



Intervenor Services
The future is in your hands

Supervisor Behavioural Competency Assessment Questionnaire

September 2016

Introduction

Purpose

The Behavioural Competency Assessment Questionnaire (BCAQ) is designed to assess an individual's strengths and areas for development relative to the competencies of the individual's role. It can be used as a self-assessment tool or to assess another individual's competencies.

The competencies in this assessment are based on the behavioural competency model for the **supervisor** role. This model was developed with the input of individuals from across the Intervenor Services sector.

Competency Structure

- A **definition** – a description of what it means; and
- A **scale of behaviours** – a behavioural scale is a list 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 (level 4). For each level, there is a **level title** that captures the essence of the level, and a series of **illustrative behaviours** (i.e. examples of what the behaviour looks like at that level).

Assessing Competencies

When assessing behavioural competencies, the key 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 (i.e. 75% or more of the time). 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.

Instructions for Completing the BCAQ

How to complete a behavioural competency assessment

The scale for each competency will provide you with a clear understanding of the progression of behaviours required from one level to the next, which will help you understand not only what is required in your current role, but how you can develop your skills to progress to the next level.

Complete the steps below to assess yourself (or the person you are assessing) against the competencies for the supervisor role:

Step	Action
1	For each competency, start by reviewing the competency definition.
2	Then, beginning at level 1, ask yourself: <ul style="list-style-type: none">• <i>Do I (or the person I am assessing) consistently demonstrate the behaviours at this level?</i> Consistently means always or most of the time (i.e. at least 75% of the time). When answering this question, think of 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 associated with that level, as well as 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 2. Note: If you cannot check off any of the boxes, this likely means that: <ul style="list-style-type: none">• You (or the person you are assessing) do not demonstrate this competency; and• You have not had an opportunity to observe this competency in the person you are assessing.
4	When you have completed all the competencies, transfer your rating for each competency to the BCAQ Summary on the final page of this BCAQ. Be sure to note, in the space provided, what you see as your key competency strengths and areas for development.
5	When you have completed all the competencies, transfer your rating for each competency to the BCAQ Summary on the final page of this BCAQ. Also note, in the space provided, what you see as your key competency strengths and areas for development.

Keep the following in mind when completing your self-assessment:

- Be aware that most people tend to overrate rather than underrate their own behaviour;
- Performing a behaviour consistently means that both you and others would agree that this is something you do routinely. Having the ability to exhibit the behaviour or exhibiting the behaviour some of the time does not qualify as consistently exhibiting the behavior;
- Each level represents a jump in the size/scope of behaviour from the preceding level; and
- Be sure to evaluate the behaviours you actually demonstrate on-the-job rather than the behaviours you *intend* to demonstrate or would like to have the opportunity to demonstrate.

Development Planning

Once you have completed your self-assessment...

Arrange to meet with your manager to discuss your performance and formulate a development plan (if necessary). The purpose of this meeting is to:

- Discuss your perspective versus your manager's perspective of your performance relative to the competencies. Be prepared to discuss your rating for each competency and share the examples you identified;
- Agree on competency strengths and areas for development and begin putting a development plan in place; and
- Determine how your manager can best support you.

Complete the following tasks in preparation for meeting with your manager:

- Review the results of your completed BCAQ, and identify your strengths and potential areas for development; and
- Research possible development activities, and how your manager can support you in your efforts.

Example: BUILD BONDS: Engage, Influence and Advocate

The ability to encourage or influence others (e.g. consumers, team members, community partners, government) to motivate or gain their commitment and support. It involves giving a voice to those who cannot speak for themselves to communicate their needs and enabling others to self-advocate.

LEVEL 1	Encourage others using a single approach	
<ul style="list-style-type: none"> • Use facts and logic to encourage others, without adapting to their interests • Make clear, logical and succinct arguments when presenting your own position or speaking on behalf of the consumer • Provide objective and accurate information to professionals • Use concrete examples, visual and tactile aids, demonstrations, etc., to influence others • Outline the pros and cons of different options and approaches • Convey ideas in a way that is easy to understand • Make two or more different arguments or points in a presentation or a discussion 		<input checked="" type="checkbox"/>
LEVEL 2	Adapt your approach to the individual, group or situation	
<ul style="list-style-type: none"> • Adapt your style, language or content to gently engage, encourage, inform or educate • Anticipate and prepare for others' reactions • Listen and be sensitive to the needs, concerns, interests and views, and adapt your approach accordingly • Change things up when the first attempt to influence or advocate fails – try a different approach • Think through your approach and the needs of the consumer or the team when advocating on their behalf or supporting them in advocating for themselves 		<input checked="" type="checkbox"/>
LEVEL 3	Carefully plan your approach	
<ul style="list-style-type: none"> • When advocating for others (e.g., for consumers who cannot advocate for themselves), prepare an approach that is tailored to the individual or group to be influenced • Anticipate areas where support or encouragement will be required, and work proactively to bring these people on board • For consumers who can self-advocate, help to create the right environment for this to happen • Solicit and engage the support of like-minded individuals or other third parties to help educate or influence others • Use a combination of logical arguments, personal conviction and passion to create a winning case when advocating for others • Collect and provide objective, accurate information to professionals on behalf of the consumer, and collaborate with them as directed 		<input type="checkbox"/>
LEVEL 4	Advocate for the needs of consumers	
<ul style="list-style-type: none"> • Be an advocate for the sector, the agency, the consumer, and the intervenor role, developing deliberate, long-term influence strategies • Build internal and external relationships, networks and alliances, and leverage these to build and sustain support • Move a group towards a specific outcome based on an in-depth understanding of group interactions or dynamics • Build “behind the scenes” support for ideas • Grow and continuously maintain a network of contacts and resources to support initiatives or causes 		<input type="checkbox"/>

BUILD BONDS: Engage, Influence and Advocate

Provide 2-3 examples to support your competency rating:

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

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BE YOUR BEST SELF: Act with Integrity

The ability to demonstrate and be sensitive to the core values of the profession, agency and sector. It includes using sound ethical judgment in an ethically complex work environment, and interacting respectfully, professionally and honestly with consumers, families and the community at large.

