

Developed by the Libraries Training and Development Task Force

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Strategy & the Case for an Employee Development Framework

Achieve Core Enrichment (ACE), UT Libraries' employee development framework, was created to help the Libraries address employee development needs. The Libraries prioritizes employee development – it is an area of emphasis in *RISE '22 – The Libraries'* strategic plan, and it is the focus of other efforts, such as the recent employee engagement assessment initiative. Substantial resources are directed toward supporting employee development. The organization's values and actions regarding employee development are sincere and aligned, yet unfocused and disjointed. *ACE* is intended to help correct these issues by adding a much-needed strategic element.

In his 2011 book *Good Strategy, Bad Strategy*, Richard Rumelt, Emeritus Professor at UCLA's Anderson School of Management wrote that a good strategy has, at a minimum, three essential components: a diagnosis of the situation (or problem), the choice of an overall guiding policy based on this diagnosis, and the design of coherent actions that turn strategy into performance results (Rumelt, 267). *ACE* in itself is not a strategy, but rather it is a framework that can support the development of an employee development strategy and its guiding policy and actions. We have attempted to diagnose the staffing situation at UT Libraries in the following section of this report. A guiding policy and enabling actions are now needed to turn the organization's good intentions into sound strategy. We recommend that *ACE* be used as a vehicle for executing this strategy.

The framework provides a system that can be used by employees and managers for identifying development needs that are most important for job performance, planning development activities at any scale (i.e., for the individual, department, or overall organization), and facilitating an objectives-based talent development strategy at the organizational level.

Obstacle Diagnosis: The Libraries' Challenges & Threats

UT Libraries' most valuable resource is its employees. This is not an empty statement; it is practical truth. Without knowledgeable and skilled employees, collections cannot be managed or new resources acquired, information literacy cannot be taught, and student success and retention will not be

comprehensively supported. It is employees, not things, who disseminate and preserve knowledge and create value for students and faculty.

There are two ways for an organization to acquire the human resource skills that are needed to perform necessary work. Employees who possess these qualities can be hired into the organization, or existing employees can be developed through training that targets specific knowledge, skills, and abilities (Phillips, 38). Good human resources practices take advantage of and seek to be effective at using both methods.

Like many organizations, the Libraries experiences routine employee turnover and is also currently adjusting to the loss of human resource capability as a significant number of baby boomers leave the workforce. Part of the key to replacing this lost capability lies in sound strategic staffing practices such as workforce planning; sourcing, recruiting and selecting talent; and deploying and retaining talent (Phillips, 7). Strategic employee development is a critical component of workforce planning.

In addition to the absolute capability losses that result from workforce turnover, effective employee development practices also address marginal losses of production. As skilled and experienced employees leave the Libraries, it can be difficult to fill the resulting gaps with the same levels of capability. In many cases, new employees are hired who meet minimum job qualifications but may naturally, and at least initially, lack the firsthand knowledge and experience of exiting employees. Strategic employee development can decrease the recovery time of these marginal losses.

Employee development practices also help address external threats that arise from changes in the information science profession and the higher education industry. We are adapting to changes from the outside (librarianship and how it is performed is changing) and from the inside (the employees who do the work and their underlying levels of capability are also changing). These factors create a fluid and dynamic staffing and employee development demand that should be met with strategic, focused actions.

Strategic Employee Development

- Diagnosis: Highly knowledgeable and skilled employees are vital to the Libraries' success
- Changing professional and industry standards threaten the Libraries' ability to keep pace
- Capability shifts resulting from staff turnover challenge the Libraries' ability to meet teaching, learning, and research needs.
- Creating a strategic approach for developing employees from within the organization is essential given the nature of our employment habits and practices.
- **ACE** is a framework designed to support an internal employee development strategy.

The What & How of Employee Development

ACE addresses two major questions: What should employees focus on developing and how can development be most effective?

1) What should employees focus on developing?

Competency should be the focus of employee development. That is, a careful evaluation of employee roles and the resulting work outcomes should inform the broad targets toward which training efforts are directed. The Libraries Training and Development Task Force undertook this evaluation process by performing a job analysis of every position in the Libraries. The results were used to form overarching competencies that reflect the most common, and thus important, roles and work outcomes.

