

Developing Managers, Leaders, Staff and Employees

*How to develop managers, leaders and staff
using competency-based training analysis
And development plans.
Quick overview of operating employee's training.*



What are your people development goals?

Perhaps:

- Assisting leaders and employees to be successful and content in their jobs.
- Enjoy working with your organization
- Assist employee's accomplishing their career goals

A sincere question asked by many people: How do I begin to develop my employees? **This is our focus today**

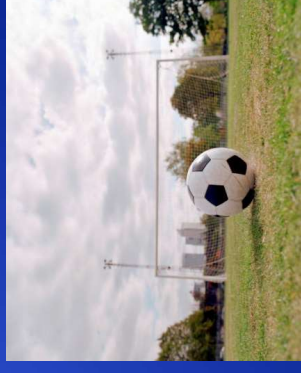
- Define the skills or knowledge your managers and employees need to do a specific job or task.
- Identify the skills gaps that currently exist.
- Organize and prioritize which competencies/skills and which employees need to be trained first.
- Develop a structured approach to developing and delivering your training.
- Develop a learning plan for the next 6 to 12 months.

(from the website - Oregon Manufacturing Extension Partnership (OMEP))

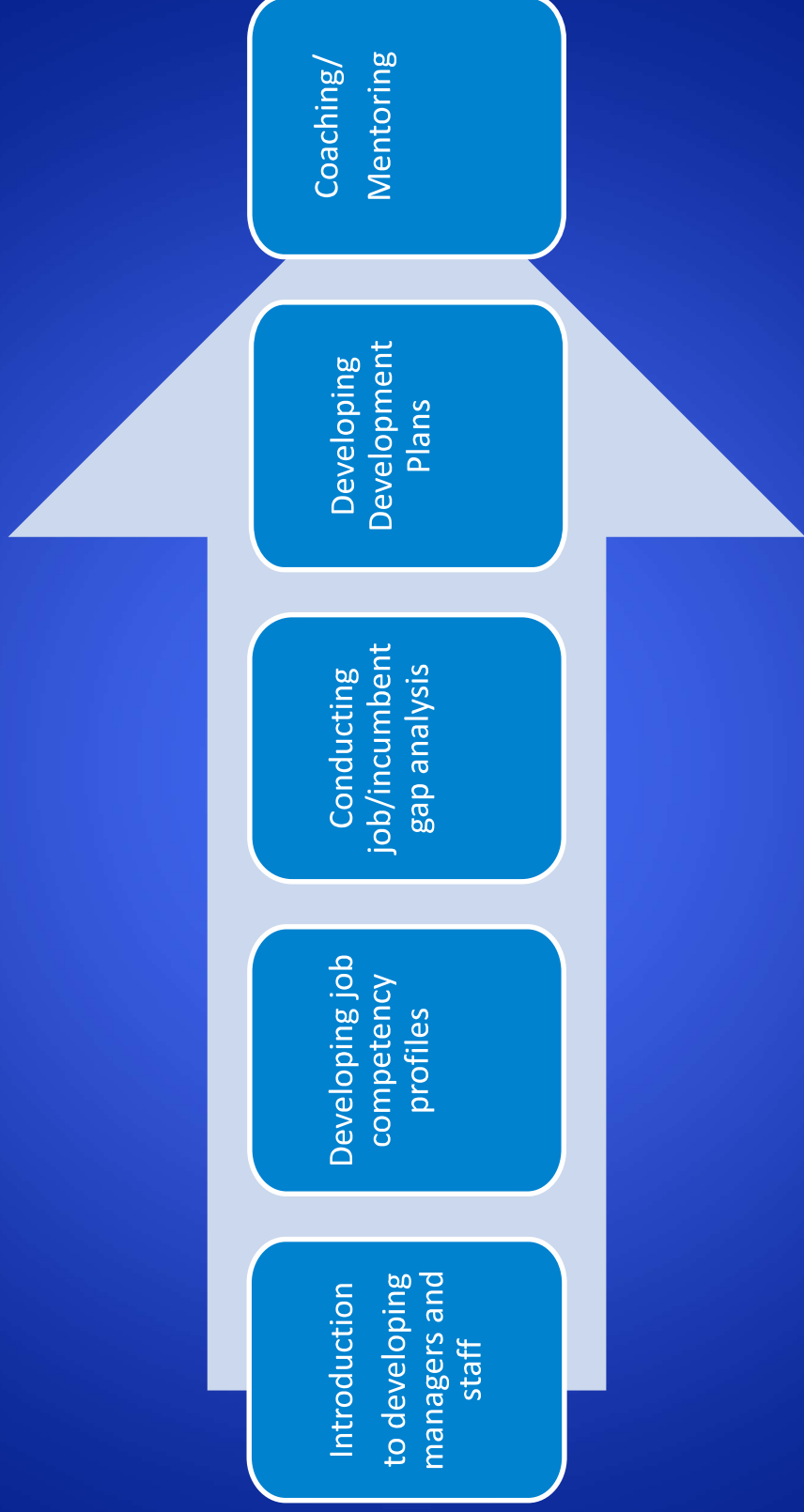
<https://www.omep.org/the-importance-of-developing-your-employees/>

Objectives

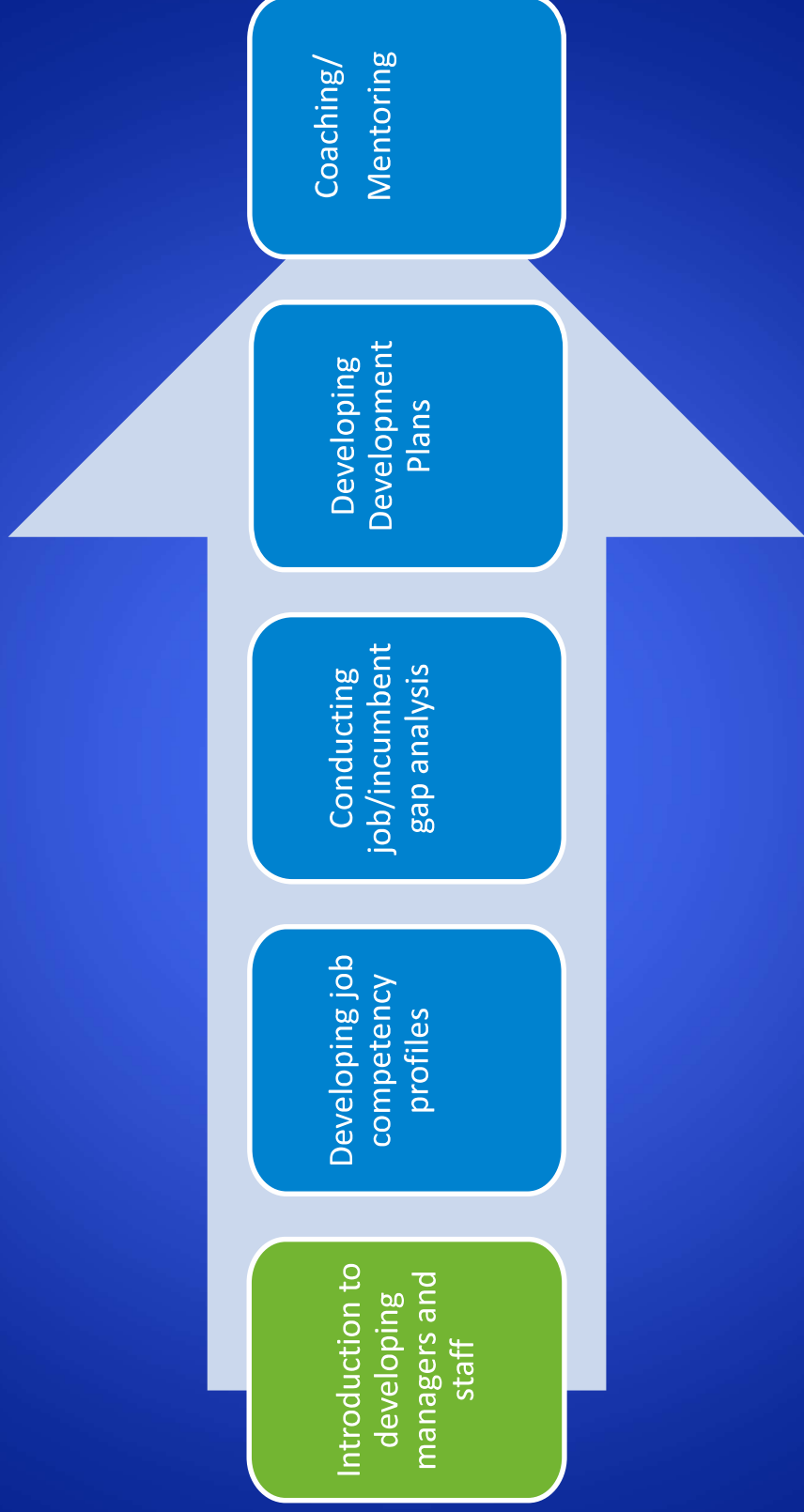
- After you have completed this information, you will be able to:
 - ✓ Explain key concepts of developing leaders, managers, staff and employees
 - ✓ State five elements of developing managers and staff
 - ✓ Explain key concepts of competencies
 - ✓ Determine job competencies
 - ✓ Complete gap analysis between job requirements and incumbent competencies
 - ✓ Complete development plans
 - ✓ Coach for success



