

**COMPETENCY ASSESSMENT QUESTIONNAIRE
FOR
ROLE: MANAGERS AND OFFICERS-IN-CHARGE OF
EXECUTIVE/MANAGERIAL POSITIONS**

December 2020
Career and Training Division
Human Resource Management Department
National Housing Authority

Rater's Information		
Name/Signature		
Position/Designation		
Unit		
Contact Details	(Contact icon)	(laptop icon)
Date Accomplished		

For Supervisor's Rating Only

Rater's Information	
Name	
Position/Designation	
Unit	

Summary of Results (To be filled out by HRMD)

Leadership Competencies	Level	Remarks
1. Thinking Strategically and Creatively		
2. Leading Change		
3. Building Collaborative and Inclusive Working Relationships		
4. Managing Performance and Coaching for Results		
5. Creating and Nurturing a High Performing Organization		
6. Risk Management		
Reviewed by:		
Name/Signature:		
Position:	Date:	

Introduction to the Competency Assessment Questionnaire

Purpose	The Competency Assessment Questionnaire is designed to assess an individual's strengths and areas for development relative to the competencies for the individual's position. It can be used as a self-assessment or to assess another individual's competencies. The competencies in this assessment are Leadership competencies ¹ based on the NHA Board-approved Competency Framework as required by the Civil Service Commission (CSC) through CSC Memorandum Circular (MC) No. 5, s. 2016.
Competency Structure	Each competency includes the following:- A definition – brief general description of the competency which provides the user with a general understanding of the type of behavior addressed by a particular competency. Basically, it is a description of what it means, and- A scale of behaviors – a behavioral scale of related behaviors that increase in sophistication as you move up the scale, with the least complex behaviors at Level 1/Basic to the most complex at the highest level, Level 4/Superior. For each level there is a behavior indicator that captures the essence of the level, and a series of illustrative behaviors.
Assessing Competencies	When assessing an individual's competencies, the key factors are consistency and demonstration – how consistently a person demonstrates the behaviors associated with a particular competency and competency level. Performing a behavior consistently means that it is something the individual does routinely in their role. Exhibiting the behavior some of the time or having the ability to exhibit the behavior (but not consistently exhibiting it) does not qualify as consistently.
Important Considerations	When assessing an individual's competencies, the key factors are consistency and demonstration – how consistently a person demonstrates the behaviors associated with a particular competency and competency level. Performing a behavior consistently means that it is something the individual does routinely in their role. Exhibiting the behavior some of the time or having the ability to exhibit the behavior (but not consistently exhibiting it) does not qualify as consistently.
Important Considerations	<ul style="list-style-type: none"> • Each level represents a scope of behavior. The intensity of the behavior increases with each succeeding level. • Be sure to evaluate the behaviors exhibited on the job, rather than the behaviors one intends to exhibit or would like to have the opportunity to exhibit. • In completing a self-assessment, be wary of the tendency to overrate or underrate your own behavior.

How to Accomplish the Competency Assessment Questionnaire

Step	Action
1	Read and understand the definition of the competency.
2	Beginning at level 1, reflect if you (or the person you are assessing) consistently demonstrate the behaviors per 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 behaviors. The level demonstrated for that competency becomes the highest level you checked - this is the highest level at which you (or the person you are assessing) consistently demonstrate the behaviors 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/Advanced, if you are not also consistently demonstrating the behaviors associated with Levels 1/Basic and Level 2/Intermediate. Note : If you cannot check any of the boxes, this likely means that you (or the person you are assessing) have no opportunity to consistently demonstrate/observe the competency.
4	Complete the assessment of all competencies and submit the rated Competency Assessment Questionnaire.

¹ Leadership Competencies : These are knowledge, skills and behaviors needed to perform management/ leadership functions and processes. These are expected of individuals who supervise staff, or who work through others or a team to get the job done.

Instructions : Check the box that represents the highest level at which you, or the person you are rating, consistently demonstrates the behaviors at that level and all the levels that preceded it for this competency.

THINKING STRATEGICALLY AND CREATIVELY. The ability to see the big picture, think multi dimensionally, craft innovative solutions, identify connections between situations or things that are not obviously related, and come up with new ideas and different ways to enhance organizational effectiveness and responsiveness

Demonstrates a systems perspective

	Basic	Responds positively to the challenges of the organizations goals
	Intermediate	Guides work teams in designing breakthrough or innovative plans and programs
	Advanced	Evaluates changes in the operating environment and applies knowledge when exercising and recommending sound judgement in identifying range of solutions/ courses of action (i.e. adjusts plans and programs, tailors approaches and/or explores innovative alternatives)
	Superior	Analyzes multi-dimensional aspects and impacts of the emerging issues, future trends, potential challenges and opportunities and how these can affect organization s systems, processes, people, programs and services, and projects them into the future
	Not demonstrated or no opportunity to observe	

Demonstrates strategic agility

	Basic	Supports innovative initiatives and demonstrates responsiveness to change methodology
	Intermediate	Demonstrates the ability to think outside the box by coming up with innovative ideas and methods of doing things
	Advanced	Cultivates an open environment where staff members feel free to do different things and try out new and different ways of doing things
	Superior	Provides resources for pursuing worthy and necessary innovations
	Not demonstrated or no opportunity to observe	

Promotes creativity

	Basic	Supports innovative initiatives and demonstrates responsiveness to change methodology
	Intermediate	Demonstrates the ability to think outside the box by coming up with innovative ideas and methods of doing things
	Advanced	Cultivates an open environment where staff members feel free to do different things and try out new and different ways of doing things
	Superior	Provides resources for pursuing worthy and necessary innovations
	Not demonstrated or no opportunity to observe	

Negotiates and allocates resources properly and judiciously

	Basic	Identifies resources and competencies needed within the work area to get the work done
	Intermediate	Uses appropriate resources in accordance with the office work plan, organizational priorities and regulatory standards/ procedures
	Advanced	Monitors and emphasizes the efficient use of resources to achieve cost effective outcomes
	Superior	Negotiates the provision of resources within the organization and with relevant bodies by identifying and exploring potential sources of additional resources
	Not demonstrated or no opportunity to observe	

Acts as strategic advisor

	Basic	Identifies resources and competencies needed within the work area to get the work done
	Intermediate	Uses appropriate resources in accordance with the office work plan, organizational priorities and regulatory standards/ procedures
	Advanced	Monitors and emphasizes the efficient use of resources to achieve cost effective outcomes
	Superior	Provides quality judgement and strategic advice to senior leadership and relevant government instrumentalities, based on comprehensive analysis and consideration of the wider context
	Not demonstrated or no opportunity to observe	

LEADING CHANGE. The ability to generate genuine enthusiasm and momentum for organizational change. It involves engaging and enabling groups to understand, accept, and commit to the change agenda. It also includes advancing and sustaining change.

Recognizes the need for change and prepares the organization for change

	Basic	Alerts the unit to opportunities and threats relating to the organization
	Intermediate	Includes components of the change management process in preparing work plans and activities for the unit
	Advanced	Constructs strategies, plans and programs to anticipate and address changing priorities, emerging trends, challenges and opportunities
	Superior	Collaborates with management teams to position the organization in seizing opportunities, minimizing threats/risks, and effectively meeting future demands and evolving needs of stakeholders and clients
	Not demonstrated or no opportunity to observe	

Engages stakeholders (buy in, commitment, sense of ownership; accept, support, contribute)

	Basic	Collects useful information to manage the change, assesses peoples reception and recommends alternatives to make the change implementation more appropriate
	Intermediate	Integrates other peoples expectations and concerns with respect to the change process to build positive relationships with team members, stakeholders and clients
	Advanced	Elicits support and contributions of work teams and other key stakeholders to successfully implement change initiatives
	Superior	Sets conditions for engagement in all change processes to facilitate buy in, secure commitment and sense of ownership for the change agenda
	Not demonstrated or no opportunity to observe	

Manages opposition, resistance or setbacks effectively

	Basic	Asks employees for suggestions and incorporates their ideas in the change plan
	Intermediate	Allows employees to complete current efforts and redefines their roles during the course of implementing the change
	Advanced	Identifies sources of conflict in situations involving a change process and acts sensitively, objectively and constructively to de-escalate conflict
	Superior	Conducts root cause analysis, identifies potential strategies in managing resistance and moves employees and other stakeholders forward in the change process within the organization, government and relevant sectors
	Not demonstrated or no opportunity to observe	

Allocates and provides resources for change initiatives

	Basic	Identifies and allows key individuals in the unit to devote time to move the change forward
	Intermediate	Integrates change management initiatives in the work plan of the unit or office move the change forward
	Advanced	Provides appropriate resources to support and implement change initiatives within one or more Offices
	Superior	Allocates appropriate resources to support and implement change initiatives with leadership and management across the organization
	Not demonstrated or no opportunity to observe	

