

## 9. COMPETENCY-BASED SELF-ASSESSMENT

Any individual development process starts with the employee carrying out a self-assessment of their competencies using their job profile to help identify key areas of focus.

The following self-assessment tool includes the CHCF as an example. Each organisation might have their own competency framework and will therefore need to adapt this form.

It is suggested that both the manager and the employee complete this form separately before a discussion and then compare notes and discuss.

### Key to rating competency-based self-assessment

Using the descriptors in the competency framework and the limiting behaviours, place a tick in the box number according to the **extent of evidence of fulfilling the competency** against the following rating description:

0. Competencies not required for current role or for future career development
1. Not met/partially met – displays limited evidence of competencies, area for further development
2. Met - able to display evidence of level of competencies required for the role, proficient.
3. Exceeds/advanced proficiency and can train others

Where possible, managers and employees should provide evidence to support the rating.

### Notes of discussion and action points

- Current role: which areas require further development now or at a later stage? What type of development – support or training - can be provided by the organisation and externally? What strengths have been identified? Where support can be offered to others?
- Future role: have some areas been identified that will require support/development now or at later stage?

**Additional behaviours are not** included in this template, but can be added if necessary and alongside other technical, functional or leadership competencies identified in the job description.

Name:

Post currently held:

Date of assessment:

Understanding humanitarian contexts and applying humanitarian principles and standards	0	1	2	3
Demonstrates understanding of phases of humanitarian response including preparedness and contingency, disaster risk reduction, response and recovery <i>Examples:</i> e.g. Participated in the planning process for xxxx response and was responsible for drafting the programme plan which included all phases of the response.				
Applies understanding of the political and cultural context and underlying causes of the humanitarian crisis <i>Examples:</i>				
Demonstrates understanding of the gender, diversity and inclusion dimensions of humanitarian situations <i>Examples:</i> e.g. Before drafting the plan I ensured that my team conducted a full consultation with the affected communities and feedback from different representatives in the community was included in the design of the programme and the response plan.				
Takes into account the needs, skills, capacities and experience of crisis-affected people and applies these in the response <i>Examples:</i>				

Ensures that programme goals, activities and staff behaviour uphold key national and international humanitarian frameworks, standards, principles and codes to which the organisation has committed <i>Examples:</i>				
Uses power responsibly, in line with accountability principles and standards <i>Examples:</i>				
Demonstrates understanding of role and that of the organisation and others within the humanitarian system <i>Examples:</i>				
Demonstrates understanding of coordination mechanisms <i>Examples:</i>				

Achieving results	0	1	2	3
Demonstrates understanding of agency's project cycle management <i>Examples:</i>				
Actively participates in the design and implementation of effective projects and programmes <i>Examples:</i>				

<p>Maintains focus on delivery of timely and appropriate results using available resources</p> <p><i>Examples:</i></p>				
<p>Answerable to crisis-affected people for actions and decisions</p> <p><i>Examples:</i></p>				
<p>Collects, analyses and disseminates relevant and useful information and feedback with crisis-affected people and other stakeholders without raising their expectations</p> <p><i>Examples:</i></p>				
<p>Demonstrates flexibility to adapt in situations of rapid change and varying cultural contexts, always informed by a focus on crisis-affected people</p> <p><i>Examples:</i></p>				
<p>Demonstrates understanding of when a decision can be taken and when to involve others</p> <p><i>Examples:</i></p>				
<p>Considers the wider impact of decisions in order to achieve results</p> <p><i>Examples:</i></p>				
<p>Integrates planning and delegation when making decisions</p> <p><i>Examples:</i></p>				

Developing and maintaining collaborative relationships	0	1	2	3
<p>Actively listens to new and different perspectives and experiences of crisis-affected people, stakeholders and team members</p> <p><i>Examples:</i></p>				
<p>Establishes and maintains clear dialogue with crisis-affected people and other stakeholders</p> <p><i>Examples:</i></p>				
<p>Contributes positively in the team to achieve programme objectives</p> <p><i>Examples:</i></p>				
<p>Displays empathy, respect and compassion towards crisis-affected population</p> <p><i>Examples:</i></p>				
<p>Communicates regularly and responsibly, using suitable channels and technologies with consistent messaging</p> <p><i>Examples:</i></p>				
<p>Actively participates in networks to access and contribute to good practice</p> <p><i>Examples:</i></p>				
<p>Challenges decisions and behaviour which breach the International Red Cross and Red Crescent and NGOs/ individual agency Codes of Conduct</p> <p><i>Examples:</i></p>				

Operating safely and securely in a humanitarian response	0	1	2	3
<p>Pays attention to the safety of crisis-affected people and other key stakeholders</p> <p><i>Examples:</i></p>				
<p>Identifies and communicates risks and threats and mitigates these for self and the agency</p> <p><i>Examples:</i></p>				
<p>Takes measures to do no harm and to minimise risks for partners and the involved crisis-affected people</p> <p><i>Examples:</i></p>				



Builds and sustains acceptance for work in line with humanitarian principles and standards <i>Examples:</i>				
Recognises different vulnerabilities and reduces vulnerability by complying with safety and security protocols set by an organisation and adapts them to the local context <i>Examples:</i>				
Champions the importance of safety and keeps the safety of colleagues and team members in mind at all times <i>Examples:</i>				

Managing yourself in a pressured and changing environment	0	1	2	3
Remains focused on objectives and goals in a rapidly changing environment <i>Examples:</i>				
Adapts calmly to changing situations and constraints <i>Examples:</i>				
Recognises personal stress and takes steps to reduce it <i>Examples:</i>				
Remains constructive and positive under stress to be able to tolerate difficult and challenging environments <i>Examples:</i>				

Takes responsibility for own work and its impact on others <i>Examples:</i>				
Plans, prioritises and performs tasks well under pressure <i>Examples:</i>				
Maintains ethical and professional behaviour in accordance with relevant codes of conduct <i>Examples:</i>				
Demonstrates personal integrity by using position responsibly and fairly <i>Examples:</i>				
Aware of internal and external influences that affect performance <i>Examples:</i>				

Demonstrating leadership	0	1	2	3
Shows awareness of strengths and limitations and the impact on others <i>Examples:</i>				
Demonstrates understanding of skills and how they complement those of others to build team effectiveness <i>Examples:</i>				
Seeks and reflects on feedback to improve performance <i>Examples:</i>				



Communicates humanitarian values and encourages others to share them <i>Examples:</i>				
Inspires confidence in others <i>Examples:</i>				
Speaks out clearly for organisational beliefs and values <i>Examples:</i>				
Demonstrates active listening to encourage team collaboration <i>Examples:</i>				
Influences others positively to achieve programme goals <i>Examples:</i>				
Analyses and exercises judgment in challenging situations in the absence of specific guidance <i>Examples:</i>				
Demonstrates initiative and suggests creative improvements and better ways of working <i>Examples:</i>				
Demonstrates tenacity to achieve results <i>Examples:</i>				

*Once you have completed the self-assessment you may then want to discuss the following areas with your manager:*

<b>Strengths:</b>
<b>Areas where you already have some skills and experience, but would like to develop further:</b>
<b>Critical gaps:</b>
<b>Top 2 or 3 priorities for future learning:</b>
<b>Comments from your manager about strengths and areas to improve in relation to humanitarian work:</b>

*The top learning priorities agreed with your manager can then be added to the Personal Development Plan (see tool 9. Competency-based performance development)*