-type: none"> Recognizes others' ethical approaches and decision making to promote ethical behaviour and communicate the expectations of the organization Ensures appropriate policies are in place and acted upon regarding ethical conduct and consequences of misconduct Provides training and courses on ethical decision making for others in the field Documents and reports all instances of serious ethical violations or 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 with the highest ethical, legal and professional standards Implements organizational education initiatives and service changes to address inequities in service access and delivery as resources allow

ETHICAL CONDUCT AND PROFESSIONALISM

Providing professional services according to the principles and values of integrity, competence, accountability, respect and trust to safeguard both self and others. Includes the development of professionalism and ethical behaviour in self and others (e.g., individuals, groups, organizations, communities).

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<p>EXAMPLES</p> <ul style="list-style-type: none"> 8. Informs individuals fully of informed consent, confidentiality, service user rights and responsibilities, and professional responsibilities about legal and ethical conduct in a clear, respectful manner understandable to the individual 9. Ensures the privacy and confidentiality of individual information and relationships are maintained except where disclosure is required under law or to protect the individual or others from clear and imminent danger 10. Seeks out information or support when unclear about the appropriate action to take 11. Addresses false credentialing in colleagues and other professional associates and groups 12. Identifies and addresses dual relationships and other ethical violations regarding colleagues and other professional associates and organizations 13. Graciously declines gifts or similar indications of appreciation from individuals, except token gifts where culturally 			

INTERPERSONAL RAPPORT

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

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EXAMPLES	<ol style="list-style-type: none"> Demonstrates emotional intelligence, including awareness of feelings, opinions, experiences and backgrounds of self and others; their impact; and how to manage them Understands how own opinions, feelings and biases can impact others Communicates in a respectful, honest and genuine manner Engages others in a nonjudgmental, non-threatening and sensitive manner, creating an environment of cultural competence and inclusiveness 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 when that disclosure will benefit the therapeutic rapport Maintains clear professional boundaries while building relationships 	<ol style="list-style-type: none"> Seeks to understand individuals' characteristics such as norms, culture, socio-economic and psychosocial context (and the interplay within each) when interacting with others 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 responding in a respectful and reliable manner Maintains relationships and engagement, even in challenging circumstances, maintaining a person's dignity 	<ol style="list-style-type: none"> Uses skills of self-motivation, assertiveness and leadership to advocate for groups and new resources as appropriate Respects and seeks to understand diverse points of view of others and their definitions of their needs and successes Engages others in relationships and dialogue, building rapport Is attuned to feelings and emotions of others that they might find difficult to express Displays appropriate compassion and empathy toward others while maintaining professional and ethical boundaries Routinely assesses interpersonal skills and personal biases, and modifies approach as needed when working with others Displays an understanding of diverse communication styles, and strives to be inclusive 	<ol style="list-style-type: none"> Fosters an environment where all staff members treat others in a compassionate manner and respect 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 Takes a conflict-resolution approach in challenging situations Ensures inclusive relationship-building approaches are used with key partners, and assesses impact at individual, group and organizational levels Uses appropriate organizational resolution processes to resolve issues arising from interpersonal conflicts or violations of policy Models and cultivates an organizational environment of cultural safety in partnerships and collaborations with organizations representing individuals of diverse backgrounds