➤ What we will cover today



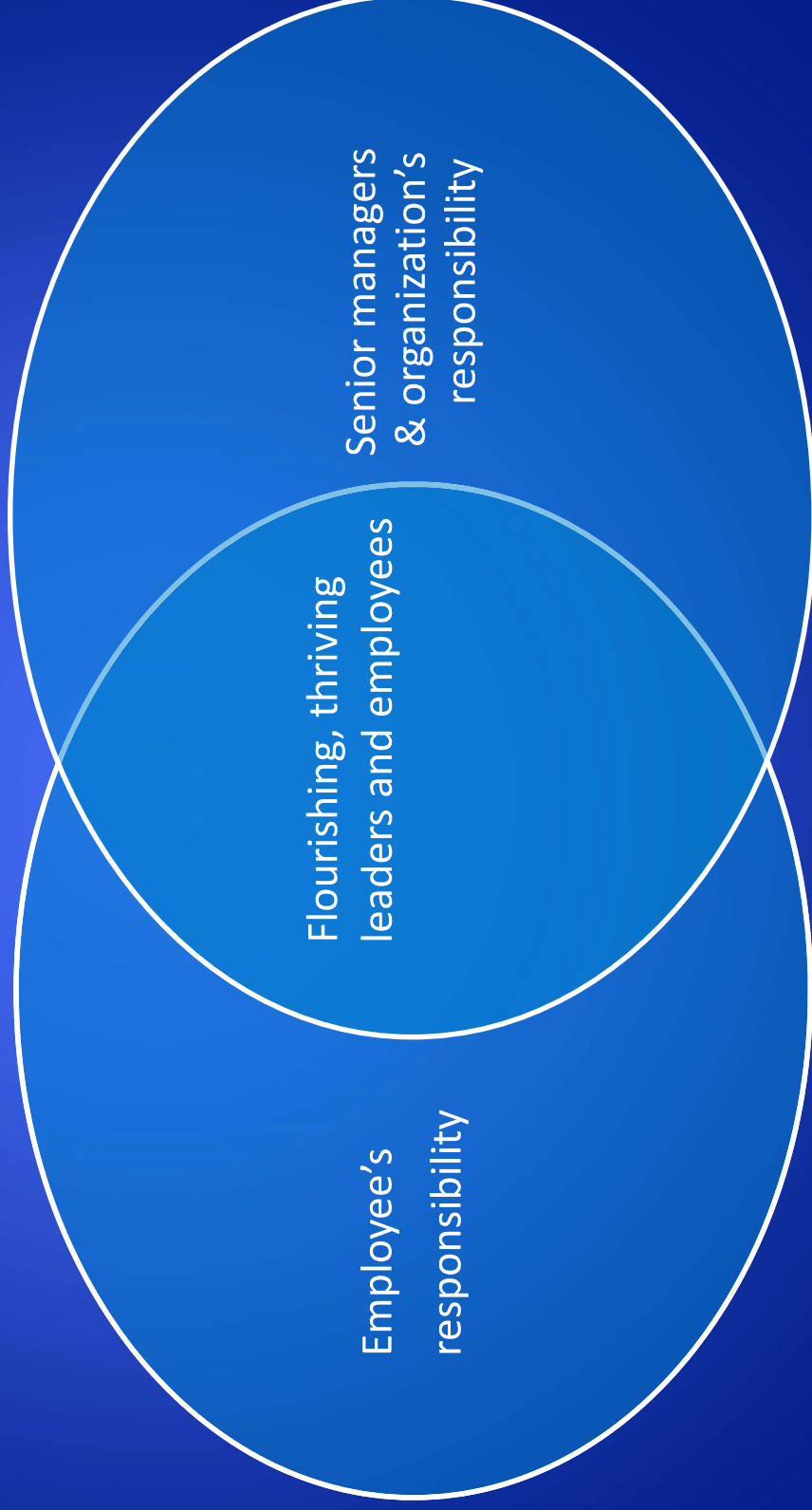
➤ What we will cover today



People Development is a shared responsibility!

Each person is the architect of their destiny and development

An organization obtains the workforce they invest in and develop



What is the first step developing people

Needs Assessment and Training Needs Assessment

Needs Assessment/Training Needs Assessment

- First step in training and development is a thorough Needs Assessment (NA), Training Needs Assessment (TNA). Training Needs Analysis (TNALY)
- Organizations need to assure they understand the issues that are affecting organizational, operational people performance.
- Needs assessment process reviews the obstacles that are preventing an organization from meeting its goals.

Needs assessment/training needs assessment

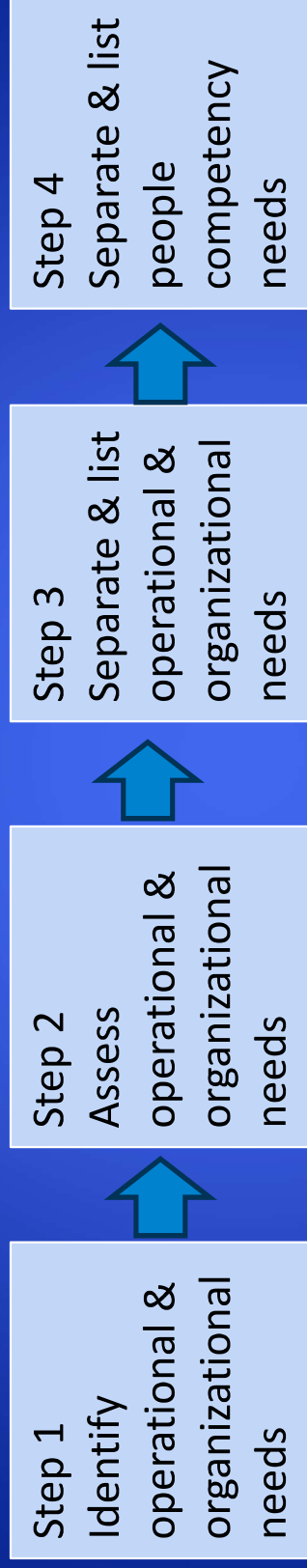
- Have managers asked you in HR to develop a training program to “fix” performance?
- What can be the downside of the request?
- The performance issues may not be people competence issues.

Needs assessment process

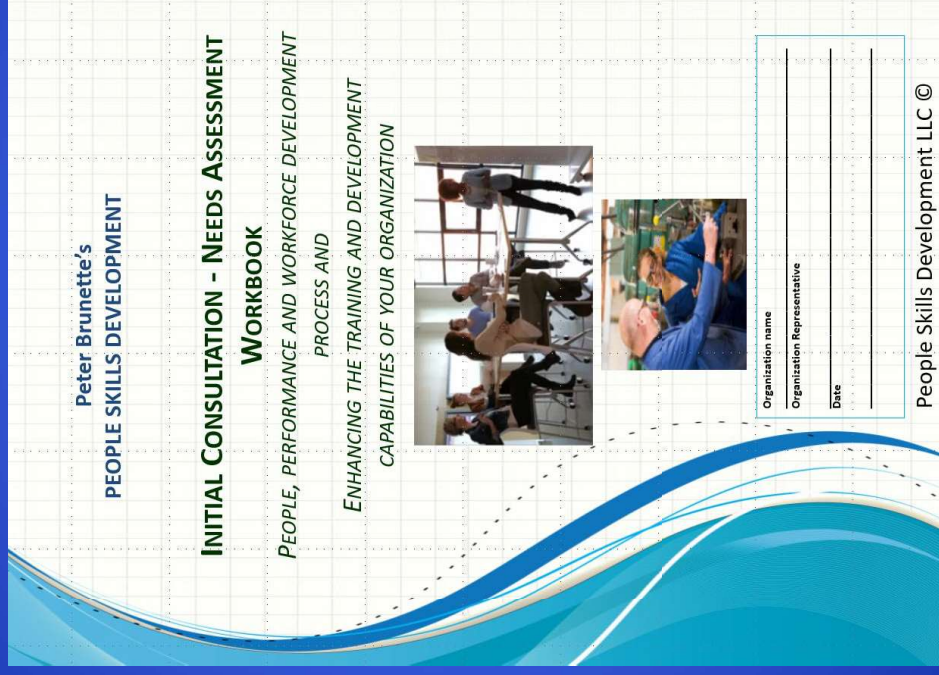
- *Needs Analysis/Assessment is a process used for collecting and analyzing data to determine and address needs, issues, problems or “gaps” between the current conditions/state and desired conditions/state of an organization.
- * **Training Needs Assessment (TNA)** is a systematic process of collecting data and information to identify the gap between current performance and the desired level of performance in the future and **to determine if training is the solution.**
 - Can be done for an individual, department or organization-wide
- *Training Needs Analysis (TNALY) is the process of collecting and analyzing data to identify how training can help an organization meet its goals. **Determine best possible training solution**

*From Association of Talent Development(ATD) Handbook for Training and Talent Development third edition

Needs Assessment Process



Available to you - no charge - is a Needs Assessment Workbook that I designed and developed that is self-directed, which will help you in conducting an initial performance and training needs assessment. Please send me an email requesting it

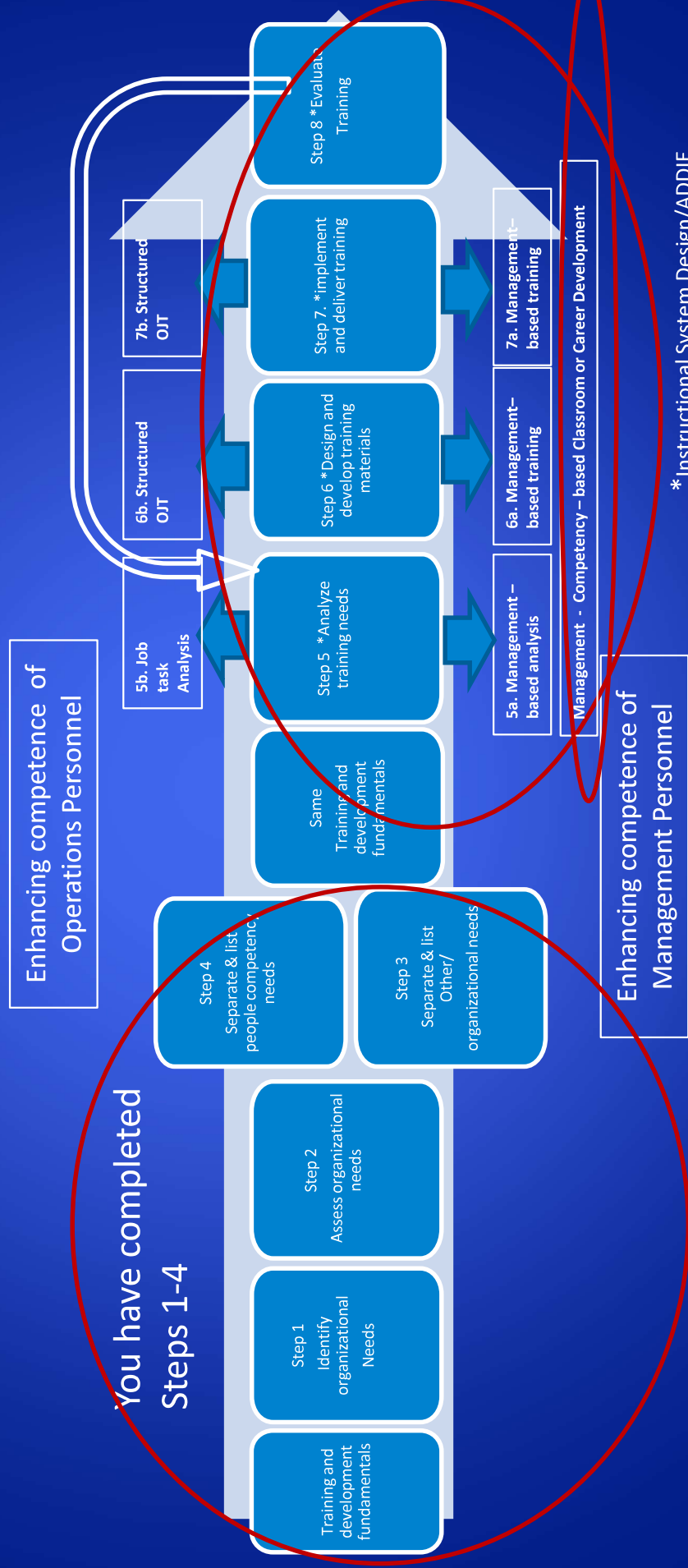


peter@peopleskillsdev.com
207 205-4102

Training Needs Assessment/Analysis Process

- The needs assessment has been completed by your organization and have determined that there are two people related needs:
 1. To increase the competence of its leaders, staff and employees.
 2. Grow the leadership/staff bench strength - Assist leaders and employees accomplishing their career goals.
- Next steps are conducting Training Needs Assessment and Training Needs Analysis to assure the appropriate training and development solutions are used.
- On the next slide, is People Development system that I developed.

People Skills Development Performance and People Development Model/System© *Eight steps for developing people and increasing performance*



Courses are available for each block

Let's look at competencies

- Today, we will focus on developing leaders, managers and staff using a competency-based approach.
- How many of you use a competency-based people development system?
- If so, any specific products/brand names used?

What are competencies?

Competencies

*Competencies – Knowledge, skills and behaviors needed to successfully perform key work functions.

- Knowledge – develop intellectual skills and understand concepts
- Skills – physical movement, developed through training or experience. Example: to operate a BP machine to take blood pressure.
- Behaviors - how is the skill actually performed.

*From Association of Talent Development(ATD) Handbook for Training and Talent Development Third edition

How competency models are used for leaders, management and staff development

- **There are many types of competency models.**
 - Some are very generic such as communication and leadership skills.
 - Several training and development companies have their own models such as Development Dimensions International (DDI), Korn Ferry

How are you using your competency models?

- The model I grew up with 30 years ago was Career/Leadership Architecture.
 - The original set of competencies consisted of 67 and are listed on page 22.
 - Korn Ferry acquired Leadership Architecture and continues to supports 67 competencies.
 - Korn Ferry now sometimes they recommends around 20 competencies.

How competency models are used for developing leaders, management and staff

- A goal for an organization is to determine the competencies needs for different levels/positions in the organization.
 - Usually, a group of 5-7 peers and/or managers selects 7- 20 competencies.
 - The list of competencies become the Position Competency Profile/Model for that job. Supervisors, managers and staff have different models.
- Example of a supervisor position competency profile/model is on slide 30.

More information on Career/Leadership Architect

- Michael M. Lombardo and Robert W. Eichinger previously worked at Center for Creative Leadership and created a company called Career Architect.
- They observed competent people doing their jobs and developed a list of 67 career/leadership competencies.
- Their competency list is on the next slide.

Career Architect @Success Factors											
A	B	C	VISION	A	B	C	EMPOWERMENT	A	B	C	DRIVE
			2 Dealing with ambiguity (30)				7 Caring for reports (23)				1 Action oriented (17)
			14 Creativity (26)				13 Confronting reports (28)				6 Career ambition (24)
			17 Decision quality (18)				18 Delegation (20)				43 Perseverance (20)
			28 Innovation management (29)				19 Developing reports (29)				53 Standing alone (24)
			32 Learning on the fly (27)				20 Directing others (22)				
			40 Dealing with paradox (28)				21 Managing diversity (26)				PERSONAL PRODUCTIVITY
			51 Problem solving (25)				23 Fairness to reports (21)				16 Timely decision making (18)
			58 Strategic agility (29)				35 Managing and measuring (21)				39 Organizing (21)
			65 Managing vision and purpose				36 Motivating others (28)				47 Planning (19)
							60 Building effective teams (29)				50 Priority setting (21)
			KNOWLEDGEABILITY								62 Time management (20)
			5 Business acumen (23)				MAKNG PEOPLE CALLS				
			24 Functional/tech. skills (13)				25 Hiring and staffing (23)				CONTINUOUS IMPROVEMENT
			27 Informing (19)				34 Managerial courage (28)				44 Personal Disclosure (26)
			30 Intellectual horsepower (19)				56 Sizing up people (28)				45 Personal Learning (31)
			46 Perspective/interests (26)								54 Self-development (24)
			49 Presentation skills (24)				RELATING				55 Self-knowledge (25)
			61 Technical learning (19)				3 Approachability (22)				
			67 Written communications (18)				4 Boss relationships (24)				TRUST
							8 Comfort around top mgt. (26)				22 Ethics and values (23)
			MANAGING FOR RESULTS				10 Compassion (25)				29 Integrity and trust (17)
			9 Command skills (25)				12 Conflict management (33)				
			15 Customer focus (18)				26 Humor (22)				MANAGING PERSONAL PRESSURES
			38 Organizational agility (26)				31 Interpersonal savvy (28)				11 Composure (25)
			48 Political savvy (32)				33 Listening (21)				66 Work/life balance (27)
			52 Process management (25)				37 Negotiating (26)				
			53 Drive for results (20)				41 Patience (23)				NOTE: Number to right of factor is degree of Difficulty index
			59 Managing through systems				42 Peer relationships (23)				
			63 TQM (19)				64 Understanding others (34)				

Resources available– Leadership Architect

- There are several excellent resources available from Korn Ferry.
- These resources help you understand the skilled and unskilled behaviors for each competency.

Resources – Leadership Architect Sort Cards

FRONT • The LEADERSHIP ARCHITECT® Competency Sort Cards

31 INTERPERSONAL SAVVY

SKILLED

Relates well to all kinds of people, up, down, and sideways, inside and outside the organization; builds appropriate rapport; builds constructive and effective relationships; uses diplomacy and tact; can diffuse even high-tension situations comfortably.

The LEADERSHIP ARCHITECT® LOMINGER LIMITED, INC. © 1992, 1996, 2001, 2002, 2003 MICHAEL M. LOMBARDO & ROBERT W. EICHINGER, VERSION 03.1a

BACK • The LEADERSHIP ARCHITECT®
Competency Sort Cards

FACTOR VI: PERSONAL AND INTERPERSONAL SKILLS
CLUSTER N: RELATING SKILLS

31B INTERPERSONAL SAVVY

OVERUSED SKILL

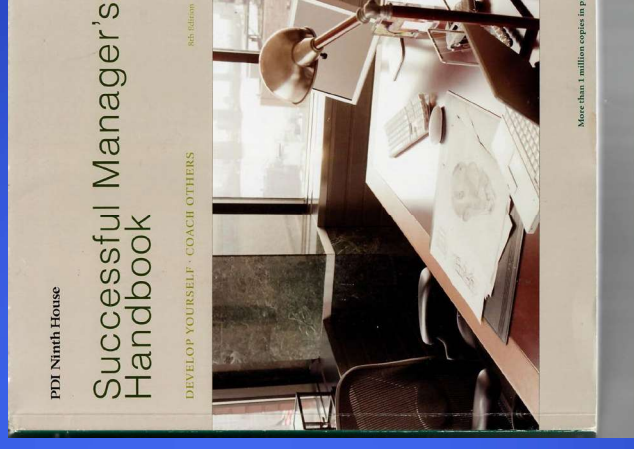
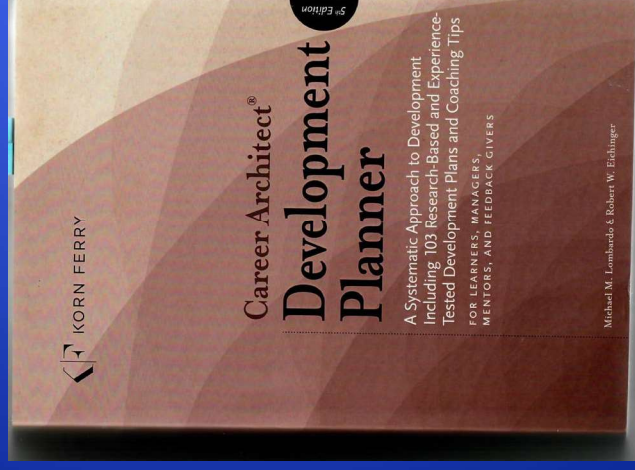
May be able to get by with smooth interpersonal skills; may spend too much time building networks and glad-handing; may not be taken as substantive by some; may not be a credible take-charge leader when that's necessary; may have some trouble and freeze when facing serious conflict.

UNSKILLED

Doesn't relate smoothly to a variety of people; may not build relationships easily – may lack approachability or good listening skills; doesn't take the time to build rapport; may be too raw and direct at times; may be excessively work oriented or intense; may be impatient to get on with the agenda; judgmental or arrogant toward others; may not read others well; may freeze or panic in the face of conflict, attack or criticism; may be shy or lack confidence around others.

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Resources – Leadership Architect Development Planner & Successful Managers Handbook

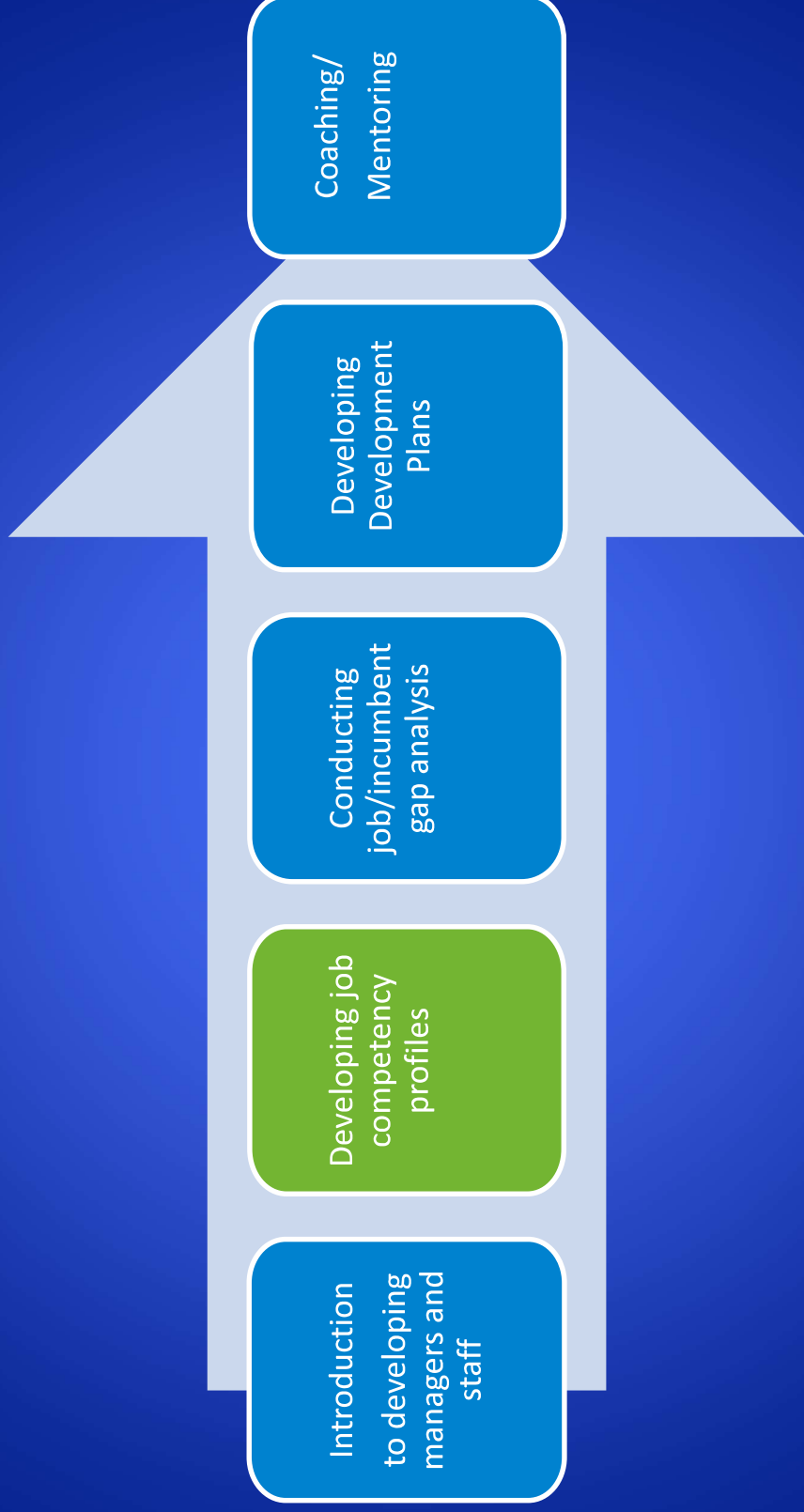


How competency models are used for developing leaders, managers and staff

- We need to know what the competencies of the job/position require.
- A great way to assemble these competencies in one document is a Competency-based **Position Competency Profile.**
 - A position competency profile is developed for each position.
- Examples:
 - Supervisors need day to day competencies
 - Middle managers need managerial skills
 - Upper managers need strategic and global competencies

Questions and Thoughts?

➤ What we will cover today



In this section we will cover

- Determine job requirements by developing Position Competency Profiles
- Developing – Developmental Needs Assessment Worksheet

To determine the job requirements

- Develop a Position Competency Profile for each position such a supervisor, manager, executive

Each organization develops their own position requirements.

Supervisor level	Position Competency Profile
People Skills	
	31- Interpersonal Savvy
	3 - approachability
	67- Written Skills
	49- Presentation skills
	64- Understanding others
	12 Conflict management
	23 - fairness to direct reports
	7 Caring for reports (23)
	21 - managing diversity
Technical Skills	
	61 Technical learning
	Computer Skills
	Computer Skills
	Computer Skills
	Writing Procedures/Job Aids
	Root Cause Failure Analysis
	Quality
	Safety
Team Skills	
	60 Building effective teams
Leadership Skills	
	Supervisory Skills
	38 - Motivating Others
	19 Developing reports
	Creating a Positive Culture
	18 -Delegating
	Conducting Coaching and Counseling for Performance Discussions
	Planning and Organizing
	Identifying problems
	Barriers and addressing them

How to develop the Position Competency Profile

- Using a list of competencies such as Leadership Architect©
- Select the leadership competencies required for the job.
- Also include the major skills categories such as people skills, technical skills, team skills/competencies need to be successful for the job.

Determine which competencies are needed for a job

1. Determine the competencies needed for the job by selecting the top 10 - 20 relevant competencies.
 - a. List them in a Position Competency Profile by technical, people skills and other relevant competencies categories.
 - b. Process: This step is done by using the success factors checklist on the next slide and placing a mark for selected competencies. Use the resources/tools to understand and select your specific competencies.
 - c. This process can be done by the manager/supervisor of an individual or a group of leaders.

Career Architect @Success Factors											
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			59 Managing through systems				42 Peer relationships (23)				
			63 TQM (19)				64 Understanding others (34)				

Congratulations, you have developed a Position Competency Profile

- Now what?
- Use the profile to:
 1. Assess the training needs of a job.
 2. Assess the competency of the incumbent. (Gap Analysis)
 3. Career development – discuss job/competency requirements with an employee interested in advancing to a new job.

Supervisor level	Position Competency Profile
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	Barriers and addressing them

USE POSITION COMPETENCY PROFILE TO DEVELOP – DEVELOPMENTAL NEEDS ASSESSMENT WORKSHEET

Developing – Developmental Needs Assessment Worksheet

- You can use the profile to:
- 1. Assess the training needs of a job.
- 2. Assess the competency of the incumbent. (Gap Analysis)
- 3. Career development – discuss job/competency requirements with an employee interested in advancing to a new job.
- Create a **Developmental Needs Assessment Worksheet** by inserting your job specific Position Competency Profile into a Developmental Needs assessment Worksheet which is shown on the next slide.

[illegible]

Development Needs Assessment Rating

You can utilize a similar rating to this

Competency Rating

- 1 = Not competent
- 2 = Partially competent
- 3 = Competent/skilled
- 4 = Train others

Training Priority

- 1 = Low priority
- 2 = Medium priority
- 3 = High priority

Individual Developmental Needs Assessment

		Competency				Training Priority			Action Plan Training
		1	2	3	4	1	2	3	
People Skills									
Interpersonal Skills									
Communication Skills									
Written Skills									
Oral Skills									
Presentation/Training									
Leading Meetings									
Participating in Meetings									
Working Together									
Valuing Diversity									
Technical Skills									
Ability to do the job									
Process/Job Specific Knowledge									
Computer Skills									
Computer Skills									
Computer Skills									
Writing Procedures/Job Aids									
Root Cause Failure Analysis									
Quality									
Safety									
Team Skills									
Working in a Team									
Personal Leadership Accountability									

