

Yukon

# SELF ASSESSMENT TOOL

FOUNDATIONAL  
COMPETENCIES  
FOR RECREATION  
LEADERS



# SELF-ASSESSMENT TOOL

## FOUNDATIONAL COMPETENCIES FOR RECREATION LEADERS

### INTRODUCTION

Recreation plays a key role in developing vibrant, engaged communities by fostering individual and community social, economic and environmental well-being. Recreation touches many aspects of our lives. It helps people grow and be healthy, builds strong families and communities, provides opportunities for those who are disadvantaged, protects the environment, stimulates the economy and adds overall to the quality of life in our communities.

In Yukon, recreation means many things to different people. Recreation serves the public good by:

- building an understanding of the potential benefits of recreation;
- providing opportunities for people to engage in recreation; and
- supporting people so they can take part in recreation opportunities.

These priorities require recreation leaders and organizations who know how to use recreation to contribute to public good.

This means our recreation organizations (nonprofit and government) need to:

- gather information about and promote the individual, community, environmental and economic benefits delivered by recreation;
- meet the recreation needs of citizens and communities, particularly needs serving the public and requiring government funding assistance; and
- enhance leisure literacy levels so people participate in a broad range of recreation opportunities. Leisure literacy involves helping people develop the skills, interest and confidence to participate, and making sure recreation opportunities are accessible.

Yukon Government Sport and Recreation Branch funded the development of the Yukon Community Recreation Leaders Guide to strengthen capacity for recreation in Yukon's rural and remote communities. ***Capacity involves the skills, knowledge, and resources needed to lead, manage and work or volunteer for Yukon recreation boards, organizations and departments.***

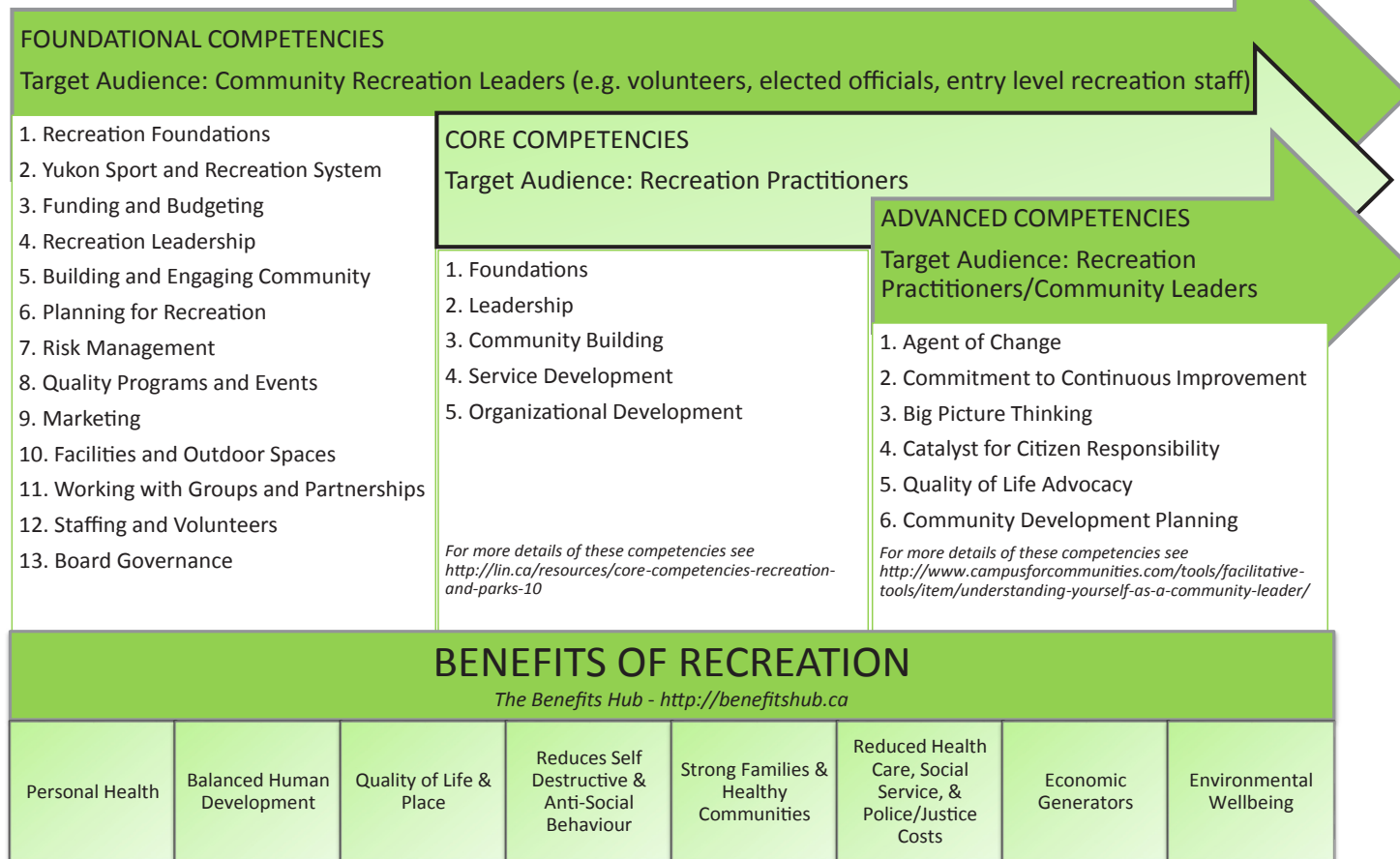
With the help of recreation leaders throughout Yukon, the Recreation and Parks Association of the Yukon (RPAY) identified 13 foundational competencies essential for the effective delivery of community recreation.

***The competencies describe a Recreation Leader who is able to:***

1. Promote recreation as an important part of a healthy and active lifestyle.
2. Work with the components of the sport and recreation system to support community recreation.
3. Administer basic budgets and carry out fundraising and grant activities.
4. Recognize the role of recreation practitioners and volunteers as leaders who enable positive, community-wide impacts through recreation.
5. Use recreation as a vehicle to strengthen community capacity.
6. Contribute to the planning and evaluation of relevant community programs, services, events, and initiatives.
7. Apply risk management strategies.
8. Contribute to the programming and delivery of community-driven programs and events.
9. Work with others to implement appropriate marketing strategies.
10. Assist in maximizing the safety, use and programming of community facilities and outdoor spaces.
11. Contribute to meaningful relationships with community groups.
12. Contribute to effective staff and volunteer engagement.
13. Understand and support the functions of volunteer boards.

This model shows that these 13 foundational competencies are the basis of additional core and advanced competencies recognized across Canada.

## COMPETENCIES OF COMMUNITY RECREATION LEADERS



This assessment tool is designed to help you identify your strengths and your areas for growth. However, RPAY and the Sport and Recreation Branch are interested in the combined results. Combining results will help to identify Yukon strengths, the potential areas for training, and the content of a long-term training plan for the territory. To maintain confidentiality, you do not need to share your name, position or community.

## SELF-ASSESSMENT

In order to better understand your knowledge and skills as a recreation leader, please take a few minutes to complete the assessment below. As you review each competency and the indicators, reflect upon how it applies to you, and then circle the most appropriate response.

**COMPETENCY** refers to the extent of your knowledge, skill and experience.

**INDICATOR** is a description to help you understand the different knowledge and skills that together make up the competency.

**WHERE ARE YOU** as you see yourself: **1**—I Am Nothing Like That ...through to... **7**—I Am 100% Like That

COMPETENCY MODULE 1.0	RECREATION FOUNDATIONS	
	<i>Recreation leaders promote the role of recreation in contributing to the well-being of individuals, communities and our natural and built environments.</i>	
	Indicators to help you better understand this competency.	WHERE ARE YOU
	I can define recreation and the relationships to sport, recreation, leisure, healthy eating/healthy living, arts and cultural activities, physical activities, and active living.	1 2 3 4 5 6 7
	I can explain the importance of recreation, leisure, and culture as part of a healthy and active lifestyle.	1 2 3 4 5 6 7
	I can describe the benefits of recreation for individuals, families, and communities.	1 2 3 4 5 6 7
	I understand how giving people information and tools can help them find or create their own recreation.	1 2 3 4 5 6 7
	I can apply strategies for increasing participation by teaching others about recreation and leisure.	1 2 3 4 5 6 7

Total Rating Score (total out of 35)

Average Rating Score (total divided by 5)

<b>COMPETENCY MODULE 2.0</b>	<b>YUKON RECREATION AND SPORT SYSTEM</b> <i>Recreation leaders work with the components of the sport and recreation system to support community recreation.</i>									
	<table border="1"> <thead> <tr> <th style="background-color: #92d050;">Indicators to help you better understand this competency.</th> <th style="background-color: #92d050;">WHERE ARE YOU</th> </tr> </thead> <tbody> <tr> <td>I can identify the Yukon Sport and Recreation System and the components related to recreation, sport and special events.</td> <td>1 2 3 4 5 6 7</td> </tr> <tr> <td>I can explain the roles and relationships between local recreation boards, Yukon Government and nonprofit organizations.</td> <td>1 2 3 4 5 6 7</td> </tr> <tr> <td>I can describe the role a community leader plays in the system.</td> <td>1 2 3 4 5 6 7</td> </tr> <tr> <td>I recognize the importance of becoming oriented to a community's culture, people and local resources.</td> <td>1 2 3 4 5 6 7</td> </tr> </tbody> </table>	Indicators to help you better understand this competency.	WHERE ARE YOU	I can identify the Yukon Sport and Recreation System and the components related to recreation, sport and special events.	1 2 3 4 5 6 7	I can explain the roles and relationships between local recreation boards, Yukon Government and nonprofit organizations.	1 2 3 4 5 6 7	I can describe the role a community leader plays in the system.	1 2 3 4 5 6 7	I recognize the importance of becoming oriented to a community's culture, people and local resources.
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**Total Rating Score** (total out of 28)

**Average Rating Score** (total divided by 4)

<b>COMPETENCY MODULE 3.0</b>	<b>FUNDING AND BUDGETING</b> <i>Recreation leaders administer basic budgets and carry out fundraising, and grant activities.</i>									
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**Total Rating Score** (total out of 28)

**Average Rating Score** (total divided by 4)

<b>COMPETENCY MODULE 4.0</b>	<b>LEADERSHIP</b> <i>Recreation leaders recognize their potential, in staff and volunteer roles, to positively impact the community through recreation.</i>							
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Indicators to help you better understand this competency.	WHERE ARE YOU							
I can describe the importance of a recreation leader's role as a community leader.	1 2 3 4 5 6 7							
I can identify the attitudes, knowledge and skills of an effective community recreation leader.	1 2 3 4 5 6 7							
I recognize the importance of self-care and resources available to support oneself in a work environment.	1 2 3 4 5 6 7							

**Total Rating Score** (total out of 21)

**Average Rating Score** (total divided by 3)

<b>COMPETENCY MODULE 5.0</b>	<b>BUILDING AND ENGAGING COMMUNITY</b> <i>Recreation leaders use recreation as a vehicle for strengthening community capacity.</i>									
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I can describe how to support youth involvement and leadership in community projects.	1 2 3 4 5 6 7									

**Total Rating Score** (total out of 28)

**Average Rating Score** (total divided by 4)

<b>COMPETENCY MODULE 6.0</b>	<b>PLANNING</b> <i>Recreation leaders contribute to the planning and evaluation of community programs, services, events, and initiatives.</i>
	<b>Indicators to help you better understand this competency.</b>
	<b>WHERE ARE YOU</b>
I can explain the role of community recreation boards, community organizations and community members in planning for and evaluating recreation.	1 2 3 4 5 6 7
I can describe a process for recreation planning that is community-driven.	1 2 3 4 5 6 7
I can list barriers to participation in recreation in Northern communities and describe strategies to eliminate them.	1 2 3 4 5 6 7
I can describe the purpose and importance of feedback and evaluation.	1 2 3 4 5 6 7
I recognize the importance of planning for a broad range of skills, ages, interests, and abilities.	1 2 3 4 5 6 7

**Total Rating Score** (total out of 35)

**Average Rating Score** (total divided by 5)

<b>COMPETENCY MODULE 7.0</b>	<b>RISK MANAGEMENT</b> <i>Recreation leaders apply fundamental risk management strategies.</i>
	<b>Indicators to help you better understand this competency.</b>
	<b>WHERE ARE YOU</b>
I recognize that risk and managing it are part of our daily lives.	1 2 3 4 5 6 7
I understand the concept of risk management.	1 2 3 4 5 6 7
I can describe the steps that can help to manage risk in five key areas.	1 2 3 4 5 6 7
I understand basic risk management terminology and tools.	1 2 3 4 5 6 7

**Total Rating Score** (total out of 28)

**Average Rating Score** (total divided by 4)

<b>COMPETENCY MODULE 8.0</b>	<b>QUALITY PROGRAMS AND EVENTS</b> <i>Recreation leaders contribute to the delivery of community-driven programs and events.</i>
	<b>Indicators to help you better understand this competency.</b>
	<b>WHERE ARE YOU</b>
I can plan community-driven programs and events that meet the needs of individuals and the public good.	1 2 3 4 5 6 7
I can identify strategies for making community-based programs accessible and inclusive.	1 2 3 4 5 6 7
I can describe planning steps that result in community-driven programs and events.	1 2 3 4 5 6 7
I can outline the processes (e.g. budgeting, reporting, etc.) required for the financial management of programs and events.	1 2 3 4 5 6 7
I can find resources to support program delivery in Northern communities.	1 2 3 4 5 6 7

**Total Rating Score** (total out of 35)

**Average Rating Score** (total divided by 5)

<b>COMPETENCY MODULE 9.0</b>	<b>MARKETING</b> <i>Recreation leaders work with others to implement appropriate marketing strategies.</i>
	<b>Indicators to help you better understand this competency.</b>
	<b>WHERE ARE YOU</b>
I can access resources and research related to the personal, social, economic, and environmental benefits of recreation and parks.	1 2 3 4 5 6 7
I understand key marketing approaches and terms.	1 2 3 4 5 6 7
I can access resources to implement appropriate marketing plans.	1 2 3 4 5 6 7
I recognize strategies for promoting recreation in small, remote, Northern communities.	1 2 3 4 5 6 7

**Total Rating Score** (total out of 28)

**Average Rating Score** (total divided by 4)

<b>COMPETENCY MODULE 10.0</b>	<b>FACILITIES AND OUTDOOR SPACES</b> <i>Recreation leaders assist in maximizing the safety and use of community facilities and outdoor spaces.</i>	
Indicators to help you better understand this competency.		WHERE ARE YOU
I recall the factors involved in the planning and development of community facilities.		1 2 3 4 5 6 7
I can justify the role of community in planning facilities.		1 2 3 4 5 6 7
I can explain the importance of recreation facilities in building community capacity.		1 2 3 4 5 6 7
I understand the role of the recreation director in the planning and management of recreation facilities including parks and trails.		1 2 3 4 5 6 7
I can describe the preventive maintenance requirements for different community facilities, including rinks, pools, parks and trails.		1 2 3 4 5 6 7
I can find resources required to maintain a healthy and safe facility.		1 2 3 4 5 6 7

**Total Rating Score** (total out of 42)

**Average Rating Score** (total divided by 6)

<b>COMPETENCY MODULE 11.0</b>	<b>WORKING WITH GROUPS AND PARTNERSHIPS</b> <i>Recreation leaders contribute to meaningful relationships with community groups.</i>	
Indicators to help you better understand this competency.		WHERE ARE YOU
I can list a variety of ways to work with different types of groups and organizations.		1 2 3 4 5 6 7
I understand the process of developing new, and supporting existing, committees and groups.		1 2 3 4 5 6 7
I can list the components of an effective meeting.		1 2 3 4 5 6 7
I can describe basic facilitation techniques appropriate for working with Northern communities.		1 2 3 4 5 6 7
I understand different ways to facilitate problem solving with group members within the community, at work, and during meetings.		1 2 3 4 5 6 7

**Total Rating Score** (total out of 35)

**Average Rating Score** (total divided by 5)

<b>COMPETENCY MODULE 12.0</b>	<b>STAFFING AND VOLUNTEERS</b> <i>Recreation leaders contribute to effective staff and volunteer engagement.</i>	
Indicators to help you better understand this competency.		WHERE ARE YOU
I can explain the general roles and responsibilities of a community recreation director.		1 2 3 4 5 6 7
I can apply a framework for working with staff and volunteers (e.g. preparation, recruiting, hiring, screening, hiring, orientation, training, performance appraisal, etc.)		1 2 3 4 5 6 7
I am familiar with Labour Standards and Revenue Canada requirements impacting staff and contractors in Northern communities.		1 2 3 4 5 6 7
I demonstrate the importance of recognizing and celebrating recreation leaders and volunteers.		1 2 3 4 5 6 7

**Total Rating Score** (total out of 28)

**Average Rating Score** (total divided by 4)

<b>COMPETENCY MODULE 13.0</b>	<b>BOARD GOVERNANCE</b> <i>Recreation leaders understand how volunteer boards function.</i>	
Indicators to help you better understand this competency.		WHERE ARE YOU
I understand how volunteer boards are structured and how they function.		1 2 3 4 5 6 7
I can explain the responsibilities, roles and skills of a board and its members.		1 2 3 4 5 6 7
I recognize the unique role of recreation boards in Yukon communities.		1 2 3 4 5 6 7
I understand how to foster effective staff and board relationships.		1 2 3 4 5 6 7

**Total Rating Score** (total out of 28)

**Average Rating Score** (total divided by 4)

## PERSONAL ASSESSMENT: REVIEW OF COMPETENCY AREAS

Review your results for each of the 13 Core Competency Areas. Highlight those you consider an area of strength and those to enhance or develop.

**STRENGTHS** are competency areas that have a rating in the 5 to 7 range.

**DEVELOPMENT OPPORTUNITIES** are competency areas with a rating in the 1 to 4 range.

Competency Area	Strengths	Development Opportunities
1. Recreation Foundations		
2. Yukon Recreation and Sport System		
3. Funding and Budgeting		
4. Leadership		
5. Building and Engaging Community		
6. Planning		
7. Risk Management		
8. Quality Programs and Events		
9. Marketing		
10. Facilities and Outdoor Spaces		
11. Work with Groups and Partnerships		
12. Staffing and Volunteers		
13. Board Governance		

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### OBSERVATIONS:

Based on the above assessment, **MY AREAS OF STRENGTH** as a recreation leader are:

Based on the above assessment, **MY AREAS FOR GROWTH AND DEVELOPMENT** as a recreation leader include:

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### REFLECTIONS:

What has this exercise revealed about my capacity as a recreation leader?

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### ACTIONS:

What can I do to build on my strengths and minimize my challenges?

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### TRAINING/DEVELOPMENT:

What training/development opportunities do I want to pursue?

# INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

## The individual professional development plan outlines:

- The strengths and areas for enhancement and development.
- How the learning/development will occur, the potential courses to take, and the personal learning opportunities the individual would like to explore.
- Optional: The professional development plan may also identify how the learning/development may be validated. How will the practitioner (and supervisor) know that the individual learning objectives are met? What are the success indicators?

## TO ASSIST IN THE DESIGN OF A PERSONAL PROFESSIONAL DEVELOPMENT PLAN, CONSIDER ANSWERING THE FOLLOWING QUESTIONS:

*What is it I want to be able to do or learn?*

*What information do I need?*

*Where would I find the information or where can I go to get the information or training?*

*What would the benefits be if I follow through with the plan?*

*What would a "successful development strategy" be? Consider completing the following two questions:*

*After completing this development plan I will be able to...*

*After completing this development process I will have a better understanding of...*