

Rural Development Supervisory Training Program



Supervisory Assessment Tool



**Rural Development
Supervisory Training Program I
Supervisory Assessment Tool**

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The Supervisory Assessment Tool (SAT) is designed for those who occupy a supervisory position. The SAT consists of two parts – the Self-Assessment Checklist and the Supervisory Action Plan.

The Self-Assessment Checklist outlines areas of competence an effective Rural Development Supervisory should have. Selected competencies are divided into categories based on leadership as described in the U.S. Office of Personnel Management (OPM) Executive Core Qualifications (ECQ's) and based on the guiding principles of Federal Human Resources Management (HRM). A rating mechanism for identifying areas of strength that an individual possesses and the areas where growth is needed is included.

The Supervisory Action Plan is intended to assist the supervisor in thinking through a realistic and achievable plan for continuous growth and development. It consists of 10 questions and a worksheet for recording the steps to be taken for carrying out the plan. Following instructions as noted will result in an action plan, that when properly executed creates a path towards enhanced supervisory effectiveness.

This is NOT a test. It is a personal-use, tool for self reflection. Individuals are encouraged to assess their own competence and performance in the areas of leadership and HRM and use the results to develop a plan of action.

Rural Development is committed to your success, applauds your efforts to grow, and wishes you well in your endeavors.

Supervisory Assessment Tool Part 1: Self-Assessment Checklist

Complete the Self-Assessment Checklist by reading each question carefully and use the scale to rate your level of competence or performance. The checklist is for personal use, so respond honestly and be sure to note examples that illustrate competence in a specific area.

Scale

- To a Small Extent – Does not feel competent; needs development.
- To a Moderate Extent – Is partially competent; needs growth in applying the concepts.
- To a Great Extent – Regularly applies concepts; could teach/mentor proficiency.
- Not at all - Does not apply; not applicable to job function.

ECQ 1 Leading Change: The ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.	To a Small Extent	To a Moderate Extent	To a Great Extent	Not at All
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Creativity/Innovation

- 1 Creates a work environment that encourages creative thinking, brainstorming and innovation among staff.
- 2 Develops new insights into situations and applies innovative solutions to make organizational improvements.
- 3 Designs and implements new or cutting edge programs/processes.

Flexibility

- 1 Is open the change and new information.
- 2 Adapts behavior and work methods to new information, changing conditions or unexpected obstacles.
- 3 Adjusts rapidly to new situations warranting attention and resolution.

Resilience

- 1 Demonstrates skill and capacity to be robust under conditions of mounting stress and change.
- 2 Treats all people with respect and equity even when under pressure.
- 3 Maintains focus and intensity and remains optimistic and persistent, even under adversity.
- 4 Effectively balances personal life and work.

Notes:

ECQ 2 Leading People: The ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

To a Small Extent	To a Moderate Extent	To a Great Extent	Not at All
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Conflict Management

- 1 Manages and resolves conflicts in a positive and constructive manner to minimize negative impact.
- 2 Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations.
- 3 Deals with interpersonal problems in a timely manner.
- 4 Includes all affected parties in resolving conflicts.

Leveraging Diversity

- 1 Fosters an inclusive workplace where diversity and individual differences are respected, understood, valued and leveraged to achieve the vision and mission of the organization.
- 2 Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results.
- 3 Recruits, develops, and retains a diverse high quality workforce in an equitable manner.
- 4 Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

Team Building

- 1 Inspires, motivates and guides others toward goal accomplishment.
- 2 Fosters commitment, team spirit, pride and trust.
- 3 Encourages and facilitates cooperation within the organization and with business partners and customers.
- 4 Develops leadership in others through coaching, mentoring, rewarding and guiding employees.

Notes:



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ECQ 3 Results Driven: The ability to meet organizational goals and customer expectations. Inherent to the ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.	To a Small Extent	To a Moderate Extent	To a Great Extent	Not at All
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Customer Service

- 1 Is committed to continuous improvement of services.
- 2 Anticipates and meets the needs of both internal and external customers.
- 3 Effectively balances the interest of a variety of customers.
- 4 Provides high-quality deliverables (products and services).

Problem Solving

- 1 Identifies and analyzes problems.
- 2 Distinguishes between relevant and irrelevant information to make logical decisions.
- 3 Provides equitable solutions to individual and organizational problems and makes logical recommendations.

