



### BOARD COMPETENCY FRAMEWORK

<p><b>Attributes every Director will have or attain:</b></p>	<p><b>One or more Directors should have the following professional experience, knowledge and skills:</b></p>	<p><b>One or more Directors should have the following diverse perspectives, backgrounds and experiences needed by the Board to support strong decision-making in the public interest:</b></p>
<p><b>Accountability, Honesty and Integrity</b> Act with integrity and speak the truth, be able and willing to take full responsibility for decisions and follow through on commitments.</p>	<p><b>Leadership</b> Demonstrates confidence and good judgment in inspiring, motivating, and offering direction and leadership to others. Conveys knowledge and understanding of consensus-building and uses effective facilitation techniques. Fosters the values and commitments of COTO.</p>	<p><b>Professional Diversity</b> Occupational therapy practices are diverse and public and private sector contexts. The perspective of the different practice settings and areas of practice and contexts need to be present on the Board.</p>
<p><b>Collaborative, Open and Curious</b> 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 isolation. Be open to new ideas, new perspectives, and new ways of doing things, always bringing a learning mindset to decision-making.</p>	<p><b>Board and Governance Experience</b> Has experience with, or can demonstrate knowledge or expertise in, board governance in the private, public, and/or non-profit sector, through prior Board or committee service. Clearly understands the distinction between the roles of the Board versus the role of management. Understanding the role of the regulator versus a professional association.</p>	<p><b>Regional Diversity</b> Occupational therapy practices vary throughout the province and so does the experience of the public's interaction and expectations of the health care system. The perspectives of the various regions of the province on the Board is desirable.</p>
<p><b>Communicator</b> Be able to effectively and actively listen with the ability to express ideas, opinions and positions clearly.</p>	<p><b>Regulatory Understanding</b> Knowledgeable and understanding of the regulatory environment required to meet legal, regulatory and governance requirements. Understands the public protection mandate of the College. Familiarity with the oversight of the occupational therapy profession in accordance with applicable legislation, regulations, bylaws, and policies.</p>	<p><b>Age Diversity</b> The board needs the perspectives of various age groups from both elected and appointed members.</p>

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<p><b>Inclusivity</b> Create an environment and culture that welcomes diverse perspectives, new partners, and ideas.</p>	<p><b>Knowledge of Occupational Therapy</b> Has knowledge and understanding of the occupational therapy profession including scope of practice and the standards of practice of the profession. Clearly understands key trends/developments in the profession and an understanding of legislation and regulation governing the profession.</p>	<p><b>Cultural Diversity</b> Occupational therapy practices are significantly influenced by culture. It is critical to have diverse cultural perspectives represented on the Board, specifically perspectives of Indigenous and other ethnic or racialized groups typically underrepresented.</p>
<p><b>Objectivity</b> Be able to self-reflect and make decisions based on evidence and reliable and valid information, to best fulfil the public mandate.</p>	<p><b>Risk Management</b> Experience with, or able to demonstrate knowledge and understanding of the risk management framework for identifying, measuring, and managing significant risks and events that may impact the College’s objectives.</p>	<p><b>Gender Diversity</b> The Board needs the perspectives of all persons with different lived experiences based on gender identity and gender expression in decision-making.</p>
<p><b>Public Interest Focus</b> Upholds the public’s 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 the public interest will always be prioritized over personal or professional interests.</p>	<p><b>Stakeholder Relations</b> An understanding of the concept of public interest and how decisions that are made in the public interest may be viewed by stakeholders. Board willing to see things from a variety of perspectives, and can listen, understand, and respond to others.</p>	
<p><b>Respectful</b> Be able to work with others effectively and appreciate different perspectives and opinions regardless of their background, culture, or divergent opinions, while fostering and promoting, not impeding or stifling, robust dialogue.</p>	<p><b>Strategic Planning</b> Understands the importance of an organizational vision and the methods/processes for developing a collective vision. Ability to recognize the issues facing the College and set long terms goals and identify a process to achieving long term objectives, ensures risks are assessed and monitored. Experience leading a team to articulate a vision, identify strategic priorities, and oversee organizational performance.</p>	

College of Occupational Therapists of Ontario  
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<p><b>Self-Awareness</b></p> <p>Have a clear understanding of personal strengths, areas of development and potential biases, self-reflection, remaining open to feedback, continuous growth, and improvement.</p>	<p><b>Financial Literacy</b></p> <p>Experienced with, or is able to demonstrate knowledge or expertise in, accounting or financial management. This may include analyzing and interpreting financial statements, evaluating organizational budgets, and/or understanding of finance and generally accepted accounting principles: can read, interpret, and ask questions about financial statements, applies a basic understanding of financial management to ensure the integrity of financial information received by the Board.</p>	
	<p><b>Technological Competence</b></p> <p>Be able to work electronically in order to uphold security, privacy and efficiency of the College's work.</p>	