



# Talent Bench-Strength Assessment

## in Malaysia's Public Universities

### BEHAVIOURAL EVENT QUESTIONNAIRE AND STRATEGIC PLAN

## Introduction

The talent profiling process to which you have been invited employs two assessment methods. These two methods are the Behavioural-Event Interview (BEI) technique, with a criterion correlation coefficient of .61, and the Strategic Plan Presentation, with a criterion correlation coefficient of .69 (Smith, M., Journal of Applied Psychology, British Psychological Society, 1988)

The BEI technique involves the interviewee narrating specific events in which he/ she was directly involved, and the interviewer analysing the competency dimensions and proficiency levels displayed by the interviewee in those events. In preparation for the BEI, each interviewee is required to complete and submit this behavioural-event questionnaire (BEQ). In the BEQ, every interviewee would document accounts of competency-specific events in which he/ she was involved either in current or past employment or societal engagements. This is to ensure that significant behavioural events are not overlooked during the BEI.

The questionnaire covers a range of 15 competencies and an illustration page is included. The same situation, event or initiative may be used to account for more than one competency, but interviewees are encouraged to cite as many situations, events or initiatives as possible to reflect the breadth of their experience.

The Strategic Plan Presentation method requires the interviewee to deliver a one-hour stand-up presentation on the desired state that he/ she wishes to accomplish through the target position, and his/ her plans to do so.

The BEQ format and the Strategic Plan Presentation preparation guide are attached. Interviewees are urged to complete and return the BEQ and the Strategic Plan Presentation formats and submit them to AKEPT prior to the scheduled profiling process.

# Content

<b>A. BEHAVIOURAL EVENT QUESTIONNAIRE</b>	<b>P 1 – P 15</b>
<b>CLUSTER 1. PERSONAL EFFECTIVENESS</b>	<p><b>1.1 Values &amp; Ethics</b> i.e. fostering and supporting the principles and values of the organization and the Public Service as a whole. P 1</p> <p><b>1.2 Organisational Commitment</b> i.e. the individual's ability and willingness to align his/her own behaviour with the needs, priorities, and goals of the organisation. P 2</p> <p><b>1.3 Self Confidence</b> A person's belief in his or her own capability to accomplish a task. This includes the person's expressing confidence in dealing with increasingly challenging circumstances, in reaching decisions or forming opinions, and in handling failures constructively. P 3</p>
<b>CLUSTER 2. COGNITION</b>	<p><b>2.1 Visioning &amp; Strategic Direction</b> i.e. developing and inspiring commitment to a vision of success; supporting, promoting and ensuring alignment with the organization's vision and values. P 4</p> <p><b>2.2 Conceptual/ Creative Thinking</b> Questioning conventional approaches, exploring alternatives and responding to challenges with innovative solutions or services, using intuition, experimentation and fresh perspectives. P 5</p> <p><b>2.3 Business Acumen</b> i.e. understanding the business implications of opportunities and decisions and implementing successful business strategies that improve the functioning of the organisation. It requires an awareness of issues, processes and outcomes as they impact the organisation's and stakeholders' strategic direction. P 6</p>
<b>CLUSTER 3. LEADING OTHERS</b>	<p><b>3.1 Teamwork &amp; Team Leadership</b> i.e. working co-operatively with others, being a part of a team, and assuming the role of leader of a team, working together effectively with interdependent goals and common values and norms to foster a collaborative environment and drive teams in the same direction. P 7</p> <p><b>3.2 Leveraging Diversity</b> i.e. fostering an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organisation. P 8</p> <p><b>3.3 Change Leadership</b> i.e. managing, leading and enabling the process of change and transition while helping others deal with their effects P 9</p>
<b>CLUSTER 4. IMPACT &amp; INFLUENCE</b>	<p><b>4.1. Impact &amp; Influence</b> Gaining support from and convincing others to advance the objectives of the University. P 10</p> <p><b>4.2 Relationship Building/ Networking</b> i.e. building and actively maintaining working relationships and/or networks of contacts to further the University's goals. P 11</p> <p><b>4.3 Tact &amp; Courtesy</b> i.e. understanding other people, hearing accurately and understanding unspoken, partly expressed thoughts, feelings and concerns of others, and keeping one's emotions under control and restraining negative actions when faced with opposition or hostility from others or when working under stress. P 12</p>
<b>CLUSTER 5. ACHIEVEMENT &amp; ACTION</b>	<p><b>5.1 Achievement Orientation/ Drive</b> i.e. focusing personal efforts on achieving results consistent with the University's objectives. P 13</p> <p><b>5.2 Initiative/ Proactive Behaviour</b> i.e. identifying and dealing with issues proactively and persistently; seizing opportunities that arise and/ or preventing problems/ threats that you anticipated, from happening. P 14</p> <p><b>5.3 Stakeholder Focus</b> i.e. identifying and responding to current and future stakeholder needs; providing service excellence to internal and external stakeholders P 15</p>
<b>BEHAVIOURAL EVENT INTERVIEW QUESTIONNAIRE ILLUSTRATION</b>	<b>P 16</b>
<b>B. STRATEGIC PLAN RESENTATION</b>	<b>P 17</b>
<b>C. ENQUIRIES</b>	<b>P 18</b>

