

BEHAVIOURAL COMPETENCIES

for Canada's Substance
Use Workforce v. 2



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.



Canadian Centre
on Substance Use
and Addiction

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

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

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

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For additional copies, contact
CCSA, 75 Albert St., Suite 500
Ottawa, ON K1P 5E7
Tel.: 613-235-4048
Email: competencies@ccsa.ca



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 Safe and Anti-oppressive Practice	6
Developing Others	8
Effective Communication	9
Ethical Conduct and Professionalism	11
Interpersonal Rapport	13
Leadership	14
Person-directed Care	15
Planning and Organizing	18
Self-care	19
Self-management	20
Self-motivation	21
Teamwork and Cooperation	22

ADAPTABILITY AND FLEXIBILITY

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

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> Demonstrates recognition that other points of view and ways of doing things have value Readily shows flexibility and expresses willingness to do things differently, accepting change and diversity in practice Adjusts priorities and work goals as necessary when working under changing or unclear conditions Displays a positive attitude in the face of ambiguity and change Adapts approach to match needs of others, respecting the influence of different cultures Asks others for input and feedback on changes that will affect the work unit Encourages peers to adapt to new initiatives Strives to develop a healthy perspective on change, adapting in an informed and professional manner to demanding and changing circumstances 	<ol style="list-style-type: none"> Remains effective and retains perspective under changing or unclear conditions Accurately reads and understands emotional, interpersonal and environmental cues, and adjusts own behaviour to obtain the desired outcomes Seeks to understand and incorporate the needs of different and diverse people and groups across a range of situations 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"> Supports and adapts to major changes that challenge traditional ways of operating and thinking Provides advice and guidance to others to assist them in adapting to difficult or changing situations Exercises flexibility in approaches while also maintaining professional integrity and organizational values Competently manages risk and uncertainty Seizes opportunities to communicate convincingly about the necessity and positive impact of healthy change in organizations Tracks the impact of organizational change, making adjustments to the implementation of the change initiative, as needed Cultivates ability to adjust responses to people of diverse backgrounds and contexts Seeks and incorporates evidence on the sex and gender-related factors that impact people 	<ol style="list-style-type: none"> Revises organizational or project plans to meet new demands and priorities Recognizes and responds quickly to shifting opportunities and risks Performs effectively amidst continuous change, ambiguity and, at times, apparent chaos Creates an environment of energy and enthusiasm, despite high demands or difficult workloads Provides support systems (e.g., retraining programs) to deal with the unanticipated and challenging results of change activities Provides awareness and change training to respond to evolving awareness of cultural safety needs across diverse groups. Provides guidance on incorporating sex and gender based analysis (SGBA+) across organization and services Anticipates risks and uncertainties, making plans to manage them 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

Gather, synthesize and evaluate 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 Systematically analyzes component parts of problems and links them together to consider different decision options Makes timely decisions within limits of personal responsibility Makes decisions that are in line with professional and ethical standards, codes of conduct and organizational policy Explains and provides accounts of facts, issues, data and clinical reports Incorporates an understanding of sex and gender related factors into decisions, initiatives and approaches Uses analysis of information, evidence and past experience to develop possible solutions Identifies the key persons who may be affected by the issues or decisions made in own area of work, 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 Identifies multiple courses of action, considering who may be affected by a decision as well as potential outcomes Evaluates the advantages and disadvantages of alternate approaches and possible courses of action, using critical thinking to implement plans that mitigate risks Uses sex, gender and equity considerations in tailoring courses of action Uses logic, past relevant experience, lessons learned and evidence-based criteria 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 based on sex and gender sensitive, evidence-informed practice, reasoning and work experience, and in consultation with key stakeholders, as appropriate Identifies and respectfully challenges judgment or decision making that is unclear or unsupported, or that reflects cultural biases Evaluates the effectiveness and efficiency of a solution after implementation Identifies the potential impacts that trends or events may have on services, people 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., capitalizes on trends or takes action before issues escalate) Considers and leverages bureaucratic and political systems, and external trends, organizations and relationships that could affect future outcomes or directions of the organization Ensures that SGBA+ is incorporated into training, projects, services and reporting Ensures stakeholders (e.g., public, employees, community organizations, government, representatives of a diversity of backgrounds, including people with lived and living experience of substance use 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