2) How can development be most effective?

Leaders must lead. As performance management leaders, managers must guide and facilitate the process of employee development for their direct reports (Aguinis, 226). Managers must serve as coaches by continually and collaboratively taking an active role and interest in the performance of the employees they manage (258). Without coaching, other facets of the Libraries' performance management system are unlikely to be successful.

In addition to coaching, traditional learning and development activities are recommended. These activities should supplement and complement role competencies. We believe that the greatest development improvements will be realized when coaching and traditional development activities are used in tandem.

Competency Modeling

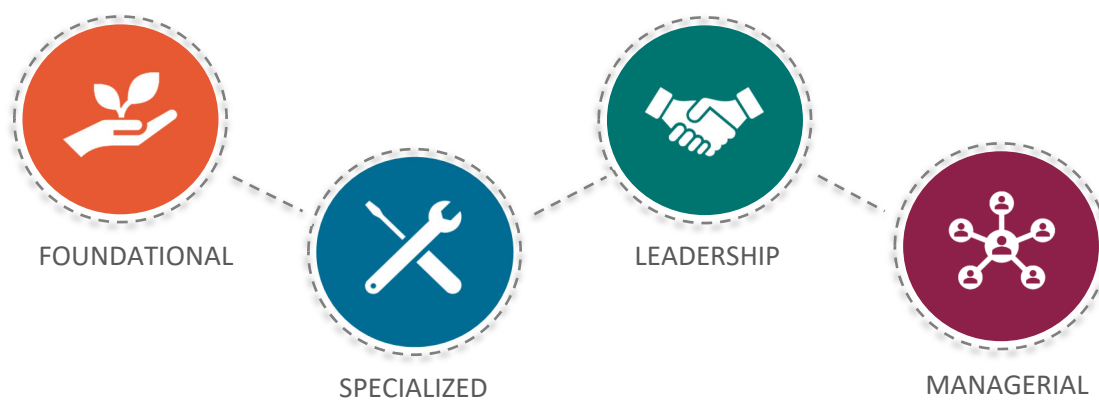
Competency modeling is a job analysis method that identifies the necessary worker characteristics for high performance. Competencies are more broadly defined components of a successful employee's repertoire of behavior needed to do the job well. Competencies encompass multiple types of knowledge, skills, abilities, and other employee characteristics (KSAOs) (Phillips, 105). Competencies augment an organization's goals and strategy because they are developed with key performance behaviors and top performers in mind (Campion, 226). If positions are created to execute the Libraries' strategy and fulfill its mission, then the distillation of these desired position outcomes into key competencies will naturally enable the Libraries to focus its employee development efforts on the things that produce desired results.

The Training and Development Task Force performed a three-part job analysis process that included a review of all Libraries' position descriptions; a review of broad-source information such as professional association literature (e.g., ALA, NASIG), RISE '22 – the Libraries' strategic plan, and VolVision 2020; and interviews with representatives from every Libraries department. In each part of the analysis, data was collected, summarized, and then mapped to competencies that seemed to best characterize the underlying analysis while also closely supporting the mission and strategy of the Libraries and the University. The resulting competencies were then validated through a series of interviews with

employees (i.e., did we get this right, are these the competencies that best describe the nature of your work?) and critical reviews by task force members.

Final competencies have been categorized into four models: Foundational, Specialized, Leadership, and Managerial (Figure 1.). These models are simply a way to categorize underlying competencies; they are not intended to represent a hierarchy or a particular career path. All positions in the Libraries call for various competencies, and it is possible (and perhaps likely) for every employee to find their role represented by each of the four models.

Figure 1: ACE Competency Models Diagram



Foundational competencies are the competencies that are shared by all positions in the Libraries. The underlying elements of the competencies in this model were frequently listed as required qualifications in position descriptions (e.g., communication, collaboration, decision making and problem solving). While many of these competencies seem to refer to soft-skills, they are arguably among the most important characteristics that successful employees possess. Foundational competencies should be continually developed throughout one's career.