Supervisor/Managers Developmental Needs Assessment

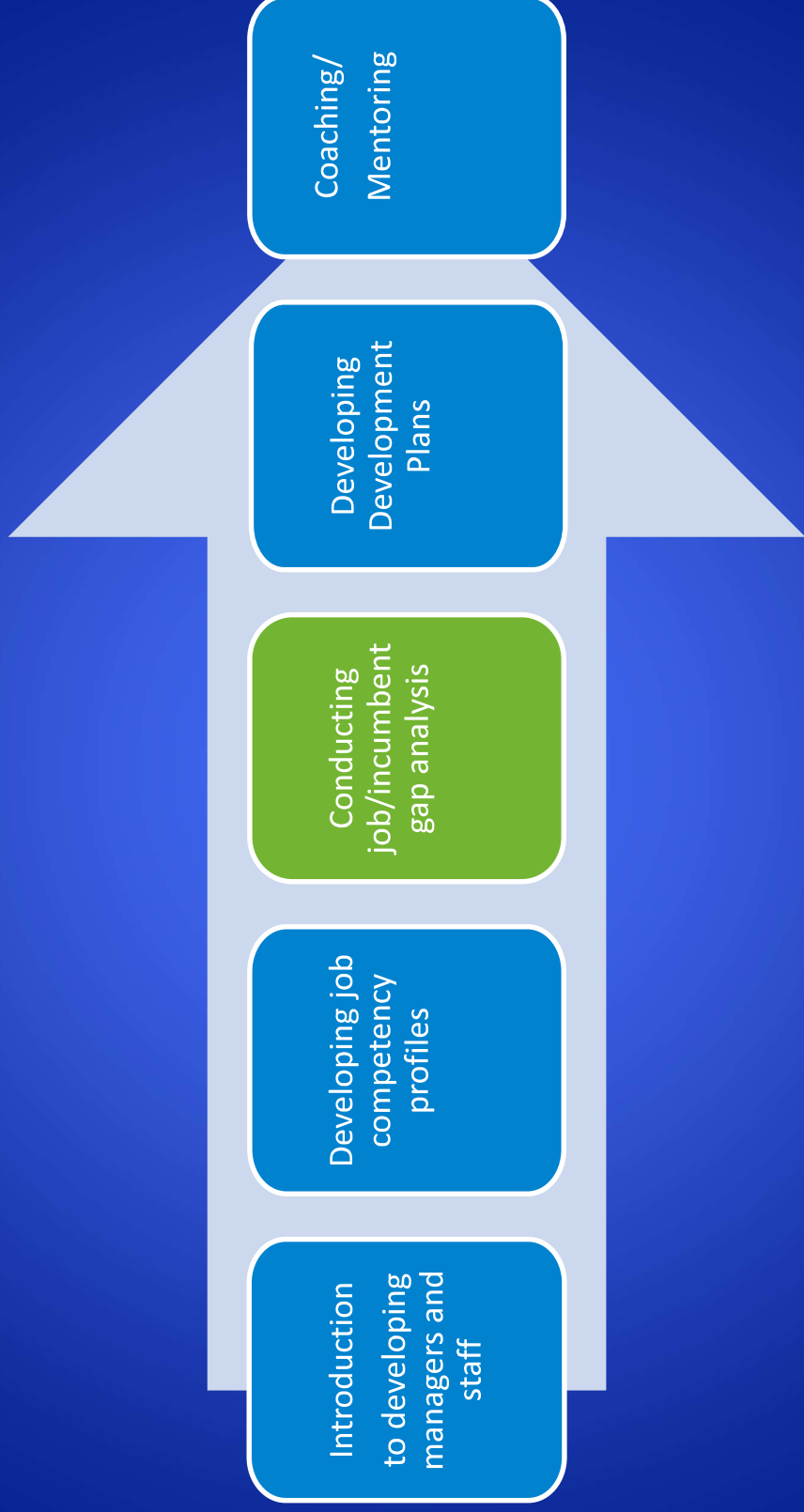
		Competency				Training Priority			Action Plan Training Start Date - Completion Date
		1	2	3	4	1	2	3	
People Skills									
	Interpersonal Skills								
	Communication Skills								
	Written Skills								
	Oral Skills								
	Presentation/Training								
	Leading Meetings								
	Participating in Meetings								
	Working Together								
	Valuing Diversity								
Technical Skills									
	Ability to do Job								
	Process/Job Specific Knowledge								
	Computer Skills								
	Computer Skills								
	Computer Skills								
	Writing Procedures/Job Aids								
	Root Cause Failure Analysis								
	Quality								
	Safety								
Team Skills									
	Working in a Team								
Leadership Skills									
	Supervisory Skills								
	Motivating Others								
	Developing Others								
	Creating a Positive Culture								
	Building and Maintaining Teams								
	Conducting Coaching and Counseling for Performance Discussions								
	Planning and Organizing								
	Identifying problems								
	Barriers and addressing them								
	Delegation								

Senior Manager Assessment

		Competency				Training Priority			Action Plan Training Start Date - Completion Date
		1	2	3	4	1	2	3	
People Skills									
	Interpersonal Skills								
	Communication Skills								
	Written Skills								
	Oral Skills								
	Presentation/Training								
	Leading Meetings								
	Participating in Meetings								
	Working Together								
	Valuing Diversity								
Technical Skills									
	Ability to do job								
	Process/Job Specific Knowledge								
	Computer Skills								
	Computer Skills								
	Computer Skills								
	Writing Procedures/Job Aids								
	Root Cause Failure Analysis								
	Quality								
Team Skills	Safety								
	Working in a Team								
Leadership Skills									
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	Barriers and addressing them								
	Delegation								

Questions and Thoughts?

➤ What we will cover today



In this section we will cover

- Training Needs Assessment/Analysis
- Conduct the Gap analysis using the Developmental Needs Analysis Worksheet.

What is the gap analysis process for improving employee performance or coaching for career development?

Conducting a Gap Analysis

Compare job requirements with desired performance



To conduct the gap analysis:

1. You have developed what the job requires by developing the completed **job specific Position Competency Profile** that you inserted into a Developmental Needs Analysis Worksheet.
2. Using the **Job specific Developmental Needs Analysis Worksheet**, compare the job requirements to the competency of the incumbent using rating below:

Competency Rating

- 1 = Not competent
- 2 = Partially competent
- 3 = Competent/skilled
- 4 = Train others

Training Priority

- 1 = Low priority
- 2 = Medium priority
- 3 = High priority

Prior to the Gap Analysis

- For each competency listed, review a combination of resource tools.
 - Review the skilled, unskilled and overused sections of the **Leadership Architect Sort Cards, Development Planner or Successful Managers Handbook.**
 - Compare the skilled, unskilled and overused information to assess the incumbent.
 - Review the competency level as listed on slide 50.
 - Review the training priority. If the gap is significant and the task important, rate it a three as top priority.
 - If not a large gap and the competency is not critical (one or a two rating). Then not a training priority.
 - Review the career stallers and stoppers on slide 56.

Gap Analysis Process - Leadership Architect Process for the incumbent

1. On the development needs assessment form, rate the incumbents based on the predetermined competencies and the training priority.

Competency Rating

- 1= Not trained /competent – not effective
- 2= Trained /Partially competent
- 3= Competent/Skilled/Effective
- 4= Train others

Training Priority

- A = High priority
- B = Medium priority
- C = Low priority

2. Review stallers and stoppers slide 53

Gap Analysis Process - Leadership Architect

Process for the incumbent

After you have completed your assessment of the incumbent.

You will begin to develop a Development Plan covered in the next section.

In the coaching section of this course, the actual meeting with the incumbent of job or employee you are career counseling will be discussed.

1. Arrange for a development planning session with the incumbent.

- 1A. Prior to meeting with the incumbent ask the incumbent to also rate him/herself on the level of competency and the training priority using a blank copy of the specific form.

Techniques for conducting the Gap Analysis

- This process can be used for all the incumbents as a group, such as all the supervisors or for one individual.
- The competence level of the group will determine if there is a significant gap between the competence level and desired level.
- If there is a significant gap and a high training priority, determine best training and development solutions.

Development Needs Assessment

Competency Rating

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Individual Developmental Needs Assessment

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Computer Skills									
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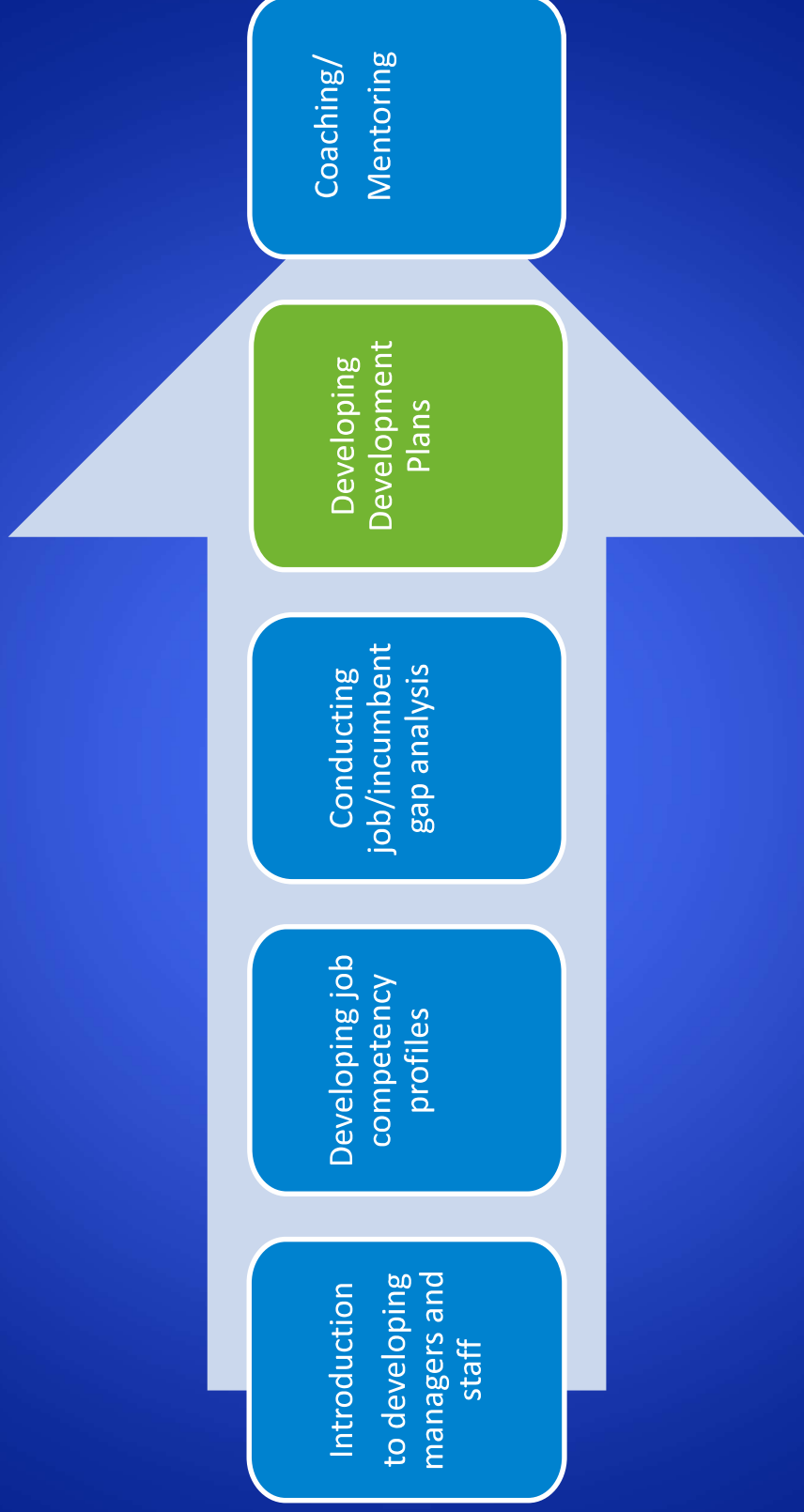
Career Stallers & Stoppers

- 101 Unable to adapt to Differences • 111 Failure to Staff Effectively
- 102 Poor Administrator • 112 Insensitive to Others
- 103 Overly Ambitious • 113 Key Skill Deficiencies
- 104 Arrogant • 114 Non-Strategic
- 105 Betrayal of Trust • 115 Overdependence on an Advocate
- 106 Blocked Personal Learner • 116 Overdependence on Single Skill
- 107 Lack of Composure • 117 Over managing
- 108 Defensiveness • 118 Performance
- 109 Lack of Ethics and Values • 119 Political Missteps
- 110 Failure to Build a Team

Career Architects ©

Questions and Thoughts?