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

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Works cooperatively with interdisciplinary professionals, allied community groups, people with lived and living experience of substance use and their families from a diversity of cultures and contexts to achieve common goals while respecting individual confidentiality and practice boundaries 2. Communicates openly, builds trust and treats other professionals, people with lived and living experience, families and community groups fairly and ethically, and as valued allies 3. Responds to professional and community group requests efficiently and effectively, as appropriate, respecting cultural differences 4. Develops and maintains contacts who can provide relevant information and gender- and culturally sensitive resources 5. Respects all existing legal guidelines, policies and mandates of own and other organizations when collaborating 	<ol style="list-style-type: none"> 1. Identifies and develops contacts within potential allied organizations, including people with lived and living experience, and interdisciplinary groups 2. Proposes possible collaborative arrangements with members of identified networks 3. Seeks input from networks from diverse communities to ensure objectives are achieved 4. Identifies and participates in organized professional, interdisciplinary and community events to expand one's network 5. Collaborates with other organizations representing a diversity of people to improve individual pathways and transitions 	<ol style="list-style-type: none"> 1. Promotes direct communication between allied agencies and other stakeholders, including people 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 people and perspectives to promote organizational objectives 3. Explores shared needs and common areas of interest among identified networks, standardizing, as appropriate, and avoiding 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, people with lived and living experience, and service providers 3. Establishes gender- and culturally sensitive processes to encourage collaboration and partnerships with organizations representing a diversity of people and perspectives 4. Ensures that suitable policies, practices 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 and profession, and for diverse groups of people who use substances to increase knowledge of the substance use field and decrease stigma among the public 6. Improves the collaboration between organizations to enhance person-directed care at the systemic and structural levels 7. Encourages the use of sex- and gender-based analysis (SGBA+) in developing collaboration and partnerships with organizations

CONTINUOUS LEARNING

Identify and pursue learning opportunities to enhance one's professional practice and development, and the 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 standards for current position and identifies learning needs; seeks support to identify and achieve learning goals 2. Assesses self for unintentional biases around substance use, approaches to managing substance use (e.g., harm reduction or abstinence-based approaches) and differences reflecting culture, sex, gender, race, sexual orientation, etc. 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 current research, literature and other developments relevant to the field and applies learning to own practice 8. Recognizes opportunities to learn from people with lived and living experience of substance use 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 professional knowledge with others 3. Monitors progress in meeting learning goals and adapts learning strategy, as needed 4. Seeks learning opportunities in rapidly evolving and emerging subject areas within and peripheral to own professional practice, including sex- and gender-based analysis (SGBA+) practice areas that are culturally safe, anti-oppressive and oriented toward well-being 	<ol style="list-style-type: none"> 1. Actively pursues information, and competency-based and other learning opportunities, beyond current job role or area of expertise, that add value in current position 2. Participates in research 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 or supervises others in their learning and professional development by providing feedback, coaching, mentoring and resources, and by identifying learning goals and opportunities for professional development 6. Creates opportunities for learning about and implementing principles of cultural safety 7. Creates opportunities for applying sex- and gender-based analysis (SGBA+) skills and approaches 	<ol style="list-style-type: none"> 1. Strategically undertakes learning activities related to future operational needs or activities that expand professional networks 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, including practices oriented toward well-being and sex- and gender-based approaches 5. Conducts research to advance 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 in light of resource constraints

CREATIVITY AND INNOVATION

Use evidence-informed practices in innovative and creative ways to initiate effective new ways of working and advance the understanding of the field of practice. Innovation and creativity are achieved by collaborating with stakeholders to optimize improvements in service delivery and professional practice.

