IPC Competency Tool
IPC P3-Project Manager

IPC Competency Tool for an IPC (P3) PROJECT MANAGER

Use this booklet alongside the **IPC Competencies – Quick Guide** and the **Self-Assessment Checklist** to help you navigate your journey.

This tool was made specifically for your role, and will create a totally **unique** path for you.

ACTION competency domains: IPC (P3) PM role					ENABLING competency domains		
Job knowledge	**Job Skills**	**Execution**	**Relations**	**Transformation**	**Health systems awareness**	**Self-awareness, self-development**	**Values**
Education IPC principles and practices Microbiology Outbreaks Patient Safety Project Management Surveillance	Business communication Education Performance measurement Process and Quality Improvement Research System testing	Accountability Analytical thinking Consultation Information seeking Initiative	Collaboration Communication Impact and influence Interpersonal understanding Relationship and network development Service orientation Talent development Team leadership	Change leadership Innovation Strategic orientation	Financial skills IT management Organizational awareness Project accountability	Achievement orientation Professional development Self-awareness Self-confidence Wellness	AHS corporate values Diversity, inclusion and equity Ethics

Notes

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Alberta Health Services
Infection Prevention & Control

IPC Competency Tool for the **IPC (P3) PROJECT MANAGER** role

1. ACTION domain: Job Knowledge

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Education – concepts and strategies, design and activities	Knowledge and understanding of the IPC program educational approaches and activities to support IPC principles and practice in the healthcare organization. Knowledge of creation and utilization of different teaching and learning methods to support IPC educational activities and practices.	Describe the role of IPC staff as educators and the importance of IPC education for IPC staff and for healthcare providers in the organization. Have knowledge of different teaching and learning concepts. Have knowledge of lesson planning, creating teaching and learning objectives and the use of different technology to facilitate teaching and learning.	Identify how different teaching approaches and strategies support different learning needs and outcomes. Know how to design, deliver and evaluate different teaching and learning experiences for different contexts.	Have a systematic, integrated approach to teaching and learning to support the enhancement of current practices. Have an integrated, conceptual understanding and approach to teaching and learning using a variety of teaching and learning strategies. Understand how to integrate and develop IPC educational activities to align with organizational initiatives and external partners.
IPC principles and practices	Knowledge of chain of infection, routine practices (RP), point of care risk assessment (PCRA), additional precautions (AP).	Have basic knowledge of: the chain of infection; the components of Routine Practice; Additional Precautions; role and responsibilities of HCPs re RP and AP. When and how RP and AP are applied including: clinical conditions and microorganisms for which RP and AP; the conditions that are required to discontinue AP.	Provide teaching and training around RP and AP to support practice and skill development. Recognize and provide guidance to HC settings relating to circumstances where modifications to AP are appropriate. Identify issues or concerns regarding RP and AP practice in an area and support measures to improve practice. Collaborate to support consistent application of RP and implementation of AP in areas across all healthcare sectors. Provide information and education to patients, families and visitors regarding IPC principles and practice.	Mentor IPC champions, novice IPC colleagues in IPC principles. Lead complex zone and provincial RP/AP projects. Adapt RP/AP principles to unconventional situations and settings. Participate/lead in the review and update of guidance documents and pandemic planning. Advise site leadership in identifying and addressing system gaps.
Microbiology	Knowledge of general taxonomy, human microbiome, interpretation of lab results, AROs, antimicrobial resistance and antimicrobial stewardship.	Understand basic clinical microbiology concepts. Utilize appropriate information, such as lab reports, to promote the safety of staff and patients.	Describe clinical microbiology topics and ideas to diverse groups using a variety of methods to encourage staff and patient safety. Application of microbiome, antibiotic resistance and other concepts to IPC prevention activities.	Accurately describe and advance complex concepts, such as antimicrobial stewardship, precisely, concisely and clearly. Coach, teach, and facilitate staff to be site champions on application of clinical microbiology to IPC prevention activities.
Outbreaks	Knowledge of outbreak identification and management; planning and preparedness for pandemics; and potential pathogens for pandemic or bioterrorism events.	Describe investigating or preventing communicable diseases and outbreaks. Identify relevant professionals and their roles/responsibilities for outbreak investigation team. Participate actively in outbreak meetings. Identify steps during an outbreak investigation, including communication to all relevant stakeholders.	Synthesize empirical data for the purpose of assessing need and risk. Develop evidence-based explanations regarding outbreak source. Understand prevention and control/intervention strategies to select optimal approaches for each outbreak type. Prioritize operational tasks to achieve solutions. Develop and discuss debriefs of the outbreak.	Engage stakeholders to review and enact operational tasks to achieve solutions. Coach and educate team members to improve system process for managing outbreaks. Develop prevention and control strategies for outbreak types.

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Patient Safety	Knowledge of patient safety, quality improvement. Functions as an integral part of quality improvement initiatives to promote positive patient and employee outcomes.	Understand the principles of patient safety, its importance, and where to access AHS resources and information. Understand the links between patient safety and infection prevention and control. Understand how their IPC role supports patient safety.	Promote a culture of patient safety, identify opportunities for continuous patient safety improvements.	Work with patient/family groups to anticipate and improve people-centred, high quality healthcare delivery.
Project Management	Plan, execute, and oversee projects involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of a new enterprise-wide initiative.	Assist in development of the strategy for project execution. Use tools to develop projects with narrow scope and complexity.	Develop project strategy and lead projects with significant scope, risk and complexity to achieve milestones and objectives that have significant impact on IPC. Use tools to manage projects with a few phases, increased scope.	Develop strategies for projects with broad scope, risk and complexity to achieve milestones and objectives. Use tools to manage projects with multiple phases, significant scope.
Surveillance	Knowledge of epidemiological significance of person/place/time; basic principles, purposes, types and methods of surveillance, processes for surveillance, interpretation of results, intervention for action. Includes both outcome and process (e.g. hand hygiene compliance) surveillance.	Understand the criteria for conducting surveillance activities and limitations of surveillance activities.	Perform surveillance activities, and use data for actions. Contribute to surveillance protocol development. Acquires and maintains current knowledge and skills in the area of IPC and epidemiology.	Describe the epidemiology of populations under surveillance, set up new surveillance initiatives including development of protocols, data quality activities and reporting.

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2. ACTION domain: Job Skills

