Council Competency Matrix

Council Attributes

Council works within a 'critical friendship' model, which is based on the recognition that both professional and organizational improvement is supported when individuals and groups face hard truths, emotionally difficult subjects, and frank assessments of their own and their collective performance.

Committed	Devotes the required time and energy to the role and strives to achieve best possible outcomes for the public. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.
Confident	Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on Council.
Curious	Possesses an enquiring mind and an analytical approach and understanding the value of meaningful questioning.
Challenging	Provides appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.
Collaborative	Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within Council and with executive leaders, staff, and stakeholders.
Critical	Assesses information received to challenge appropriately where necessary and to hold the College accountable for regulatory outcomes.

Core Competencies

Area of Competency	Core Understanding	Demonstrating the Competence
Governance *Governance competence supports the provision of strategic direction and oversight for College. It allows members to able to carry out the stewardship responsibilities, creates robust accountability for regulatory and financial performance, and enables Council to set and achieve strategic goals.*	• Knows where the governance principles, the sources of law and regulation relating to the organization come from, what they require and what impact they have • Knows where authority & accountability lies in the organization • Is aware of the processes and practices that are crucial to the smooth operation of the organization • Understands the purpose and requirements of reporting obligations of the organization	• Knows where to obtain further guidance • Can contribute to group discussions • Understands the distinction between the role of the board versus the role of management • Puts aside vested interests to make decisions that are most likely to achieve the organization's mandate
Finance *Financial competence supports Council in ensuring the prudent use of all assets for the College's effectiveness and sustainability.*	• Has basic financial literacy, including financial concepts and how they relate to the organization and how they should inform Council's decision-making • Can understand (with explanation) financial controls and how to read and interpret financial statements • Has basic understanding of financial management	• Knows where to obtain further guidance • Understand (with explanation) basic finance concepts related to budget and audit presentations • Can contribute to group discussions
Technology Skills *Technology skills allow Council members to participate effectively in committee and panel work through efficient use of information and communication technology.*	• Possesses basic computer skills, including ability to open and use word processing, PDF and spreadsheet files • Possesses basic internet skills – navigate using links; compose, send, open, read, reply to, and forward messages; attach a file and open an attachment; complete an online form	• Knows where to obtain further guidance • Understands how to keep information secure and confidential in an electronic or online environment • Basic internet skills, including email, downloading and uploading, using secured Wi-Fi connection

Area of Competency	Core Understanding	Demonstrating the Competence
	• Able to use board portal software to access schedule, respond to meeting requests and to open, view and annotate files	• Experience downloading, installing and using videoconference software
Diversity & Inclusion *Diversity and inclusion competence supports the ability to shift cultural perspective and adapt one's behavior to function effectively across attributes that include, but are not limited to, gender, ethnicity, religion, sexual orientation, disability, and socio-economic class. Profession specific diversity may include attributes such as region of practice, practice setting and context, specialization or modality.*	• Understands and values differences in the values and norms of other cultural frameworks • Able to apply this knowledge of the experience of diversity to deliberations and decision-making	• Valuing and actively advocating for diverse perspectives • Holding criticisms and comments to hear different views before making decisions • Conducting self-assessment to understand how one's own attitudes and values may create bias • Adjusting and adapting communication styles to be effective across diverse contexts (e.g., does not use ethnophaulisms or outdated terms, does use preferred terms) • Responding to inappropriate and non-inclusive behavior to re-direct and to build awareness
Risk Management *Risk management competence supports Council in identifying, evaluating and prioritising organisational and regulatory risks and ensuring appropriate action is taken to mitigate them.*	• Understands issues surrounding the identification, management and reporting of risks • Understands the principles of risk management • Can identify organizational risks and its impact on the public	• Knows where to obtain further guidance • Can understand potential issues when identified & escalate where appropriate • Can contribute to group discussions

Area of Competency	Core Understanding	Demonstrating the Competence
Mentee *Mentee competence supports individual members in effective engagement in professional development to facilitate transition into their new role within the College.*	• Values the knowledge and insights of the mentor in a way that values differences and is open to new ideas • Demonstrate self-directed learning by identifying, prioritizing and sharing learning needs • Engages in a learning partnership, honoring the commitment to the mentoring relationships • Accepts accountability for competence development and regulatory work	• Reflect critically before and after meeting with mentor about motives, attitudes, thoughts and behaviors • Provides timely support and understanding when the mentee experiences setbacks • Engages in goal setting to ensure learning needs are met and time is used effectively • Accepts and provides constructive feedback
Regulatory Knowledge *Regulatory knowledge allows Council clarity about the function and purpose of the RHPA and the College's mandate, and how the Act and Regulations should be interpreted and applied.*	• Awareness or knowledge of regulatory climate and evolving regulatory issues, regulated industries and their oversight systems	• Is aware of legislation, regulations, standards and by-laws the govern health care professionals • Aware of the College's role in the health care system
Health System Knowledge *Health system knowledge allows Council to understand the opportunities, challenges and external forces affecting the provision of mental health services.*	• Has general understanding of how health care is delivered in Ontario	• Knows where to obtain further guidance • Can contribute to group discussions