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EXAMPLES	<ol style="list-style-type: none"> Is open to new ideas and experiences Constructively questions current practices and processes Suggests improvements to current approaches by providing evidence-informed support for suggestions Demonstrates curiosity, digging for information below the surface in an informed manner Actively participates in and contributes to brainstorming activities Understands and respects different cultures and sees them as a source of creative ideas from different perspectives Demonstrates the use of sex- and gender-based analysis (SGBA+) skills to improve practice 	<ol style="list-style-type: none"> Considers situations and problems from different perspectives, keeping an open mind to new possibilities Uses a variety of best-practice- and strengths-based methods and techniques in addressing diverse issues and populations Uses reflective practice to continuously grow as a professional Initiates brainstorming activities to support and encourage innovation 	<ol style="list-style-type: none"> Draws upon a broad empirical and theoretical knowledge base, including evidence-informed practices and experiential evidence from people with lived and living experience; adapts existing approaches and techniques to meet unique needs of specific situations Creates new ideas, solutions or approaches to ongoing challenges and problems Explores best current knowledge in the field and adapts and applies this knowledge to reflective practice as a source of inspiration and insight into new options and solutions Draws links between seemingly unrelated issues and ideas and identifies what is not apparent to others Develops innovative, contextually relevant intervention methodologies that incorporate both the rigour of research and the shared experience of practitioners and people Effectively facilitates sex- and gender-based analysis (SGBA+) processes and brainstorming activities 	<ol style="list-style-type: none"> Supports and encourages others, including staff and volunteers, in generating new and innovative approaches Recognizes innovation grounded in evidence and draws upon a broad empirical and theoretical knowledge and experience base Assesses the likelihood of success of creative ideas and proposed innovative practices Creates new gender- and culturally sensitive models, interventions or approaches that have wide-ranging impacts on a program or practice area Provides expert insight into problems to assist others in researching and creating new approaches Identifies and implements programs, approaches and practices that support creativity, innovation and continuous quality improvement across the organization Challenges organizational policy and practice when evidence indicates change is necessary Champions the use of sex- and gender-based analysis (SGBA+) across organizational projects and initiatives

CULTURALLY SAFE AND ANTI-OPPRESSIVE PRACTICE

Provide inclusive, anti-oppressive, sex- and gender-sensitive, equitable and timely services to diverse populations and cultures,* including but not limited to, age, sex, gender, language, ethnicity, socio-economic status, legal status, health, ability, sexual orientation, type and mode of substance use, continued substance use, concurrent conditions, etc. Challenge oppressive structures, unequal power relations, affirm and value the worth of all individuals, families, groups and communities, and protect 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, substance use, etc.)

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EXAMPLES	<ol style="list-style-type: none"> Identifies social inequities and barriers and actively engages in efforts to equalize power differentials through intentional listening, dialogue and collaborative, solution-focused problem solving Understands the concept of intersecting identities and how these shape people's opportunities and life experiences, including diverse experiences of stigma Understands the macro or systemic nature of oppression, as well as meso and micro levels of oppression Understands the principles of anti-oppressive practice and implements them in all interactions with individuals, families, groups and communities Understands the concepts of sex and gender, and applies them in all work initiatives Self-assesses and monitors own attitudes, biases and behaviours with respect to culture and diverse identities Uses person-first language in all communications, including documentation practices Understands the challenges faced by vulnerable and marginalized groups and how related power differentials impact access to services; tailors actions for individualized needs accordingly 	<ol style="list-style-type: none"> Recognizes any power imbalances in the practitioner-service user relationship and actively seeks ways to minimize or eradicate this imbalance Actively seeks to create non-oppressive relations rooted in equality using anti-oppressive principles and practices In dialogue with individuals, accurately evaluates psychosocial impacts of oppression Supports people in exploring and identifying gender- and culturally relevant solutions to their care and well-being goals, including referring people for external services that better meet their needs Engages in activities that support the development of other world views and perspectives Seeks out opportunities to incorporate and promote programs and treatment modalities that are gender-sensitive and culturally relevant to the individuals, families, groups and communities served Demonstrates commitment to identify and address inappropriate behaviour or discriminatory practices in the workplace Identifies and seeks resources in the community to understand peoples' needs and community needs in the context of their cultures and experiences 	<ol style="list-style-type: none"> Seeks opportunities to advance a workplace climate that supports and respects diversity in the delivery of services Applies an understanding of the influences of sex, gender, culture and diversity factors on health, beliefs and behaviours to improve services Possesses knowledge and understanding of varied historical, cultural, spiritual, political and socioeconomic issues that affect diverse populations and develops effective, inclusive and respectful working relationships with these people and groups Supports diverse groups in developing and implementing strength-based solutions to problems such as equity and access to care Identifies and promptly addresses inappropriate behaviour or discriminatory practices in the workplace Challenges own assumptions and behaviour, exploring different world views, values, traditions and ways of knowing Encourages people to recognize their core beliefs and supports person-directed goal development and pursuit based on the individual's core beliefs and experiences 	<ol style="list-style-type: none"> Leads organizational change to adopt and implement anti-oppressive, trauma- and violence-informed, sex- and gender-based analysis (SGBA+) policies, principles and practices Takes a leadership role in shaping an organizational vision, mission and service delivery system that reflects and supports diversity, builds gender- and culturally relevant and appropriate services, and actively reduces stigma and inequities Develops and implements strategic action plans, policies and procedures that support equity and diversity within the organization 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 Consults or works in partnership with representatives from diverse communities to inform organizational planning Develops and implements strategies to address barriers to recruitment, hiring, promotion and retention of women and people from diverse cultural groups Engages in community building in partnership with service users