➤ What we will cover today



In this section we will cover

- Developing the Development Plan
 - Training and development concepts
 - Develop a draft of a development plan
 - Arrange a meeting with the incumbent
 - Plan your meeting with the incumbent or the employee you are providing career information

Training or development

- Training – is teaching instructor-led or on-line courses and is short-term. Perhaps one or two courses.
- Development – focuses on the long-term growth of the employee(s).
- Determine if an individual or a group of employees needs a short-term training course.
- Or
- Does the individual need a long-term development plan?

Training can happen either Off the job and/or Experienced-based

- Off-the-job training
 - Knowledge and job-related training
 - Classroom, online training and more formal training
- On-the-job
- Experienced-based
- Learning from experiences on the job or stretch assignments
- Utilize coaching to assure learning



How people learn 70/20/10 guidelines

- 70% of Learning comes from experience - OJT
- 20% Learn and develop through others - OJT
- 10% Learn and develop through formal courses and programs

(From Center for Creative Leadership)



If you follow the 70/20/10 rule, what is the impact of the training and development approach?

Developing managers and employees - Concepts

- Since 70% of the learning is through experiences, development focuses on learning on-the-job, job - related assignments, or tasks to increasing competence!
- Stretch assignments are a great way of developing a new skills or enhancing one.
 - Example: need to learn how to lead a meeting
 - Select a very competent meeting leader
 - Have the learner observe leader in action
 - Leader can mentor learner
 - Learner leads a meeting and is observed and feedback is provided

(from Center for Creative Leadership)

Developing managers and employees - Concepts

- An important component of learning is 20% from others.
 - It is key to have mentoring and coaching from others built into development plans.
 - What are examples of learning from others?

(from Center for Creative Leadership)

Developing managers and employees - Concepts

- 10% - Formal instructor-led and on-line courses are also important and need to be focused on developing the specific learning needs of the person or group of employees or managers.
 - Key concepts of the courses need to be reinforced on-the-job after the training.

(from Center for Creative Leadership)

Developing the development plan

- What are the competencies that need to be developed based on the needs assessment?
- A couple rules of thumb
 1. A person can only focus on developing up to three areas at a time.
 2. Investigate if there is a fire, if there is smoke or if you are getting a lot of negative noise about something, someone or from someone.
 - A 360-degree feedback can be set up – feedback from people above you, peers and subordinates. Based on feedback, a development plan can be made.
 3. Develop 2-3 strengths to help us perform at our best. By focusing on strengths, we leverage what helps us to be successful.
 4. Develop an action plan to reduce or eliminate career stallers or stoppers.
 5. If certain skills, lack of knowledge or behaviors are having a significant negative impact, then develop action plan for 1-2 needs improvements.

List Three Strengths

List Three Areas to Be Improved

How will you know when goal has been achieved?

Action Step	Start Date	Completion Date

In this section we will cover

- Developing the Development Plan
 - Training and development concepts
 - Develop a draft of a development plan
 - Arrange a meeting with the incumbent
 - Plan your meeting with the incumbent or the employee that you are providing career information

Development plan

- Individual
 - After the Training Needs Analysis is done develop a development plan for enhancing the competency of the incumbent.
- Group
 - After the managers assess all their direct reports, such as front-line supervisors, and determine that the group of supervisors have specific competency-related issues, a development/training program would be developed.
 - After the training plan is developed training can be conducted such as teambuilding, leadership or communications.
- Training /development plan system
 - After all the needs assessments are completed, a needs analysis may indicate a pattern of issues that would warrant developing a training plan or system for the individual, department or organization.

Developing the development plan

Before you meet with the incumbent develop a draft Development Plan and keep this in case it is needed

This draft Development Plan can be used if the Incumbent does not engage with you to develop their personal development plan.

Utilize the “Successful Managers Handbook” and “Career Architected Planner”.

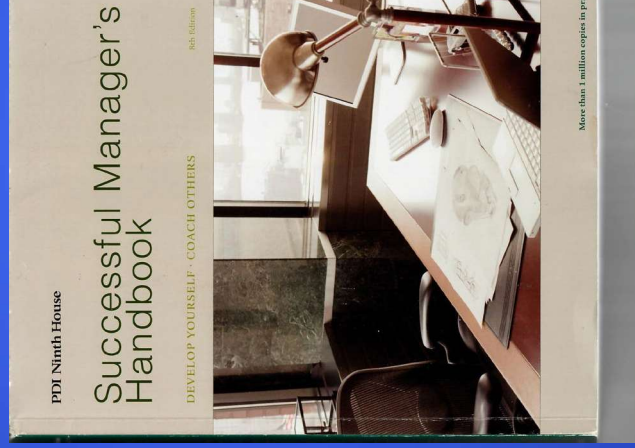
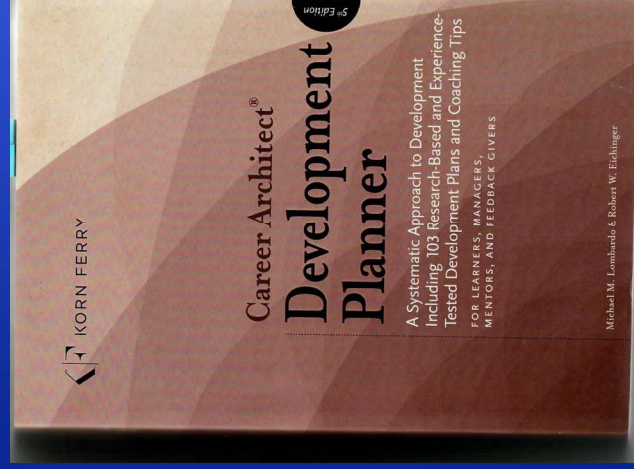
Each reference book is set up with detailed suggestions on how to enhance each competency. They are fabulous resources!!!

Set up a meeting with the incumbent

- Set up a meeting after both the supervisor and the incumbent have completed their Development Needs Assessment.
 - If there are significant issues that the supervisor determines are very critical, discuss this with your manager and/or HR to develop next steps.

Resources –

Leadership/Career Architect Development Planner, Successful Managers Handbook, Sort cards



FRONT • The LEADERSHIP ARCHITECT® Competency Sort Cards

31 INTERPERSONAL SAVVY

SKILLED

Relates well to all kinds of people, up, down, and sideways, inside and outside the organization; builds appropriate rapport; builds constructive and effective relationships; uses diplomacy and tact; can diffuse even high-tension situations comfortably.

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BACK • The LEADERSHIP ARCHITECT® Competency Sort Cards

31B INTERPERSONAL SAVVY

OVERUSED SKILL

May be able to get by with smooth interpersonal skills; may spend too much time building networks and glad-handing; may not be taken as substantive by some; may not be a credible take-charge leader when that's necessary; may have some trouble and freeze when facing serious conflict.

UNSKILLED

Doesn't relate smoothly to a variety of people; may not build relationships easily – may lack approachability or good listening skills; doesn't take the time to build rapport; may be too raw and direct at times; may be excessively work oriented or intense; may be impatient to get on with the agenda; judgmental or arrogant toward others; may not read others well; may freeze or panic in the face of conflict, attack or criticism; may be shy or lack confidence around others.

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Career Stallers & Stoppers

- 101 Unable to adapt to Differences • 111 Failure to Staff Effectively
- 102 Poor Administrator • 112 Insensitive to Others
- 103 Overly Ambitious • 113 Key Skill Deficiencies
- 104 Arrogant • 114 Non-Strategic
- 105 Betrayal of Trust • 115 Overdependence on an Advocate
- 106 Blocked Personal Learner • 116 Overdependence on Single Skill
- 107 Lack of Composure • 117 Over managing
- 108 Defensiveness • 118 Performance
- 109 Lack of Ethics and Values • 119 Political Missteps
- 110 Failure to Build a Team

Career Architects ©

COMPLETE INDIVIDUAL DEVELOPMENT PLAN

Directions for developing the Development Plan Worksheet

- Develop the development plan using how people learn on slides 56-63 and concentrate on 70% of learning that is on the job. Discuss activities that will enhance the targeted competency.

DEVELOPMENT PLAN WORKSHEET

Name: _____ Location: _____ Date: _____

GOAL: Finish the sentence, “I need to change from (state current level of behavior, skill or knowledge) ... to (state desired level of behavior, skill or knowledge)”

FEEDBACK: Ask, “How can I obtain feedback about the goal before, during and after development actions?”
State who, how and when.

SELF HELP: Ask, “How can I gain insights about the goal?” Consider readings, DVDs, internet, workshops and courses.

LEARN FROM OTHERS: Ask, “Who can I talk to and/or observe regarding the goal (i.e., good model or coach)?”
State who, when and how.

ASSIGNMENTS: Determine project/task/job assignments that will allow you to practice/apply the goal.
State who, what, how and when.

MONITOR: Ask, “How will I monitor the progress of the plan and who will be involved?”
Establish progress checkpoints.

EVALUATION: Ask, “Who will determine when the goal is reached? How will they do it?”

