

Core Competencies VC Session – Feb 29, 2016

Case Scenario #1 – Jim

Jim is an individual in one of our supported apartments. Jim has cancer. He was given 3-6 months to get his affairs in order. This was 3 years ago. The staff working with him have to adjust routines and procedures around him to ensure comfort. They work with the CCAC nurses, NP, Dr. and pharmacy to ensure we are doing all we can do for him. He still gets out to visit people, attends parties and other appointments. The staff support each other and work together when medical issues arise. Jim's medical requirements have been slowly changing and staff adapt to these changing needs as they occur through training, support and education. Staff with specialized training/skills have taken the lead to support and educate other staff who are unsure of what they are to be doing in this ever changing situation.

Core Competencies identified:

Collaboration - Values other and solicits input

Fostering independence in others - Delegates

Resilience - Delivers results with a high level of consistency over a long period of time

Case Scenario #2 – Jonah

Jonah felt ready to start his new job as Dishwasher at the new restaurant in town. He wanted to make a good impression and arrived to work ten minutes prior to the start of his first shift. When he arrived to work, however, he was shocked. He was not prepared for the fast pace of the restaurant. By late morning, Jonah was feeling like he wasn't cut out for the job and considered quitting. The Job Coach, Shelley, noticed how overwhelmed he was and during his coffee break she got a sheet of paper and explained that together they would write out a list of his duties. The list would contain the duties outlined by his employer and he could keep this list in his pocket for quick reference as often as he liked. Jonah liked this idea and agreed to give it a try. For the remainder of his shift Jonah worked at a pace he was comfortable with, referencing his checklist and checking off the duties as they were completed. The Job Coach praised him for his good work and continued to encourage and praise him throughout his shift. The Job Coach spoke with the employer and it was decided they would post additional copies of the

checklist on the peg board in the kitchen area so they would be readily available to Jonah during his shifts.

The check list made reference to duties that were determined to be the most important. As Jonah became more confident and comfortable in his role as dishwasher, additional duties were added.

Some of the Core Competencies demonstrated here:

Collaboration – Encourages people to continue their efforts when they become discouraged.

Fostering Independence – Provides support and monitors to ensure success.

Flexibility – Adapts to changing situations

Case Scenario #3 - ED

The agency had been through a transition in leadership for both the board and executive director. The agency's reputation with its funder and partnering agencies had suffered. The relationship with the funder was one of distrust and uncertainty and the agency was considered at a higher risk due to unclear governance and oversight. It was not uncommon for board meetings to be four to five hours long without productivity and purpose.

The acting executive director made an incremental plan to rebuild the trust and reputation of the ministry and its partners which involved deep listening to the concerns of all and strategically timing the pace and activities to have the parties involved contribute and build transparency with one another.

The acting executive director first sought to gain the trust of the board and to build their confidence and to clarify their governance structure. The acting executive director brought in a consultant to do board and governance training. The board also agreed to hear a presentation of different models of governance from the acting executive director with the pros and cons of each. Due to the size of the agency and the competencies contained within the management team they chose the policy governance model and asked for examples of bylaws that would be helpful in clarifying roles and responsibilities. The executive director then proposed changes in the bylaws to clarify the roles and responsibilities, which the board endorsed and brought to the membership at the next Annual General Meeting.

To build trust with the funder, the executive director gave full access for the ministry to the director of finance anytime there was a question or clarification needed on financial matters. Complete transparency and cooperation helped develop a relationship of trust with the funder. When changing needs of individuals supported created financial pressures, fiscal and annualized funding was obtained. When transfers of budget lines were requested, they were quickly approved.

Collaboration and contributing to partnerships and regional planning initiatives rebuilt the relationship with other agencies and provided mentoring and networking. The agency's reputation outside was improved and there were many opportunities for leveraging our collective impact. This included being nominated to be part of the regional planning committee for regional forums, being part of the founding steering committee of a regional FASD network, and participating fully on advisory committees where our region was represented.

The agency was reduced to a low risk within six months of these activities beginning and has maintained a positive relationship with its partners, its funder and between executive director and board. Board meetings were reduced to two hours long and the board and the ministry easily passed budgets. The funder's representative reported that the agency had become a key partner in the region and put forward the agency for many opportunities and initiatives to contribute and participate on a wider platform.

Core Competencies demonstrated here:

Building and Leveraging Collaborative Networks

Integrity

Leading Change

Organizational Awareness/ Political Acuity

Organizational Sensitivity