

THINGS TO THINK ABOUT BEFORE DOING PERFORMANCE DEVELOPMENT PLANS

Organizational Structure and Goals

- How well do the structure and reporting relationships fit the organizational strategy?
- How appropriate is the role and the design of the job?
- How clearly and effectively have goals been communicated?

Climate

- How effectively has management established a high-performance climate in which individuals can perform competently?

Priorities, Standards, and Procedures

- How clearly have priorities been established and communicated?
- How clearly have work standards and expectations been formulated and communicated?
- How has the person been involved in setting priorities, establishing work standards or expectations, and clarifying procedures?

Tools and Resources

- How well are people equipped with appropriate tools to do the work?
- How well is the equipment/machinery supporting the work?
- How well does available time link to important work?
- How well are materials matched to work requirements?
- Are there helpful written procedures, checklists, and other job aids?

Feedback

- How often and how well are performance expectations communicated?
- How often and how well do individuals receive developmental feedback?
- How often and how well is competent and/or exemplary performance acknowledged?
- How supportive is the work group or team culture of performance enhancement?

Individual Competencies, Knowledge, and Skills

- Does the person have the physical, emotional, and intellectual capacity required to perform?
- What technical ability is required to perform?
- What knowledge and skills are required for performance?
- What competencies lead to exceptional performance?
- What experience is required for performance?

STRATEGIES FOR PROFESSIONAL DEVELOPMENT

There are many ways to do professional development, and it is important to do a blend of approaches and also take the person's learning style into consideration.

It is best when the supervisor is aware of the learning goals, talks with the employee about what is being learned, and actively supports practice and application of new knowledge and skills on the job.

Training Programs

For learning new knowledge and skills. Best when they include opportunity for conversation, activities for practice and planning how participants will apply what they are learning.

Conferences

Informational and provide the benefit of learning and getting creative ideas from colleagues in your field and from other places.

e-Learning

In addition to full educational modules, SkillSoft has simulations, Job Aids and Skill Briefs.

Job Shadowing

Observing and sitting "side-saddle" with a more experienced person.

Coaching and Mentoring

Can take different forms: one-on-one coaching from the supervisor, from others in the department, from others doing similar work; coaching/mentoring can also be from someone outside of the department.

Special Projects

Projects that provide "stretch" opportunities to learn and practice new skills, or to have new ways of being.

Small Group Discussion

People with common challenges share learnings and best practices.