

Career Architect ©Success Factors

A	B	C	VISION	A	B	C	EMPOWERMENT	A	B	C	DRIVE
			2 Dealing with ambiguity (30)				7 Caring for reports (23)				1 Action oriented (17)
			14 Creativity (26)				13 Confronting reports (28)				6 Career ambition (24)
			17 Decision quality (18)				18 Delegation (20)				43 Perseverance (20)
			28 Innovation management (29)				19 Developing reports (29)				53 Standing alone (24)
			32 Learning on the fly (27)				20 Directing others (22)				
			40 Dealing with paradox (28)				21 Managing diversity (26)				PERSONAL PRODUCTIVITY
			51 Problem solving (25)				23 Fairness to reports (21)				16 Timely decision making (18)
			58 Strategic agility (29)				35 Managing and measuring (21)				39 Organizing (21)
			65 Managing vision and purpose				36 Motivating others (28)				47 Planning (19)
							60 Building effective teams (29)				50 Priority setting (21)
			KNOWLEDGEABILITY								62 Time management (20)
			5 Business acumen (23)				MAKNG PEOPLE CALLS				
			24 Functional/tech. skills (13)				25 Hiring and staffing (23)				CONTINUOUS IMPROVEMENT
			27 Informing (19)				34 Managerial courage (28)				44 Personal Disclosure (26)
			30 Intellectual horsepower (19)				56 Sizing up people (28)				45 Personal Learning (31)
			46 Perspective/interests (26)								54 Self-development (24)
			49 Presentation skills (24)				RELATING				55 Self-knowledge (25)
			61 Technical learning (19)				3 Approachability (22)				
			67 Written communications (18)				4 Boss relationships (24)				TRUST
							8 Comfort around top mgt. (26)				22 Ethics and values (23)
			MANAGING FOR RESULTS				10 Compassion (25)				29 Integrity and trust (17)
			9 Command skills (25)				12 Conflict management (33)				
			15 Customer focus (18)				26 Humor (22)				MANAGING PERSONAL PRESSURES
			38 Organizational agility (26)				31 Interpersonal savvy (28)				11 Composure (25)
			48 Political savvy (32)				33 Listening (21)				66 Work/life balance (27)
			52 Process management (25)				37 Negotiating (26)				
			53 Drive for results (20)				41 Patience (23)				NOTE: Number to right of factor is degree of Difficulty index
			59 Managing through systems				42 Peer relationships (23)				
			63 TQM (19)				64 Understanding others (34)				

Peter Brunette's
Overall Course evaluation
Developing leaders and managers and employees
March 19, 2024

Location: Zoom CMHRA

Name of Instructor(s): Peter Brunette

Please evaluate each area on a scale of (1) Poor to (5) excellent (circle your answer)

Overall	Poor	Fair	Neutral	Good	Excellent
Overall quality and effectiveness of this training	1	2	3	4	5

Comments: _____

Training Content					
Met training purpose and objectives					
Training organization and sequence					
Length of time allotted for training					
Quality of the training presentation					
Quality of the handouts					
Opportunity for questions and discussions					
Met my needs; course was useful					

Comments: _____

Instructor					
Training Preparedness					
Knowledge of training material					
Presentation and facilitation skills					
Responsiveness to questions					
Encouragement/facilitation of classroom participation					
Overall effectiveness					

Comments: _____

©People Skills Development

Blank - Training/Development Needs Assessment

v1.0, 7.27.21

Employee Name: _____ Position: _____

Date: _____ Reports to: _____

Department: _____ Location: _____

Directions

1. Supervisor completes this assessment on a specific employee
2. Ask employee to complete assessment on themselves
3. Discuss results with employee, compare results and develop development plan
4. Discuss development needs with supervisors manager
5. Discuss development plan with Human Resources or training professional
6. Implement development training plan
7. Follow-up - meet with employee in agreed to time no more then 3-6 months to determine if development training plan is on track or completed.

Competency Rating

1 = Not trained
2 = Trained
3 = Competent/skilled
4 = Journey level /Train
others

Training Priority

1 = Low priority
2 = Medium priority
3 = High priority

Individual Contributor Training Needs Assessment

Competency Rating

- 1 = Not trained
- 2 = Trained
- 3 = Competent/skilled
- 4 = Journey level /Train others

Training Priority

- 1 = Low priority
- 2 = Medium priority
- 3 = High priority

	Competency				Training Priority			Action Plan Training
	1	2	3	4	1	2	3	Start Date - Completion Date
Personal Individual Skills								
Personal Productivity								
Drives for Results - Handles multiple commitments and meet deadlines								
Organizing - Possesses strong organizational skills with great attention to detail								
Time Management – Manages work time								
Drive – Self-starter Ability to work independently with minimal supervision								
Problem Solving - Possesses good judgment skills and critical thinking skills								
Customer Focus -Strong commitment to providing excellent customer service with a “whatever it takes” attitude								
Action Oriented -Consistently and quickly deliver high quality work								
Work/life balance – importance of personal time vs. work								
Work/life balance - Schedules time off in advance and avoids unscheduled absence								
Personal learning								
Self-development								
Self-knowledge								
Personal disclosure								
Composure								
Ability to work various hours based on business needs								
Ability to maintain confidentiality								
Displays an upbeat and positive attitude								
Performs other duties as assigned								
People Skills								
Interpersonal skills savvy								
Works well with others								
Participates well in meetings								
Values diversity								

