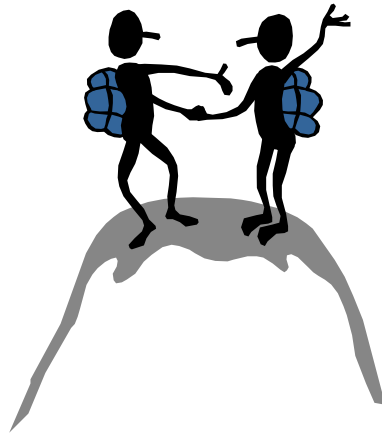


SUPERVISORY/MANAGEMENT NEEDS ASSESSMENT TOOL



Partnering for Pathways to Success

CSA Training & Development

For more information, contact Rob Moody, (720) 913-5619

Supervisory/Management Needs Assessment Tool

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Introduction

Management at any level is a complex function requiring multiple skills and specific, relevant knowledge. Many of these proficiencies are naturally developed through experience. But learning how to be an effective manager is not a destination -- it's a journey. Experience is an on-going teacher, and so too should be the learner's desire to grow and develop in the role, adapting to changing conditions, adopting new approaches, and seeking forums in which to help make that happen. That's where training programs play an important part in management development. The development of new skills and the retention of new knowledge can be enhanced by training programs, especially if they are targeted to give learners ideas and structure that apply to their everyday experience. Training is not a substitute for applied effort, nor is it a magic "fix-it" wand. There are many situations where training is definitely not the solution. Such problems have other causes and solutions. The training and development professionals at CSA can help you determine appropriate interventions.

Training must be approached with specific learning needs in mind, and the learning must then be further developed in the work setting. That often requires the support and cooperation of decision-makers to create an environment in which new ideas can be applied and new behaviors practiced. (*Here is more information about how to make training work for you and your employees*). In effect, the learning experience must be a partnership, shared by the learner and his/her boss. Together, they identify what skills and knowledge are needed in the job, which of those are most in need of developing, and what resources are available to make that happen.

This CSA Training and Development Needs Assessment Tool is for learners (who are either pursuing or currently occupy some level of management) in partnership with their managers (those to whom the learners report). The tool lists the proficiencies that are associated with effective management, and includes a rating mechanism to identify those areas that are the most fully developed, as well as those that are most in need of development. Following each step of the instructions will result in a development plan that when properly executed, will create a path toward enhanced management effectiveness. It will also give you useful information for preparing or revising Performance Enhancement Plans (PEPs).

The staff of CSA Training and Development is dedicated to your success, applauds your efforts to learn, and wishes you well in your endeavor.

Supervisory/Managerial Proficiency Assessment Checklist

Instructions Part I - Assessment:

With your manager, complete the assessment tool, using the following scale to rate the degree of proficiency or developmental need in each area. In your discussion, be sure to note specific examples that illustrate the proficiency in your particular workplace.

1 - Candidate does not feel proficient; needs development.

2 - Candidate is partially proficient; needs help applying concepts.

3 - Candidate is fully proficient; regularly applies concepts; could teach/mentor proficiency.

N/A - This proficiency is not applicable to this candidate in this job.

Proficiency

Oral Communication

Expresses ideas and facts to individuals or groups in ways that achieve mutual understanding; makes clear and convincing oral presentations; listens to others; encourages and facilitates an open exchange of ideas; creates an atmosphere in which timely and high-quality information flows smoothly; actively attends to and conveys understanding of the comments and questions of others.

Examples:

1 2 3 N/A

Written Communication

Expresses facts and ideas in various forms of writing in a succinct and organized manner; reviews and edits written work constructively. *Examples:*

1 2 3 N/A

Interpersonal Skills

Relates to people in an open, friendly, accepting manner; shows sincere interest in others and their concerns; initiates and develops relationships with others as a key priority; considers and responds appropriately to the needs, feelings, and capabilities of others; adjusts approaches to suit different people and situations. *Examples:*

1 2 3 N/A

Influencing Others

Develops effective give-and-take relationships/networks with others, both internal and external to the organization, especially key stakeholders; understands the agendas and perspectives of others; uses networks to get things done; asserts own ideas and persuades others; gains support and cooperation from others to obtain information and accomplish goals; negotiates to find mutually acceptable solutions that balance the interests and needs of one's own group with those of others and the broader organization; mobilizes people to action. *Examples:*

1 2 3 N/A

Conflict Management

Brings substantive conflicts and disagreements into the open; manages and attempts to resolve them in a positive and constructive manner to minimize negative personal impact; builds consensus. *Examples:*

1 2 3 N/A

- 1 - Candidate does not feel proficient; needs development.
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- 3 - Candidate is fully proficient; regularly applies concepts; could teach/mentor proficiency.
- N/A - This proficiency is not applicable to this candidate in this job.

