Enhancing the lives of the people we support

COMPETENCY ASSESSMENT QUESTIONNAIRE

FOR

ROLE: DIRECTORS

FEBRUARY 2010

HayGroup

INTRODUCTION TO THE COMPETENCY ASSESSMENT QUESTIONNAIRE

Purpose

The Competency Assessment Questionnaire (CAQ) is designed to assess an individual's strengths and areas for development relative to the competencies for the individual's role (i.e., Direct Support Professional, Direct Support Supervisor, Specialized Support Staff, Clinical Specialist, Manager, or Director). It can be used as a self-assessment or to assess another individual's competencies.

The competencies in this assessment are based on the competency model for the individual's role. This model was developed with the input of individuals from across the nine regions of Ontario's developmental services sector.

Competency structure

Each competency includes the following:

- A **definition** – a description of what it means, and

- A **scale of behaviours** – a behavioural scale of related behaviours that increase in sophistication as you move up the scale, with the least complex behaviours at level 1 to the most complex at the highest level (the number of levels in a scale varies by competency, typically 4-5 levels). For each level there is a level title that captures the essence of the level, and a series of illustrative behaviours (i.e., what behaviour looks like at that level).

Assessing competencies

When assessing an individual's competencies, the key factor is *consistency* – how consistently a person demonstrates the behaviours associated with a particular competency and competency level.

Performing a behaviour *consistently* means that it is something the individual does routinely in their role. Exhibiting the behaviour *some of the* time or having the *ability* to exhibit the behaviour (but not consistently exhibiting it) does not qualify as *consistently*.

Important considerations

There are some important considerations when assessing competencies:

- In completing a self-assessment, be aware that most people have a tendency to overrate rather than underrate their own behaviour.

- Each level represents a jump in the size/scope of behaviour from the level that preceded it.

- To get the most out of this evaluation, be sure to evaluate the behaviours exhibited on the job, rather than the behaviours one *intends* to exhibit or would like to have the opportunity to exhibit.

INTRODUCTION TO THE COMPETENCY ASSESSMENT QUESTIONNAIRE, CONTINUED

How to complete the CAQ

Follow the steps outlined in the table below to complete the assessment. You may want to refer to the completed example on the following page.

Step	Action
1	For each competency, start by reviewing the definition.
2	Then, beginning at level 1, ask yourself the following question: • *Do I (or the individual I am assessing) consistently demonstrate the behaviours at this level?* *Consistently* means **always** or **most of the time** (i.e., 75% of the time). When answering this question, think about examples to support your response. If you answer "yes", then check the box for that level and move to the next level.
3	Stop when you reach a level where you (or the person you are assessing) *do not* consistently exhibit the behaviours. The level demonstrated for that competency becomes *the highest level you checked off* – this is the highest level at which you (or the person you are assessing) consistently demonstrate the behaviours at that level *and* the levels preceding it. In other words, you cannot rate yourself (or the person you are assessing) at a level 3, if you are not also consistently demonstrating the behaviours associated with levels 1 and level 2. **Note:** If you cannot check off any of the boxes, this likely means that: • You (or the person you are assessing) do not demonstrate this competency *or* • You have not had an opportunity to observe the competency in the person you are assessing.
4	For the level where you rated yourself (or the individual you are assessing), provide behavioural evidence to support your rating in the box that follows the competency rating table.
5	When you have completed an assessment of all competencies, transfer your rating for each competency to the CAQ Summary on the final page of this CAQ. Also note, in the space provided, what you see as your key competency strengths and areas for development.

