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## SELF-ASSESSMENT PROCESS

### Where am I now?

In preparation for the IDP planning process, you, the employee must decide on realistic training and development goals. You can achieve this by conducting a self-assessment. The self-assessment can be accomplished by asking the following questions. These questions focus on work currently being performed and the work that must be done to achieve goals that support organizational and employee needs.

Before starting, review and reflect on your position description and past performance appraisals

- 1 What assignments did I like doing last year?
- 2 What assignments did I not like?
- 3 In what areas of my job do I excel? At what work in general do I excel?
- 4 What areas do I need to improve or develop? Do these areas hinder my ability to do a good job?
- 5 What kinds of assignments would I like to have this year including different or new work?  
STATE YOUR IMMEDIATE SHORT-RANGE GOAL(S)
- 6 What work would I not like to be assigned to this year, if possible?
- 7 What skill or knowledge is necessary to do the work I'd like to do? Is there someone I can ask?
- 8 Do I have this skills/knowledge already? How strong - or do I need to develop or strengthen these skills/knowledge?
- 9 What kinds of training or experience would I need to develop in these areas? How extensive would the training have to be?
- 10 Is it feasible for me to develop these skills? GO BACK TO QUESTION #5 Look at your short-range goal. Are they realistic and attainable?
- 11 Keeping in mind my strengths (#3) and areas I need to improve or develop (#4), job opportunities in my organization, and the work I like, STATE YOUR LONG-RANGE GOAL(S) (2-3 years),
- 12 What skills/knowledge is necessary to do the work defined in my long-range goal(s)?
- 13 Which of these skills/knowledge do I already have? What would I consider my level of competence: basic, intermediate, or seasoned professional?

- 14 What kinds of training/experience do I need to develop these skills? How much? How long will it take?
- 15 Is it feasible for me to develop these skills? GO BACK TO #12. LOOK AT YOUR LONG-RANGE GOAL(S) ARE THEY REALISTIC? PLAN A COURSE OF ACTION

When preparing short and long-range goals, it is important that they be realistic and attainable. Goals should imply some work and challenge, they should be set high, but not so high that achieving them will be almost impossible.

The following are some factors affecting the feasibility of achieving goals that should be considered:

- 1 *Other commitments*- Current work schedule, family, hobbies, community obligations, etc
- 2 *Previous learning experiences* - Different people learn under different situations. Consider the types of learning experience that were most beneficial. Also, consider the topics of study most enjoyed.
- 3 *Desire to achieve the goal* - Goals don't have to be lofty that can lead to disappointment. Strive for attainable goals.
- 4 *Knowledge of the organization* - Find out about forecasted staffing needs, expected vacancies and reorganizations, and what skills the organization will need. This is very important. Supervisors may be an excellent source for this information, Also, read the organization's strategic plans, read the EMCBC website, and listen to what is being said at staff meetings. All of these are sources of organizational information.
- 5 *Honest self-appraisal* - Use feedback from supervisors, peers, and career counselors to develop a realistic picture of strengths and areas for development. Goals should play up strengths. If weak in one or more of the critical competency areas critical to reaching goals, the following question should be asked, "How feasible is it to develop these skills to the point of reaching the goal?"
- 6 *Resources needed* - How much time and money are necessary to achieve the goal, both personal and organizational?

By assessing abilities, how much work is involved, the attainability of a particular goal, and a willingness to take on the work, identified goals are more likely to be achieved. Setting realistic goals may initially take some time and effort, but it will be worth it in the long run. All good planning strategies start with defining the end goals.

## DEVELOPMENTAL ACTIVITIES

After identifying short and long-range goals, you will need to identify development activities that will assist you in achieving your goals. There are many different types of developmental activities; formal training is only one option and many times is not the best option. The following is a list of various types of developmental options. It is not all-inclusive.

*On-the-Job Training* - Structured training in which learning objectives are achieved while in the work environment and while completing work tasks

*Classroom Training* - Structured formal instruction presented in a classroom environment by a qualified instructor

*Self-Study Course* - Courses you complete at your own pace. May or may not be completed during the regular workday.

*After-Hours Courses* - Generally college-level courses taken outside the normal workday.

*Shadowing* - Opportunity to observe individual who has demonstrated successful work strategies

*Discussions with Subject Matter Experts* - Structured question and answer session with subject matter expert. May be used to explore career opportunities or to learn specific tasks.

*Rotational Assignments* - Short-term work assignments appropriate for the important skills identified in the developmental objective. This may be accomplished through a formal detail.

*Developmental Assignments* - Work assignments that challenge the employee to develop and use new competencies within the current position.

*Reading* - Selected books and articles to increase understanding of a specific topic.

*Development of Job Aids* - Development of job aids to assist in the training of other employees. First learn the task completely before attempting to teach other employees.

*Participation on Task Force Committee or Team* - Short or long-term assignment that affords the opportunity to develop new skills.

When selecting a developmental activity, the following criteria may help identify the best activity for your specific needs:

Will the activity contribute to the developmental objective? How?

What are the direct and indirect costs associated with the activity?

Is the developmental activity easily available?