DEVELOPMENT PLAN WORKSHEET - Example

Name: _____ Location: _____ Date: _____

GOAL: Finish the sentence, “I need to change from (state current level of behavior, skill or knowledge) ... to (state desired level of behavior, skill or knowledge)”

- I need to change FROM being inaccurate in my appraisal of candidates in an interview and making quick judgments on little data TO probing for adequate data in an interview and more accurately assessing strengths and weaknesses against a job profile.

FEEDBACK: Ask, “How can I obtain feedback about the goal before, during and after development actions?” State who, how and when.

- A. Sampson, a good interviewer, will observe and critique 2-3 of my interviews over the next 3 weeks.
- Sampson will also provide feedback to me on my interviewing and assessing skills as I learn new approaches.

SELF HELP: Ask, “How can I gain insights about the goal?” Consider readings, DVDs, internet, workshops and courses.

- Attend the Interviewing Skills course by the end of the month.
- Read Behavioral Description Interviewing by the end of the first quarter.

LEARN FROM OTHERS: Ask, “Who can I talk to and/or observe regarding the goal (e.g., good model or coach)?” State who, when and how.

- Observe J. Williams, my HR leader, who is a good interviewer and judge of peoples’ skills during the next two months.

ASSIGNMENTS: Determine project/task/job assignments that will allow you to practice/apply the goal. State who, what, how and when.

- Working with Williams and my team, I will develop a success profile for the two entry jobs in the department over the next two months.
- Participate as a member of the Selection Team that interviews and selects technicians who enter the Technical Advancement Program this year.

MONITOR: Ask, “How will I monitor the progress of the plan and who will be involved?” Establish progress checkpoints.

- I will review my progress with my team leader on a monthly basis.

EVALUATION: Ask, “Who will determine when the goal is reached? How will they do it?”

- Williams, Sampson and my team leader will observe and critique my interviewing approach and how I analyze the data and draw conclusions. They will check my depth of information obtained and accuracy of assessment, as well as new hire performance and retention.
-

Directions for developing the Development Plan Worksheet - page 1.

- Review:
 1. TITLE: Develop one to three goals to work on -- I need to change from (state current level of behavior, skill or knowledge) ... to (state desired level of behavior, skill or knowledge)”
- - Use the SMART process for developing goals found on next slide.
- For each goal develop the goal, feedback and self-help sections.
- Develop an agreement on when each goal will be completed.

Use the SMART process

Specific

Measurable

Achievable

Realistic

Timed

Setting SMART Standards/Goals

- **Specific:** Goals are specific targets to be met. Specific goals answer the questions of who, what, when, where, why and how questions as specifically as possible.
- **Measurable:** Goals must be measurable in terms of progress and attainment. They must be tracked according to the amount of time or money spent, or results achieved as appropriate.
- **Achievable** : A goal which cannot be met is not a goal, it is an ideal. You should break down your goals into attainable steps you can monitor as each step is put into place.
- **Realistic:** A goal may be attainable, but not with the resources at hand. In that case, you need other goals to build up to the level where the attainable goal becomes realistic. A goal may be possible, but you need the right people with the right amount of time and support to make it happen.
- **Timed:** All goals need to be accomplished within a given time frame. Deadlines may indeed be missed, but without any timetable, there will be no sense of urgency and no reason not to put it off until “later.”

Directions for developing the Development Plan Worksheet page 2.

2. TITLE: FEEDBACK: Ask, “How can I obtain feedback about the goal before, during and after development actions?”

State who, how and when.

- Identify who you would like to obtain feedback from
- Clarify if you want direct face to face feedback, or via emails, zoom calls??

Directions for developing the Development Plan Worksheet page 3.

3. TITLE: SELF HELP: Ask, “How can I gain insights about the goal?” Consider readings, online, workshops and courses.

- Encourage employee to review Leadership Architect Development Planner and Successful Managers Handbook.

- Review on-line courses and books

Directions for developing the Development Plan Worksheet page 4.

4. TITLE: LEARN FROM OTHERS: Ask, “Who can I talk to and/or observe regarding the goal (e.g., good model or coach)?” State who, when and how.
- Identify who would be a good coach, mentor or person who models the desired behavior.
 - Example: If the targeted competency is presentation skills – locate a person you can learn from, observe them, and ask for pointers.

Directions for developing the Development Plan Worksheet page 5.

5. TITLE: ASSIGNMENTS: Determine project/task/job assignments that will allow you to practice/apply the goal.

State who, what, how and when.

- As discussed, 70% of what we learn is on the job.
Discuss projects or tasks that could be done to enhance competency.
- Practice and obtain feedback

Directions for developing the Development Plan Worksheet page 6.

6. TITLE: MONITOR: Ask, “How will I monitor the progress of the plan and who will be involved?” Establish progress checkpoints.

- Establish specific dates and time on a weekly, or monthly basis and how to report, face to face or through zoom.

Directions for Using the Development Plan Worksheet page 7.

7. TITLE: EVALUATION: Ask, “Who will determine when the goal is reached? How will they do it?”
- When will determine that you have attained the goal.
 - Set a specific date.

In this section we will cover

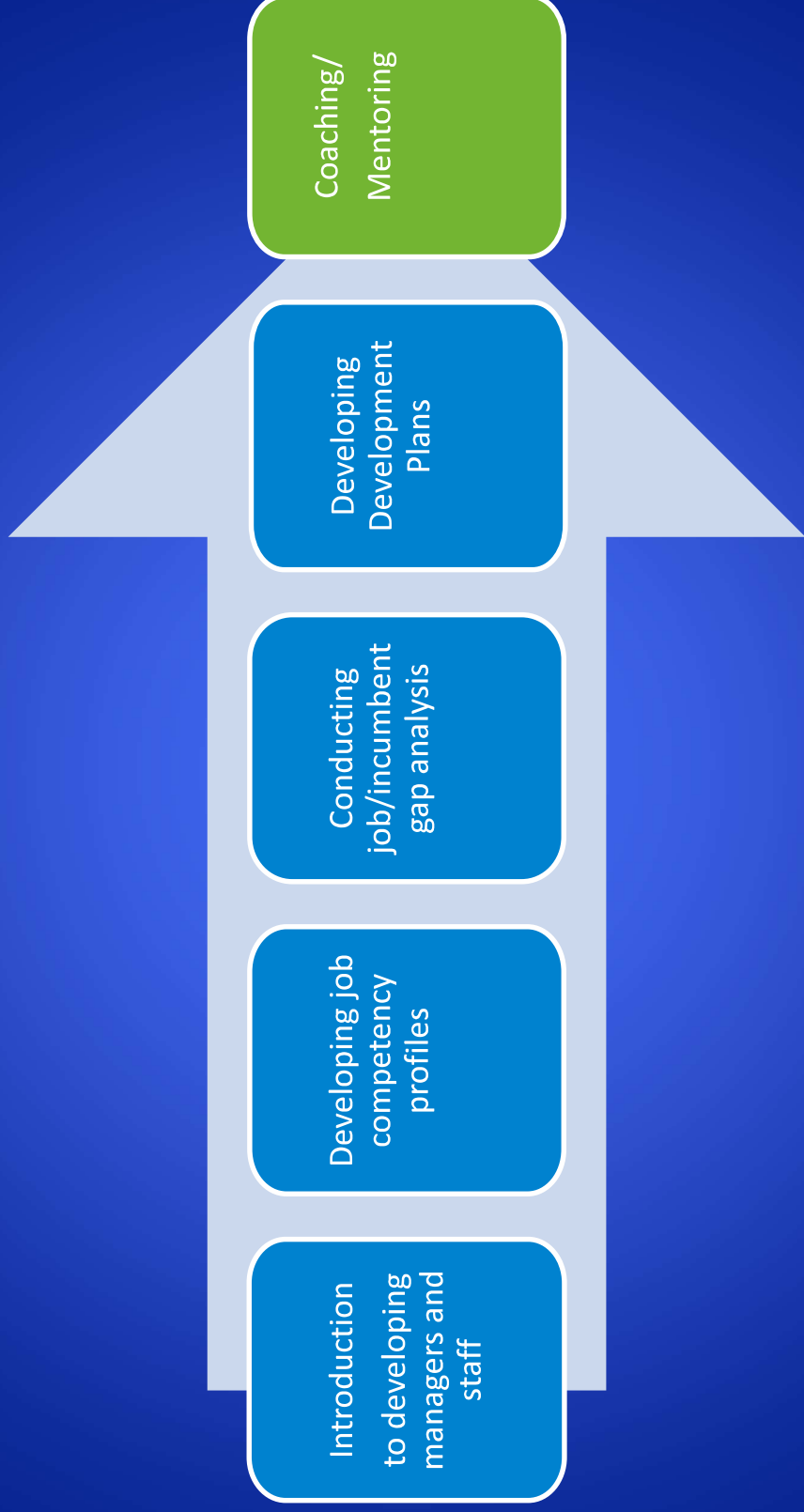
- Developing the Development Plan
 - Training and development concepts
 - Develop a draft of a development plan
 - Arrange a meeting with the incumbent
 - Plan your meeting with the incumbent or the employee that you are providing career information

Plan and arrange to meet with incumbent

- Set the meeting with the employee ask them to use a blank Development needs assessment worksheet.
- Complete your draft of the Development Plan.
- We will move onto coaching

Questions and Thoughts?

➤ What we will cover today



In this section we will cover

- Coaching/mentoring
 - Coaching/mentoring concepts
 - Meet with the incumbent or person you are providing career information.
 - Develop a mutually agreed upon Development Plan
 - Arrange for a follow up meeting with the incumbent

What is coaching?

Coaching

- Developing the skills and abilities and boosting performance of the employee.
 - It can also help deal with issues and challenges before they become major problems.
- A coaching session will typically take place as a conversation between the coach and the coachee (person being coached),
 - Focuses on helping the coachee discover answers for themselves.
 - After all, people are much more likely to engage with solutions that they have come up with themselves, rather than those that are forced upon them!

From Mindtools

Coaching vs. Mentoring

What is your experience? Are they similar?

- At one time coaching was thought to be the more job and task orientated of the two
- Mentoring was thought to take a broader view, aiming to support individuals in their long-term personal and career development.
- Nowadays they do substantially the same things.
- Coaching and mentoring should be seen as methods of development that complement, rather than replace, traditional training.