1.1 Integrity, Values and Ethics

i.e. fostering and supporting the principles and values of the University and the Public Service as a whole

Illustrative actions include the following:

○ Demonstrates behaviours consistent with the University's values

○ Identifies ethical Implications

○ Aligns team with University's values and ethics

○ Promotes the University's values and ethics

○ Exemplifies and demonstrates the University's values and ethics

A. Situation

Describe the situation (e.g. professional or societal project, action or initiative) in which you put the competency into practice.

B. Trigger(s)

What triggered the need for such project, action or initiative? By whom and how was the need identified?

C. Objective(s)

What was/ were required of you to achieve through the project, action or initiative?

D. Action(s)

What action(s) did you take, techniques/ tactics you deployed, resources you used and who else were involved in the project?

E. Outcome(s)

What were the outcomes of your actions and the impact on stakeholders/ systems? To what extent was the objective met?

F. Referees

Please identify two persons (Superiors, Subordinates, Colleagues, Stakeholders) from whom we may obtain additional inputs on the account you made here. We would neither request for nor accept from these referees any opinion on you.

Referee 1

Referee 2

Name:

Organisation:

Position :

Contact Phone:

Contact Email:

1.2 Organisational Commitment

i.e. the individual's ability and willingness to align his/her own behaviour with the needs, priorities, and goals of the organisation, to act in ways that promote organisational goals or meet organisational needs. It may appear as putting organisational mission before own preferences, or before professional role priorities.

Illustrative actions include the following:

○ Demonstrates organisational citizenship behaviour

○ Supports the organisation - states commitment

○ Makes personal or professional sacrifices

○ Makes and implements unpopular decisions

○ Sacrifices own unit's good for organisation

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1.3 Self Confidence

i.e. person's belief in his or her own capability to accomplish a task. This includes the person's expressing confidence in dealing with increasingly challenging circumstances, in reaching decisions or forming opinions, and in handling failures constructively.

Illustrative actions include the following:

<input type="radio"/> <i>Presents self confidently</i>	<input type="radio"/> <i>Presents self forcefully or impressively</i>	<input type="radio"/> <i>Justifies self-confident claims</i>	<input type="radio"/> <i>Volunteers for challenges</i>	<input type="radio"/> <i>Puts self in extremely challenging positions</i>
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2.1 Visioning and Strategic Direction

i.e. developing and inspiring commitment to a vision of success; supporting, promoting and ensuring alignment with the University's vision and values

Illustrative actions include the following:

○ Demonstrates personal work alignment

○ Promotes team alignment

○ Aligns programme/ operational goals and plans

○ Influences strategic direction

○ Develops vision

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2.2 Conceptual Thinking

i.e. questioning conventional approaches, exploring alternatives and responding to challenges with innovative solutions or services, using intuition, experimentation and fresh perspectives.

