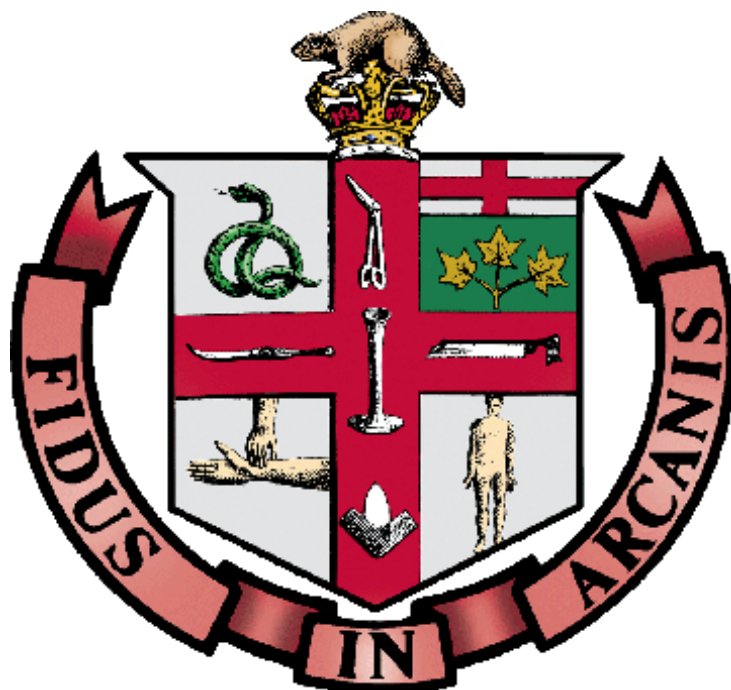


# COLLEGE OF PHYSICIANS AND SURGEONS OF ONTARIO



## GOVERNANCE PROCESS MANUAL

FEBRUARY 2010

## Table of Contents

<b>OVERVIEW OF GOVERNANCE .....</b>	<b>3</b>
<b>GOVERNANCE ROLES AND RESPONSIBILITIES .....</b>	<b>4</b>
COUNCIL RESPONSIBILITIES .....	4
STRATEGIC DIRECTION .....	4
MONITORING AND SAFEGUARDING .....	5
<i>Financial Position of the College</i> .....	5
<i>College Performance</i> .....	6
ROLE DESCRIPTIONS .....	8
<i>College Council Member</i> .....	9
<i>Non-Council Committee Member</i> .....	13
<i>Committee Chair</i> .....	17
<i>Non-Council Committee Chair</i> .....	22
<i>President of the College</i> .....	28
<i>Vice-President of the College</i> .....	32
<i>Registrar of the College</i> .....	35
RELATIONSHIPS .....	39
<i>Council's Relationship with the Registrar</i> .....	40
<i>Council's Relationship with College Staff</i> .....	40
COMMUNICATION .....	42
<i>Communication with External Groups</i> .....	43
<i>Media Relations Policy</i> .....	44
<b>GOVERNANCE PRACTICES AND POLICIES.....</b>	<b>45</b>
NOMINATIONS GUIDELINES .....	46
DECLARATION OF ADHERENCE.....	52
<i>Members of Council</i> .....	52
DECLARATION OF ADHERENCE.....	53
<i>Members of College Committees</i> .....	53
STATEMENT ON PUBLIC INTEREST .....	54
COUNCIL CODE OF CONDUCT .....	55
CONFLICT OF INTEREST POLICY .....	59
APPREHENSION OF BIAS POLICY .....	62
CONFIDENTIALITY POLICY .....	68
<b>COLLEGE COMMITTEES.....</b>	<b>71</b>
COMMITTEE MANDATES.....	72
<i>Discipline Committee</i> .....	72
<i>Education Committee</i> .....	72
<i>Executive Committee</i> .....	73
<i>Finance Committee</i> .....	73
<i>Fitness to Practise Committee</i> .....	73
<i>Inquiries, Complaints and Reports Committee</i> .....	73
<i>Governance Committee</i> .....	74
<i>Methadone Committee</i> .....	74
<i>Outreach Committee</i> .....	74
<i>Patient Relations Committee</i> .....	75
<i>Premises Inspection Committee</i> .....	75
<i>Quality Assurance Committee</i> .....	75
<i>Registration Committee</i> .....	75
<b>KEY BEHAVIOURAL COMPETENCY MODEL.....</b>	<b>76</b>
<b>PERFORMANCE FEEDBACK PROCESS AND FORMS .....</b>	<b>90</b>
<i>Council Performance Assessment Form</i> .....	92
<i>Council Member Self-Assessment Form</i> .....	98
<i>Committee Performance Assessment Form</i> .....	104
<i>Committee Member Self-Assessment Form</i> .....	108
<i>Chair Performance Feedback Form</i> .....	112
<i>Chair Self-Assessment Form</i> .....	116

## OVERVIEW OF GOVERNANCE

### **Overview**

The mandate of the College of Physicians and Surgeons of Ontario (CPSO) is to serve and protect the public interest effectively by governing the medical profession.

### **Definition of Governance**

Governance comprises the actions, processes and structures by which the mandate of the College of Physicians and Surgeons of Ontario is fulfilled.

### **Principles of Governance**

The Council of the CPSO will:

- govern in a manner that guides and inspires through thoughtful, balanced policies, which reflect the College's vision, mission and values;
- govern with integrity in a moral, ethical and transparent manner;
- govern in a manner that protects the public interest and is in keeping with the best principles of self-governance;
- govern with a strategic perspective that understands the long term and systemic impacts of policies developed and decisions made;
- respect the roles assigned within the College's structure;
- empower staff to implement policies developed by Council;
- ensure high standards by providing orientation to new Council members and assisting them in developing the skills and knowledge needed to govern effectively;
- ensure the College's mandate is fulfilled through regular goal setting and monitoring;
- evaluate the collective and individual performance of the Council and Council members on an annual basis, identifying strengths and developmental needs;
- ensure that no officer, Council member, Committee of Council, or College staff member interferes with or hinders the fulfillment of the College's mandate.

## **GOVERNANCE ROLES AND RESPONSIBILITIES**

### ***Council Responsibilities***

***The Council of the CPSO is responsible for:***

- governing the affairs of the College in fulfilling its duty to serve and protect the public interest. When making decisions, the Council recognizes its obligation to reflect the values and expectations of society in fulfilling its statutory responsibilities;
- setting and monitoring the strategic direction of the College;
- establishing governing policies which, at the broadest levels, address: definition of executive authority, governance process, the relationship between Council and staff, and Council communication;
- approving statements of principles and positions related to College policy;
- discharging its statutory functions and fiduciary responsibilities in the public interest;
- appointing the Registrar, monitoring and evaluating the Registrar's performance, and ensuring the Council's goals for the College are met;
- ensuring appropriate resources are available to achieve the College's mandate;
- monitoring the performance of the College.

### ***Strategic Direction***

Council is responsible for determining the strategic direction of the College and ensuring its implementation. In carrying out this responsibility, Council will:

- periodically evaluate the vision, mission, and values of the College;
- develop goals each year to forward the vision, mission, and values of the College and achieve the College's strategic plan;
- implement decisions that are consistent with established goals;
- maintain awareness of issues (both internal and external) which may impact on the strategic direction of the College;
- conduct a general strategic review, when deemed necessary, and at least every five years.

### ***Monitoring and Safeguarding***

#### **Financial Position of the College**

The Council of the CPSO is responsible for the overall financial stability of the College. There are four key areas of responsibility which the Council must direct, approve, and monitor. These are:

1. financial planning (strategic direction of funds through the budgeting process to support the goals and strategies of the College, and ensure appropriate protection of College assets);
2. investment policy (strategic direction of investment of funds and appointment of investment managers as appropriate);
3. membership fee structure (approval of fee structure and determination of the adequacy of the fees);
4. auditing process (assurance that an appropriate internal and external auditing process is conducted. This includes recommendation to Council regarding the appointment of external auditors).

#### ***Implementation Process:***

The Council will ensure that the financial planning process is part of the overall strategic planning process of the College.

The Council is responsible for ascertaining the financial implications of any new policy or program prior to approving it for implementation.

The Finance Committee shall oversee the four key responsibility areas above on behalf of Council and shall:

- report quarterly to Council on the state of College finances;
- prepare an annual statement to Council;
- make recommendations and provide advice regarding:
  - budget determination;
  - investment goals, strategies, and performance of College funds;
  - fee determination;
  - auditor's reports and recommendations;

- other financial matters that the Finance Committee deems relevant to put before the Council.

The Registrar and staff are responsible for providing:

- effective financial administration;
- financial technical support;
- timely and accurate information needed to disclose the financial status of the CPSO in the key responsibility areas, and any other financial information the Council requests.

To this end, the Registrar and staff will work in close collaboration with the Finance Committee to ensure the successful implementation of Council's financial policies.

### **College Performance**

Council must oversee the following four key areas:

1. ensure the statutory obligations of the College are carried out in an effective and efficient manner;
2. ensure that standing and ad hoc committees of the College set and achieve their goals and follow the principles of their mandates;
3. ensure that a timely reporting process exists for monitoring College performance and, where appropriate, allow for necessary modification of performance;
4. ensure that information from monitoring the performance outcomes of the College mandate is used in the strategic planning process of the College.

### ***Implementation Process:***

The Council is responsible for approving new policies and programs. College staff, with the committees, will implement and maintain these policies and programs.

The Council will ensure that the College committees measure and annually report their activities against the strategic direction of the College by:

- conducting performance reviews of their portion of the mandate;
- evaluating and measuring their performance against both policy and cost for each program area;
- making recommendations and providing advice on any discrepancies or areas that need improvement;

- bringing forward any other matter that a committee deems relevant to put before the Council.

The Registrar and staff are responsible for working in close collaboration with designated committees of Council to facilitate the development and execution of program plans to ensure:

- effective administration of committee mandates;
- technical support to committees as appropriate;
- reporting requirements to disclose performance status of committee mandate operations.

To this end, committee members will work in close collaboration with staff to develop recommendations for improved performance, new policies, and input to the strategic planning process.

## **ROLE DESCRIPTIONS**

## **College Council Member**

Reports to (Title):            Council  
   Administratively to President

Updated:                      February, 2010

**Overview:**

A Council member functions as a director of the CPSO and has the duty of participating fully in the governance of the CPSO, which is the self-regulating body for physicians and surgeons in the province of Ontario. In the fulfillment of the role of Council member, each Council member is responsible for upholding the vision of the CPSO, contributing to its mission, and acting in accordance with its values.

The major function is to establish College policy. Council members are both elected and appointed, bringing expertise relating to their constituencies. However, upon election or appointment, a Council member accepts a fiduciary responsibility for the management and administration of the College's affairs.

A Council member provides a link between the College and those who elect and appoint them, and supports the President of the College who is the principal spokesperson for the College. Council members must act in the public interest at all times.

**Major Responsibilities:**

- Maintain a working knowledge of the legislation under which the College operates.
- Read and become familiar with the College's By-laws and governance policies.
- Participate in establishing policy, strategic direction, and goals of the College to successfully meet its mission and purpose.
- Adhere to, respect and model behaviour described in the Statement on Public Interest, Council Code of Conduct, Conflict of Interest Policy, Apprehension of Bias Policy and Confidentiality Policy.
- Stay current on issues and events important to the medical profession and its stakeholders.
- Prepare for each Council meeting by reviewing meeting materials in order to understand the topics to be discussed, and the implications of policy and directional decisions.

## **Governance Roles and Responsibilities** **Role Description – College Council Member**

---

- Attend each Council meeting and debate issues and policies pertaining to the College's mandate. Once a decision has been taken, align fully with the decision and uphold its implementation.
- Apply prudent and responsible thinking to the management of the affairs of the College in order that fiscally sound policies are applied in safeguarding the College's assets.
- Follow the established policies and processes of the College regarding communications and committee programs to enhance the effectiveness of the College's operations.
- When appointed to College committees, participate in the work of the committee toward the fulfillment of the purpose, mission, and vision of the College.
- Participate in the selection and appointment of a Registrar; monitor the performance of the Registrar through feedback reports by the College President or a designated committee; and participate in the determination of the annual compensation package of the Registrar.
- Ensure that appropriate succession planning of both Council leadership and the Registrar occurs so that the ongoing successful management of the CPSO is maintained.
- Engage in both an annual self and peer evaluation process to maintain successful performance of Council members.

### ***Role Outcomes:***

To define policy and monitor outcomes so that the College shall:

- regulate the practice of the medical profession in accordance with the laws of the province;
- develop, establish, and maintain standards of qualifications for physicians seeking certificates of registration to practice medicine in Ontario;
- develop, establish, and maintain standards of quality of the practice of medicine and the ethics of physicians and surgeons in the province;
- develop, establish, and maintain educational programs to ensure continuing competence of College members;
- adjudicate complaints against members of the profession ensuring the rights of the physician and the public are upheld;

**Governance Roles and Responsibilities**  
**Role Description – College Council Member**

---

- provide leadership by addressing health issues.

***Principle Interfaces:***

Internal:	Other Council members
	Non-Council committee members
	Staff supporting committees
External:	Members of the College (serves as an ambassador to the profession).
	The public

***Desirable Behavioural Competencies:***

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches, and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person's perspective. Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues, etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization's goals and objectives. It means focusing one's efforts on building relationships, and discovering and meeting the stakeholders' needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization's strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and "rolls up sleeves". Supports group decisions, even when different from one's own stated point of view. Is a "good team player", does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others' response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

## **Non-Council Committee Member**

Accountable to (Title): Council  
through: Committee Chair to Council President  
Updated: February 2010

### ***Overview:***

As a non-Council committee member, each physician is responsible for upholding the vision of the CPSO, contributing to its mission, and acting in accordance with its values and policies.

Non-Council committee members are appointed by Council through the Governance Committee and assist the Council in carrying out the duties of the committee to which they are assigned. Non-Council committee members may bring specific expertise relating to the committee they serve.

### ***Major Responsibilities:***

- Is knowledgeable and supportive of Council policy, and the work and outcomes of the committee. Is knowledgeable about the regulatory and statutory obligations of the committee and CPSO.
- Adhere to, respect and model behaviour described in the Statement on Public Interest, Council Code of Conduct, Conflict of Interest Policy, Apprehension of Bias Policy and Confidentiality Policy.
- When appointed to College committees, participates in the work of the College toward the fulfillment of its purpose, mission, and vision.
- Prepare for each committee meeting by reviewing pre-meeting materials in order to understand the topics to be discussed, and the implications of policy and directional decisions.
- Attend each committee meeting as required, and participate effectively around issues and policies pertaining to the committee's mandate in a balanced, collaborative manner.
- Demonstrate cultural sensitivity in committee policy development, policy implementation, and communications and personally models behaviours described in the Council's Code of Conduct.
- Engage fully in both an annual self and peer evaluation process to maintain successful performance of committee members.

**Governance Roles and Responsibilities**  
**Role Description –**  
**Non-Council Committee Member**

---

***Role Outcomes:***

- Assist in the regulation of the practice of the medical profession in accordance with the laws of the province and the policies of the CPSO.

**How far in advance must this position plan/execute its work?** (i.e., daily, weekly, monthly, annually or longer.)

- Prepare and review materials related to committee membership. Timeframe dependent on the nature and tasks of the committee (see committee descriptions).

***Principle Interfaces***

Internal:                    Other committee members

                                  Committee Chairs

                                  Staff supporting committees

External:                   Members of the College (serves as ambassador for the CPSO to the profession).

### ***Desirable Behavioural Competencies***

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person's perspective. Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization's goals and objectives. It means focusing one's efforts on building relationships, and discovering and meeting the stakeholders' needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization's strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and "rolls up sleeves". Supports group decisions, even when different from one's own stated point of view. Is a "good team player", does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others'

**Governance Roles and Responsibilities**  
**Role Description –**  
**Non-Council Committee Member**

---

response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

## **Committee Chair**

Reports to (Title):            Council  
  
   Administratively to President

Updated:                      February 2010

### ***Overview:***

There are three types of committees that perform the work of the CPSO. These are comprised of statutory committees (i.e., Executive, Complaints, Discipline, Fitness to Practise, Registration, Patient Relations, and Quality Assurance), standing or operational committees (i.e., Education, Methadone, Governance, Outreach, Premises Inspection, and Finance) and ad hoc committees that are created by Council to undertake a particular project on behalf of the College on a time-specific basis. The role of the Committee Chair has some commonly held responsibilities that transcend specific committee mandates.

Chairs must be knowledgeable about the subject matter of the committee they lead and have the expertise necessary to fulfill its mandate. The Chair must understand the purpose of the committee, provide leadership to the committee to achieve its goals in a consistent, efficient, and balanced manner, and organize the committee's work so that action is taken in an orderly and timely manner. The Chair reports the work of the committee to Council and facilitates Council's understanding of this work. All Chairs are responsible for assessing whether their committee members have the resources and training to perform effectively in order to deliver on the mandate of the committee.

### ***Major Responsibilities:***

#### ***Leadership and Direction of the Committee***

- Is knowledgeable and supportive of Council policy, and the work and responsibilities of the committee. Is knowledgeable about the regulatory and statutory obligations of the committee and CPSO.
- Read and become familiar with the College's By-laws and governance policies.
- Where applicable, works collaboratively with the other Chair to accomplish the work of the committee. If the other Chair is a non-Council committee member, they keep him or her informed of Council decisions and changes that occur.
- Adhere to, respect and model behaviour described in the Statement on Public Interest, Council Code of Conduct, Conflict of Interest Policy, Apprehension of Bias Policy and Confidentiality Policy.

## **Governance Roles and Responsibilities**

### **Role Description – Committee Chair**

---

- Works with the Committee and College staff to establish, monitor, and execute annual committee goals.
- Prepares for committee meetings by reviewing materials. Works with assigned staff in support of the successful fulfillment of the committee's mandate.
- Conducts meetings in a timely and cost effective manner, and facilitates the meeting process so that all members have the opportunity to participate and accept tasks that best meet their skills and interests.
- Facilitates dialogue at committee meetings in a manner that welcomes all members' perspectives on issues, encourages independent thinking, promotes alignment on decisions that are balanced and demonstrate good judgment for the successful fulfillment of the committee's purpose.
- Manages conflict effectively. When necessary, brings matters to the attention of the Registrar and President.
- Demonstrates cultural sensitivity in policy development, policy implementation, and communications, and personally models behaviours described in the Council's Code of Conduct.
- Obtains appropriate expertise pertinent to the committee's work to provide a synthesis of information that identifies important issues for discussion or requiring action to efficiently expedite the committee's work.
- Understands the relationship of the various activities of the College committees to facilitate decision-making and to provide clarity around responsibility.
- Ensures new committee members understand the purpose and functions of the committee. Helps to facilitate the succession process by working with the Governance Committee to recruit new committee members and subsequent committee Chairs.
- Evaluates the committee's performance of its duties and works to implement improvements to ensure its continued effectiveness. Provides feedback to the Governance Committee on the performance of committee members annually.
- Enforces attendance guidelines with committee members to ensure that if more than three consecutive meetings are missed or if one third of all meetings within the year are missed that a member's continued involvement with the committee is reviewed.

- Ensures that the committee provides feedback to the Governance Committee on the Chair's performance. Participates in self evaluation with the President to obtain feedback on own and committee's performance.

***Collaborative Linkage between the Committee and the College Management Staff***

- Works in cooperation with College management and staff to ensure appropriate utilization of College resources in support of the committee's work.
- Works in cooperation with College management in the development of the committee's annual budget to allocate costs and expenses in a fiscally responsible manner.

***Key Representative of the Committee***

- Is the spokesperson for the committee to Council and within the College and ensures that Council is informed and understands the rationale for decisions made by the committee in the fulfillment of its mandate.

***Role Outcomes:***

- Uphold policies and standards of the College in the fulfillment of committee duties.
- Decisions comply with appropriate legislation and CPSO policies.
- Reports to the College Council are made, as required, representing committee activities.
- Risk as it relates to the committee's mandate is managed, and Council is alerted to pertinent issues in a timely manner.
- New policies are recommended to the Council, as required.
- Committee members are evaluated to support and promote the improvement of committee effectiveness.
- Interaction with College staff occurs by provision of information regarding the committee's work. Interaction with staff is managed in a respectful, collegial manner.

**How far in advance must this position plan/execute its work? (i.e., daily, weekly, monthly, annually or longer.)**

- Preparation and attendance time is dependent on the nature and tasks of the committee (see Committee descriptions for more details).

***Principle Interfaces***

Internal:                Council Committee Chair  
                              Committee members  
                              College staff  
                              Council

External:                Dependent on the mandate of the Committee

### ***Desirable Behavioural Competencies***

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person's perspective. Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Leadership** – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Planning & Initiative** - Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality, stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization's goals and objectives. It means focusing one's efforts on building relationships, and discovering and meeting the stakeholders' needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization's strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and "rolls up sleeves". Supports group decisions, even when different from one's own stated point of view. Is a "good team player", does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others' response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

## **Non-Council Committee Chair**

Reports to (Title):            Council  
  
   Administratively to President

Updated:                      February 2010

### ***Overview:***

There are three types of committees that perform the work of the CPSO. These are comprised of statutory committees (i.e., Executive, Complaints, Discipline, Fitness, Registration, Patient Relations, and Quality Assurance), standing or operational committees (i.e., Education, Methadone, Governance, Outreach, Premises Inspection, and Finance) and ad hoc committees that will be created by Council, from time to time, to undertake a particular project on behalf of the College on a time-specific basis. Regardless of the purpose of the Committee, the role of the Committee Chair has some commonly held responsibilities that transcend specific committee mandates.

Chairs must be knowledgeable about the subject matter of the committee they lead and have the expertise necessary to fulfill its mandate. The Chair must understand and accept the purpose of the committee, provide shared leadership to the committee in order to achieve its goals in a consistent, efficient, and balanced manner, and share organization of the committee's work so that action is taken in an orderly and timely manner. The Chair may report the work of the committee to Council and facilitates Council's understanding of this work. All Chairs are responsible for assessing whether their committee members have the resources and training to perform effectively in order to deliver on the mandate of the committee.

### ***Major Responsibilities:***

All activities of the Non-Council Committee Chair will be conducted in a collegial and collaborative relationship with the Council Committee Chair.

### ***Leadership and Direction of the Committee***

- Is knowledgeable and supportive of Council policy, and the work and responsibilities of the committee. Is knowledgeable about the regulatory and statutory obligations of the committee and CPSO.
  
- Read and become familiar with the College's By-laws and governance policies.
  
- Where applicable, works collaboratively with Chair to accomplish the work of the committee.

**Governance Roles and Responsibilities**  
**Role Description –**  
**Non-Council Committee Chair**

---

- Adhere to, respect and model behaviour described in the Statement on Public Interest, Council Code of Conduct, Conflict of Interest Policy, Apprehension of Bias Policy and Confidentiality Policy.
- Works with the committee and College staff to establish, monitor and execute annual committee goals.
- Prepares for committee meetings by reviewing materials. Works with assigned staff in support of the successful fulfillment of the committee's mandate.
- Conducts meetings in a timely and cost effective manner, and facilitates the meeting process so that all members have the opportunity to actively participate and accept tasks that best meet their skills and interests.
- Facilitates dialogue at committee meetings in a manner that welcomes all members' perspectives on issues, encourages independent thinking, promotes alignment on decisions that are balanced and demonstrate good judgment for the successful fulfillment of the committee's purpose.
- Manages conflict effectively. When necessary, brings matters to the attention of the Registrar and President.
- Demonstrates cultural sensitivity in policy development, policy implementation, and communications, and personally models behaviours described in the Council's Code of Conduct.
- Obtains appropriate expertise pertinent to the committee's work to provide a synthesis of information that identifies important issues for discussion or requiring action to efficiently expedite the committee's work.
- Understands the relationship of the various activities of the College committees to facilitate decision-making and to provide clarity around responsibility.
- Ensures new committee members understand the purpose and functions of the committee. Helps to facilitate the succession process by working with the Governance Committee to recruit new committee members and subsequent committee Chairs.
- Evaluates the committee's performance of its duties and works to implement improvements to ensure its continued effectiveness. Provides feedback to the Governance Committee on the performance of individual committee members annually.

**Governance Roles and Responsibilities**  
**Role Description –**  
**Non-Council Committee Chair**

---

- Enforces attendance guidelines with committee members to ensure that if more than three consecutive meetings are missed or if one third of all meetings within the year are missed that a member's continued involvement with the committee is reviewed.
- Ensures that the committee provides feedback to the Governance Committee on the Chair's performance. Participates in self evaluation with the President of the Council to obtain feedback on own and committee's performance.

***Collaborative Linkage between the Committee and the College Management Staff***

- Works in cooperation with College management and staff to ensure appropriate utilization of College resources in support of the committee's work.
- Works in cooperation with College management in the development of the committee's annual budget to allocate costs and expenses in a fiscally responsible manner.

***Key Representative of the Committee***

- Either collaboratively with the Council Committee Chair or in the absence of the Council Committee Chair, is the spokesperson for the committee to Council and within the College and ensures that Council is informed and understands the rationale for decisions made by the committee in the fulfillment of its mandate.

***Role Outcomes:***

- Uphold the policies and standards of the College in the fulfillment of committee duties.
- Decisions comply with appropriate legislation and CPSO policies.
- Reports to the College Council are made, as required, representing committee activities.
- Risk as it relates to the committee's mandate is managed, and Council is alerted to pertinent issues in a timely manner.
- New policies are recommended to the Council, as required.
- Committee members are evaluated to support and promote the improvement of committee effectiveness.
- Interaction with College staff occurs by provision of information regarding the committee's work. Interaction with staff is managed in a respectful, collegial manner.

**How far in advance must this position plan/execute its work?** (i.e., daily, weekly, monthly, annually or longer.)

- Preparation and attendance time is dependent on the nature and tasks of the committee (see committee descriptions for more details).

***Principle Interfaces***

Internal:	Council Committee Chair
	Committee members
	College staff
	Council
External:	Dependent on the mandate of the Committee

## ***Key Behavioural Competencies***

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person's perspective. Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Leadership** – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality, stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization's goals and objectives. It means focusing one's efforts on building relationships, and discovering and meeting the stakeholders' needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization's strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and "rolls up sleeves". Supports group decisions, even when different from one's own stated point of view. Is a "good team player", does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others'

**Governance Roles and Responsibilities**  
**Role Description –**  
**Non-Council Committee Chair**

---

response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

## **President of the College**

Reports to (Title): Council

Date: November 2006

### ***Overview:***

The President of the College is the chief officer of the College and in conjunction with the Council, is ultimately responsible for the fulfillment of the vision, mission, values, and goals of the College. The President facilitates the work of the Council, its committees and the management of the College. The President undertakes responsibility for coordinating the operations of the Council and the Executive Committee and for evaluating the activities of the Registrar of the College to ensure that the policies and overall direction of the College are being implemented and managed effectively. The President of the CPSO is elected by the membership of the Council and is responsible to the Council for the satisfactory performance of these duties. The term of office is one year.

### ***Major Responsibilities:***

#### ***Leadership and Direction of the Council and the Executive Committee***

- Provides strategic leadership by ensuring the vision of the College is articulated and acted upon by Council and staff to fulfill the mandate of the College as the self-governing body of the medical profession in Ontario.
- Facilitates the strategic planning process of the College in developing specific goals and objectives for the organization to deliver on its vision, mission, values, and goals.
- Leads the annual Council orientation process engaging all Council members in a common understanding of their role.
- Fosters a culture that promotes high morale and enthusiasm in order to achieve the highest standards and best practices when working towards the goals of the College. Serves as a role model to other Council members, in operating within the Code of Conduct for the Council.
- Chairs Council/Executive Committee meetings, co-coordinates and finalizes agenda items, facilitates active participation of members of Council/Executive Committee in meetings by encouraging open dialogue, guiding meetings efficiently, and providing thoughtful leadership on difficult or contentious issues.
- Is the key conduit for the Council with the College management staff to ensure the Council receives all the information it needs to fulfill its responsibilities.

## **Governance Roles and Responsibilities**

### **Role Description – President of the College**

---

- Initiates annual Council self-evaluation to ensure that the College governance performs to best practice standards and initiates performance improvement solutions, as appropriate. Submits to performance evaluation by Council and staff in role as President.
- Manages an orderly annual transition of the President's function by developing an effective succession plan for the office of the President.

#### ***Collaborative Linkage between the Council/Executive Committee and the College Management Staff***

- Represents the Council to the Registrar and College staff. Facilitates mutual understanding and respect through effective communication of Council policy, direction, and decisions.
- Works with the Registrar to ensure Council's decisions are implemented.
- Is the key conduit for the Registrar with the Council and provides support, mentoring, and administration of the annual performance evaluation and compensation process for the Registrar on behalf of the Council.
- Regularly attends Senior Management Group (SMG) meetings.

#### ***Senior Representative of the College to External Stakeholders***

- Represents the College by communicating Council-stated policies and positions both within and outside of the medical profession.
- Collaborates with outside organizations, agencies, and institutions to advance the goals and the profile of the College.
- Communicates with members of the College outside of specific regulatory activity.

#### ***Role Outcomes:***

- Ensure the achievement of the CPSO vision, mission, values, and goals through attentive stewardship of the operations of the College Council and Executive Committee.
- Represent the voice of the College to all stakeholders.

**How far in advance must this position plan/execute its work?** (i.e., daily, weekly, monthly, annually or longer.)

- Long and short range strategic planning for CPSO.
- Plan for Executive Committee meetings one month in advance.

**Governance Roles and Responsibilities**  
**Role Description – President of the College**

---

- Plan for Council meetings one to two months in advance.
- Available on a daily basis via electronic communications.

***Principle Interfaces***

Registrar – issues related to Council, and the College, strategic planning, performance review of Registrar

Members of Council – frequently, at meetings of Council

Executive Committee members – establishing agenda, at meetings

OMA President – co-chairs joint Executive meetings

Chiefs & Presidents of hospitals – chair Chief and President day at the College

Presidents of other health regulatory colleges – as required

Elected officials – as required

Media – lead College spokesperson

### ***Desirable Behavioural Competencies***

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person's perspective. Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Leadership** – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization's goals and objectives. It means focusing one's efforts on building relationships, and discovering and meeting the stakeholders' needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization's strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and "rolls up sleeves". Supports group decisions, even when different from one's own stated point of view. Is a "good team player", does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others' response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

## **Vice-President of the College**

Reports to (Title):            President

Updated:                      November, 2006

### ***Overview:***

The Vice-President of the College is the deputy chief officer and shall discharge the duties of the President if the President is unavailable. The Vice-President participates in the leadership of the College with a view to ensuring smooth transition of governance. The term of office is one year.

### ***Major Responsibilities:***

- Assists the President in providing leadership to the College.
- In the absence of the President or in the case of conflict of interest involving the President, the Vice-President undertakes the President's duties.
- Personally models behaviours described in the Council's Code of Conduct.
- Is a member of the Executive Committee of the College.
- Through succession mentorship from the President, the Vice-President prepares for the President role by intensive learning regarding governance of the College and key issues of policy, direction and operation. The Vice-President ensures effective continuity of College business.
- Prepares for the President role by developing an appropriate working relationship with College staff in conjunction with the President.
- Provides counsel and support to the President of the College.
- In conjunction with the President, assumes leadership responsibilities consistent with the strategic goals and needs of the College.

### ***Role Outcomes:***

- Continuity of the College leadership.
- Leadership provided to committees.
- Role modeling for Council members who may wish to develop into key executives for the College.

**Governance Roles and Responsibilities**  
**Role Description - Vice-President of the College**

---

- Possession of a comprehensive knowledge of the workings of the College committees.

**How far in advance must this position plan/execute its work?** (i.e., daily, weekly, monthly, annually or longer.)

- Assists in the planning of Executive Committee meetings and Council meetings.
- Available on a daily basis via electronic communications.

### ***Desirable Behavioural Competencies***

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches which lead to improved performance. It requires the ability to anticipate and lead change which contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person's perspective. Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Leadership** – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization's goals and objectives. It means focusing one's efforts on building relationships, and discovering and meeting the stakeholders' needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization's strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and "rolls up sleeves". Supports group decisions, even when different from one's own stated point of view. Is a "good team player", does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others' response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

## **Registrar of the College**

Reports to (Title): Council

Date: November, 2006

### ***Overview (Duties as outlined by Statute):***

The Registrar of the College holds the most senior position on the College's staff. The Registrar is accountable for ensuring compliance with statutory obligations as designated in the RHPA. The Registrar is responsible for coordinating the administrative and financial operations of the College's staff, and for implementing and monitoring the policies set by the Council, ensuring that they are managed effectively. The Registrar leads the senior management team of the College and facilitates the work of the College staff through effective liaison with the President of the CPSO and the members of the College Council. The Registrar is hired by the Council and is responsible to the Council for the satisfactory performance of these duties.

### ***Major Responsibilities:***

#### ***Leadership and Direction of the College***

- Supports Council in its strategic planning process by participating in the formulation of vision, mission, values, and goals that guide the activities of the College.
- Implements the vision, mission, values, and goals of the College in the fulfillment of its mandate as the self-governing body of the medical profession in Ontario.
- Directs the administrative and financial operations of the College to ensure that good management and fiscal practices are in place to safeguard College assets and resources. Provides timely monitoring and feedback to Council of the above.
- Carries out the Registrar's statutory duties and oversees the College's statutory obligations as set out in the RHPA. These include but are not limited to:
  - Oversees the maintenance of the CPSO register and the provision of information from the Registrar;
  - Ensures the issuance of licenses to qualified applicants;
  - Ensures the investigation of :
    - a) professional conduct and performance of members about whom pertinent information has been received and

## **Governance Roles and Responsibilities**

### **Role Description – Registrar of the College**

---

- b) fitness to practice of members about whom concern has been raised
- Fosters a work culture that embodies high staff morale and enthusiasm in order to achieve the highest standards and best practices. Oversees the development of an effective and efficient organizational infrastructure to ensure continuous quality improvement in all areas of College activities.
- Personally models behaviours described in the Council's Code of Conduct.
- Recruits high quality personnel, ensures an annual performance assessment and facilitates continuous professional development for College staff. Ensures appropriate human resources are acquired on a timely basis.
- Participates in an annual performance evaluation by self, Council, and staff.
- Facilitates an orderly annual transfer of Presidential responsibility.

#### ***Collaborative Linkage between the Council/Committees and the College Management Staff***

- Is the key conduit between the Council and the College staff to ensure the Council receives full information. Delegates authority to staff members to work with Council and committee members on College work.
- Represents the College staff to the President and Council by facilitating mutual understanding and respect through effective communication of College activities.
- Works in collaboration with the President to ensure Council's decisions are implemented.
- Provides senior management group (SMG) with information and feedback from Council.
- Facilitates College President's successful interaction with staff.

#### ***Senior Staff Representative of the College to External Stakeholders***

- In collaboration with the President, represents the College to enhance awareness of the CPSO and its activity.
- Builds collaborative external relationships with relevant stakeholders to further the strategic goals of the College
- Communicates, where appropriate, regarding specific regulatory activity.

***Role Outcomes:***

Achievement of the CPSO vision, mission, values, and goals by:

- Attentive stewardship of the operations of the College;
- Fulfillment of statutory responsibilities;
- Maintenance of fiscal responsibility;
- Effective communication – internal and external;
- Advancement of the stature of the CPSO as a leader in the development of health policies and regulations.

**How far in advance must this position plan/execute its work?** (i.e., daily, weekly, monthly, annually or longer)

- Leads staff involvement in both long and short range strategic planning for CPSO;
- Consults with the President on a weekly basis;
- Provides information for Council and Executive Committee in a timely fashion;
- Conducts weekly senior management team meetings.

### ***Desirable Behavioural Competencies***

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person's perspective. Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Leadership** – Is the ability to take a role as leader of the Management Staff. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization's goals and objectives. It means focusing one's efforts on building relationships, and discovering and meeting the stakeholders' needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization's strategic direction.

**Teamwork** – Demonstrates cooperation with College Staff and within and beyond the Council or the College. Is actively involved and "rolls up sleeves". Supports group decisions, even when different from one's own stated point of view. Is a team player, does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others' response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

## **RELATIONSHIPS**

## **Relationships**

### **Council's Relationship with the Registrar**

- The Registrar is responsible to the Council, through the President, for facilitating the governance of the CPSO by the Council. While the ultimate responsibility of the Registrar is to the Council as a whole, the reporting pathway of the Registrar is through the President to the Council.
- The Council will provide direction to the Registrar, and through that office to the staff, on the vision, mission, values, and goals and will ensure the compliance of the Registrar and staff with these directives. The Registrar is delegated the authority and accountability to establish operating policies and procedures, make decisions, take actions, and develop activities to implement strategies that support the vision, mission, values, and goals of the College.
- The Registrar, and through the Registrar the staff of the CPSO, shall report regularly to Council on all matters, both internal and external, relevant to the Council and the College.
- The relationship between the Registrar and any individual Councillor is collegial and not hierarchical. Decisions or instructions from individual Councillors, officers or committees are not binding on the Registrar except when specifically authorized by Council. An example of Council authorized authority is the reporting relationship between the President of the College and the Registrar. The President is authorized to provide leadership direction and mentoring to the Registrar as required on the authority of the Council.
- The Council will establish a process that: at least on an annual basis, reviews and may revise, the Registrar's role and responsibilities, performance, and compensation. Only the Council can employ, terminate, discipline, or alter the conditions of employment of the Registrar.

### **Council's Relationship with College Staff**

A strong and effective relationship between Council members and College staff is essential. Each group plays an important part in achieving the College's overall mandate. Council sets policy and staff determine how best to implement policy and deliver programs.

Ultimately, the Registrar must be able to manage staff resources effectively to deliver Council's objectives. This involves prioritizing work and program resources.

The College conducts most of its core business through statutory committees whose duties are prescribed by law. Other priorities are managed, in part, through committees

set out in the by-laws, and ad-hoc working groups and task forces established by Council.

The duties of many of these committees are quite technical and require a strong understanding of legal and regulatory restrictions. The College staff members who administer and support the committees possess a great deal of knowledge and experience. As a consequence, committees are dependent on staff to ensure that they have the information and advice required to effectively carry out their functions.

As the majority of College business is conducted through Committee work, Council members have a great deal of contact with members of the staff who support committees. Clearly, Council members must work closely with staff to effectively participate on a committee.

The following is a description of expectations to guide and to help ensure that relations between Council and staff are productive and the division of governance and operations/management is clear:

- Council and staff should continue to interact in the appropriate conduct of Committee business;
- Problems with staff should be worked through with the assistance of the President and the Registrar or staff Director;
- Council members should always be aware of their policy making role and should not engage in micro management;
- Staff members should always be aware of their role in carrying out the policy directions of Council, and should never act in a manner which exceeds or contravenes the policy set by Council, nor should staff ever purport to establish policy without the approval of Council;
- Requests by Council for support from staff in their role as Council members and outside of normal committee business should be coordinated respectively through the President and the Registrar.

## **COMMUNICATION**

## **Communication**

### **Communication with External Groups**

In fulfilling the CPSO mandate, policy decisions and their implications shall be clearly communicated to external stakeholders in a timely manner. The Council will make the public, the profession, and the government of Ontario aware of the impact of CPSO policies.

#### ***Principal Goals:***

1. The public is to be fully informed of the role, activities, policies of, and means of access to, the CPSO on a continuing basis by all appropriate means.
2. The profession is to be kept fully informed of the activities, strategic direction, and policies of the CPSO at all times.
3. The CPSO will communicate effectively with the government at all times.

#### **Implementation:**

Council meetings will be advertised and open to the public as space allows, except where the issues require “in camera” discussion.

A report of the activities, strategic direction, and decisions of the Council will be made available following each meeting of Council.

The College will undertake to communicate effectively with the public.

Communication with the media will be accomplished in accordance with the Council Media Policy as it applies to staff and Council members.

The College will undertake to communicate effectively with the profession.

The College will be respectful of linguistic diversity in communicating with physicians and external stakeholders.

Appointments will be made to externally-based groups and advisory bodies in accordance with CPSO strategic direction and policy. Such appointees will honour all CPSO policies and codes in carrying out their appointed duties, and will report to Council as directed by Council.

## **Media Relations Policy**

The Communications Department receives over 200 media calls every month ranging from simple to broad, issue-oriented questions. In general, media calls are categorized as follows;

- a. general calls for background information – once a journalist establishes a relationship with a particular individual, there are regular calls for information or suggestions. Often the discussions are not about the College specifically, but focus more on things that are happening in the health care system. Often the journalist calls looking for an idea, a contact or background information. These calls are not for attribution. Building this sort of relationship is important so that when there is a story about the College, there is a good relationship between the journalist and the College staff. These calls are managed by Communications.
- b. specific calls about the Colleges processes or decisions – the majority of these calls focus around discipline decisions, registration issues, and complaints investigations. These calls generally require a significant amount of background information (how and why we do certain things), and an explanation about the process. Often, these calls are about situations that are currently in process at the College and we cannot comment on them publicly. These calls are managed by the staff in Communications and Government Relations
- c. request for an interview – these calls are a specific request for an official interview either in person or over the phone. They are usually taped.

### ***Policy on Media Relations***

This policy applies to College Council members, staff, legal counsel, and any other individual representing the College and relate to media inquiries about College business (approved by Council February 2000).

- a. All media calls must be directed to the Communications Department at 416-967-2611 or 416-967-2600 x378. (This would include calls individuals might receive directly at their home or office.)
- b. Category a) and b) calls are handled as outlined above.
- c. Category c) requests for a formal interview are to be reviewed by the President and the Registrar to determine the most appropriate spokesperson. If the President is not available, the review should be undertaken by the Vice-President and the Registrar.

# **GOVERNANCE PRACTICES AND POLICIES**

## **GOVERNANCE PRACTICES AND POLICIES**

### **Nominations Guidelines**

#### **Introduction**

#### ***Background***

Nominations guidelines were adopted by the College Council in April 2005.

They were developed to address certain policy gaps faced by the Governance Committee in making recommendations to Council which included:

- the length of committee member terms;
- the length of committee chair terms;
- the specific competencies required to chair various committees; and
- over-all succession planning.

Council eliminated the College's former guidelines in 2002. The College's former Nominating Committee had used them previously.<sup>1</sup>

#### ***Purpose***

The adoption and ongoing adherence to the nominations guidelines are central to achieving a key goal in the College's 2001 strategic plan, *to establish an effective and transparent governance model for the College.*

They were developed to ensure the transparency of decisions and enhance the quality of nominations recommendations to Council from the Governance Committee, and ultimately the nominations decisions made by Council.

The guidelines are designed to assist members of Council and CPSO committees to understand the processes and basis upon which nominating recommendations and decisions are made. They also convey important background information to individuals interested in participating in College activities. It is also hoped that they will be a useful tool in recruiting members who may wish to participate in the regulation of medicine in Ontario.

---

<sup>1</sup> The CPSO Governance Committee replaced the Nominating Committee. The Council Organization Renewal Committee had recommended the creation of the Governance Committee, which combined the College's nominating and governance policy function into one committee.

## **Committee Chair Selection**

The nomination and selection of committee chairs is a very important function of the Governance Committee and Council. Committee chairs should have the necessary leadership characteristics and committee specific competencies. In addition, they need to meet nominations criteria, including the length of their tenure, as well as committee-specific chair characteristics outlined later.

### ***Desirable Characteristics***

A key behavioural competency model is set out in the *Governance Process Manual*. It identifies desirable characteristics for members of Council, as well as members of committees.

Desirable competencies outlined include:

#### Thinking Competencies

- creativity
- strategic thinking

#### Self-managing Competencies

- planning and initiative
- continuous learning

#### Influencing Competencies

- relationship building
- effective communications

#### Achieving Competencies

- results oriented
- stakeholder focus
- team work

#### Managing Competencies

- leadership

The managing competency, ability to take on a role as leader of the Council or a committee, is required to take the role of College President and Chair of Council as well as a College committee. Leaders create positive morale and spirit on their teams. They share wins and success and demonstrate a positive attitude, energy, resilience and stamina. Leaders also have the courage to take risks. Integrity is also recognized as a necessary leadership trait.

## **Committee Chair Role Description**

Role descriptions for the key officers of the CPSO as well as committee chairs are also set out in the *Governance Process Manual*.

## Governance Practices and Policies Nominations Guidelines

---

Chairs should have an understanding of and a commitment to the public interest mandate of the College. It is expected that all committee chairs will possess competencies, which include: strong knowledge of the regulatory processes; effective meeting management skills; excellent judgment; and strong leadership skills. Following is a summary of required competencies specific to individual committees.

<b>Committee</b>	<b>Desirable committee-specific chair characteristics</b>
<b>Council Award</b>	Past-President*
<b>Education</b>	Academic, strong foundation of knowledge and experience with Ontario medical schools
<b>Executive</b>	President*
<b>Discipline</b>	Effective manager, knowledge of I and R and QA processes, effective decision-writer
<b>Finance</b>	Good understanding of financial processes, significant budgeting experience
<b>Fitness to Practise</b>	Knowledge of I and R and QA processes
<b>Governance</b>	Past-President*  (Whenever possible, it is recommended that the Chair should be a past president on Council or a past president who has not been off the Council more than 3 years)
<b>Inquiries, Complaints and Reports (ICR)</b>	Possesses considerable knowledge and understanding of the principles of administrative law and fairness, and proper conduct of an investigation, has past recent experience chairing a member-specific issue College screening committee, communicates effectively <sup>2</sup>
<b>Methadone</b>	Familiarity with methadone program, ability to manage conflict of interest scenarios
<b>Outreach</b>	Interest in member and public communications
<b>Patient Relations</b>	Understanding of boundary issues, knowledge of the field of psychological issues
<b>Premises Inspection</b>	Possesses considerable knowledge and understanding of the College's premises inspection program and applicable legislation, effective manager, knowledge of I and R and QA processes
<b>Quality Assurance</b>	Knowledge of I and R and QA processes, commitment to ongoing education
<b>Registration</b>	Strong technical understanding of registration/certification, understanding of academic issues would be an asset, able to evaluate credentials

---

<sup>2</sup> Inquiries, Complaints and Reports ("ICR") Committee Competence Framework for Chairs and Panel Members, April 14, 2009

\*As per General By-Law

### ***Succession Planning***

Succession planning is a critical component of the nominations process. Early identification and training for potential chairs as well as setting and adhering to term limits are two ways of planning for future selection.

### ***Participation in Training Opportunities***

The College occasionally brings in external expertise to conduct a chair training session. Council members interested in chairing a College committee are also encouraged to participate in training when these opportunities are available and accommodations can be made.

### ***Length of Terms***

Prior to 2006, there were no term limits for committee chairs. Term limits had been discussed prior to that time, but were not adhered to. Although chairs are nominated and elected annually, it was found to be very difficult to make changes to the leadership of College committees. This absence of any rules to guide leadership nominations decisions blocked succession planning and committee renewal. This was a major problem and one of the reasons why the nominations guidelines were developed.

Currently, nominations recommendations must be based on a number of factors including succession planning and the results of performance assessments. Chair performance assessment results now assist the Governance Committee make chair nominations recommendations.

It is recommended that chairs serve for no more than three years as chair of a specific committee. As per the College's by-laws, chairs will continue to be nominated and elected annually. Reappointment will depend on performance and other factors that have been identified. In cases where committees have two chairs, it is recommended that chair turnover be staggered, to ensure that there is some consistency in leadership from one year to the next.

Capping or prescribing the length of chair terms has the added benefit of clearly managing expectations, facilitating succession planning and renewal of College committees.

### ***Link to Council***

It is critical that committees have a strong link to Council. Many College committees are independent in their decision-making. Examples include the Discipline, ICR, and Quality Assurance Committees. It is the College Council, however, that develops and sets the overall policy framework that guides, together with relevant statutes, the work of these committees. Many other College committees make recommendations to Council. Examples include the Outreach and Governance Committees.

Both Council and non-Council members chair CPSO committees. Generally, in the cases where non-Council members chair CPSO committees, a member of Council also chairs them. It is recommended that all College Committees be chaired by a member of College Council. Non-Council members can chair when the chair responsibility is shared with a member of Council.

Following are the key considerations that are made by the Governance Committee in making any chair nominations recommendations to Council.

***Governance Committee checklist in making chair nominations decisions:***

- 1. Does the candidate have the necessary leadership skills to chair a committee?***
- 2. Does the candidate have the required committee-specific characteristics to effectively chair the committee?***
- 3. If the candidate chaired a CPSO committee previously, how did he/she perform in the chair performance feedback assessment?***
- 4. Is the candidate willing to chair the committee?***
- 5. How many more years of eligibility does the candidate have on the College Council? (for succession planning)***

***Committee Composition***

Just as College committees need to be led by skilled chairs, they also need to be balanced with of the right mix of members who together have the ability to effectively discharge the responsibilities of the Committee. Committees must also be rejuvenated with new ideas and people on an annual basis. This helps ensure that adequate succession planning measures are in place.

***Desirable Characteristics***

A key behavioural competency model was discussed earlier. Desirable characteristics for members of Council as well as members of committees are highlighted.

***Committee Member Role Description***

Role descriptions for Council members, Council committee members and non-Council committee members are set out in the Governance Process manual.

***Succession Planning***

Succession planning is critical to ensuring balance and renewal on College committees. Ensuring the implementation of committee-specific orientation and training programs, as well as setting and adhering to committee membership term limits, are two important components to succession planning.

### ***Participation in Training Opportunities***

Council and committee members have a formal orientation program. All members of Council as well as members of College committees are strongly encouraged to participate in the annual orientation program, normally held in February each year.

Committee-specific orientation is also necessary for all committee members. This orientation and training should be led by committee chairs and supported by College staff.

### ***Length of Terms***

In the past, there were no term limits for committee members. As a consequence, committee renewal was limited and inconsistent. As a general principle, it is recommended that committees have a 20% turnover (where possible) in membership on an annual basis.

It is also recommended that committee members should serve no longer than four consecutive years on a committee. This would not apply to committee chairs. The committees that are exempt from this term limit include the Discipline and ICR Committees. They are exempt from the four-year rule to ensure that they are able to meet the quorum rules set out in the RHPA as well as to ensure they have a roster able to perform the work of the Committee.

As per the College's by-laws, committee members are nominated and elected annually. Reappointment will depend on performance and other factors that have been identified.

Capping the length of committee member terms has the added benefit of clearly managing expectations, facilitating succession planning and renewal of College Committees.

Following are the key considerations that are made by the Governance Committee in making any committee membership nominations recommendations to Council.

### ***Governance Committee checklist in making committee membership nominations recommendations:***

- 1. Does the committee have the necessary expertise and core competencies/skills to adequately discharge its mandate?***
- 2. Are there any new members on the committee?***
- 3. How many more years of eligibility does the candidate have on the committee?***
- 4. How many more years of eligibility does the candidate have on the College Council? (for succession planning)***
- 5. How has a committee member performed?***
- 6. Does the candidate member function in the public interest?***

## **Declaration of Adherence**

### **Members of Council**

I acknowledge that, as a **member of Council** of the College of Physicians and Surgeons of Ontario:

- I have read and am familiar with the College's By-laws and governance policies.
- I stand in a fiduciary relationship to the College.
- I am bound to adhere to and respect the By-laws and policies applicable to the Council, including without limitation, the following:
  - Statement on Public Interest
  - Council Code of Conduct
  - Conflict of Interest Policy
  - Apprehension of Bias Policy
  - Confidentiality Policy
  - Role Description of College Council Member
- I am aware of the obligations imposed upon me by Sections 36 (1) (a) through 36 (1) (j) of the Regulated Health Professions Act, 1991.
- I have also read Section 40 (2) of the Regulated Health Professions Act, 1991, a copy of which is attached to this undertaking, and understand that it is an offence, carrying a maximum fine on conviction for a first offence of \$25,000.00, to contravene subsection 36 (1) of the Regulated Health Professions Act, 1991. I understand that this means in addition to any action the College or others may take against me, I could be convicted of an offence if I communicate confidential information in contravention of subsection 36 (1) of the Regulated Health Professions Act, 1991, and if convicted, I may be required to pay a fine of up to \$25,000.00 (for a first offence).

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

**Declaration of Adherence  
Members of College Committees**

I acknowledge that, as a member of a **Committee of Council** of the College of Physicians and Surgeons of Ontario:

- I have read and am familiar with the College's By-laws and governance policies.
- I stand in a fiduciary relationship to the College.
- I am bound to adhere to and respect the By-laws and policies applicable to the Council, including without limitation, the following:
  - Statement on Public Interest
  - Council Code of Conduct
  - Conflict of Interest Policy
  - Apprehension of Bias Policy
  - Confidentiality Policy
  - Role Description of College Committee Member
- I am aware of the obligations imposed upon me by Sections 36 (1) (a) through 36 (1) (j) of the Regulated Health Professions Act, 1991.
- I have also read Section 40 (2) of the Regulated Health Professions Act, 1991, a copy of which is attached to this undertaking, and understand that it is an offence, carrying a maximum fine on conviction for a first offence of \$25,000.00, to contravene subsection 36 (1) of the Regulated Health Professions Act, 1991. I understand that this means in addition to any action the College or others may take against me, I could be convicted of an offence if I communicate confidential information in contravention of subsection 36 (1) of the Regulated Health Professions Act, 1991, and if convicted, I may be required to pay a fine of up to \$25,000.00 (for a first offence).

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

## **Statement on Public Interest**

### ***Introduction***

The College of Physicians and Surgeons of Ontario is the self-regulating body for the province's medical profession. In carrying out its role as a regulator, it is the duty of the College to "serve and protect the public interest"<sup>3</sup>. All members of Council and committees, both public and professional work together to regulate in the public interest.

### ***Role of Council and Committee Members***

Professional and public members are members of the College Council and College Committees.

When making decisions on behalf of the College, Council and committee members must act in the public interest; that is, for the common good, not in the interest of its members or some of its members. The public interest must always be in the forefront of Council and committee decision making.

All members of Council must act in the public interest. This includes:

- Physician members who are elected to Council. They do not represent their electoral districts or "constituents". Rather, they are elected to act in the public interest. Council's "constituents" are the public and patients of Ontario.
- Academic professional members who are appointed to the College Council by their academic institutions are not appointed to represent the interests of their institutions.
- Public members of Council who are appointed by the Lieutenant Governor in Council to represent the public interest and not government.

It is possible that while advancing the public interest, the College can also collectively advance the interests of the profession. However, there may be times when the public interest and the interest of the profession may not align and when this occurs precedence shall be given to the public interest to ensure public protection.

**Approved by Council:**    November 20, 2009

**Updated:**

---

<sup>3</sup> Subsection 3(2) of the *Health Professions Procedural Code*  
Page 54

## **Council Code of Conduct**

### ***Purpose***

In carrying out its objects, the College has a duty to serve and protect the public interest.

Council is committed to ensuring that in all aspects of its affairs it maintains the highest standards of public trust and integrity.

### ***Application***

This Code of Conduct applies to all members of Council and to all non-council members of Committees of Council.

### ***Council Members' Duties***

All members of Council and Committees of Council stand in a fiduciary relationship to the College and are bound by the obligations that arise out of their fiduciary duties. As fiduciaries, Council and Committee members must act honestly, in good faith and in the best interests of the College.

Members will be held to strict standards of honesty, integrity and loyalty. A member shall not put personal interests ahead of the best interests of the College.

Members must avoid situations where their personal interests will conflict with their duties to the College. Members must also avoid situations where their duties to the College may conflict with duties owed elsewhere. These obligations are set out in greater detail in the College's Conflict of Interest Policy.

Members must respect the confidentiality of information about the College. This duty is set out in greater detail in the College's Confidentiality Policy.

### ***Best Interests of the College***

Members must act solely in the best interests of the College. All members are held to the same duties and standard of care. Members who are appointed or elected by a particular group must act in the best interests of the College even if this conflicts with the interests of that group.

### ***Confidentiality***

It is recognized that the role of Council member may include representing the College in the community. However, such representations must be respectful of and consistent with the Council member's duty of confidentiality. Every Council member, committee members, officer and employee of the College shall respect the confidentiality of

information about the College whether that information is received in a meeting of the Council or of a committee or is otherwise provided to or obtained by the member, officer or employee.

A member is in breach of his/her duties with respect to confidentiality when information is used or disclosed for purposes other than those of the College. The duty of confidentiality owed by members is set out in greater detail in the College's Confidentiality Policy.

### **Council Spokesperson**

The President is the official spokesperson for the Council. It is the role of the President to represent the voice of Council to all stakeholders.

### **Media Contact and Public Discussion**

News media contact and responses and public discussion of the College's affairs should only be made through the authorized spokespersons. Any member who is questioned by news reporters or other media representatives should refer such individuals to the Communications and Government Relations Department of the College, as set out in the Media Relations Policy.

No member of Council or a Committee of Council shall speak or make representations on behalf of the Council or the College unless authorized by the President (or, in the President's absence, the Vice-President) and the Registrar. When so authorized, the member's representations must be consistent with accepted positions and policies of the College.

### **Respectful Conduct**

It is recognized that members bring to the Council and its committees diverse background, skills and experience. Members will not always agree with one another on all issues. All debates shall take place in an atmosphere of mutual respect and courtesy.

The authority of the President of Council must be respected by all members.

### **Corporate Obedience - Council Solidarity**

Members acknowledge that properly authorized Council actions must be supported by all members. The Council speaks with one voice. Those Council members who have abstained or voted against a motion must adhere to and support the decision of a majority of the members.

## **Council Member Commitments**

In addition to these general obligations, each member commits to:

- regularly attending all Council and/or committee meetings, being on time and engaging constructively in discussions undertaken at these meetings;
- preparing prior to each Council/committee meeting so that he or she is well-informed and thus able to participate effectively in the discussion of issues and policies;
- recognizing the President of the College as the principal spokesperson for Council and referring all requests for information as set out in the Media Relations Policy of the College;
- promoting the objectives of the College through outreach activities;
- stating to fellow councillors, committee members and College staff the member's ideas and beliefs in a clear and respectful manner;
- where the views of a Council or committee member differ from the views of the majority of Council members, working together with Council toward an outcome in service of the highest good for the public, the profession and the College;
- upholding the decisions and policies of the Council;
- behaving in an ethical, exemplary manner;
- preserving confidentiality;
- being respectful of others in the course of a member's duties and not engaging in verbal, physical or sexually harassing behaviour;
- respecting the boundaries of College staff whose role is neither to report to nor work for individual Council members;
- respecting the Conflict of Interest Policy of the College, including declaring all conflicts of interest and deriving no personal gain from being a Council or committee member;
- participating fully in both a self-evaluation and a peer evaluation process and endeavouring to address developmental needs in the member's performance;
- willingly sharing committee work and actively stating the member's preference for the committees with which he or she wishes to work;

- if a member becomes the subject of a hearing by the Discipline Committee or the Fitness to Practice Committee of the College, withdrawing from the activities of any committee on which the member serves until those proceedings are formally concluded.

Any member of Council or a Committee of Council who is unable to comply with this Code of Conduct, including any policies referenced in it, shall withdraw from the Council and/or Committees of Council.

**Amendment**

This Code of Conduct may be amended by Council.

**Updated and approved by Council:** November 24, 2006

## **Conflict of Interest Policy**

### ***Purpose:***

All Council members have a duty to ensure that the trust and confidence of the public in the integrity of the decision making processes of the Council is maintained. Members of Council are to be free from conflict of interest in discharging their duties. This duty arises from the fiduciary duties owed by each member of Council.

### **Application**

All Council members and all non-Council members of College committees (herein collectively referred to as “Members”).

### **Policy**

Council members and non-Council committee members shall avoid situations in which they may be in a position of conflict of interest.

The process set out in this policy shall be followed when a conflict or potential conflict arises.

### **Description of Conflict of Interest**

The situations in which potential conflict of interest may arise cannot be exhaustively set out. The following list of common conflict situations is provided by way of example.

**Interest of a member:** When a Member transacts either directly or indirectly with the College, or has a significant interest in a transaction or contract with the College;

**Interest of a relative or associate:** When a Member, or his or her immediate family or practice/business partners, enters into any business arrangement with the College in which they are directly or indirectly involved.

**Gifts:** When a Member or a member of the Member’s household or any other person or entity designated by the Member, accepts gifts, credits, payments, services or anything else of more than a token or nominal value from a party with whom the College may transact business (including a supplier of goods or services) for the purposes of (or that may be perceived to be for the purposes of) influencing an act or decision of the Council or a committee of the Council;

**Acting for an improper purpose:** When Members exercise their powers motivated by self-interest or some other improper purposes. Members must act solely in the best interest of the College. Members who are nominees of a particular group must act in the best interest of the College even if this conflicts with the interests of the nominating party;

**Failure to disclose information:** When Members fail to disclose information that is relevant to a vital aspect of the affairs of the College.

### **Disclosure of Conflicts**

A Member who is in a position of conflict or potential conflict shall immediately disclose such conflict to the Council by notification to the President or the Vice President of the Council. The disclosure shall be sufficient to disclose the nature and extent of the Member's interest. Disclosure shall be made at the earliest possible time and prior to any discussion and vote on the matter.

### **Abstain from Discussions**

The Member shall not be present during the discussion of the matter in which he or she has a conflict and shall not attempt in any way to influence the voting.

### **Process for Resolution of Conflicts and Addressing Breaches of Duty**

A Member may be referred to the process outlined below in any of the following circumstances:

#### *Circumstances for Referral*

Where any Member believes that that Member or another Member:

- has breached his or her duties to the College;
- is in a position where there is a potential breach of duty to the College; or
- is in a situation of actual or potential conflict of interest; or
- has behaved or is likely to behave in a manner that is not consistent with the highest standards of public trust and integrity and such behaviour may have an adverse impact on the College.

#### *Process for Resolution*

The matter shall be referred to the following process:

- refer matter to the President or where the issue may involve the President, to the Vice-President, with notice to the Registrar;
- President (or Vice President as the case may be) may either (i) attempt to resolve the matter informally; or (ii) refer the matter to an ad hoc sub committee of the Council established by the President (or Vice President as the case may be) which sub committee shall report to the Council;

- if the matter cannot be informally resolved to the satisfaction of the President (or Vice President as the case may be), the Member referring the matter and the Member involved, then the President shall refer the matter to the process in (ii) above.

It is recognized that if a conflict or other matter referred cannot be resolved to the satisfaction of the Council (by simple majority resolution) or if a breach of duty has occurred, a Member may be asked to resign.

**Amendment**

This policy may be amended by the Council.

**Updated and approved by Council: November 24, 2006**

## **Apprehension of Bias Policy**

### ***Purpose***

The purpose of this policy is:

1. to outline the appropriate processes for identifying and dealing with situations where a perception of bias might arise that could disqualify a member of a College committee from making a decision in a particular matter; and
2. to indicate some of the factors that should be taken into account in deciding whether a decision-maker has an actual or perceived bias or conflict of interest.

### ***Application***

Part I of the policy applies to all members of the Discipline and Fitness to Practice Committees. Part II of the policy applies to all members of the Executive Committee, the Complaints Committee, the Quality Assurance Committee, the Registration Committee, the Patient Relations Committee, the Methadone Committee, and the Registration through Practice Assessment Committee.

This policy applies in addition to the Conflict of Interest Policy. This policy should be read in combination with Council's policy on the Provision of Opinions by Committee Members, attached as Appendix 1 to this policy.

### **I. Avoiding the Perception of Bias in Adjudicative Decisions of the Discipline and Fitness to Practice Committees**

#### ***Background***

*The Regulated Health Profession Act, 1991* calls upon the Discipline and Fitness to Practice Committees in certain circumstances to make final decisions which could have an impact on a physician's rights and/or privileges, which is referred to in this policy elsewhere as an "**adjudicative decision.**"

A Council or Non-Council Committee member sitting in an adjudicative role, for example, in a disciplinary hearing, must be free of the reasonable apprehension of bias. Whether actual bias exists or can be demonstrated is largely irrelevant. A physician whose rights and privileges may be curtailed as a result of a decision is entitled to decision makers who are neither biased, nor appear to a reasonable person to be biased.

A reasonable apprehension of bias exists where an informed person, viewing the matter realistically and practically, and having thought the matter through, would conclude that the decision-maker, whether consciously or unconsciously, would not decide the matter fairly.

***Identifying a Potential or Perceived Conflict***

- A Committee member should not adjudicate in any case or matter in which the circumstances would give rise to a reasonable apprehension of bias, on the part of the Council Member, in the mind of a reasonable and informed person.
- It is impossible to outline all circumstances in which a reasonable apprehension of bias could arise, or to give definitive answers in the abstract. Committee members should be aware of these issues and seek advice whenever a potential, even remote, of bias exists. The following circumstances will often create a reasonable apprehension of bias on the part of the decision-maker in respect of a particular proceeding:
  - The member has an association, relationship, non-financial interest or activity that would be seen to be incompatible with his or her responsibilities as an impartial decision-maker. Examples of these include:
    - The panel member provided an opinion in a case for or against the subject physician;
    - The panel member is the current or former practice partner of the subject physician; or
    - The panel member is a close friend or relative of the subject physician or the complainant.
  - The following circumstances generally would not, of themselves, be considered to create a reasonable apprehension of bias on the part of a decision-maker in respect of a particular proceeding before a committee on which the member sits.
    - The decision-maker went to medical school with the subject physician; or
    - The decision-maker has attended educational conferences that the subject physician also attended.
- Nothing set out above should be taken to interfere with the entitlement of a potential panel member to refuse to sit on a particular matter on the basis that he or she is of the view that an apprehension of bias may exist.

***Process for Dealing with Potential Conflicts of Interest in an Adjudicative Proceeding:***

- Prior to a particular matter coming before a committee or a panel of a committee, the Hearings Office, directly or indirectly through the independent legal counsel, should:

- provide each panel member with some basic information about the identity of the parties and their respective counsel or other representatives; and
- ask each panel member to advise whether he or she has had any interactions or relationship with the subject physician that could lead to a reasonable apprehension of bias in respect of that matter.
- A committee member may at any time consult with the independent legal counsel as to whether he or she should serve as a member of a panel or as a member of a committee hearing a particular matter, having regard to circumstances that might create a reasonable apprehension of bias on the part of the decision-maker.
  - Where at any time a decision-maker becomes aware of a circumstance or circumstances that might give rise to a reasonable apprehension of bias in respect of an adjudicative proceeding, he or she should:
    - immediately advise independent legal counsel and follow the advice received from independent legal counsel.

## **II. Avoiding Bias or the Perception of Bias in non-adjudicative decisions of College Committees**

### ***Background***

Most decisions made by College committees are non-adjudicative; that is, they are not final determinations on matters which could affect a physician's rights or privileges. However, similar principles of fairness apply to these decisions as to adjudicative decisions. Accordingly, committee members must be aware of circumstances which could give rise to a perception that they are not able to decide a matter fairly and impartially because of some connection to or relationship with the physician about whom they are making a decision.

Where the type of decision being made is non-adjudicative, the way in which the potential conflict is assessed may result in a different conclusion than if it were an adjudicative decision. In other words, circumstances which could create a potential apprehension of bias for an adjudicative decision may not raise an apprehension of bias for a non-adjudicative decision. However, the same factors are relevant to the consideration of bias.

### ***Identifying a Potential or Perceived Conflict***

The issues for a decision-maker to consider are the same as those outlined above. A member of a committee should not take part in any case or matter in which the circumstances would give rise to a reasonable apprehension of bias, on the part of the committee member, in the mind of a reasonable and informed person.

- It is impossible to outline all circumstances in which a reasonable apprehension of bias could arise, or to give definitive answers in the abstract. All committee members should be aware of these issues and seek advice whenever a potential, even remote, of bias exists. The circumstances listed above under the heading “Identifying a Potential or Perceived Conflict” should be used as a tool for determining whether circumstances create the potential for a reasonable apprehension of bias on the part of the decision-maker in respect of a particular proceeding.

***Process for Dealing with Potential Conflicts of Interest in a Non-Adjudicative Proceeding***

- When a committee member receives an agenda for a meeting, prior to reviewing the supporting materials, the committee member should review the names of physicians who will be considered, and identify any physicians with whom they may have a connection which could cause a perception of bias.
- If a committee member finds the name of a physician they believe may create an apprehension of bias, they should advise their committee support person of the potential conflict and the basis for it. The committee support person will then consult with College counsel to determine whether the member should declare a “conflict” or continue to make a decision, and will advise the committee member accordingly.
- A committee member who has identified a potential apprehension of bias should not review any materials relevant to such a physician until the potential “conflict” has been addressed.
- If it is determined that a committee member does have a “conflict” he or she will be asked to leave the room or not participate in the conference call while that particular physician’s case is considered, and will be asked not to review or discuss any materials regarding that matter.
- As a general rule, committee members must not discuss member-specific issues with anyone other than those properly present in the committee room for the purpose of the confidential meeting.

**Amendment:**

This Conflict of Interest – Guideline for Adjudicative Decisions may be amended by Council.

**Approved by Council: April, 2007**

## **Appendix 1**

- A.** No member of Council or of any College Committee shall provide an opinion in respect of matters that are currently being investigated or reviewed in any College department or by any College Committee.
- B.** (1) Prior to agreeing to provide any professional opinion for any type of proceeding or potential proceeding outside of the College, Council or non-Council Committee members shall:
- i. satisfy themselves that the matter is not at any stage of investigation or review in any College department or by any College Committee by:
    - a. asking the party who wishes to retain them if the matter is at the College; and
    - b. contacting their committee support person to confirm that the matter is not at the College;and
  - ii. satisfy themselves that the party who is retaining them does not intend to bring the matter to the College, and has received no indication that the opposing party has any intention to bring the matter to the College.
- (2) After being retained to provide an opinion or act as an expert, the Council or Committee member must advise support staff for Council or the relevant Committee of his or her involvement in a proceeding or potential proceeding involving a member of the College (“subject member”), in order to ensure that the appropriate internal College screen be established, to be used if the need arises. This is to ensure that the expert Council or Committee member is not involved in any future College matter involving the subject member.
- C.** If the College begins an investigation or review of the subject matter after a Council or relevant Committee member has been retained to provide an opinion or act as an expert, but prior to the Council or Committee member providing such opinion or testifying (whichever comes first), the Council or Committee member shall immediately end his or her retainer to provide an opinion or act as an expert, and shall ensure that no confidential information about the matter is provided to any other Council or Committee member, and that no College information is provided to any participant in the matter outstanding with the College.
- D.** If the College begins an investigation of the subject matter after a Council or Committee member provides any draft or final opinion or testifies in a proceeding, the Council or Committee member shall immediately notify the College support person of the Council or Committee member’s involvement in the case, and shall ensure that no confidential information about the matter is

provided to any other Council or Committee member, and that no College information is provided to any participant in the matter outstanding with the College.

## **Confidentiality Policy**

### ***Purpose***

To ensure that confidential matters are not disclosed until disclosure is authorized by the Council.

### **Policy**

Council and Committee members owe to the College a duty of confidence; not to disclose or discuss with another person or entity or to use for their own purpose confidential information concerning the business and affairs of the College received in their capacity as Council and/or Committee members unless otherwise authorized by the Council.

Every Council or Committee member shall ensure that no statement not authorized by the Council is made by him or her to the press or public.

### **Application**

This policy applies to all Council and non-Council Committee members.

### **Confidential Matters:**

All matters which are the subject of closed sessions of the Council are confidential until disclosed in an open session of the Council.

All matters which are before a committee or task force of the Council are confidential until disclosed in an open session of the council.

All matters which are the subject of open sessions of the Council are not confidential.

Notwithstanding that information disclosed or matters dealt with in an open session are not confidential, no Council member shall make any statement to the press or the public in his capacity as a Council member unless such statement has been authorized by the Council. Council members are referred to Council's Media Relations Policy.

1. Every Council member and Committee member is subject to section 36 (1) of the *Regulated Health Professions Act, 1991* which provides as follows:

36. (1) Every person employed, retained or appointed for the purposes of the administration of this Act, a health profession Act or the *Drug and Pharmacies Regulation Act* and every member of a Council or committee of a College shall keep confidential all information that comes to his or her knowledge in the course of his or her duties and shall not communicate any information to any other person except,

- (a) to the extent that the information is available to the public under this Act, a health profession Act or the *Drug and Pharmacies Regulation Act*;
- (b) in connection with the administration of this Act, a health profession Act or the *Drug and Pharmacies Regulation Act*, including, without limiting the generality of this, in connection with anything relating to the registration of members, complaints about members, allegations of members' incapacity, incompetence or acts of professional misconduct or the governing of the profession;
- (c) to a body that governs a profession inside or outside of Ontario;
- (d) as may be required for the administration of the *Drug Interchangeability and Dispensing Fee Act*, the *Healing Arts Radiation Protection Act*, the *Health Insurance Act*, the *Independent Health Facilities Act*, the *Laboratory and Specimen Collection Centre Licensing Act*, the *Ontario Drug Benefit Act*, the *Coroners Act*, the *Controlled Drugs and Substances Act (Canada)* and the *Food and Drugs Act (Canada)*;
- (e) to a police officer to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result;
- (f) to the counsel of the person who is required to keep the information confidential under this section;
- (g) to confirm whether the College is investigating a member, if there is a compelling public interest in the disclosure of that information;

- (h) where disclosure of the information is required by an Act of the Legislature or an Act of Parliament;
  - (i) if there are reasonable grounds to believe that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons; or
  - (j) with the written consent of the person to whom the information relates. 2007, c. 10, Sched. M, s. 7 (1).
2. Every individual who contravenes subsection 36 (1) of the *Regulated Health Professions Act, 1991* is guilty of an offence and on conviction is liable to a fine of not more than \$25,000.00 for a first offence.

**Procedure for Maintaining Minutes**

1. Minutes of closed sessions of the Council shall be recorded by the Secretary or designate or if the Secretary or designate is not present, by a Council member designated by the President of the College.
2. All minutes of closed sessions of the Council shall be marked confidential and shall be handled in a secure manner.
3. All minutes of meetings of committees and task forces of the Council shall be marked confidential and shall be handled in a secure manner.

**Amendment:** This policy may be amended by Council.

**Approved by Council:** November 24, 2006

**Updated:** February, 2010

## COLLEGE COMMITTEES

Much of the work of the College is conducted through College committees. There are three types of committees. They include statutory committees, by-law committees and ad hoc committees and task forces.

Statutory committees are set out in the College's governing legislation, the Regulated Health Professions Act and the Medicine Act. They include:

- Discipline Committee
- Executive Committee
- Fitness to Practise Committee
- Inquiries, Complaints and Reports Committee
- Patient Relations Committee
- Quality Assurance Committee
- Registration Committee

Operating committees are set out in the College by-laws and are operational in nature. They include:

- Council Award Selection Committee
- Education Committee
- Finance Committee
- Governance Committee
- Methadone Committee
- Outreach Committee
- Premises Inspection Committee

Working groups/task forces are established to address specific issues. These groups are established by Council and are generally time limited and deal with a particular problem or issue.

### Committee Mandates

#### **Discipline Committee**

The Discipline Committee conducts hearings of specified allegations of professional misconduct or incompetence that are referred by the Inquiries, Complaints and Reports Committee. A discipline panel is comprised of at least three members – two must be public members and one must be a physician member of Council. With the addition of two physicians, panels are typically made up of five Discipline Committee members.

If the panel finds that the physician has committed an act of professional misconduct or is incompetent, it can make an Order directing the Registrar to:

- revoke the physician's certificate of registration;
- suspend the physician's certificate; and/or
- impose specified terms, conditions or limitations on the physician's certificate.

If the panel finds the physician has committed an act of professional misconduct, it can also make an Order:

- requiring the physician to appear before the panel to be reprimanded;
- requiring the physician to pay a fine of not more than \$35,000 to the Minister of Finance; and
- If the act of professional misconduct was the sexual abuse of a patient, requiring the physician to reimburse the College for funding provided for the patient for counselling and therapy, and requiring the physician to post security to guarantee payment.

If the panel finds the physician has committed an act of professional misconduct by sexually abusing a patient, the panel must:

1. reprimand the physician; and
2. revoke the physician's certificate if the sexual abuse consisted of or included certain acts.

In an appropriate case, the panel may also order the physician to pay all or part of the College's legal, investigation and hearing costs and expenses or, if it is of the opinion that the commencement of the proceedings was unwarranted, require the College to pay all or party of the member's legal costs.

The Discipline Committee also hears applications for reinstatement and motions to vary prior orders of the Committee.

#### **Education Committee**

The Education Committee works with the six faculties of medicine and the Council of the Ontario Faculties of Medicine to strengthen medical training programs at the

undergraduate, postgraduate and continuing education levels. The Committee advises other College Committees on issues related to education and professionalism and assists the Registration Committee in setting educational standards for certificates of registration in Ontario.

### **Executive Committee**

The Executive Committee is chaired by the President. It considers policy and operational issues of significance, and can make decisions on behalf of Council between Council meetings. The composition of the Executive Committee is set out in the College's General By-Law.

### **Finance Committee**

The Finance Committee is responsible for reviewing the financial affairs of the College and reporting directly to Council. It reviews such matters as investment policy, control of assets, the auditor's report, and the College's overall financial position.

The Finance Committee is directly and indirectly involved in reviewing and/or making recommendations to Council concerning any financial matter affecting the functioning of the College, including: the banking of the College's funds, investments, borrowing of monies, levels of approval and disbursement procedures relating to purchased goods and services, major items concerning the building, the findings of the external annual audit, the annual budget preparation and the remuneration paid to members of the College whole on College business. It also reviews the College's annual financial position.

### **Fitness to Practise Committee**

The Fitness to Practise Committee conducts hearings of allegations concerning a physician's capacity to practise medicine that are referred by an incapacity inquiry panel of the Inquiries, Complaints and Reports Committee. A fitness to practise panel is comprised of at least three members – one must be a public member of Council.

If the Committee finds that the physician is incapacitated, it can make an Order directing the Registrar to:

- revoke the physician's certificate of registration;
- suspend the physician's certificate; and/or
- impose specified terms, conditions or limitations on the physician's certificate.

The Fitness to Practise Committee also hears applications for reinstatement and motions to vary prior orders of the Committee.

### **Inquiries, Complaints and Reports Committee**

The Inquiries, Complaints and Reports ("ICR") Committee is a new College committee, implemented on June 4, 2009 following the passage of the *Health System*

*Improvements Act, 2007.* The ICR Committee oversees all investigations into members' care, conduct and capacity, including complaints investigations, Registrar's investigations, and inquiries into members' capacity to practise.

The ICR Committee may be called upon to provide investigative direction to staff, and is required to dispose of investigations with a decision. Examples of decisions the ICR Committee may make include:

- requiring members to attend before a panel of the ICR Committee to be cautioned in person
- referring allegations of professional misconduct and/or incompetence to the Discipline Committee
- referring matters of incapacity to the Fitness to Practise Committee
- requiring members to complete a specified education or remediation program
- taking any other action which is not inconsistent with the legislation (including taking no action and accepting members' undertakings)

A quorum of the ICR Committee consists of 3 members, including at least 1 member of Council appointed by the Lieutenant-Governor in Council. Panels of the ICR Committee may vary in size from 3 – 6 members. Several committee meetings are held monthly. These meetings consist primarily of reviewing documentary information relating to investigations, and by law are not open to members or the public.

### **Governance Committee**

The Governance Committee monitors the governance process adopted by Council and develops Governance policies and practises to ensure an effective system of governance. It also recommends to Council changes to governance processes and oversees the nominations process. This includes making recommendations to Council regarding the membership and leadership of College committees. In addition, the Governance Committee nominates other officers, officials or other people acting on behalf of the College.

### **Methadone Committee**

The Methadone Committee was established to oversee a program to improve the quality and accessibility of methadone maintenance treatment in the treatment of opioid dependence. The College actively manages the practise of methadone prescribing as a formal partner with the Mental Health & Addictions Branch of the Ministry of Health and Long-Term Care. The program receives full funding for all methadone registry, staff, physician assessments and other activities.

### **Outreach Committee**

The Outreach Committee works with the Policy and Communications Division to help develop major communications and outreach initiatives to the profession and public. It also assists in the development of major communication and government relations

strategies. In addition, it develops plans to deliver on each of the communications and outreach related components of the strategic direction.

### **Patient Relations Committee**

The Patient Relations Committee advises Council with respect to the patient relations program. *The Regulated Health Professions Act* (RHPA) established that all Colleges must have a patient relations program that includes measures for preventing or dealing with sexual abuse of patients by members. The measures must include:

- educational requirements for members
- guidelines for the conduct of members with their patients
- training for the college's staff
- and the provision of information to the public. (The Health Professions Procedural Code, Schedule 2 to *The Regulated Health Professions Act* (S.84))

The committee is also responsible for administering a program of funding for therapy and counselling for persons who, while patients, were sexually abused by members.

### **Premises Inspection Committee**

The Premises Inspection Committee is responsible for administering and governing the College's premises inspection program in accordance with Part XI of Ontario Regulation 114/94. The duties of the Committee are set out in the College's General By-Law. The premises inspection program and Committee will begin its work once the "Premises" regulation is officially filed by government. A quorum consists of three members of the Committee, at least one of whom is a person who is not a member of the College.

### **Quality Assurance Committee**

The Quality Assurance Committee develops, establishes and maintains:

- programs and standards of practice to assure the quality of practice of the profession; and
- standards of knowledge and skill, and programs to promote continuing competence among physicians.

### **Registration Committee**

The Registration Committee reviews the applications of physicians who wish to become members of this College, but do not fulfil the requirements for the issuance of a certificate of registration. After considering an application, the committee is charged with taking appropriate action within the powers granted to it under the law. The Registration Committee is also responsible for the development of policies and regulatory changes pertaining to registration requirements for entry to practice, whether they are for training programs or for independent registration.

**Updated:** February 2010

**KEY BEHAVIOURAL COMPETENCY MODEL**

Approved: November 11, 2003

## ***Key Behavioural Competencies – Thinking Competency***

### ***Definition:***

Creativity – Is generating new solutions, developing creative approaches and implementing new approaches which lead to improved performance. It requires the ability to anticipate and lead change which contributes to organizational success.

### ***Standards for Performance Management and Evaluation:***

#### ***Unskilled:***

- Narrow, tactical, cautious and conservative
- May be more comfortable with the past, prefers the tried and true
- Avoids risk and doesn't seek to be bold or different
- Uses old solutions for new problems
- May chill the creative initiatives of others

#### ***Skilled:***

- Identifies new or unique ways to improve performance and implements an improved process which is new and different
- Anticipates and leads change
- Is creative in conceptualizing change and setting the direction for significant change and improvement
- Creates and nurtures an environment to ensure that concepts are actualized

#### ***Overused Skill:***

- May get so infatuated with marginally productive new ideas that he/she wastes time
- May not follow through after the idea
- May be disorganized or poor at detail
- May not relate well to those less creative
- May get involved in too many things at once

### **Key Behavioural Competencies – Thinking Competency**

#### **Definition:**

Strategic Thinking – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization's strategic direction.

#### **Standards for Performance Management and Evaluation:**

##### **Unskilled:**

- Doesn't understand the purpose or strategy of the organization
- May be a very dedicated functional or professional expert
- May be narrowly tactical
- Lacks interest or experience in the broader focus of the organization
- May lack the disciplined thought processes necessary to construct a strategic view

##### **Skilled:**

- Knows how the purpose and strategy of the organization works
- Knowledgeable in current and possible future policies, practices, trends and information affecting his/her organization
- Is aware how strategies and tactics impact the external environment
- Can accurately paint credible pictures and visions of possibilities and likelihoods

##### **Overused Skill:**

- May overdevelop or depend upon organizational and environmental knowledge and skills at the expense of personal, interpersonal, managerial and leadership skills
- May not be tolerant of, or have patience with, day-to-day details
- May not be able to communicate with tactical or less complex people

### ***Key Behavioural Competencies – Self-Managing Competency***

#### ***Definition:***

Planning and Initiative – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

#### ***Standards for Performance Management and Evaluation:***

##### ***Unskilled:***

- Doesn't plan for much
- Fails to recognize opportunities
- May be a seat-of-the-pants performer scratching it out at the last minute
- Doesn't follow an orderly method of setting goals and laying out work
- May be uncomfortable with structure and process flow
- May be disdainful of planning and come across to others as loose or too simple
- May not have the patience to establish goals and objectives, scope out difficulties, plan for task completion, develop schedules, and do roadblock management
- May be confusing to work for and with
- May be de-motivating to others who work with him/her

##### ***Skilled:***

- Recognizes and acts upon present opportunities as they arise
- Accurately scopes out length and difficulty of tasks and projects
- Sets objectives and goals
- Breaks down work into the process steps
- Develops schedules and task/people assignments
- Anticipates and adjusts for problems and roadblocks
- Measures performance against goals
- Evaluates results

##### ***Overused Skill:***

- May be fire-ready-aim type
- May get impatient and jump to conclusions too soon

- May be overly dependent on rules, regulations, procedures, and structure
- May leave out the human element of the work
- May be inflexible and have trouble with rapid change

## ***Key Behavioural Competencies – Self-Managing Competency***

### ***Definition:***

Continuous Learning – Involves taking actions to improve personal capability and includes the ability to quickly understand and apply information, concepts and strategies. Demonstrates an interest in continuous personal learning.

### ***Standards for Performance Management and Evaluation:***

#### ***Unskilled:***

- Doesn't change or adapt to his/her surroundings or situation
- May have a view that being true to oneself is all that matters
- May see adjusting to others as a sign of weakness
- Doesn't seek or listen to personal feedback
- Not a people watcher or studier, doesn't see or understand their reactions to him/her
- May be arrogant or defensive

#### ***Skilled:***

- Picks up on the need to change personal, interpersonal and leadership style quickly
- Watches others for their reaction to his/her attempts to influence and performs, adjusts as needed
- Seeks feedback
- Is sensitive to changing personal demands and requirements and changes accordingly

#### ***Overused Skill:***

- May be seen as too changeable
- May shift situationally too easily and leave the impression of being wishy-washy
- May err towards doing things differently rather than remaining the same
- May confuse people by experimenting and being so adaptable

## ***Key Behavioural Competencies – Influencing Competency***

### ***Definition:***

Relationship Building – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council related goals and the College mission.

### ***Standards for Performance Management and Evaluation:***

#### ***Unskilled:***

- Doesn't relate smoothly to a variety of people
- May not build relationships easily – may lack approachability or good listening skills
- Doesn't take the time to build rapport
- May be too raw and direct at times
- May be excessively work oriented or intense
- May be impatient to get on with the agenda, judgmental or arrogant toward others
- May not read others well
- May freeze or panic in the face of conflict, attack or criticism
- May be shy or lack confidence around others

#### ***Skilled:***

- Relates well to all kinds of people, up down, and sideways inside and outside the organization
- Builds appropriate rapport
- Builds constructive and effective relationships
- Uses diplomacy and tact
- Can defuse even high-tension situations comfortably

#### ***Overused Skill:***

- May spend too much time building networks and glad-handing
- May not be taken as substantive by some
- May not be a credible take-charge leader when that's necessary
- May have some trouble and freeze when facing serious conflict

## ***Key Behavioural Competencies – Influencing Competency***

### ***Definition:***

Effective Communication – Is being willing and able to see things from another person's perspective. Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation and responds appropriately. It is the ability to accurately listen, understand and respond effectively with individuals and groups.

### ***Standards for Performance Management and Evaluation:***

#### ***Unskilled:***

- Does not actively listen to others.
- Unable to see things from other people's perspective.
- Frequently interrupts, is preoccupied and does not pay attention to the discussion.
- Responds in an abrasive, inappropriate manner.

#### ***Average:***

- Demonstrates objective and active listening.
- Is approachable and behaves in a helpful and responsive manner.
- Listen to others (individuals and groups) and is able to understand non-verbal cues and other people's feelings and emotions and responds to them with sensitivity.
- Demonstrates the ability for accurate insight into other people's/group's behaviour and motivation and responds appropriately.

#### ***Skilled:***

- Is capable of accurate assessment and sensitivity to the underlying root cause/concerns for individual or group behaviour patterns.
- After assessing the problem/issue makes a proactive/timely effort to help people/groups resolve the issues/problems.
- Proactively surfaces and addresses issues in a straightforward manner.

#### ***Overused Skill:***

- May spend too much time listening.
- May avoid necessary action.
- May spend too much time communicating information.
- Others may confuse listening with agreement or responding with agreement.

## ***Key Behavioural Competencies – Achieving Competency***

### ***Definition:***

Results Oriented – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently, improves quality, stakeholder satisfaction, revenues etc.)

### ***Standards for Performance Management and Evaluation:***

#### ***Unskilled:***

- Doesn't deliver results consistently
- Doesn't get things done on time
- Wastes time and resources pursuing non-essentials
- Something always get in the way – personal disorganization, failure to set priorities, underestimating timeframes, overcoming resistance
- Not bold or committed enough to push it through
- Procrastinates around whatever gets in his/her way
- Doesn't go all out to complete tasks
- Does the least to get by

#### ***Skilled:***

- Can be counted on to exceed goals successfully
- Is constantly and consistently one of the top performers
- Very bottom-line oriented
- Steadfastly pushes self and others for results

#### ***Overused Skill:***

- May go for results at all cost without appropriate concern for people, teams, due process, or possibly norms and ethics
- May have high turnover under him/her due to the pressure for results
- May not build team spirit
- May not celebrate and share success
- May be very self-centred

### ***Key Behavioural Competencies – Achieving Competency***

#### ***Definition:***

Stakeholder Focus – Desires to help or serve others, meets the organization's goals and objectives. It means focusing one's efforts on building relationships and discovering and meeting stakeholders needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders needs.

#### ***Standards for Performance Management and Evaluation:***

##### ***Unskilled:***

- Doesn't think of the stakeholder first
- May think he/she already knows what the stakeholder needs
- May focus on internal operations and get blindsided by stakeholder problems
- May not make the first move – won't meet and get to know stakeholders
- Uncomfortable with new people contacts
- May be unwilling to handle criticisms, complaints and special requests
- May not listen well to stakeholders, may be defensive
- May not take the time for stakeholder contact

##### ***Skilled:***

- Is dedicated to meeting the expectations and requirements of internal and external stakeholders
- Gets first-hand stakeholder information and uses it for improvement in service and products
- Acts with key stakeholders in mind
- Establishes and maintains effective relationships with stakeholders and gains their trust and respect

##### ***Overused Skill:***

- May be overly responsive to stakeholder demands
- May be too willing to change established processes and timetables to respond to unreasonable stakeholder requests
- May make too many exceptions and not form consistent policies, practices and processes for others to learn and follow
- Sticks so close to current stakeholder needs that breakthroughs are missed

## ***Key Behavioural Competencies – Achieving Competency***

### ***Definition:***

Teamwork – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a “good team player”, does his/her share of work. Compromises and applies rules flexibly and adapts tactics to situations or to other’s response. Can accept set backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

### ***Standards for Performance Management and Evaluation:***

#### ***Unskilled:***

- Not good at lateral cross boundary relations
- Not open to negotiation
- Very much an independent contributor, not seen as a team player, doesn’t have the greater good in mind
- May withhold resources from the other team members
- May not respect their functions or disciplines and somehow communicates that
- May be very competitive, play and manoeuvre for advantage and withhold information
- May have a chilling effect on the entire team because he/she won’t play
- May deal with lateral conflict noisily or uncooperatively

#### ***Skilled:***

- Can quickly find common ground and solve problems for the good of all
- Can represent his/her own interests and yet be fair to other groups
- Can solve problems with peers with a minimum of noise
- Is seen as a team player and is cooperative
- Easily gains trust and support of peers
- Encourages collaboration
- Can be candid with peers

#### ***Unskilled:***

- May touch base with too many peers and be overly concerned with making everyone happy
- May be too accommodating

- May invest too much in peer relationships at the expense of others
- May be uncomfortable with relationships where everyone is not equal

## ***Key Behavioural Competencies – Managing Competency***

### ***Definition:***

Leadership – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and success. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

### ***Standards for Performance Management and Evaluation:***

#### ***Unskilled:***

- Demonstrates a desire to follow the direction set by others
- Is not willing to share personal opinions or beliefs that differ with the viewpoints of others
- Fails to follow through on promises, over controls or meddles, inability to work towards a common goal
- Has little respect for peers or staff
- Is indecisive
- Does not manage conflict
- Doesn't assemble, build or manage in a team fashion

#### ***Skilled:***

- Gives candid advice and counsel to openly alert others to realities
- Makes and stands by decisions and takes ownership on important issues
- Is willing to take risks and champions new and innovative approaches leading to success
- Communicates a compelling vision that generates excitement, enthusiasm and commitment to the College mission
- Has presence, energy and genuine passion
- Is widely trusted and is seen as a direct, truthful individual
- Creates a feeling of belonging in the team

#### ***Overused Skill:***

- May go to battle based on beliefs and values when not appropriate
- May be seen as stubborn and insensitive to the need for change and compromise
- May lack patience with those who don't understand or share his/her vision and sense of purpose

- May be too direct at times pushing openness and honesty to the point of being disruptive
- May be so “only the facts” driven as to omit drawing reasonable conclusions, rendering opinions, decisions or fixing blame even when its reasonable
- May go too far in not hurting people’s feelings and not making tough decisions

## **PERFORMANCE FEEDBACK PROCESS AND FORMS**

### **Overview**

The College began implementing an assessment/feedback process in 2004. The objective of the process is to enhance the performance of members of Council, members of committees, committees, chairs of committees and Council as a whole. The assessment/feedback program consists of:

- Council performance assessment
- Council member self-assessment
- Committee assessment
- Committee member self-assessment
- Committee chair's assessment by committee members;
- Committee chair self-assessment

The Governance Committee oversees this process and uses the information gathered to assist in making nominations recommendations to Council as well as for performance development more generally. The Committee assessment results are carefully analyzed and are discussed by the relevant committee. Council also carefully considers its annual assessment results and identifies areas for improvement and strategies to ensure continuous improvement.

The purpose and value of each of the forms as well as the timing and process to collect and tabulate responses is presented in the following table.

**Council and Committee Assessment/Feedback Forms**

<b>Form</b>	<b>Purpose/Value</b>	<b>Timing</b>	<b>Process</b>
<b>Assessment of Committee Chair by Committee Members</b>	professional development for chair  valuable feedback  assist Governance Committee – chair nominations	Late Spring	Mail out to committee members by mid April. Return envelope to be included, results tabulated, process – overseen by Governance ctte chair, report given to ctte chair, governance committee
<b>Chair Self-Assessment</b>	personal growth  Reminder of duties	April	Sent out from Governance Committee Chair
<b>Committee Performance Assessment</b>	assess and improve committee performance	Late Spring	Mail out to committee members by mid May, results tabulated, report given to committee chair, committee, governance, committee staff
<b>Committee Member Self-Assessment</b>	personal growth  reminder of duties	April	for personal use only
<b>Council Performance Assessment</b>	assess and improve council performance  give feedback to Council	September Council	complete at Council, results tabulated, report considered by GC, Nov. Council, SMG
<b>Council Member Self-Assessment</b>	Personal growth  Reminder of duties	May Council	for personal use only

## Council Performance Assessment Form

**Your Name: (optional)** \_\_\_\_\_

**INSTRUCTIONS:**

This questionnaire asks you to focus on and assess key areas that affect the Council's performance as a whole and its key responsibilities for governance of the CPSO.

Please answer each question by indicating most applicable response. At the end of each section of the survey there is an opportunity for you to provide qualitative comments. At the end of the questionnaire there is another opportunity for you to provide further input regarding your perspective of the Council's strengths and developmental opportunities for improved performance. Please answer all questions as candidly as possible. Thank you for your time in contributing to the growth and development of the Council.

**Number of Years on Council:**            1        1-2    3-4    5-6    6

**A. VISION AND MANDATE**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. The Council has defined the vision for the College.				
2. I understand what the vision means.				
3. The Council has defined the mandate of the College.				
4. I understand what the mandate means.				
5. The Council formally reviews its vision and mandate.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**B. STRATEGIC DIRECTION AND GOALS**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. The Council has explicitly identified the strategic direction for the College.				
2. The strategic plan is documented.				
3. The Council creates a set of key goals annually that must be implemented in support of the strategic plan of the College.				
4. The Council knows the strategic plan and annual goals of the College.				
5. The Council reviews implementation strategies for the defined goals.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**C. COUNCIL'S ROLE AND RESPONSIBILITIES**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. The Council performs its governance responsibilities as set out in the Governance Process book.				
2. The Council effectively develops and approves principles and policies that fulfill its duty to protect the public interest.				
3. The Council effectively discharges its statutory functions.				
4. The Council periodically monitors and assesses its performance against its strategic direction and goals.				

**Performance Feedback Process and Forms  
Council Performance Assessment Form**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
5. The Council regularly reviews the College budget to ensure that it appropriately supports the strategic direction and performance indicators of the College.				
6. The Council meets with external auditors, reviews their reports, and ensures any deficiencies are corrected.				
7. The Council periodically reviews and ensures appropriate resources are available for the optimal management of the College.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***D. GOVERNANCE OPERATIONS***

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. The Council has clearly documented role descriptions for all key Council and Committee positions.				
2. I know and understand the Code of Conduct.				
3. Council members generally behave according to the Code of Conduct.				
4. The Council has conflict of interest guidelines that are well understood.				
5. As a member of Council, I declare potential conflicts of interest according to the guidelines.				

**Performance Feedback Process and Forms**  
**Council Performance Assessment Form**

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E. COUNCIL OPERATIONS**

QUESTIONS	RATING			
	Yes	Some- what	No	Don't know
1. Council members receive appropriate information for Council meetings.				
2. Council members receive information for Council meetings on a timely basis.				
3. Council's meeting agendas are carefully planned.				
4. Council's meetings are effective and efficient.				
5. The President chairs Council meetings in a manner which enhances performance and decision-making.				
6. Council has a formal written orientation package for Council members.				
7. Council members are effectively oriented to the activities of the Council.				
8. The Council has continuing education activities for Council members.				

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**F. RELATIONSHIP WITH REGISTRAR**

QUESTIONS	RATING			
	Yes	Some- what	No	Don't know
1. The Council works with the Registrar to establish specific performance expectations for the Registrar.				
2. The Registrar is provided with clear and candid feedback regarding his or her performance each year.				
3. The Council maintains a collegial working relationship with the Registrar.				
4. The Council <u>often</u> becomes involved in day-to-day operational matters.				
5. Committees <u>often</u> become involved in day-to-day operational matters.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**STRENGTHS AND DEVELOPMENTAL NEEDS**

- List two strengths of the Council.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- List two developmental needs of the Council.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Additional Comments.

---

---

---

*Last Updated: October 30, 2009 by the Governance Committee*

## Council Member Self-Assessment Form

Your Name: \_\_\_\_\_

**INSTRUCTIONS:**

This questionnaire asks you to focus on and assess key areas of your performance in your role as a Council member of the College. This self-assessment form is for your personal use.

Please complete the following questionnaire by indicating the most applicable response.

**A. VISION AND MANDATE**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. I can clearly describe the vision and mandate of the College.				

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**B. STRATEGIC DIRECTION AND GOALS**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. I understand and support the strategic direction and goals of the College.				
2. I have read the College's most recent strategic plan.				
3. I have participated in setting annual strategic priorities and supporting objectives that must be accomplished annually to support the strategic plan and overall strategic direction of the College.				

**Performance Feedback Process and Forms  
Council Member Self-Assessment Form**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
4. I have participated in reviewing strategies developed by staff to implement key goals and the strategic plan for the College.				

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

**C. COUNCIL MEMBER ROLE AND RESPONSIBILITIES**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. I have read and understand my role and responsibilities as set out in the Governance Process manual.				
2. I maintain an up-to-date working knowledge of the legislative framework of the College.				
3. Over the last year, I have attended Council meetings regularly.				
4. I attend Council meetings adequately prepared, having read the agenda and supporting documentation.				
5. Over the last year, I have attended most of the meetings of the Committee(s) on which I sit.				
6. I follow the College's media policy when I receive media requests that are College-related.				
7. I declare professional or personal conflicts that would jeopardize my ability to act in the in the best interest of the College.				

**Performance Feedback Process and Forms  
Council Member Self-Assessment Form**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
8. I support the decisions and policies of the Council when communicating to others regardless of how I have voted on these matters.				
9. I do not disclose information from "in camera" discussions that occur at Council or committee meetings.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***D. GOVERNANCE OPERATIONS***

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. I have read and understand the governance responsibilities as set out in the Governance Process manual.				
2. I understand the statutory functions of the College.				
3. I understand the College's budget and the manner in which resources are deployed amongst major activity areas within the College.				
4. I understand the College's financial statements and current financial position.				
5. I understand the principles and positions the College has taken on major issues.				
6. I am willing to participate in formal self-assessment procedures.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_

**Performance Feedback Process and Forms  
Council Member Self-Assessment Form**

**E. RELATIONSHIP WITH REGISTRAR**

QUESTIONS	RATING			
	Yes	Some- what	No	Don't know
1. I understand the role and responsibilities of the Registrar.				
2. I see the Registrar as a colleague.				
3. I understand the role and responsibilities of the College staff and understand that they do not work for individual Council members.				
4. If I have a concern about the Registrar or a staff member I know the appropriate course of action to address my concern.				
5. I have participated in an annual goal setting process for the Registrar.				
6. I have participated in providing performance feedback to the Registrar.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Last Updated: March 20, 2009 by the Governance Committee*

**F. COUNCIL MEMBER KEY COMPETENCIES**

QUESTIONS	RATING			
	Yes	Some- what	No	Don't know
<b><i>Continuous Learning</i></b>				
1. I participate fully in the annual orientation program for Council members.				
2. I participate fully in Council or committee educational activities.				
3. Over the last year, I have asked the Registrar, President, Committee Chairs or staff to provide me with Information I felt I needed to better understand my role or key issues of the College.				
<b><i>Effective Communications</i></b>				
1. I express myself effectively on Issues to further discussion at Council meetings.				
2. I can ask tough questions in a diplomatic manner when the need arises.				
3. My questions are listened to and are answered completely and openly.				
4. I am comfortable listening to opinions contrary to my own.				
5. I am able to state my disagreement with a policy or decision at a Council meeting.				
<b><i>Teamwork</i></b>				
1. I volunteer to work on projects that advance the College's mandate and effectiveness.				
2. I actively work to inspire a collaborative work environment with those whom I work with at the College.				
3. I would be willing to serve an additional term as a member of Council.				
<b><i>Relationship Building</i></b>				

**Performance Feedback Process and Forms  
Council Member Self-Assessment Form**

QUESTIONS	RATING			
	Yes	Some- what	No	Don't know
1. I actively get to know the other members of Council, members of committees on which I sit, and College staff with whom I work often.				
2. I enjoy working with the other members of Council.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**G. STRENGTHS AND DEVELOPMENTAL NEEDS**

1. List one strength that you feel you demonstrate.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. List two skills you would like the College's assistance to acquire that would help you in your role as Council member.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Additional Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Last Updated: March 20, 2009 by the Governance Committee*

## Committee Performance Assessment Form

**Your Name: (optional)** \_\_\_\_\_

**Name of the Committee:** \_\_\_\_\_

**INSTRUCTIONS:**

This questionnaire asks you to focus on and assess key areas that affect the Committee’s performance as a whole and to focus on how the Committee handles the key responsibilities of its mandate.

Please answer each question by indicating the most applicable response. At the end of each section of the survey there is an opportunity for qualitative comments regarding the subject. At the end of the questionnaire there is an opportunity for you to provide further input regarding your perspective of your Committee's strengths, developmental needs and performance in general. Please answer all questions as candidly as possible. Thank you for your time in contributing to the overall growth and development of the College.

**Number of Years on the Committee:**            <1    1-2    3-4    5-6    >6

**A. MANDATE AND OBJECTIVES**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. The mandate of the Committee is explicitly identified.				
2. The Committee clearly understands how its mandate fits with the mission of the College.				
3. All Committee members can state the mandate of the Committee.				
4. The Committee formally reviews its mandate on a regular basis.				
5. The Committee creates a set of key objectives that must be accomplished annually to support the mission and overall strategic direction of the College.				
6. The Committee periodically reviews how it performs against its key objectives.				

**Performance Feedback Process and Forms  
Committee Performance Assessment Form**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
7. The Committee has adequate resources available to fulfill its mandate.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**B. COMMITTEE GOVERNANCE**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. The Committee demonstrates use of the Code of Conduct.				
2. The Committee follows the conflict of interest guidelines.				
3. Committee members declare potential conflicts of interest according to College policy.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**C. COMMITTEE OPERATIONS**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. Committee members receive appropriate information for Committee meetings on a timely basis.				
2. Committee meeting agendas are carefully planned.				
3. Committee meetings are run effectively and efficiently.				
4. The Committee has a formal written orientation package for Committee members.				
5. The Committee has continuing education activities for Committee members.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**D. STRENGTHS AND DEVELOPMENTAL NEEDS**

1. List one strength of the Committee.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. List two developmental needs of the Committee.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Performance Feedback Process and Forms  
Committee Performance Assessment Form**

---

---

3. Additional Comments:

---

---

---

---

*Last Updated: March 20, 2009 by the Governance Committee*

## Committee Member Self-Assessment Form

**Your Name:** \_\_\_\_\_

**Name of the Committee:** \_\_\_\_\_

**INSTRUCTIONS:**

This questionnaire asks you to focus on and assess key areas of your performance in your role as a Committee member. This self assessment form is for your personal use.

Please complete the following questionnaire by indicating the most applicable response.

**Number of Years on the Committee:**            <1    1-2    3-4    5-6    >6

**A. MANDATE AND OBJECTIVES**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. I can clearly describe why this Committee exists.				
2. I can clearly describe how the Committee's work is guided by Council's policies and standards.				
3. I have been involved in a formal review of how the Committee conducts its work.				
4. I have participated in an annual objective setting process for the Committee.				
5. I understand and support the key objectives of the Committee.				
6. I understand the role description as set out in the Governance Process book.				
7. I have participated in a review of how the Committee has performed against its key objectives.				

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Performance Feedback Process and Forms  
Committee Member Self-Assessment Form**

**B. ROLE AND RESPONSIBILITIES**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. I have the time, interest, and level of commitment to be an active member of the Committee.				
2. I support the decisions and recommendations of the Committee to others regardless of how I have voted on these matters.				
3. Over the last year, I have regularly attended Committee meetings.				
4. I arrive at Committee meetings on time and remain for the duration of the meeting.				
5. I attend Committee meetings adequately prepared, having read the agenda and supporting documentation.				
6. I declare professional or personal conflicts that would jeopardize my ability to act in the best interest of the Committee's work.				
7. I maintain an up-to-date working knowledge of the obligations (statutory or other) of the Committee.				
8. I do not disclose confidential Information that is discussed at Committee meetings.				
9. I am willing to participate in self-assessment to improve my performance as a Committee member.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Performance Feedback Process and Forms  
Committee Member Self-Assessment Form**

**C. COMMITTEE MEMBER KEY COMPETENCIES**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
<b><i>Continuous Learning</i></b>				
1. I participate fully in the annual Committee orientation program.				
2. I participate fully in Committee educational activities.				
3. Over the last year, I have asked my Committee Chair or staff to provide me with information I felt I needed to clarify my role or key issues of the Committee.				
<b><i>Effective Communications</i></b>				
1. I express myself effectively on issues to help resolve problems before the Committee.				
2. I can ask tough questions in a diplomatic manner when the need arises.				
3. My questions are listened to and are answered completely and openly.				
4. I am comfortable listening to opinions which differ from my own.				
<b><i>Teamwork</i></b>				
1. I actively work towards a Collaborative work environment with Committee members and staff.				
2. I would be willing to serve an additional term as a member of this Committee.				

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**D. STRENGTHS AND DEVELOPMENTAL NEEDS**

1. List one strength that you feel you demonstrate.

---

---

---

2. List two skills you would like the College's assistance to acquire that would help you fulfill your Committee member role.

---

---

---

3. Additional Comments:

---

---

---

*Last Updated: March 20, 2009 by the Governance Committee*

## Chair Performance Feedback Form

**Your Name:** \_\_\_\_\_

**Name of Committee Chair:** \_\_\_\_\_

**INSTRUCTIONS:**

This questionnaire asks you to focus on and assess key areas of the Chair's performance in his or her role as leader of your committee.

Please complete the following questionnaire by indicating the most applicable response. At the end of the questionnaire, there is an opportunity for you to provide input on your perspective of the areas in which you feel the Chair demonstrates strength and the areas in which you feel the Chair could develop further. This information will be used to develop appropriate educational programs for your Committee Chair and will be helpful when determining how the Chair can best contribute to the work of the College.

**Number of Years on the Committee:**            <1    1-2    3-4    5-6    >6

**A. KNOWLEDGE**

The Committee Chair is knowledgeable about:

<b>QUESTIONS</b>	<b>RATING</b>			
	<b>Yes</b>	<b>Some- what</b>	<b>No</b>	<b>Don't know</b>
1. Council policies;				
2. the Committee's mandate;				
3. the statutory and/or regulatory obligations of the Committee;				
4. how the Committee interfaces with other Committees;				
5. the fiscal management and budget of the Committee.				

**B. MEETING MANAGEMENT**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. The Committee Chair creates a collegial working environment at Committee meetings.				
2. The Committee Chair runs an effective meeting by:				
a) having an organized agenda				
b) keeping the discussion on topic				
c) keeping the meeting on time				
d) putting closure on the discussion				
e) ensuring the minutes are prepared and distributed				

**C. COMMITTEE MEMBER MANAGEMENT**

The Committee Chair:

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. collects ideas and contributions from all Committee members;				
2. encourages all Committee members to contribute in the work of the Committee;				
3. involves all Committee members in key decisions;				
4. handles conflict with the Committee effectively;				
5. facilitates the education of Committee members with respect to the mandate and functions of the Committee and relevant College policies.				

**Performance Feedback Process and Forms**  
**Chair Performance Feedback Form**

---

**D. COMMITTEE PERFORMANCE MANAGEMENT**

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. The Committee Chair initiates periodic evaluation of the Committee's operations.				
2. The Committee Chair ensures that Committee members provide feedback to the Governance Committee on his or her performance.				
3. The Committee Chair has provided me with feedback on my performance.				

**E. PERSONAL LEADERSHIP**

The Committee Chair:

QUESTIONS	RATING			
	Yes	Some-what	No	Don't know
1. collaborates effectively with staff;				
2. facilitates sound debate at Committee meetings;				
3. gains support for the Committee's work through demonstrating strong personal commitment to the Committee;				
4. looks for learning opportunities for Committee members;				
5. encourages Committee members to give feedback on his/her leadership style;				
6. competently represents the Committee to Council and to staff;				
7. is committed to continuous personal development.				

**F. STRENGTHS AND DEVELOPMENTAL NEEDS**

1. List one strength that you feel the Chair demonstrates.

---

---

---

2. List two leadership skills you would like the Chair to develop.

---

---

---

3. Additional Comments:

---

---

---

*Last Updated: March 20, 2009 by the Governance Committee*

## Chair Self-Assessment Form

**Your Name:** \_\_\_\_\_

**Name of the Committee:** \_\_\_\_\_

**INSTRUCTIONS:**

This questionnaire asks you to focus on and assess key areas of your performance in your role as leader of your Committee.

Please complete the following questionnaire by indicating the most applicable response.

**Number of Years on the Committee**                      <1    1-2    3-4    5-6    >6

**A. KNOWLEDGE**

I am knowledgeable about:

<b>QUESTIONS</b>	<b>RATING</b>		
	<b>Yes</b>	<b>Some- what</b>	<b>No</b>
1. Council policies;			
2. the Committee's mandate;			
3. the statutory and/or regulatory obligations of the Committee;			
4. how the Committee interfaces with other Committees;			
5. the fiscal management and budget of the Committee;			
6. the Chair's and Committee members' role description as set out in the Governance Process manual.			

**B. MEETING MANAGEMENT**

In managing a meeting, I:

QUESTIONS	RATING		
	Yes	Some-what	No
1. create a collegial working environment at Committee meetings;			
2. a) have an organized agenda;			
b) keep the discussion on topic;			
c) keep the meeting on time;			
d) put closure on discussion;			
e) ensure minutes are prepared and distributed.			

**C. COMMITTEE MEMBER MANAGEMENT**

When dealing with the members on my Committee, I:

QUESTIONS	RATING		
	Yes	Some-what	No
1. collect ideas and contributions from all Committee members;			
2. encourage all Committee members to contribute to the work of the Committee;			
3. handle conflict within the Committee effectively;			
4. inform and enforce attendance guidelines with Committee members;			
5. facilitate the education of all Committee members with respect to the mandate and functions of the Committee and relevant College policies.			

**D. COMMITTEE PERFORMANCE MANAGEMENT**

QUESTIONS	RATING		
	Yes	Some-what	No
1. I initiate periodic evaluation of the Committee's operations.			
2. I provide feedback to individual Committee members on their performance.			
3. I provide feedback to the Governance Committee on the performance of Committee members.			
4. I ensure that Committee members provide feedback to the Governance Committee on my performance.			

**E. PERSONAL LEADERSHIP**

QUESTIONS	RATING		
	Yes	Some-what	No
1. I work to gain support for the Committee's work through demonstrating strong personal commitment to the Committee.			
2. I encourage Committee members to give feedback on my leadership style.			
3. I competently represent the Committee to Council and to staff.			
4. I am committed to continuous personal development.			
5. I collaborate effectively with staff.			

**F. STRENGTHS AND DEVELOPMENTAL NEEDS**

1. List one strength that you feel you demonstrate.

---

---

---

2. List two leadership skills you would like to develop.

---

---

---

3. Additional Comments:

---

---

---

*Last Updated: March 20, 2009 by the Governance Committee*