Advances and sustains change

	Basic	Adheres to applicable and stated or communicated processes, policies and assigned work in the implementation of change Documents new processes and practices as a result of the change agenda
	Intermediate	Removes barriers and provides greater clarity to the change agenda and its benefits to ones work to facilitate change within ones functional area Evaluates effectiveness of the implemented change process
	Advanced	Communicates the vision with clarity, enthusiasm and conviction to promote sustained and successful implementation of change Recognizes individuals and teams who demonstrate actions and initiatives supportive of the change agenda
	Superior	Creates an exciting vision for change and solicits organization-wide support, adoption, and successful mainstreaming of change agenda Encourages leadership and management team to enhance the motivation, morale, and job performance of the organization
	Not demonstrated or no opportunity to observe	

Models change for improved work performance

	Basic	Develops ones own individual development plan as change leader/agent
	Intermediate	Identifies areas in which ones own capabilities complement others in managing the change
	Advanced	Meets, with willingness, the challenges of change on ones role or work team and encourages and supports others to do the same
	Superior	Creates conditions within the organization that will encourage others to meet challenges of change and commit to innovation and continuous improvement in work performance across the organization
	Not demonstrated or no opportunity to observe	

BUILDING COLLABORATIVE AND INCLUSIVE WORKING RELATIONSHIPS. The ability to build and maintain a network of reciprocal, high trust, synergistic working relationships within the organization and across government and relevant sectors. This involves the ability to successfully leverage and maximize opportunities for strategic influencing within the organization and with external stakeholders.

Cultivates a strong network of connections and working relationships

	Basic	Supports innovative initiatives and demonstrates responsiveness to change methodology
	Intermediate	Demonstrates the ability to think outside the box by coming up with innovative ideas and methods of doing things
	Advanced	Cultivates an open environment where staff members feel free to do different things and try out new and different ways of doing things
	Superior	Provides resources for pursuing worthy and necessary innovations
	Not demonstrated or no opportunity to observe	

Negotiates and influences persuasively

	Basic	Uses subject matter knowledge and a strong grasp of key issues in providing appropriate recommendations to engage team members, partners or other stakeholders and to achieve positive outcomes
	Intermediate	Demonstrates reliability and uses this to build credibility with team members, partners or stakeholders to negotiate outcomes

	Advanced	Resolves conflicts, disagreements and differing interests among team members, partners or stakeholders in a constructive manner (e.g. win-win approach; use of appropriate conflict resolution processes; identification of common ground through dialogue and consensus; shared solutions perspective)
	Superior	Navigates high-risk, complex or contentious situations across the government and relevant sectors using innovative influencing strategies
		Not demonstrated or no opportunity to observe

Promotes value of transparency and open communication

	Basic	Shares accurate and timely information and stimulates open discussion of ideas to promote a positive environment
	Intermediate	Articulates proactively the expectations and concerns of team members and relevant stakeholders and implements measures to address them to build synergy and goodwill
	Advanced	Identifies barriers to transparency and open communication and initiates appropriate solutions
	Superior	Models the value and importance of transparency and keeping communication lines open to both internal and external stakeholders (e.g. facilitates exchange of information and experiences, broadens perspectives on emerging sensitive issues and enhances C3 or coordination, collaboration and complementation)
		Not demonstrated or no opportunity to observe

Addresses gender and other diversity issues, discriminatory and exclusionary behavior

	Basic	Identifies dysfunctional and inappropriate behaviors or gender issues of work team members and provides them appropriate feedback
	Intermediate	Integrates into the unit work plan a project/activity/program that addresses gender issues, discriminatory and exclusionary behavior within the office and in relation to partners, networks and other stakeholders
	Advanced	Uses diversity-sensitive approaches and addresses gender issues, discriminatory and exclusionary behaviors in order to establish and maintain partnerships and networks in implementing projects/activities/programs.
	Superior	Sets guidelines, ethical standards, and direction to communicate zero-tolerance to gender biases, discriminatory and exclusionary behavior across government and relevant sectors to build a collaborative and inclusive culture (e.g. there is space for growth and development of vulnerable and marginalised groups including women, persons with disabilities, senior citizens and indigenous peoples)
		Not demonstrated or no opportunity to observe

Demonstrates interpersonal savvy

	Basic	Listens actively and shares information and resources, as appropriate to demonstrate openness
	Intermediate	Applies tact and diplomacy in knowing what to say, when, and to whom and how to communicate messages in a way that will gain support
	Advanced	Demonstrates adaptability to different protocols, working styles and individual differences with people inside and outside the organization
	Superior	Uses appropriate and context-sensitive communication mechanisms, varying the language, tone, content and style to influence diverse stakeholders across government and relevant sectors
		Not demonstrated or no opportunity to observe

MANAGING PERFORMANCE AND COACHING FOR RESULTS. The ability to create an enabling environment which will nurture and sustain a performance-based, coaching culture. Effectiveness in this competency area also includes a strong focus on developing people for current and future needs, managing talent, promoting the value of continuous learning and improvement.

Promotes results-based culture

	Basic	Provides timely, concrete, evidence-based, and behavioral feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees or team members on goals and work
	Intermediate	Engages others from the team to provide timely, concrete, evidence-based feedback to improve the performance of staff, team or group
	Advanced	Adjusts style/stance from directing to empowering, based on the capabilities and motivation of the employee, providing examples of behavior consistent with goal achievement
	Superior	Leads the organization by example and through coaching towards a performance-based culture and the achievement of public service performance standards.
		Not demonstrated or no opportunity to observe

Nurtures a coaching culture

	Basic	Explains the coaching process, particularly, the concept of "coaching is coachee-driven" when conducting coaching sessions to employees" as well as expectations with individuals or among team members; and prepares the agreed work plan or commitment with the individual or group
	Intermediate	Develops new/enhances existing tools to get more accurate and relevant data that will help improve individual or team performance, and reach achievable and specific
	Advanced	Guides a coachee to propose and choose performance improvement solutions given the organizational goals, priorities, outcomes and the coachees work context
	Superior	Creates the organizational conditions including policies and guidelines necessary to encourage and support leadership and management teams to adopt and consistently practice to achieve public service performance standards
		Not demonstrated or no opportunity to observe

Applies appropriate coaching techniques confidently and flexibly

	Basic	Asks powerful questions that begin with what, when, who, how much and how many to make a coachee understand the root cause of long-standing issues or a situation that falls short of his/her superiors expectation and to help the coachee identify goals, reality, options and actions.
	Intermediate	Uses appropriate coaching tools and techniques to help the individual or team meet developmental and performance goals, recognising issues and challenges as they present themselves in a coaching or performance improvement conversation
	Advanced	Tailor-fits the coaching and performance management process/ practice to the unique needs of the coachee, mentee or employee
	Superior	Enables the leadership and management teams (and self) to effectively and consistently apply the principles, processes and key practices of coaching (e.g. listening with respect and empathy, asking rich and high-gain questions, encouraging mutual respect and support, etc.)
		Not demonstrated or no opportunity to observe

Demonstrates supportive leadership

	Basic	Gives genuine acknowledgment of a persons qualities and feedback on developmental needs
	Intermediate	Provides adequate support and resources to coachees/ employees to implement their learning and development interventions
	Advanced	Encourages coachees and provides them adequate support and resources for them to become coaches
	Superior	Provides adequate support and resources to enable the leadership and management teams to effectively sustain a performance-based, coaching culture to nurture future leaders
		Not demonstrated or no opportunity to observe

Builds a respectful, egalitarian climate during performance management and coaching conversations

	Basic	Communicates standards and expectations for mutual support and respect, and open and honest relationship
	Intermediate	Guides the coachees to arrive at a course of action of their own choosing to reach their performance goals for the division.
	Advanced	Practices non-judgemental and facilitative actions (e.g., empathetic listening, asking rich and high-gain questions)
	Superior	Models open and honest coach-coachee relationship to leadership and management teams
	Not demonstrated or no opportunity to observe	

Commits to continuous learning and improvement

	Basic	Acknowledges mistakes and learns from them through self-reflection and analysis
	Intermediate	Accepts accountability for mistakes and takes corrective action
	Advanced	Undertakes developmental activities to enhance ones competencies as a coach and performance development partner
	Superior	Demonstrates commitment to enhancing personal, overall effectiveness as a coach, mentor and performance development partner by undertaking self-directed learning and seeks out peers and colleagues for consultation and further skills enhancement
	Not demonstrated or no opportunity to observe	

CREATING AND NURTURING A HIGH PERFORMING ORGANIZATION. The ability to create a high performing organizational culture that is purpose-driven, results-based, client-focused, and team-oriented.