CULTURALLY SAFE AND ANTI-OPPRESSIVE PRACTICE

Provide inclusive, anti-oppressive, sex- and gender-sensitive, equitable and timely services to diverse populations and cultures,* including but not limited to, age, sex, gender, language, ethnicity, socio-economic status, legal status, health, ability, sexual orientation, type and mode of substance use, continued substance use, concurrent conditions, etc. Challenge oppressive structures, unequal power relations, affirm and value the worth of all individuals, families, groups and communities, and protect 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, 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 people and remains open to learning from individuals, families, groups and communities served 11. Willing to learn from own discomfort 	<ul style="list-style-type: none"> 9. Advocates for the elimination of oppressive social processes and conditions 10. 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 gender-transformative change at the individual, family, group, community and societal levels 10. Leads in collaborating with people receiving services to create meaningful opportunities for change at all levels of systems and services

DEVELOPING OTHERS

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

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EXAMPLES	<ol style="list-style-type: none"> Establishes rapport and raises learner self-awareness prior to gaining cooperation in initiatives aimed at learning Assesses current knowledge, skills, education and information needs of learner, and develops a plan to address these needs Identifies and provides education resources and materials to enhance learning activities designed to fit the learner, their family and culture, and special needs Evaluates progress towards achievement of goals and adapts learning strategy, as needed Provides constructive feedback on progress toward goals in a collaborative and open fashion Presents information clearly, logically and in terms the learner can understand, and collaboratively explores how the information will help 	<ol style="list-style-type: none"> Engages learner in problem solving around learning needs and works to develop viable and agreed-upon action steps and solutions (e.g., SMART goals: specific, measurable, achievable realistic, timely) Facilitates learning by using examples and evidence that are relevant to or draw on experience of learners from a diversity of backgrounds Recognizes and reinforces the abilities, efforts and improvements of the learner, offers reassurance and expresses confidence in learner's potential to grow while maintaining realistic expectations Gives constructive feedback to co-workers and employees that focuses on problems and behaviours rather than personalities Where appropriate, involves learner's networks and collateral sources in educational pursuits, while honouring and respecting any confidentiality and legal constraints Recognizes and addresses barriers to learning and adapting own approach Facilitates mentoring and coaching opportunities based on learning needs 	<ol style="list-style-type: none"> Identifies learner's strengths, areas for development and learning style, and incorporates into learning strategies Uses a variety of creative and effective facilitation methods in designing and developing learning methodologies and materials Creates a comfortable and safe environment for learning and sharing; establishes positive tone of mutual respect and trust that encourages mutual sharing of information (e.g., within a learning group) Demonstrates familiarity with group dynamics in group learning situations and adapts facilitation style accordingly Seeks to discover common ground and assists group learners to focus on their similarities rather than differences Evaluates group learning needs and plans group developmental activities based on sound evidence and experience 	<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 research 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 and professionalism

EFFECTIVE COMMUNICATION

Articulate both verbally and in writing across a range of technologies in a manner that builds trust, respect and credibility, including in-person and technology-assisted communication (e.g., video conferencing, texting, social media). Checks with the audience to ensure the message is received and mutually understood. Includes active listening skills (attending, being silent, summarizing, paraphrasing, questioning and empathizing), communicating with gender sensitivity, cultural humility and congruent non-verbal communication.

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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 respects 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 gender 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 non-judgmental 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 the communication method, messages and timing in a strategic manner 5. Conveys information with expression, insight and persuasion when needed; transfers 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 (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 knowledge exchange process 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 environment of cultural safety and gender sensitivity

EFFECTIVE COMMUNICATION

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EXAMPLES	<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

Provide 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 (individuals, groups, organizations, communities).

