**COMPETENCIES LIST**

**Disclaimer:**

This template/document/framework is not intended to be comprehensive or exhaustive - rather, it seeks to provide a framework, be a reference, stimulate discussions, generate ideas, and facilitate further analysis to encourage additional exploration and research and policy development for your organization or group.

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**Preamble:**

This document serves as a starting point to identify desired competencies for a program/project team. It was drafted based on best practices for emergency management and should include additional competencies identified by the program/project team and the community.

**COMPETENCIES LIST**

**Core Competencies**

Core competencies are relevant to all people at all service levels. They do not address all skills needed at the individual level, as it is unrealistic to expect one person to have all of these competencies.

1. From the list below, select competencies that are important for your program/project team to have to build upon existing program/project goals. Add notes or comments to clarify your selection and competency description.

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| **Core Competency** | **Description** | **Notes/Comments** |
| **Community Engagement** | * Involves having open dialogue and developing relationships to constructively reduce the shared disaster risk.

Includes the practice of clearly communicating information, giving a voice to unheard community members, integrating divergent perspectives, and promoting and supporting individuals, families, businesses, and organizations that are vital for building the foundation of respect and support for a thriving community.  |  |
| **Strategic and Critical Thinking** | * Entails thinking and planning strategically (long-term) with the ability to anticipate future challenges.

Involves problem solving, being adaptive, and thinking innovatively by recognizing relevant evidence and making clear connections between potential causes and effects. |  |
| **Team Development** | Involves enhancing social relations and defining roles within teams as a lead or team member. Includes stress management for self and other team members. |  |
| **Leadership** | * Effective leadership emphasizes team building, collaboration, collective leadership, and communication connectivity to a wide range of stakeholders so that complex risks can be addressed.

Includes informed decision-making, constructive administration and management techniques, fostering a shared vision, empowering others, and establishing communication capabilities across varied networks.  |  |
| **Interpersonal Skills** | * Includes maintaining relationships and building morale through partnerships and the application of coalition-building skills, negotiation skills, and conflict resolution skills.

Involves communicating and facilitating disaster risk awareness, considering the diversity of the population, and building empathy for the diverse needs of the community.  |  |
| **Subject Matter Foundational Knowledge** | * Emergency management seeks to promote safer, more resilient, and thriving communities by mitigating against, preparing for, responding to, and recovering from threatened or actual hazards, which may include:
	+ Identification and application of emergency management best practices;
	+ Knowledge of the application of strategies and policies to prevent new disaster risk, reduce existing disaster risk, and manage the residual disaster risk;
	+ Knowledge of definitions and related terms of hazards and disasters;
	+ Hazard categorization (natural, technological, intentional);
	+ Hazards foundation and exposure, risk, vulnerability, and risk communication treatment;
	+ Roles of other disciplines (engineering, geology, sociology, psychology); and
	+ Sustainable development, community organization, and regional planning.
 |  |
| **Technical Skills** | * Includes using technological tools such as software, GIS, mapping, modelling, simulations, and having a license for drone usage.

Involves research, analysis, and evaluation tools, including having knowledge of professional standards and having applicable certifications. |  |
| **Administrative Skills** | * Involves organizational and bureaucratic knowledge including administrative and management principles such as:
	+ Recruiting, retaining, and managing staff;
	+ Program and resource management;
	+ Fiscal management and acquiring and managing funding;
	+ Information management (gathering, sorting, and interpreting data); and
	+ Organizational policies.
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1. Use this space to add competencies that are complementary to your program/project. Include a brief description to facilitate understanding of the competency

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| **Competency** | **Description** |
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**Systemic Competencies**

The following skills help emergency management professionals/personnel to synchronize their understanding of interdependent relationships, providing a deeper understanding of the present to help develop future-focused strategies that enable adaptation and the ability to thrive.

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| **Systemic Competency** | **Description** | **Notes/Comments** |
| **Scientific Literacy** | Includes understanding and having working knowledge of scientific processes as well as a familiarity with the natural, social, fiscal, and applied sciences in relationship to hazards, risks, and vulnerabilities. |  |
| **Geographic Literacy**  | Comprises having knowledge of the earth’s physical and human systems and utilizing a spatial foundation where hazards, vulnerabilities, and risks can be conceptualized to track changing disaster risk profiles and inform decision-making.  |  |
| **Sociocultural Literacy**  | Provides the lens (perspective) to examine and understand human (culture/cultural) behaviour (interactions) and the individual and collective ways in which people may affect their relationship to risk, adaptive capacity, and ability to thrive. |  |
| **Technological Literacy** | * Involves having a fundamental understanding of evolving technologies and their relevant application to practice and adopting these technologies in a timely manner.

Includes having awareness of current innovations, the ability to evaluate their potential utility, the expertise to utilize technologies, and understanding the security measures necessary to protect the technology. |  |
| **Professional Ethics** | Delineates expected and appropriate conduct, principles, and moral and ethical values that guide practice in the midst of both known and uncertain environments.  |  |
| **Continual Learning** | Includes developing and nurturing a mind that values and utilizes curiosity, reflection, experience, and the development of new understanding.  |  |

**Sources:**

Blanchard, B. Wayne. “Top Ten Competencies for Professional Emergency Management.” *FEMA*, 14 Sept. 2005.

Feldmann-Jensen, Shirley, et al. “The Next Generation Core Competencies for Emergency Management Professionals: Handbook of Behavioral Anchors and Key Actions for Measurement.” *FEMA*, Aug. 2017, training.fema.gov/hiedu/docs/emcompetencies/final\_%20ngcc\_and\_measures\_aug2017.pdf. Accessed 6 Aug. 2021.

Thompson, Sarah. “Beyond Traditional Leadership: Re-Defining Emergency Management Core Competencies.” *HazNet: The Magazine of the Canadian Risks and Hazards Network*, haznet.ca/beyond-traditional-leadership-re-defining-emergency-management-core-competencies. Accessed 6 Aug. 2021.