



College of Medical
Laboratory Technologists
of Ontario

**CMLTO BOARD OF DIRECTORS
ACADEMIC MEMBER
APPLICATION PACKAGE
2026**

College of Medical Laboratory Technologists of Ontario
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2026 CMLTO ACADEMIC BOARD MEMBER APPLICATION PACKAGE

2026 CMLTO Academic Board Member Application Package includes the following sections:

1. Confirmation of Eligibility for Appointment
2. Resume
3. Letter of Intent
4. CMLTO Code of Conduct and Confidentiality Agreement, Conflict of Interest Declaration Form
5. CMLTO Board Competency and Leadership Characteristics Self-Assessment

Appointment of the Academic Board Member to the 2027 CMLTO Board of Directors will be made in September 2026 for a three (3) year term which commences on January 1, 2027.

Please visit our website for further information about the [Appointment of the Academic Board Member](#) or contact: executiveoffice@cmlto.com.

**The deadline for the election nomination forms to be received by the CMLTO is
Friday, May 29, 2026, 4:30 p.m.**

EQUITY, DIVERSITY, INCLUSION, AND JUSTICE

Applications from all equity deserving groups in Ontario are encouraged to optimize the richness of diversity in the CMLTO Board composition and decisions.



**COLLEGE OF MEDICAL LABORATORY TECHNOLOGISTS OF ONTARIO (CMLTO)
APPOINTMENT OF ACADEMIC BOARD MEMBER
2026**

**SECTION 1
CONFIRMATION OF ELIGIBILITY FOR APPOINTMENT**

CMLTO BY-LAW / 4.5.7.1 ELIGIBILITY FOR APPOINTMENT

A Registrant is eligible for appointment to the Board of Directors as an Academic Board Member provided that on the date of appointment,

- The Registrant meets the criteria for eligibility for election as a Professional Board Member (except for the nomination requirement),
- The Registrant has completed, signed and returned the CMLTO Academic Member Application Package pursuant to this By-Law, and
- The Registrant’s primary employment is to teach a course of study in Medical Laboratory Technology accredited by Accreditation Canada’s EQual Canada Program.

Registrant’s Statement

I, the undersigned, hereby confirm that I:

- Have read the CMLTO By-Law / Section 4.5 Appointment of Academic Board Member.
- Confirm my eligibility for appointment to the CMLTO Board of Directors as an Academic Member pursuant to CMLTO By-Law / Section 4.5.7.1 - Eligibility for Appointment.
- Will assume all duties of a CMLTO Board Member if elected.

Name :
CMLTO Registration Number :
Address :
Phone Number :
Email Address :

Candidate’s Signature	Date



**COLLEGE OF MEDICAL LABORATORY TECHNOLOGISTS OF ONTARIO (CMLTO)
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2026**

**SECTION 2
RESUME**

Please attach a current copy of your resume to your application.

**SECTION 3
LETTER OF INTENT**

Please submit a brief letter outlining the reasons for seeking the appointment and how you intend to fulfill the Academic Board Member role and responsibilities as they relate to the CMLTO's public interest mandate.



**COLLEGE OF MEDICAL LABORATORY TECHNOLOGISTS OF ONTARIO (CMLTO) CODE
OF CONDUCT AND CONFIDENTIALITY AGREEMENT,
CONFLICT OF INTEREST DECLARATION FORM**

**SECTION 4
CMLTO CODE OF CONDUCT**

The College has the statutory mandate to serve and the public interest pursuant to the [Regulated Health Professions Act \(RHPA\), 1991](#) and the [Medical Laboratory Technology Act, 1991](#).

All CMLTO Board and Committee Members shall demonstrate their commitment to public interest by complying with the Code of Conduct of the College and act in a manner that is consistent with the statutory mandate of the College to regulate the profession in the public interest.

CERTIFICATION

Initial:	By signing this form, I hereby certify that:
	I understand and uphold the statutory mandate of the College and agree to serve the public interest.
	I understand and agree to comply with my obligations, duties and responsibilities set out in the <i>Regulated Health Professions Act, 1991</i> and the <i>Medical Laboratory Technology Act, 1991</i> , their regulations, the CMLTO By-Law and the policies of the College.
	I understand and agree to comply with my obligations, duties and responsibilities outlined in following articles of the CMLTO By-law: Article 6 – Code of Conduct Article 7 – Conflict of Interest Article 8 –Confidentiality
	I have no conflicts of interest to disclose at this time.
	I wish to disclose the following potential or real conflict(s) of interest:
	I understand that I have an ongoing obligation to declare any potential or real conflict(s) of interest should one arise in the future.
	I understand and acknowledge that my failure to comply with the provisions of the By-law of the College will be considered a breach of my obligations to the College, and may result in disqualification from the Board of Directors and/or Committees of the College.
	I understand that the provisions of Article 8 – Confidentiality of the CMLTO By-law survive the expiry of my term of office as a Board and/or Committee Member at the College.
	I understand the penalties outlined in S. 40 (2) and (3) of the RHPA for contravening S. 36 (1) of the RHPA .
	The information set forth above is true and accurate to the best of my knowledge and fully discloses information to my obligations as a CMLTO Board or Committee member under the CMLTO Code of Conduct as at the date of this declaration.
Name of the Declarant	Declarant's Signature
Declarant's Position	Date



**COLLEGE OF MEDICAL LABORATORY TECHNOLOGISTS OF ONTARIO (CMLTO)
APPOINTMENT OF ACADEMIC BOARD MEMBER
2026**

**SECTION 5
CMLTO BOARD COMPETENCY AND LEADERSHIP CHARACTERISTICS
SELF-ASSESSMENT**

This self-assessment enables CMLTO Board Member candidates to reflect on their awareness, experience, and readiness to demonstrate the competencies and characteristics outlined in the **CMLTO Board Competency and Leadership Characteristics Profile**. The purpose of this self-assessment is to support transparency in the election and appointment process and to help candidates identify areas of strength and potential growth in relation to the expectations of CMLTO Board service.

CMLTO Board Members are encouraged and expected to demonstrate an ongoing commitment to acquiring and developing the competencies and leadership characteristics essential to effective governance. The goal is to ensure that the CMLTO Board collectively embraces all necessary competencies and leadership characteristics and fosters continuous development among its members.

Candidates are asked to rate each statement using the scale provided to indicate the level to which they demonstrate or are prepared to demonstrate each competency and leadership characteristic.

The self-assessment includes three (3) competency categories:

- 1. Board Competencies Related to Governance Knowledge and Skills** – knowledge of governance principles, structures, and Board processes.
- 2. Board Characteristics Related to Personal and Leadership Character** – attributes and behaviours that foster effective leadership, collaboration, and integrity.
- 3. Board Competencies Related to Environmental Knowledge and Skills** – awareness of external factors, stakeholder environments, and system-level influences affecting the profession and regulation.

Note: Candidates are not expected to have prior experience within the CMLTO. This self-assessment is intended to promote reflection, transparency, and awareness of the competencies and leadership characteristics which contribute to effective Board service.



**COLLEGE OF MEDICAL LABORATORY TECHNOLOGISTS OF ONTARIO (CMLTO)
APPOINTMENT OF ACADEMIC BOARD MEMBER
2026**

**1. BOARD COMPETENCIES RELATED TO
GOVERNANCE KNOWLEDGE AND SKILLS**

Each CMLTO Board Member is expected to demonstrate a dedication to fulfilling the College's statutory mandate, including the organization's purpose and critical outcomes/impacts. Board Members are also expected to have, acquire and/or enhance their key general governance competencies which are core to effective Board Members and the performance of the Board as a team.



1. ORGANIZATIONAL CONTEXTUAL COMPETENCY

Definition:

Is aware of and takes into account organizational purpose, Ends (Critical Outcomes) Policies, values, culture, and the norms of the organization.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	My input to discussions and decisions consistently reflect and reinforce the Board’s policies and the organization’s purpose, vision, values, and organizational realities.
	4 – Demonstrated	I generally apply an understanding of the organization’s purpose, policies, and culture when contributing to Board discussions and decisions.
	3 – Partially Demonstrated	I sometimes connect my input to the organization’s purpose, policies, or values but may need to strengthen this alignment.
	2 – Minimally Demonstrated	I rarely link my contributions to the organization’s purpose, policies, or culture when engaging in Board discussions.
	1 – Not Demonstrated	My input to decisions is made in isolation from the Board policies and the organization’s purpose, vision, values and organizational realities.

