

development assessment

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orientation phase requirement



introduction

This basic assessment is designed to provide you with some direction for your particular development needs at the beginning point of your time with YFC/YU. It is based on your own thinking and analysis for your training and development needs as it is compared with what you already know and can do and the requirements and need of your ministry role and job. The national training group believes that some of the best development takes place in your particular location and is based on your input because each Chapter is unique and every ministry role and function is distinctive.

This three-part assessment is to be completed during the orientation phase and at the beginning of your credentialing process. During that time and prior to being able to complete the credentialing phase you are to work on completing the development plan (activities and feedback) that you will have as a result of this assessment.

explanation

1 part one

The starting point is an identification of what is actually needed to carry out your ministry – to do your job. In this section using the space provided you are to, in short statements, list the skills and knowledge that are required in your ministry/on your job right now (a lot of detail is not required – the shorter and clearer statements the better). Your job description should be used as a reference for this, or if none is available this can provide a helpful opportunity for drafting one.

The list can be made in a number of ways:

- the participant develops the list on his/her own,
- the participant develops the list with input from a supervisor,
- or the participant and the supervisor can work at developing the list together.

Next, using the list and the rating scale provided with this assessment you will decide on a number rating for both **your current ability level** and the **ministry job need level** for each item listed. What these ratings will express is a practical picture of where development (training) is needed and where no training is needed as you begin your ministry and work with YFC/YU.

2 part two

Here is where you will plot your numbers and ratings and look for the intersection of those ratings on a grid for each of your skill/knowledge items that you have listed. This will give you an easy-to-read visual of the items that are required for your ministry/job and the current ability you have determined that you now have to be able to do what is required.

Based on the idea that areas where ability is perceived as low and ministry and job need is seen as higher – a development (training) need is highlighted. The dark shaded area of the grid indicates a high and important training need while the lighter shade of gray indicates that a training need does exist. Non-shaded area indicates that you feel competent in that area and that little to no training needed.

Depending on the ratings, plot-points may be clustered in one section but a more likely result is that they will be scattered throughout. If most of the plot-points are clustered in the darkest part of the grid then there needs to be a focus on development and training right away. If most of the plot-points are clustered in the top left white non-shaded area this may indicate that you are feeling unchallenged (and maybe even bored) with your current role and position (in other words your ability or skill level is high but the need for that ability is low for the current ministry position meaning no challenge and no job satisfaction).

3 part three

This section completes the assessment. Here you will create a development and training plan (based on your assessment and on your particular ministry position) complete with steps you will take during your credentialing process to develop what you assess as needed (a few key practices, ideas, knowledge, etc.) for your ministry role and position.

Your plan is made of **your 2 most critical training needs as identified by you and 2 training/development activities you will complete for each need during this phase of your credentialing process** to develop your skill, knowledge and ability necessary for your ministry and job.

The training and development plan has 4 columns for you to fill in:

- **skill/knowledge number:**
space to indicate either the number or briefly state the skill/knowledge area targeted for development.
- **development activity / training event or action:**
space to briefly indicate how the training and development need will be met (the specifics of the activity).
- **date to be completed by:**
a target date for completion of the training activity.
- **feedback loop:**
an indication of how, to whom and when (the actual completion date) you will report on what you have learned and how it is changing (helping, improving or shaping) your practice, skill, ministry etc.

Remember these 2 training activities need to be satisfactorily completed and reported on before you will be able to move on to the final credentialing phase

.....
skill / knowledge listing & ratings

In the spaces below list the skills and/or knowledge that are required for your ministry and on your position (job) now (a lot of detail is not required – the shorter and clearer statements the better).

Once listed use the rating scales provided on the next page to make you rating in the spaces provided.

skills / knowledge	ability level	ministry/ job level
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

rating scales

Use the scale below to guide you as you make an initial assessment of both the ability **you have now** and the **ministry and job need** level for each skill or knowledge item you listed.

What is your present ability level for the items you listed and what is the ministry need or the job need level required for satisfactory performance for each item listed on the previous page? The answers to these questions will highlight areas where training and development are needed.

Write the number in the corresponding labelled boxed space on the previous page

ability level

indicate your level of ability as it is now for each skill/knowledge item you have listed using as a guide the following scale

	0	1	2	3	4	5	6	7	8	9
	low ability			moderate ability			high ability			
ability level	<ul style="list-style-type: none"> • seen by self and others as a trainee in the field • require closer supervision –very new to required skill • a feeling of being unsure of what to do and how to start and where to start 			<ul style="list-style-type: none"> • seen by self and others as moderately or adequately skilled • require some supervision but becoming increasingly independent • have a sense of knowing what to do, how to do it but still need some guidance from supervisor and others 			<ul style="list-style-type: none"> • high ability, and can train others in skill • require no supervision works independently • knows what to do, how to do it and where to start, self starter and initiative very evident 			

ministry and job level need

indicate the level of ministry and job need as it is now for each skill/knowledge item you have listed using as a guide the following scale:

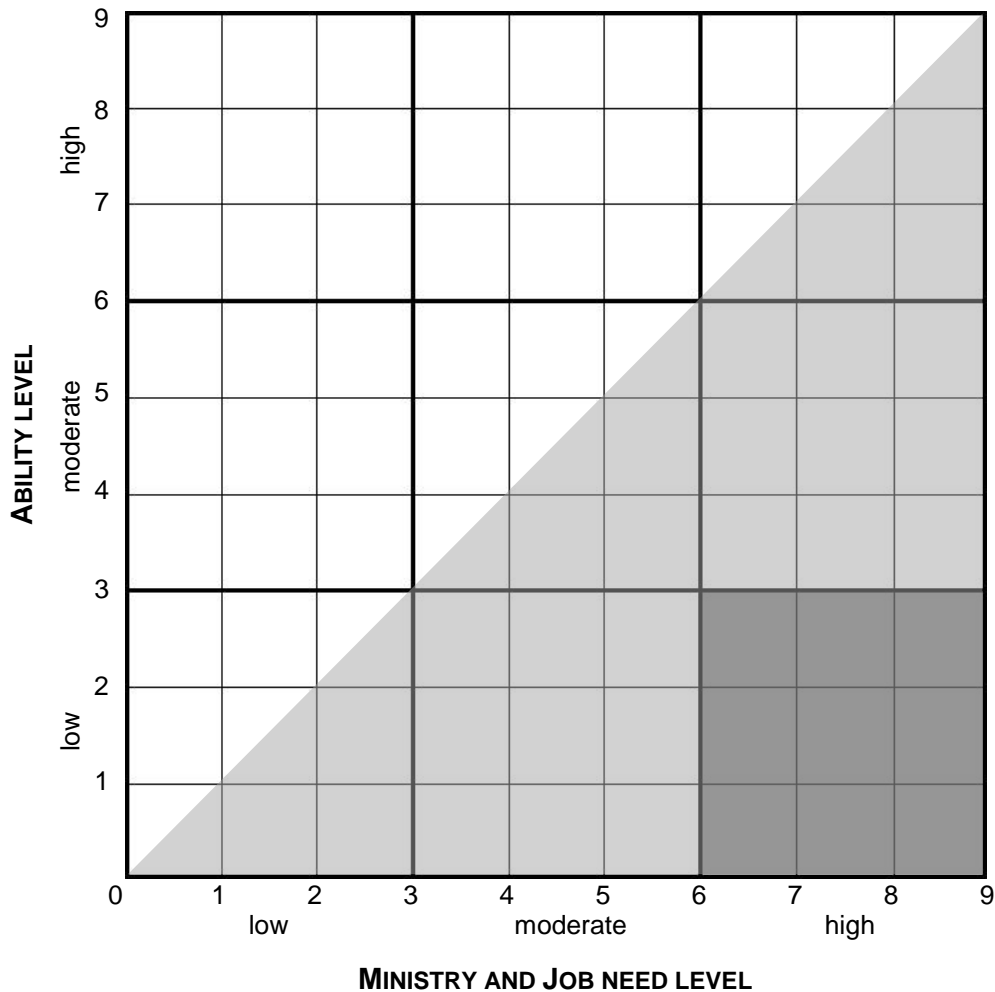
	0	1	2	3	4	5	6	7	8	9
	low job need			moderate job need			high job need			
ministry & job need level	<ul style="list-style-type: none"> • this skill/knowledge is not often used in this job and ministry role • this skill/knowledge is not a routine, regular or essential part of what I need to do • the application of this skill/knowledge is of little importance to the job and the ministry program (organization) 			<ul style="list-style-type: none"> • this skill/knowledge is used occasionally in this ministry role/job • the application of this skill/knowledge adds to ministry/job function but isn't generally required for what I do • the application of this skill/knowledge is of some importance (and sometimes noticeable) to the program, ministry/job 			<ul style="list-style-type: none"> • this skill/knowledge is used frequently in my job/ministry • this skill/knowledge is a routine and regular part of my job and ministry (essential) • the application of this skill/knowledge is a noticeable part of my job and ministry • the application of this skill/knowledge is of major importance to the program/ministry and job 			

identifying development needs

2

part two

Using the ratings from the columns **ability level** and **ministry/job need level** (found on page 3) **plot the intersection of the points on the grid below** – use as plot-points the numbers as you have them listed on page three for easy identification of that item.



Depending on the ratings, plot-points may be clustered in one section but more likely they will be scattered throughout.



You may have a few items in the darkest shaded area. This indicates a high ministry and job need and a low skill, understanding, or ability level indicating key areas and most important items for your training and development.



A few items may fall into the lighter shaded area indicating items and areas where a training and development need does exist though not as immediately crucial as those in the darkest shaded area.

preparing your development plan

For this requirement of your credentialing process you are being asked to **identify 2 important training needs as assessed by you and to indicate 2 training/ development activities you will complete for each training need during your credentialing process. Remember these 2 training activities need to be satisfactorily completed and reported on before you will be able to move on to the final credentialing phase.**

Use the following chart to list and plan your training and development activity

skill / knowledge number or briefly state the item <small>(training need)</small>	training / development activity <small>(brief description of how, when and where the training need will be met)</small>	date to be completed by	feedback loop <small>(how, to whom and when I will report on activity)</small>
1.	1.		
	2.		
2.	1.		
	2.		

IMPORTANT LAST STEP ... please sign and date this plan, have your supervisor sign and date, and send a copy of this plan to your regional training director.

.....
participant
date

.....
supervisor
date