Specialized competencies are the competencies that tend to be role-specific. These are the competencies for which individuals likely receive specialized training and education. These specialized competencies may evolve over time as underlying tools and technologies change. The competencies in this model should be congruent with the anticipated future-states of the profession and industry, and thus, equip employees with appropriate development targets for today and the future.

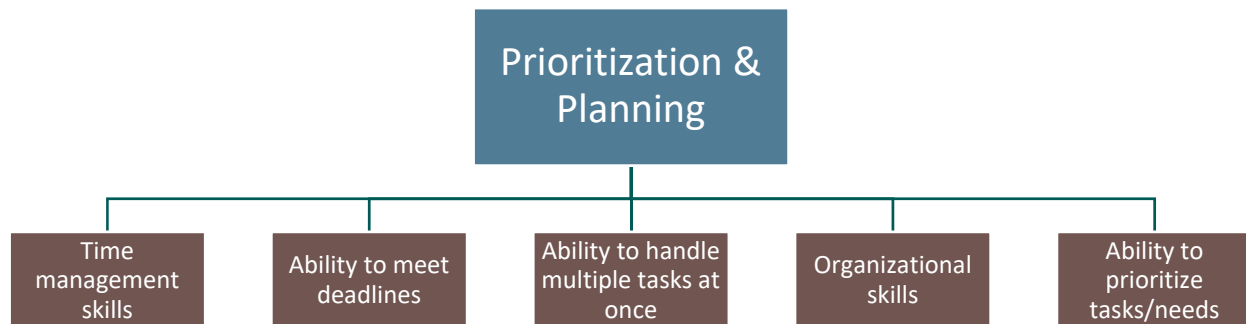
Leadership competencies describe characteristics that successful leaders in the Libraries, the University, and higher education must possess. Everyone has the opportunity to lead, regardless of position title or rank within the Libraries.

Managerial competencies describe the fundamental activities that effective managers rely on for achieving results through and with others. They apply to anyone who oversees or aspires to oversee other employees or processes.

The ACE Competency Library (appendix A) provides a listing of all of the competencies in the ACE framework.

To further illustrate the types of knowledge, skills, abilities, and other characteristics that underlie competencies, and to provide additional context for the nature of competencies themselves, Figure 2 lists some of the key elements that make up the competency Prioritization & Planning.

Figure 2: Prioritization & Planning Competency Tree



With this view of competencies, it is easy to see the various types of trainings that an employee might pursue to improve his or her proficiency in a given competency. This kind of reverse analysis can help employees and managers identify training opportunities to address skills gaps or performance concerns.

Using the example provided in Figure 2, an employee who is feeling overwhelmed balancing multiple demands and meeting deadlines might benefit from training that provides strategies for developing an organizational system that considers the relative importance and urgency of individual tasks and enables the placement of those tasks into an actionable list of ranked order. There are several resources available that do just this, including self-help books (e.g., *Getting Things Done* by David Allen), free resources on the internet (e.g., the Eisenhower Matrix), and various courses. As we will discuss in this report, this coupling of analysis, planning, resource selection, and coaching is the key to realizing development gains.

A Dynamic Duo: Coaching & Traditional Development Activities

Performance Coaching

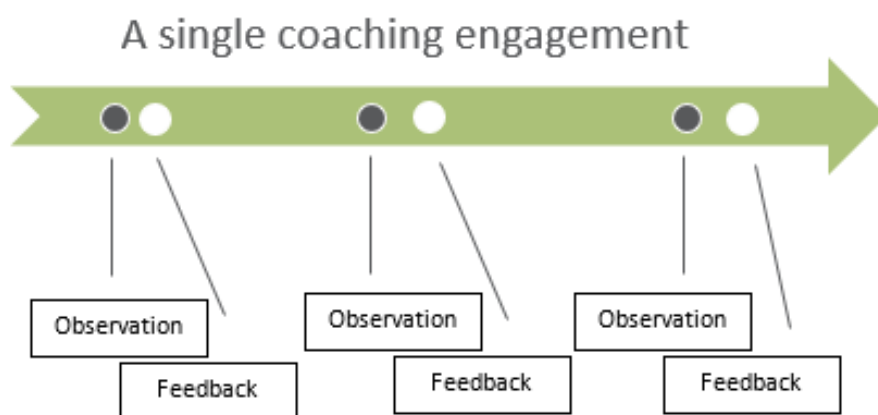
At its core, coaching is a day-to-day and ongoing function that involves observing performance, complimenting good work, and helping to correct and improve performance when it does not meet expectations. Coaching is also concerned with the long-term performance of employees and involves ensuring that employee skills and abilities continually adapt to organizational needs (Aguinis, 258). In this context, coaching is a managerial competency that describes the responsibility managers have to ensure that direct reports make the most of their skills and abilities. When executed properly, coaching employs a reciprocal dynamic in which the Libraries benefits through increased performance and results