2. GOVERNANCE AWARENESS COMPETENCY

Definition:

(1) Sets about to be well-informed regarding the governance approach/philosophy of the organization as well as the Board’s role, job products, responsibilities, processes, and performance.

(2) Understands the need and responsibility to contribute to ongoing Board development, evaluation, and continuous governance improvement.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I actively engage in understanding and upholding the Board’s governance approach, contributing to continuous learning and improvement.
	4 – Demonstrated	I understand the organization’s governance model and participate in related discussions or development activities when opportunities arise.
	3 – Partially Demonstrated	I show general awareness of the Board’s governance approach but require further familiarity with its roles, processes, and evaluation practices.
	2 – Minimally Demonstrated	I display limited understanding of the organization’s governance principles and seldom engage in governance development or evaluation.
	1 – Not Demonstrated	I demonstrate and show limited understanding of the Board’s governance role and avoid engagement in Board development or evaluation efforts.

3. INTERPERSONAL RELATIONSHIPS COMPETENCY

Definition: Nurtures the Board as a group and enhances team development, attends to the Board’s collective welfare and culture, and fosters a sense of cohesive teamwork.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I foster mutual respect, collaboration, and a strong sense of team unity to support effective Board functioning.
	4 – Demonstrated	I contribute to positive relationships and collaboration among Board Members and support a respectful, team-oriented culture.
	3 – Partially Demonstrated	I demonstrate some collaborative behaviours but occasionally focus on individual perspectives more than collective outcomes.
	2 – Minimally Demonstrated	I find it challenging to engage collaboratively or to prioritize team cohesion when working with the Board.
	1 – Not Demonstrated	I prioritize individual views over group cohesion, contributing to tension or division within the Board.

4. INNOVATIVE GENERATIVE AND STRATEGIC THINKING ORIENTATION COMPETENCY

Definition:

Capacity to generatively and strategically provide thought-leadership to contribute to innovatively envisioning and shaping organizational direction regarding purpose and Ends (Critical Outcomes) Policies. Keeps the Board’s attention on foresight and future-focused discussion.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I actively engage in forward-thinking dialogue, offering strategic insights that help shape long-term direction and purpose.
	4 – Demonstrated	I contribute ideas and perspectives that consider future implications and support the organization’s strategic direction.
	3 – Partially Demonstrated	I occasionally offer insights with a future or strategic focus but tend to balance them with short-term or operational considerations.
	2 – Minimally Demonstrated	I primarily engage in discussions focused on immediate or tactical issues and seldom contribute to forward-looking or generative thinking.
	1 – Not Demonstrated	I focus primarily on operational details and short-term issues, rarely contributing to future-focused or visionary discussions.

5. ANALYTICAL AND COMPLEXITY CAPACITY COMPETENCY

Definition:

(1) Has capacity for reviewing and evaluating qualitative and quantitative data and conclusions. (2) Recognizes complexities and subtleties in issues and draws upon multiple perspectives and insights to contribute to developing appropriate responses and decisions related to complex opportunities and challenges.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I thoughtfully analyze diverse data and perspectives, contributing to well-informed and balanced decisions on complex matters.
	4 – Demonstrated	I review information critically, consider different viewpoints, and contribute to discussions that address both detail and complexity.
	3 – Partially Demonstrated	I analyze information adequately but may miss deeper connections or rely on limited data when evaluating complex issues.
	2 – Minimally Demonstrated	I find it challenging to interpret complex data or integrate multiple perspectives when contributing to Board discussions.
	1 – Not Demonstrated	I oversimplify issues, overlook key data, and struggle to engage with complex or nuanced Board discussions.

6. COLLABORATIVE RELATIONS AND AMBASSADORSHIP COMPETENCY

Definition:

(1) Ability to contribute to helpful networks and represent the organization effectively as an ambassador.

(2) Contributes and has an ability to foster collaborative relationships important to the organization.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I actively build and nurture strategic relationships while representing the organization with integrity and credibility.
	4 – Demonstrated	I participate in building relationships and collaborations that enhance the organization's connections and reputation.
	3 – Partially Demonstrated	I occasionally engage in relationship-building efforts but may not consistently represent or promote the organization externally.
	2 – Minimally Demonstrated	I rarely contribute to developing or maintaining collaborative relationships and seldom engage in ambassadorial activities.
	1 – Not Demonstrated	I avoid external engagement and miss opportunities to build or support relationships that benefit the organization.



7. INQUISITIVE LIFELONG LEARNER COMPETENCY

Definition:

- (1) Has an aptitude, affinity, and thirst for ongoing learning and is keen to grow and apply learnings in the context of Board discussions and decision-making.
- (2) Seeks information which can provide context and insight into upcoming decisions.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I actively pursue new knowledge and insights, applying learning to enhance Board discussions and decision-making.
	4 – Demonstrated	I regularly seek out relevant information and learning opportunities to deepen my understanding and improve my contributions to Board work.
	3 – Partially Demonstrated	I occasionally pursue new learning or information but tend to rely on familiar knowledge when participating in discussions.
	2 – Minimally Demonstrated	I seldom seek new information or learning opportunities and rarely apply new insights to Board decisions.
	1 – Not Demonstrated	I rely on past knowledge, show little curiosity, and rarely seek out new information to inform Board decisions.

8. ALLYSHIP COMPETENCY

Definition:

Has an understanding and commitment to cultural safety and humility as well as equity, diversity, inclusion, and justice in the context of working with diverse individuals, groups, and communities both at the Board table and in connecting with the broader external community.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I actively champion equity, inclusion, and cultural safety, creating space for diverse voices fostering respectful and just engagement.
	4 – Demonstrated	I consistently model inclusive behaviours, respect diverse perspectives, and support equitable participation in discussions and decisions.
	3 – Partially Demonstrated	I recognize the importance of diversity and inclusion but am still developing confidence or consistency in applying these principles in Board and community interactions.
	2 – Minimally Demonstrated	I acknowledge diversity but rarely act to include or elevate underrepresented perspectives in discussions or decisions.
	1 – Not Demonstrated	I dismiss or overlooks diverse perspectives, and fails to acknowledge the importance of equity, inclusion, and cultural humanity.

9. GOVERNANCE OF RISK/RISK AWARENESS COMPETENCY

Definition:

Has an awareness of the importance of major risk identification and understands the Board's role in governing the mitigation of risk including establishing the Board's risk tolerances.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I understand and actively engage in identifying, assessing, and overseeing risk, contributing to clear risk tolerance and mitigation strategies.
	4 – Demonstrated	I demonstrate a sound understanding of the Board's role in risk oversight and contribute to discussions on risk identification and mitigation.
	3 – Partially Demonstrated	I recognize the importance of risk governance but am still developing my understanding of the Board's role in setting tolerances and overseeing mitigation.
	2 – Minimally Demonstrated	I have limited awareness of the organization's key risks and rarely contribute to discussions or decisions related to risk oversight.
	1 – Not Demonstrated	I show limited awareness of major organizational risks and overlook the Board's role in risk oversight and mitigation.

10. GROUP LEADERSHIP COMPETENCY

Definition:

(1) Naturally takes a leadership role at the Board when appropriate and can also function well as a collaborative team member. (2) Uses a collaborative, engaged leadership style which successfully engages the group of leaders making up the Board.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I confidently step into leadership roles when needed and foster inclusive collaboration. I also function well as a member of the Board in dialogue and decision-making.
	4 – Demonstrated	I demonstrate leadership initiative when appropriate and contribute to fostering collaboration and shared responsibility among Board Members.
	3 – Partially Demonstrated	I occasionally show leadership initiative or facilitate collaboration but tend to defer to others rather than actively engaging in group leadership.
	2 – Minimally Demonstrated	I rarely take initiative or assume leadership responsibilities and find it challenging to engage collaboratively in group discussions or decision-making.
	1 – Not Demonstrated	I avoid taking initiative or a leadership role, even when asked, and struggle to contribute constructively to group leadership and collaboration.



