

**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 Indigenous 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 Indigenous 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 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.

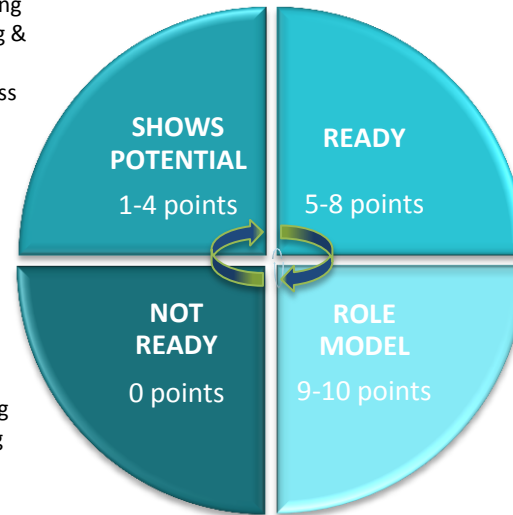
**DID the candidate demonstrate...?**

Some examples of <b>READY</b> thinking, approach, and behaviours	Some examples of <b>NOT READY</b> thinking, approach, and behaviours
<i>Listens to understand resource issues of Indigenous people</i>	<i>Resists collaboration with Indigenous people on deciding resource allocation</i>
<i>Engages Indigenous people in determining allocation based upon joint organizational and Indigenous understanding of "effective"</i>	<i>Abandons ideas for resource allocation that support Indigenous self-determination when not accepted, rather than seeking ways to understand, refine and succeed</i>
<i>Maintains balanced perspective between public service and Indigenous resource needs</i>	<i>Disregards Indigenous input and perspective</i>
<i>Offers thoughtful and detailed ideas on resource allocation that support Indigenous 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 Indigenous 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

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