and employees benefit through skill development and potential opportunities for new roles and responsibilities. This type of coaching is fundamentally a mutually inclusive proposition; the two key stakeholders in this process, employees and managers, act with the best interests of *self and others* in mind.

To achieve this type of benevolent coaching dynamic, managers must work to create trusting relationships with their direct reports. Trust is the cornerstone of coaching and all other managerial responsibilities. Without it, employees are unlikely to be receptive to coaching. (Aguinis, 259). Taking a sincere interest in the lives of employees and getting to know them on a personal level is the surest way to establishing legitimate trust. It is recommended that managers establish this kind of relationship before attempting to provide coaching or feedback.

Feedback is another managerial competency and is one that complements coaching, especially in the context of ACE. While coaching normally takes a long-term approach to helping employees grow and develop, feedback is often an in-the-moment activity of providing commentary on past performance to positively influence future performance. Appropriate feedback helps employees see what they have done well and what they could improve so that they can adjust their actions at the next opportunity. Another way to think about the relationship between coaching and feedback is to frame coaching as an ongoing engagement between a manager and employee that addresses some topic. This engagement may last two weeks or two months; the important thing to remember is that the process is iterative and not confined to a single interaction. Feedback, on the other hand, is not ongoing. It is a timely and honest assessment and delivery of the manager's observations concerning an employee's performance. It typically uses past performance outcomes as examples to help the employee view those outcomes from a different and constructive perspective. In this context, feedback is a tool that managers should use to help further a coaching engagement. Figure 3 further illustrates this relationship.

Figure 3: Relationship Between Coaching & Feedback



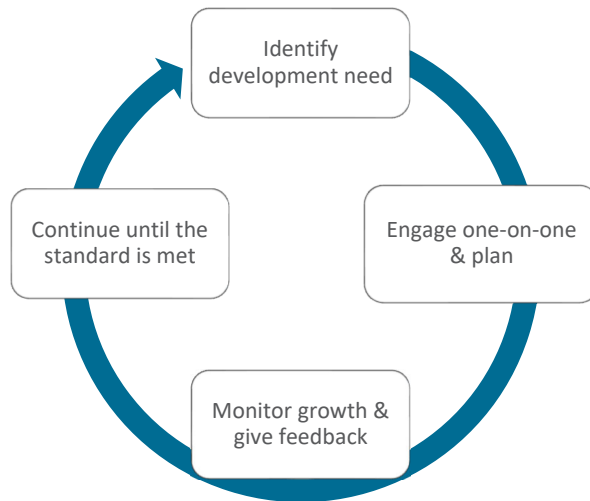
The ACE Coaching & Development Model

The Libraries Training and Development Task Force has created the *ACE Coaching & Development Model* to guide managers and employees through the competency development process. The model includes four steps that facilitate the identification of development needs using the competency models, the creation of a development plan, and the measurement of progress toward developmental goals. The model references supplemental materials *Competency Development Worksheet* (appendix B) and *Competency Proficiency Scale* (appendix C). These documents are intended to be used as tools to support ACE and will be discussed in greater detail later. Finally, the *ACE Coaching & Development Model* also suggests which parties will typically initiate or perform each step. Figure 4 depicts the flow of this process.

