

### Ag-Inputs: Competency Framework & Appraisal Tool

Staff person being appraised \_\_\_\_\_













Position \_\_\_\_\_





Appraiser \_\_\_\_\_

Date \_\_\_\_\_

| Competency Level  | Low skills 1  | 2   | 3  | 4 High skills   | Specific skills to improve |
|---|---|---|--|---|----------------------------|
| <b>Performance; Delivering Results</b>  |   |   |  |   |                            |
| <b>1. Results Driven:</b><br>Sets demanding goals and targets. Takes initiative to act. Has high energy and urgency to achieve the expected changes and objectives of the project and of one's own SOW.   | Often awaits instructions before acting. Can produce average results with supervision. Is unable to anticipate and plan for follow-on activities.                   | Shows energy and sense of purpose most of the time. Can anticipate some follow-on activities but is tentative taking initiative. Needs support setting goals and targets in line with SOW objectives. Achieves good results with some support.  | Sets goals and targets with minimal support in line with SOW objectives. Achieves expected results. Anticipates and initiates follow-on activities. Often employs specific techniques to manage time and busy schedule. Brings energy and urgency that positively influences others.     | Sets demanding goals and targets, for self and others. Proposes shifts in SOW objectives to achieve results in promising areas. Energy and urgency strongly influence others. Masters time management techniques. Achieves exceptional results. |                            |
|   | ☐ ☐ ☐ ☐   | ☐ ☐ ☐ ☐   | ☐ ☐ ☐ ☐  | ☐ ☐ ☐ ☐   |                            |
| <b>2. Intentional:</b><br>Designs and implements all activities and actions, big and small, with an explicit, well thought-out objective or purpose in mind.  | Needs support to express objectives of actions and activities and to assess and review outcomes.  | Can broadly define goals of actions and activities with some support. Needs additional support to reviews outcomes in relation to future activities and in the context of project objectives.   | Routinely thinks through each activity and action before doing. Puts more thought into priority activities, writing detailed goals and steps to take beforehand. Effectively reviews actions and activities, sharing learning and incorporating lessons into future activities.          | <b>Everything under level 3, plus:</b><br>Develops tools and processes for formulating objectives and activity planning. Coaches others on improving preparation and planning skills.   |                            |
|   | ☐ ☐ ☐ ☐   | ☐ ☐ ☐ ☐   | ☐ ☐ ☐ ☐  | ☐ ☐ ☐ ☐   |                            |
| <b>3. Strategic:</b><br>Understands one's role and actions in the context of project operations and of the expected changes promoted by the project. Plans and executes activities and actions as part of a coherent, multi-faceted approach aimed at achieving future results. | Uncertain about own role in achieving project objectives. Has trouble explaining project purpose, objectives and how activities are expected to bring about change. | Can explain own role with respect to achieving performance improvements of targeted firms. Often needs support developing detailed objectives of activities. Can identify follow-on activities. Needs support identifying new activities or opportunities to achieve project results. | Describes own role with respect to the broad systemic change sought by the project and can prepare and review activities within this context. Makes useful contributions toward improving project approaches. Able to outline future vision of performance improvements of target firms. | <b>Everything under level 3, plus:</b><br>Plays leadership role improving or setting strategy. Routinely acts on new opportunities to achieve systemic change.  |                            |