EXAMPLE: ADVOCATING FOR OTHERS

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

Advocating for Others Individuals demonstrating the competency "Advocating for Others" show through their behaviours an inclination to champion a cause or issue and try to get others to support it (i.e., trying to win the support of others).		
☐	0	**Not demonstrated or no opportunity to observe**
☑	1	**States facts to persuade or motivate:** Uses direct persuasion in a discussion or presentation. May appeal to reason, data, and others' self-interest. May use concrete examples, visual aids, demonstrations, etc. At this level, focuses on fact but makes no apparent attempt to adapt presentation to the interest and level of the audience (adapting presentation or language is level 3).
☑	2	**Takes multiple actions to encourage:** Makes two or more *different* arguments or points in a presentation or a discussion. Takes two or more steps to convince. Includes careful preparation of multiple sets of data for presentation (e.g., may use both statistics and actual examples).
☑	3	**Calculates impact of actions or words:** Adapts a presentation or discussion to appeal to the interest and level of others. Anticipates the effect of one's words or actions on others' perceptions of himself/herself. Takes a well-thought-out dramatic or unusual action in order to have a specific impact. Anticipates and prepares for others' reactions.
☐	4	**Uses indirect influence:** Uses chains of indirect influence: "Get A to show B so B will tell C such-and-such." Takes two or more steps to influence, with each step adapted to the specific audience. Anticipates areas where support or influence will be required and takes steps to add these key individuals to own network. Judges when to seek support to enlist the involvement of credible resources/objective experts to bolster arguments or improve buy-in of reluctant or resistant people. Solicits and engages the support of like-minded individuals to help convince others. Uses experts or other third parties to influence. Sounds out key decision-makers and influencers prior to meetings. Uses a combination of logical argument, personal conviction and passion to create a winning case.
☐	5	**Uses complex influence strategies:** Uses an in-depth understanding of the interactions within a group to move toward a specific agenda (e.g., may give or defer information among individuals to have specific effects); uses "group process skills" to lead or direct a group. Assembles political coalitions; uses complex maneuvering to reach a goal or have an effect. Builds "behind the scenes" support for ideas. This may include building support within the Board for management suggestions. Builds and continuously maintains a network of contacts and resources to support initiatives.

Please provide behavioural evidence that supports the competency rating:
When Linda was speaking to the family of a potential new client, knowing that they had several concerns about the type of care their son would receive and their past experience (from a previous telephone conversation she had had with the family), she made a point of addressing each of their concerns, one by one, and how she planned to address each. She spoke softly and slowly to put them at ease as she could see they were somewhat agitated and worried, and to help them understand the various options the agency could provide in terms of the support they were looking for. She was able to convince them that their son would receive the type of care they felt he needed.

ADVOCATING FOR OTHERS

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

		Advocating for Others
		Individuals demonstrating the competency "Advocating for Others" show through their behaviours an inclination to champion a cause or issue and try to get others to support it (i.e., trying to win the support of others).
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☐	1	**States facts to persuade or motivate:** Uses direct persuasion in a discussion or presentation. May appeal to reason, data, and others' self-interest. May use concrete examples, visual aids, demonstrations, etc. At this level, focuses on fact but makes no apparent attempt to adapt presentation to the interest and level of the audience (adapting presentation or language is level 3).
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☐	5	**Uses complex influence strategies:** Uses an in-depth understanding of the interactions within a group to move toward a specific agenda (e.g., may give or defer information among individuals to have specific effects); uses "group process skills" to lead or direct a group. Assembles political coalitions; uses complex maneuvering to reach a goal or have an effect. Builds "behind the scenes" support for ideas. This may include building support within the Board for management suggestions. Builds and continuously maintains a network of contacts and resources to support initiatives.

Please provide behavioural evidence that supports the competency rating:

CREATIVE PROBLEM SOLVING AND DECISION MAKING

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

		Creative Problem Solving and Decision Making
		Creative Problem Solving and Decision Making is the demonstration of behaviours that enable one to identify and solve problems by understanding the situation, seeking additional information, developing and weighing alternatives, and choosing the most appropriate course of action given the circumstances. Problems can be solved by breaking the issue into smaller pieces or by identifying patterns or connections between situations that are not obviously related. It involves the willingness to and demonstration of behaviours associated with taking a creative approach to problems or issues. It includes "thinking outside of the box" to go beyond the conventional, and to explore creative uses of resources.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Uses a common sense approach to solve problems:** Uses simple rules, common sense and past experiences to recognize problems. Responds to situations at face value. Identifies component parts of problems or situations. Breaks problems down into simple lists, activities or tasks, without assigning values or priorities. Sees single causal links between components of a problem/situation (e.g., "if this, then that" thinking).
☐	2	**Is open to new ideas/solutions:** Is open minded when presented with a new perspective. Applies new information to work problems and situations. Recognizes when a situation calls for or can be improved by an approach different from the usual.
☐	3	**Understands and acts on basic relationships:** Breaks down a problem/issue into its component parts. Identifies discrepancies, trends and interrelationships in data. Recognizes and acts on cause and effect relationships (A leads to B). Recognizes that problems may be multi-dimensional. Divides issues into categories (e.g., pros and cons). Looks behind the face value of a set of facts; understands less obvious implications. Uses knowledge and/or experience to understand, evaluate and solve problems/issues.
☐	4	**Identifies and considers options to solve a problem or issue:** Generates multiple alternative solutions. Thinks imaginatively in order to develop creative solutions or options for which there are few or no precedents. Thinks "outside of the box" to identify new solutions. Evaluates alternative solutions and identifies and acts on the optimum course of action. Is prepared to try out different solutions while maintaining a safe environment. Recognizes underlying issues and the implications of decisions or courses of action.
☐	5	**Solves complex problems:** Solves complex problems that may involve using several analytical or creative techniques to break the problem down into component parts or issues. Applies complex learned concepts when examining patterns or trends. Adapts existing frameworks to approach a situation from a different perspective. Examines potential implications of decisions/solutions on all affected stakeholder groups, which may include several areas/departments across the agency.

