Development Conversations

A MANAGER ESSENTIALS GUIDE
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Introduction (Greg)
Manager Responsibilities

Staff development is a shared responsibility; it is a collaborative process between managers and staff.

The key role for a manager in developing staff is to work with their staff members in:

1. clarifying capabilities required for effective performance in their current role and as the role evolves, so staff remain ‘current’ in their knowledge and skills sets,

2. recognising and building on their strengths as well as working with them to identify areas for development,

3. setting action plans for progressing learning and development needs

4. clarifying any future career aspirations and what these may mean in terms of capability development and learning opportunities.

Underpinning the above actions is the need for:

- regular, constructive feedback
- Understanding staff motivators, and
- maximising the learning of staff on the job. This may entail you coaching your staff through problem solving issues on the job.
Your responsibility as a manager: use a coaching approach

**Development Conversations as Coaching Conversations**

Development conversations are most effective when run from a coaching mindset because:

> the core purpose of a development conversation is to *facilitate* the staff member to take responsibility for managing their own learning, development and career.

It is about setting goals and a plan for development that is mutually beneficial to the staff member and the organisation, so that the staff member can continue to grow and evolve their knowledge and skills so that they remain ‘current’ *now and in future*.

The manager’s role is to ask questions to prompt consideration and reflection by the individual around their future aspirations and development needs.

Points to remember when coaching are listed below:

- Coaching is about facilitating the performance, learning and development of another.

- You are not trying to ‘teach’ or advise a person when coaching. It is about facilitating the person to take ownership of their learning and development and their future.

- A coach helps people to see opportunities for improvement and identify practical ways forward for themselves.

- A coach uses a blend of observation, talking, listening, questioning and reflecting with the staff member.

- The focus of the manager is on enabling staff to perform independently and to take personal responsibility for their own success and professional satisfaction.

- Managers who coach well improve staff productivity, morale, job satisfaction, and ownership and facilitate growth and learning.

  *(adapted from: APS Talent Management Toolkit, January 2015)*

> “*Development should be self-directed, employee driven (allowing) employees to help themselves*”

  *(Modernising employee development for today’s workforce, www.chronus.com, 2016)*
The Contemporary view of ‘Career’

The way we work today is vastly different from previous decades. Organisations have flatter structures, are more globalised and connected than ever, there is much greater diversity in our workforces, technology plays a significant part in how we work, and people are experiencing longer working lives.

In today’s world of work the term ‘career’ is seen as a continuous process of learning and development and is seen to be based on developing collaborative workplaces where staff move between locations and teams and staff connect and share information and knowledge with a wider network of colleagues.

In today’s working environment, having a career doesn’t necessarily mean changing jobs or climbing up the career ladder to increased responsibility. It can also mean the following as key ways of helping people continuously learn:

- continuing to grow in the current role by being exposed to new systems, new ways of working, different teams/work groups etc,
- shifting the focus of current work into a new area at the same level,
- developing new knowledge and/or skills,
- expanding current skills/building on strengths and taking them to the ‘next level’,
- moving sideways/laterally across a function,
- shifting to a new career path,
- taking a career break to study and/or start a family,
- blending work and life as experiences in both build capacity that benefits organisations and individuals e.g. volunteering experiences, parenting skills, travel,
- sharing knowledge / mentoring others, and
- phasing in retirement.

70:20:10 Approach to Learning
The 70:20:10 framework describes how best to structure professional and career development to maximise learning and is useful to consider in your conversations with staff on how they might most effectively develop.

Ideally,

- **√ 70% of learning takes place through experiences “on the job”, including observing others in action, participating in workplace activities, undertaking challenging tasks**

- **√ 20% is social or relationship based learning, including mentoring and coaching (often from a manager)**

- **√ 10% from formal learning, including courses, programs, study and reading.**

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<thead>
<tr>
<th>70</th>
<th>Experiential Learning (the 70):</th>
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<tbody>
<tr>
<td></td>
<td>Learning and developing through day-to-day tasks, challenges and practices</td>
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<td>e.g. workplace projects, higher duties opportunities, secondments</td>
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<tr>
<th>20</th>
<th>Social Learning (the 20):</th>
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<tbody>
<tr>
<td></td>
<td>Learning and developing with and through others</td>
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<td></td>
<td>e.g. Coaching, Mentoring, Conference attendance</td>
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<tr>
<th>10</th>
<th>Formal Learning (the 10):</th>
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<tr>
<td></td>
<td>Learning and developing through structured modules, courses and programs</td>
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<tr>
<td></td>
<td>e.g. Further study, formal workshops or seminars, online learning</td>
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Source: Lombardo & Eichinger, 1996.
<table>
<thead>
<tr>
<th>Development Methodology</th>
<th>Description</th>
<th>Target Development</th>
<th>Success Factors</th>
<th>Benefits</th>
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<tr>
<td><strong>The 70: Experiential Learning</strong></td>
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</table>
| **Job Enrichment or Higher Duty Opportunity/Acting Position Opportunity** | The practice of assigning a staff member a job responsibility that is not typically associated with his/her current role. Provides an opportunity to work on ‘next-level’ job responsibilities. Usually undertaken within current work department or team but can go beyond this. | • Specific functional or role-specific capabilities/skills  
• Career development/progression  
• Increases flexibility within department/team | • Identifying talented early career staff  
• Determining with staff the ‘on the job’ opportunities that would be of interest/aligned to their learning style  
• Establishing with staff members the developmental goals of a stretch assignment or higher duty opportunity  
• Providing logistical & coaching support | • Develops talent with broader experience  
• Supports organisational succession planning, including retention of talented staff  
• Improves performance  
• Boosts staff motivation within current role |
| **Job Challenges** | The practice of providing individuals with ‘stretch’ in their current role. Includes handling unfamiliar responsibilities, starting a new direction, making a change, fixing an existing problem, taking on ‘high visibility’ work, managing the interface with external people, working across cultures, or influencing without authority. | • Role-specific capabilities/skills  
• Career development  
• Increases flexibility within department/team  
• Broader knowledge/experience  
• Visibility/exposure  
• Specific capability development e.g. project management, influencing | • Determining with staff the ‘on the job’ opportunities that would be of interest/aligned to their learning style  
• Establishing with staff members the developmental goals of a stretch assignment  
• Providing logistical & coaching support | • Develops talent with broader experience  
• Supports organisational succession planning, including retention of talented staff  
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<tbody>
<tr>
<td>Workplace projects/ Participation in Task Forces or Committees</td>
<td>Being involved in a specific project or being a member of a committee or taskforce.</td>
<td>• Broader workplace knowledge</td>
<td>• Management support</td>
<td>• Provides development without taking staff out of their role</td>
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<td></td>
<td></td>
<td>• Networking/exposure</td>
<td>• Opportunities to put learning into practice after project finished.</td>
<td>• Increased exposure in the University or Sector</td>
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<tr>
<td></td>
<td></td>
<td>• Specific skills development e.g. project management or cross-functional collaboration</td>
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<tr>
<td>Secondments</td>
<td>Where an individual makes a temporary move to another area or into another level or type of role in the University, or visits / attends another University / campus to learn about their approach or practice in an area.</td>
<td>• Gain cross-functional / organisational knowledge and strengthen collaboration</td>
<td>• Being clear about the goals and duration of the secondment</td>
<td>• Structured, hands on experience</td>
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<tr>
<td></td>
<td></td>
<td>• Further research, scholarship, professional practice</td>
<td>• Management support</td>
<td>• Increased exposure</td>
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<tr>
<td></td>
<td></td>
<td>• Career development</td>
<td></td>
<td>• Increased self confidence in ability to learn new capabilities</td>
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<td></td>
<td></td>
<td>• New work skills and building transferable skills</td>
<td></td>
<td>• New knowledge and ideas</td>
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<tr>
<td>Action Learning / Participation in Multi-disciplinary projects</td>
<td>Where individuals work on real problems and issues that have the possibility of having action taken on them in the workplace.</td>
<td>• Problem solving</td>
<td>• Needs top level management support and monitoring.</td>
<td>• Helping to develop solutions/solve real problems</td>
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<tr>
<td></td>
<td></td>
<td>• Cross-functional knowledge &amp; increasing understanding of the ‘whole’ organisation</td>
<td></td>
<td>• Networking /exposure</td>
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<td></td>
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<td>• Can make a major contribution to freeing up inflexible or traditional thinking.</td>
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### Development Conversations Toolkit – 2016

