

# Staff Competency/Goal Plan

## Employee Information

Employee Name:

Employee ID:

Job Title:

Office Unit:

Reviewing Supervisor:

Goal Period:

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## How to Complete the Competency Plan

An important step in your career with the Center for Accessible Education and beyond UCLA is the development of a plan of action that will measure your growth based on standards adopted by the field, often labeled as competencies. These competencies are often determined to be essential for professionals within a certain field of study or practice and can also include technical standards established by a reputable professional association. The questions below will help you identify what competencies you would like to build your professional goals off of for this particular review year, articulate the objectives you hope to accomplish in working toward those goals, and define how you will demonstrate progress in accomplishing your selected goals.

To assist you in establishing your competency plan for the year, you may desire to consult some of the following resources:

1. **[AHEAD Professional Competencies](#)**: These professional competencies are intended to guide the formulation of a vision for disability resources practices. The competencies are intended to reflect the breadth of skills and knowledge required of professionals practicing in the accessibility and disability resources space in higher education. The primary intent of the competencies is to promote effective and efficient facilitation of disability access to disabled individuals in higher education. The overall intent is to promote authentic access, inclusion, and equity.
2. **[ACPA/NASPA Competencies](#)**: This set of Professional Competency Areas is intended to define the broad professional knowledge, skills, and for some competencies, attitudes expected of student affairs professionals working in the U.S., regardless of their area of specialization or positional role within the field. All student affairs professionals should be able to demonstrate their ability to meet the basic list of outcomes under each competency area regardless of how they entered the profession. [An accompanying rubric](#) can be used to identify whether outcomes using these competencies have been met.

3. [UCOP Core Competencies for Staff Employees](#): Across the UC system, competencies have been identified for all staff, including managers and supervisors, professional staff, and operational/technical staff. These competencies can help you identify the behaviors, knowledge, skills, and abilities that make high performing employees successful in their jobs. [An accompanying development guide](#) can be used to support the development of a competency plan using this model.
4. [National Court Reporters Association Guidelines for Professional Practice](#): For captioners and communication access professionals, the NCRA has established these guidelines to support continued development and practice in the field. The Guidelines for Professional Practice are goals that every member of NCRA should strive to attain and maintain. Members are urged to comply with the guidelines and must adhere to local, state, and federal rules and statutes.

When establishing your goals and competencies they are connected to, it is recommended you utilize the following guidelines to complete your plan (the numbers correspond to each of the specific questions asked for each goal):

1. Goals should be overarching and broad in nature. Think about what would make you content to say you were able to accomplish at the end of the performance review year (next May). +
2. Be sure to select one of the competency models listed above.
3. The specific competency you select should be the specific area of focus you have chosen for that review year. Examples include the Technology competency in the ACPA/NASPA Competencies, Competency #3 in the AHEAD Professional Competencies, or Backup Audio Media in the NCRA Guidelines for Professional Practice. You should enter the competency text verbatim from the source you have consulted.
4. The skill selected would be the specific objective or outcome identified by the competency. This is usually defined further in the competency model under each competency and may include a specific learning objective or task that the individual would need to undertake to meet the competency criteria. Examples include “Effectively manage, align, and guide the utilization of AER reports and studies” under the Assessment, Evaluation and Research Competency in the ACPA/NASPA Competency Model, or “1.1. Understand the process of determining eligibility for reasonable accommodations for qualified persons” under Competency #1 in the AHEAD Professional Competencies.
5. The specific outcomes you designate further identify how you want to define what will mark your progress in your goal. It is recommended that you create specific learning and behavioral outcomes using [Bloom’s Taxonomy](#). If you set your goal to “Become more confident in determining accommodations,” your specific outcomes might be “Be able to define when an accommodation is unreasonable based on the specific information provided by a student” and “Be able to differentiate between when or when not a student’s disability-related needs qualifies them for adjusted deadlines.”
6. When you specific defines the ways in which you will measure your progress in your goal, think about observable, perceivable changes in your professional behaviors, decisions, or actions that demonstrate progress toward your goal. If you set your goal to “Become more confident in determining accommodations” and your specific outcomes as “Be able to define when an accommodation is unreasonable based on the specific information provided by a student” and “Be able to differentiate between when or when not a student’s disability-related needs qualifies them for adjusted deadlines,” one way in which you might measure your progress is through an observation by your supervisor for an upcoming student meeting with a student who is asking for adjusted deadlines eligibility. This can be **qualitative** (objective or subjective written

or spoken descriptions around your progress) or **quantitative** (numeric or statistics representations of your progress) in nature.

7. As you identify the ways in which you may need support from CAE leadership to accomplish this goal, consider webinars, conferences, readings, supervisory, and other individualized forms of support to help you work toward this goal.

Please see [an example competency plan](#) for further guidance.

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## Goals Set for This Year

### Goal 1

1. Please describe your first goal you are focused on for this year:
2. Competency Model:
  - a. If you selected "Other", please indicate the model you are using:
3. Competency of Focus:
4. Skill of Focus:
5. What specific outcomes will help demonstrate progress in this goal?
  - 1
  - 2
  - 3
6. How will you measure your progress in this competency?
  - 1
  - 2
  - 3
7. Support Needed from CAE Leadership:

## Goal 2

1. Please describe your second goal you are focused on for this year:
2. Competency Model:
  - a. If you selected "Other", please indicate the model you are using:
3. Competency of Focus:
4. Skill of Focus:
5. What specific outcomes will help demonstrate progress in this goal?
  - 1
  - 2
  - 3
6. How will you measure your progress in this competency?
  - 1
  - 2
  - 3
7. Support Needed from CAE Leadership:

## Goal 3

1. Please describe your third goal you are focused on for this year:
2. Competency Model:
  - a. If you selected "Other", please indicate the model you are using:
3. Competency of Focus:
4. Skill of Focus:

5. What specific outcomes will help demonstrate progress in this goal?

1

2

3

6. How will you measure your progress in this competency?

1

2

3

7. Support Needed from CAE Leadership:

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## Reflections on Progress

When creating a competency plan, the most important thing is to periodically assess whether you were able to meet the outcomes you originally set. It is important to think of this step in a constructive manner, merely an opportunity to understand if and how you made progress and how different circumstances influenced the outcome of your progress on the goal. This reflection process should also help you clarify next steps and assist in evaluating what changes you might make for future goal setting. In addition to filling out the questions below, you may want to consider what types of artifacts or evidence may demonstrate your progress on the goals you set and include those when submitting this information to your supervisor. ***This section should only be completed at the end of the time period for goal setting upon instruction from your supervisor.***

## Evidence of Progress

Please describe below how you are able to demonstrate your progress in the chosen skills or objectives from your competency plan. Consider actions, behaviors, anecdotes, and deliverables that can objectively qualify and quantify whether you met the criteria for these skills and objectives.

Goal    How You Have Demonstrated Progress

1

2

What artifacts or physical evidence of your progress are you including in this reflection?

## Next Steps

In what ways do you believe you identified effective goals related to the responsibilities of your role and your own professional development and career aspirations?

In what ways do you believe the goals you set or your approach to accomplishing the goals were ineffective?

How will the progress you made on your goals and the reflections you have completed impact the goals you set and the competencies you focus on for the next year?