COLLEGE OF MEDICAL LABORATORY TECHNOLOGISTS OF ONTARIO (CMLTO) 2026 BOARD ELECTIONS

2. BOARD CHARACTERISTICS RELATED TO PERSONAL AND LEADER CHARACTER

These are the characteristics related to how individual Board Members and the Board as an entity, i.e. as a whole, are equipped to lead and fulfill their role. These characteristics also significantly influence the overall Board culture. Every Board Member should develop at least a proficiency level in and be working towards mastery of each of these characteristics.



Fundamental Leader Characteristics

1. CHAMPIONING CHANGE

Definition: Understands that navigating change is an important part of Board governance and is prepared to personally adjust to change as well as assist the Board team with facing and navigating change.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I embrace change and encourage other Board Members to maintain a constructive mindset while actively supporting the Board and/or organization through change.
	4 – Demonstrated	I adapt positively to change and contribute to discussions that help the Board respond effectively to evolving circumstances.
	3 – Partially Demonstrated	I generally accept change but may feel hesitant or uncertain when faced with significant shifts in Board or organizational direction.
	2 – Minimally Demonstrated	I find it difficult to adapt to change and may be reluctant to adjust my approach or support the Board during transitions.
	1 – Not Demonstrated	I resist new directions and struggle to adapt, creating friction during times of environmental, Board, or organizational change.

2. ACCOUNTABILITY

Definition:

Willingly accepts responsibility for Board and personal decisions and actions. Is willing to step up and take ownership of challenging issues. Reliably delivers on expectations. Can be counted on to stimulate Board thought-leadership in tough situations.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I take ownership of Board actions and results and show a strong commitment to achieving Board outcomes and decisions.
	4 – Demonstrated	I take responsibility for my actions and decisions, follow through on commitments, and contribute to resolving challenging Board issues.
	3 – Partially Demonstrated	I generally accept responsibility for my actions but occasionally miss opportunities to take initiative or fully follow through on commitments.
	2 – Minimally Demonstrated	I sometimes avoid taking ownership of outcomes or hesitate to engage when accountability or difficult decisions are required.
	1 – Not Demonstrated	Failure to deliver on expected governance results and take responsibility for actions/decisions.



3. COURAGE

Definition:

Does the right thing even though it may be unpopular, actively discouraged and/or result in a personal negative outcome. Shows unrelenting determination, confidence, and perseverance in confronting difficult situations. Rebounds quickly from setbacks.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I enable decisions to be made, even when they are difficult, challenge poor decisions constructively, and promote innovative thinking.
	4 – Demonstrated	I speak up respectfully when I disagree, contribute to open and balanced discussions, and support sound decisions even in challenging situations.
	3 – Partially Demonstrated	I express my views when comfortable but may hesitate to voice dissent or challenge decisions when facing opposition.
	2 – Minimally Demonstrated	I tend to avoid conflict or difficult discussions and rarely express disagreement, even when I believe a different course of action is needed.
	1 – Not Demonstrated	I am willing to accept poor Board decisions; satisficing rather than maximizing is the norm; moral indifference prevails.

4. DRIVE AND RESULTS FOCUS

Definition:

Strives for excellence and has a strong desire for effective Board leadership, tackles problems in a timely manner, and approaches challenges with energy and passion. Is focused on the impact and outcomes of Board policy decisions.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I sustain momentum around focused priorities and maintain high productivity.
	4 – Demonstrated	I show initiative, follow through on commitments, and consistently focus on achieving meaningful results for the Board and organization.
	3 – Partially Demonstrated	I meet basic expectations but occasionally lose focus or momentum when faced with competing priorities or challenges.
	2 – Minimally Demonstrated	I struggle to maintain focus and energy when tackling issues and may delay or avoid addressing challenging Board matters.
	1 – Not Demonstrated	I demonstrate lethargy and low productivity.



5. COLLABORATION

Definition:

Values and actively supports development and maintenance of positive relationships among people. Encourages open dialogue and does not react defensively when ideas are challenged at the Board table. Is able to connect with others at a fundamental level, in a way that fosters the productive sharing of ideas. Recognizes that what happens to someone, somewhere, can affect all. Works to effectively resolve conflict and move the group to positive resolution and outcomes.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I effectively engage in Board teamwork, enhancing outcomes and encouraging diversity of thought.
	4 – Demonstrated	I collaborate well with others, listen respectfully to differing viewpoints, and contribute to constructive group problem-solving.
	3 – Partially Demonstrated	I generally work well with others but occasionally become defensive or struggle to integrate differing perspectives.
	2 – Minimally Demonstrated	I find it difficult to engage collaboratively, often preferring to work independently or focus on my own ideas rather than group consensus.
	1 – Not Demonstrated	I exhibit “every person for themselves” thinking, share limited information, and pressure others to adopt my ideas.