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|---|--|---|---|---|---|
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| <b>Communications</b>   |  |   |   |   |   |
| <b>4. Messaging and Influencing:</b><br>Explicitly crafts messages and utilizes appropriate communication channels to achieve understanding and intended results with external and internal audiences.                      | Uses similar words, phrases, and ideas in conversations with all audiences. Does not communicate on a regular basis, and mostly just responds to others rather than initiating contact.                                | Regularly uses phone calls and emails; includes all relevant people on messages. Initiates contact, rather than just responding to others. Understands how messaging needs to change for different situations and people, especially external actors.                     | Takes time to think about the specific words to use, and carefully changes messaging to suit different audiences. Makes people feel comfortable in conversation. Communicates in complete ideas anticipating areas of ambiguity or audience misunderstanding. | Everything under level 3, plus:<br><br>Consistently asks for feedback to confirm that intended message was received, gets a positive response and was understood as intended.                       |   |
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| <b>5. Listening and Engaging:</b><br>Listens to and understands the situation and motivations of others, adjusts messages based on feedback and observation. Asks and tailors questions that uncover important information. | Switches off in conversation at times, especially when not interested. Multi-tasks during conversations, and only asks very basic (what/where/when) questions. Has difficulty building trust and motivation in others. | Makes a visible effort to understand other people, their motivations and interests. Focuses during conversation and can remember the details afterwards. Seldom probes for more detail or clarification. Struggles to shift lines of question or tact based on reactions. | Completely focused during conversations, uses body and verbal language, and asks probing and clarifying questions. Provides feedback to clarify understanding, and changes approach to suit individuals' motivations and contexts.                            | Everything under level 3, plus:<br><br>Is able to interpret the hidden meanings and messages behind others' communications, and asks very powerful, revealing questions to bring out those details. |   |
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| <b>Teamwork</b>   |  |   |   |   |   |

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| <b>6. Relationship-Building :</b><br>Builds trust and connections with others on the team, understands the situation of others, respects their characters and persons, and values the contributions of different people to the team.        | Does not trust the work of others, and does not take any input. Double-checks or repeats work of others. Does not share own perspective; has low number of friendships with others on the team. | Asks for input, but only accepts others' opinions when it aligns with own perspective. Has a respectable working relationship with most staff. Feels comfortable sharing own perspective.              | Values diverse perspectives, and has great interpersonal relationships with everyone on the team. Actively collaborates with others on the common work objectives in the SOW. Takes input from some staff, and changes own work based on feedback.           | Everything under level 3, plus:<br><br>Takes time to deeply understand other team members on a personal level. Is humorous and takes action that fosters a sense of community in the team.                         |                            |
|   |    |   |   |   |                            |
| <b>7. Empowering Others:</b><br>Helps colleagues to shine, take on responsibilities, and succeed. Assists others where necessary and asks for help where needed.  | Does not understand own role in supporting and helping others on the team. Interactions with superiors and subordinates are not open/free.  | Sees most people on the project as colleagues, rather than subordinates and superiors. Accepts support from others, and asks for it openly. Is able to identify areas of support each staff needs.     | Takes initiative to help others where relevant. Recognizes opportunities to make colleagues shine, and takes actions to highlight their areas of success. There is a two-way flow of support with others on the team.  | Everything under level 3, plus:<br><br>Makes others feel comfortable and supported. Is often asked for help and guidance from others, they seek it. Contributes to building skills of others on the team.          |                            |
|   |    |   |   |   |                            |
| <b>Innovation &amp; Learning</b>  |   |  |  |  |                            |
| <b>8. Learning:</b><br>Builds personal knowledge and skills to enhance one's own performance and contributions to the team. Observes short and longer-term results of actions and activities to identify effectiveness and capture lessons. | Ignores or is not bothered with learning opportunities. Fears failure, and does not take time to reflect on activities to learn from them.  | Understands some key gaps in own skills and understanding. With support, identifies ways to fill them. Does a lot of independent investigation relevant to personal and team performance improvements. | Systematically observes and captures results of actions taken. Understands personal learning style. Builds skills and learns from experiences. Learns from challenges and failures, incorporating lessons into activity plans and contributions to the team. | Everything under level 3, plus:<br><br>Always in a learning mode: seeking new knowledge & skills: through reading, and through doing, through others on the team. Is improving knowledge/skills in targeted areas. |                            |
|   |    |   |   |   |                            |

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| <b>9. Creativity:</b><br>Experiments; tests new ideas and new approaches; employs processes that develop one's own creative ability and output. | Does not see any space to experiment on the project.<br>Does not have ideas, or has ideas but cannot act on them. | Is willing to explore new ideas with support. Occasionally tries new things or experiments, most often with support. Recognizes when things are not working and, with support, comes up with ideas to adapt. | Takes initiative to conduct experiments and test ideas and approaches. Consistently tries new and different ways to interact with actors, and probes to see a reaction. | Everything under level 3 plus:<br><br>Pursues ways to develop own ability to be creative. Is learning how to experiment and be creative. Shares experiments with the team. |                            |
|   |                                  |   |    |   |                            |