Proficiency

Leadership and Motivation 1 2 3 N/A

Drives for results and success; inspires, encourages, and empowers others toward goal achievement; creates enthusiasm, a feeling of investment, and a desire to excel; coaches, mentors and challenges staff; persistently drives issues to closure; adapts leadership styles to various situations; models high standards of honesty, integrity, trust, openness, and respect for individuals; follows through on commitments; steps forward to address difficult issues and stands firm when necessary. *Examples:*

Team Development 1 2 3 N/A

Builds effective teams committed to organizational goals; appropriately manages group processes; encourages and facilitates cooperation, pride, trust, and group identity; fosters collaboration, commitment, and team spirit; works with others to achieve goals. *Examples:*

Managing Diversity 1 2 3 N/A

Shows and fosters respect and appreciation for each person, whatever that person's background, race, age, gender, disability, values, lifestyle, perspectives, or interests; seeks to understand the worldview of others; sees differences in people as opportunities for learning about and approaching things differently; integrates such differences into strategies, approaches, and management decisions. *Examples:*

Performance Management 1 2 3 N/A

Effectively recruits and hires appropriate people; builds a work unit with complementary strengths; provides for staff continuity; assigns and clarifies roles and responsibilities, provides clear direction and priorities; delegates appropriate authority; empowers staff by sharing power and authority; removes obstacles; allows for and provides needed resources; coordinates work efforts as necessary; monitors progress; accurately assesses strengths and developmental needs of employees; gives timely, specific feedback and helpful coaching; provides challenging assignments and opportunities for development; shares rewards with staff. *Examples:*

Customer/Client Orientation 1 2 3 N/A

Anticipates customer/client needs; takes action to meet customer/client needs; emphasizes the need to deliver quality products/services; defines high standards for quality; achieves quality outcomes by evaluating products/services/processes against established standards; is committed to improvement; continually searches for ways to increase customer satisfaction. *Examples:*

Problem Solving 1 2 3 N/A

Identifies and analyzes problems by gathering relevant information; considers a broad range of issues or factors; understands complexities and relationships between various problems or issues; uses sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgements; seeks input from others. *Examples:*

- 1 - Candidate does not feel proficient; needs development.
- 2 - Candidate is partially proficient; needs help applying concepts.
- 3 - Candidate is fully proficient; regularly applies concepts; could teach/mentor proficiency.
- N/A - This proficiency is not applicable to this candidate in this job.

Proficiency

Decision Making 1 2 3 N/A
 Considers a broad range of internal and external factors when making decisions; makes sound and well-informed choices identifying critical, high pay-off strategies; perceives the impact and implications of decisions; commits to action, even in uncertain situations, in order to accomplish organizational goals; causes change. *Examples:*

Planning, Implementation and Evaluation 1 2 3 N/A
 Envisions a long-term view of the organization; determines/identifies objectives and strategies; develops short and long-range plans that are appropriately comprehensive, realistic, and effective in meeting objectives; establishes appropriate standards and controls to measure progress and ensure the integrity of the organization; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential opportunities or threats.
Examples:

Resource Management 1 2 3 N/A
 Establishes realistic budgets; uses financial and quantitative information effectively to make management decisions; fosters wise use of scarce resources; devotes time and effort to the development of future resources. *Examples:*

Technical Competence 1 2 3 N/A
 Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise of the work unit; understands issues relevant to the broad organization; stays up-to-date in related knowledge; maintains credibility with others on technical matters; has and uses cross-functional knowledge; accesses and uses other expert resources when appropriate.
Examples:

Self Direction 1 2 3 N/A
 Demonstrates belief in own abilities and ideas; is self-motivated and results oriented; allocates own time efficiently; models high standards of performance; recognizes own strengths and opportunities for development; actively pursues learning and self-development; seeks and welcomes feedback; modifies behavior in light of feedback. *Examples:*

Flexibility 1 2 3 N/A
 Is open to change and new information; adapts behavior and work methods in response to new information, rapidly changing conditions, unexpected obstacles, multiple demands, and shifting priorities; effectively deals with pressure and ambiguity; shows resilience in the face of constraints, frustrations, or adversity. *Examples:*

Instructions Part II - Development Plan:

On the worksheet provided, list the proficiencies rated as "1" or "2" based on how they should best be developed. Options to consider are listed and explained below. For many of the proficiencies rated as "1", there will be a need for a relevant training course in addition to on-the-job coaching. Items rated a "2" may or may not need classroom training, but will almost certainly need some sort of structured, on-the-job practice. Use the "Problem Analysis Worksheet" included in this packet to assist you in diagnosing "hard to define" deficiencies.

Options to Consider

On the worksheet, list the proficiencies that should be developed:

- through a training course or program. Specify who will do what training when, along with how the training will happen. (CSA Training programs are listed in the employee newsletter *Insight*. You may also wish to choose other training providers.) *Example: _____ will develop the Performance Management proficiency through CSA's Performance Management course on __/__/__; _____ will register and _____ will take care of covering the schedule.*
- and/or through coaching/mentoring. Specify who will coach/mentor what, when it will happen along with how, specifically, it will happen. (Hint: this is also an opportunity to develop someone else's coaching/mentoring skills.) *Example: _____ will coach _____ on performance management issues in our department in a series of meetings beginning _____; they will begin by reviewing how to deal with current performance problems and then discuss how such problems can be prevented. This initiative will take place after _____ has attended CSA's Performance Management class.*
- and/or through selective assignments/projects. Specify which assignments/projects, when they will occur along with how, specifically, it will happen. *Example: the Customer Orientation and Planning, Implementation & Evaluation proficiencies will be addressed through a special project to improve customer service in our department. The project will be discussed and expectations defined in a meeting scheduled for _____. _____ will use this opportunity to develop a stronger customer service orientation and practice planning and executing new initiatives.*
- and/or through other changes in the work place. Specify what changes, when they will be made, and who will make them. *Example: _____'s work schedule will be revised by _____, next week so that _____ may have the opportunity to experience writing the _____ project report for our department. This will help _____ develop proficiencies related to writing skills.*

Development Plan Worksheet

- The following proficiencies will be developed through training programs:

_____;	course/program: other details:	date:	location:
_____;	course/program: other details:	date:	location:
_____;	course/program: other details:	date:	location:
_____;	course/program: other details:	date:	location:

- The following proficiencies will be developed through a coaching/mentoring plan:

_____;	coach/mentor:	plan details:
_____;	coach/mentor:	plan details:
_____;	coach/mentor:	plan details:
_____;	coach/mentor:	plan details:

- The following proficiencies will be developed through a project or assignment:

_____;	project/assignment: plan details:
_____;	project/assignment: plan details:
_____;	project/assignment: plan details:
_____;	project/assignment: plan details:

Development Plan Worksheet continued:

- The following proficiencies will be developed through a work place change:

_____ ; change to be made:

plan details:

_____ ; change to be made:

plan details:

_____ ; change to be made:

plan details:

_____ ; change to be made:

plan details:

Now you have the beginnings of a detailed plan to develop those areas rated less than "fully proficient." The next step is to follow through with this plan and make it happen! Fill in other details or make changes along the way as necessary. After you have completed the development plan (or after a few months), assess your proficiencies again to determine progress or identify new opportunities that may have arisen because of changes in your workplace. Make sure you update your PEP to reflect your newly developed abilities and adjust your Expected Accomplishments accordingly.

Let CSA Training & Development help you! If you desire our assistance with this tool, just let us know. We can also tailor our courses to the unique needs of your group if there are at least 10 learners needing the same training program.

We welcome your questions and comments about this tool. Please contact Rob Moody, CSA Training and Organization Development, at (720) 913-5619.