

COMPETENCY FRAMEWORK

FOR THE BC COMMUNITY SOCIAL SERVICES SECTOR

February 2024



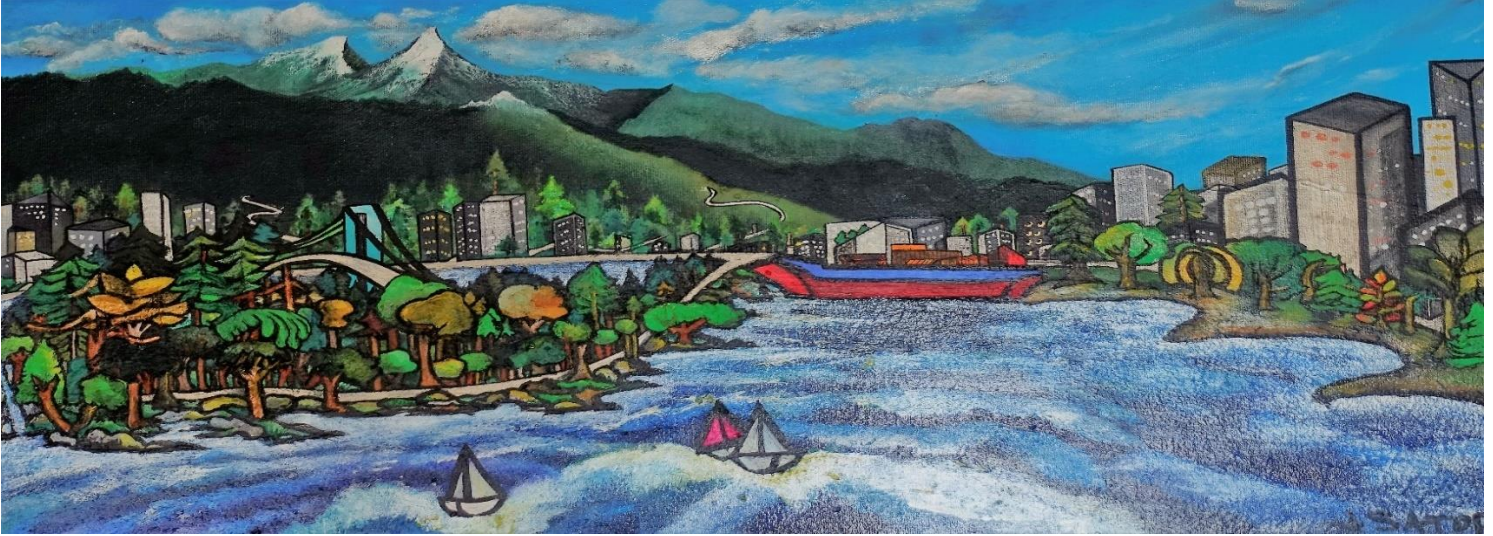
PROJECT BACKGROUND

This project builds on the findings and recommendations from a research project called *"Sustainability of the Community Social Services Sector Through Institutional Work-Integrated Learning Partnerships: A response to growing diversity and complexity of needs,"* which was completed in January 2024. Knowledge learned from key partners in the project served to deepen British Columbia's (BC) understandings about competencies and skills required for post-secondary work-integrated learning (WIL) students as they enter the community social services (CSS) sector. **The Community Social Services Competency Framework** presented here collates the wealth of information gathered in the project through guidance from an advisory committee of dedicated PSI and CSS key informants. The goals of the framework are to support the WIL ecosystem in the work they are doing with WIL students in the CSS sector in terms of advocacy, inclusive curriculum design, and during student preparation and entry into the community social services sector to support labour market productivity.

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ACKNOWLEDGEMENTS



As settlers we respectfully acknowledge that this research took place on traditional and unceded, stolen territories colonially referred to as British Columbia and that all respondents and the research team are situated on the territories of the xʷməθkʷəy̍əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish), sə́lilwə́taʔt (Tsleil-Waututh), QayQayt First Nation, Kwantlen, q̓íçəy̓ (Katzie), Semiahmoo, Tsawwassen First Nations, kʷikwə́ləm (Kwikwetlem), Stó:lō Nation, Nlaka'pamux People, Syilx Peoples, Secwepemc Nation, Simpcw territory St'at'imc Nation territory that includes Nxwisten, Ts'kw'aylacw, Sekw'el'was, Lil'wat, Chalath, T'it'q'et, Xaxl'ip, N'quatqua, Xa'xtsa, Skatin, Samahquam, Lheidli T'enneh, Haida, Tsimshian, Nisga'a, Haisla, Gitksan, Wet'suwet'en, Tahltan peoples, and on Treaty 8 territory, lands of the Sicannie, Slavey, Dene and Dane-Zaa, Cree, Saulteaux, and Métis.

It is with gratitude that we thank:

- ▶ The Social Planning and Research Council of BC (SPARC BC) for funding this project and for their sustained support of provincial initiatives and a special thank you to Dr. Alex Price for his dedication to this work.
- ▶ The advisory committee for their contribution to this competency framework.
- ▶ Photo credit to Jennifer Sator for sharing her original paintings "The Two Sisters" (2021) in the Acknowledgements.
- ▶ Attributions to [storyset.com](https://www.storyset.com) for the image on page 2.

ABOUT THE RESEARCH TEAM

Able Research Consultants is an educational research, consulting, and development company that was established in 2019 and is based in Vancouver, British Columbia, Canada. Able Research Consultants has carried out large scale projects for the BC Provincial Government, for BCcampus, BCCIE, SPARC BC, and for higher education institutions across the province, nationally, and internationally.

