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# eLEET: Electronic Laboratory Employee Enrichment Toolkit

**Core Competencies Checklist**

**Entry Level Professional**

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| **Employee Information** | | | | |
| Name: | Mentor: | | | |
| Position: | Manager: | | | |
| **Leadership Skills** | | | | |
| 1. **DEVELOPING SELF & OTHERS**   Entry Level Professional supports the efforts of Supervisors to guide and sustain the unit. They lead by example and encourage high performance in their colleagues. They assure that daily activities are completed and role model behaviors that are consistent with the rules and expectations of the public health organization. | | | | |
|  | **Developing Skills** | | **Competent** | **Comments** |
| **1. TECHNICAL SKILLS** | | | | |
| Values and seeks diversity of opinions, backgrounds and approaches; and accepts and values the contribution of others. |  | |  |  |
| Locates resources for professional self-development. |  | |  |  |
| Celebrates the successes of the team. |  | |  |  |
| **2. INTERPERSONAL SKILLS** | | | | |
| Models behavior consistent with organizational values. |  | |  |  |
| Contributes to the success of the team. |  | |  |  |
| Treats other person’s views as valid. |  | |  |  |
| Recognizes and resolves interpersonal conflicts that affect the success of the team. |  | |  |  |
| **3. CRITICAL THINKING SKILLS** | | | | |
| Uses training and experience to improve processes and efficiencies. |  | |  |  |
| Assures compliance with standards of applicable accrediting and licensing agencies. |  | |  |  |
| Incorporates customer needs and expectations into process improvement. |  | |  |  |
| Focuses on solutions, not blame |  | |  |  |
| **Operational Competencies** | | | | |
| 1. **OPERATIONAL THINKING/PLANNING**   Contributes through daily activities and performance of tasks to strategic plan implementation and data collection. | | | | |
|  | **Developing Skills** | | **Competent** | **Comments** |
| **1. TECHNICAL SKILLS** | | | | |
| Recognize how daily tasks are related to the strategic plan to meet the goals. |  | |  |  |
| Understand and capable of converting from routine activities to emergency operations. |  | |  |  |
| **2. INTERPERSONAL SKILLS** | | | | |
| Understands individual role related to the team’s role in achieving daily tasks and activities. |  | |  |  |
| Demonstrates flexibility to assure completion of team’s activities. |  | |  |  |
| Collaborates with colleagues to assure prescribed daily activities are completed. |  | |  |  |
| **3. CRITICAL THINKING SKILLS** | | | | |
| Recognizes problems and recommends corrective actions. |  | |  |  |
| Performs test validation and recommends process to perform testing. |  | |  |  |
| Recognizes need and knows when to seek assistance. |  | |  |  |
| Anticipates abilities to complete assignments and the need for changes in time lines. |  | |  |  |
| In collaboration with colleagues adjusts operations as necessary and reports changes to supervisor. |  | |  |  |
| 1. **MANAGING RESOURCES**   The day to day operations must support the strategic plan and minimize costs. Good stewardship of resources requires financial and operational planning as well as continuity of operations in case of an emergency. | | | | |
|  | | **Developing Skills** | **Competent** | **Comments** |
| **1. TECHNICAL SKILLS** | | | | |
| Assembles data for analysis by supervisor. | |  |  |  |
| Accesses organizational resources to effectively coordinate activities. | |  |  |  |
| Develops expertise in technology methods to assure state of the art operations. | |  |  |  |
| Contributes to an effective quality control and quality assurance program for the unit. | |  |  |  |
| **2. INTERPERSONAL SKILLS** | | | | |
| Demonstrates effective communication skills conducive to completion of assigned tasks. | |  |  |  |
| Contributes to an environment that supports effective resource management. | |  |  |  |
| Supports the team to improve productivity and effectiveness. | |  |  |  |
| Listens to all stakeholders and treats their opinions as valid. | |  |  |  |
| **3. CRITICAL THINKING SKILLS** | | | | |
| Supportive of management decisions and assists other staff members to assemble data. | |  |  |  |
| Demonstrates ability to manage resources at the advanced beginner level. | |  |  |  |
| Recognizes when additional management assistance and direction is needed and seeks it. | |  |  |  |
| Completes projects and meets goals within expected timelines. | |  |  |  |
| 1. **INFORMATION MANAGEMENT**   Entry Level Professional must be effective communicators for the organization and within the organization. | | | | |
|  | | **Developing Skills** | **Competent** | **Comments** |
| **1. TECHNICAL SKILLS** | | | | |
| Assembles data for supervisory review and action. | |  |  |  |
| Knowledgeable of rules and policies of the organization. | |  |  |  |
| Submits information for supervisory review of client complaints. | |  |  |  |
| **2. INTERPERSONAL SKILLS** | | | | |
| Maintains a customer focus. | |  |  |  |
| Assists staff in the implementation of process improvements. | |  |  |  |
| Provides effective input to supervision communicating staff issues, suggestions, and concerns. | |  |  |  |
| **3. CRITICAL THINKING SKILLS** | | | | |
| Understands the need for data driven decisions. | |  |  |  |
| Effectively communicates issues with supervisor while maintaining confidentiality. | |  |  |  |
| Contributes to a culture of collegial interactions. | |  |  |  |
| 1. **IMPLEMENTATION OF QUALITY IMPROVEMENT/QUALITY ASSESSMENT**   Entry Level Professional must support and assist with the implementation of plans for improvements to achieve  high performance. | | | | |
|  | | **Developing Skills** | **Competent** | **Comments** |
| **1. TECHNICAL SKILLS** | | | | |
| Demonstrates understanding of the significance of data. | |  |  |  |
| Participates in monitoring of quality improvement/quality assessment activities. | |  |  |  |
| Focuses on outcomes. | |  |  |  |
| **2. INTERPERSONAL SKILLS** | | | | |
| Participates in opportunities to increase knowledge of the QI/PI process. | |  |  |  |
| Contributes to an environment conducive to the QI/PI process. | |  |  |  |
| **3. CRITICAL THINKING SKILLS** | | | | |
| Rethinks processes and structure to improve quality while reducing costs. | |  |  |  |
| Recommends solutions based on data and expected results. | |  |  |  |
| Dedicated to continual improvement of processes. | |  |  |  |
| 1. **PROCESS MANAGEMENT**   Entry Level Professional must work with supervisors to analyze processes to meet key requirements of the  organization including incorporation of new technology and organizational knowledge. | | | | |
|  | | **Developing Skills** | **Competent** | **Comments** |
| **1. TECHNICAL SKILLS** | | | | |
| Adheres to established policies and procedures. | |  |  |  |
| Accepts responsibility for actions. | |  |  |  |
| **2. INTERPERSONAL SKILLS** | | | | |
| Appropriately relates staff concerns to supervisor. | |  |  |  |
| Focuses on success of the organization before personal success. | |  |  |  |
| **3. CRITICAL THINKING SKILLS** | | | | |
| Establishes priorities and develops negotiation skills. | |  |  |  |
| Maintains unbiased approach and global perspective to problem solving. | |  |  |  |

**Employee Signature:** **Date:**

**Trainer/Mentor Signature:** **Date:**

**Supervisor Signature: Date:**

**Should there be anywhere for Mentor & Supervisors to make comments/suggestions?**