Leadership Competencies

Area of Competency	Core Understanding	Demonstrating the Competence
Governance (advanced) *Governance competence supports the provision of strategic direction and oversight for Colleges. It allows members to able to carry out the stewardship responsibilities, creates robust accountability for regulatory and financial performance, and enables Council to set and achieve strategic goals.*	• Knows where the governance principles, the sources of law and regulation relating to the organization come from, what they require and what impact they have • Knows where authority & accountability lies in the organization • Understands and can act within the processes and practices that are crucial to the smooth operation of the organization • Understands purpose and requirements of reporting obligations of the organization	• Source of further guidance for peers • Identifies and explains governance concepts to Council • Can identify potential issues & escalate where appropriate • Can challenge colleagues where appropriate • Contributes to technical discussions on governance issues • Identifies relevant legislation and how it relates to Council decision-making • Thinks strategically, ensures risks are assessed and monitored • Thinks about future direction of organization and how to achieve strategic goals

Area of Competency	Core Understanding	Demonstrating the Competence
Finance (advanced) *Financial competence supports Council in ensuring the prudent use of all assets for the College's effectiveness and sustainability.*	• Solid financial literacy, including financial concepts and how they relate to the organization and how they should inform Council's decision-making • Understands financial controls and how to read and interpret financial statements • Solid understanding of financial management	• Has an understanding of financial management that allows assessment of integrity of financial information received by Council • Ability to read and understand financial statements • Distinguishes between the role of Council as an oversight body and the role of staff in day-to-day operations
Strategy *Strategy competence allows the Council to set vision and direction for the College through planning and prioritising, monitoring progress and managing change.*	• Understands the process of strategic change and the obstacles and enablers to implement it	• Can distinguish between strategic and operational decisions • Demonstrated ability to think critically about systemic issues and the role of the organization in • the healthcare system in Ontario
Leadership / Change Management *Leadership competence enables Council to effectively mobilize to further the mandate of the organization, adapt to changing circumstances, respond to crisis, identify opportunities for change and growth, and create future leaders.*	• Ability to manage and adapt to change and innovation • Ability to address and respond to stakeholder scrutiny • Understands organizational and boardroom dynamics	• Provides leadership and support through organizational change • Identifies reasons for and benefits of change to stakeholders • Ensures change contributes to strategic priorities • Supports strategic change and ensures change is in public interest • Is inclusive and respectful

Area of Competency	Core Understanding	Demonstrating the Competence
Mentoring *Mentoring competence supports the Council fostering an inclusive diverse and collaborative environment, in translating and maintaining institutional knowledge, and ensuring decision-making in the public interest.*	• Shares knowledge with mentees through role modeling, challenging, coaching and reflecting the College's competencies and code of ethics • Establishes a relationship as a vehicle for knowledge transfer, operating in an empowerment - not 'power over' - model • Engages in a learning partnership, providing a safe and non-judgmental environment for mentees to express ideas and concerns engage in self-discovery • Encourage accountability for competence development and regulatory work	• Utilizes open-ended questions and other communication strategies to deepen communication with mentees • Provides timely support and understanding when the mentee experiences setbacks • Assists mentees in identifying their learning needs, and developing their action learning plans • Provides constructive feedback for mentees related to progress in meeting objectives and overall professional development
Stakeholder Relations / Communications *Stakeholder relations and communications competence supports the Council in being well-informed about the views and needs of key stakeholders, enabling productive relationships.*	• Well-informed on views and needs of key stakeholders • Supports working in partnership with stakeholders in ways that contribute to achieving the goals of the organization • Identifies links that the organization needs to make with larger community • Understands impact of regulatory decisions on stakeholder groups	• Identifies the needs of key stakeholders and their relationship with the organization • Articulates techniques to better engage with stakeholders • Considers the impact of Council's decisions and the effect they will have on the key stakeholder groups • Demonstrated ability to communicate a position to the intended audience
Risk Management *Risk management competence supports Council in identifying, evaluating and prioritising organisational and regulatory risks and ensuring appropriate action is taken to mitigate them.*	• Understands issues surrounding the identification, management and reporting of risks • Understands the principles of risk management	• Identifies and prioritizes risk • Can articulate how risk should be managed and how to achieve the right balance of risk

Area of Competency	Core Understanding	Demonstrating the Competence
	• Can identify organizational risks and its impact on the public	
Regulatory Knowledge *Regulatory knowledge allows Council clarity about the function and purpose of the RHPA and the College's mandate, and how the Act and Regulations should be interpreted and applied.*	• Awareness or knowledge of regulatory climate and evolving regulatory issues, regulated industries and their oversight systems	• Knowledge of College functions and issues facing Council • Awareness and knowledge of regulatory trends • Identifies when to seek legal advice on statutory and legal responsibilities and ethical aspects of Council's decision-making
Health System Knowledge *Health system knowledge allows Council to understand the opportunities, challenges and external forces affecting the provision of mental health services.*	• Solid understanding of how health care is delivered in Ontario	• Understanding of the workings of government and their relationship to regulatory bodies