Our commitments include:

- Conducting research through an equity lens.
- Inclusion of all voices.
- Integrity in research processes and publications.
- Valuing key partners and funders.
- Producing high quality work.

Dr. Andrea Sator, PhD

Co-founder

With experience in carrying out large scale research projects, Andrea has executed several collaborative and team-based research projects. Andrea has completed diverse research projects for multiple BC post-secondary institutions including SSRCH funded research projects, provincial associations, and publicly funded initiatives and was the recipient of the 2022 Graham Branton Research Award. As a scholar, Andrea has published multiple peer-reviewed original research projects, serves as a peer-reviewer for scholarly journals, and has presented at many conferences. Andrea has vast experience with historical and contemporary research in WIL and has worked as a researcher alongside various faculty. Andrea earned her PhD in Educational Technology and Learning Design in 2019. Andrea is currently a faculty member at KPU.

Heather Williams, Med.

Co-founder

In Heather's work as Director of Equity, Diversity, and Inclusion she has applied an intersectional lens to issues facing healthcare professionals in the labour movement. From policy review and consultations at bargaining tables, Heather understands the complexity of implementing equitable change in the caring professions. Additionally, in her previous work, Heather carried out a climate survey on inclusion and belonging, which asked students about their experiences in terms of race, gender, Indigeneity, ability, sexuality, national pathways, and language communication skills. Heather also had the privilege to collaborate in building curriculum for post-secondary employees on cultural safety and anti-racism. In 2019, Heather earned her Master's in Equity Studies in Education and has continued to explore the root causes of polarization in her PhD work.

Jennifer Sator, BA

Research Analyst

Jennifer has experience supporting many research initiatives and projects in the higher education context. Some of Jennifer's expertise includes conducting literature reviews and synthesis, conducting trends and qualitative analysis using conceptual frameworks drawn from literature, research, and theory specific to the goals of the project. Jennifer's contributions to post-secondary research have led to findings that have been a valuable source of information for Work-Integrated Learning programs across British Columbia and beyond. Jennifer earned her Bachelor's in Education from UBC in 2013.

Disclaimer

This competency framework shares the opinions, thoughts, and recommendations of the research respondents and advisory committee and is not the official policy or position of the Government of British Columbia. While the researchers lack authority to mandate the uptake of this competency framework, we whole heartedly encourage all key partners to reflect and renew their activities to ensure these competencies are met for all those entering the BC community services sector. This framework intends to support the community social services sector and enhance labour market productivity.

DEFINITIONS

Skills and Competencies

Skills

Skills are developed capacities and repeatable processes that an individual must have to be effective in a job, role, function, task, or duty. ¹ Skills define specific learned activities that vary in terms of complexity. “Knowing which skills a person has developed helps to determine whether their training and experience has prepared them for a specific type of workplace activity.” ²

Gyarmati, Lane and Murray (2020)³ define the principles of skill to be:

- ▶ **“Work-focused and transferable”**– convergent evidence from multiple sources show that the skill is required or important to a broad range of workplaces or occupations.
- ▶ **Durable and enduring**–the skill is important today and will likely continue to have relevance as the labour market evolves to meet the needs of future work.
- ▶ **Teachable**–the skill can be learned and trained.
- ▶ **Flexible and inclusive**–the skill is applicable across contexts (e.g., workplace and life skills), roles (e.g., employees, managers, and supervisors) and individuals (e.g., cultures, genders, and abilities).
- ▶ **Broadly recognized**–the skill is supported or endorsed by other important/relevant Canadian or international skill frameworks.
- ▶ **Measurable**–the skill can be measured with evidence of links to labour market outcomes. Measurability and evidentiary links to outcomes are critical when it comes to discussing skills. There is a need for skills to be validly and reliably measured with enough precision to support the full range of intended uses, which can include:
 - ✦ policy and program design;
 - ✦ program monitoring;
 - ✦ knowledge generation;
 - ✦ program evaluation; and
 - ✦ employment.

¹ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada’s Essential Skills.

² Bickett, S. (2023). What’s the Difference between Competencies and Skills? <https://resources.hrsg.ca/blog/what-s-the-difference-between-skills-and-competencies>

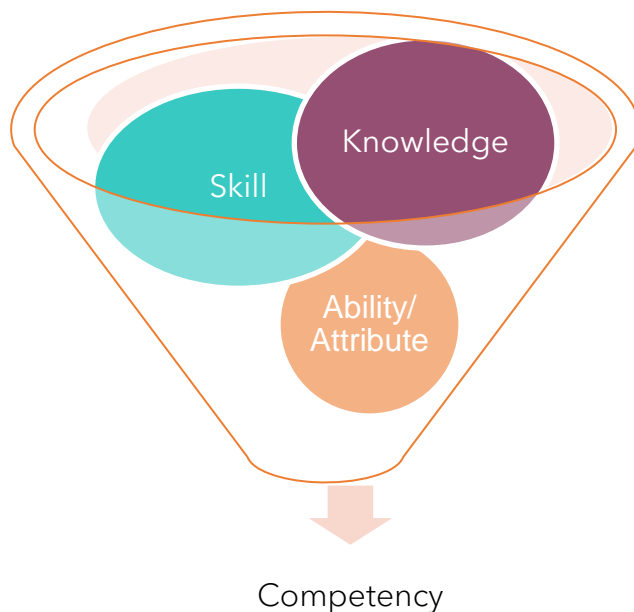
³ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada’s Essential Skills.

Competency

Skills are one of three facets that make up a competency, which can be defined as a combined utilization of skills, personal abilities, and knowledge to perform a job, role, or function effectively. ⁴ "Skills are a component of a competency, but a competency is never part of a skill. Skills give us the *what* by describing the types of abilities a person needs to perform a specific activity, job, role or function but skills do not provide information about *how*." ⁵

Competencies can come in many different forms, but generally, they will always identify the observable behaviors that successful performers will demonstrate. Those behaviors demonstrate the ability to perform the job requirements knowledgeably ⁶ and imply the capacity for the ability to perform tasks consistently and efficiently.

Here are the three facets that merge to form a competency:



Employment and Social Development Canada's (ESDC) June 2019⁷ version of the skills and competencies taxonomy defines each component in the above formula as follows:

- ▶ **"Skills:** Developed capacities that an individual must have to be effective in a job, role, function, task or duty. The underlying message is that skills can be defined and measured, as well as taught and built- upon.
- ▶ **Knowledge:** Organized sets of information used for the execution of tasks and activities within a particular domain.
- ▶ **Abilities and attributes:** Innate and developed aptitudes that facilitate the acquisition of knowledge and skills to perform at work.
- ▶ **Competency** is the observable behaviors, things people can do, and demonstrate the ability to perform requirements of the job. These are a convergence of personal abilities and attributes, skills, and knowledge to perform a job, role, function, task or duty effectively and reliably.

"Competencies, like skills are often transferable between occupations rather than tied to one particular workplace."⁸

⁴ Bickett, S. (2023). What's the Difference between Competencies and Skills? <https://resources.hrsg.ca/blog/what-s-the-difference-between-skills-and-competencies>

⁵ Bickett, S. (2023). What's the Difference between Competencies and Skills? <https://resources.hrsg.ca/blog/what-s-the-difference-between-skills-and-competencies>.

⁶ Lane, J. and Griffiths, J. (2017). Matchup: A case for pan-Canadian competency frameworks.

⁷ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada's Essential Skills.

⁸ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada's Essential Skills.



Competency Frameworks

“Given the emerging skills shortages facing Canadian employers, competency frameworks will be more advantageous.”⁹

“A competency framework is a competency system implemented within an organization. The framework consists of the goals of the system, the competency architecture, the competencies and competency profiles, and the overall plan for the competency initiative, including the standards and processes for determining an initiative’s success.”¹⁰ Within the competency framework, there may be core, job-family, and job-specific competencies. “Competencies are more detailed than skills and take a person’s knowledge and abilities into account to determine whether a person has the right behaviors to succeed in their job roles. But because they have an internal and relational logic, using competencies as a foundation for talent management requires greater rigor and care than simply hunting for people that have the right skills.”¹¹

“In addition to defining each skill in terms of repeatable processes, a competency framework also aims to conceptualize the constructs within each skill - i.e., important sub-processes or behaviours that make up each skill. Breaking down broadly defined skills to the more granular level of constructs ensures that for each skill a fuller scope of components is reflected in the framework to better inform curriculum, assessment, and proficiency level development. However, the range of actions, processes, and descriptors built into the constructs at this stage represent a provisional, not definitive, structure for each skill.”¹²

“The development of competency frameworks is an area of research and investigation around the world as governments at the national and regional level, along with international organizations, consultants, employers, post-secondary institutions, and others in the ecosystem, try to define more clearly what information is required. The taxonomies that have evolved vary considerably in their goals, complexity, scientific rigour, utility, and application.”¹³ The various competency frameworks, skills frameworks, and global initiatives that were considered in this work include the: O*Net; European Skills, Competencies, Qualifications and Occupations; Canadian National Occupations Standards; The Australian Core Skills Framework; First Peoples Principles of Learning; BluePrint; Essential Skills for Aboriginal Futures; Aboriginal Community Employer Services Society; Organization for Economic Co-operation and Development; World Economic Forum 21st Century Skills; The FutureWorx Soft Skills Framework; Pan-Canadian Global Competencies; Conference Board of Canada; Skills for Success; United Nations Sustainable Development Goals; Declaration on the Rights of Indigenous Peoples Act; In Plain Sight; Truth and Reconciliation Calls to Action; WorkBC Skills for the Future Workforce; and Employment and Social Development Canada.

While these frameworks are all created with a specific rationale and audience, there is a lack of integration for the “widespread coherence required for analyzing and assessing impact across larger systems.”¹⁴ Furthermore, “Canada doesn’t yet have a credible data source that can show the composition and distribution of skills across jobs and workers. The absence of a common framework in Canada has led to the development of multiple classifications by governments and private firms.”¹⁵ As well, while the frameworks are insightful, evidence-based, and have rigour and validity checking in place, they are not representative of all sectors. “In spite of the shared concern and sense of urgency, considerable fragmentation and inconsistencies exist in the analysis, description, and assessment of skills and competences,”¹⁶ which makes it difficult and confusing for key partners to decide on the skills to support and develop, and the types of education and training to offer.

⁹ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada’s Essential Skills.

¹⁰ Bickett, S. (2023). What’s the Difference between Competencies and Skills? <https://resources.hrsg.ca/blog/what-s-the-difference-between-skills-and-competencies>.

¹¹ Bickett, S. (2023). What’s the Difference between Competencies and Skills? <https://resources.hrsg.ca/blog/what-s-the-difference-between-skills-and-competencies>.

¹² SRDC (2021). Research report to support the launch of Skills for Success: Structure, evidence and recommendations. [sfs-srdc-final-report-en.pdf](https://resources.hrsg.ca/blog/what-s-the-difference-between-skills-and-competencies)

¹³ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada’s Essential Skills.

