

Frontline Leader Learning-Development Plan Competency Guide and Learning-Development Plan Instructions

CAMC supports a shared set of leadership competencies that are aligned with our Mission, Vision and Values.

This guide is designed to help you:

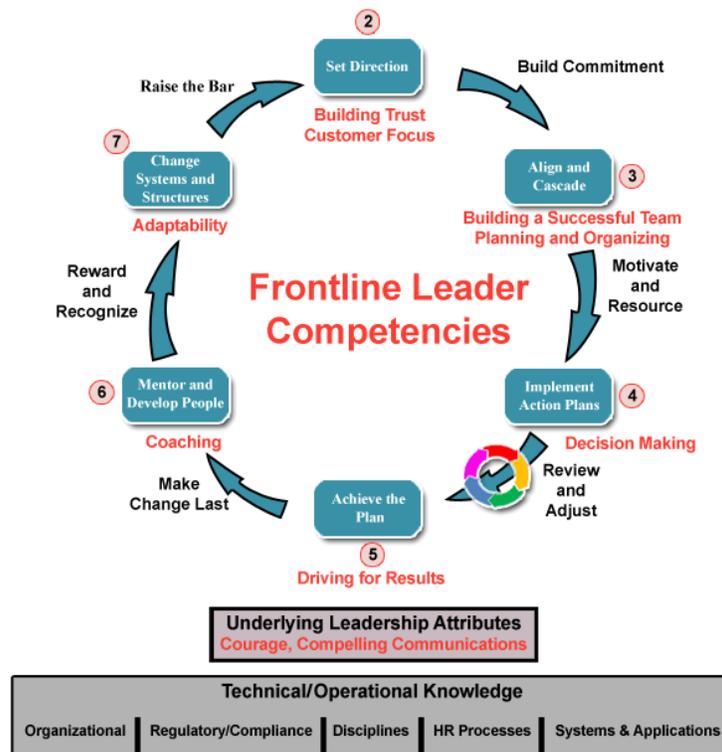
- Understand the Frontline Leader competencies and how they can be used for leadership development
- Recognize how the competencies link to the CAMC Leadership Model
- Develop a Learning-Development Plan using the most effective approach to meet your development needs

What are competencies and why do they matter?

Competencies are the combination of **knowledge, skills, abilities and behaviors** that collectively enable someone to perform a given job or function successfully. Leadership competencies are made up of key operational and interpersonal qualities that contribute to individual, team and organization-wide excellence. In order to have a real impact, leadership competencies must be aligned with organizational strategy and be used to design, support and sustain core systems and processes that drive engagement and results.

At CAMC, this is reflected through our [Leadership System](#). The competency model below links the Frontline Leader Competencies to the Leadership System.

Frontline Leader Competency Model



CAMC's Frontline Leadership Competencies

Our Leadership System, including our 10 leadership competencies, serves as a way to consistently define what success looks like for leaders across the organization. The chart below provides high level information on each of our leadership competencies.

Competency	Definition	Key Actions
<i>Building Trust</i>	Interacting with others in a way that gives them confidence in one's intentions and those of the organization.	Operates with integrity, discloses own positions, remains open to ideas and supports others
<i>Customer Focus</i>	Making decisions and taking actions consistent with CAMC's mission to provide the best health care to every patient (customer), every day; crafting and implementing practices that balance customer service with financial, clinical, and business realities; interacting with internal customers in a respectful, professional manner consistent with CAMC's values.	Seeks to understand customer, identifies customer service issues, creates customer-focused practices, assures customer satisfaction and assures safety and quality
<i>Building a Successful Team</i>	Using appropriate methods and a flexible interpersonal style to help build a cohesive team; facilitating the completion of team goals.	Develops structure, involves others, models commitment and considers the broader "team"
<i>Planning and Organizing</i>	Establishing courses of action for self and others to ensure that work is completed efficiently.	Prioritizes, determines tasks and resources, schedules, leverages resources and stays focused
<i>Decision Making</i>	Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.	Identifies issues, problems, and opportunities, gathers information, interprets information, generates alternatives, chooses appropriate action, commits to action and involves others
<i>Driving for Results</i>	Setting high goals for personal and group accomplishment; using measurement methods to monitor progress toward goals; tenaciously working to meet or exceed goals while deriving satisfaction from that achievement through continuous improvement.	Understands the business, targets opportunities, establishes stretch goals, achieves goals and stays focused
<i>Coaching</i>	Providing timely guidance and feedback to help others strengthen specific knowledge/skill areas needed to accomplish a task or solve a problem.	Clarifies the current situation, explains and demonstrates, provides feedback and reinforcement and uses key principles
<i>Adaptability</i>	Maintaining effectiveness when experiencing major changes in work responsibilities or environment; adjusting effectively to work within new work structures, processes, requirements, or cultures.	Tries to understand changes, approaches change or newness positively and adjusts behavior
<i>Courage</i>	Proactively confronting difficult issues; making valiant choices and taking bold action in the face of opposition or fear.	Takes a stand, initiates bold action and takes personal accountability
<i>Compelling Communication</i>	Clearly and succinctly conveying information and ideas to individuals and groups; communicating in a focused and compelling way that captures and holds others' attention.	Delivers clear information, communicates with impact, uses language appropriately and ensures understanding

The Learning-Development Plan Instructions

Increasing your effectiveness as a leader and growing your leadership competencies takes work! Having a clear plan of action and taking advantage of the resources available to you is a great place to start. Create a Learning-Development Plan using the template provided. Your leader will review your progress with you throughout the year. Your development should be an on-going process.