The Four Steps of the Coaching & Development Process:

- 1) Identify Development Need** (initiated by employees or managers):
 - Identify development need and determine current level of proficiency in the target area by using the *Competency Proficiency Scale*.
 - Identify the level of proficiency needed.
 - Identify development barriers, if any.
- 2) Engage One-on-One & Plan** (initiated by employees or managers):
 - Meet with manager/employee to discuss identified development need.
 - Use the *Competency Development Worksheet* to plan and track development activity.
 - A good development plan should include coaching (see step 3), the use of outside resources (classes, webinars, conferences, mentoring, books, etc.), or a mix of both.
 - The benefits of skill development don't exist until those skills are used in real work situations. Create a plan that provides opportunities for practicing or implementing the skill that's being developed.
- 3) Monitor Growth & Give Feedback:**
 - (For Managers)
 - Observe behavioral/practice/implementation results of training outcomes in employee performance.
 - Meet regularly with the employee to discuss progress and provide coaching; we recommend devoting a few minutes of your regular one-on-one meetings to this activity
 - In meetings, provide honest feedback that helps the employee see what they're doing well and what they can improve upon.
 - (For Employees)
 - Adjust the plan according to feedback received/progress made, if needed.
 - Document the *Competency Development Worksheet* accordingly.
 - Implement changes.
- 4) Continue Until the Standard is Met** (for employees and managers):
 - Continue the process in step 3 until desired level of proficiency is met.

Figure 4: The Coaching & Development Process



Development needs can be determined by the employee or manager and can result from increased job responsibility, job promotion, changing professional or organizational needs, discretionary opportunities (i.e., for the sake of innovation or simply expanding a skillset), or performance concerns.

Traditional Development Activities

In addition to coaching, the second resource that employees and managers should use when planning and executing a development engagement is traditional development activities. These are the resources and activities that most people likely think of when they hear the word training. According to Aguinis, these activities might include:

- on-the-job training
- cross-training
- job shadowing
- courses, webinars, etc.
- self-guided studying and research
- mentoring
- attending a conference or workshop
- mixing with the best
- continuing education
- temporary assignments and projects
- committee work
- membership or leadership role in professional organizations

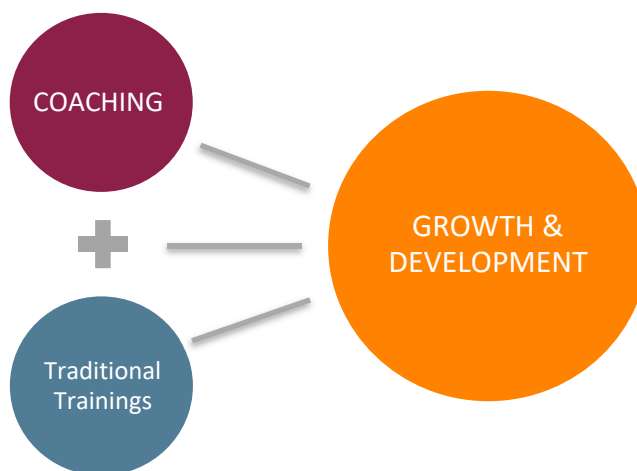
These are all valid ways to improve skills and learn. The challenge is making these activities effective and an efficient use of time and other resources. Possible considerations include selecting the activities that make the most sense for individual learning styles, are appropriate for the competencies that are being developed, and allow for practice or implementation of the learning outcomes in real work situations.

Selecting a development activity that is unlikely to engage an employee (e.g., self-guided research if the person has trouble learning without a mediated approach) would not be an effective path to development. Similarly, an individual development activity, such as reading a book, may not be as beneficial for developing a relationship management competency as would serving on a campus

committee where members are expected to build and maintain working relationships. Planning for skill practice and job implementation opportunities is especially important when selecting a development activity. For example, taking a webinar on leading effective meetings will not be productive if the employee does not intend to implement the take-aways in their next meeting.

The Coupling of Coaching & Traditional Development Activities

Coaching and traditional development activities are both appropriate ways to pursue competency development. We suggest that the best approach is to combine both methods. Traditional trainings by themselves do not provide the types of feedback responses and resulting corrective actions that employees receive from one-on-one coaching. And, because so much of true skill development occurs on the job (when knowledge is applied), and because managers have a vested interest in the development of employees, the greatest development gains are likely to occur when skill-to-job implementation is mediated by managers via a coaching relationship.



