

COLLABORATIVE PLANNING, ORGANIZING, AND COORDINATING involves shared planning, establishing priorities jointly, and assigning resources accordingly, with sensitivity to the competing demands faced by Indigenous people. It is expressed by building plans together prior to acting, and ensuring that plans and resourcing align with their evolving interests and needs. It involves timely monitoring, evaluation and work refinement to deliver on the BC Public Service mandate of supporting Indigenous self-determination. It means developing staff orientation and managing knowledge so that when a new employee takes up a position within an already established relationship, educating the employee does not automatically and continually fall to Indigenous people.

BEFORE AND DURING THE INTERVIEW

- Review both “ready” and “not ready” behaviours. See the Indigenous 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 Indigenous people, are the thinking, attitude, and behaviours demonstrated translatable to working effectively with Indigenous people? Imagine the candidate actually carrying out the duties of the position and interacting with (and/or supporting) Indigenous 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.

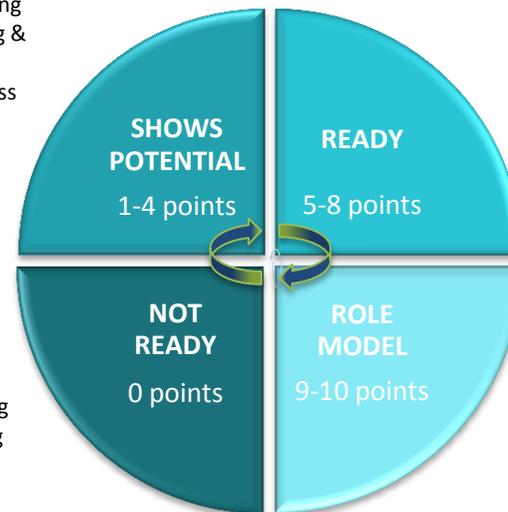
DID the candidate demonstrate...?

Some examples of READY thinking, approach, and behaviours	Some examples of NOT READY thinking, approach, and behaviours
<i>Shows understanding of the cultural distinctions around collaboration</i>	<i>Moves ahead without collaboration due to sense of urgency</i>
<i>Provides resources and support while taking a contributor role in meetings and gatherings (rather than asserting power)</i>	<i>Makes mistakes due to lack of understanding of the cultural distinctions around collaboration</i>
<i>Implements plans that honour agreements resulting from collaborative processes</i>	<i>Interprets work and organizational goals solely from public service perspective</i>
<i>Ensures everyone, including new staff, is up-to-date on current processes and commitments with Indigenous people</i>	<i>Takes well-intentioned action without collaboration</i>
<i>Takes initiative to gather all stakeholders when progress reports show a need to adjust</i>	<i>Fails to collaborate prior to making adjustments</i>
<i>Utilizes a strong understanding of relationships, to facilitate between Indigenous goals and the goals of the public service</i>	<i>Fails to demonstrate sensitivity to the resource capacity of Indigenous people when designing timelines</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