

**COMPETENCY ASSESSMENT
QUESTIONNAIRE
FOR
ROLE: DIRECT SUPPORT SUPERVISORS**

NOVEMBER 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).
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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.
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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	<p>Then, beginning at level 1, ask yourself the following question:</p> <ul style="list-style-type: none"> Do I (or the individual I am assessing) consistently demonstrate the behaviours at this level? <p><i>Consistently</i> means always or most of the time (i.e., 75% of the time).</p> <p>When answering this question, think about examples to support your response.</p> <p>If you answer “yes”, then check the box for that level and move to the next level.</p>
3	<p>Stop when you reach a level where you (or the person you are assessing) <i>do not</i> consistently exhibit the behaviours.</p> <p>The level demonstrated for that competency becomes <i>the highest level you checked off</i> – this is the highest level at which you (or the person you are assessing) consistently demonstrate the behaviours at that level <i>and</i> 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.</p> <p>Note: If you cannot check off any of the boxes, this likely means that:</p> <ul style="list-style-type: none"> You (or the person you are assessing) do not demonstrate this competency <i>or</i> 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	<p>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.</p> <p>Also note, in the space provided, what you see as your key competency strengths and areas for development.</p>

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).		
<input type="checkbox"/>	0	Not demonstrated or no opportunity to observe
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	2	Takes multiple actions to encourage: Makes two or more <i>different</i> 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).
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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 person who would receive her support, 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.

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Please provide behavioural evidence that supports the competency rating:

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.		
<input type="checkbox"/>	0	Not demonstrated or no opportunity to observe
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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 people who receive support 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		
<p>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.</p>		
<input type="checkbox"/>	0	Not demonstrated or no opportunity to observe
<input type="checkbox"/>	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).
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.		
<input type="checkbox"/>	0	Not demonstrated or no opportunity to observe
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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:

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.		
<input type="checkbox"/>	0	Not demonstrated or no opportunity to observe
<input type="checkbox"/>	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.
<input type="checkbox"/>	2	Sets limits: Firmly says “no” to unreasonable requests, or sets limits for others’ behaviour.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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		
<p>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.</p>		
<input type="checkbox"/>	0	Not demonstrated or no opportunity to observe
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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:

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		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Collaboration		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Creative Problem Solving & Decision Making		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Developing Others		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Holding People Accountable		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Leading Others		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> 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)?