Notes:

ECQ 4 Business Acumen: The ability to manage human, financial, and information resources strategically.	To a Small Extent	To a Moderate Extent	To a Great Extent	Not at All
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Financial Management

- 1 Prepares, justifies and/or administers the budget for the program area.
- 2 Monitors expenditures and uses cost-benefit thinking to set priorities in support of programs and policies.
- 3 Identifies cost-effective approaches.
- 4 Demonstrates broad understanding of principles of financial management and has expertise to ensure appropriate funding levels.

Human Capital Management

- 1 Manages a multi-sector workforce and a variety of work situations.
- 2 Ensures that employees are appropriately recruited, developed, utilized, appraised and rewarded.
- 3 Takes corrective action to address performance issues.
- 4 Assess current and future staffing needs based on organizational goals and budget realities.

Notes:



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ECQ 5 Building Coalitions: The ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofits and private sector organizations, foreign governments, or international organizations to achieve common goals.	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent
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Partnering

- 1 Builds alliances, engages in cross-functional activities.
- 2 Collaborates across boundaries to build strategic relationships and finds common ground with a widening range of stakeholders.
- 3 Utilizes contacts to build and strengthen internal support bases.

Influencing/Negotiating

- 1 Persuades others.
- 2 Builds consensus through give and take.
- 3 Gains cooperation from others to obtain information and accomplish goals.
- 4 Facilitates "win-win" situations.

Notes:

Fundamental Competencies: Attributes that serve as the foundation for each of the Executive Core Qualifications (ECQs).	To a Small Extent	To a Moderate Extent	To a Great Extent	Not at All
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Interpersonal Skills

- 1 Considers and responds appropriately to the needs, feelings and capabilities of different people in a different situations.
- 2 Is tactful, compassionate and sensitive and treats others with respect.

Communications

- 1 Expresses facts and ideas in writing in a clear, convincing and organized manner.
- 2 Makes clear and convincing presentations to individuals and groups.
- 3 Facilitates an open exchange of ideas and fosters an atmosphere of open communication.

Notes:



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Federal Human Resources Management (HRM): The ability to accomplish organizational objectives and abide by human resources laws and regulations.	To a Small Extent	To a Moderate Extent	To a Great Extent	Not at All
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Principles of Federal HRM

- 1 Understands how the role of supervisor relates to Human Resources Management.
- 2 Fully understands the merit system principles, prohibited personnel practices and EEO principles.
- 3 Knows how to apply the laws governing labor relations to resolve problems concerning conditions of employment.
- 4 Is knowledgeable about the basics of position classification.
- 5 Carries out supervisory responsibilities in the recruitment process.
- 6 Consistently performs the key supervisory activities associated with performance management.
- 7 Recognizes the differences between employee conduct and performance issues.
- 8 Strategic applies the benefits of QWL (Quality Work Life) initiatives to meet the diverse needs of employees.

Notes:

Supervisory Assessment Tool Part 2: Action Plan

This tool is intended to assist you in thinking through a realistic and achievable action plan for continuous growth and development. In drafting your action plan, focus on creating a plan to which you are completely committed. Take into consideration the areas of key competency (human resources management and leadership) that you assessed in part 1 and answer the questions noted below. On the worksheet that follows, define the "what, when and how" for accomplishing growth and development. The next step is to follow through with your action plan and make it happen. Make changes along the way as necessary. After you've completed your action plan (or after a few months), assess your proficiencies again to determine progress or identify new opportunities that may have arisen.

- 1 Which two or three areas of competence do you most need to improve at this time?

- 2 What have you tried before?

- 3 What opportunities or resources are available to you for growth in these areas?

- 4 What steps can you personally take to ensure growth and development?

- 5 What help and support do you need to accomplish your goal?

- 6 Who needs to know about your action plan?

- 7 How will you tell them?

- 8 How will you track your progress in those areas?

- 9 What are the first steps for accomplishing your goal?

- 10 How committed are you to accomplishing your goal?

Instructions Part 2: Action Plan (continued)

On the worksheet, list the areas of competence that you will focus on. Define the what (specific competency), the when (timeframe for completion) and the how (methodology - course, special project, coaching/mentoring, etc.) for achieving growth and development.

Action Plan Items

<p><i>Competency:</i></p> <p><i>Timeframe:</i></p> <p><i>Methodology:</i></p> <p><i>Notes:</i></p>

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Instructions Part 2: Action Plan (continued)

Action Plan Items

Competency:

Timeframe:

Methodology:

Notes:

Competency:

Timeframe:

Methodology:

Notes: