



Career Development Planning Document

Self-Assessment Form for Full Time Clinical Faculty

Faculty Information

Faculty/Member Name:

Academic Rank:

Primary Appointment:

Cross Appointments:

Department / Division:

Effective Dates

Effective Date:

Review Period:

From:

To:

Date of First Appointment:

Last CDP Meeting:

On:

Years:

Academic Role Category Information

Academic Role Category:

Please Select

Please add the percentages from your personal ARC, previously signed by yourself. Total must = 100%.

Clinical:

Teaching:

Research:

Administration:

Health Care Leadership / Role Model / General:

Total:

Total must = 100% or the form will be sent back.

SECTION A - Academic Role Category

For each category, please refer to the signed Academic Role Category (ARC) for your general expectations.

Please describe your actual activity and note any variance relative to the ARC description

Clinical:	
Teaching:	
Research:	
Administration:	
Health Care Leadership/ Role Model / General:	
Notes:	
Goals for Upcoming Year:	

SECTION A - Academic Role Category – Workload Distribution Changes

Will the ARC or the Workload Distribution change for the coming year?

Yes No

If Yes, the new ARC should be:

If Yes, please explain below and discuss with your leader:

SECTION B - Mentoring

Mentoring Accepted Mentoring Declined Not Applicable

Mentoring Meeting Dates

1)	2)	3)
4)	5)	6)
7)	8)	9)
10)	11)	12)

Next Mentoring Meeting Date:

Mentoring Committee Members:

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Mentoring Highlights

Note: *Individuals may wish to note accomplishments or discussions for this period: (This section is Optional)*

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SECTION C – Competencies

Competencies are described as knowledge, skills or behaviours that are essential to the role of Physician, Dentist or Midwife. Please check the appropriate box below on each section and provide evidence where appropriate in the notes section.

1. Self-Awareness and Emotional Intelligence:

"Consistently displays a caring, supportive attitude towards patients, staff, colleagues and leaders."

- Develop and maintain a sense of presence and emotional maturity.
- An accurate awareness of one's strengths and limitations.
- An understanding of one's own emotions and the impact of one's behaviour on others.
- Consistent behaviour that is congruent with personal and organizational values.
- Appropriate management of emotions.
- Demonstration of resilience in a range of complex and demanding situations.
- An inner confidence that one can succeed and overcome obstacles.

Faculty Self Evaluation

(To be filled out **before** the meeting)

Taking all of these statements into account, please click on the appropriate sentence. (Only one)

- Have sought to do this on rare occasions.
- Have not appreciated the importance of this.
- Do this at times, but not well or often.
- Do this fairly well when focused on it.
- Do this routinely and reasonably well.
- Do this consistently and effortlessly.
- Focus on helping others do this well.
- Not Applicable - Explain below

Collaborative Evaluation

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2. Develop Self and Others:

"Effective leaders are self-aware and have the ability to model honesty, integrity, resilience, and confidence. They seek opportunities for personal/learning and growth and expect the best from themselves while maintaining a work life balance. Effective leaders will help improve the skills and capabilities of others and foster long-term learning and development."

"Consistently demonstrates effective teaching skills to enhance the skills and knowledge of learners: (residents, medical students, fellows, clerks, peers, other health professionals)"

- Mentors residents, clerks, and fellows.
- Contributes to continual improvement and innovation in curriculum design evaluation methods, teaching strategies etc.
- Models honesty, integrity, resilience, and confidence.
- Effectively manages their own performance and work-life balance/wellness.
- Seeks opportunities and challenges for personal learning, growth, and character building, actively pursuing learning, knowledge, skills and self-development opportunities.
- Advances the body of knowledge to the broader community.
- Helps to improve the skills and capabilities of others and fosters their long term learning and development through performance management, coaching and mentoring leading to empowerment.

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3. Communicate and Engage Effectively:

"Communicates appropriately: (patients, families, clinical team, learners, members, and other care providers)"

- Shows tact and diplomacy in dealing with others.
- Actively listens.
- Gives and receives feedback.
- Uses active listening when interacting with individuals or groups, reflecting on verbal and non-verbal behaviour in order to understand and respond appropriately to the concerns of others.
- Keeps others informed about issues that may affect them.
- Presents appropriate information clearly and concisely to a variety of audiences.
- Encourages open exchange of information and ideas using appropriate communications media.

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4. Build Collaborative Relationships, Coalitions and Strategic Partnerships:

- Develops and maintains positive working relationships
- Create connections, trust, and shared meaning with individuals and groups to achieve the organization's objectives and to improve the health of others
- Facilitates environments of collaboration and cooperation to achieve results and to achieve the vision
- Navigates effectively through individuals, teams and organizations to achieve strategic results for the maximum benefit.
- Participates in a team approach to care, education and research within the health centres, faculty and community.
- Builds the organization's capability to produce and sustain results.
- Builds/Encourages strategic partnerships with external agencies to support care, education, and research.

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5. Inspire, Achieve, and Innovate:

"Inspiration, achievement and innovation can only be grown when there are conditions that foster a forum for sharing the open exchange of ideas to establish a vision, to encourage innovation or quality improvement and to support others in achieving their goals. Contributes to continual improvement in quality of care."

- Demonstrates a desire to provide quality, patient-centered care by focusing efforts on discovering the expressed and unexpressed needs of customers, patients and stakeholders, and meeting these needs.
- Integrates organizational missions, values and reliable, valid evidence to make decisions
- Considers innovations by challenging the way or the status quo.
- Addresses barriers to the growth and implementation of innovative ideas.

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6. Transform and lead to the Future:

"Demonstrates core competencies in transformational leadership"

- Maintains work effectiveness in uncertain and new situations
- Treats error as opportunities to learn and to improve performance care practices and the health care system.
- Actively contributes to change processes that improve health service delivery

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7. Manage Resources:

"In order for clinicians to be effective in a complex system of work it requires that clinicians be aware of how resources are acquired, managed, requested, utilized and evaluated. Resources can include human, financial, and physical resources. Consistently manages and uses resources efficiently and effectively."

- Monitors/evaluates ongoing use of resources in meeting established goals
- Holds self accountable for results achieved against individual performance; corrects the course as appropriate
- Understands that meeting goals will require working collaboratively and sharing resources
- Establishes strategic goals, outcomes to achieve, and standards to measure accomplishments; develops mechanisms of accountability.

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SECTION D - Signatures

Please share any other thoughts, comments or requests in this section. Sign and date when completed. Please submit the original signed copy to the department's administration office following your CDP meeting.

Comments:	
Short Term Goals For Role Category and/or Competency Development:	
Long Term Goals For Role Category and/or Competency Development:	
Assistance Needed:	
Agreements / Discussions Arising from the meeting:	

Signatures: (Required)

Professional Staff/Clinical Faculty	Professional Leader	Professional Leader
Date	Date	Date