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</table>
| Job Rotation or Job Exchange  | Where two or more staff members exchange job roles and responsibilities. Typically this can be from 3 months to a 1 year timeframe and occur within the same department or team. | • Cross-functional knowledge  
• Career development  
• Succession planning  
• Lateral thinking/problem solving  
• Enhancing collaboration | • Identifying staff at similar levels  
• Being clear about the goals and duration of the rotation/exchange  
• Providing adequate support, particularly during shorter timeframes | • Facilitates cross-functional knowledge sharing and best practice |


## The 20: Social Learning

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</table>
| Coaching                | A collaborative relationship between a staff member and a manager, or a staff member and an external professional, which enables learning and development to occur, usually to enhance capability, confidence and performance in the current role. Can also facilitate career development. Generally structured over a defined period (1 month to 1 year) and linked to specific goals. | • Technical or interpersonal skills  
• Management or leadership development  
• Increased ability to problem solve and find creative solutions to new problems  
• Build professional know-how and confidence | • Matching the right people as coaches  
• Selecting an internal or external coach  
• Deciding if the coaching is formal with specified learning outcomes or more informal | • Accelerates ‘on the job’ development  
• Potentially provides an opportunity to work with someone outside of the University  
• Provides an opportunity for reflection and creative problem solving |
| Mentoring (being mentored or being a mentor) | Provision of support between two people, normally by one with knowledge/experience of a subject area and sector in which the other person wants to ‘grow’. It can be a formal or informal, structured or unstructured arrangement, but generally covers ‘whole of life’ and enhances career, personal and professional growth and development. | For person being mentored:  
• Personal effectiveness  
• Organisational / sector knowledge  
• Career development  

For person mentoring:  
• Leadership skill development  
• Time to reflect on own knowledge and practice  
• Feedback/communication skill development | • Deciding if the mentoring is formal with specified learning outcomes or more informal  
• Method of matching mentor and staff member.  
• Being a genuine partnership based on mutual respect and trust | • Development and retention of talented staff  
• Knowledge management  
• Clarification of future career directions |
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<th>Benefits</th>
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</table>
| Conference participation | Attendance at relevant conferences. | • Functional or role specific knowledge  
• Keeping up to date with thinking and gaining new ideas  
• Getting exposure for own practice | • Management support and funding  
• Opportunity to apply new thinking and learning soon afterwards | • Provides an opportunity to reflect on current practice & identify innovation opportunities  
• Broadening/strengthening networks |
| Community of Practice | Where individuals meet to share know-how and learning around current workplace issues and practices. | • Workplace problem solving  
• Build know how and confidence | • Ensuring focus so that leads to practical learning.  
• Co-ordination to monitor effectiveness of Community of Practice and to keep focused. | • Helping to solve real problems  
• Networking with colleagues  
• Building a learning culture |
| Membership of and Active Involvement in Professional Organisations and Networking Groups | Participation in relevant external professional bodies and/or networks such as relevant Australian Societies e.g. ATEM. Includes access to professional activities organised by the Associations and often access to resources on the Internet, publications, databases, and current research materials. | • Broader industry / professional knowledge  
• Keeping up to date with current thinking and practice | • Allowing time to engage in related activities e.g. attendance at conferences or networking functions | • Strengthening and broadening networks  
• Increased professional exposure  
• Keeps knowledge current  
• May open up career opportunities. |
# The 10: Formal Learning

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<tr>
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<th>Description</th>
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<th>Success Factors</th>
<th>Benefits</th>
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</thead>
</table>
| Further Study                                | An arrangement whereby a staff member can apply to take time off with or without pay for a specified duration of time to pursue an educational course, including tertiary studies. | • In-depth education / research  
• Up to date / best practice knowledge  
• Networking  
• Usually accredited courses that add to a person’s credentials | • Clear and rigorous application and selection / approval processes  
• Ensuring management support  
• Relevance of educational course to learning and development needs | • Increases staff engagement  
• Encourages cutting-edge organisational knowledge through strong links with industry or academia |
| Formal Workshop or Seminar (face to face)    | Classroom based workshops or seminars often targeted toward specific staff groups or development areas. Can be delivered by internal or external presenters. Includes attendance at the University’s staff development programs. | • Functional or role-specific knowledge  
• Management and leadership capability development  
• ‘Soft’ skill development e.g. specific communication skills, conflict management skills | • Identifying the appropriate staff capability gap and clarity about what is to be developed  
• Matching to appropriate course  
• Ensuring full course attendance and completion of course activities  
• Opportunities to put learning into practice straight afterwards. | • Provides focused and targeted learning and development  
• Can be ‘just in time’ development |
| Self-paced online learning                   | E-learning courses or access to online guidance to develop specific knowledge or development in a specific area. Often targets a specific staff group and can be external or internal. | • Functional or role-specific knowledge  
• Management and leadership capability development  
• Gain ideas on an approach or way to re-orientate current practice. | • Identifying the appropriate staff capability gap and clarity about what is to be developed  
• Ensuring completion of course activities  
• Access to assistance to clarify queries  
• Opportunities to put learning into practice straightaway | • Provides focused and targeted learning and development  
• Often is ‘just in time’ development |
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</table>
| Reading                 | Individual reading of relevant books, articles and other relevant literature that builds further knowledge of a specific topic. | • Functional, role or sector specific knowledge  
• Best practice knowledge  
• Provides opportunity to self-reflect on current practice  
• Can be done at a pace that suits the individual. | • Allowing time to engage in reading as a development activity  
• Opportunities to showcase new knowledge and learning  
• Opportunity to discuss new ideas and how they may be applied | • Keeps knowledge current  
• Enables access to ‘best practice’ thinking  
• May lead to innovation opportunities. |
Understanding Motivators

Motivators are what energise and motivate staff when they think about what they want to accomplish or work towards. They are concrete descriptions of how they want to engage in work, not general phrases like ‘Job Satisfaction’. There are three key types of career motivators as follows:

1. **Interests/Passions** = what people enjoy doing.

   Ask:
   - What activities energise you?
   - What skills do you enjoy using?
   - What kinds of tasks engage you so completely that you lose track of time?
   - What kinds of knowledge areas are you drawn to?

2. **Work Environment** = things that are important to people in their workplace (can be physical aspects like location, work culture like collaborative, the way work is structured like hours, how they like to work with others like being a subject matter expert or a leader).

   Ask:
   - What type of environment energises you?
   - What type of people do you enjoy working with?
   - How do you like working with others e.g. as a subject matter expert, a support person, a leader, a project manager, a colleague?
   - How much structure do you like in your work?
   - How much autonomy do you enjoy?

3. **Lifestyle** = what their professional life allows them to do in the other areas of their life (can be time, travel, relationships, flexibility that enables work/life integration).

   Ask:
   - What does your professional life need to provide you with so that it will fit with and enable the other important aspects of your life?
   - How much energy and time do you want to devote to your professional life?
   - What does work/life blend look like so you experience a sense of ‘balance’?
Adapted from: www.vcic.ca/coopandcareer
Learning Opportunities and Learning Style Preferences

**Note below** – aligned with the 70:20:10 model - learning opportunities that best engage individuals of different learning style preferences.

Consider how might these be encouraged / built into daily activities to optimise development of your staff.

**REFLECTORS**

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<tr>
<th>70 Experiential Learning</th>
<th>20 Social Learning</th>
<th>10 Formal Learning</th>
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<tbody>
<tr>
<td>Observing activities, work shadowing</td>
<td>Learning in pairs e.g. mentoring, coaching or ‘buddy’ relationships</td>
<td>Self-analysis questionnaires</td>
</tr>
<tr>
<td>Having an experience and writing a short report on what happened, what they learned</td>
<td>Discussion, brainstorming in small groups/pairs</td>
<td>Learning logs or other reflection activities</td>
</tr>
<tr>
<td>Time to think about questions/plan experiences prior to taking action</td>
<td>Feedback from others</td>
<td>Undertaking an online course</td>
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<td>Reading articles.</td>
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**THEORISTS**

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<th>70 Experiential Learning</th>
<th>20 Social Learning</th>
<th>10 Formal Learning</th>
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</thead>
<tbody>
<tr>
<td>Being involved in workplace projects that build and apply models or theories</td>
<td>Hearing about the experiences, current practice and stories of others</td>
<td>Access to and discussion of models and theories</td>
</tr>
<tr>
<td>Teaching a course/doing a presentation inside or outside of the organisation</td>
<td>Finding out about ‘best practice’ through research, visits or conferences</td>
<td>Access to and discussion of statistics, facts, data</td>
</tr>
<tr>
<td>Writing a speech or presentation for someone higher in the organisation</td>
<td>Being active in a professional organisation</td>
<td>Sitting in on presentations, lectures, group meetings</td>
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<td></td>
<td></td>
<td>Reading for background information</td>
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<td></td>
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<td>Study opportunities</td>
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## PRAGMATISTS

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<th>70 Experiential Learning</th>
<th>20 Social Learning</th>
<th>10 Formal Learning</th>
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</thead>
<tbody>
<tr>
<td>• Being involved in workplace projects or fieldwork</td>
<td>• Group problem solving discussions e.g. community of practice, action learning on ‘real’ issues</td>
<td>• Hearing about and working with case studies</td>
</tr>
<tr>
<td>• Acting opportunities</td>
<td>• Role playing scenarios</td>
<td>• Homework tasks given by mentors, coaches</td>
</tr>
<tr>
<td>• Simulation opportunities e.g. being involved in a trial or pilot</td>
<td>• Skills-based coaching</td>
<td>• Social media forums for exchanging ideas/having queries answered.</td>
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<tr>
<td>• Time to think about and plan how to apply learning in reality</td>
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## ACTIVISTS

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<th>10 Formal Learning</th>
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<tbody>
<tr>
<td>• Hands-on opportunities to work with tasks</td>
<td>• Role playing scenarios</td>
<td>• Video clips to watch</td>
</tr>
<tr>
<td>• Problem solving ‘real’ issues</td>
<td>• Group brainstorming</td>
<td>• Real experiences, to observe then debrief</td>
</tr>
<tr>
<td>• Acting opportunities</td>
<td>• Networking</td>
<td>• Debates / panels involving practitioners</td>
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<tr>
<td>• Practical tasks e.g. making a presentation</td>
<td>• Action learning sets</td>
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The Development Conversation Framework

Below is a framework that enables a collaborative development conversations with staff, thereby facilitating shared responsibility.

Exploration

- Build rapport, general opening interaction
- Clarify purpose of the conversation
- Ask staff member to talk about their interests, aspirations, strengths, improvement opportunities (focuses on open questioning)
- Provide feedback from their perspective and agree on focus

Discussing Possibilities

- Explore options for achieving their focus i.e. building on strengths, learning, improvement, achieving aspirations, and/or facilitating their interests
- Consider in the context of the team/work area and organisation
- Confirm what can be supported by the organisation

Encouraging Action

- Discuss possible action
- Confirm next steps
- Coach and encourage contact as they implement actions
- Offer support if they face challenges.
Facilitating Self Directed Learning - A Development Model

Similarly, in taking action following the conversation, setting up staff with the following model continues to build their responsibility for learning and follow through on development actions.

Source: British Columbia Public Service, A Conversation Guide for Supervisors and Managers

Plan

Staff member begins to assess and understand their interests, motivators, strengths and areas for development and charts a plan for their future.

Manager focus: to ask questions and provide constructive feedback.

Learn

Staff member begins to research and identify learning opportunities to meet learning needs, build skills needed and to identify options for achieving future goals.

Manager focus: to consider the learning / future needs and what opportunities can be supported by the organisation.

Experience

Staff member undertakes learning options and begins to progress future goals.

Manager focus: provide support to staff member’s pathway and discuss and recognise learnings/progress.
5 As Framework

There are five critical keys to holding an effective development conversation with your staff members. They are the five As: Appreciate, Assess, Anticipate, Align and Accelerate.

