**Appendix A**

# **Fleming Career Development Information**

# **Employee Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | Type your name here | **Current assignment/role:** | Type your information here |
| **Location/department** | Type your information here. | **Manager** (current) | Type your information here |
| **Relevant Credentials** | Type your information here | Type your information here | Type your information here |

# **Employee Conversation with Manager**

**Examples of Questions to Consider**:

1. What is your short-term (next year) career objective?
2. What is your longer term (next 2 to 3 year) career objective?
3. Please identify your three strengths as they relate to our leader competencies and the 2 areas of improvement.
4. What possible development options might we consider to help you achieve your objectives?

|  |  |
| --- | --- |
| **Short term career objective**Type your information here | **Longer-term career objective**Type your information here. |

## CAPABILITY/DEVELOPMENT ASSESSMENT (use Fleming Competencies to assist)

|  |  |
| --- | --- |
| **Demonstrated Strengths/Capabilities*****(limit 4)*** | **Key Development Areas*****(limit 4)*** |
| 1)Type your information here. | 1)Type your information here. |
| 2)Type your information here. | 2)Type your information here. |
| 3)Type your information here.. | 3)Type your information here. |

### When completing this plan, please consider your individual PD plan established during your performance evaluation.

**DEVELOPMENT PLAN (to address a need / expand a strength)**

|  |  |  |
| --- | --- | --- |
| **Development Focus Area** | **Development Plan including formal education/credentials and specific timing** | **Coach/Advisor if needed** |
| Type your information here | Type your information here | Type your information here |
| Type your information here | Type your information here | Type your information here |
| Type your information here | Type your information here | Type your information here |

**Developmental Options:**

There are a number of developmental options to consider for a developmental plan. Some of these options are:

* An external coach
* Formal education and/or specific project assignments in the area or cross-functionally
* developmental/seconded positions
* tasks or initiatives that enhance current role
* mentors
* peer learning circles
* step-in’s for manager (acting assignments)

## Manager to Complete

### \*SUMMARY Assessment

Type your information here

*\*1 or 2 sentences to highlight key conclusions regarding strengths, performance, challenges, development needs and prior demonstrated performance. Also identify the type of potential “readiness” quotient for potential assignments in terms of completely ready in next year/two years, 75% ready or not ready to move within the next year.*

**Appendix B**

**Leadership Behavioural Competencies**

**Context**

**Vision:**

Students succeeding through personalized learning

Innovation and achievement **powered by people**

Leadership at all levels is critical to effectively deliver our strategic objectives. Effective leadership is made up of both “fundamental” and what we will term “driver” competencies. By “driver” competencies we mean those behaviours, skills and attitudes that if demonstrated on a regular basis are the ones that lead to dynamic leadership at Fleming. They are the competencies that differentiate good from great leadership. What follows is the identification of “driver” competencies for Leadership at Fleming. The behaviours highlighted through grid training are bolded and italics so that the connection to this development and our overall competencies can be easily understood.

**Competencies:**

1. **Self Awareness and Personal Growth:**
* ***Applies learning***, seeks and uses feedback appropriately
* Exhibits ***emotional balance*** and resilience under pressure
* Understands and acknowledges personal strengths and weaknesses
* Teaches and learns from others
* Is ***authentic***

**2.** **Collaborative Relationships and Teamwork:**

* *Sets* ***high expectations*** and supports for self and others
* Attracts, coaches, ***influences*** and ***develops*** others
* Mobilizes & motivates team to achieve objectives
* Is an effective team member who ***inquires*, *advocates, listens*** and works to create joint solutions
* Removes barriers that affect effective collaboration
* Engages in *productive* ***conflict resolution*** to continually arrive at a better outcome
* Removes barriers to ***collaboration***

**3.** **Innovates and Takes Risks:**

* Is forward thinking and ***anticipatory*** in actions relating to emerging trends
* See the “big picture” considering and weighing the risks and opportunities
* Is ***agile*** *and* ***adaptive***
* Encourages strategic and reasonable risk taking
* Analyzes setbacks and seeks honest feedback to learn from mistakes
* Is ***inventive*** *and* ***creative***

**4. Critique/Continuous Improvement:**

* *Gives* ***clear, honest feedback****,* and manages non performance
* *Gives &* ***receives feedback*** effectively
* Demonstrates ***openness, effective candour****,* and manages non-performance
* ***Recognizes*** *and* ***rewards*** *results* and celebrates successes
* Offers observations in the spirit of neutral *trust and respect*
* Advocates with an attitude that ***all ideas and initiatives can be improved***

**5.**  **Decision Making:**

* Anticipates changing conditions and develops strategies to seize opportunities
* Exchanges relevant ideas, opinions and facts
* Analyzes problems from multiple perspectives, challenges and encourages debate from relevant stakeholders
* Organizes the most relevant stakeholders to work on initiatives

**6.** **Ownership and Accountability**

* ***Takes personal responsibility*** to deliver results
* Continually demonstrates ***higher levels of effectiveness*** and outcomes
* Achieves our core promise to students
* Models and builds a culture that balances respect for people and achievement of results
* Implements strategies to achieve operational efficiencies and fiscal responsibility
* Creates an excellent working environment for staff