	Competency				Training Priority				Action Plan Training Start Date - Completion Date			
Team Skills												
Ability to work in a team environment												
Participating in meetings												
Quality Focus - Constantly produces quality products and or services												
Computer Skills												
Experience utilizing the following software applications preferred: Proficient in MS Office products, Internet research, IM; and various other online applications.												
Adept at utilizing most current technology and software to enter, process and maintain data												
(List individual software used)												
Selling Skills (if applicable)												
Understand customer needs and meets their needs												
Listens for sell opportunities												

Individual Contributor Developmental Needs Assessment

v1.0,7.26.21

Development Plan Focus Areas

Employee Name: _____ **Position:** _____

Date: _____ **Reports to:** _____

Department: _____ **Location:** _____

List Three Strengths

List Three Areas to Be Improved

Action Step	Start Date	Completion Date

How will you know when goal has been achieved?

- DEVELOPMENT PLAN WORKSHEET

Name: _____ Location: _____ Date: _____

GOAL: Finish the sentence, “I need to change from (state current level of behavior, skill or knowledge) ... to (state desired level of behavior, skill or knowledge)”

FEEDBACK: Ask, “How can I obtain feedback about the goal before, during and after development actions?” State who, how and when.

SELF HELP: Ask, “How can I gain insights about the goal?” Consider readings, DVDs, internet, workshops and courses.

LEARN FROM OTHERS: Ask, “Who can I talk to and/or observe regarding the goal (e.g., good model or coach)?” State who, when and how.

ASSIGNMENTS: Determine project/task/job assignments that will allow you to practice/apply the goal. State who, what, how and when.

MONITOR: Ask, “How will I monitor the progress of the plan and who will be involved?” Establish progress checkpoints.

EVALUATION: Ask, “Who will determine when the goal is reached? How will they do it?”

DEVELOPMENT PLAN WORKSHEET - *Example*

Name: _____ Location: _____ Date: _____

GOAL: Finish the sentence, “I need to change from (state current level of behavior, skill or knowledge) ... to (state desired level of behavior, skill or knowledge) ...”

- I need to change FROM being inaccurate in my appraisal of candidates in an interview and making quick judgments on little data TO probing for adequate data in an interview and more accurately assessing strengths and weaknesses against a job profile.

FEEDBACK: Ask, “How can I obtain feedback about the goal before, during and after development actions?” State who, how and when.

- A. Sampson, a good interviewer, will observe and critique 2-3 of my interviews over the next 3 weeks.
- Sampson will also provide feedback to me on my interviewing and assessing skills as I learn new approaches.

SELF HELP: Ask, “How can I gain insights about the goal?” Consider readings, DVDs, internet, workshops and courses.

- Attend the Interviewing Skills course by the end of the month.
- Read Behavioral Description Interviewing by the end of the first quarter.

LEARN FROM OTHERS: Ask, “Who can I talk to and/or observe regarding the goal (e.g., good model or coach)?” State who, when and how.

- Observe J. Williams, my HR leader, who is a good interviewer and judge of peoples’ skills during the next two months.

ASSIGNMENTS: Determine project/task/job assignments that will allow you to practice/apply the goal. State who, what, how and when.

- Working with Williams and my team, I will develop a success profile for the two entry jobs in the department over the next two months.
- Participate as a member of the Selection Team that interviews and selects technicians who enter the Technical Advancement Program this year.

MONITOR: Ask, “How will I monitor the progress of the plan and who will be involved?” Establish progress checkpoints.

- I will review my progress with my team leader on a monthly basis.

EVALUATION: Ask, “Who will determine when the goal is reached? How will they do it?”

- Williams, Sampson and my team leader will observe and critique my interviewing approach and how I analyze the data and draw conclusions. They will check my depth of information obtained and accuracy of assessment, as well as new hire performance and retention.
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- Coaching/Counseling Planner
Feedback form

Employee Name _____ Meeting Date _____

Supervisor Name _____

Reason for meeting (check One)

Coaching for Success _____ Positive Feedback

Coaching for improvement _____ Feedback for improvement

Counseling _____

Plan and write steps one – two before meeting, steps three – six during the meeting

1. Situation: Explain details such as dates, times, location observing behavior, Person(s) involved. Maintain or enhance self-esteem

2. Ask why performance/behavior is below standard or for positive feedback situation – Listen and respond with empathy

3. Develop action plan – Have employee develop if possible with your assistance.
Provide encouragement, without removing accountability

- Thank employee

4. Review all key parts of the plan

5. Confirm what you the leader will do

6. End on a future oriented basis – set follow up date

Performance Management System Checklist
Leader's Role in Enhancing Performance©

Employee name	Date of Hire		
Supervisors name			
Performance Management Step	Date reviewed	Date reviewed	Notes and follow up dates
Develop expectation/performance standards			
Communicate expectations			
Assure employee knows their job/provide training			
Accountability/monitor performance			
Provide feedback			
Coaching			
Counseling			
Enhanced performance			

Notes

NAME:			
DATE:			
CIRCLE THE AREA OF THE GOAL.	DEPARTMENTAL	ORGANIZATIONAL	PERSONAL
GOAL #1:			
SPECIFIC?		PERSONAL?	
MEASURABLE?			
ACHIEVABLE?		POSSIBLE?	
RELEVANT?			
TIMED?		POSITIVE?	
NEXT STEP			
START DATE			
DUE DATE			

Actual Training Model

