

Beginning the Path to Awareness – Orientation to the Indigenous Relations Behavioural Competencies

What's the purpose for the week?	As a result of each week's learning, I should be able to...	What are my learning tasks, and how much time will I need?	Minutes	Check complete	As the final step of learning each week, which questions can deepen my understanding? (reflection and learning)	What will increase my awareness? (resources and optional activities)
<p style="text-align: center;">Organize Myself for Learning</p> <p style="text-align: center;">2 hours</p>	<ul style="list-style-type: none"> ✓ Describe the location and composition of the full competencies package ✓ Familiarize others with the IRBC pages on MyHR 	Go to MyHR and find the IRBCs	5		<ul style="list-style-type: none"> • What is my first impression of the IRBCs? • 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/my team doing with these tools/forms? • 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 my 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 Indigenous Relations Resource Centre on @Work and tell two people about it. • To know before I start: <ul style="list-style-type: none"> ○ The definition of “Indigenous People”. ○ What the competencies are for (working with Indigenous peoples, communities and organizations, primarily externally). ○ Review important guiding documents: <ul style="list-style-type: none"> ▪ United Nations Declaration on the Rights of Indigenous Peoples. ▪ Draft Principles that Guide the Province of BC’s Relationship with Indigenous Peoples. ▪ Truth and Reconciliation Commission’s Calls to Action.
		Tour the entire IRBC section	45			
		Print the Quick Guide, Competency Dictionary and Implementation Guide	10			
		Conduct a tour of the site for a colleague	20			
		Reflect and learn using the questions to the right	10			
		Find a learning partner in my unit or division and talk together about what I’m learning	30			
<p style="text-align: center;">Deepen My Knowledge</p> <p style="text-align: center;">2 hours</p>	<ul style="list-style-type: none"> ✓ Describe why the BC Public Service (BCPS) developed competencies for Indigenous relations ✓ Understand and define a “behavioural competency” ✓ Describe my impressions of the competencies 	Review the Quick Guide to get the “big picture”	20		<ul style="list-style-type: none"> • Which 2-3 competencies initially captured my attention, and why? • Why has the BCPS developed competencies for Indigenous relations? • How will I explain a “behavioural competency?” • How many competencies are there, and what is the significance of how they are clustered? • 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 views? Who are my influences and teachers? What is different or the same when I compare my views and culture to those reflected in the IRBCs? • What is happening to my thoughts and feelings as I explore and understand more? 	<ul style="list-style-type: none"> • Ask the questions together as a learning group or with a learning partner.
		Flip through the Competency Dictionary to familiarize myself with the layout of the competencies	30			
		Read the Implementation Guide	35			
		Reflect individually and with a learning partner, taking notes on what I want to remember, or challenge myself to do	35			

Orient Myself 2.5 hours	✓ Talk about my perspective and understanding of the competencies to colleagues and others	Review the 17 competencies	50		<ul style="list-style-type: none"> • Why did I choose these competencies? • What are my impressions after reading the section called “why is this competency important?” • What behaviours do I currently demonstrate? How do I know? • What’s happening now in my Indigenous relations work and relationships? Are they trust-based and working well? How could behaving as shown in the competencies influence my work and relationships in a positive way? • From a client/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 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 Indigenous Relations positions? • Review my job profile. Is there an IRBC in it already? If not, have a conversation with my supervisor about whether it would be appropriate to add one. • If I do have an IRBC in my job profile, or agree to add one, have a conversation with my supervisor about creating a goal to demonstrate that competency in my work. What would that look like? What would the impact be? How will I know if I’m successful? What learning and support might I need?
	✓ Describe 2 competencies that caught my interest and share why	Choose 2-3 that are particularly interesting to me or that I see will help me in my job	10			
	✓ Describe at least 1 competency I am currently demonstrating in my work with Indigenous people, or in supporting those who do	Read my chosen competencies in greater depth	60			
		Reflect individually and with my learning partner(s), and write down everything I want to remember, or challenge myself to do	30			
Assess and Plan 1.25 hours	<ul style="list-style-type: none"> ✓ Identify 2 competencies I already demonstrate and describe what happens as a result ✓ Identify 2 competencies I know are essential to my position and explain why ✓ Name areas of learning and development for myself 	Use the Quick Guide and Competency Dictionary to answer the reflection and learning questions both individually and with learning partner(s), and write down everything I want to remember, or challenge myself to do	60		<ul style="list-style-type: none"> • How does using these competencies lead to Indigenous self-determination? • What is one of my strengths with regard to the competencies? • How can this help me to work more efficiently? • What shifts in thinking will I want to make in order to continue improving? • How will I know when improvement is happening? • What support will I ask for in implementing these behaviours? • What will keep me motivated towards continuously improving? • What do I need to know more about? 	<ul style="list-style-type: none"> • Meet and talk with an Indigenous person about what I’m learning (volunteering at an Indigenous event may be a good way). Ask for their permission first, then talk about what I should be aware of from their perspective. Listen. Listen. Listen. • Meet and talk with a non-Indigenous person about what I’m learning. Ask them for their opinion on what I’m saying. Explore with them the opportunity for both of us to learn more.

Note that some of the materials on MyHR and @Work may still use the term “Aboriginal” rather than “Indigenous”. Indigenous is the preferred term and should be used exclusively.