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EXAMPLES	<ol style="list-style-type: none"> 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 professional practice (e.g., age considerations in obtaining informed consent) Participates in continuous learning activities to remain current with professional knowledge and maintain certification or professional association requirements Incorporates evidence-informed practice into work whenever possible (e.g., sex- and gender-based analysis (SGBA+), trauma and violence informed practice, culturally safe and anti-oppressive practice, practices oriented toward well-being) Restricts practice 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 at all times (e.g., familial, sexual, social, financial, business) and honestly accounts for relationships when asked to do so 	<ol style="list-style-type: none"> Articulates and practices a model of ethical decision making to inform practice and provide reasonable alternatives and solutions to ethical dilemmas and issues Participates in and advocates for appropriate supervision Identifies and addresses instances of transference and counter-transference in the individual-therapist relationship and refers individuals when objectivity is compromised Sets personal and professional boundaries and limits to prevent or mitigate job-related fatigue and burnout Refrains from exploiting people for any personal or professional gain, understanding their vulnerability and susceptibility to dual relationships, and their gratitude for services rendered 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 practice in an ethical manner Models ethical behaviour consistently and across varied situations, including appropriate use of non-stigmatizing, person-first language and inclusive behaviours 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 practice or accepted knowledge Maintains professional and ethically sound relationships with all colleagues and direct reports Uses understanding of authority relationships and gendered-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 practice and decision making in order to promote ethical behaviour and communicate the expectations of the organization Ensures appropriate policies are in place and acted upon regarding ethical conduct (e.g., acceptable dollar or cultural value of token gifts), 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 to the highest ethical, legal and professional standards Implements organizational education initiatives and service changes to address gender and other inequities in service access and delivery as resources allow

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EXAMPLES	<p>8. Informs people 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</p> <p>9. Ensures that 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</p> <p>10. Seeks out information or support when unclear about the appropriate action to take</p> <p>11. Addresses false credentialing in colleagues and other professional associates and groups</p> <p>12. Identifies and addresses dual relationships and other ethical violations regarding colleagues and other professional associates and organizations</p> <p>13. Graciously declines gifts or similar indications of appreciation from people, except token gifts where culturally appropriate</p>			

INTERPERSONAL RAPPORT

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

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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 non-judgmental, non-threatening and sensitive manner, creating an environment of cultural safety and gender 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 what degree is appropriate 	<ol style="list-style-type: none"> Is sensitive to individuals' characteristics, norms, culture, and social and gender-relational context when interacting with others Anticipates and interprets others' body language and emotional cues and adjusts approach, as necessary Uses interpersonal skills and genuine interest in others to build relationships of mutual respect and trust Builds trust with others by consistently behaving in a professional and reliable manner 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 relationship and dialogue, building rapport Is attuned to feelings and emotions of others that they might find difficult to express Displays appropriate compassion and empathy towards others, while maintaining professional and ethical boundaries Routinely assesses interpersonal skills and personal biases and adjusts style to meet the needs of others Displays an understanding of gendered communication patterns and strives to be inclusive 	<ol style="list-style-type: none"> Ensures 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 people, 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 practices with key stakeholders 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 people of diverse backgrounds