Development Goal

Identify one or two development goals. One goal should focus on a leadership competency. The other goal, if identified, can focus on another leadership competency or on developing your Technical/Operational knowledge as shown in the Competency Model.

1. Link learning-development goals to performance plan goals
2. Assess leadership competencies to develop
3. Assess gaps in performance
4. Look for strengths to enhance
5. Determine knowledge, skills, and abilities needed for growth opportunities

Indicate target completion date. If more than one goal is to be developed, complete another Learning-Development Plan form.

The Plan

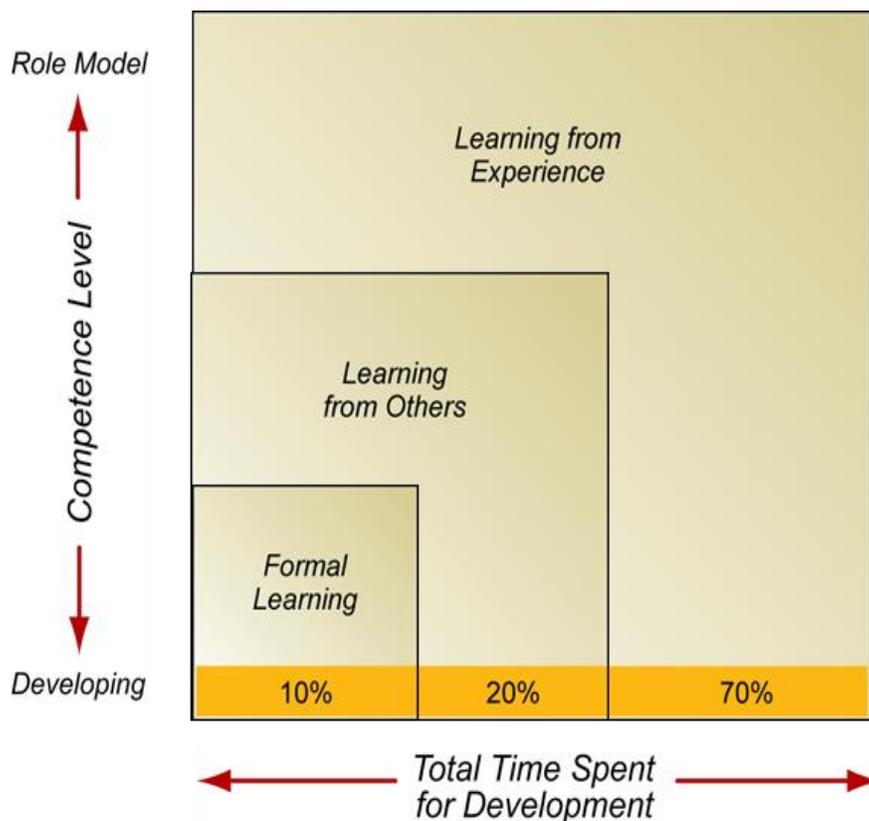
How will you acquire the knowledge, skills and experience?

When it comes to leadership competencies, all leaders have areas of strength and opportunity. There are a lot of different methods you can use to grow your leadership knowledge, skills and abilities. Most learning organizations ascribe to the 70-20-10 model of development where:

10% of learning happens at formal sessions

20% of learning happens informally through interactions with others

70% of learning happens on the job through people and projects



Use the space below to list any specific methods, tools or resources you think would be helpful for your own personal leadership competency development:

How will you apply the knowledge, skills and experience in your role? The ability to apply the knowledge, skills and learning experience on the job is a great way to know that learning has occurred. Identify the various ways in which you can apply the learning in your current role.

Support and Measurement Plan

What barriers/challenges do you expect? Development isn't always easy. There are sometimes barriers or challenges that present themselves and make it difficult to successfully develop. Identifying these barriers and challenges in advance and putting a plan in place to address them can often minimize the effects of the barrier/challenge.

What support/resources will you need? In order for the development to be a successful experience, what support or resources are needed?

How will you measure your development progress? To determine if development occurred, assess:

- the extent to which knowledge and skills were gained
- the capability to perform the newly learned skills while on the job
- the tangible results of the learning (reduced cost, improved quality, etc.)

The Results

Did you learn what you set out to learn? Why or Why not? Did the plan that was put in place help create the desired learning?

Did you achieve your development goal? Completion date? Was the goal identified for development successfully achieved?

How did you apply what you learned? How was the knowledge, skill and development experience applied on the job?

What were the personal and organizational payoffs? How did you benefit from the development? How did the organization benefit from your development?

Signatures

Signing the Learning-Development Plan indicates that the leader and the recipient have discussed the plan for development at the beginning of the performance planning year and then again at the end of the plan year.



Learning-Development Plan

Name:		
Department:	Position:	
Development Goal		
Goal:		
Corresponding Competency:	Target Completion Date:	
The Plan		
How will you acquire the knowledge/skill/experience?		
How will you apply the knowledge/skill/experience in your role?		
Support and Measurement Plan		
What barriers/challenges do you expect?		
What support/resources will you need?		
How will you measure your development progress?		
The Results		
Did you learn what you set out to learn? Why/Why not?		
Did you achieve your development goal?	Completion date:	
How did you apply what you learned?		
What were the personal and organizational payoffs?		
Signatures	Initial Conversation	Results
Recipient:	Date:	Date:
Leader:	Date:	Date: