

CDHBC COMPETENCY AND EXPERIENCE MATRIX

| Core VALUES and ATTRIBUTES every Board Member will bring to the table: | SKILLS, PRACTICES and KNOWLEDGE every Board Member will bring, or be willing to learn: | DIVERSE EXPERIENCE, BACKGROUNDS and PERSPECTIVES needed by the Board in order to support strong decision-making in the public interest: | One or more Board members should have the following PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS: |
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| <p>Act with integrity and speak the truth, be able and willing to take full responsibility for decisions and follow through on commitments. <i>(Accountability, Honesty, Integrity)</i></p> | <p>Have an ongoing learning, appreciation and respect for unique perspectives, cultural contexts, power imbalance and biases in deliberation and decision-making, and recognition of the role the College plays in fostering culturally safe, humble, respectful, and quality dental hygiene care, through its cultural safety and humility commitments. <i>(Cultural Safety and Humility)</i></p> | <p>A variety of cultural and historical backgrounds and experiences, that reflect the community the College serves and the cultural context within dental hygiene care. <i>(Culture)</i></p> | <p>Experience accommodating or navigating a spectrum of physical, mental health, or cognitive abilities, the knowledge of which can enhance relevant, thoughtful decisions that protect the public. <i>(Ability)</i></p> |
| <p>Appreciate that, at times, plans will adjust to meet changing circumstances and needs. <i>(Adaptability)</i></p> | <p>Have strong interpersonal communication skills that include the ability to clearly articulate a perspective, engage in respectful, productive, and sometimes difficult discussions with the board, staff and stakeholders, while consistently reinforcing a culture of trust. <i>(Diplomacy)</i></p> | <p>A variety of educational backgrounds and experiences that reflect the diverse public served by the College. <i>(Education)</i></p> | <p>Knowledge and experience as a board member, including the ability to calmly weigh evidence, think critically, consider options and bring sound judgement to decision-making. <i>(Board Experience)</i></p> |
| <p>Recognize that, in a complex system, what can emerge as a result of meaningful engagement and dialogue will be stronger than what is created in isolations. <i>(Collaboration)</i></p> | <p>Have a reasonable understanding of financial and budgeting information, and the confidence to ask questions that safeguard the financial stewardship of the College. <i>(Financial Literacy)</i></p> | <p>Indigenous voices, embedded within the College's governance structure, to ensure that deliberations are informed and decisions include and respect Indigenous perspectives, that biases are identified and questioned, and that the College's collective work continues to grow in its cultural safety and humility journey, contributing to positive systemic</p> | <p>Experience in facilitating board and committee meetings, developing board culture, and fostering board effectiveness. <i>(Board Leadership)</i></p> |

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| | | change. <i>(First Nations/Cultural Safety and Humility)</i> | |
| Be open to new ideas, new perspectives, and new ways of doing things, always bringing a learning mindset to decision-making. <i>(Humility)</i> | Understand the board member's role and fiduciary duties, good governance principles, and the stewardship responsibilities of the board. <i>(Governance)</i> | A variety of perspectives from various age groups, and both cis-gender and LGBTQIA groups to support decisions that are balanced and relevant. <i>(Gender Diversity)</i> | Business experience, an understanding of what an organization needs to operate effectively, including the economic forces that need to be incorporated into decision, and good management principles. <i>(Business Acumen)</i> |
| Create an environment and culture that welcomes diverse perspectives, new partners and new ideas. <i>(Inclusivity)</i> | Understand the role and philosophy of health profession regulators, the public protection mandate of the College, the applicable legislation, regulations bylaws and policies, and the core work of the College. <i>(Health Profession Regulation)</i> | Regional diversity, dental hygiene practice varies throughout the province and so does the experience of the public's interaction and expectations of the dental hygiene care system. The board needs the perspectives of the various regions of the province: Lower Mainland, Island, North and Interior. <i>(Region)</i> | Change management and transformation experience that will support the College's ability to adapt, evolve and lead systemic change. <i>(Change Leadership)</i> |
| Be able to self-reflect and make decisions based on evidence and good information, to best fulfill the public mandate. <i>(Objectivity)</i> | Understand and appreciate the development of policy and decision-making in a large, complex system, ensuring that decisions are based on objective principles, and informed by evidence and best-practice. <i>(Organizational Decision Making)</i> | Diverse practice experiences, backgrounds that inform dialogue and decision-making, ensuring decisions meet intended objectives, are practical, and ultimately, protect the public. <i>(Registrant Practice)</i> | Experience developing and working with a board to oversee executive performance management and succession planning. <i>(Executive HR)</i> |
| Have compassion for the public and their right to safe, ethical care, demonstrated by an understanding and appreciation of, and commitment to, the public protection mandate and the time required to execute the role diligently, recognizing that public interest will always be prioritized over personal or professional interests. <i>(Public Service)</i> | Be aware of the complex system in which the College works, including the stakeholders within that system, and the impact that college decisions have on the greater community. <i>(System Thinking)</i> | Diverse leadership experience in the public, private, healthcare, dental hygiene care, and not-for-profit sectors to promote knowledge and the sharing of best practices. <i>(Sector)</i> | Accounting or financial management experience and the ability to support board members without this experience execute their financial oversight responsibilities. <i>(Financial Oversight)</i> |
| Be able to work with others effectively, and appreciate different perspectives and opinions, while fostering and | Be able to work electronically in order to uphold security, privacy and efficiency of the College's | Dental hygiene practice is diverse across the 2 classes of registrants (RDH, DHP). To properly govern a "self-regulatory" | A deep understanding of how government works, and how to affect change within all levels of |

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| promoting, not impeding or stifling, robust dialogue. (<i>Respect</i>) | work. (<i>Technological Competence</i>) | college, the perspective of each of the classes needs to be present at the board table. (<i>Registrant Class diversity</i>) | government. (<i>Government Relations</i>) |
| Have a clear understanding of personal strengths, areas of development and potential biases, remaining open to reflection, feedback continuous growth and improvement. (<i>Self-Awareness</i>) | | | An understanding IT/IM systems, security and sector change. (<i>Information Technology and Information Management</i>) |
| | | | Experience developing teams and environments that foster new thinking, new products, and system disruption. (<i>Innovation</i>) |
| | | | An understanding of contracts, privacy, employment, labour, litigation management, and administrative law. (<i>Legal Expertise</i>) |
| | | | Extensive experience in strategic communications and stakeholder relations. (<i>Public Relations</i>) |
| | | | Experience and understanding of both quality assurance and quality improvement in dental hygiene care. (<i>Quality Assurance</i>) |
| | | | An understanding of how to sustain and evolve an effective and meaningful risk management and risk oversight program. (<i>Risk Management/Oversight</i>) |
| | | | Experience leading a team to articulate a vision, identify strategic priorities, and oversee organizational performance. (<i>Strategic Planning</i>) |
| | | | Education, licensure and experience as a registered dental hygienist to understand the perspective of this important stakeholder. (<i>Education, Sector</i>) |