LEVEL 1	Demonstrate personal integrity toward core values of the profession and workplace	
	<ul style="list-style-type: none"> • Demonstrate an awareness of, and concern for, the core values and goals of the profession of intervenor services • Seek guidance on the norms and guidelines of the profession to understand the rationale behind them • Demonstrate honesty, confidentiality, fairness, respect, tact and sensitivity to personal/professional boundaries, and keep personal biases aside • Take responsibility for own actions and for owning mistakes • Act in accordance with the Intervenor Code of Ethics or other relevant Code of Ethics 	<input type="checkbox"/>
LEVEL 2	Act consistently with professional values and ethics	
	<ul style="list-style-type: none"> • Seek to fully understand the facts and interests of all concerned when confronting ethical issues and dilemmas, and reflect upon all options in search of optimal solutions • Consistently attempt to apply the core values and ethics of the profession to everyday work • Encourage individuals to raise, discuss and address ethical issues • Openly acknowledge own errors of judgment, without being prompted by others • Speak out when it may hurt a trusted relationship when it's the right thing to do 	<input type="checkbox"/>
LEVEL 3	Act on values and ethics when it is not easy to do so	
	<ul style="list-style-type: none"> • Recognize when workplace practices go against professional ethics, and question the discrepancies even when there is some personal risk • Practice ongoing inquiry and dialogue into the practical meaning and application of the core values and ethics of the profession, and encourage others to do the same • Adhere to all ethical standards and hold others accountable for doing the same • Address others who are not demonstrating ethical and professional behaviour (e.g., colleagues, supervisor, manager) in a professional manner 	<input type="checkbox"/>
LEVEL 4	Create an environment that nurtures ethical, professional, and values-based behaviour	
	<ul style="list-style-type: none"> • Generate enthusiasm and commitment to the ethics, values and professionalism of intervenor services for individuals who are deafblind • Consistently model and make decisions aligned with professional and agency values and ethics • Set high standards for the team and/or agency and for serving individuals who are deafblind • Establish processes and procedures that help people integrate values and ethics into their decision making • Explain and develop ethical knowledge, standards and conduct in others • Challenge persons in positions of authority (e.g., senior management) to act on the values and ethics of the agency and sector 	<input type="checkbox"/>

BE YOUR BEST SELF: Act with Integrity

Provide 2-3 examples to support your competency rating:

BE YOUR BEST SELF: Be Flexible

The ability to adapt to, and work effectively within, a variety of situations and with various individuals or groups. It involves being open to and flexibly responding to different needs and perspectives, as well as easily accepting changes in tasks, responsibilities or job requirements.

LEVEL 1	Accept the need for flexibility	
	<ul style="list-style-type: none"> • Understand and respect differences in needs, perspectives, working style and priorities and the need to tailor your approach accordingly • Acknowledge that people are entitled to their opinions and accept that they are different • Recognize that consumers have very different needs, attitudes and abilities • Project an open mind and attitude to changing situations, taking things as they come 	<input type="checkbox"/>
LEVEL 2	Be responsive in the moment	
	<ul style="list-style-type: none"> • Change your approach to get a job done or meet the team's needs • Adapt to situations when things don't go as planned or to meet changing demands • Respond flexibly to consumers' changing requests and needs (e.g., including changing consumer moods and behaviours) • Juggle multiple tasks, putting one or more on hold to handle an immediate need, and then returning to the original tasks 	<input type="checkbox"/>
LEVEL 3	Adapt your approach	
	<ul style="list-style-type: none"> • Use judgment to decide when a situation requires altering normal procedures or guidelines • Evaluate a situation and decide what approach to take based on the demands of the situation or the needs of the consumer • Explore different possibilities and approaches, rather than just the obvious • Understand the working style of others, and adapt your own approach to work most effectively with them and better meet the needs of the team 	<input type="checkbox"/>
LEVEL 4	Adapt overall approach	
	<ul style="list-style-type: none"> • Change the overall plan, goal or project (i.e., what you're trying to accomplish) to fit the situation, when appropriate • Question and revisit the validity of your own and/or the team's ideas and approaches, and change the strategy when your existing approach proves ineffective • Make agency recommendations and/or changes to meet the needs of specific situations (e.g., changes in funding, delivery of services) 	<input type="checkbox"/>

BE YOUR BEST SELF: Be Flexible

Provide 2-3 examples to support your competency rating:

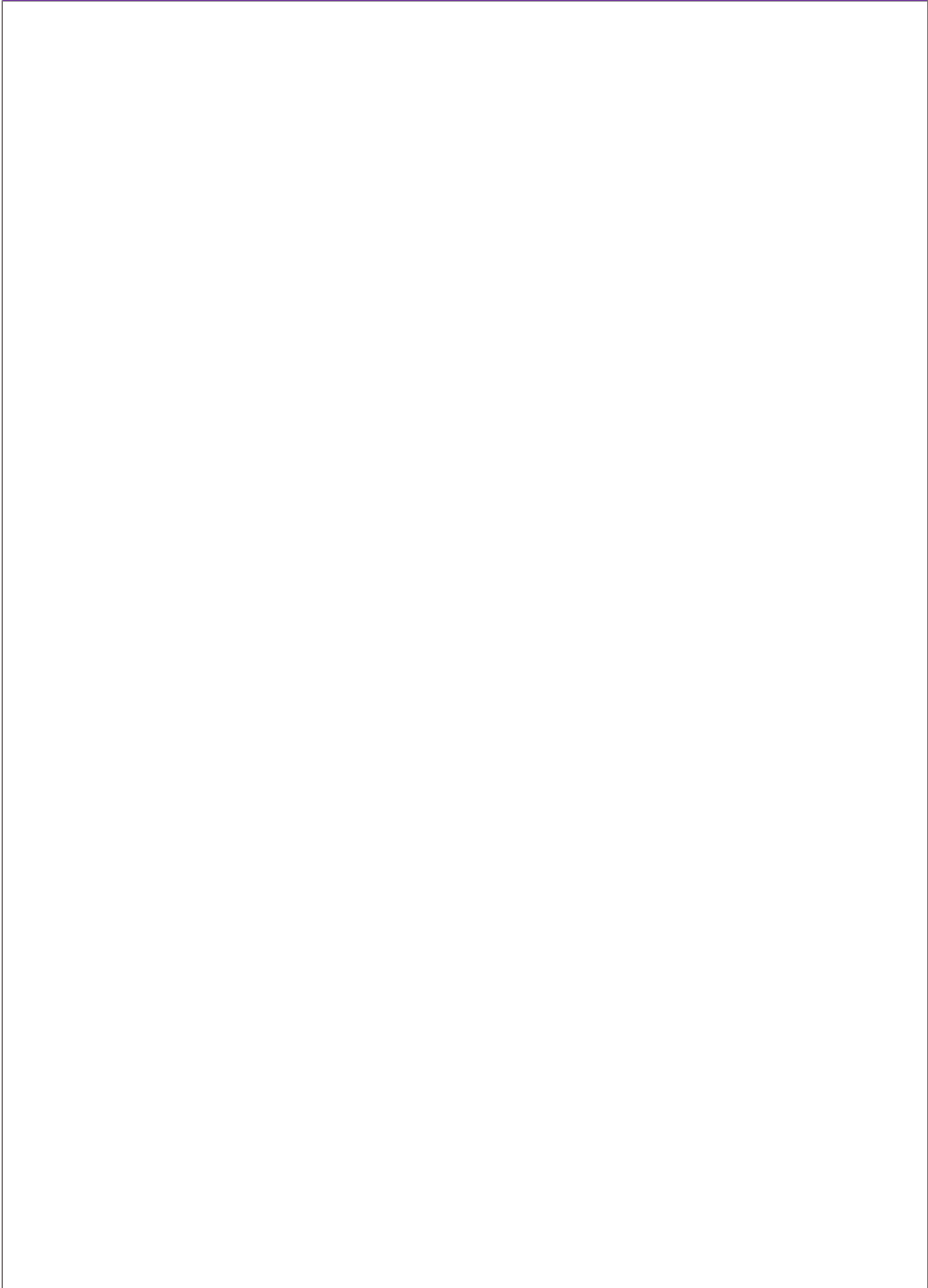
BE YOUR BEST SELF: Commit to Personal Growth and Development

The commitment to continually develop and enhance one’s personal and professional skills, knowledge and abilities. This involves regularly reflecting on your performance and abilities, seeking feedback from others (e.g., manager, colleagues, consumers), and taking action in light of that feedback.

LEVEL 1	Work to maintain and develop skills and abilities	
	<ul style="list-style-type: none"> • Develop the knowledge, skills and abilities needed to perform the job effectively • Understand the need for ongoing training and learning • Take appropriate steps to update skills and abilities so that you can continue to do your job effectively • Respond positively to feedback and suggestions 	<input type="checkbox"/>
LEVEL 2	Seek opportunities to learn and improve	
	<ul style="list-style-type: none"> • Demonstrate a desire to enhance your knowledge, skills and abilities • Reflect on your performance to understand your strengths and opportunities for development, as well as how you can improve your interactions/intervention with consumers • Regularly seek feedback and suggestions from others to enhance performance • Keep up-to-date with new information, methods, technologies, approaches and best practices (e.g., by reading, liaising with contacts, attending training) 	<input type="checkbox"/>
LEVEL 3	Proactively address development and apply learning	
	<ul style="list-style-type: none"> • Take the initiative to identify and act upon skill and knowledge areas that need to be developed • Prepare a self-development plan to develop skills and improve performance • Seek opportunities to incorporate new ideas, knowledge and skills to more effectively manage tasks and challenges (e.g., improve the intervention process, leadership skills, communication skills, problem solving skills, etc.) • Adapt work habits, routines or approaches to incorporate new learning, training and development to enhance performance • Share what you have learned with others as appropriate 	<input type="checkbox"/>
LEVEL 4	Model a learning orientation	
	<ul style="list-style-type: none"> • Readily critique own abilities and invite the same from others • Focus on enhancing performance, not on “saving face” • Encourage and support others in developing new skills to enhance performance • Create an environment where mistakes are seen as learning opportunities 	<input type="checkbox"/>

BE YOUR BEST SELF: Commit to Personal Growth and Development

Provide 2-3 examples to support your competency rating:

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BUILD BONDS: Engage, Influence and Advocate

The ability to encourage or influence others (e.g., consumers, team members, community partners, government) to motivate or gain their commitment and support. It involves giving voice to others who cannot speak for themselves or communicate their needs, or enabling others to self-advocate.

LEVEL 1	Encourage others using a single approach	
	<ul style="list-style-type: none"> • Use facts and logic to encourage others, without adapting to their interests • Make clear, logical and succinct arguments when presenting your own position or speaking on behalf of the consumer • Provide objective and accurate information to professionals • Use concrete examples, visual and tactile aids, demonstrations, etc., to influence others • Outline the pros and cons of different options and approaches • Convey ideas in a way that is easy to understand • Make two or more different arguments or points in a presentation or a discussion 	<input type="checkbox"/>
LEVEL 2	Adapt your approach to the individual, group or situation	
	<ul style="list-style-type: none"> • Adapt your style, language or content to gently engage, encourage, inform or educate • Anticipate and prepare for others' reactions • Listen and be sensitive to the needs, concerns, interests and views, and adapt your approach accordingly • Change things up when the first attempt to influence or advocate fails – try a different approach • Think through your approach and the needs of the consumer or the team when advocating on their behalf or supporting them in advocating for themselves 	<input type="checkbox"/>
LEVEL 3	Carefully plan your approach	
	<ul style="list-style-type: none"> • When advocating for others (e.g., for consumers who cannot advocate for themselves), prepare an approach that is tailored to the individual or group to be influenced • Anticipate areas where support or encouragement will be required, and work proactively to bring these people on board • For consumers who can self-advocate, help to create the right environment for this to happen • Solicit and engage the support of like-minded individuals or other third parties to help educate or influence others • Use a combination of logical arguments, personal conviction and passion to create a winning case when advocating for others • Collect and provide objective, accurate information to professionals on behalf of the consumer, and collaborate with them as directed 	<input type="checkbox"/>
LEVEL 4	Advocate for the needs of consumers	
	<ul style="list-style-type: none"> • Be an advocate for the sector, the agency, the consumer, and the intervenor role, developing deliberate, long-term influence strategies • Build internal and external relationships, networks and alliances, and leverage these to build and sustain support • Move a group towards a specific outcome based on an in-depth understanding of group interactions or dynamics • Build “behind the scenes” support for ideas • Grow and continuously maintain a network of contacts and resources to support initiatives or causes 	<input type="checkbox"/>

BUILD BONDS: Engage, Influence and Advocate

Provide 2-3 examples to support your competency rating:

BUILD BONDS: Work as a Team

The ability to collaborate and work cooperatively with others (e.g., consumers, co-workers, occupational therapists, behavioural specialists, physicians, family members, etc.) to achieve shared goals and deliver outstanding service for consumers and families.

LEVEL 1	Collaborate with others	
	<ul style="list-style-type: none"> • Be a team player, share information and see the benefits of working as a team • Promote a friendly, cooperative environment • Keep others informed and up-to-date about what is happening in the agency and with each consumer • Share expertise and insight with others (e.g., through team discussions, brainstorming sessions) • Clearly understand the goals of the team as well as the roles and responsibilities of each team member • Treat other team members with respect, and recognize that each person’s contribution, talents, skills, culture and background are valuable and essential to the overall success of the team and agency 	<input type="checkbox"/>
LEVEL 2	Value others and solicit input	
	<ul style="list-style-type: none"> • Genuinely value others’ input and expertise, encouraging all team members to contribute • Recognize and build on the good ideas of others, and willingly seek feedback on ideas • Help and encourage others to learn new and different parts of their jobs by sharing knowledge, experience and information • Respect the expertise of others and seek opportunities to learn from them • Recognize where strengths lie within and across the team and/or agency, and tap into their resources – make the best use of people’s talents 	<input type="checkbox"/>
LEVEL 3	Encourage others	
	<ul style="list-style-type: none"> • Recognize others who have performed well • Encourage and empower others, making them feel valued • Demonstrate commitment to important initiatives by actively contributing to the efforts of the team and recognizing the contributions of team members • Readily provide guidance or support to new team members or other teams to facilitate learning • Encourage people to continue their efforts when they become discouraged • Put the goals of consumers, the team and agency ahead of one’s own individual needs and wants 	<input type="checkbox"/>
LEVEL 4	Work to build team commitment and spirit	
	<ul style="list-style-type: none"> • Act to promote a friendly climate and good working relationships (with colleagues, stakeholders, other teams, community partners, board, government, etc.) • Work to resolve conflicts within or across teams by clarifying understanding, listening for underlying concerns, and identifying areas of agreement and disagreement • Align multiple perspectives to best meet the needs of the consumers, families and other stakeholders 	<input type="checkbox"/>

BUILD BONDS: Work as a Team

Provide 2-3 examples to support your competency rating:

DELIVER EXCELLENCE: Demonstrate Creative Problem Solving and Decision Making

The ability to come up with creative ideas and solutions to solve problems and make decisions. It involves understanding the situation, gathering information, weighing alternatives, and choosing the most appropriate solution or course of action. It includes “thinking outside the box” and going beyond the conventional, exploring creative ideas and approaches.

LEVEL 1	Use a common sense approach to solve problems	
<ul style="list-style-type: none"> • Use common sense and past experience to assess problems or issues • Recognize when a problem or situation calls for a decision or approach that is different than usual • Break problems down into simple lists, activities or tasks • Participate in the development of viable solutions or recommendations to typical problems • Recognize the cause and effect relationship between aspects of a problem or situation 		<input type="checkbox"/>
LEVEL 2	Analyze problems or decisions and propose solutions	
<ul style="list-style-type: none"> • Do research to gather information to solve problems and make decisions • Identify the cause-and-effect relationship between two aspects of a situation • Identify the pros, cons and impacts of different solutions to make decisions in the best interests of consumers and the agency • Look beyond the facts to understand less obvious implications • When looking at information, see patterns, trends, or missing pieces and what is relevant to the problem or decision • Seek the input of others, incorporating creative suggestions and ideas to solve problems or make decisions 		<input type="checkbox"/>
LEVEL 3	Think creatively to identify options and solutions	
<ul style="list-style-type: none"> • Generate multiple alternative solutions, evaluating the risks and benefits to choose the best one, and then implement • Think imaginatively – “outside the box” – to develop creative solutions or options • Try out different solutions, ensuring you maintain a safe environment • Modify and apply concepts, ideas or solutions that have been used in other environments • Analyze relationships among several parts of a problem or situation (e.g., anticipate obstacles and think ahead about next steps) 		<input type="checkbox"/>
LEVEL 4	Solve complex problems	
<ul style="list-style-type: none"> • Think beyond the immediate issues and consider the implications that decisions may have over the long-term • Use several analytical or creative techniques to break down and solve complex problems • Consistently make sound decisions in the face of competing and ambiguous priorities • Generate imaginative or unique solutions to problems facing consumers or the agency • Create new approaches or ways of thinking that are not obvious to others and that will lead to changes in approaches, processes, direction, etc. 		<input type="checkbox"/>

DELIVER EXCELLENCE: Demonstrate Creative Problem Solving and Decision Making

Provide 2-3 examples to support your competency rating:

DELIVER EXCELLENCE: Demonstrate Financial Acumen

The ability to manage finances and resources to maximize results. It includes understanding financial management principles and reporting requirements, and effectively managing the agency’s funding through careful planning and monitoring of resources (e.g., financial and other).