Complex Leader Characteristics

1. INTEGRITY

Definition:

Holds oneself to a high moral standard and behaves consistently with ethics and prudence standards, even in difficult situations. Is seen by others as behaving in a way that is consistent with their personal values and beliefs. Behaves consistently with Board policies and practices.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I am trustworthy, transparent, honest, and reliable in my communication and actions.
	4 – Demonstrated	I act with honesty and fairness, consistently demonstrating ethical behaviour that aligns with the Board’s standards and values.
	3 – Partially Demonstrated	I generally act with integrity but may occasionally struggle to maintain consistency under pressure or in complex situations.
	2 – Minimally Demonstrated	I sometimes allow personal views or pressures to affect my consistency in upholding ethical standards or Board values.
	1 – Not Demonstrated	I operate from a position of self-interest or mistrust and may act in ways inconsistent with the Board’s ethical standards.



2. HUMANITY

Definition:

Demonstrate genuine concern and care for other Board Members, the CEO, staff, careholders, and the people who benefit from CMLTO's work. Can appreciate and identify with others' values, feelings, and beliefs. Has a capacity to forgive and not hold grudges. Understands that people are fallible and offers opportunities for individuals and the Board to learn from their mistakes.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I have a deep understanding of what is important to the Careholdership, Registrants, interested parties, and system partners.
	4 – Demonstrated	I show empathy and respect toward others, considering their perspectives and needs in my decisions and interactions.
	3 – Partially Demonstrated	I am generally respectful and understanding of others but sometimes find it challenging to remain empathetic in stressful or conflicting situations.
	2 – Minimally Demonstrated	I struggle to recognize or respond to the needs and perspectives of others and may appear indifferent or dismissive in my interactions
	1 – Not Demonstrated	I fail to acknowledge critical social needs and the realities of the Careholdership and others.

3. HUMILITY

Definition:

Let accomplishments speak for themselves, acknowledge limitations, understand the importance of thoughtful examination of one's own opinions and ideas. Embraces opportunities for personal growth and development as a Board Member. Does not consider oneself to be more important or special than others, is respectful of others, and understands and appreciates others' strengths and contributions.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I am willing to identify and discuss my mistakes, support continuous learning, and remain open to new and different ideas.
	4 – Demonstrated	I acknowledge my limitations, value others' input, and show appreciation for diverse perspectives and contributions.
	3 – Partially Demonstrated	I recognize the importance of humility but sometimes struggle to accept feedback or to fully acknowledge others' contributions.
	2 – Minimally Demonstrated	I rarely seek feedback, find it difficult to admit mistakes, and may overlook the value of others' perspectives.
	1 – Not Demonstrated	I am arrogant or overconfident, complacent, and take up more Board time and focus than reasonable.



4. TRANSCENDENCE

Definition:

- (1) Understands purpose, is future oriented, brings reasonable optimism and inspiration to discussions. Sees possibilities where others may not have.
- (2) Has a very expansive view of things both in terms of taking into account the long term and broad factors.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I am committed to excellence, demonstrate clarity and focus, and inspire others by motivating innovation and forward-thinking.
	4 – Demonstrated	I maintain a positive, future-oriented outlook and encourage the Board to consider broader, long-term possibilities in its decisions.
	3 – Partially Demonstrated	I recognize the importance of future-oriented and innovative thinking but occasionally focus more on immediate or practical issues.
	2 – Minimally Demonstrated	I find it challenging to think beyond the short term and rarely contribute ideas that reflect optimism or a long-term vision.
	1 – Not Demonstrated	I have narrow goals and objectives, fail to acknowledge or strive for excellence, and do not appear inspired or future-focused.

5. TEMPERANCE

Definition:

Demonstrates patience and calmness and can remain composed, self-controlled, and respectful during Board interactions even in challenging circumstances.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I manage risks thoughtfully, remain calm in heated discussions or crises, and demonstrate patience and self-control in all interactions.
	4 – Demonstrated	I generally remain patient and composed, managing my emotions effectively and contributing to balanced, respectful discussions
	3 – Partially Demonstrated	I usually maintain calmness and control but occasionally become reactive or impatient in tense or high-pressure situations.
	2 – Minimally Demonstrated	I find it difficult to remain composed under stress and may respond emotionally or impulsively during challenging discussions.
	1 – Not Demonstrated	I let short-term desires for success or results drive my behaviour and can act with overstated emotion or impatience.



6. JUSTICE

Definition:

Is fair, equitable, inclusive, proportionate, even-handed, transparent, and socially aware and responsive. Remains objective and keeps personal biases to a minimum when making decisions.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I foster fairness and trust, going above and beyond to ensure that decisions are equitable, transparent, and in the best interest of the public.
	4 – Demonstrated	I make decisions objectively and consistently, treating others with fairness and ensuring that diverse perspectives are considered.
	3 – Partially Demonstrated	I generally strive to be fair and equitable but may occasionally allow personal opinions or assumptions to influence my judgment.
	2 – Minimally Demonstrated	I struggle to remain objective or may overlook inequities when they arise, limiting fairness in decision-making.
	1 – Not Demonstrated	I allow inequities to exist without appropriate challenge.



COLLEGE OF MEDICAL LABORATORY TECHNOLOGISTS OF ONTARIO (CMLTO) 2026 BOARD ELECTIONS

3. BOARD COMPETENCIES RELATED TO ENVIRONMENTAL KNOWLEDGE AND SKILLS

These are competencies which Board members require in order to work effectively in the health regulatory sector. Not all Board Members will possess these competencies at the beginning of their term; however, all Board Members should be growing in these areas.



1. REGULATORY AWARENESS COMPETENCY

Definition:

- (1) Understands that addressing public interest matters is core to the Board’s mandate of strategic leadership and oversight of self-regulated professions.
- (2) Has awareness of the regulatory system, climate, and evolving regulatory issues.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I clearly understand the Board’s public interest mandate and stay informed about regulatory trends, ensuring decisions align with the public interest for safe care and evolving regulatory expectations.
	4 – Demonstrated	I understand the Board’s role in protecting the public interest and consider regulatory principles and system trends when contributing to Board discussions and decisions.
	3 – Partially Demonstrated	I recognize the importance of the public interest and the regulatory environment but do not consistently integrate this awareness into my decision-making.
	2 – Minimally Demonstrated	I have limited understanding of the Board’s regulatory role and may focus more on the interests of the profession than on the public interest.
	1 – Not Demonstrated	I lack understanding of the regulatory mandate and overlook the Board’s responsibility to uphold the public interest in a self-regulatory context, at times suggesting decisions that favour the profession over the public.

2. PUBLIC POLICY KNOWLEDGE COMPETENCY

Definition:

Understands or is building understanding of the broader health and public policy context that could impact the organization, including key priorities of the provincial government or health authorities and the relationship between those priorities and the work of the College.

Self-Assessment Rating Scale		Competency Description
	5 – Strongly Demonstrated	I actively seek to understand the broader health and public policy landscape and thoughtfully consider its implications for CMLTO’s mandate and strategic direction.
	4 – Demonstrated	I stay informed about provincial health system priorities and public policy developments and consider their impact when contributing to Board discussions and decisions.
	3 – Partially Demonstrated	I have some awareness of health and public policy issues but do not consistently connect them to the College’s role or strategic direction.
	2 – Minimally Demonstrated	I have limited awareness of current health system priorities or public policy trends and seldom consider how they may affect the organization’s mandate or decisions.
	1 – Not Demonstrated	I show little to no awareness of health system priorities or public policy trends and rarely consider their impact on the organization’s mandate.



Note: Candidates are not expected to have prior experience within the CMLTO. This self-assessment is intended to promote reflection, transparency, and awareness of the competencies and characteristics which contribute to effective Board service. The completed self-assessment will be included in your election biography to provide voters with additional insight into your readiness and alignment with the competency and leadership expectations of the CMLTO Board of Directors.

