

Four Weeks to Awareness

My Orientation to the Aboriginal Relations Behavioural Competencies (ARBCs)



	What's the purpose for the week? (Purpose)	As a result of learning each week, I should be able to... (Outcome)	What are my learning tasks, and how much time will I need? (Task & Time Breakdown) Minutes	As the final step of learning each week, what questions can deepen my understanding? (Reflection and Learning)	What will increase my awareness? (Resources & Optional Activities)												
Week 1	<p><i>Organize myself for learning</i></p> <p><i>2 hours</i></p>	<ul style="list-style-type: none"> ✓ Describe the location and composition of the full competencies package ✓ Familiarize others with the ARBC pages on MyHR intranet site 	<table border="1"> <tr> <td>Go to MyHR and find the ARBCs.</td> <td>5</td> </tr> <tr> <td>Tour the entire ARBCs section.</td> <td>45</td> </tr> <tr> <td>Print the Quick Guide, Competencies Dictionary, and Implementation Guide.*</td> <td>10</td> </tr> <tr> <td>Conduct a tour of the site for a colleague.</td> <td>20</td> </tr> <tr> <td>Reflect and learn.</td> <td>10</td> </tr> <tr> <td>Find a learning partner in my unit or division. Talk together about what I am learning. Keep notes.</td> <td>30</td> </tr> </table>	Go to MyHR and find the ARBCs.	5	Tour the entire ARBCs section.	45	Print the Quick Guide, Competencies Dictionary, and Implementation Guide.*	10	Conduct a tour of the site for a colleague.	20	Reflect and learn.	10	Find a learning partner in my unit or division. Talk together about what I am learning. Keep notes.	30	<ul style="list-style-type: none"> • What is my first impression of the ARBCs? • What questions do I have? • What do I want to know more about? • What other tools or forms did I check out on the site? What do I see myself and/or my team doing with them? • What do I need to do or have in order to understand the competencies? • What surprise, resistance, delight, guilt or other thoughts and feelings came up as I completed I tasks for the week? What will I do as a result? 	<ul style="list-style-type: none"> • Talk to my supervisor and colleagues about forming a learning group within my work unit. • Explore the Aboriginal Relations Resource Centre (ARRC) on @Work and tell two people about it. • To know before I start: <ul style="list-style-type: none"> ○ The definition of “Aboriginal people” in this context (see the Implementation Guide). ○ What the competencies are for (working with Aboriginal people, communities and organizations “externally”)
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Week 2	<p><i>Deepen my knowledge of the competencies package and start orienting to the competencies</i></p> <p><i>2 hours</i></p>	<ul style="list-style-type: none"> ✓ Describe the reasons that the BC Public Service developed competencies for Aboriginal relations ✓ Understand and define a “behavioural competency” ✓ Describe my impressions of the competencies 	<table border="1"> <tr> <td>Review the Quick Guide to get the “big picture.”</td> <td>20</td> </tr> <tr> <td>Flip through the Competencies Dictionary to familiarize myself with the layout of the individual competencies.</td> <td>30</td> </tr> <tr> <td>Read the Implementation Guide.</td> <td>30-40</td> </tr> <tr> <td>Reflect individually and with learning partner(s). Write down everything I want to remember and/or challenge myself to do.</td> <td>30</td> </tr> </table>	Review the Quick Guide to get the “big picture.”	20	Flip through the Competencies Dictionary to familiarize myself with the layout of the individual competencies.	30	Read the Implementation Guide.	30-40	Reflect individually and with learning partner(s). Write down everything I want to remember and/or challenge myself to do.	30	<ul style="list-style-type: none"> • What 2-3 competencies initially captured my attention and why? • Why has the BC Public Service developed competencies for Aboriginal relations? • How will I explain a “behavioural competency” to someone? • How many competencies are there and what is the significance of how they are clustered together? • What is the significance of <i>natsa'maht</i>? What does it mean to me? • What is my culture? How have I learned my world view? Who are my influences and teachers? What is different and what is the same when I compare my views and culture to those reflected in the competencies? • What is happening to my thoughts and feelings as I explore and understand more? 	<ul style="list-style-type: none"> • Enroll in and explore the “Building Capacity in Aboriginal Relations” online course (find in the course calendar for the PSA’s Learning Centre). Think about doing this with a group rather than alone! • Ask the questions together as a learning group or with a partner. 				
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*Downloading to print may take a while due to the number of graphics and photographs in the documents. V1.2

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Week 3	<p><i>Orient myself to the competencies</i></p> <p><i>2.5 hours</i></p>	<ul style="list-style-type: none"> ✓ Talk about my perspective and understanding of the competencies to colleagues and others ✓ Describe two competencies that captured my interest and why ✓ Describe at least one competency that I currently demonstrate in my work with Aboriginal people, or in supporting those who do 	<table border="1"> <tr> <td>Review the 17 competencies.</td> <td>50</td> </tr> <tr> <td>Choose 2-3 that are particularly interesting to me or that I see will help me in my job.</td> <td>10</td> </tr> <tr> <td>Read in depth my chosen competencies.</td> <td>60</td> </tr> <tr> <td>Reflect individually and with learning partner(s). Write down everything I want to remember and/or challenge myself to do.</td> <td>30</td> </tr> </table>	Review the 17 competencies.	50	Choose 2-3 that are particularly interesting to me or that I see will help me in my job.	10	Read in depth my chosen competencies.	60	Reflect individually and with learning partner(s). Write down everything I want to remember and/or challenge myself to do.	30	<ul style="list-style-type: none"> • Why did I choose these competencies? • What are my impressions after reading the section called "<i>Why is this competency important?</i>"? • What behaviours do I currently demonstrate? How do I know? • What's happening now in my Aboriginal relations work and relationships? Are they trust-based and working well? How could behaving as shown in the competencies positively influence my work and relationships? • From a customer/partner perspective, what do I think the benefits might be in taking on the thinking and actions stated in the competencies? How can I find out if what I think is actually true? • What outcomes should I look for and ensure? • Where do I need more learning and development and how can I teach and support others? 	<ul style="list-style-type: none"> • Take time to figure out where the competencies could be used. How will the BCPS make sure it gets the right people into the right job? How will they engage and manage the performance of those in Aboriginal relations positions?
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Week 4	<p><i>Assess & Plan for implementing the competencies</i></p> <p><i>1.25 hours</i></p>	<ul style="list-style-type: none"> ✓ Identify two competencies I already demonstrate and describe what happens as a result ✓ Identify two competencies that I know are essential to my position and explain why ✓ Name learning and development areas for myself 	<p>Use the Quick Guide and Competencies Dictionary to answer the reflection and learning questions both alone and with a learning partner(s). Write down everything I want to remember and challenges I set for myself.</p> <p>60</p>	<ul style="list-style-type: none"> • How does using these competencies lead to Aboriginal self-determination? • What is one of my strengths with regard to the competencies? • How can this help me work more efficiently? • What shifts in thinking will I want to make in order to continue improving? • How will I know when it is happening? • What support will I ask for in implementing these behaviours? • What's personal for me in this that will keep me motivated towards continually improving? • What do I need to know more about? 	<ul style="list-style-type: none"> • Meet and talk with an Aboriginal person about what I am learning (volunteering for an Aboriginal event is a good way). Ask them what I should be aware of from their perspective. Listen. Listen. Listen. • Meet and talk with a non-Aboriginal person about what I am learning. Ask them for their opinion on what I am saying. Explore with them the opportunity for both of us to learn more. 								