

**EMPOWERING OTHERS** means making a systematic and sustained effort to provide Aboriginal people with information, knowledge, support and opportunities to be self-determined, based upon the individual or community's level of acceptance towards moving forward. An important step is acknowledging past mistakes and encouraging movement towards a positive future, at a pace and degree determined by Aboriginal people. It also means taking action with employees within the public service so that they become empowered and engaged in respectful, effective Aboriginal relations.

**BEFORE AND DURING THE INTERVIEW**

- Review both “ready” and “not ready” behaviours. See the Aboriginal Relations Behavioural Competency dictionary for the entire list. Select behaviours critical to success. The candidate may demonstrate other valid “ready” and/or “not ready” behaviours not listed.
- Avoid listening only for key words. Listen to the full story, depth, and quality of the example, and consider everything you hear, see, and notice during the interview.

**AFTER THE INTERVIEW**

- Did they demonstrate openness and curiosity when providing examples?
- Did the candidate show their understanding and competence at the required readiness level?
- If the candidate does not have direct experience working with Aboriginal people; are the thinking, attitude, and behaviours demonstrated translatable to working effectively with Aboriginal people? Imagine the candidate actually carrying out the duties of the position and interacting with (and/or supporting) Aboriginal people, communities, governments and organizations. When you listen to what the candidate is telling you, does it give you confidence the candidate will work with the respect needed to be ready?
- Use the Interpretive Wheel to evaluate the response and assign a numerical score.

***DID the candidate demonstrate...?***

<b>Some examples of <b>READY</b> thinking, approach, and behaviours</b>	<b>Some examples of <b>NOT READY</b> thinking, approach, and behaviours</b>
<i>Uses language that can readily be understood by all and avoids public service specific terms and acronyms</i>	<i>Pushes Aboriginal people when they are not ready to engage at the next level or are moving at a pace that works for them</i>
<i>Creates opportunities for Aboriginal people to determine their level of engagement and to determine small or big steps forward</i>	<i>Shares information and resources with Aboriginal people based upon one's own determination of what they need and when they need it</i>
<i>Positions Aboriginal people for success by creating a positive environment for them to contribute and lead</i>	<i>Does not understand the role of Aboriginal people in creating and sustaining their own way forward</i>
<i>Uses leadership or influence to increase empowerment of Aboriginal people</i>	<i>Conducts decision making independently of those impacted by the decision</i>
<i>Shares or delegates authority and responsibility to others</i>	<i>Makes no effort to learn or use Aboriginal history and cultural knowledge in a way that empowers Aboriginal people</i>
<i>Encourages those in the public service who do not directly work with Aboriginal people to learn more and take action that supports Aboriginal self-determination</i>	<i>Perceives one's role as doing the job for the community instead of taking on the role of facilitator</i>
<i>Other:</i>	<i>Other:</i>

**INTERPRETIVE WHEEL**

Some **READY** behaviours  
Partial understanding of required thinking & behaviours  
Attitude of openness & curiosity  
Could be effective with development support

Mostly **NOT READY** behaviours  
At this time:  
Lacks understanding of required thinking & behaviours  
Little or no attitude of openness & curiosity

**READY** behaviours only  
Adequate understanding of required thinking & behaviours  
Attitude of openness & curiosity

**ROLE MODEL** behaviours only  
Advanced understanding of required thinking & behaviours  
Demonstrates and encourages openness & curiosity in others  
Presents as a credible champion