¹⁴ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada’s Essential Skills.

¹⁵ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada’s Essential Skills.

¹⁶ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada’s Essential Skills.

In summary, however instrumental the national and international frameworks are, they are not localized to the context of the BC community social services sector. Just as Canada is searching for a new currency in the future of work, so is the BC CSS sector. "Skills are the currency of the training and employment ecosystem, yet there is little agreement on a nomenclature that provides common language for job-seekers, service-providers, and employers. Without a common language, it is difficult to accurately measure the skill needs and gaps in the labor market and design appropriate policies and programs to meet the needs of different"¹⁷ key partners. As such, this project is focused on the BC CSS to close this significant information gap to pin-point competencies and skills for the sector.



The CSS Competency Framework

This CSS Competency Frameworks pulls together multidisciplinary and diverse key partners' voices in the WIL ecosystem with the aim of consolidating knowledge and creating common language about the complex skills and competencies needed of diverse British Columbians working in the community social services sector. The methods used to develop the CSS Competency Framework first included collecting data from key informants in the "Sustainability of the Community Social Services Sector Through Institutional Work-Integrated Learning Partnerships: A response to growing diversity and complexity of needs (2024)" research project. Following this, an advisory committee met to categorize and classify the skills into competencies based on the dynamic and complex nature of the skills, knowledge, and attributes required for working in the community social services sector. The principles used by the researchers to arrive at the competency framework involved actively listening with genuine curiosity, a willingness to learn and value all contributions, dialogue, discussion, debate, and consensus. This action-oriented methodology led to evidence-based approaches for advancing knowledge of the complex competencies required for work in the community social services sector. Key informants were strategic in their approach, and this led to a practical and usable knowledge product.

This project identified baseline competencies, those which are needed for people entering the community social services sector, as well as competencies for senior role CSS positions. This advances the CSS field considerably, as up to this point, there was no consensus in the literature from PSI and CSS on baseline competencies (SSMLPR, 2020).¹⁸ Baseline competencies can be conceptualized as the entry-level skills, knowledge, and attributes for working in the community social services sector. Developing this first version of a competency framework for essential skills in the community services sectors is a much needed first step and represents the current state of the field. As this is the first iteration of the competency framework, proficiency levels have not yet been articulated, nor have assessment methods been detailed, which is discussed in more detail in the limitations section below.

The competency framework for the BC community social services sector serves as an instrument for the classification and recognition of skills, knowledge, and abilities/attributes. The framework is aligned with the priorities of CSS organizations and supports the needs of labour marker productivity and reflects the current realities of the dynamic nature of work in CSS. Also, the CSS Competency Framework is grounded in literature and shares similar constructs with national and international frameworks. Therefore, the CSS Competency Frameworks "meets the changing needs of employers and job-seekers, as well as takes into account the latest evidence and research on skill-development and its link to employment and other socio-economic outcomes."¹⁹ Furthermore, the competencies and target skills meet the guiding principles, detailed above, with the exception of measurability, which is described in the limitations section below.

¹⁷ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada's Essential Skills.

¹⁸ Social Services Labour Market Research Project Final Report, August 2020

¹⁹ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada's Essential Skills.



Goals for the CSS Competency Framework

The goals and utility of this framework will help the WIL ecosystem to:

- ▶ Allow for common language and shared understanding of knowledge, skills, and attributes among key partners.
- ▶ Develop learning materials to support the diverse needs of the sector.
- ▶ Create opportunities for assessment measures of learners' readiness.
- ▶ Support learners to translate their skills and transfer their learning.
- ▶ Inform curriculum design and the development of learning outcomes.
- ▶ Support the practical application of the outcomes (the research demonstrated that students often do not have adequate practice opportunities with the competencies).
- ▶ Offer guidance for strategic visions and goal setting.
- ▶ Support institutional benchmarking, success markers, and program monitoring/ evaluation.
- ▶ Guide student actions and behaviours.
- ▶ Support policymaking and advocacy.
- ▶ Generate knowledge.

LIMITATIONS

Qualitative validation of the skills and competencies was conducted through the guidance of an advisory committee to ensure the constructs are acceptable, practical, and usable for the WIL ecosystem. However, there has not yet been the opportunity to define proficiency levels, create assessments, or validate assessment measures due to the recent development of the CSS Competency Framework.

Proficiency levels are the level at which a person demonstrates a particular competency or skill, and it provides structured and evidence-based process in the development of the level. "Fully formed competency frameworks itemize the competencies and level of competence associated with jobs or occupations in an industry sector, location or economy."²⁰ As this is the first iteration of the CSS Competency Framework, the development and evaluation of proficiency levels has not been determined through application. "This competency framework, like others in the early stage of development, will become more useful as associated pedagogical approaches and more reliable measures are developed over time."²¹ There is a need to build tools such as rubrics, performance measures, and behavioral observations to assess skills to understand proficiency levels and provide evidence of labour market outcomes and professional acumen. Further, measures of proficiency will vary by format, population, context, and sub-sectors.²²

It is with gratitude that we share early information about an upcoming government pilot project, which will allow for the evaluation of the CSS Competency Framework. Furthermore, this pilot will create space for the CSS Competency Framework to shift, evolve, and expand as needed through ongoing research, engagement, and testing with key partners. Finally, the pilot will be generative as it will allow for the development of proficiency levels for the competencies and validate assessment measures to inform proficiency and advance labour market productivity.

