

## Competencies for Non-Council Members

Non-Council members are expected to demonstrate the following competencies, which assist in performing the work of Committees:

1. Professional Judgement
2. Listening/Understanding
3. Decision-Making
4. Integrity/Ethics/Values
5. Professional Competence
6. Conflict Management
7. Inclusive Mindset and Respect for Diversity

- 1. Professional judgement** is the exercise of critical thinking; analysis; and assessment of implications, identification of patterns, making connections of underlying issues and ownership of the outcome. Good professional judgement leads to fair, efficient processes, and brings clarity and resolution to complex and ambiguous situations or issues.

**Skills:**

- Applies sound judgement;
- Facilitates open dialogue such that underlying issues and interests are revealed; and
- Organizes work and priorities in a manner that balances fair process and timely resolution of matters.

- 2. Listening/understanding** is the ability to gather facts and pertinent information to gain understanding before drawing conclusions or taking action. It involves active listening and comprehension of verbal and non-verbal signals to enhance understanding and accurately assess situations to help resolve issues, problems, conflicts, and disputes. It also involves the ability to encourage others to elaborate on matters and interests.

**Skills:**

- Able to actively listen and communicate clearly and effectively;
- Employs effective questioning to elicit further information or gain greater understanding or clarity;
- Assimilates multiple sources of information to make informed decisions that effectively uncover and address the issues; and
- Demonstrates self-control and steady focus in situations of tension and conflict.

- 3. Decision-making** involves independent analysis and evaluation of data and reasoned thinking and application of relevant law. It requires advanced oral and written communications skills to explain the College's position in the face of opposition and/or tight deadlines and to clearly articulate the desired course of action or decision.

**Skills:**

- Clearly articulates views and defends positions on complicated and controversial issues.

- 4. Integrity/Ethics/Values** refers to the willingness to hold oneself and others accountable for acting in ways, both privately and publicly, that are consistent with stated values, principles, and professional standards, even when risk is associated.

**Skills:**

- Understands the public interest objectives of the College;
- Takes appropriate action based on values after weighing the risks;
- Conducts affairs with professional integrity such that the College's values and expected standards of interaction are clear;
- Acts in accordance with the College's legislative mandate and organizational values, even when challenged or in stressful situations;
- Stands by and accounts for value-based decisions and actions even if they are unpopular or controversial;
- Is aware of and respects social and cultural differences of all who appear before the College;
- Recognizes and questions own personal biases, identifies situations of power imbalance and adopts value-based strategies to address them;
- Complies with the College's Governance Policies, particularly the Code of Conduct, Conflict of Interest and Confidentiality Requirements; and
- Recognizes and discloses any potential conflict of interest in a timely manner and acts to eliminate any possible concern of bias.

- 5. Professional Competence** is the depth and breadth of the knowledge, skill and experience particular to the position. It involves knowledge of laws, practices, processes, professional skills, stakeholders and the culture specific to the College environment.

**Skills:**

- Possesses knowledge of and applies the relevant law, legal framework and procedures relevant to the College's policies, protocols and rules;
- Understands the College's jurisdiction;

- Maintains current knowledge of Massage Therapy and the associated stakeholder communities, their issues and interests, and the regulatory and legal framework governing their activities;
- Understands government processes and the College's relationship with the Ministry of Health;
- Commits to ongoing professional development to enhance expertise and remain current in regulatory matters;
- Good organizational skills to manage College business and maintain appropriate work/life balance;
- Self-confidence/self-control and sensitivity to diverse interests in order to maintain effective control in confrontational and stressful situations;
- Commits to respect diversity and maintaining fair, transparent processes within the limitations set by legislation;
- Computer literate; and,
- Ability and willingness to travel.

**6. Conflict management** is the knowledge and ability to anticipate, recognize and effectively resolve disputes. It includes facilitating open and constructive discussions and, where possible, win-win solutions, or as necessary, rendering a decision to bring resolution to matters.

**Skills:**

- Sets a respectful and productive tone for interactions;
- Actively listens to determine common interests and considers situations from multiple perspectives;
- Effectively restates positions and asks questions tactfully to identify key issues or values that are at the centre of the conflict; and
- Creates an environment among Committee members and stakeholders that facilitates positive, respectful relationships.

**7. Inclusive Mindset and Respect for Diversity** - Respectful understanding of the differences and perspectives of others, and having the desire and ability to apply this understanding to deliberations and decision making.

**Skills:**

- Appreciation of different perspectives – shifting personal cultural perspectives and incorporating varying perspectives into decision-making related to attributes such as differences in gender, ethnicity, religion, sexual orientation, (dis)ability, neurodiversity, and socio-economic status, or profession-specific diversities such as region of practice, practice setting and context, specialization or modality; responding to inappropriate and non-inclusive behaviour to re-direct and build awareness;
- Adaptability – adapting behaviour to work effectively with others who have attributes different than their own and conducting self-assessments to understand how personal attitudes and values might create bias; adjusting and adapting communication and behaviour to reduce the impact of bias and to be effective across diverse contexts;

- Openness – contributes to an environment and culture that welcomes diverse perspectives, new partners, and ideas;
- Ability to apply this knowledge of the experience of diversity to deliberations and decision-making;
- Holding criticisms and comments to hear different views before making decisions;
- Adjusting and adapting communication styles to be effective across diverse contexts (e.g., does not use ethnocentrism or outdated terms, does use preferred terms);
- Responding respectfully to inappropriate and non-inclusive behavior to re-direct and build awareness;
- Commitment to and participation in continuous learning / professional development in diversity, inclusion, and cultural competence.
- Seeking and utilizing feedback from diverse sources.

### **ADDITIONAL COMPETENCIES FOR COMMITTEES AS A WHOLE**

While individual non-Council members will have the competencies, to varying degrees as set out above, overall, it is important that there is a set of competencies, through one or more non-Council members, that enable them to perform the work of Committees.

Diversity on Committee Deliberations are informed and decisions include and respect diverse perspectives. Biases are respectfully identified and discussed. The College's collective work of public protection supports positive systemic change in these and other areas:

- Cultural – representation from various cultures
- Gender – representation from individuals with differing gender identities
- Educational – diversity of educational training, including individuals with and without post-secondary education and training
- Geographic/regional – regional diversity including rural and urban as well as northern and Indigenous communities
- Physical abilities and attributes – representation of individuals with various physical abilities, attributes and challenges
- Neurodiversity- representation of neurodivergent individuals
- Background/Experience –diverse set of background including work and lived experiences