

Responses cannot be edited

Amnesty International Canadian Section (English Speaking) Competency Framework Survey for Candidates to the Board

This self-assessment survey tool has been developed by the Nominations Committee to help in the process of identifying individuals with the relevant skills, experience and behaviours to serve as elected Board members of Amnesty International Canada.

The tool will be used to assess the competencies of both the existing Board and all candidates for election. The competencies reflect behaviours, skills and knowledge required for effective functioning at Board level. Some of the competencies are very specific to Amnesty International itself, while others are typical for Board level functioning in any large organisation. It is not expected that every individual Board member or nominee should be able to demonstrate a high proficiency in every area, but rather that the 10-member Board as a whole embodies the knowledge, experience and skills listed.

In practice you may have developed competence in a number of different ways, e.g. formal academic or professional training and qualifications; on the job experience in either paid or voluntary roles; or through self-development. For this reason, we ask that if you click on the higher end of a competency (i.e. you click on the 3rd or 4th option), you elaborate on your experience. Please note that for the 2019 Board, we are particularly looking for candidates with the following priority competencies: tbd.

Please complete the survey below:

* Required

Full Name: *

Ms. Abigail Greenidge
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Running for the position of: *

- Director
- Chair
- Treasurer

1. Priority Competency: Human Rights *

- I have a basic awareness and understanding of Canadian and international human rights issues and Amnesty International's mission.
- I have a reasonable awareness and understanding of Canadian and international human rights issues and Amnesty International's mission.
- I have solid awareness and understanding of Canadian and international human rights issues and Amnesty International's mission.
- I have an excellent awareness and understanding of Canadian and international human rights issues and Amnesty International's mission.

If you have checked off one of the last two options, please elaborate on your experience:

I have a Masters degree in Human Rights and International Politics from the University of Glasgow, where I studied various rights issues. In 2018, I volunteered in Greece as a Human Rights Complaints Coordinator. I analyzed asylum interview transcripts to identify occurrences of rights violations in the interview process and engaged with asylum seekers to collect information and report rights abuses to the Greek Ombudsman and UN Special Rapporteur on the Human Rights of Migrants – a task closely linked to the mission of Amnesty International to bring human rights abuses to light. In 2015, I volunteered with Empire State Pride Agenda, working on a fundraising scheme to support the rights of LGBTQ persons.

During my time working in Labour Relations (2008-2015), I interpreted the Canadian Human Rights Act to advise management on the legal duty to accommodate employees in the workplace.

2. Priority Competency: Finance *

- I have limited knowledge of financial and management accounting, including budgeting, planning, risk assessments and financial controls. I have limited personal exposure to voluntary or private fundraising schemes. I have limited personal exposure to voluntary or private fundraising schemes.
- I have a some knowledge of and experience with financial and management accounting, including budgeting, planning, risk assessments and financial controls.
- I am a fully qualified accountant with some experience with financial and management accounting, including planning, budgeting, controls, processes and risk management.
- I am a fully qualified accountant with extensive experience financial and management accounting including budgeting, planning, risk assessments and financial controls.

If you have checked off one of the last two options, please elaborate on your experience:

3. Priority Competency: Fundraising *

- I have limited personal exposure to voluntary or private fundraising schemes.
- I have moderate professional fundraising experience.
- I have participated in fund-raising activities at the professional and leadership level, as indicated below.
- I have advanced marketing and fundraising experience in a complex organization as demonstrated below.

If you have checked off one of the last two options, please elaborate on your experience:

Through volunteer work with Empire State Pride Agenda in New York in 2015, I helped identify potential donors by compiling a list of organizations and names of people who had previously sponsored the Family Equality Council, a partner organization. I then used that list to identify politicians who received campaign contributions from these organizations and individuals. Both lists were combined to create a final list of potential donors.

As a member of the 2012 Walk so Kids Can Talk committee in Montreal, I took the lead on identifying potential sponsors and drafted requests for sponsorship.

In 2009 and 2008, I raised over \$1800 to benefit the MS Society of Canada and the Sexual Abuse Clinic of the Montreal Children's Hospital by hosting several sporting events throughout the summer. I obtained corporate sponsorship from companies such as TD Canada Trust and the Montreal Canadiens.

4. Priority Competency: Diversity and Equity *

- I have a limited understanding of the concepts of diversity and equity and how they relate to Amnesty International.
- I have a moderate understanding of the concepts of diversity and equity and how they relate to Amnesty International.
- I have an above average understanding of the concepts of diversity and equity and how they relate to Amnesty International.
- I have a proven track record of leadership in advancing diversity and equity, and understanding how they relate to Amnesty International.

If you have checked off one of the last two options, please elaborate on your experience:

Diversity and equity tie into several issues AI focuses on – their work supports fair representation of diversity groups within their respective societies. Through my Masters degree in Human Rights and International Politics, I learned that diversity, in its different forms, can negatively impact a group's representation in different realms of society. For example, through critical analysis of 'statelessness', I gained a solid understanding as to how this problem can be caused by discrimination, which in turn impacts a group's representation and participation in society.

Through my work experience in Human Resources, I have gained an excellent understanding of the relation between diversity and equity within an employment context in Canada, specifically, the underlying reasons for the implementation of initiatives targeting the four designated groups listed in the Employment Equity Act.

5. Priority Competency: Working with Youth *

- I have a limited understanding of how to implement youth-inclusive policies and practices, my level of engagement with youth is minimal, and I am unfamiliar with Amnesty International's priorities for working with youth.
- I have a moderate understanding of how to implement youth-inclusive policies and practices, my level of engagement with youth is moderate, and I am somewhat familiar with Amnesty International's priorities for working with youth.
- I have an above average understanding of how to implement youth-inclusive policies and practices, my level of engagement with youth is strong, and I am familiar with Amnesty International's priorities for working with youth.
- I have a proven track record of leadership in advancing youth-inclusive policies and practices, my level of engagement with youth is very high, and I am familiar with Amnesty International's priorities for working with youth.

If you have checked off one of the last two options, please elaborate on your experience:

Through a course I completed in Feb 2019, I gained a solid understanding of the principle of child participation (i.e. right to be heard, right to be involved in decisions that affect them). I am familiar with other aspects of the implementation of youth-inclusive policies (e.g. developing a national action plan, establishing partnerships, monitoring and evaluating implementation) through knowledge gained from UN publications.

I volunteered as a teacher's assistant in a middle school in New Zealand in 2017, with Covenant House New York in 2015 where I conducted mock jobs interviews with a teenager, and with Big Brothers and Big Sisters in 2010 mentoring youth.

Youth comprise the largest proportion of members at AI Canada and I am aware the organization mobilizes student activists through initiatives like Human Rights College, youth leadership roles, and the Global Youth Collective.

6. Priority Competency: Human Resources and Organizational Development *

- I have limited understanding HROD policies and practices, how they are created, implemented and monitored.
- I have a partial understanding HROD policies and practices, how they are created, implemented and monitored.
- I have a solid understanding of and limited experience with HROD policies and practices, how they are created, implemented and monitored.
- I have a deep understanding of and extensive experience with HROD policies and practices, how they are created, implemented and monitored.

If you have checked off one of the last two options, please elaborate on your experience:

Through my Graduate Diploma in Management (HR concentration) obtained from McGill University, and through my professional experience in Human Resources, I have gained a solid understanding as to how HR policies are developed (e.g. involves extensive research on best practices within the industry, leveraging existing policies from similar organizations, and engaging in consultations with key stakeholders), how they are implemented (e.g. pilot implementation, roll-out in phases), and how they are monitored (e.g. through regular reporting, complaint mechanisms, and periodical surveys).

7. Priority Competency: Governance Experience *

- I have no or little experience serving on the Board of a national, regional or local organization, or leadership role on a comparable organization, including student councils, high school/local/university Amnesty groups).
- I have 1 to 3 years of governance experience as a Board member of a national, regional or local organization, or leadership role with a comparable organization, including student councils, high school/local/university Amnesty groups).
- I have 3 to 5 years of governance experience as a Board member of national, regional or local organization, or leadership role on with a comparable organization, including student councils, high school/local/university Amnesty groups, as indicated below.
- I have more than 5 years experience and leadership in directing a national, regional or local organization, or comparable organization, including student councils, high school/local/university Amnesty groups, as indicated below.

If you have checked off one of the last two options, please elaborate on your experience:

8. Competency: Legal Knowledge *

- I have some limited and basic knowledge of Canadian laws governing charities and not-for-profits.
- I have a reasonable knowledge of Canadian laws governing charities and not-for-profits.
- I am a lawyer with some knowledge of and experience with Canadian laws governing charities and not-for-profits.
- I am a lawyer with a high degree of knowledge of and experience knowledge of Canadian laws governing charities and not-for-profits.

9. Competency: Gender Mainstreaming *

- I have a limited understanding of the concepts of gender equality and gender discrimination and how they relate to Amnesty International.
- I have a moderate understanding of the concepts of gender equality and gender discrimination and how they relate to Amnesty International.
- I have an above average understanding of the concepts of gender equality and gender discrimination and how they relate to Amnesty International.
- I have a proven track record of leadership in advancing gender equality and gender discrimination, and understanding how they relate to Amnesty International.

If you have checked off one of the last two options, please elaborate on your experience:

AI calls upon governments to eliminate gender discrimination and seeks to heighten awareness about the ways in which sexual identity, ethnicity or other forms of identity can put women at greater risk of being subject to discrimination. Through my Masters degree in human rights, I gained an excellent understanding of the relation between gender inequality and gender discrimination. Examples of topics examined include bridenapping, violence against women, and the inequality of representation of non-Western women's voices in setting human rights priorities for women. Through volunteer work as a Human Rights Complaints Coordinator in Greece, I enhanced my knowledge about sexual and gender-based violence (SGBV) and about the protection needs of children and women in refugee camps.

I am enrolled in an online course on International Women's Health and Human Rights.

10. Institutional Knowledge of Amnesty International Canadian Section (English Speaking)

Check all that apply

- I have a good understanding of AI Canada's priorities for the period 2016-2020.
- I have attended one or more Annual General Meetings (AGMs) and have a good understanding of decisions made at recent AGMs.
- I have held a leadership position within my local Amnesty group/network and have been actively engaged in conversations related to national and international governance issues with my group.
- I have served on one or more national-level committees within AI Canada (e.g. Nominations Committee, Fieldworker Coordinating Council, Coordinators Council, ICM Delegation, AICES Board etc.).

If you have checked off one of the last two options, please elaborate on your experience:

11. French and/or Spanish language skills *

- I have a rudimentary knowledge of French and/or Spanish. I learned French in school but have not had much reason to use it since.
- I am able to converse comfortably in French and/or Spanish.
- I can communicate fluently in French and/or Spanish, both verbally and in informal writing
- I am confident in my ability to make presentations in French and/or Spanish as well as read professional documents in French

If you have checked off one of the last two options, please elaborate on your experience:

I can communicate fluently in French and can read and understand complex, professional documents in French.

Submitted 4/16/19, 12:29 AM