1. **Appreciate uniqueness** – help staff members recognise their unique talents, skills, abilities, personality traits, passion and accomplishments to tailor their career development choices. (PLAN)

2. **Assess capabilities** – help staff members discover their capabilities, build reputation and assess individual and team performance in order to build strong networks in their industry, organisation, profession, job and personal life. (PLAN)

3. **Anticipate the future** – help staff members consider and anticipate future trends in an industry, organisation and profession and how the trends will affect future choices. (PLAN).

4. **Align aspirations** – help ensure that individuals see how their aspirations, talent, goals and passion are in “sync” with the goals and direction of the organisation. (LEARN).

5. **Accelerate learning** – connect individuals to mentors, projects and learning opportunities to help achieve their goals and support the organisation’s future directions. (LEARN).

Source: Mastery Works Inc.
Facilitating the process of Plan – Learn - Experience

Tips for Success

**PLAN**
√ Allow the staff member the freedom to explore options; make them feel comfortable at the start of the meeting.
√ Don’t judge. Remember, different people will have different aspirations; let them explore theirs.
√ Give suggestions and recommendations and, if possible, link them with any available resources to support future action/goals.
√ Make sure you follow-up on the actions identified - this will show that you “walk the talk” in supporting your staff members’ development.

Suggested questions to help you facilitate conversations at the PLAN Stage
√ What are some of the knowledge, skills and enterprising attributes that you think are most important in achieving your work goals?
√ What is the most important thing for you to get better at in this role?
√ What are your short-term career goals?
√ What are your long-term goals?
√ What projects or tasks have you done that you’re proud of?
√ Tell me about a time you’ve felt really good about a day at work? What happened that day?

**LEARN**
√ Refer the staff member to the many learning options and resources that exist within the University
√ Ensure that any identified skills, related learning activities and realistic timelines are incorporated into the staff member’s PDM plan.
√ Remind the staff member to be flexible and to modify and discuss with you the plan when needed, remembering to encourage them to keep sight of their goals/aspirations.
√ Review their growth and accomplishments and above all recognise their progress and successes.
√ Give positive and constructive feedback.

Suggested questions to help you facilitate conversations at the LEARN Stage:
√ Which one or two areas do you think you need to develop? Why these?
√ What type of development do you think you need: Knowledge-based, skills-based, or experience-based? How will you achieve that need?
√ Which University learning resources have you researched? Which ones seem most interesting to you? Why?
√ Have you given some thought to assessing your learning style?
√ What have been some of the key things you learned since we last had a discussion?
√ What are your timelines for taking your identified action?
EXPERIENCE

✓ Ensure relevant resources and information to support development are provided to the staff member as they are available.

✓ Link the staff member to available resources.

✓ Encourage staff members to be flexible in relation to their plan but to keep their end goal in mind; remind them that progress sometimes requires taking one step back in order to take two steps forward.

✓ Check for alignment with University objectives.

✓ Give constructive feedback and discuss / explore alternatives.

✓ Keep an active interest in their progress.

✓ Recognize their achievements.

Suggested questions to help you facilitate conversations at the Experience Stage

✓ How has your learning changed the way you are working?
✓ Can you tell me which activities do you think would be most useful in helping you make the progress you need?
✓ What can I do to help you get started?
✓ Can you think of how the two of us might create a new experience or project that would fulfil some of the same values and interests for you?
✓ How might we find other things you could do to help you fulfil the enterprising attributes we just talked about?
✓ What other activities would you like to be engaged in that would align with your interests?
✓ What projects, committees, responsibilities might there be that would allow you to pursue your passions?
✓ Are there any new skills, abilities or areas of knowledge you will need in this project/activity that we have selected?
✓ Which of your strengths can be better used?
✓ What is getting in the way of you learning?
✓ What do you plan on learning next?

Adapted from: British Columbia Public Service, A Conversation Guide for Supervisors and Managers
Questions for the 5 As...