LEADERSHIP

Helping others achieve excellent results and creating enthusiasm for a shared vision and mission, even in the face of critical debate and adversity. Modelling professionalism and integrity. These qualities apply to both informal and formal leadership roles.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Encourages and fosters dialogue, valuing all team members' input 2. Brings excellent performance to the attention of the larger team or organization 3. Shows organizational and professional commitment, and supports the vision and mission of the organization 4. Openly shares information on decisions and changes in a timely manner 5. Enhances understanding of and commitment to change among peers by involving those affected by it 6. Leverages team members' strengths to collaborate with and inspire each other 7. Engages in ongoing professional development opportunities for leadership roles and responsibilities 8. Maintains an optimistic and enthusiastic attitude, despite challenges 9. Demonstrates willingness to adopt change initiatives at an early stage 	<ol style="list-style-type: none"> 1. Leads by example, modelling desired behaviours and acting with professionalism and integrity 2. Creates an environment where team members consistently push for improved team performance and productivity 3. Sets clear and realistic goals, activities, timelines, deliverables and products, and accountabilities for self and team 4. Recognizes good performance and deals constructively with setbacks 5. Fosters a work environment where all team members feel safe and included in contributing to dialogue and debate 6. Advocates for the team to have the resources, information and support needed to do their jobs 7. Challenges policies or approaches that present barriers to independent action and decision making 8. Considers individuals' competencies, interests and concerns in establishing team structures, roles and responsibilities 9. Designs and develops programs and tools to promote team learning during a change effort 10. Builds support for and commitment to new initiatives, including non-traditional or innovative activities 	<ol style="list-style-type: none"> 1. Cultivates flexibility, optimism and empathy in the organization, particularly through times of change 2. Engages others in articulating the organization's vision and values 3. Takes responsibility for actions and decisions even when unpopular 4. Responds to requests for direction during times of crisis 5. Demonstrates political acumen when interacting with internal and external partners 6. Provides mentorship to emerging leaders to promote equitable, diverse and inclusive leadership 7. Ensures programs and goals are aligned with the broader vision and priorities of the organization, including organizational change strategies 8. Delegates responsibility according to others' skill sets, strengths and expertise whenever possible, rather than taking charge or micro-managing 9. Eliminates or restructures activities that do not support the future success of the organization 10. Monitors individual succession plans, making adjustments and providing feedback as needed 	<ol style="list-style-type: none"> 1. Cultivates an environment that encourages change, innovation, improvement and responsible risk-taking 2. Sets strategic goals and develops and implements programs and change strategies aligned with the strategic direction and vision 3. Conducts needs analyses to determine if change is necessary, and identifies and implements change strategies 4. Identifies and builds partnerships that support shared goals, including with government departments and a range of organizations representing diverse perspectives 5. Partners with change leaders and managers in planning, implementing and evaluating interventions to improve organizational performance 6. Uses understanding of the dynamic relationships, viewpoints and agendas (both acknowledged and implicit) of partners in the substance use and mental health fields to further the organization's success 7. Advocates for or implements succession planning processes within the organization and across the system 8. Ensures organizational structure and processes support the organization's strategic direction and change activities 9. Monitors current developments and trends in the social-political environment of substance use and mental health that may affect implementation of organizational direction, change strategies, programs or plans

LEADERSHIP

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	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES		<ol style="list-style-type: none">11. Identifies future leaders on own team and works collaboratively with team to develop equitable succession plans12. Models cultural humility and respect for diverse identities, and implements culturally safe and equity-informed approaches in interactions with others	<ol style="list-style-type: none">11. Demonstrates cultural humility in personal development as a leader12. Provides mentorship to under-represented groups	

