Enhancing the lives of the people we support

COMPETENCY ASSESSMENT QUESTIONNAIRE

FOR

EXECUTIVE DIRECTOR

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 **Executive Director** role. 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 Executive Director 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.

BUILDING AND LEVERAGING COLLABORATIVE NETWORKS

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.

<table>
<tr><td colspan="3">Building and Leveraging Collaborative Networks

Building and Leveraging Collaborative Networks is about making connections and maintaining, nurturing and utilizing the relationships for the present and future benefit of the agency, e.g., politicians, other agency executive directors, lobbyists, educators, business enterprises, etc.</td></tr>
<tr><td>☐</td><td>0</td><td>Not demonstrated or no opportunity to observe</td></tr>
<tr><td>☐</td><td>1</td><td>Recognizes the need: Recognizes the need for being a part of a collaborative network. Expresses to others the importance of participating in collaborative networks.</td></tr>
<tr><td>☐</td><td>2</td><td>Identifies important connections: Identifies individuals and groups that could be beneficial to the agency. Thoughtfully considers the needs of the organization and based on those needs considers appropriate collaborative connections.</td></tr>
<tr><td>☐</td><td>3</td><td>Builds relationships: Identifies individuals and groups that could be beneficial to the agency. Thoughtfully considers the needs of the organization and based on those needs considers appropriate collaborative connections.</td></tr>
<tr><td>☐</td><td>4</td><td>Strategically builds and leverages coalitions: Proactively builds coalitions of individuals/groups beneficial to the agency based on a strategic understanding of the agency's mandate and challenges. Takes a long term view of the needs of the agency when focusing on potential alignments. Identifies interdependencies, defines priorities and drives resolution of issues across groups, as appropriate. Insists others transcend formal organizational boundaries to create increased value for their organization by leveraging capabilities of others. Creates strategic alliances with key stakeholders to better meet emerging and future client needs and enhance the agency's and/or sector's long term strategy.</td></tr>
</table>

<table>
<tr><td>Please provide behavioural evidence that supports the competency rating:</td></tr>
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</table>

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:

INTEGRITY

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.

Integrity		
This competency involves acting with integrity, ensuring one's actions are consistent with what one says is important (i.e., walking the talk). It is also about sharing information candidly, accurately and openly with employees, peers and managers.		
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Is open and honest about work situations:** Communicates information that is useful to others in the same or other departments, especially direct reports. Expresses what one is thinking even when it is not required or when it would be easy to refrain from being open about the situation.
☐	2	**Gives honest feedback to individuals and team:** Provides open and honest feedback, on performance, to individuals and to the team even when it would be easier to refrain from addressing issues.
☐	3	**Is publicly candid with the team, acting with integrity consistent with one's beliefs:** Conveys relevant and important information or opinions, even when they may be negative or unpopular. Openly admits to having made mistakes when this will benefit the business; fosters a climate of openness through own example.
☐	4	**Is honest and candid with managers, peers or external parties:** Acts to promote an open and cooperative atmosphere within and between departments and functional areas. Supports the sharing of valuable opinions and information, whether it is positive or negative. Does not hide a problem or avoid an issue. Openly and directly addresses others who exhibit behaviour not in the best interests of the organization. Challenges others to uphold organizational values.
☐	5	**Applies strong personal moral compass to high level strategic decision making and action:** Applies the highest standards of business conduct to all organization-wide decision making. Acts on principles to do the right thing for the organization. Actively and persuasively advocates for the organization based on strong, supported conviction.

Please provide behavioural evidence that supports the competency rating:

LEADING 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.

		Leading Change
		Leading Change involves initiating, implementing, and managing the implementation of new approaches, practices and processes, energizing and alerting relevant groups, stakeholders and professionals to the need for specific changes in the way things are done. At higher levels, it involves not only understanding the concept of change management (a structured approach to transitions in individuals, teams, organizations and societies that moves the target from a current state to a desired state), but also involves managing change, from communicating and implementing the change to taking action to reinforce new ways of thinking.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Defines areas for change:** Openly describes a need for change in the organization. Candidly defines a specific area where change is needed. Delivers the message and rationale for change to those affected by it. Outlines the business case for change.
☐	2	**Expresses vision for change:** Defines an explicit vision for change. May simplify, modify, or redefine a previous vision in specific terms. Explains new policies and processes to others in a positive manner, highlighting the future benefits of the changes.
☐	3	**Ensures change message is heard:** Takes efforts to deliver the message or vision for change to everyone affected. Repeats message wherever possible. Posts change messages as banners, plaques, or other physical reminders. Promotes the advantages of change. Clarifies the potential opportunities and consequences of proposed changes.
☐	4	**Fosters acceptance and commitment to change in others:** Encourages dialogue among all parties affected by the change. Also considers the interests of related external parties such as families, suppliers, or other community or sector groups. Identifies types of resistance, their root causes and knows what steps to propose to overcome the resistance. Takes efforts to deliver the message or vision for change to everyone affected. Involves others in planning for and implementing changes and in so doing gains buy-in for change. Directs development of an appropriate change management plan for key stakeholder groups and individuals. Effectively supports the change process by seeking opportunities and using change management techniques that anticipate and remove obstacles and resistance, and promote the desired change. Ensures ongoing communication strategies are in place to facilitate understanding and commitment to change.
☐	5	**Creates the future:** Shapes and moulds the future. Assesses readiness to proceed with the change process. Creates a compelling case for organization-wide changes. Takes actions to change the culture and direction of the agency. Inspires others to become champions for the needed change(s). Creates an environment that promotes and encourages change or innovation. Personally exemplifies or embodies the desired change through strong, symbolic actions that are consistent with the change. Demonstrates that the new way of operating or working is a priority, and the change management process a serious matter. Spearheads the development and implementation of change strategies, developing or adjusting organizational systems to facilitate the change.

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:

ORGANIZATIONAL AWARENESS/POLITICAL ACUITY

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.

		Organizational Awareness/Political Acuity
		This competency is about understanding and learning the power relationships in the government. This includes identifying those who are the real decision makers and the individuals who influence them, and predicting how new events or situations at the Ministry of Community and Social Services will affect the agency.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Understands formal structure:** Recognizes and/or uses the formal structure or hierarchy of the Ministry. Understands chain of command, positional power, rules and regulations, policies and procedures, etc.
☐	2	**Understands informal structure:** Recognizes and/or uses the informal structure of the Ministry of Community and Social Services. Recognizes key decision makers, influencers, etc. Applies this knowledge, to further goals of the agency, when formal structure does not work as well as desired.
☐	3	**Understands climate and culture:** Recognizes unspoken Ministry limitations, what is and is not possible at certain times or in certain positions. Recognizes and/or uses the "culture" of the Ministry (language, etc.) that will produce the best response.
☐	4	**Understands organizational politics:** Recognizes and/or uses ongoing power and political relationships within the organization (alliances, rivalries) with a clear sense of organizational impact.
☐	5	**Understands underlying issues:** Understands (and addresses) the reasons for ongoing Ministerial behaviour. Recognizes underlying problems, opportunities, or external forces affecting the Ministry, such as current political trends, demographic changes, trade union policies, national or historical issues that affect government, etc.

Please provide behavioural evidence that supports the competency rating:

ORGANIZATIONAL SENSITIVITY

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.

		Organizational Sensitivity Organizational Sensitivity involves focusing on the public face of the agency and the need to maintain support for the agency by ensuring that it is represented in a manner that is above reproach and supportive of its purpose and values at all times.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Understands the need to present a positive public image:** Speaks of a cognitive understanding of the need to act in a manner that presents a positive image of the agency to external stakeholders.
☐	2	**Presents a positive public image:** Acts in a manner that presents a positive image of the agency to external stakeholders.
☐	3	**Expects others to present a positive public image:** Holds others within the agency accountable for ensuring that their actions consistently present the agency in a positive light to external stakeholders.
☐	4	**Strategically plans actions to build respect:** Strategically plans and executes a course of action designed to build respect for the agency with external stakeholders.
☐	5	**Includes others in the design and execution of plans to foster respect for the agency:** Strategically plans and executes, with the involvement of others, a course of action designed to build respect for the agency with external stakeholders.

Please provide behavioural evidence that supports the competency rating:

PLANNING, COORDINATION AND EXECUTION

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.

		Planning, Coordination and Execution
		This competency is about planning and coordinating work and executing individual and team activities in a way that ensures the achievement of a set of objectives. At the highest levels, individuals are able to achieve desired results on a consistent basis despite having to deal with unpredictable or unexpected circumstances.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Plans own work activities:** Efficiently uses time and completes tasks/projects on time through the routine planning of own work and organization of resources. Keeps appropriate people informed on progress of tasks/ projects. Ensures that resources will be sufficient for the task.
☐	2	**Manages multiple priorities:** Demonstrates the ability to multitask, and prioritize a variety of competing tasks in a fast-paced environment. This involves determining their relative importance and switching gears quickly and efficiently.
☐	3	**Coordinates activities involving others within one's own team:** Prioritizes the team's involvement on several initiatives simultaneously, organizing work to maximize efficiency. Optimizes their schedule by taking time to organize the work environment.
☐	4	**Plans and executes broad implementation efforts:** Develops and implements efficient work plans for complex projects, which involve many groups. Is prepared for, anticipates, and effectively deals with problems and roadblocks.
☐	5	**Assigns priorities to complex, multiple, competing projects and plans effectively:** Uses expertise to devise and drive the most complex or difficult plans involving multiple organizations. Demonstrates a keen understanding of the relationships between different organizations and takes timely, strategic actions in facilitating groups and organizations ensuring that they work together effectively.

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?
Building and Leveraging Collaborative Networks		4	☐ Competency strength ☐ Area for development
Creative Problem Solving and Decision Making		5	☐ Competency strength ☐ Area for development
Developing Others		5	☐ Competency strength ☐ Area for development
Integrity		5	☐ Competency strength ☐ Area for development
Leading Change		5	☐ Competency strength ☐ Area for development
Leading Others		5	☐ Competency strength ☐ Area for development
Organizational Awareness/Political Acuity		5	☐ Competency strength ☐ Area for development
Organizational Sensitivity		5	☐ Competency strength ☐ Area for development
Planning, Coordination and Execution		5	☐ 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)?