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Business communication	**Software**: Managing emails, calendars, booking meetings, using appropriate software e.g. MS Teams/Skype/Outlook. Formatting surveys	Have awareness of AHS unrestricted software, and able to perform the basic functions. Know the process for AHS-approved software requests.	Understand and able to utilize advanced software features, including survey formatting. Able to advise others on the use of pertinent software.	Explore new software options and how those may add value to the IPC program.
	Written communication: Use clear, concise, accurate and timely business writing. Have technical writing, editing skills, citing references. Produce clear reports, communicate effectively.	Use respectful communication with no spelling/grammatical errors. Compose clear, accurate, succinct emails, memos and perform basic editing. Able to look up references, cite and use sources appropriately.	Ability to perform a literature search, or work with KRS to have a literature search completed. Can synthesize and summarize information for a target audience in order to provide information in a timely manner that is quick, engaging, and easy to read. Have awareness of communication tools and AHS Communication department's services.	Work with and utilize communication tools and the AHS Communications department. Develop strategies to communicate the right message, at the right time to the right audience. Guide readers to the information they need to understand all of the functions and services within IPC.
	Verbal communication: Use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.	Keep the audience in mind to communicate basic IPC concepts to a diverse group of clients, colleagues and stakeholders. Utilize professional, respectful, and courteous language when dealing with colleagues and clients. Understand the impact of vocal tone, body language and posture. Actively listen during in verbal communications.	Be empathetic to increase stakeholder engagement. Describe IPC topics and ideas to diverse groups utilizing a variety of methods. Provide and receives constructive feedback.	Accurately describe complex ideas precisely, concisely and clearly. Hear, reflect, and build on what is said in group discussions while maintaining and encouraging a safe environment in-order to facilitate the exchange of ideas. Quickly adapt to changing situations and audiences.
Education	**Teaching and learning activities and practices**: have the skills to support, develop, provide and advocate for IPC education both within and external to the IPC program.	Develop and provide basic teaching and learning experiences that align with IPC program needs and stakeholder requests. Identify opportunities as an educator to provide teaching and training to promote IPC principles and practice. Work to develop confidence in role as educator.	Respond to different educational, teaching and learning needs identified by the IPC program or stakeholders. Take an active role in working groups to create different teaching and learning experiences. Advocate for inclusion of IPC education when needed. Support the development of other colleagues' teaching and learning practices. Develop role and skill as educator to support the IPC program and stakeholder needs.	Advocate for IPC program educational practice opportunities promoting the importance, relevance and need for that practice. Engage in networking opportunities to support the strategic development and integration IPC of teaching and learning experiences.
	Learning design and technologies: knowledge of teaching and learning concepts and strategies, instructional design approaches and various types of technologies to support them. The skills to create and utilize different teaching and learning modalities to support IPC teaching and learning.	Design, develop and provide education to a variety of learners in different contexts. Use different technologies to facilitate teaching and learning (i.e., PowerPoint, MS Teams, Skype, Zoom)	Design, develop, implements and evaluate teaching and learning experiences. Facilitate collaborative engaged learning activities. Design a teaching and learning plan, which reflects diverse learning needs, available time and resources. Collaborate with other health care educators and programs to develop IPC educational teaching and learning opportunities.	Have a leadership role in provincial working groups. Develop concept and project plans to support the development of IPC program education practice offering a strategic vision that aligns with evolution of organizational workplace learning and technologies.

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Performance measurement	Understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.	Create metrics to measure personal performance (e.g. task turnaround time, number of tasks completed).	Create metrics to measure systems, team performance (projects, data errors, data quality). Understand basics of control charts.	Use metrics to implement and sustain targeted improvements for teams, systems, organization.
Process and Quality Improvement	Analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design.	Understand the principles of quality and process improvement. Know where to access resources including the AHS Alberta Improvement Way.	Recognize opportunities for quality improvement and applies knowledge of best practices. Have completed courses or training, such as AHS Green Belt certification. Understand the difference between research and QI activities, and when ARECCI/ethics submissions are required.	Systematic review of practices using quality improvement methods. Critical evaluation and application of current medical information and scientific evidence for patient care. Define linkages between research and evaluation.
Research	**Evaluation**: can systematically evaluates the effectiveness of the program appropriate to the practice setting.	Describe relevant simple process and outcome measures for evaluation activities.	Participate in multi-methods approach to link qualitative and quantitative findings	Lead the evaluation of complex projects using multi-methods and evaluation methodologies (e.g. RE-AIM domains)
	Knowledge translation: moving research findings into practice; disseminate research findings.	Create simple narrative in data reports. Awareness of knowledge translation activities, including knowledge gathering, messaging and dissemination.	Interpretation and synthesis of complex data and information in reports, able to translate data to action.	Large scale synthesis for report presentation to senior level audience. Research grant writing, publications, proposals, ethics applications. Practicing integrated knowledge translation - including knowledge makers throughout entire project.
System testing	Work with vendors, IT and internal stakeholders to update and test systems, trouble-shoot user problems	Participate as a tester. Trouble-shoot common user issues. Understand how system design issues impact user experience and limitations of systems.	Trouble-shoot complex problems, identify issues to IT, system designer or administrator for software/hardware fix. Assess and identify user requests to system developer when appropriate.	Lead the testing plan and communication plan to users for upcoming changes. Understand the roles of stakeholders (system developer, user, system administrators). Facilitate complex system testing with multiple stakeholders. Predict potential impacts with changes to systems, system upgrades. Assess and prioritize proposed changes. Advanced knowledge of hardware and software.

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3. ACTION domain: Execution

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Accountability	Honest, principled and transparent. Set priorities for self to meet deadlines, develops plans to meet short-term objectives in the context of the other assigned work. Ability to manage competing priorities, to be resourceful and to use time as a resource to produce high-quality work.	Structure in place for completing routine work. Results contribute to the success of own team/zone.	Outline goals and procedures, and develop internal controls to manage potential barriers to completion. Accept responsibility when missed deadlines affect project outcomes. Hold colleagues accountable for their project commitments.	Communicate expectations to staff and methods for achieving results. Establish culture of accountability across the team. Hold staff accountable for performance standards by taking action when those standards are not met.
Analytical thinking	Develop a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.	Use existing guidelines, policies and procedures to solve routine/standard problems. Escalate or refer non-standard problems.	Solve a range of complex problems. Take a new perspective on existing solutions. Consult with senior staff/leaders for problems beyond own scope. Apply knowledge gained in other situations/experiences to a new experience or challenge.	Anticipate and solve or leads others to solve unique and significantly complex problems. Have little or no internal expertise to consult. Use external expertise for consultation.
Consultation	Incorporate into practice effective IPC activities that are specific to the healthcare practice setting, the population served, and the continuum of care.	Monitor that IPC standards and best practices are upheld in the healthcare practice setting.	Design and implement IPC best practice recommendations to improve client/patient safety.	Anticipate future needs and influence IPC standards to serve client or patient safety gaps.
Information seeking	An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.	Access, assess and apply knowledge and information.	Maintain knowledge and information resources and help others to access and use those. Provide information to meet needs. Assess quality of publications.	Contribute to the IPC knowledge base through research and publication

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Initiative	Identify a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative emphasizes proactively doing things and not simply thinking about future actions. Levels of proficiency relate to the time scale of focus, moving from addressing current situations to acting on long-term future opportunities or problems.	Recognize and act on present opportunities or problems by taking ownership and working on it until it is resolved. Take action to overcome immediate barriers to success. Be alert to opportunities for innovative solutions. Work independently.	Make use of available resources and identify alternatives to meet short-term goals. Think ahead and plan for contingencies. Effectively prepare and organize resources and activities. Ensure sufficient follow-up to check on progress and uncover potential problems.	Put comprehensive plans in place and implement those. Make creative use of available resources to meet major or strategic goals. Anticipate ramifications of current actions and take immediate long-term action to mitigate risks. Create an environment where proactivity and initiative are valued.

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4. ACTION domain: RELATIONS

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Collaboration	Work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively.	Form working relationships with staff/stakeholders in own program and assigned patient/resident care area accountabilities.	Build partnerships with internal and external stakeholders to lead change and achieve results.	Form working relationships are with AHS senior leadership and external experts and stakeholders that may have international scope. Negotiate IPC program needs in the context of larger program/organization.
Communication	Communication skills: adaptive communication, active listening, emotional intelligence. To explain complex information, check for understanding, respond to complex client requests and/or circumstances; persuading/influencing others, building consensus	Communicate basic information, check for understanding.	Explain information, check for understanding. Build consensus, persuade/influence others. Actively engage others and encourage teamwork.	Explain difficult concepts and check for understanding. Develop and achieve consensus through discussions; anticipate and addresses barriers.
Impact and influence	The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion or position. The "key" is understanding others' interests and motivations, in order to have a specific impact, effect, or impression on them and/or convince them to take a specific course of action.	Ask questions to gain understanding of others' perspectives and challenges.	Use professional credibility to influence decision making beyond own scope of authority to build and achieve consensus. Have an emotional intelligence to gauge others feelings, needs and empathize with others to come to shared understanding and meet the needs of various clients. Create a level of connection that facilitates collaboration. Have completed training courses on emotional intelligence and persuasion/influence.	Use recognized expert credibility to influence AHS leadership decisions that may affect the organization.
Interpersonal understanding	The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own.	Use active listening and recognize nonverbal cues. Interact with coworkers respectfully.	Anticipate potential barriers to effective communication which may be physical, psychological, attitudinal or hierarchical. Treat everyone with courtesy and sensitivity.	Evaluate the best method for communicating the message, with the type of technology used varying with the audience. Approachable when working to resolve sensitive and complex issues.
Relationship and network development	The ability to establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.	Work within team and mentor others for learning and sharing.	Engage others and develop networks and alliances to resolve issues and exchange information.	Purposefully build partnerships and coalitions with internal and external stakeholders to lead change and achieve results.
Service orientation	Identifying and serving the people who receive support - colleagues, patients, healthcare providers, other stakeholders. Putting yourself in the mind of the people who receive support and understand needs from their point of view. Discovering and meeting those needs, having a broad understanding of those you support.	Respond to routine and standard requests from clients/patients, and work with others to develop new ways of supporting stakeholders.	Solicit feedback and interpret information to determine client and patient needs. Assess requirements and identify solutions to non-standard requests. Be adaptable and flexible to new demands and service requests.	Develop innovative services, technologies or processes that address current and future client and patient problems or needs. Be nimble and pivot service delivery to areas of high or new demands.