LEVEL 1	Understand the importance of how finances and resources are managed	
	<ul style="list-style-type: none"> • Demonstrate knowledge of the funding and budgeting process • Be familiar with financial reporting requirements • Understand that Intervenor Services operate through funding, requiring individuals to be fiscally responsible • Understand how effective management of resources (e.g., time, materials, FTEs, etc.) contribute to the overall success of the agency and services provided to consumers 	<input type="checkbox"/>
LEVEL 2	Manage finances and resources	
	<ul style="list-style-type: none"> • Understand that the agency is a business, and therefore requires individuals to demonstrate fiscal responsibility • Manage finances within the allocated budget, being careful not to waste money or financial resources • Keep accurate records of costs and expenditures for reporting purposes, and prepare required financial reports • Treat agency resources as if they are your own – consider how you can make every dollar count • Control costs and monitor expenditures and individual expenses 	<input type="checkbox"/>
LEVEL 3	Seek to improve financial and resource management	
	<ul style="list-style-type: none"> • Seek to enhance management of operations and finances without compromising the quality of programs or services • Consult with other agencies to identify what they are doing well with respect to managing finances and resources • Share resources and expertise to achieve overall agency objectives and consumer outcomes • Mobilize resources in the most cost efficient way possible to provide the best services • Promote the need for, and model the effective use of, resources 	<input type="checkbox"/>
LEVEL 4	Make financial and resource management a priority	
	<ul style="list-style-type: none"> • Find new ways to maximize financial management and efficiency • Identify trends and patterns across the agency and/or sector, and make connections when preparing financial plans and managing funding and finances • Obtain ongoing information and feedback about resource utilization to make timely, effective decisions • Look up to one year ahead to determine future funding and resource needs 	<input type="checkbox"/>

DELIVER EXCELLENCE: Demonstrate Financial Acumen

Provide 2-3 examples to support your competency rating:

DELIVER EXCELLENCE: Plan and Coordinate

The ability to plan and coordinate work and execute individual and team activities in a way that ensures the achievement of individual, agency, and consumer objectives.

LEVEL 1	Plan own work activities	
	<ul style="list-style-type: none"> Efficiently use time and complete tasks/projects on schedule by planning your own work Keep appropriate people informed about progress on tasks or projects Ensure you have the resources you need to get the work done 	<input type="checkbox"/>
LEVEL 2	Manage multiple priorities	
	<ul style="list-style-type: none"> Demonstrate the ability to multi-task and prioritize a variety of competing tasks in a fast-paced environment Determine the relative importance of tasks/activities, and switch gears quickly and efficiently Ensure things are done using efficient and effective alternatives while maintaining or improving the quality of programs, processes or services Develop plans for simple projects that involve determining milestones, organizing resources, assessing the impact of the project on others, and communicating progress and updates at appropriate stages 	<input type="checkbox"/>
LEVEL 3	Coordinate activities involving others within one's team	
	<ul style="list-style-type: none"> Prioritize the team's involvement on several initiatives simultaneously Organize schedules, work and the environment to maximize efficiency Be flexible in adjusting schedules to meet consumers' needs (within reason) Anticipate and be prepared to effectively deal with problems or roadblocks Seek ways to improve the allocation of resources to better meet consumer needs 	<input type="checkbox"/>
LEVEL 4	Plan and execute broader and more complex projects	
	<ul style="list-style-type: none"> Develop and implement efficient work plans for complex projects involving multiple groups Demonstrate an understanding of the relationships between different internal and external stakeholder groups to coordinate involvement in large-scale projects Coordinate the utilization of cross-agency resources, as appropriate, to deliver agency or sector-wide projects 	<input type="checkbox"/>

DELIVER EXCELLENCE: Plan and Coordinate

Provide 2-3 examples to support your competency rating:

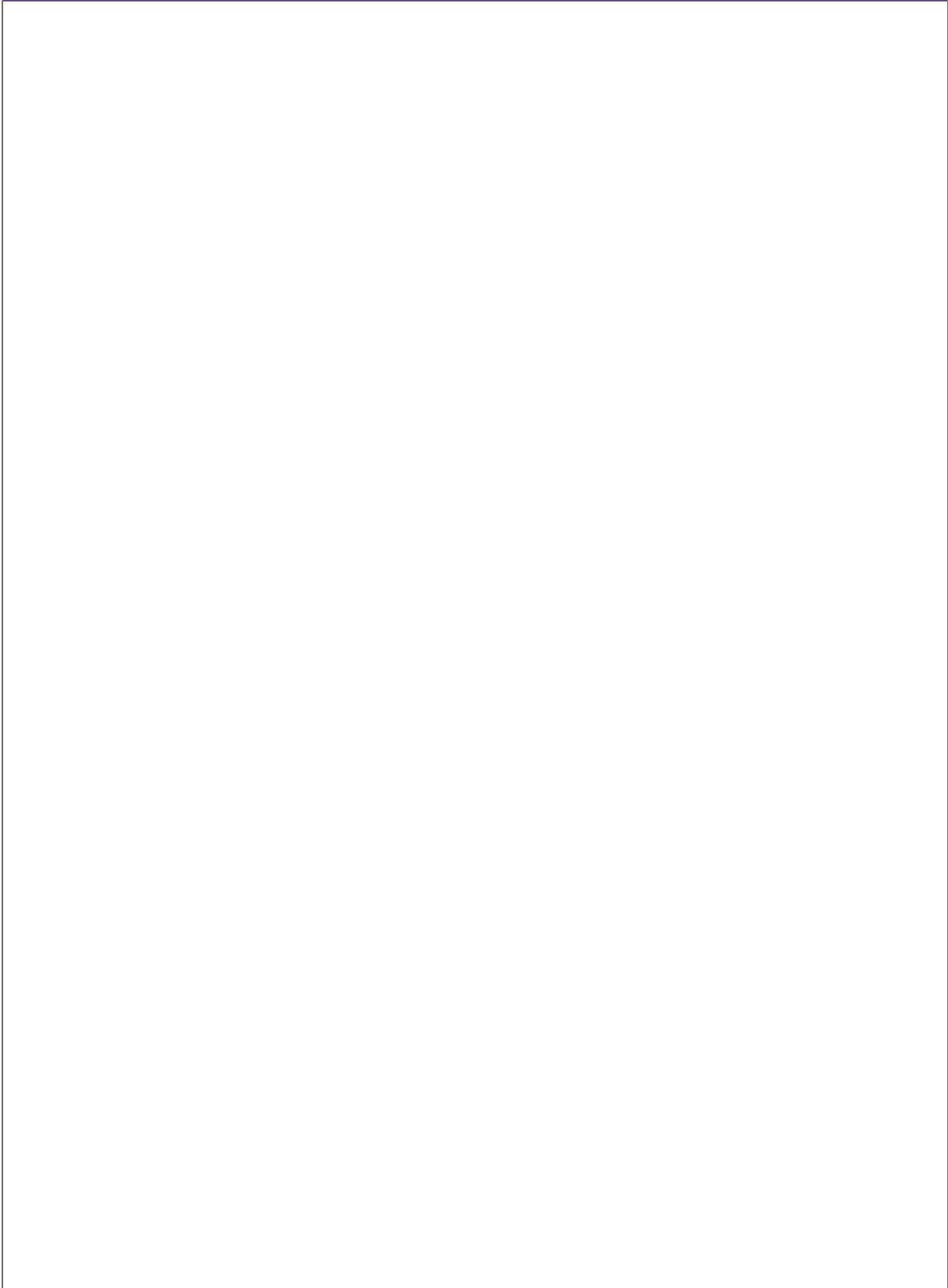
DELIVER EXCELLENCE: Show Passion, Enthusiasm and Dedication

The belief in, and passion for, enhancing the lives of individuals who are deafblind, and being a champion for them, enabling them to live rich, meaningful lives. It is about demonstrating through words and actions a true commitment to supporting and promoting the interests and priorities of individuals who are deafblind, the agency and the sector as a whole.

LEVEL 1	Believe in providing service to those who are deafblind	
	<ul style="list-style-type: none"> • Have a working knowledge of the sector, its goals and services • Speak positively about the work, the agency and the sector • Respect the way things are done in the agency and the profession and perform as expected • Act consistently with the agency's values, principles and goals • Understand the link between one's day-to-day activities and the overall purpose of the agency and sector 	<input type="checkbox"/>
LEVEL 2	Do what's right for individuals who are deafblind, the agency and the sector	
	<ul style="list-style-type: none"> • Show passion, commitment and pride in working with individuals who are deafblind • Speak enthusiastically about the intervenor role and one's involvement in improving the lives of others • Make choices and set priorities that fit the agency's needs, values, principles and goals, and work with others toward a common goal • Participate in activities or events to provide consumers with unique experiences 	<input type="checkbox"/>
LEVEL 3	Demonstrate strong personal conviction and commitment	
	<ul style="list-style-type: none"> • Take the initiative to participate in meaningful activities and projects (e.g., charitable event, fundraiser), outside one's role/responsibilities, for the benefit of consumers and their families • Demonstrate strong personal commitment to, and optimism for, individuals who are deafblind and the sector • Motivate others through enthusiasm and commitment to community involvement • Seek opportunities within the community to promote and raise awareness about deafblindness and the services provided 	<input type="checkbox"/>
LEVEL 4	Place the highest priority on moving the sector forward	
	<ul style="list-style-type: none"> • Lobby local government on behalf of the deafblind community (e.g., accessibility, housing, access to services) • Continually explore new ways to increase the impact and reach of programs and services, and to drive the importance of professionalizing the sector • Develop programs and services that are designed to make a difference and encourage, motivate and engage others 	<input type="checkbox"/>

DELIVER EXCELLENCE: Show Passion, Enthusiasm and Dedication

Provide 2-3 examples to support your competency rating:

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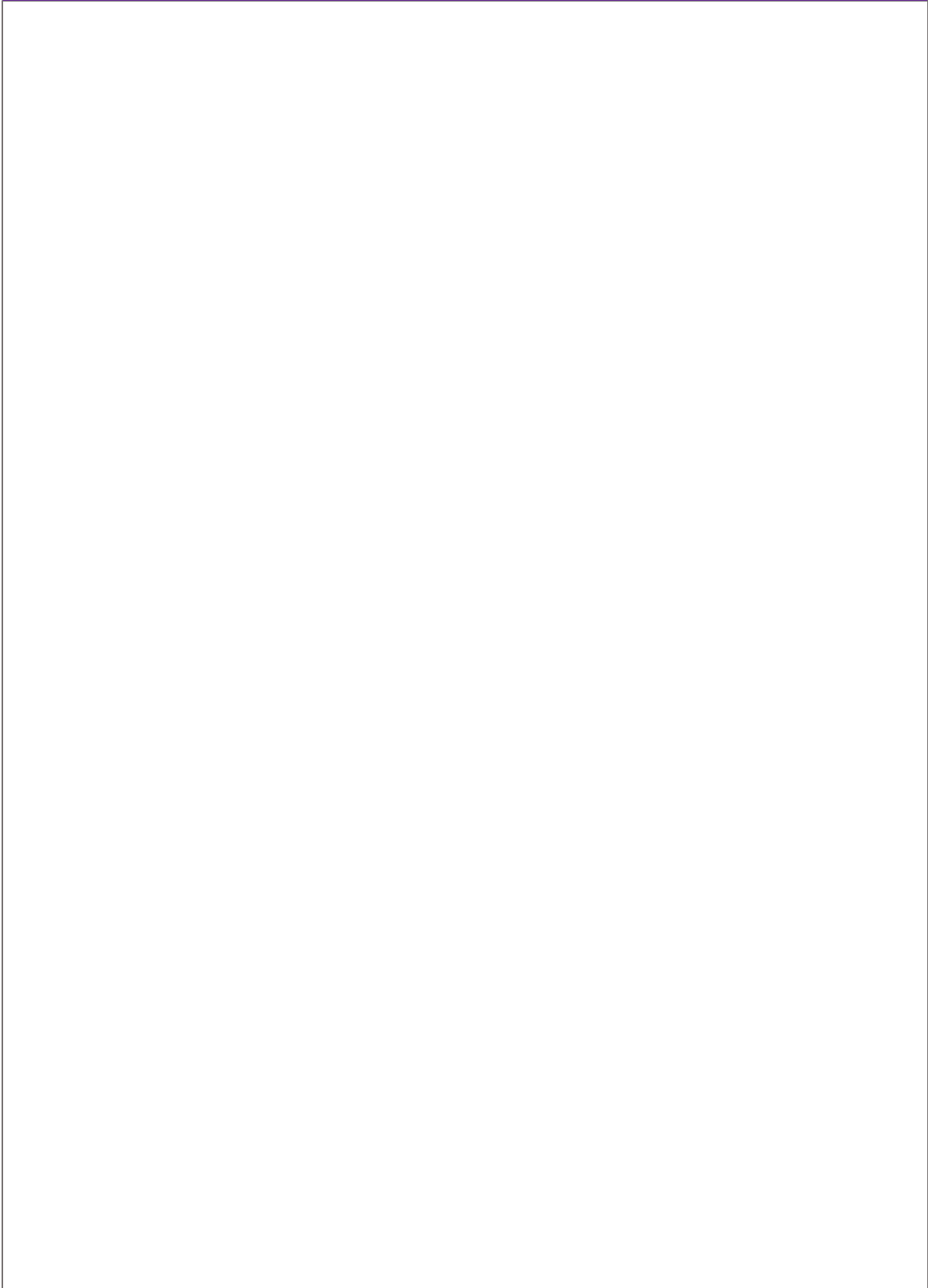
LEAD AND ENGAGE OTHERS: Hold Self and Others Accountable

The ability to hold oneself and others accountable for meeting the highest standards. It involves consistently monitoring one's own and others' performance, and appropriately and effectively taking corrective action to improve performance.

LEVEL 1	Hold self accountable	
	<ul style="list-style-type: none"> • Seek guidance/clarity on standards and expectations • Regularly reflect on your own performance relative to expectations, and identify areas for improvement • Admit to mistakes and take responsibility for correcting them • Follow through on commitments 	<input type="checkbox"/>
LEVEL 2	Communicate performance expectations	
	<ul style="list-style-type: none"> • Clearly communicate performance expectations to staff and stress the importance of honouring commitments • Regularly engage in dialogue regarding what constitutes positive and negative performance • Make needs, responsibilities, priorities and requirements clear for team members • Ensure team members understand the agency's values, programs, policies, and standards • Link individual accountabilities to agency objectives • Set specific milestones to measure progress toward targeted objectives, and monitor performance 	<input type="checkbox"/>
LEVEL 3	Monitor performance	
	<ul style="list-style-type: none"> • Monitor performance against clear standards • Explain the consequences of under-performance and non-compliance with performance standards • Give corrective feedback in private when performance is not meeting standards • Follow through with interim checkpoints so people know how they are performing 	<input type="checkbox"/>
LEVEL 4	Address performance issues	
	<ul style="list-style-type: none"> • Confront others about performance issues directly, honestly and in private • Enforce consequences and take action when people are not meeting expectations • Know when to take a strong stand in dealing with problem behaviours or poor performance • Implement disciplinary procedures when multiple actions to address ongoing poor performance have failed 	<input type="checkbox"/>

LEAD AND ENGAGE OTHERS: Hold Self and Others Accountable

Provide 2-3 examples to support your competency rating:

A large, empty rectangular box with a thin black border, intended for the user to provide 2-3 examples supporting their competency rating. The box is currently blank.

LEAD AND ENGAGE OTHERS: Lead and Develop Others

The ability to energize and develop agency staff, creating a climate in which they are motivated to do their best.