Similarly, the effectiveness of coaching by itself may be limited by a manager's own knowledge or ability. Effective managers should be able to guide employees through planning a development activity and help them see how learning outcomes were demonstrated in work results, but the manager may not be a viable resource for providing training for a particular skill if they have never performed that activity themselves.

Planning, Measurement, & Accountability: Tools & Techniques for Development Success

As we have discussed, competencies provide organizationally relevant development targets for Libraries employees, and the pairing of coaching and traditional development activities form a powerful system for helping employees achieve their development goals. As a framework, ACE lays out a sound guiding path. However, as they say, the devil is in the details. ACE is not a substitute for thorough planning and follow-through. Employees are unlikely to improve or see the kinds of development gains they otherwise could without identifying appropriate development needs, establishing objectives and plans, and being accountable for the outcomes. The following tools and techniques were developed to address some of these potential pitfalls and make the framework practical and effective.

The ACE Competency Development Worksheet (appendix B)

The *ACE Competency Development Worksheet* was created to help managers and employees plan, track, and generally organize development activities. The worksheet was modified from the University of Tennessee, Knoxville's *Individual Development Plan* to integrate the components of *ACE* and add a practical element to the framework. The worksheet includes information fields and prompts for the following items:

- Selecting a competency to develop
- Selecting a beginning level of competency proficiency
- Creating a development plan, including defining the goal and timeline, describing why development is needed, detailing a plan, and describing how progress will be measured
- Selecting appropriate traditional development activities and resources
- Creating a plan for practicing and/or implementing the learning outcomes into work activities
- Creating a coaching and feedback activity log that notes the dates of feedback delivery/receipt, descriptions of the feedback, and descriptions of how the feedback will be used to alter the next steps in the plan

The competency development worksheet is supposed to provide extra support to managers and employees who prioritize professional development and will appreciate following a systematic approach to the process. The worksheet should place the focus of participant efforts on actually developing skills (i.e., engaging in actual development activities such as training, assessing progress, and training some more) because it turns fuzzy ideas into concrete plans and unfocused attempts at improvement into actionable and effective development steps. At the conclusion of a development engagement, the form also provides an historical record that can be used for self-reflection, performance evaluation, and future development and career planning.

The ACE Competency Proficiency Scale (appendix C)

The *ACE Competency Proficiency Scale* was designed to help managers and employees measure pre and post training levels of competency proficiency and to provide context for the varying levels of proficiency possibilities and how proficiency might manifest in the workplace. The scale contains five levels of proficiency that range from fundamental awareness (level 1) to expert (level 5).

The scale is written as a universal measurement of proficiency across all competencies in the *ACE* framework. In practice, however, users may need to adapt the scale to individual competencies to capture unique nuances and accurately measure pre and post training levels of skill development. It is recommended that managers develop scales that include behavioral indicators, or observable examples of actual work outcomes, for the competencies that are most important for their department's success. As an example, consider the competency Communication & Customer Service. For this competency, a nuanced scale of behavioral indicators has been created to help a manager gauge various levels of proficiency as they might appear in the communications of her employees:

Completely Ineffective (1)	Somewhat Ineffective (2)	Effective (3)	Highly Effective (4)	Exceptional (5)
Constantly talks over/cuts-off others, disregards opposing thoughts	Occasionally listens to others' views, rarely attempts to understand them	Often listens before speaking and demonstrates comprehension afterward	Demonstrates understanding of and empathy toward opposing views	Demonstrates consideration of opposing thoughts and actively attempts to address these in own communications
Makes no attempt to explain decisions or show concern for decision consequences	Often does not explain decision rationale	Frequently explains how decisions were reached	Elaborates on decision rationale, shows empathy in delivery	Anticipates audience reactions to communications, actively asks for feedback and shows empathy

**This scale uses negative language to describe counterproductive actions and behaviors. This scale was created to show how a manager might tailor a scale to meet specific measurement needs. The ACE Competency Proficiency Scale, on the other hand, does not use negative language and is designed to show that not every job calls for expertise in each applicable competency.*

Other Tools

ACE Website: Employees can interact with ACE on the HR page of the Libraries' website at lib.utk.edu/employment/ace. The decision was made to publish the framework on the Libraries' public site because of its potential benefits as an employee recruiting tool. Much of the framework's information and documentation is available on the website, and the web pages will serve as the main pathway for employees to access ACE.

