Enhancing the lives of the people we support

COMPETENCY ASSESSMENT QUESTIONNAIRE

FOR

ROLE: VOLUNTEER AND SPECIAL EVENTS COORDINATORS

OCTOBER 2014

DEVELOPMENTAL SERVICES HUMAN RESOURCES STRATEGY

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., Receptionists, Administrative Assistants, Executive Assistants, Coordinators, Volunteer and Special Events Coordinators, IT/Finance Coordinators). 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 various 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.

COLLABORATION

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.

		Collaboration
		Collaboration is about communicating with others both within one's team as well as with individuals, agencies and organizations outside one's immediate work area or span of control (e.g., with community partners and stakeholders) to create alignment within and across groups. It is not only encouraging but expecting collaborative efforts and information sharing across agency/organizational lines toward shared outcomes.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Collaborates/does own share of work:** Willingly accepts and quickly adapts to an assigned role as a member of a large or small team. Shares information with team members about actions or proposed changes that will affect them. Pitches in and works with others in unusual circumstances or when necessary to get the job done. Shares expertise and insight with others (e.g., through team discussions, brainstorming sessions). Clearly understands the goals of the team as well as the roles and responsibilities of each team member. Treats other team members with respect; recognizes that each person's contribution is valuable and essential to the overall success of the team.
☐	2	**Values others and solicits input:** Genuinely values others' input and expertise. Wants all members of a group to contribute to a process. Recognizes and builds on the good ideas of others and willingly seeks feedback on ideas. Willing to help and encourages others to learn new and different parts of their jobs by sharing knowledge, experience and information. Respects the expertise of others and takes advantage of opportunities to learn from them. Recognizes where strengths lie within and across departmental resources and taps into their expertise; makes best use of people's talents. Reinforces sharing of expertise between team members and among teams to achieve superior services/results. Values the diversity of talents, skills, cultures and backgrounds that others bring to joint team efforts. Builds positive relationships within and across teams.
☐	3	**Encourages others:** Credits others who have performed well. Encourages and empowers others, making them feel strong and important. Demonstrates own commitment to important initiatives by actively contributing to the efforts of a team and by recognizing the contributions of other team members. Is quick to provide guidance and support to new team members/other teams to facilitate learning. Encourages people to continue their efforts when they become discouraged. Objectively represents the needs of own work area in cross-functional initiatives.
☐	4	**Works to build team commitment and spirit:** Acts to promote a friendly climate and a good working relationship regardless of personal likes or dislikes. Builds good morale or cooperation within the team, including creating symbols of group identity or other actions to build cohesiveness. Works to resolve conflicts, within and/or across teams, by clarifying understanding, listening for underlying concerns, and defining areas of agreement and of disagreement between parties. Consults with others and maintains objectivity when working on issues that cross boundaries. Aligns multiple perspectives across agencies/groups to best meet the needs of the client or others stakeholders to create synergy. Consistently holds self and others accountable for promoting collaboration and resolving cross-boundary conflicts to facilitate win-win resolution of differences.

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:

INITIATIVE

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.

Initiative		
Initiative is about taking action, proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current opportunities or problems (being reactive) to acting on future opportunities or problems (being proactive). People with this competency are action-oriented – they act in the present to create value in the future.		
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Addresses current opportunities or problems:** Recognizes and acts upon present opportunities or problems (usually within a one or two day timeframe). Takes the initiative – identifies a current problem and takes ownership of it, working on it until it is resolved. Takes action to overcome immediate obstacles/barriers to success. Is alert to opportunities for innovative solutions to problems and pursues them. Works independently, does his/her work without constant supervision.
☐	2	**Takes action under pressure:** Makes time-critical decisions even when only limited information may be available. Acts promptly and with confidence when a situation requires a quick decision. Proactively manages own time.
☐	3	**Thinks and plans ahead:** Thinks ahead and plans for contingencies and effectively prepares and organizes resources and activities (usually taking place within 3 months). Makes sure things aren't left to chance; sets up contingency plans to deal with last minute changes, ensures sufficient follow-up to check on progress, uncover potential problems and identify areas where support/assistance might be needed. Anticipates and prepares for problems that may interfere with work or attainment of results.
☐	4	**Implements short-term plans:** Puts plan(s) in place and effectively implements them. Makes use of available resources and identifies alternatives to meet short-term goals.
☐	5	**Implements longer term comprehensive plan(s):** Puts comprehensive plan(s) in place and effectively implements them. Makes creative use of available resources or identifies alternatives to meet major or strategic goals. Anticipates the potential ramifications of current actions on future events (e.g., liability, legal actions) and takes immediate long-term action to mitigate the risk/delays/difficulties they cause. Creates an environment in which proactivity/initiative is valued.

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:

PLANNING AND ORGANIZING

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 and Organizing
		Establishes an efficient course of action to ensure accomplishment of specific objectives and work plans. It involves being able to set time-lines, by judging the level of difficulty of tasks and projects.
☐	0	**Not demonstrated or no opportunity to observe**
☐	1	**Responds to day-to-day position responsibilities:** Effectively manages priorities and responsibilities with attention to detail. Plans with realistic time frames for the completion of projects and responsibilities. Breaks down responsibilities to make sure every-day tasks and projects move forward. Seeks input when completing projects to make sure they are done as expected. Being able to report the status of one's own work at all times
☐	2	**Adapts to changing priorities and needs:** Accepts that priorities and position responsibilities will change, Evaluate time frames for completion of projects and responsibilities in order to stay on track, Identify potential problems or issues as they arise and make necessary adjustments to complete position or department responsibilities, Manage multiple priorities by planning with appropriate persons and realizing realistic time demands involved.
☐	3	**Anticipates potential issues:** Manages multiple tasks and responsibilities for different teams and programs, Maintains and organizes resources for internal groups, teams, and committees, Notify and collaborate with appropriate people making them aware of potential issues
☐	4	**Plan processes to reduce potential issues:** Think "outside of the box" to identify new lutions that can impact the position, department or agency, Anticipates future needs within the sition responsibilities, Assist with developing solutions to address future opportunities and duce risk.

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:

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?
Collaboration		4	☐ Competency strength ☐ Area for development
Creative Problem Solving & Decision Making		4	☐ Competency strength ☐ Area for development
Initiative		4	☐ Competency strength ☐ Area for development
Leading Others		3	☐ Competency strength ☐ Area for development
Planning and Organizing		4	☐ Competency strength ☐ Area for development
Relationship/Network Building		3	☐ 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)?