Please provide behavioural evidence that supports the competency rating:

DEVELOPING OTHERS

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

		Developing Others
		Developing Others involves a genuine intent and passion to foster the long-term learning or development of others through encouraging, managing performance and coaching, in order to fulfill the current and future skill requirements of both individuals within the profession and the organization. Developing Others is not limited to formal positions of authority.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Shares task-related advice and expertise with others:** Within a developmental context, gives detailed instructions and/or on-the-job demonstrations, e.g., volunteers to show how to do the task. Willingly shares own task-related expertise with others. Provides direction or advice on how to do the work.
☐	2	**Creates learning opportunities for others relative to technical skills acquisition:** Identifies or suggests activities that could help others develop new technical skills. Gives directions or demonstrations with reasons or rationale as a training strategy. Asks questions, gives tests, or uses other methods to verify that others have understood explanations or directions. Have people work out answers to problems themselves, so they really know how, rather than simply giving them the answer.
☐	3	**Coaches others and provides advice relative to competency acquisition:** Gives specific constructive feedback for developmental purposes. Coaches others by providing feedback relative to learning new competencies. Reassures and/or expresses positive expectations for future performance when giving corrective feedback and/or after a setback. Gives individualized suggestions for improvement.
☐	4	**Provides in-depth coaching:** Invests significant amount of time to help foster the growth and development of others. Delegates full authority and responsibility with the latitude to do a task in their own way in order to develop specific characteristics, including the opportunity to make and learn from mistakes in a non-critical setting. Understands and identifies a training or developmental need and establishes new programs or materials to meet it. Encourages others to assess their strengths and weaknesses, career goals, and strategies for achieving them.
☐	5	**Champions a supportive learning environment that facilitates employee growth and development:** Creates an environment where mistakes are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among employees. Provides opportunities for employee development in light of current and future organizational needs. Aligns organizational systems to support employee growth and development. Implements structures, succession planning mechanisms, and processes that promote employee development in line with the organization's goals. Structures work processes to facilitate employee development (e.g., cross-functional training, participative management, etc.).

Please provide behavioural evidence that supports the competency rating:

FOSTERING INDEPENDENCE IN OTHERS

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

		Fostering Independence in Others
		Fostering Independence in Others is about enabling others to be self-sufficient and to nurture self-determination. It is also the sharing of responsibility with individuals and groups so that they have a deep sense of commitment and ownership.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Provides encouragement:** Expresses positive expectations of others in terms of their potential (e.g., individuals, employees, families), speaks of them in positive terms. Shows respect for others' capabilities. Publicly credits others who have performed well, making them feel stronger, more capable, and able to function to the best of their abilities.
☐	2	**Provides training and support:** Demonstrates how to accomplish tasks to acceptable levels, and provides them with the information, tools and resources to best function and enable them to complete tasks and/or make decisions. Maintains clear communication regarding mutual expectations. Provides instruction, guidance and support in a helpful and supportive manner.
☐	3	**Delegates:** Gives routine tasks to individuals or employees. Demonstrates trust by recognizing and acknowledging that others have the skills and abilities necessary to achieve goals or desired outcomes. Supports others during the transition of responsibility. Monitors to ensure tasks are completed successfully, and provides feedback as appropriate.
☐	4	**Fully empowers others:** After assessing individuals' or employees' competence/capability, delegates full authority and responsibility with the latitude to do a task in their own way, including the opportunity to make and learn from mistakes in a non-critical setting. Also assigns appropriate resources to employees, individuals and families.
☐	5	**Encourages individuals within the organization to empower others:** Provides a learning environment that is supportive of direct support workers in delegating to and empowering the individuals they serve and families. Coaches employees to ensure clear understanding of the principles of delegation. Coaches employees to ensure clear understanding of the principles of delegation.

Please provide behavioural evidence that supports the competency rating:

HOLDING PEOPLE ACCOUNTABLE

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

Holding People Accountable		
Holding People Accountable is about communicating in a direct way what one wants or requires of others. It includes giving directions, setting limits, and holding people accountable for performance, insisting on high performance, confronting problem employees, and using appropriate positional authority to ensure performance with the long-term good of the organization in mind. It involves being firm and assertive, and stepping up to difficult decisions.		
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Gives directions:** Gives adequate directions; makes needs and requirements reasonably clear. Ensures understanding of what needs to be accomplished in a defined time frame.
☐	2	**Sets limits:** Firmly says "no" to unreasonable requests, or sets limits for others' behaviour.
☐	3	**Insists on high performance:** Sets standards and insists on performance, or insists on compliance with direction in a no-nonsense manner. Follows through with interim checkpoints; rewards success and takes concrete, systematic steps to correct failures.
☐	4	**Holds people accountable for performance:** Reviews performance against clear standards or expectations. Addresses performance problems in a timely way by confronting others openly and directly about performance problems and holding them accountable for taking action for improvement. Creates an environment in which all systems and processes support high levels of performance and are used to motivate employees to achieve goals.
☐	5	**Steps up to difficult decisions:** Handles contentious issues directly and decisively even if actions adversely impact long-term employees or teams (i.e., performance problems, layoffs, redeployments). Addresses performance issues in a timely manner by creating concrete goals, development steps or alternative working arrangements.

Please provide behavioural evidence that supports the competency rating:

LEADING OTHERS

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

Leading Others Leading Others is about taking on the role of leader of a team or other group. It involves providing inspiration, clarity and direction through a compelling vision of the future. This includes ensuring that those who are led work together and are provided with the required resources and motivational support. Leaders measure their success through the success of others.		
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Facilitates the team function:** States agendas and objectives; controls time; makes assignments (gives assignments to employees), etc. Conducts effective meetings and holds informal discussions with staff to keep them well informed on work issues and changes. Involves staff in planning, problem-solving and decision-making on matters that affect them. Makes sure the group has all the necessary information; communicates a direction. Explains the reasons for a decision. Solicits input from team members by encouraging their ideas and contributions. Identifies and provides information and resources required for the team to work effectively. Uses group process skills to facilitate team meetings and ensure group tasks are completed.
☐	2	**Promotes team effectiveness:** Takes specific actions with the intent of enabling the team to function optimally. Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people). Gets others' input for purposes of promoting the effectiveness of the group or process. Resolves conflicts in the team, gives fair feedback (individual or collective). Acts to build team spirit for purposes of promoting the effectiveness of the group or process. Ensures all team members are fully deployed. Recognizes staff efforts by celebrating accomplishments. Takes a proactive, positive review of staff and their capabilities, ensuring they understand their role and responsibilities, counselling and supporting them in improving their skills. Fosters a climate of openness, trust and solidarity among staff by treating each person as a valued team member and where people feel comfortable in expressing their opinions and needs. Effectively diagnoses, and works to resolve, conflict situations.
☐	3	**Obtains resources/takes care of the team:** Determines what tools/resources are required to get a job done and takes action to secure them. Facilitates the work of others by providing tools (frameworks, examples) to help accomplish tasks. Anticipates the implications of changes (e.g., caseload, staffing, funding, policy changes) on resource needs.
☐	4	**Positions self as leader:** Establishes norms for group behaviour ("rules of engagement") and imposes sanctions on people who violate these norms. Takes action to ensure that others buy into their mission, goals, agenda, climate, tone, policy, and creates the optimum climate for their achievement. Leads by example; models behaviour desired of staff and aligns own behaviour with the organization's vision and values. Combines clarity of purpose with personal conviction and a sense of determination to be the best. Is seen by others as a role model and credible leader.
☐	5	**Builds commitment to a compelling vision:** Inspires confidence in the mission. Generates excitement, enthusiasm and commitment in people, by translating the agency's vision, mission and values into terms that are relevant to the work being performed. Has genuine "charisma", communicates a long-term vision that goes beyond the team and generates excitement. Shapes the efforts of others, (including the Board in the case of the Executive Director) towards the achievement of a common purpose. Takes action to reinforce the vision and ensure processes and practices are aligned accordingly (e.g., rewards behaviour aligned with the vision).

Please provide behavioural evidence that supports the competency rating:

MANAGING CHANGE

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

		Managing Change
		Managing Change is about supporting a change initiative that has been mandated within the agency and/or sector. It involves helping employees and individuals and their families understand what the change means to them. People with this competency willingly embrace and champion change.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Speaks out for change:** Publicly supports the change initiative, verbally or in writing. May repeat the change message(s) on a number of occasions to ensure others are clear on the purpose and direction of the change. Presents change in a positive manner, focusing on impacts and current and future benefits of change.
☐	2	**Links change to work processes:** Provides information and probes for understanding and acceptance of change in others. Explains how the change(s) will affect work processes or structures in general. Considers the interests of related external parties, such as family members, suppliers, or other community or sector groups. Reinforces the link to overall objectives.
☐	3	**Makes changes real for individuals:** Explains to employees specifically how the change will affect their roles or positions. Recognizes others' fears and initial resistance to change and the effects change can have on them, and encourages dialogue among all parties affected by the change. Deals sensitively with the emotional responses to change, and carefully manages expectations. Integrates the change very clearly with existing work. Builds on recent change initiatives to increase enthusiasm and commitment to the change process.
☐	4	**Follows through on change initiative:** Involves others in the development of the change management plan. Takes specific actions to ensure the successful implementation of the change initiative(s). Reinforces the change message with own actions and attitudes – models new behaviours. Develops skills and confidence in employees to thrive in the new environment. Publicly recognizes individuals who are demonstrating behaviours consistent with the "new way/organization".
☐	5	**Manages the change process:** Translates organizational change strategies into specific and practical goals, processes and time frames. Develops and implements strategies to transition from the current to the future situation. Develops contingency plans for major resistance and/or unforeseen issues in implementing change. Creates an environment that embraces change. Develops more challenging stakeholder understanding of and commitment to the proposed changes. Deals sensitively with the emotional responses, and carefully manages expectations. Anticipates any sources of resistance in the agency and/or sector and their possible causes. Clearly communicates the consequences, both positive and negative, of complying with a change objective. Develops skills and confidence in teams and staff to thrive in the new environment. Models new behaviours associated with the change. Reinforces the link to overall objectives. Inspires others to become champions for the needed change.

Please provide behavioural evidence that supports the competency rating:

RELATIONSHIP/NETWORK BUILDING

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

		Relationship/Network Building
		Relationship/Network Building is about building and maintaining effective and constructive working relationships, partnerships or networks of contacts with people who are, or might someday be, instrumental in achieving work-related goals. It is the desire to work co-operatively with all stakeholders to meet mutual goals. It includes demonstrating strong interpersonal relations where one interacts with others in ways that advance the work of the agency/sector by developing respect, trust and mutual understanding, and productive working relationships. It involves awareness that a relationship based on trust is the foundation for success in delivering results.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Maintains current relationships:** Maintains an established network of contacts or constructive working relationships with others through established structures and mechanisms (e.g., meetings, status reports, etc.) for general information sharing and to keep on top of public and political issues. Pursues friendly relationships and maintains contact or meets regularly with individuals and groups to ensure a positive working environment. Participates in relevant governmental and community activities.
☐	2	**Solidifies working relationships:** Proactively solidifies relationships through systematically building a solid foundation of mutual understanding and trust. Involves working to uncover the real underlying concerns and needs of contacts, e.g., community partners, stakeholder groups.
☐	3	**Proactively establishes planned networks to address specific issues:** Looks beyond own agency to build relationships with other partners in the field and community. Initiates constructive working relationships with others (e.g., external colleagues, families, community groups, etc.) to address immediate needs or specific issues. Discusses issues or opportunities in the wider environment that may affect or benefit stakeholders. Proactively develops and maintains a planned network of beneficial and senior working relationships with internal colleagues or community organizations to support the achievement of immediate and future business needs or objectives.
☐	4	**Networks to enhance strategic influence opportunities:** Uses one's network of contacts to gather information, identify strategic opportunities and seek input to strategic problems with a view to sustaining service excellence and/or to develop a reputation in the community. Creates a network of contacts to influence public policy with a view to sustaining organizational excellence.

Please provide behavioural evidence that supports the competency rating:

RESOURCE MANAGEMENT

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

		Resource Management
		Resource Management is understanding and effectively managing resources (e.g., people, materials, funds). This is demonstrated through measurement, planning and control of resources to maximize results. People who demonstrate this competency treat the agency's/sector's financial resources as if they were their own. It requires a balance of qualitative (e.g., human resources) and quantitative (e.g., financial resources) measures.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Understands resource issues:** Understands key resource issues affecting one's responsibilities and how these relate to the agency/sector/organization.
☐	2	**Pursues resource effectiveness:** Ensures that things are done using efficient and effective alternatives while maintaining or improving quality of programs, processes or services.
☐	3	**Advocates effective utilization:** Promotes the need for and models the effective utilization of resources. Obtains ongoing information and feedback about resource utilization to make timely, effective decisions. May make resources available to other areas in the agency as needed.
☐	4	**Benefits the agency:** Makes decisions that improve effective utilization of resources for the agency even when own group, department or team must "sacrifice". This includes utilizing resources to meet current and future agency goals, with a view and tie-in to the tactical and strategic aspects of the business.

Please provide behavioural evidence that supports the competency rating:

STRATEGIC THINKING

Check the highest level at which you, or the person you are rating, consistently demonstrates the behaviours at that level *and* all of the levels that precede it for this competency.

		Strategic Thinking
		Strategic Thinking is linking long-range visions and concepts to daily work, ranging from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and on choices.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Demonstrates personal work alignment:** Sets personal work goals in line with operational goals of work area. Continually evaluates personal progress and actions to ensure alignment with agency/organizational vision and operational goals. Liaises with others to ensure alignment with the goals and vision of the agency/organization.
☐	2	**Promotes team alignment:** Effectively communicates and interprets the strategic vision to employees within area of responsibility. Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving agency/organizational goals. Monitors the work of the team to ensure alignment with strategic direction, vision and values of the agency/organization. Identifies potential future directions for work area in line with the vision. Proactively helps others to understand the importance of the strategy and vision.
☐	3	**Aligns program/operational goals and plans:** Works with teams to set program/operational goals and plans in keeping with the strategic direction. Regularly promotes the agency/organization, its vision and value to clients, stakeholders and partners. Works with staff to set strategic goals for own area/department of the agency. Assesses the gap between the current state and desired future direction and establishes effective ways for closing the gap.
☐	4	**Influences strategic direction:** Foresees obstacles and opportunities for the agency (with a long-term horizon) and acts accordingly. Defines issues, generates opinions and selects solutions that are consistent with the strategy and vision. Scans, seeks out and assesses information on potential future directions. Provides direction and communicates the vision to encourage alignment with the organization. Energetically and persistently promotes strategic objectives with colleagues in other departments. Promotes new directions using sound, leading edge conceptual approaches.
☐	5	**Develops vision:** Leads the development of the vision for the agency. Defines and continuously articulates the vision and strategy in the context of wider agency/sector priorities. Describes the vision and values in compelling terms to develop understanding and promote acceptance/commitment among staff and stakeholders. Identifies, conceptualizes and synthesizes new trends or connections between organizational issues and translates them into priorities for the agency/sector. Develops strategies that fundamentally change the way the agency/sector does business.

Please provide behavioural evidence that supports the competency rating:

CAQ SUMMARY

Transfer your competency rating on each competency to create an overall summary of competency strengths and areas for development. Indicate whether the competency is a strength (i.e., the rating is at the target level or higher) or an area for development (i.e., the rating is below the target level for the role).

Competency	Behavioural Level Assessed	Target Level for the Role	Competency Strength or Area for Development?
Advocating for Others		4	☐ Competency strength ☐ Area for development
Creative Problem Solving & Decision Making		5	☐ Competency strength ☐ Area for development
Developing Others		5	☐ Competency strength ☐ Area for development
Fostering Independence in Others		5	☐ Competency strength ☐ Area for development
Holding People Accountable		5	☐ Competency strength ☐ Area for development
Leading Others		5	☐ Competency strength ☐ Area for development
Managing Change		5	☐ Competency strength ☐ Area for development
Relationship/Network Building		4	☐ Competency strength ☐ Area for development
Resource Management		4	☐ Competency strength ☐ Area for development
Strategic Thinking		4	☐ Competency strength ☐ Area for development

Which competencies do you see as your key strengths (or those of the person you are assessing)?

Which 2-3 competencies do you see as your key areas for developmental focus (or those of the person you are assessing)?