Employee-sourced Training Communications: An opt-in listserv has been created to allow employees to share training opportunities and related information with colleagues. The email address is libtrain@listserv.utk.edu, and it will function similarly to other Libraries listservs. An announcement email, including guidelines for participation and use, will be sent to all employees as ACE is rolled out to the organization.

Recommendations for Framework Maintenance & Optimization

- **Libraries HR should develop a plan to encourage employees and managers to use ACE so that its potential as an employee development tool are realized.** This recommendation could be used to form a guiding policy that supports an internal employee development strategy.
- **ACE should be incorporated into departmental annual planning to address employee development on a broad scale.** One of the benefits of using a competency-based approach to employee development is that the organization-spanning characteristics of competencies can easily be integrated into large-scale planning initiatives. The integration of employee development and departmental planning will address employee development on a broader scale (i.e., not only at an individual level) and allow Libraries HR to better support these needs by providing opportunities for group training. The outcomes of the Libraries Strategic

Achievement Review (StAR) initiative have helped to calibrate annual planning, and StAR might be used as a vehicle for integrating *ACE*.

- **Libraries HR should provide opportunities for training that would benefit large groups of employees.** As a result of the job analysis process, we have data concerning the relative importance and positional requirements of competencies for every job in the Libraries. The Libraries should consider taking advantage of this information by providing training on the competencies that would apply to the greatest number of employees.
- **Libraries HR should ensure that managers receive ongoing training on coaching, feedback, and related managerial competencies,** as these skills are key to *ACE*'s success (and manager success in general).
- **Libraries HR should develop a system for updating competencies and their definitions and key elements** in response to employee feedback and organizational changes. The system should also address general communications regarding *ACE* (i.e., general framework updates and changes).

***ACE*: Components of an Employee Development Framework**

1. **Competencies** describe the most important elements of successful job performance.
 - Competency – or greater levels of proficiency in a given competency – should be the target of development efforts.
2. **Coaching** – or a collaborative, ongoing process in which managers support and facilitate the development of their direct reports - is essential to an effective employee development system.
 - Successful coaching entails: creating and maintaining a trusting and collaborative relationship with employees; delegating the responsibility of development to employees (enabling); advising, guiding, planning, and providing constructive feedback to employees
3. **Traditional Development Activities** should supplement an effective development plan. These activities *may* include:
 - On-the-job training, cross-training, job shadowing, courses, self-guided studying, mentoring, attending a conference, mixing with the best, continuing education, temporary assignments, committee work, membership or leadership role in professional organizations
4. **Planning & Accountability** are the ties that bind the other components of *ACE*. Without purpose and action, competencies, coaching, and development activities are like seeds that never sprout. They're merely good intentions that don't produce results. Follow-through with your development plans and, along the way, remind yourself of why you sought improvement in the first place. Use the *Competency Development Worksheet* to plan and track your activities and the *Competency Proficiency Scale* to measure your progress.

Task Force Membership

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End Notes

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Appendix A: ACE Competency Library