LEADERSHIP

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

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	1. Encourages and fosters dialogue, valuing all team members' input	1. Leads by example, modelling desired behaviours and acting with professionalism and integrity	1. Cultivates energy, excitement and optimism in the organization, particularly through times of change	1. Engages others in articulating the organization's vision and values
	2. Shows appreciation for work done well by others by providing recognition	2. Creates an environment where team members consistently push for improved team performance and productivity	2. Takes responsibility for actions and decisions even when unpopular	2. Cultivates an environment that encourages change, innovation, improvement and responsible risk-taking
	3. Brings excellent performance to the attention of the larger team or organization	3. Sets clear and realistic goals, activities, timelines, deliverables and products, and accountabilities for self and team	3. Responds to requests for direction during times of crisis	3. Sets strategic goals and develops and implements programs and change strategies aligned with the strategic direction and vision
	4. Shows organizational and professional commitment and supports the vision and mission of the organization	4. Recognizes good performance and deals constructively with setbacks	4. Demonstrates political acumen when interacting with internal and external stakeholders	4. Conducts needs analyses to determine if change is necessary, and identifies and implements change strategies
	5. Openly shares information on decisions and changes in a timely manner	5. Fosters a work environment where all team members feel safe and included in contributing to dialogue and debate	5. Provides mentorship to emerging leaders to promote equitable, diverse and inclusive leadership	5. Identifies and builds partnerships that support shared goals, including with government departments and a range of organizations representing diverse perspectives
	6. Builds support for and commitment to new initiatives including non-traditional or innovative activities	6. Advocates for the team to have the resources, information and support needed to do their jobs	6. Ensures that programs and goals are aligned with the broader vision and priorities of the organization, including organizational change strategies	6. Partners with change leaders and managers in planning, implementing and evaluating interventions to improve organizational performance
	7. Enhances understanding of and commitment to change among peers by involving those affected by it	7. Challenges policies or practices that present barriers to independent action and decision making	7. Delegates responsibility according to others' skill sets, strengths and expertise whenever possible, rather than taking charge or micro-managing	7. Uses understanding of the dynamic relationships, viewpoints and agendas, both acknowledged and implicit, of stakeholders in the substance use field to further the organization's success
	8. Leverages team members' strengths to collaborate with and inspire each other	8. Considers individual's competencies, interests and concerns in establishing team structures, roles and responsibilities	8. Eliminates or restructures activities that do not support the future success of the organization	8. Advocates for or implements succession planning processes within the organization and across the system
	9. Engages in ongoing professional development opportunities for leadership roles and responsibilities	9. Designs and develops programs and tools to promote team learning during a change effort	9. Monitors individual succession plans, making adjustments and providing feedback, as needed	9. Ensures that the organizational structure and processes support the organization's strategic direction and change activities
	10. Maintains an optimistic and enthusiastic attitude, despite challenges	10. Identifies future leaders in own team and works collaboratively with team to develop equitable succession plans	10. Demonstrates cultural humility in personal development as a leader	10. Monitors current developments and trends in the social-political environment of substance use that may affect implementation of organizational direction, change strategies, programs or plans
	11. Adopts change initiatives at an early stage	11. Models cultural humility and gender sensitivity, and implements safe and anti-oppressive practices in interactions with others	11. Provides mentorship to under-represented groups	

PERSON-DIRECTED CARE

Support people 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 people seeking services. For those who work with people seeking substance use services, this means supporting and empowering them to achieve their well-being goals through collaboration. 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. Understands the fundamentals of the neuroscience of substance use, and recognizes that recurrence of substance use is due to the impacts of substance use on the brain (or external stressors, such as loss of housing) and not due to lack of motivation 2. Understands evidence-informed practices for varying severities of substance use 3. Demonstrates knowledge specifically of principles and practices that are strengths-based, trauma- and violence-informed, gender-informed 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 people where they are at; and respects the strength that is required to seek help 6. Uses non-judgmental and non-confrontational negotiation skills, person-first language, active listening skills, empathy and a genuine interest to facilitate dialogue with people as they explore their present situation and identify their concerns, needs and goals 	<ol style="list-style-type: none"> 1. Applies evidence-informed practices, grounded in a fundamental understanding of the neuroscience of substance use (including an understanding of sex-related factors, neuroplasticity and its implications for well-being) 2. Implements a safe, equitable, non-judgmental, 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. Fosters and maintains energy for and belief in positive outcomes (i.e., fosters and maintains hope) 4. Collaborates with people in choosing and making 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 5. Works actively, consciously and diligently not to impose own personal biases and issues on people seeking help and support 6. Consistently provides encouragement for individual self-directed care, including identifying mutually agreed upon opportunities and supports (i.e., family, friends, community) that build resilience and capacity to self-manage and monitor well-being goals 	<ol style="list-style-type: none"> 1. Coaches and mentors others in evidence-informed and sustainable approaches to well-being 2. Seeks opportunities to receive knowledge, input, guidance and support to improve services from people with lived and living experience of substance use and their families and friends 3. Implements programs and services that reflect the value of family members, caregivers, peers and support systems towards achieving well-being goals, and works with people to identify and develop the support systems they need to build resilience and achieve their goals independent of service providers 4. Reviews and uses sex- and gender-related, evidence-informed practices to inform comprehensive interventions; these include medical, social, and psychosocial interventions 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 environment of cultural safety and gender sensitivity in service delivery and 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. Conducts research to advance knowledge in the field including staying current with emerging research and best practices on neuroscience of substance use, concurrent disorders, person-directed 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 people's needs, integrating results from emerging research and evidence 3. Acts as an organizational advocate and change agent for progressive person-directed, well-being-oriented practices and interventions, and works with external service providers to mitigate barriers to accessing treatment and services 4. In consultation with people who use services, assesses, enhances evaluates and renews the person-directed 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 towards people with diverse backgrounds by developing and implementing policies to address all forms of stigma in the workplace