²⁰ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada's Essential Skills...

²¹ Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada's Essential Skills.

²² Gyarmati, D., Lane, J., & Murray, S. (2020). Competency Frameworks and Canada's Essential Skills.

BASELINE COMPETENCIES FOR WORKING IN THE COMMUNITY SOCIAL SERVICES SECTOR





Effective Communication

Skills, Knowledge, Attributes	Definition
Verbal	<ul style="list-style-type: none"> • speak clearly, effectively, respectfully, and appropriately with others • convey information clearly • use appropriate tone and speed • exchange information and verify listeners' comprehension • listen actively to ensure mutual understanding
Written	<ul style="list-style-type: none"> • use attention to detail • describe and capture information accurately • produce quality written products • engage oneself and others in proof-reading and editing to ensure clarity and effectiveness of the message • create written work that is audience-focused
Basic Research	<ul style="list-style-type: none"> • use appropriate methodology and methods to gather relevant information • review, analyze, and interpret data to create comprehensive and accurate reports • visualize data where appropriate
Relationships and Mutual Reciprocity	<ul style="list-style-type: none"> • adapt to diverse audiences through human connections and adhere to relational aspects, this includes non-verbal communication skills • make human connections during interactions • contribute in collaborative and mutually reciprocal ways • manage conflicts of opinions and strive for resolutions
Socially-Informed	<ul style="list-style-type: none"> • use socially-informed approaches that respect diversity and give consideration to intersectional identifies in order to communicate across diverse social boundaries • be accepting of diverse language use • be empathetic and honest • respect workplace communication styles and diverse language use
Feedback Literacy	<ul style="list-style-type: none"> • be accepting of feedback • review, assess, interpret and respond to client or colleague feedback • apply feedback to practice to enhance professional development
Confidentiality	<ul style="list-style-type: none"> • adhere strictly to rules around confidential matters, in writing and verbally • be mindful of privacy, equity, and ethical concerns
Language	<ul style="list-style-type: none"> • be able to speak different languages and/or have willingness to bring into conversation other languages • match vocabulary to the discipline • tailor vocabulary appropriately to the level of the learning or listener • know one's rights and the rights of others to use different languages in the workplace, for example, American Sign Language
Difficult Content	<ul style="list-style-type: none"> • use methods of feedback, needs assessments, and questions to share difficult content and de-active differences of opinion
Attributes	<ul style="list-style-type: none"> • develop a professional communication persona (in-person and online) that creates a positive impact and influence on those that one interacts with in the workplace



Equity, Diversity, Inclusion, and Social Sensitivity

Skills, Knowledge, Attributes	Definition
Equity	<ul style="list-style-type: none"> • be committed to the practice of equity and understand the legislation about human rights • use anti-oppression frameworks • unpack real and perceived privilege • understand structural oppression and barriers • take a stance against lateral violence • learn with profound respect the diverse range of disabilities • allow people to have autonomy and the ability to make their own decisions, wherever possible • take action against policies, behaviours, and rules that perpetuate ableism • have respect for people with various lived experiences • enact socially-informed communication skills
Social Justice	<ul style="list-style-type: none"> • address harmful systematic issues • promote social justice • understand legislation and workplace policy • use strategies that influence positive change
Advocacy	<ul style="list-style-type: none"> • apply practices that appropriately support the local community, for example, knowing about the social determinants of health in population demographics and how various determinants manifest as challenges to individuals or social groups • actively support and argue causes on the behalf of others • engage in advocacy campaigns • take action against the impact of colonization and racism on non-white equity-deserving communities
Social Sensitivity and Diversity Awareness	<ul style="list-style-type: none"> • use socially-informed, open-minded, and accepting approaches • engage with culturally safe methods to support the uniqueness of various social groups, for example, person with disabilities, Indigenous peoples, 2SLGBTQIA+ peoples, transgender, and gender diverse peoples, and immigrants • use empathy, fairness, reciprocity and mutual respect • nurture sensitivity and be able to interpret complex contexts
Acknowledge and Celebrate First Nations, Metis, and Inuit Peoples	<ul style="list-style-type: none"> • reflect and interpret First Nations, Metis, and Inuit Peoples' histories in partnership with First Nations, Metis, and Inuit Peoples • listen and respect lived experiences and the realities and challenges of First Nations, Metis, and Inuit Peoples • take action against the impact of colonization and racism on First Nations, Metis, and Inuit Peoples



Interprofessional

Skills, Knowledge, Attributes	Definition
Ethics	<ul style="list-style-type: none"> engage the code of ethics in context to support lived experiences use ethical decision-making and duty to report
Interventions and Methods	<p>Use appropriate interventions and methods for people with various lived experiences, for example, children, adults, seniors, women fleeing abusive relationships, people living with disabilities, equity-deserving people, etc.</p> <p>INTERVENTIONS:</p> <ul style="list-style-type: none"> Non-violent crisis intervention Suicidal crises and ideation First aid Mental health support Crisis response and prevention Basic counseling and psychology (empathy, calming, rephrasing) End-of-life planning De-escalation of critical situations <p>METHODS:</p> <ul style="list-style-type: none"> Positive Behavior Interventions and Support (PBIS) Strength-based approaches Trauma-informed care Low arousal approach Dignity and respect for individuals to make their own choices Creating a safe space to ensure people stay calm Understand the right to react as needed without self-harm or harming others
Multidisciplinary Teamwork and Collaboration	<ul style="list-style-type: none"> enact principles of good teamwork including mutually reciprocal relationships with boundaries be able to work with multidisciplinary teams help people get along and work effectively in a collaborative manner
Policy and Organizational Literacy	<ul style="list-style-type: none"> understand workplace policies and how these impact practice allow personal perspectives to integrate with workplace perspectives and organizational systems actively learn the relevance of The Human Rights Act, Disabilities Act, Truth and Reconciliation Calls to Action, United Nations on the Rights of People with Disabilities, United Nation Declaration on the Rights of Indigenous People, and integrate with workplace policies employ the privacy standards set out by the organizations for self, colleagues, and clients
Assessment	<ul style="list-style-type: none"> use formative/ summative assessment strategies and adapt them to workplace practices use provisions with rubrics to assess clients apply assessment skills in various contexts including assessment of programs and initiatives, or the assessment of organizational initiatives

Project Planning	<ul style="list-style-type: none"> • apply principles of organization, planning, and management to projects • set outcomes and objectives • set and assess achievement measures
Digital Literacy	<ul style="list-style-type: none"> • enact rudimentary skills to carry out daily activities, such as using email etiquette, memos, proposals, knowledge of business application programs, Excel, and databases
Workplace Etiquette and Professionalism	<ul style="list-style-type: none"> • know your schedule, how to report sick days • apply the rules for communication and engagement (e.g., social media use) • know how to negotiate your salary • enact employment standards
Attributes	<ul style="list-style-type: none"> • problem solving, relationship building, multitasking, decision making



Interpersonal

Skills, Knowledge, Attributes	Definition
Resiliency	<ul style="list-style-type: none"> • practice a positive mindset • understand that the work may feel emotionally heavy, hard, and necessary • grow capacity to withstand and recover from challenges and trauma • de-center oneself in the work • use reflective questioning to understand what brings joy in the work
Self-care and Awareness	<ul style="list-style-type: none"> • take care of oneself to reduce potential for burnout and mental health challenges • know and be willing to access government resources and supports for self-care • be able to set boundaries and vocalize them when needed • know the organization's responsibilities for supports and accommodations
Open-Mindedness	<ul style="list-style-type: none"> • appreciate that people have different lived experiences all of which can prove valuable contributions for learning and understanding truth
Emotional Intelligence	<ul style="list-style-type: none"> • be self-aware and able to self-regulate • express empathy • have compassion and care adaptability • apply social and emotional learning • engage personal achievements and support collective achievements, acknowledge the contributions of others • enact a growth mind-set and interpret things in a positive manner
Metacognition	<ul style="list-style-type: none"> • establish focus for purposeful work • self-identify one's skills, knowledge, abilities, and attributes • have self-knowledge of skills level and process for development • be knowledgeable about appropriate ways to set boundaries • use critical thinking and critical self-reflection • transfer skills intentionally to new contexts
Attributes	<ul style="list-style-type: none"> • desire to learn, flexibility, patience, critical thinking, and critical self-reflection



SENIOR ROLE COMPETENCIES FOR WORKING IN THE COMMUNITY SOCIAL SERVICES SECTOR

The competencies below represent conversations about the skills needed for leadership and senior roles.

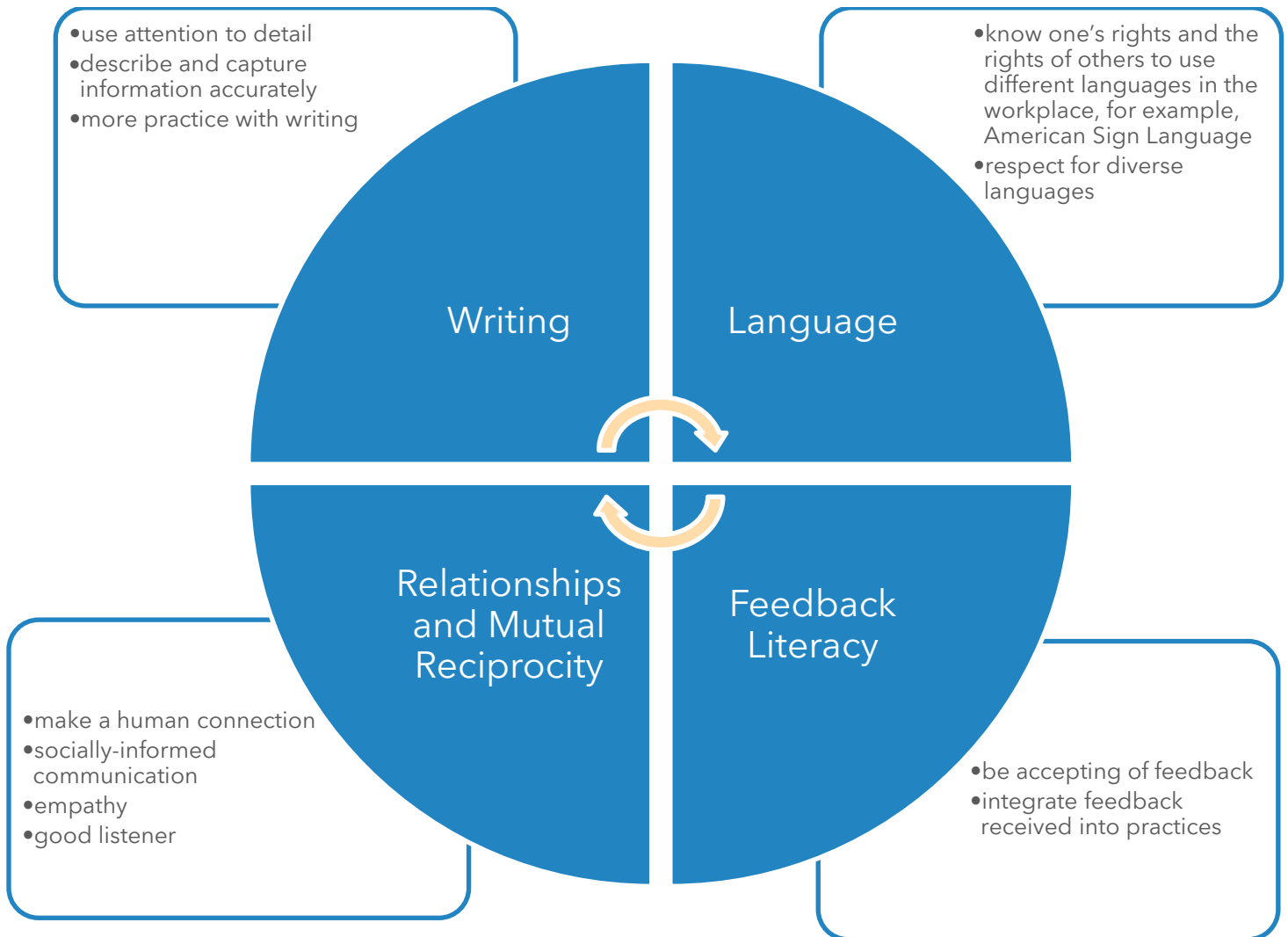
Skills, Knowledge, Attributes	Definition
Manager/ Supervisor	<ul style="list-style-type: none"> • support employee performance • mentor employees • interact with funders • understand peoples' cues and escalation signals • be open and accepting of feedback • implement complex decision making processes • adhere to ethics and human resources regulations • use systems thinking • enact organizational planning and risk management
Leadership and Team building	<ul style="list-style-type: none"> • mentor and support junior staff in the onboarding process • assess employees' needs for continued and ongoing training • provide access to professional development • foster collaboration and set strategic direction • create opportunities for educational interventions (e.g., staff wellness) specific to an individual, group, the entire organization, or to the particular community
Resource Management	<ul style="list-style-type: none"> • be able to manage the budget appropriately • secure funding • engage with grant writing • manage resources and ensure resource allocation is appropriate
Conflict Resolution and Mediation	<ul style="list-style-type: none"> • be able to de-escalate situations and find mutually agreeable solutions • address assumptions that lead to ableism
Caseload Management	<ul style="list-style-type: none"> • manage client caseloads • assess client and staff needs to support caseloads • ensure agency credentials align to client needs • create care plans for workers • coordinate services for clients efficiently • oversee follow-through with care plan
Career Advancement Planning	<ul style="list-style-type: none"> • gather information about employees' career aspirations and create pathways and opportunities for advancement • ensure access for advancement for equity-deserving employees
Financial Literacy	<ul style="list-style-type: none"> • interpret financials for the organization • understand basic financial accounting

A CLOSER LOOK

This section provides an overview of competencies and skills that received special emphasis from the advisory committee. This provides a closer look at the competencies and skills that were discussed at a deeper level as essential for working in the community social services sector.