Competency Model	Competency	Competency Model	Competency
Foundational	Accountability & Ethics	Specialized	3D Modeling
	Adaptability & Flexibility		Accessibility
	Collaboration		Assessment
	Communication & Customer Service		Business Acumen
	Continuous Learning & Professional Development		Cartographic Sciences
	Creativity & Innovation		Collection Development & Stewardship
	Decision Making & Problem Solving		Collection Logistics
	Diversity & Inclusion		Collection Resource Management
	Library Fundamentals		Compliance Management
	Prioritization & Planning		Creative Direction
	Relationship Management		Data Analysis & Reporting
Leadership	Advocacy, Influence, & Inspiring Others		Data Management & Curation
	Change Management		Database Management
	Leading Through Vision & Values		Description & Access
	Leveraging Diversity & Inclusion		Digital Content Management
	Mentoring		Digital Media Preservation & Production
	Networking, Partnerships, & Community		Donor Development & Advancement
	Self-Awareness		Emergency Management
Managerial	Thought Leadership		Equipment & Furniture Repair
	Coaching		Event Planning & Management
	Conflict Management		Facilities Management
	Feedback		Financial Management
	Management & Personnel Fundamentals		Foreign Languages
	Performance Management		Gaming
	Planning, Objectives, & Delegation		Graphic Design
			Information Literacy
			Institutional Knowledge
			Instruction Design
			IT Systems Administration & Security
			Knowledge Sharing
			Legal & Copyright
			Library & Publishing Industry Knowledge
			Library Service Platforms
			Marketing
			Media & Design
			Music Information Resources
			Musical Performance & Composition
			Open Scholarship
			Operating Systems Technologies
			Preservation & Conservation
			Procurement
			Professional & Technical Communications
			Project Management
			Promotion & Outreach
			Records Management
			Reference
			Reproduction Services
			Research
			Research & Learning Information Resources & Technologies
			Resource Sharing Management
			Scholarly Communications
			Shipping & Receiving
			Software Design, Programming, & Scripting Languages
			Special Collections & Archives
			STEM Technology & Applications
			Strategic Planning
			Teaching & Instruction
			Technical Standards
			Technologies & Systems
			User Experience
			Vendor Relations
			Web Design & Programming
			Work Health & Safety
			Workforce Management

Appendix B: UT LIBRARIES COMPETENCY DEVELOPMENT WORKSHEET

Name: _____ Position: _____ Supervisor: _____ Date: _____

The competency development worksheet is intended to help employees and supervisors plan and document progress toward the employee's professional development goals. Identifying and planning development opportunities can be initiated by either the employee or supervisor.

1) Select a competency in one of the four models below that you would like to develop:

Foundational

Choose an item.

Leadership

Choose an item.

Management

Choose an item.

Specialized

Choose an item.

Beginning Proficiency Level

Choose an item.

2) Planning: Your development plan should be Specific, Measurable, Attainable, Relevant, and Timely

Development Goal & Timeline	Why Do You Need This Development	Development Plan	How Progress Will Be Measured

3) Resources & Practice/Implementation Plan: Identify all necessary development resources & describe how skill practice/job implementation will occur.

Resource examples may include: Cross-training, courses, self-guided study, mentoring, conferences/workshops, professional assoc./committees

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4) Coaching Feedback & Progress Updates: Engage in periodic coaching discussions and note feedback received & how it will be implemented

Date	Feedback Received	How Feedback Will Be Implemented

Appendix C: ACE Competency Proficiency Scale

1 – Fundamental Awareness (basic knowledge)
<p>You have a knowledge or understanding of the basic techniques and concepts of this competency.</p> <ul style="list-style-type: none"> • Focus on learning • May need extensive instruction • Applies the competency seldomly and in simple situations
2 – Novice (limited experience)
<p>You are expected to need help performing this competency to complete job responsibilities. Experience has been gained in a classroom or as a trainee on the job.</p> <ul style="list-style-type: none"> • Focus on developing on-the-job experience • May need frequent instruction • Applies the competency somewhat often and in routine/limited situations
3 – Intermediate (practical application)
<p>You can successfully utilize this competency to complete diverse job responsibilities.</p> <ul style="list-style-type: none"> • Focus on applying or enhancing knowledge or skill • May need occasional guidance and advanced help • Applies the competency consistently and in moderately difficult situations within the organization
4 – Advanced (applied theory)
<p>You can successfully perform actions associated with this competency and are recognized as a resource to others. You apply the competency to improve processes and other work outcomes.</p> <ul style="list-style-type: none"> • Focus on broad organizational/professional issues • Generally, requires little to no guidance • Applies the competency consistently and in complex situations across multiple areas
5 – Expert (recognized authority)
<p>You can thoroughly and consistently provide guidance, troubleshoot and answer questions related to this competency, and complete related job responsibilities.</p> <ul style="list-style-type: none"> • Focus is strategic and on developing new processes • Serves as key resource and advises others; known as an expert in area • Applies the competency expertly and in considerably complex situations across multiple areas, both internal and external to the organization