PERSON-CENTRED CARE

Supporting individuals to exercise choice in the services and supports they are seeking, and to practice self-determination in all aspects of their unique goal of well-being. Also described as service engagement led by individuals seeking services. For those who work with individuals seeking substance use, mental health or both services, this means supporting and collaborating with them to achieve their well-being goals. The service provider acts as a bridge and navigator to supports, knowledge, information and services.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Describes the fundamentals of the biopsychosocial model, recognizing that substance use and mental health are affected by many different factors and cannot be simply attributed to individual motivation 2. Understands evidence-informed approaches for varying degrees of substance use and mental health concerns 3. Demonstrates specific knowledge of principles and approaches that are strengths-based, trauma- and violence-informed, equity-informed, culturally competent, and oriented toward well-being 4. Understands the impacts of social determinants of health, including the role of families and other supports (including protective factors) in building resilience and achieving well-being 5. Demonstrates the ability to establish trusted rapport and meet individuals where they are at; and respects the strength required to seek help 6. Uses nonjudgmental, non-coercive and non-confrontational negotiation skills; person-first language; active listening skills; empathy; and a genuine interest in facilitating dialogue with individuals as they explore their situation and identify their concerns, needs and goals 7. Recognizes the systemic factors that increase the likelihood for individuals to experience harm from substance use and mental health concerns 	<ol style="list-style-type: none"> 1. Applies evidence-informed approaches grounded in a fundamental understanding of the biopsychosocial factors that affect substance use and mental health concerns 2. Implements a safe; equitable; nonjudgmental; anti-racist; and trauma-, violence-, sex- and gender-informed supportive context to explore individual experiences openly, and ensures the individual's dignity is maintained throughout the process 3. Collaborates with individuals to choose and make informed decisions about available services that will help them achieve their well-being goals, recognizing that not all services are readily available and may require wait times; provides support during wait times, as needed 4. Works actively, consciously and diligently not to impose own personal biases and issues on individuals seeking help and support 	<ol style="list-style-type: none"> 1. Promotes evidence-informed and sustainable approaches to well-being 2. Seeks opportunities to receive knowledge, input, guidance and support to improve services from individuals with lived and living experience of substance use and mental health concerns and their families and friends 3. Implements programs and services that reflect the value of family members, caregivers, peers and support systems to achieving well-being goals, and works with individuals to identify and develop the support systems they need to build resilience and achieve their goals independent of service providers 4. Reviews and uses evidence-informed approaches to inform comprehensive prevention, intervention and postvention (these include medical, social and psychosocial at all levels required to achieve well-being, such as harm reduction and abstinence-based services, peer supports, referrals, housing, etc.), and uses an approach aimed at facilitating individual empowerment 5. Works actively to create an equitable and safe environment in service delivery, and works to reduce stigma through education, peer engagement and collaboration with a diverse range of individuals and their families and friends 	<ol style="list-style-type: none"> 1. Contributes to the knowledge base in the field (including staying current with emerging evidence and best practices on the biopsychosocial factors that affect substance use, mental health, concurrent concerns, person-centred care, etc.), and ensures knowledge and best practices are understood and adopted organization-wide 2. Strategically and systematically evaluates emerging and long-term opportunities for and threats to meeting individuals' needs, integrating results from emerging evidence and understanding 3. Acts as an organizational advocate and change agent for progressive person-centred, well-being-oriented approaches and interventions, and works with external service providers to mitigate barriers to accessing treatment and support 4. In consultation with individuals who use services, assesses, enhances, evaluates and renews the person-centred care model and service delivery standards and processes as needed 5. Demonstrates leadership within the organization and with partners to cultivate a culture of safety and to prevent or address stigma toward individuals with diverse backgrounds by developing and implementing policies to address all forms of stigma in the workplace

PLANNING AND ORGANIZING

Identifying and prioritizing tasks, developing and implementing plans, evaluating outcomes, and adjusting activities to achieve objectives.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol 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 timeframes Accesses available resources, including partnerships with others, organizations, partners, and evidence-informed guidelines and documents Communicates with leadership regularly about the status and feasibility of work Uses time and resources efficiently 	<ol style="list-style-type: none"> Balances multiple duties and tasks effectively and efficiently Prioritizes and distinguishes between urgent and non-urgent tasks Analyzes work and breaks projects into smaller tasks to facilitate completion Identifies needed resources and establishes timelines Identifies relevant partners and cultivates relationships as appropriate 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 leadership of work status and progress as required Consistently reflects on activities to ensure they are consistent with objectives Evaluates outcomes of activities on a regular basis 	<ol style="list-style-type: none"> Manages a wide range of complex tasks and services effectively and efficiently, using both formal and informal channels to achieve them, as appropriate Identifies the varied resources needed to deliver services (e.g., different types of expenditures and skill mixes), taking into account group members' skills, needs and, if possible, preferences Produces realistic and achievable work plans, accurately assessing scope of work and difficulty of tasks, and establishes priorities for self Monitors and evaluates outcomes, activities and use of resources Develops back-up plans to handle potential obstacles, and renegotiates commitments or timelines, as circumstances dictate Updates co-workers, management and partners regularly on status of work and programs 	<ol style="list-style-type: none"> Plans and organizes at a strategic level, developing business plans for the organization Secures, allocates and co-ordinates service or project resources in line with strategic direction Ensures systems are in place to capture the information and evidence needed to monitor and evaluate progress, outcomes and use of resources Ensures services are evaluated 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 approaches, and suggests change strategies