Builds a sense of purpose and direction

	Basic	Participates in organization planning to enable future directions while providing clarity for the present
	Intermediate	Communicates a direction that enables employees to understand the links to the organizations strategic directions
	Advanced	Undertakes constructive and continuing dialogue on delivering results consistent with expectations, targets, and quality standards
	Superior	Creates a shared sense of purpose by explaining how it contributes to work team goals, the organizational mandate and national priorities
	Not demonstrated or no opportunity to observe	

Promotes results-based culture

	Basic	Reviews work plans or projects and monitors performance
	Intermediate	Provides feedback and ensures actions to improve the delivery of outcomes
	Advanced	Implements results-based planning and monitoring systems and tools within the office
	Superior	Institutionalizes results-based planning and monitoring system and tools (e.g. strategy map, performance scorecard, results based management, Plan-Do-Check-Act, etc.) across the organization
	Not demonstrated or no opportunity to observe	

Promotes client service orientation

	Basic	Maps out the needs of clients to drive outstanding client service
	Intermediate	Promotes excellent service delivery by being a model in providing value added service
	Advanced	Uses client feedback and benchmarks best practices to continuously improve service delivery
	Superior	Sets up conditions that embed a strong client service ethos in the organization to exceed client expectations
	Not demonstrated or no opportunity to observe	

Builds a respectful, egalitarian climate during performance management and coaching conversations

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Builds teams and enables effective work performance

	Basic	Provides timely, concrete, evidence-based, and behavioral feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees or team members on goals and work
	Intermediate	Uses innovative ways to create conditions for shared or collaborative contributions across levels and functions.
	Advanced	Promotes the use of cross-functional C3 (coordination, complementation and collaboration) to sustain a team-based working environment
	Superior	Shapes a high performing work team culture by mainstreaming behavioral norms and key processes which will ensure highly effective team performance
	Not demonstrated or no opportunity to observe	

Nurtures a learning organization

	Basic	Assesses learning needs and identifies appropriate learning interventions
	Intermediate	Provides interventions that will facilitate acquisition of learning and application in the workplace
	Advanced	Provides opportunities and outlets for employees to share new insights and experiences with others across levels and functions
	Superior	Invests in the continuous learning and development of employees and management teams to foster a culture of learning within the organizations and aligns this with the organizations strategic goals
	Not demonstrated or no opportunity to observe	

RISK MANAGEMENT. The ability to identify, assess, and control risks attributed to technical, logistical environmental, management, financial and socio-political aspects of work through identification of procedures to avoid or minimize their impact to organizational performance.

Identify

	Basic	Recognizes technical, logistical, environmental, management, financial and socio-political risks encountered in all aspects of organizational operations
	Intermediate	Validates and categorizes identified risks relative to its extent of effect to the organizational operations
	Advanced	Correlates causal relationships of identified risks to organizational operations and register the same for treatment
	Superior	Develops guidelines for risk identification, validation and registration for NHA-wide consumption
	Not demonstrated or no opportunity to observe	

Assess

	Basic	Determines the effects of identified, validated and registered technical, logistical, environmental, management-related, financial and socio-political risks to organizational operations
	Intermediate	Prepares corrective action plan to arrest the registered risks outlining necessary resources and accountability Prepares monitoring and reporting plan for risk treatment
	Advanced	Identifies benefit implications for all identified alternatives used to treat registered risks Identifies success indicators for risk treatment
	Superior	Develops guidelines for NHA-wide risk assessment
	Not demonstrated or no opportunity to observe	

Implement and Control

	Basic	Implements corrective action plan to treat the registered technical, logistical, environmental, management-related, financial and socio-political risks. Prepares report relative to the implementation of corrective action plan. Maintains and updates risk register and treatment records.
	Intermediate	Monitors the implementation of the corrective action plan Identifies implementation variances and implement necessary interventions to address and control the same.
	Advanced	Validates pre-determined success indicators for treating registered and evaluates its implications to organizational operations
	Superior	Promotes continuous development through institutionalized risk register and treatment for NHA-wide implementation encompassing technical, logistical, environmental, management-related, financial and socio-political operations
	Not demonstrated or no opportunity to observe	

End of Assessment. Thank you.