Consider incorporating the following questions into your conversations:

<table>
<thead>
<tr>
<th>Appreciate Uniqueness</th>
<th>Enabling others to appreciate their strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. What do people say you do best?</td>
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<td></td>
<td>2. What aspects of your role most interest/excite you?</td>
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<td></td>
<td>3. When you have had a really good day at work, what have you been doing? What strengths have you been drawing on?</td>
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<table>
<thead>
<tr>
<th>Assess / Identify Capabilities</th>
<th>Enabling others to assess their capabilities and development focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. What do you see as the critical capabilities in your role? How do you see yourself in relation to these? What feedback are you receiving?</td>
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<tr>
<td></td>
<td>2. What do you see as your current strengths?</td>
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<td></td>
<td>3. Where do you see your development focus? What steps would you like to take to improve in these areas/aspects?</td>
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<td>4. In what ways will you develop the capabilities needed in your area/role for the future?</td>
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<td>5. Are there facilities that you don’t have access to that would enable your development in this area? What are they? How might these be sourced?</td>
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<td></td>
<td>6. How does your goal fit with the University’s priorities?</td>
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<table>
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<tr>
<th>Anticipate the Future</th>
<th>Enabling others to anticipate the future and adapt to change</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. What changes are affecting your work? what opportunities does this give you?</td>
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<tr>
<td><strong>Align Aspirations</strong></td>
<td><strong>Enabling others to achieve their aspirations</strong></td>
</tr>
<tr>
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<tr>
<td>• What areas would you like to develop further?</td>
<td>• What are the trends in your area and how might they affect your future practice/work?</td>
</tr>
<tr>
<td>• What are your educational goals?</td>
<td>• What knowledge do you think you will need for the future?</td>
</tr>
<tr>
<td>• Tell me how you best like to learn</td>
<td>• What changes could you make to your work that would satisfy you more?</td>
</tr>
<tr>
<td>• How can your potential best be developed?</td>
<td>• What might you need to stop doing and how might you go about doing this?</td>
</tr>
<tr>
<td>• What tasks/work would you like to be involved in to increase your knowledge/know how etc.?</td>
<td>• What new challenges will help you grow?</td>
</tr>
<tr>
<td>• How will you go about implementing your professional development objectives?</td>
<td>• What new developments do you need to take into account in your work?</td>
</tr>
<tr>
<td>What is the most effective course of action for you?</td>
<td>• How will you encompass these into your work over the next year?</td>
</tr>
<tr>
<td>• What is your long term vision?</td>
<td>• In what ways would you like to see yourself contributing to this new area? How can we make this happen?</td>
</tr>
<tr>
<td>• What do you see as the next logical step for your career?</td>
<td><strong>Accelerate Learning</strong></td>
</tr>
<tr>
<td>• What is working towards you achieving that next step?</td>
<td><strong>Enabling others to accelerate their development</strong></td>
</tr>
<tr>
<td>• What doubts do you have that you may be able to take the next step?</td>
<td>• In what ways will you develop the capabilities needed in your role/needed for the future?</td>
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<tr>
<td>• Two-three years from now, what would you like to be doing? What do you need to do now to accomplish this?</td>
<td>• How can you most effectively build on your strengths?</td>
</tr>
<tr>
<td>• Where do you think your best focus would be in the coming year?</td>
<td>• What learning methods and opportunities most interest and enable you? Let’s talk about how I might work with you to enable these in your work.</td>
</tr>
<tr>
<td>• How does that fit with the University priorities?</td>
<td>• Who could be a valuable mentor for you?</td>
</tr>
<tr>
<td>• What networks might it be useful for you to connect with/build on?</td>
<td>• What is currently in place that will enable the next step for you?</td>
</tr>
<tr>
<td>• How can I help you get the support you need?</td>
<td>• In what other ways do you think you could gain recognition for your contribution?</td>
</tr>
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**Probing/enquiry statements that can be used throughout the conversation to explore ideas and suggestions**

- What leads you to conclude that? What evidence/data do you have for that?
- Can you help me understand your thinking here?
- Where does your reasoning go next?
- Can you have me an example of what that might entail?
- If that obstacle didn’t exist, what course of action would you take?

*Source: Corporate Leadership Council (adapted)*
Holding Development Conversations with a variety of staff members

As a manager you will work with a diversity of people in your teams who are at different points in their career and who are likely to move around a performance continuum over a period of time. In your teams, you may have at any point in time staff who are:

- Solid performers
- Emerging leaders
- Unrealised potential
- Top talent
- Under performers

You can have productive development conversations with all staff wherever they sit on a continuum.

