

SUSTAINED LEARNING AND DEVELOPMENT means continually increasing your ability to build and maintain respectful and effective relationships with Indigenous people. Central to this competency is appreciating that there are many other cultural understandings of knowledge and ways of working that have legitimacy and deserve respect—and therefore require our continual learning and development, including direct exposure to cultural and community ways. It includes an eagerness to continually reflect upon and assess your own level of cultural agility and competence, self-awareness and expertise. It means being willing to learn in new and different ways and appreciating how diverse ways of thinking and acting can ensure the success of the BC Public Service in supporting Indigenous self-determination.

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.

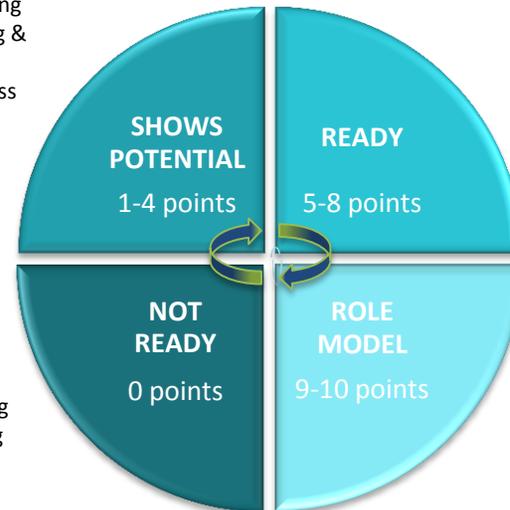
DID the candidate demonstrate...?

Some examples of READY thinking, approach, and behaviours	Some examples of NOT READY thinking, approach, and behaviours
<i>Demonstrates receptiveness to new experiences</i>	<i>Shows or expresses resistance to learning and development opportunities</i>
<i>Enters into a learning situation in a culturally respectful way</i>	<i>Demonstrates a closed attitude to trying a new idea, approach or action</i>
<i>Challenges oneself to see things differently</i>	<i>Is satisfied with current knowledge level and sticks to familiar projects and tasks</i>
<i>Demonstrates recognition of value of Indigenous cultural knowledge and science</i>	<i>Refuses to consider a change to one's idea or viewpoint based on feedback</i>
<i>Reflects upon mistakes and misunderstandings to use as an opportunity to learn</i>	<i>Demonstrates lack of cultural sensitivity in learning and development situations that call for it</i>
<i>Goes to Indigenous communities and organizations to learn about their culture and business as part of learning and development plan</i>	<i>Is reluctant or refuses to engage in learning from Indigenous people</i>
<i>Seeks and utilizes informal learning situations responsibly</i>	<i>Unable to share knowledge of Indigenous relations in context of current job</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