PERSON-DIRECTED CARE

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	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<p>7. In collaboration with the individual, accurately conducts needs and strengths assessments and regularly updates these assessments, recognizing that needs change over time</p> <p>8. Demonstrates knowledge of relevant, gender sensitive, community-based resources, services and programs; understands how to navigate services and, in collaboration with individuals, identifies services appropriate to their needs</p> <p>9. Demonstrates openness to individual's service or treatment choices (e.g., harm reduction or abstinence) and strives to obtain those services or treatments for them</p> <p>10. Works with people to identify appropriate support networks to facilitate and manage their own well-being (networks may include family, friends, peer support groups and community supports)</p> <p>11. Demonstrates understanding and the value of involving people with lived and living experience, family, friends and caregivers in decision making where possible and appropriate</p> <p>12. Understands the unique challenges and systemic barriers that can be experienced by diverse groups seeking well-being, such as, racism, sexism, colonialism, homophobia, social isolation, poverty, homelessness, etc.</p>	<p>7. Formulates mutually agreed-upon methods of evaluating progress towards achieving well-being goals and outcomes</p> <p>8. Provides service within professionally established and regulated practice boundaries</p> <p>9. Ensures service is provided to people during critical periods; keeps people up to date when there are changes to services; advises people of their options so they can make informed decisions about services</p> <p>10. Consults other professionals and experts in the field, including people with lived and living experience, and their families, caregivers and friends</p> <p>11. Refers people to appropriate gender- and culturally sensitive resources, using warm transitions, when the person may be better served by another organization or expert</p> <p>12. Looks for ways to add value, tailor and enhance service delivery systems and processes to overcome barriers to equity of access, navigation and quality of care</p> <p>13. Identifies and recommends solutions to biases or barriers in service in response to diversity in people</p>	<p>6. Consistently demonstrates a strong commitment to the organization and profession through advocacy, excellence of person-directed care and alignment of services with diverse people's needs</p> <p>7. Educates people, staff, service providers, peer support workers and the public about substance use, the range of evidence-informed approaches (e.g., harm reduction or abstinence-based services), and stigma and its impacts</p> <p>8. Facilitates and advises, as needed, providing independent expert input on complex issues and initiatives</p> <p>9. Encourages and empowers people to consider difficult and critical issues that affect their lives</p> <p>10. Proactively addresses preventable individual adverse effects; observes and evaluates person-directed care impacts and outcomes; works to improve programs based on lessons learned and evidence-informed approaches (e.g., harm reduction or abstinence-based approaches)</p> <p>11. Builds networks to support person-directed care and advocates on behalf of people to gain necessary resources</p> <p>12. Collaborates with people to identify when existing services are no longer needed and develops plans for transitions that incorporate long-term sustainable supports and wrap-around service delivery</p>	<p>6. Advocates for policies that prioritize the interests and needs of people with lived and living experience of substance use and their families, caregivers, friends and peers</p> <p>7. Develops and supports opportunities for participatory research and capacity building among people with lived and living experience and their families, caregivers, friends and peers</p> <p>8. Seeks opportunities to incorporate the expertise of diverse people with lived and living experience, family, friends and caregivers into the organization (e.g., hiring peer counsellors, introducing peer-based services and support programs)</p> <p>9. Provides training opportunities for all staff on grief and loss experienced by the community of people who use substances, their families and friends, and the people who support and work with this community</p> <p>10. Promotes organizational cultures that value and support high-quality service delivery for a diverse range of people</p> <p>11. Promotes training opportunities for all staff on sex- and gender-based analysis (SGBA+) and development of critical thinking</p>

PERSON-DIRECTED CARE

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	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	13. Demonstrates awareness and understanding of the different forms of adverse effects of stigma on the equitable treatment of people who use substances, their families and friends, and understands the complexities of stigma (i.e., multi-layered stigma due to gender, sexual orientation, being racialized, poverty, etc.)		13. Understands and adheres to the principles of adult learning	
	14. Demonstrates awareness of and a willingness to address personal assumptions and biases towards a diversity of people, which may be unintentional (e.g., around substance use and concurrent conditions, race, gender, culture, location, etc.)			
	15. Informs people of their confidentiality rights and service program procedures and regulations, while understanding limits of confidentiality and duty to report processes			
	16. Looks for creative ways to connect with people, such as outreach, telephone call, video conference, meeting during evening and weekend hours			
	17. Follows up with people during and after delivery of services to ensure their needs have been met and to ensure continuity of service; follows up with co-workers and family members			
	18. Regularly connects with people receiving services and builds relationships to obtain feedback; supports ongoing learning			
	19. Identifies safety guidelines for staff and service users			