SELF-CARE

Deliberately and continuously applying professional and personal principles of well-being. Intentionally supporting others to sustain optimal well-being, while maintaining physical, mental, spiritual and emotional health.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Seeks to increase own knowledge of professional and personal principles of self-care 2. Seeks self-knowledge of personal, cognitive, emotional, spiritual, physical and behavioural characteristics, as well as other factors that may impact effectiveness and well-being 3. Demonstrates knowledge of own personal capabilities and limits, and acts within these parameters 4. Demonstrates an understanding of the importance of professional and personal boundaries to self-care 5. Seeks to resolve professional and personal boundary challenges and actively seeks to develop adaptive strategies and outcomes 6. Routinely schedules time for reflective action to evaluate efficacy of self-care 7. Creates a healthy workspace 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 8. Seeks help to process difficult situations 	<ol style="list-style-type: none"> 1. Sets and maintains appropriate, safe professional and personal boundaries with colleagues, individuals using services, and their families and friends 2. Routinely reflects on strengths, weaknesses and realistic self-expectations, and learns from experience and feedback from peers 3. Takes responsibility for own personal, professional, mental and physical health, appropriately accessing health and wellness benefits 4. Proactively engages in positive health behaviours (e.g., maintains work-life balance, proper nutrition and physical health habits) 5. Adapts personal coping strategies to mitigate impact on self of difficult situations, fatigue and stress 6. Builds active support systems for self at work 7. Looks for ways to educate self and overcome own biases and stigmas 8. Recognizes the effects of and potential responses to distress and trauma 	<ol style="list-style-type: none"> 1. Develops self-care best practices that assist self and peers in coping with work challenges 2. Proactively seeks information and feedback on self-care approaches and, when necessary, assistance from others using available internal and external resources 3. Develops informal support systems and social networks to assist self and peers in positive self-care and well-being 4. Shares information and lessons learned in self-care by developing or participating in peer support 5. Fosters self-care in peers and encourages them to seek support from their supervisors or managers 6. Contributes through actions to create and sustain a self-care work culture and understanding of vicarious trauma 7. Seeks out work challenges that promote learning, development and enthusiasm 	<ol style="list-style-type: none"> 1. Implements trauma-informed supervision and human resource approaches 2. Implements equity-informed personnel policies that respect work-life balance and family responsibilities 3. Implements self-care assessments and self-monitoring programs 4. Provides expertise to others in identifying cognitive, emotional, physical and behavioural risks to professional and personal self-care 5. Generates resources and education for others on vicarious trauma and its management 6. Develops strategies and best practices to assist others in coping with difficult situations, stress and fatigue 7. Formalizes support networks and communities of practice to assist peers in performing self-care and self-monitoring activities 8. Demonstrates flexibility and fairness in supporting the adjustment of work demands for others who may be experiencing personal challenges 9. Prioritizes an organizational environment of cultural safety and well-being

SELF-MANAGEMENT AND SELF-REFLECTION

Appropriately managing one's own feelings, thoughts and behaviours; responding in a supportive manner to a broad range of challenging circumstances. Encompasses self-regulation and mindfulness.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Describes how own thoughts and feelings impact each other and what is said and done 2. Acknowledges own personal triggers and how and where own values, opinions and unconscious biases could impact perceptions and interactions 3. Remains respectful of self and others from a diversity of backgrounds 4. Uses stress-management techniques and outlets, and works toward developing and honing personal resilience skills 5. Acts consistently within professional and personal boundaries 6. Develops personal coping strategies to maintain a positive and calm demeanour and approach in difficult circumstances 7. Recognizes when to remove self or others from a challenging situation and when to seek assistance 8. Seeks out and uses supervision appropriately and as needed 	<ol style="list-style-type: none"> 1. Responds in a supportive manner in varied situations 2. Uses emotional intelligence to check personal and situational triggers and biases early, and acts to overcome these to achieve positive outcomes for self and others 3. Assesses issues and situations to choose the appropriate response 4. Practices self-reflection and stress-management behaviours to mediate own stress response 	<ol style="list-style-type: none"> 1. Consistently practices positive self-management and professionalism 2. Supports others in honing their self-management skills and coping with difficult situations 3. Applies positive, strengths-based strategies to diffuse difficult situations 4. Routinely reflects on self-management challenges and strategies to identify opportunities for improvement 5. Continuously reflects on biases as they apply to work situations 6. Continuously works toward developing and honing personal resilience and emotional health in self and others 	<ol style="list-style-type: none"> 1. Models self-management to others in managing and de-escalating situations 2. Provides unconscious bias training and encourages and participates in the development of more awareness in others and organizations 3. Implements and evaluates stress-management and self-management programs that are aligned with organizational values and initiatives/policies 4. Promotes and creates an environment in which wellness, balance, cultural safety and a positive, respectful workplace are valued 5. Discusses individual behaviours and impacts with staff in self-management 6. Creates a safe space for discussions around self-management

SELF-MOTIVATION

Remaining motivated and focused on goals despite obstacles, resistance and setbacks.