Consider the following Bank of Questions. Identify which you might incorporate into your conversations with staff depending where they are on the continuum.

Bank of Questions

Asking good questions enables you to take a Coaching Approach and facilitate Shared Responsibility.

- What motivates you? What makes you feel valued in the work place?
- What do you think your strengths are? How do these align with your current work?
- How can you continue to build and develop these strengths?
- What does success look like for you? What holds you back from achieving your goals?
- Is there anything preventing taking your performance even higher?
- Do you feel informed and involved in your team?
- What gets in the way of performance? What derails you?
- What do you particularly like about what you are doing?
- How do you see your career progressing? What could prevent this progression?
- What derails your performance as a team member?
- What is your profile in the organisation and how could this be further developed?
- Where do you see your career going – in the next 12 months? Next 2 years? 5 years?
- What could prevent you achieving your goals?
- What are your major challenges in the next year? What do you need to tackle these effectively?
- What do you need in order to become more effective?
- How can I best work with you to enable improvement?
- What additional support do you need from your team?
- What ambition / aspirations do you have for the future?
- What have you learned about yourself in your career so far?
- Are there any barriers preventing improved performance? How can you handle them?
- What motivates you to come to work and feel valued? Is something missing? What is it?
- How do you rate your leadership capability? How do you think others rate it? What experiences could enhance your leadership capacity? How can you gain these experiences?
- How do you feel about your current performance in your role?
- Do you consider yourself a specialist or a generalist?
• What deeper levels of knowledge/understanding do you need? How might you get this?

Feedback Bank

Providing effective feedback on a regular basis is critical and a key responsibility of managers:

• to reinforce a staff member’s strengths and excellent performance and
• to develop capabilities and provide learning for ongoing and future growth.

Again, you can provide valuable feedback to all staff wherever they sit on a continuum of performance.

Consider the following Feedback Options. Identify which you might incorporate into your conversations with staff depending where they are on the continuum.

• I greatly value your positive influence and the impact this has in the workplace.
• Your strengths and abilities are well-aligned to the work you do.
• You demonstrate many of the University’s enterprising attributes, in particular in ……
• It is important to maintain your skills in the forefront of your area and I would like you to focus on that in your development.
• I’d like to see your performance increase/develop as we have identified as I believe it can.
• Let’s talk about what prevents you from higher performance and what needs to change in order to shift that.
• (If working in a difficult situation e.g. influencing stakeholders who are not on board, working with conflict between teams/departments) I acknowledge that you are working in a challenging situation and I have confidence in your ability to work through this. How can I most effectively support you?
• Whilst you are facing these challenges, I would like to focus on how I can best support you to deal with these and assist you to lift your capacity in these areas up to the required level e.g. successfully manage conflict, raise influencing skills
• (If not working in a difficult situation) I acknowledge that you have greater potential than your current performance indicates. What holds you back from achieving higher performance?
• You are currently demonstrating many of the capabilities and the University’s enterprising attributes necessary for success in more complex roles. These include…
• The areas that may prove challenging for you are…… because I have noticed….. I would like to help you devise a plan to develop these areas while focusing on your strengths in preparation for your next career step.
• I think you have the potential to progress to more senior and more complex roles in the future; Successful individuals in such roles have the following attributes… You are already demonstrating a number of these, including…
• I am confident involving you in new initiatives due to the project management ability you have demonstrated in implementing other projects.
• I think you may have some potential to take on more complex work sometime in the future.

Adapted from: Borgen, 2001
Additional Resources

APS Talent Management Toolkit, January 2015


Jennings, C 2011, 70:20:10 by Charles Jennings & Fuse, online video, 5 October, viewed 1 August 2014, [http://www.youtube.com/watch?v=t6WX11iqmg0](http://www.youtube.com/watch?v=t6WX11iqmg0)


[www.uvic.ca/coopandcareer](http://www.uvic.ca/coopandcareer)

[www.chronus.com](http://www.chronus.com)