

MANAGING ORGANIZATIONAL RESOURCES is the ability to creatively think about allocation of organizational resources (e.g., people, materials, assets, funding) to support the self-determination of Aboriginal people. It may involve taking strategic risks with organizational resources, and incorporating ingenuity to maximize results. It includes the ability to look for improvements that do not require significant resourcing while committing to fully resourcing when indicated. It is collaborating with Aboriginal people to ensure that resources are allocated based on existing and further interests of their people and communities. It incorporates a means of measuring results relevant to both the BC Public Service and Aboriginal people.

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.

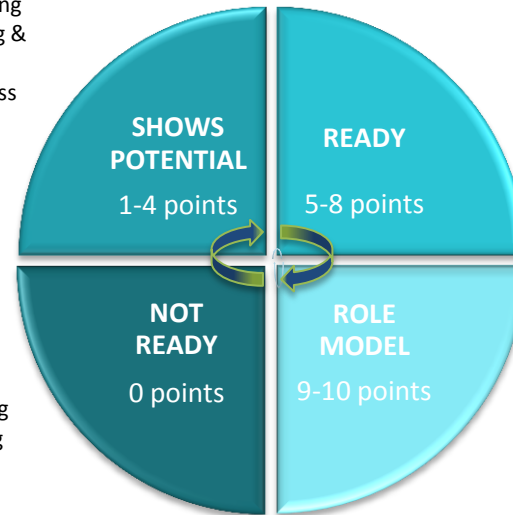
DID the candidate demonstrate...?

Some examples of READY thinking, approach, and behaviours	Some examples of NOT READY thinking, approach, and behaviours
<i>Listens to understand resource issues of Aboriginal people</i>	<i>Resists collaboration with Aboriginal people on deciding resource allocation</i>
<i>Engages Aboriginal people in determining allocation based upon joint organizational and Aboriginal understanding of "effective"</i>	<i>Abandons ideas for resource allocation that support Aboriginal self-determination when not accepted, rather than seeking ways to understand, refine and succeed</i>
<i>Maintains balanced perspective between public service and Aboriginal resource needs</i>	<i>Disregards Aboriginal input and perspective</i>
<i>Offers thoughtful and detailed ideas on resource allocation that support Aboriginal self-determination</i>	<i>Makes short-term decisions that negatively impact long-term goals</i>
<i>Implements and supports results measurement that provides relevant, valuable information to the organization and Aboriginal people</i>	<i>Offers resources that cannot be allocated or deployed due to ethical or legal implications</i>
<i>Willing to take a risk and consider alternative ways of resourcing</i>	<i>Avoids resource allocation or management that deviates from the norm</i>
<i>Other:</i>	<i>Other:</i>

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

INTERPRETIVE WHEEL



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

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