EXAMPLES

1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
<ol style="list-style-type: none"> 1. Selects approaches and techniques that will assist in reaching goals 2. Identifies and acts on issues and problems rather than ignoring them 3. Demonstrates the ability to seek solutions when faced with obstacles 4. Maintains energy and work commitment throughout the workday 5. Takes the initiative to self-assess and self-reflect on potential biases (e.g., race, culture) toward individuals 	<ol style="list-style-type: none"> 1. Demonstrates initiative and motivation for action by proactively moving activities and issues forward 2. Perseveres in the face of difficult circumstances to achieve desired results 3. Uses a repertoire of evidence-informed approaches to tackle challenging situations and reach equitable outcomes 4. Uses all appropriate resources at own disposal to reach objectives 5. Proactively reflects on past successes and challenges to improve own approach in the future 6. Demonstrates sensitivity to others' needs, opinions and desired objectives in achieving results 7. Works independently to complete tasks, taking the initiative to make decisions within own area of responsibility 8. Demonstrates organizational awareness (e.g., informal/formal organizational channels, policies and procedures) when working toward goals 	<ol style="list-style-type: none"> 1. Provides positive role modelling, including sharing lessons learned to encourage and promote perseverance of colleagues when confronted with challenges 2. Anticipates potential obstacles and problem solves to overcome them to achieve desired results 3. Reassesses own behaviour and approach when facing challenges, setbacks or biases 4. Assists others in analyzing past successes, biases and challenges to assist them in modifying their approach or method 5. Continually searches for additional solutions and approaches 6. Consistently works toward better approaches and outcomes 	<ol style="list-style-type: none"> 1. Identifies and acts on opportunities to improve processes to achieve better approaches and equitable outcomes 2. Guides others toward resources in support of reaching desired outcomes 3. Provides expertise to staff on refocusing their approach or modifying their behaviours to reach desired outcomes 4. Excels in own performance and establishes increasingly challenging goals 5. Models self-motivation in challenging situations 6. Demonstrates long-term thinking and visioning that promotes the development of the substance use and mental health fields and workforces

TEAMWORK

Working productively with others within and across organizational units to achieve common goals; demonstrating respect, collaboration and inclusivity.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Interacts honestly and fairly with others, showing consideration and respect for individual differences 2. Willingly shares the workload with and assists other team members 3. Co-ordinates own work with that of others 4. Shares all relevant information with team members 5. Listens to others' viewpoints without interruption, practising active listening 6. Supports team decisions 7. Engages in team-building efforts 	<ol style="list-style-type: none"> 1. Consistently supports team's purpose and proactively acts to positively influence team results 2. Proactively offers assistance to team members when needed 3. Actively keeps team members informed of the status of own tasks that are connected to and could have an impact on the work of others 4. Seeks and values input, involvement and expertise from a diversity of perspectives, demonstrating a willingness to learn from other team members 5. Offers constructive suggestions and opinions in response to ideas presented 6. Gives credit to and acknowledges contributions and efforts of other team members 7. Develops awareness of diverse communication styles and appropriately recognizes others' ideas 	<ol style="list-style-type: none"> 1. Influences relevant organizational goals and outcomes through effective teamwork 2. Ensures all group members have equal opportunity to contribute to group discussions and be recognized for their ideas 3. Facilitates beneficial resolutions to conflict among team members 4. Facilitates collaboration and motivation within and across teams through varied means, including formal team-building activities 5. Provides feedback to team members to make the team successful 6. Recognizes and rewards individual and group contributions, and gives appropriate credit for successes 7. Ensures others recognize how the work and successes of teammates and other persons contribute to the success of the team and the organization 8. Recognizes when there is a need to take action or make decisions after sufficient planning and discussing 	<ol style="list-style-type: none"> 1. Guides others in developing effective teamwork approaches 2. Develops protocols and procedures that support and enhance teamwork within the organization 3. Actively models equitable and inclusive teamwork and communication 4. Values, rewards and recognizes team successes through organizational initiatives 5. Facilitates collaboration across teams to achieve common goals and break down structural, functional, equity-related and cultural barriers between teams; promotes the sharing of expertise and resources 6. Proactively addresses team conflict with tact and sensitivity