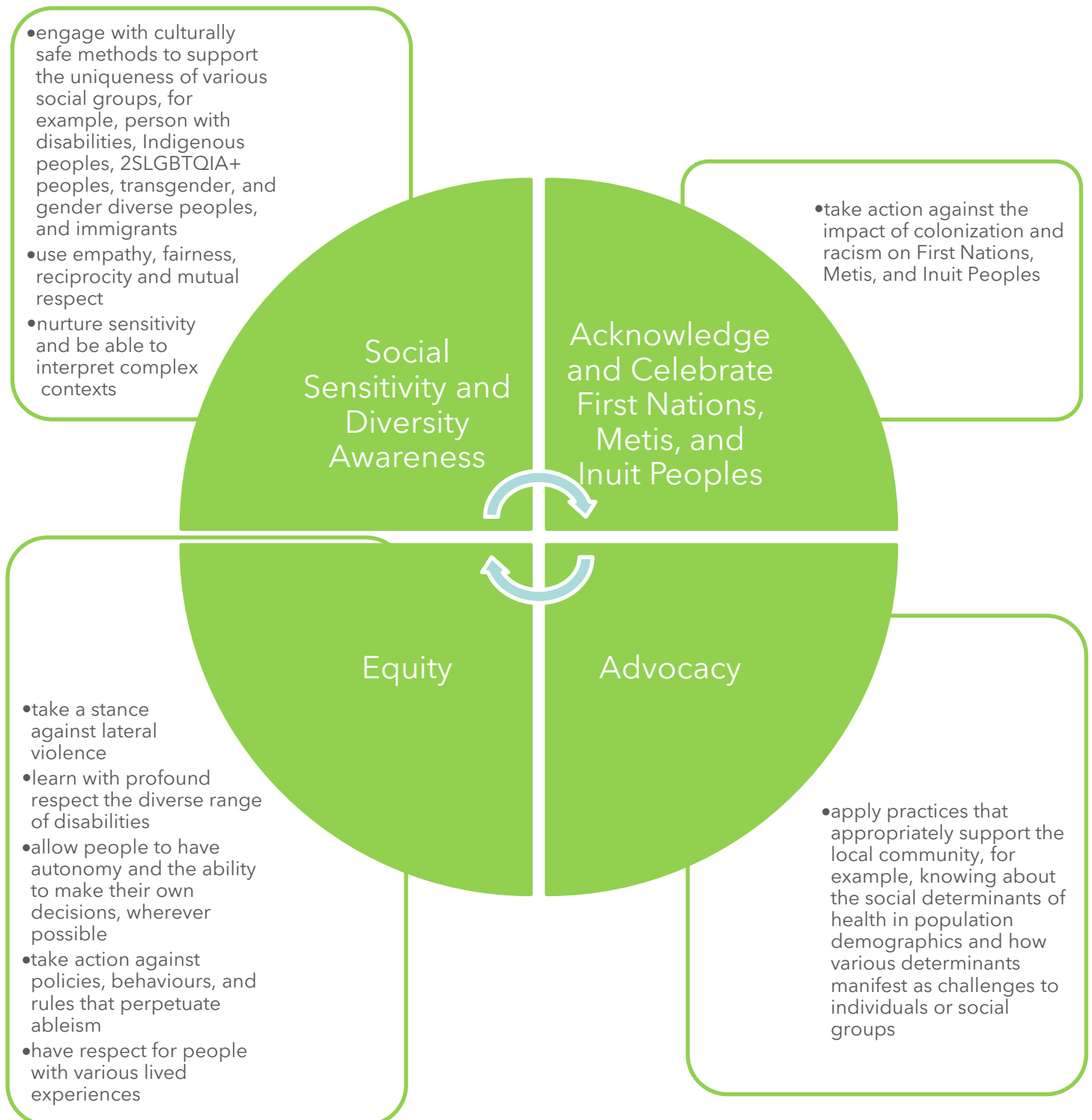


EFFECTIVE COMMUNICATION





Equity, Diversity, Inclusion, and Social Sensitivity



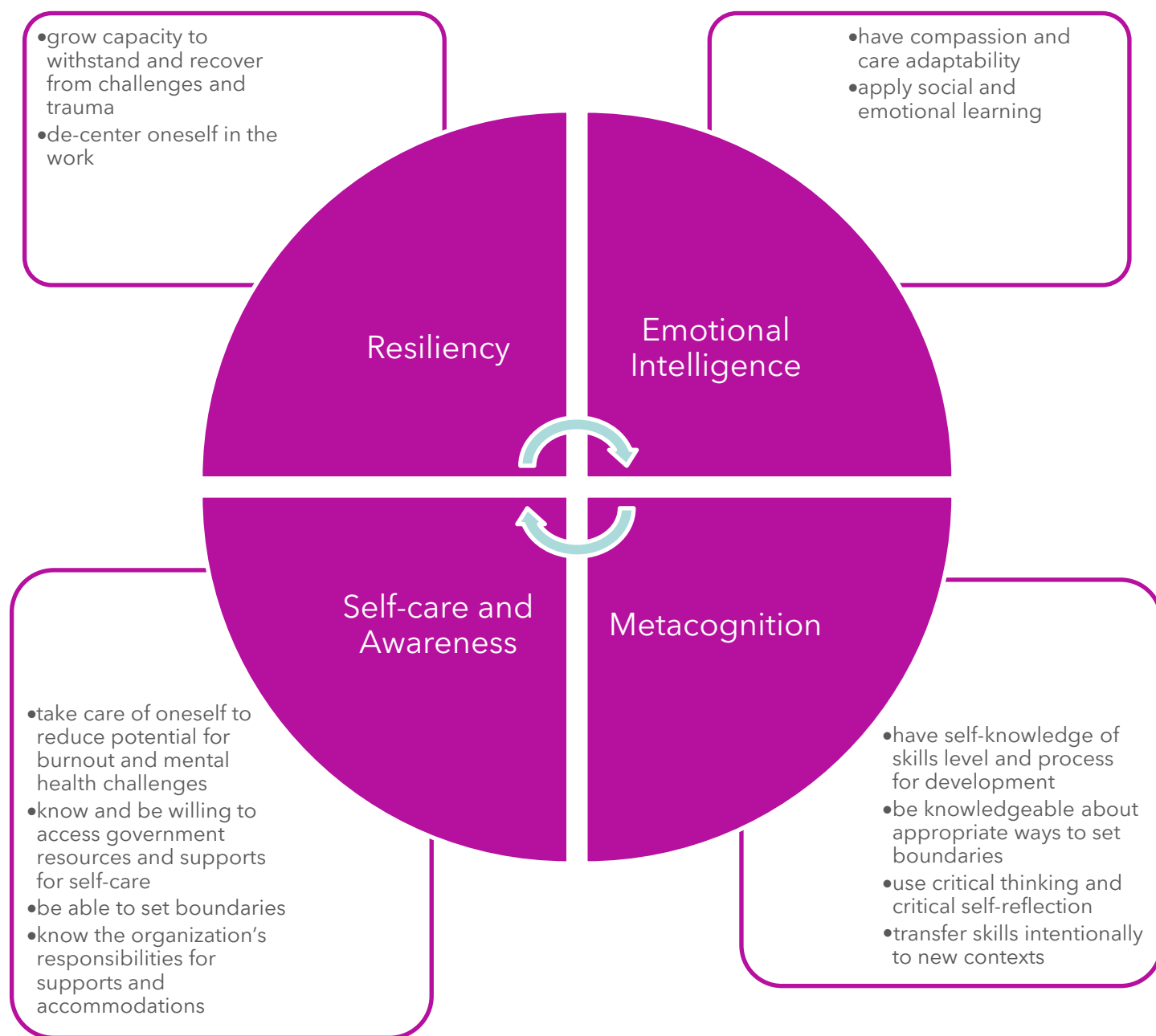


Interprofessional





Interpersonal





SENIOR ROLE