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Talent development	The ability to build the breadth and depth of the organization's human capability and professionalism, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.	Impart IPC knowledge through lens of clinical experience and assist colleagues in translating knowledge to practice. Know how to access AHS coaching resources.	Recognize and foster strengths and encourage development of new skills. Proactive in providing mentorship and coaching to full-scope professionals and other staff. Adjust coaching/mentoring style to the specific competency level for a given task for the person they are coaching.	Use powerful questions to guide the conversations so the person being coached drives the conversations and create their solutions. May coach or mentor leaders in a profession or area of expertise beyond AHS.
Team leadership	The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results.	Conduct oneself with emotional intelligence, remain balanced, and align workloads for their teams.	Can see the big picture, monitor key details, and foster a culture of accountability and collaboration. Manage expectations and competing priorities.	Create a team culture that values members' strengths and supports all team members in growth areas. Drive results through functional team behaviours and expectations, based on team effectiveness concepts.

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5. ACTION domain: TRANSFORMATION

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Change leadership	Energize stakeholders and their peers and sustain their commitment to lead changes in approaches, processes, and strategies.	Support change management strategies and implementation. Have taken introductory courses for change management principles. Aware of change management courses, including ADKAR models, for change management.	Encourage and support innovation and may lead change management initiatives. Completed learning on change management courses, incorporates change management principles into QI and process improvement projects.	Lead change management strategies and/or initiatives. Create a climate of continuous improvement and creativity aimed at systematic change. Use fundamentals of change management principles to lead change.
Innovation	Approach one's work and the IPC program in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways and new technologies.	Follow existing processes or practices. Recognizes creativity in the team and program.	Solicits feedback and uses a creative and innovative approach to modify current or develop new processes or practices.	Anticipate client and patient needs, assess requirements and identify creative solutions. Scan the environment for emerging best practices and trends.
Strategic orientation	The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.	Have limited decision-making authority; decisions have minimal impact. Check that personal objectives are aligned with IPC strategic goals.	Consider stakeholder needs and IPC strategic goals when considering new team objectives. Impact a range of standard and non-standard operational projects, processes or service activities.	Lead a strategic planning team to consider new IPC program goals and objectives. Develop strategic plans in line AHS organization goals, and Accreditation Canada and AB Health IPC standards. Develop business case or rationale that impacts resource allocation, program, project or service support or direction.

Notes

1. ENABLING domain: HEALTH SYSTEMS AWARENESS

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Financial skills	Aware of and assists in controlling time and costs related to own work. Financial awareness, know about links between department's activities and AHS priorities.	Have awareness of costs relating to own work. Have an understanding how personal decisions and guidance impacts costs.	Monitor and control costs related to own work. May have accountability for budgets. Aware of short- and long-term financial implications of recommendations.	Accountability for budgets; allocate or redirect resources to ensure financial operational objectives are met.
Information technology management	See the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities.	Collect, use and disclose confidential information as per AHS IT privacy policies. Understand IT cyber security policies. Work with confidential information safely, and protect AHS information securely. Use teleconferencing technology. Know when to access IT support services and when to call IPC system administration for support services.	Share knowledge of advanced communication and teleconferencing technology. Participate in available tutorial workshops on improved technology. Access and utilize Knowledge Resource Services (KRS) proficiently for appropriate literature searches.	Actively seek and use more advanced innovative technology. Use capabilities of current systems to improve IPC program efficiency.
Organizational awareness	Business literacy, AHS organizational awareness, understanding of IPC placement in org chart, how different teams interact across the organization, how SurvStds team interacts with zone IPC teams, how AHS IPC interacts with national and international organizations and government.	Apply general knowledge of IPC program structure and team/zone functions. Understand how own role and team/zone fits within the IPC program.	Apply best practice and knowledge of IPC and other AHS teams/stakeholders to improve processes or services. Have a broad understanding of how role/program integrates with AHS structures.	Anticipate AHS IPC challenges and recommends best practices. Have a comprehensive understanding of how role/program integrates into AHS structures and impacts the healthcare system.
Project accountability	Accountability for complex projects that have multiple phases, significant scope and resources, high impact for IPC. Define scope, manage schedule, and make optimal use of resources.	May contribute to project work. Accountable for contribution to project team or sub-teams.	Work and projects are comprehensive in nature and broad in scope. Results may contribute to success of work beyond team/zone/program. May have full accountability for projects that have multiple phases, significant scope.	Work and projects are complex in nature and require application of expert knowledge. Accomplishes organizational goals and shapes direction and strategy of program through leadership of multi-faceted assignments and projects. Has full accountability for projects that have multiple phases, significant scope.

Notes

2. ENABLING domain: SELF-AWARENESS, SELF-DEVELOPMENT

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
Achievement orientation	A concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); challenging goals, or redefining the nature of the standards themselves (innovation).	Contribute to own personal development.	Develop own skills and knowledge and contribute to the development of others.	Develop oneself and others in areas of practice.
Professional development	A level of individual competence in the professional role. Strive to maintain integrity and high degree of competency through education, training and certification. Professionals are expected to incorporate these standards appropriate to their role and practice setting.	Have conceptual knowledge of theories, practices, and procedures in own profession/field of work. Aware of AHS policy 1131 "Learning and Professional Development".	Have a range of knowledge and practice expertise required for full scope of practice in own profession/field of work. Has developed a personal learning plan for ongoing professional development.	Have developed depth and breadth of expertise in profession/field of work. Have broad knowledge of how areas of expertise integrates with other related areas. Supports colleagues in their ongoing professional development activities.
Self-awareness	Have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches.	Analyze one's performance to understand positive experiences and setbacks and takes short-term action to improve performance. Apply learnings on the job. Know personal reactions well and when capable responds calmly. Communicate with confidence and produce calm and reasonable explanations to achieve desired results.	Actively seek feedback from others, including colleagues, and integrate results into personal development areas. Maintain composure, have ability to intervene and find effective and acceptable solutions. Plan ahead to manage emotions or stress.	Seek out new information and opportunities to enhance competencies, and integrate results into personal career planning. Take actions to improve abilities in line with career goals. Maintain self-control in challenging situations, ensure safety of yourself and others.
Self-confidence	A belief in one's own capability to successfully accomplish their work. This includes confidence in one's ability as expressed in increasingly challenging circumstances, and confidence in one's decisions or opinions.	Work within guidelines and policies when decisions are required.	Make decisions guided by policies in non-standard situations. Use judgement to determine the best of multiple options.	Make decisions within general organization and industry guidelines: considerable judgement is required as there is potential for variations in outcome.
Wellness	Establish habits supporting wellness, and create a work climate supportive of the total health of oneself and others. This includes role-modeling healthy habits and practices, and monitoring internal and external environments for opportunities to improve health. Resiliency, coping with stress and adversity and the ability to "bounce back" to a previous state of healthy functioning.	Understand the different types of personal well-being (examples include mental, physical, social, spiritual, financial, workplace). Know where and how to access AHS wellness support and resources.	Assess and action wellness activities in your life and encourage and support others to think mindfully about wellness.	Act as a Wellness Champion for the workplace. Work with others across the program to promote IPC program-wide wellness activities.

3. ENABLING domain: VALUES

Competency	Description	Level 1 - Beginner proficiency	Level 2 - Proficient	Level 3 – Advanced proficiency
AHS corporate values	Demonstrate the AHS CARES values (communication, accountability, respect, excellence, safety) and are an effective team member. Demonstrate the AHS competencies including know myself, care together, and contribute daily. Demonstrate safety by following safety protocols and speaking up about hazards.	Know where the AHS CARES values and AHS competencies resources are, have conversations with colleagues on what those values mean and how to improve. Awareness of safe working practices and WHS "working safely" resources.	Practice the AHS CARES values and competencies and promote those with colleagues, stakeholders and in patient/family interactions. Application of safe workplace practices, contribute to site HIAC document.	Discuss AHS CARES values and competencies during coaching conversations and encourage team to find learning opportunities to support development and understanding.
Diversity, inclusion and equity. **Recommended Course/Training:**	Align one's own and AHS' priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda. The link between diversity, inclusion and equity to lead to justice.	Act in ways that support equity, and value diversity. Understand AHS mission. Commit to current learning and improvement in equity, diversity and inclusion. Effectively communicate, engage others, and direct them to where equity, diversity and inclusion resources are and how to access those. **AHS courses:** • Diversity and Inclusion Module 1 – Fundamentals (part of orientation) • Diversity and Inclusion • Module 2 – Business Case for Diversity and Inclusion • Diversity and Inclusion Module 3 – Unconscious Bias • Diversity and Inclusion Module 5 – Allyship – Part A (part of orientation) • Indigenous Awareness & Sensitivity – to be completed as per **ROL** **For Directors/SCs/Admins** Leadership and those involved in hiring: Inclusive Hiring Courses (part of orientation)	Promote equity and value diversity. Listen and adapt IPC approaches to fit patient and staff populations. Create IPC documents, materials that are accessible, culturally sensitive and inclusive and reflect population diversity. **AHS courses:** • Diversity and Inclusion Module 4 – Intergenerational Relationships • Diversity and Inclusion Module 5 – Allyship – Part B • Diversity and Inclusion Module 6 – Understanding Your Power, Privilege and Intersectionality • IEN Cultural Integration for Staff • 2SLGBTQI+ Basics – Building Safer Spaces in Healthcare **For Directors/SCs/Admins** Leadership Team: • IEN Cultural Integration for Leaders Recruitment and Selection Best Practices	Develop a culture that promotes equity and values diversity. Act as a voice for perspectives, levels, and cultures that are not otherwise represented. Encourages dialogue on ways to create safer spaces, promotion of civility and inclusive environments for all. Advanced Courses in Diversity, Equity and Inclusion

Ethics	Make decisions and perform activities in an ethical manner. Accurately assess situations, seek new information if necessary, apply all information to reach sound conclusion and formulate an effective response. Act in ways that are consistent with one's values and what one says is important.	Broadly understand professional values and ethics. Seek guidance on details and norms of profession and grasps rationale behind those. Understand the relevance of ethics to the profession and consistently attempts to apply those.	Recognize workplace practices and conventions that diverge from stated professional workplace ethics and challenges the discrepancy, even at risk to personal interests. Practice and foster in others an ongoing inquiry into the practical meaning of professional ethics. Promote dialogue on the value of ethics.	Challenge powerful (more experienced and senior) persons to act on stated values and ethics. Actively and intensively challenge directives that do not align with professional ethics. Explain and develop ethical knowledge, standards and conduct in others.

Notes