*Illustrative actions include the following:*

- |   |  |  |   |  |
|---|--|--|---|--|
| <input type="radio"/> <i>Acknowledges the need for new approaches</i> | <input type="radio"/> <i>Modifies current approaches</i> | <input type="radio"/> <i>Introduces new approaches</i> | <input type="radio"/> <i>Creates new concepts</i> | <input type="radio"/> <i>Nurtures creativity</i> |
|---|--|--|---|--|

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2.3 Business Acumen

i.e. understanding the business implications of opportunities and decisions and implementing successful business strategies that improve the functioning of the organisation. It requires an awareness of issues, processes and outcomes as they impact the organisation’s and stakeholders’ strategic direction.

Illustrative actions include the following:

○ Possesses basic knowledge of business	○ Demonstrates a business orientation	○ Leverages opportunities and solutions	○ Optimizes programmes and solutions for business benefit	○ Directs the organisation
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3.1 Teamwork and Team Leadership

i.e. working co-operatively with others, being a part of a team, and assuming the role of leader of a team, working together effectively with interdependent goals and common values and norms to foster a collaborative environment and drive teams in the same direction.

Illustrative actions include the following:

- ☐ Participates as a team member
- ☐ Fosters teamwork
- ☐ Demonstrates leadership in teams
- ☐ Empowers the team
- ☐ Inspires members, builds bridges between teams

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3.2 Leveraging Diversity

i.e. fostering an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organisation.

Illustrative actions include the following:

<input type="radio"/> Subscribes to diversity policies	<input type="radio"/> Aligns team Behaviours	<input type="radio"/> Utilizes team diversity to organisation’s advantage	<input type="radio"/> Recognizes diversity and promotes inclusiveness	<input type="radio"/> Develops support systems for promoting diversity & inclusiveness
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3.3 Change Leadership

i.e. managing, leading and enabling the process of change and transition while helping others deal with their effects.

Illustrative actions include the following:

○ <i>Makes others aware of change</i>	○ <i>Underscores the positive nature of change</i>	○ <i>Manages the process for change</i>	○ <i>Aligns change initiatives with organisational objectives</i>	○ <i>Champions change</i>
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4.1 Impact and Influence

i.e. gaining support from and convincing others to advance the objectives of the University

Illustrative actions include the following:

<input type="radio"/> Uses facts and available information to persuade	<input type="radio"/> Adapts rationale to influence others	<input type="radio"/> Demonstrates the benefit of ideas	<input type="radio"/> Builds coalitions, strategic relationships and networks	<input type="radio"/> Designs complex influence strategies
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4.2 Networking / Relationship Building

i.e. building and actively maintaining working relationships and/or networks of contacts to further the University's goals

Illustrative actions include the following:

<input type="radio"/> <i>Accesses sources of information</i>	<input type="radio"/> <i>Builds key contacts</i>	<input type="radio"/> <i>Seeks new networking opportunities for self and others.</i>	<input type="radio"/> <i>Strategically expands networks</i>	<input type="radio"/> <i>Creates networking opportunities</i>
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4.3 Tact & Courtesy

i.e. understanding other people, hearing accurately and understanding unspoken, partly expressed thoughts, feelings and concerns of others, and keeping one’s emotions under control and restraining negative actions when faced with opposition or hostility from others or when working under stress.

Illustrative actions include the following:

○ Responds with tact

○ Understands others and adapts own behaviour purposely

○ Realigns others’ behaviour with tact

○ Uses tact to influence others

○ Manages divergent views effectively

A. Situation

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Referee 1

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Name:

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Position :

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Contact Email:

5.1 Achievement Orientation

i.e. focusing personal efforts on achieving results consistent with the University's objectives

Illustrative actions include the following:

<input type="radio"/> Strives to meet work expectations	<input type="radio"/> Consistently meets established expectations	<input type="radio"/> Surpasses established expectations	<input type="radio"/> Seeks out significant challenges	<input type="radio"/> Pursues excellence on an organisational level
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Name:		
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5.2 Initiative / Proactive Behaviour

i.e. identifying and dealing with issues proactively and persistently; seizing opportunities that arise and/ or preventing problems/ threats that you anticipated, from happening.

*Illustrative actions include the following:*

- ☐ Addresses current issues
- ☐ Addresses imminent issues
- ☐ Acts promptly in a crisis situation
- ☐ Looks to the future
- ☐ Encourages initiative in others

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Position :		
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5.3 Stakeholder Focus

i.e. identifying and responding to current and future stakeholder needs; providing service excellence to internal and external stakeholders.

Illustrative actions include the following:

○

Responds to stakeholder requests

○

Builds positive stakeholder Relations

○

Anticipates and adapts to stakeholder needs

○

Fosters a stakeholder-focused culture

○

Considers the strategic direction of stakeholder focus

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Referee 1

Referee 2

Name:

Organisation:

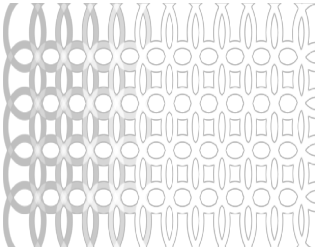
Position :

Contact Phone:

Contact Email:

## B. BEHAVIOURAL EVENT INTERVIEW QUESTIONNAIRE ILLUSTRATION

Competency/ Competencies being Accounted for:		2.2 Conceptual/ Creative Thinking
A. Situation	<ul style="list-style-type: none"> <li>Describe the situation (e.g. professional or societal project, action or initiative) in which you put the competency into practice.</li> </ul>	Initiative: Redesigning the Performance Appraisal System (PAS) in ABC Sdn. Bhd.
B. Trigger(s)	<ul style="list-style-type: none"> <li>What triggered the need for such project, action or initiative?</li> <li>By whom and how was the need identified?</li> </ul>	Triggers: <ul style="list-style-type: none"> <li>I conducted a comparative research and found that existing PAS was invalid, indefensible and dysfunctional,</li> <li>Survey finding that PAS was burdensome and biased.</li> </ul>
C. Objective(s)	<ul style="list-style-type: none"> <li>What was required of you to achieve?</li> <li>Who determined the objective?</li> </ul>	<ul style="list-style-type: none"> <li>Re-design and deploy a valid, defensible and functional PAS within one financial cycle.</li> <li>I proposed the project.</li> </ul>
D. Action(s)	<ul style="list-style-type: none"> <li>What action(s) did you take, techniques/ tactics you deployed, resources you used and who else were involved in the project?</li> </ul>	<ul style="list-style-type: none"> <li>Established gaps between current PAS against the six validity criteria</li> <li>Developed New Separate Performance Appraisal Systems (Excel-based) for Executives/ Managers and Operatives</li> <li>Sold idea to key stakeholders (Union, Supervisor, Department Heads)</li> <li>Presented Concept, Mechanisms , Deployment Timelines and Investment to Top Management</li> </ul>
E. Outcome(s)	<ul style="list-style-type: none"> <li>What were the outcomes of your actions and the impact on stakeholders/ systems? To what extent was the objective met?</li> </ul>	<ul style="list-style-type: none"> <li>Valid, defensible and functional PAS</li> <li>Less complaints from users.</li> <li>Approved an implemented.</li> </ul>



## B. STRATEGIC PLAN PRESENTATION

### TASK

*Select the Position to which you wish or been considered to advance.*

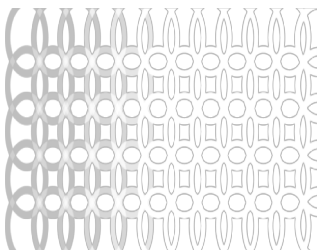
*Then, prepare an outline of the strategic plan that you would wish to implement in the first 3 to 5 years being in that Position, in order to transform the organisation to the state that you desire by the end of the 3-to-5-year period.*

### ANALYTICAL FRAMEWORK

*You may use any strategic planning framework of your choice or design.*

### Presentation Format

*Ten- page bullet-point format in Microsoft Power-point, for a – 30 -  
minute- Stand-up Presentation*





## C. ENQUIRIES

Should you need further clarification on how to complete  
the Behavioural Event Questionnaire,  
please contact

En Mujaib bin Sungib

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Email: [mujabsungib@interpintar.com](mailto:mujabsungib@interpintar.com)