PLANNING AND ORGANIZING

Identify and prioritize tasks, develop and implement plans, evaluate outcomes, and adjust 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 timelines Responsibly uses the resources at one's immediate disposal Communicates with supervisor 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 Distinguishes between urgent and non-urgent and important and unimportant tasks Analyzes work and breaks projects into smaller activities to facilitate completion Identifies needed resources and establishes timelines Identifies relevant stakeholders 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 supervisor of work status and progress, as required Consistently reflects on activities to ensure they are in line with objectives Evaluates outcomes of activities on a regular basis 	<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 and others Monitors and evaluates outcomes, activities and use of resources (e.g., people, supplies, money) Develops back-up plans to handle potential obstacles and renegotiates commitments or timelines, as circumstances dictate Updates employees, management and stakeholders 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 coordinates program 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 programs are monitored to track progress, outcomes and optimal use of resources, and that adjustments are made, as needed Determines and communicates objectives, priorities and strategies that provide direction for the organization Ensures outcomes are evaluated Ensures development of disaggregated information and outcomes to monitor impact by gender and diversity Challenges unsound and inefficient organizational policy and practices, and suggests change strategies

SELF-CARE

Deliberately and continuously apply professional and personal principles of well-being. Intentionally support 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 and other factors that may impact effectiveness and well-being 3. Demonstrates knowledge of one's 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 and heal self when in difficult situations 	<ol style="list-style-type: none"> 1. Sets and maintains appropriate, safe, professional and personal boundaries with colleagues and people using services 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 and 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 support systems for self at work 7. Looks for ways to educate self and overcome own biases and stigmas 8. Recognizes the effects and potential responses to moral distress 	<ol style="list-style-type: none"> 1. Develops self-care best practices that will assist self and peers in coping with work challenges such as stress, fatigue and difficult situations 2. Proactively seeks information and feedback on self-care practices 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 consultation groups 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 practices 2. Implements gender-sensitive personnel policies reflecting work-life balance and family responsibility 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 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

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

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Describes how own emotions and feelings impact what is said, done and thought 2. Acknowledges own personal triggers and how and where one's 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 towards 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 demeanor 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 calm, professional manner in varied situations 2. Uses self-monitoring skills and 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. Keeps issues and situations in perspective to act in a thought-out and composed manner 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. Coaches and guides 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 gender biases as they apply to work situation 6. Continuously works towards 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 3. Implements and evaluates stress management and self-management programs 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 when they experience challenges in self-management

SELF-MOTIVATION

Remain motivated and focused on goals until the best possible results are achieved, with both passion for making a difference in the substance use field and persistence despite confronting obstacles, resistance and setbacks.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Selects appropriate approaches and techniques that will assist in reaching goals 2. Identifies and acts on issues and problems rather than not addressing 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 gender and cultural biases towards diverse people 	<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 one's disposal to reach objectives 5. Proactively reflects on past successes and challenges to improve one's approach in the future 6. Demonstrates sensitivity to others' needs, opinions and desired objectives in achieving results 7. Works independently without supervision to complete tasks, taking the initiative to make decisions within own area of responsibility 8. Demonstrates awareness of processes (e.g., organizational channels) 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 to various courses of action 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 practices and outcomes 	<ol style="list-style-type: none"> 1. Identifies and acts on opportunities to improve processes to achieve better practices and equitable outcomes 2. Guides others towards 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. Demonstrates long-term thinking and visioning that promotes the development of the substance use field and workforce

TEAMWORK AND COOPERATION

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

	1 = 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. Coordinates own work with that of others 4. Shares all relevant information with team members 5. Listens to others' viewpoints without interruption, practicing 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 others' 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 gendered communication patterns and appropriately recognizes others' ideas 	<ol style="list-style-type: none"> 1. Influences relevant organizational goals and outcomes through effective teamwork and cooperation 2. Ensures that 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 cooperation 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. Supervises, guides, mentors and coaches others in developing effective teamwork practices 2. Develops protocols and procedures that support and enhance teamwork within the organization 3. Actively models gender-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, gendered and cultural barriers between teams; promotes the sharing of expertise and resources 6. Proactively addresses team conflict with tact and sensitivity