LEVEL 1	Provide clarity	
	<ul style="list-style-type: none"> • Engage in regular communication with staff to give them direction, keep them informed, and provide rationale for decisions • Identify clear work priorities for the team • Make sure the team understands what is expected of them and how they're performing • Give specific instructions and/or on-the-job training 	<input type="checkbox"/>
LEVEL 2	Enable the team to function effectively	
	<ul style="list-style-type: none"> • Solicit input from team members, encouraging their ideas and contributions • Involve the team in planning, problem solving and decision making on matters that affect them • Identify and provide resources required for the team to work effectively • Support team members, especially during difficult times (e.g., take the time to discuss their concerns and answer their questions) • Help others learn new skills and acquire new knowledge, ensuring they receive the required formal or informal training • Give specific constructive feedback for developmental purposes • Assess the strengths and development needs of team members, and work with them to establish development plans based on their needs and interests 	<input type="checkbox"/>
LEVEL 3	Engage and empower the team	
	<ul style="list-style-type: none"> • Create a positive environment to enable the team to perform at its best (e.g., hire the right people, conduct team meetings, manage performance and workload) • Clearly and consistently communicate the agency's priorities and how they link to the agency's goals and consumer outcomes • Provide or secure needed support and development for individuals and the team as a group • Give staff specific opportunities, wherever possible, to grow and stretch their capabilities and practice new skills (e.g., delegate routine tasks) • Coach staff on an ongoing basis to support and foster their development • Create an environment where mistakes are considered as opportunities for learning • Find solutions to alleviate stress and support the team in challenging times • Celebrate success, openly recognizing individuals and the team, giving credit where credit is due 	<input type="checkbox"/>
LEVEL 4	Communicate a compelling vision and sense of purpose	
	<ul style="list-style-type: none"> • Communicate a clear vision of future success for the agency and/or the sector that is compelling and engaging • Believe in and inspire confidence in the vision • Talk about possibilities; be optimistic about the future • Set a good example by personally modelling the desired behaviour • Know people's aspirations, and hold career discussions to support their growth • Provide in-depth mentoring, coaching or training 	<input type="checkbox"/>

LEAD AND ENGAGE OTHERS: Lead and Develop Others

Provide 2-3 examples to support your competency rating:

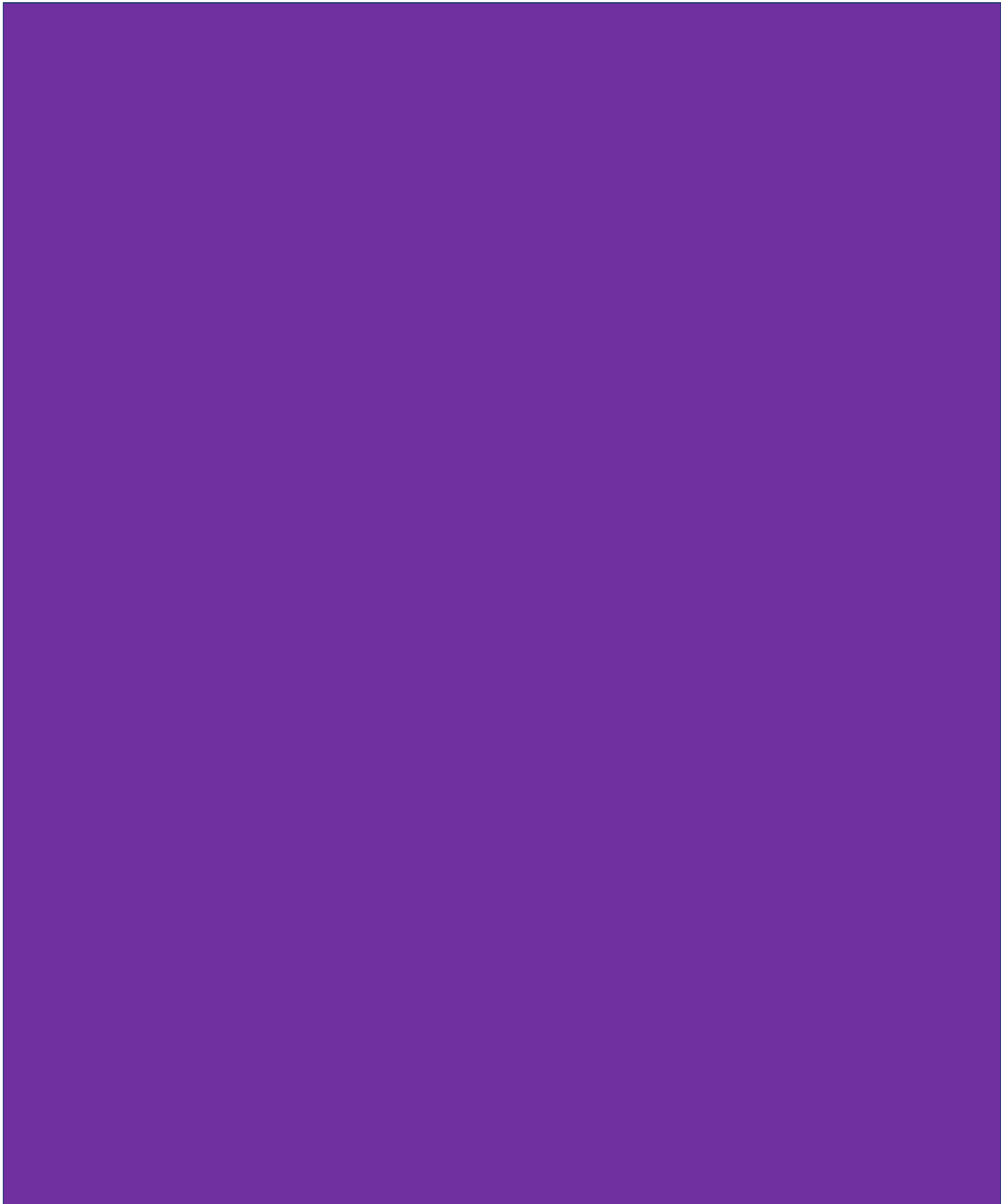
BCAQ Summary

Transfer your competency rating for 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	Level assessed	Target level for the role	Competency strength or area for development?
Be Your Best Self:			
Act with Integrity		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Be Flexible		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Commit to Personal Growth and Development		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Build Bonds:			
Engage, Influence and Advocate		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Work as a Team		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Deliver Excellence:			
Demonstrate Creative Problem Solving and Decision Making		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Demonstrate Financial Acumen		2/3*	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Plan and Coordinate		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Show Passion, Enthusiasm and Dedication		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Lead and Engage Others:			
Hold Self and Others Accountable		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Lead and Develop Others		3/4*	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development

* Depends on the agency and its expectations of the role

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)?



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