From Mindtools

Relationships drive the difference between coach and mentor

- Coach may be a supervisor focusing skills and abilities to improve performance or career development.
- Mentor may be an advisor focusing on long-term growth or career development.

From Mindtools

Types of Coaching based on desired outcomes

- Career Development
 - Helping people achieve their career goals.
- Coaching for Success
 - Introducing a new task, assignment or job
 - Reinforcing correct behavior
- Feedback for Improvement
 - Correcting behaviors when standards are not met.
- Use feedforward
 - Do not look back on past performance, focus on the future.
 - Joe Hirsch – “The Feedback Fix”

Coaching

Coaching for Success

- Before a new task is done, proactively guide or train employee or team on how to do new task
 - Observe performance and provide appropriate feedback and retrain if needed
- Reinforcing correct behaviors
 - Follow up after counseling session
- Utilize Interaction Guidelines

Golden Rules of Coaching/Mentoring

- Coaching is founded on Confidentiality and Trust
- Coaching can be successful only if coachees are able to discuss every aspect of an issue or challenge with their coach.
- The coach may need to listen to personal problems or private information that must be kept confidential.

- *From Mindtools*

The Solution to the Coachee's Issue Lies Within the Coachee

- Coachee probably has the best solutions.
- Coach's job is to ask the right questions to help coachees arrive at their own conclusions.
- As we've said before, this is a very powerful way of helping people to change.
- Coach's role is to provide helpful input or suggestions, but the best answers usually come from the coachee.

No Judgment or Fixed Agenda

- The coach and coachee should have an agreed goal for each session
- For a coaching session to work well:
 - Relaxed conversation,
 - Free from the fear of judgment
 - Should not follow any set pattern.
 - Coaching conversations must be focused in order to be effective.

Feedforward

- Coaching looks to the future and next actions
 - Do not dwell of past performance.
- Coachees are typically looking for some change to their performance, career, or life direction.
- Determining the right path may require the coachee to look at past experiences and decisions and look to the future.
- Feedforward Video
- Coaching experiences/sessions conclude with an agreed set of next steps or actions to take.

In this section we will cover

- Coaching/mentoring
 - Coaching/mentoring concepts
 - Meet with the incumbent or person you are providing career information.
 - Develop a mutually agreed upon Development Plan
 - Arrange for a follow up meeting with the incumbent

Process for meeting with the incumbent using a development plan

During the meeting with the incumbent, start with asking the incumbent:

- What are their short-term goals.
- Ask about long-term career goals.
- What did he or she learn from the Development Needs Assessment Worksheet
 - **Only compare both ratings, if needed**
- Using a Development Plan Worksheet, develop an action plan.

Conducting Individual Development Needs Assessment

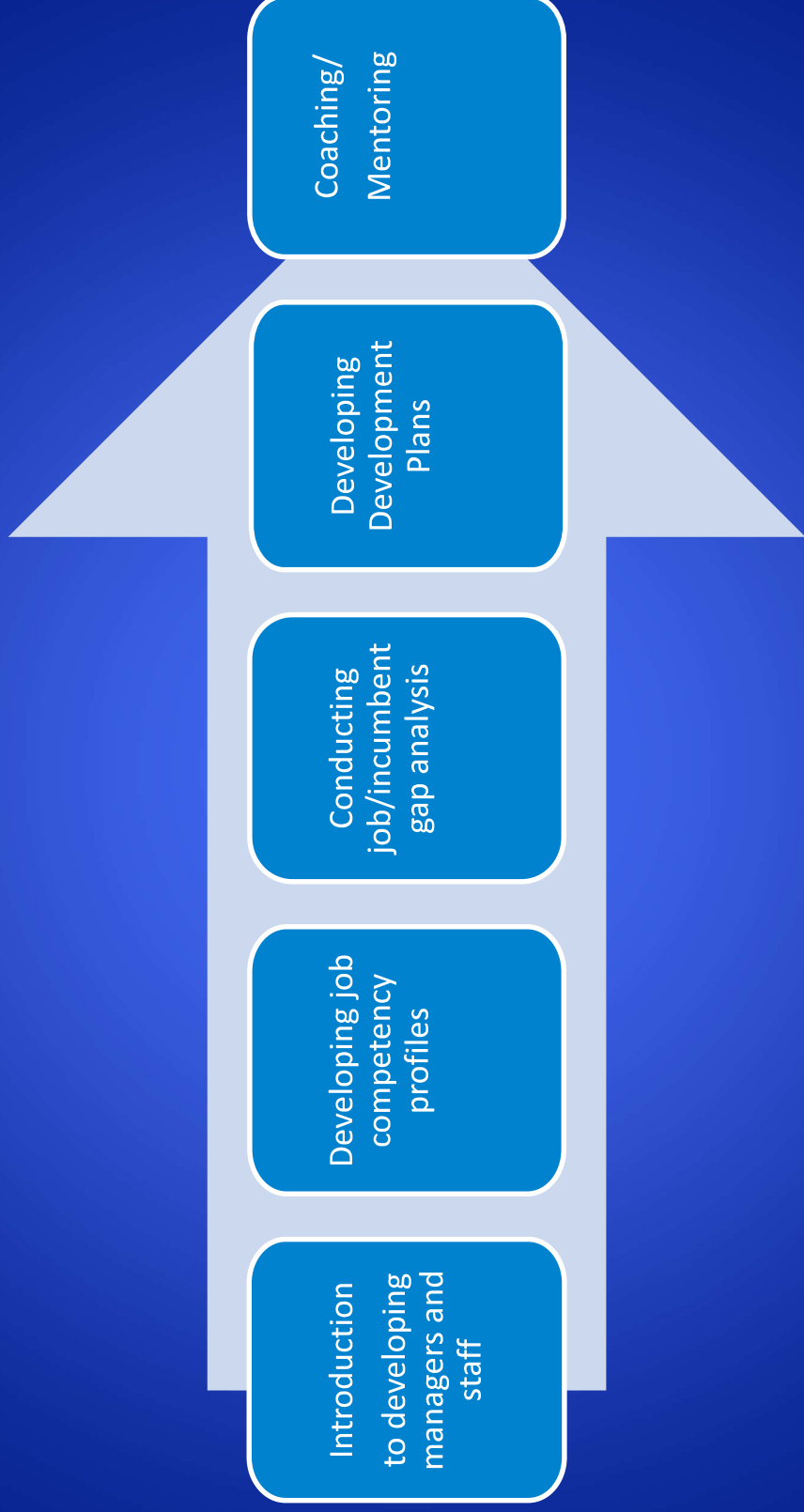
- Keep the conversation future oriented. Feedforward instead of feedback
 - If this is a follow-up discussion or serious discussion, stay positive and maintain the person's self-esteem.
- Use Interaction Guidelines. See next slide.

Interaction Guidelines

- Use the Interaction guidelines when providing feedback
 - Self-esteem is precious to us all – always at least maintain it and, if possible, enhance it.
 - Pay attention to what people say and be empathetic.
 - Ask questions to check understanding.
 - It is acceptable to share what you are thinking, how you feel about the decision and explain your reasons.
 - Provide encouragement, without removing accountability.

Questions and Thoughts?

➤ What we covered today



References and resources

From Amazon or Korn Ferry Store

- Training and Development for Dummies 2nd edition by Elaine Biech - supported by American Talent Development \$24-29 Highly recommend - GREAT Resource
- What Works in Talent Development by Elaine Biech \$34
- ATD Handbook for Training and Talent Development by Elaine Biech \$134
- Successful Managers Handbook 10th edition Personnel Decisions (now Korn Ferry) \$35-75 used
- A Practical Guide to Training and Development by Michael Moskowitz \$33, used
- Career Architect Development Planner 5th edition by Michael M. Lombardo and Robert W. Eichinger, January 2010 \$178.00 - Highly recommend -GREAT Resource
- The Feedback Fix, Joe Hirsch, 2017, Rowman and Littlefield

APPENDIX

Printable forms are in separate file

More information on Career/Leadership Architect

- Career Architect - Development Planner 5th edition by Michael M. Lombardo and Robert W. Eichinger January 2010 \$178.00 - Highly recommend -GREAT Resource Korn Ferry
 - 5th edition review relevant competency and see skilled and unskilled behaviors to help determine appropriate competencies. There are also development cards that can be sorted with one competency on each card.
- Successful Managers Handbook 10th edition Personnel Decisions (now Korn Ferry) \$35-75 used.
- Korn Ferry store has dozens of Career Architect based products.

Evaluations

Your feedback is important to me!

Feedback is the breakfast of champions!!

Contact Information

People Skills Development

peter@peopleskillsdev.com

207 205-4102



Overall Course evaluation
Developing leaders and managers and employees
March 19, 2024

Location: Zoom CMHRA

Name of Instructor(s): Peter Brunette

Please evaluate each area on a scale of (1) Poor to (5) excellent (circle your answer)

Overall	Poor	Fair	Neutral	Good	Excellent
Overall quality and effectiveness of this training	1	2	3	4	5

Comments: _____

Training Content					
Met training purpose and objectives					
Training organization and sequence					
Length of time allotted for training					
Quality of the training presentation					
Quality of the handouts					
Opportunity for questions and discussions					
Met my needs; course was useful					

Comments: _____

Instructor					
Training Preparedness					
Knowledge of training material					
Presentation and facilitation skills					
Responsiveness to questions					
Encouragement/facilitation of classroom participation					
Overall effectiveness					

Comments: _____



PSD focuses on:

Assessment – Expert-level performance and training needs assessment

Develop – Increasing the people development and training capabilities of your company

Deliver - Leader and employee development and training solutions including leadership, communications, train-the-trainer and Structured - On-the-Job-Training.

PSD can help you save up to a \$1,200 match per frontline worker as a third-party vendor of the Maine Community College System's Harold Alfond Center for the Advancement of Maine's Workforce.

40 YEARS OF CORPORATE TRAINING EXPERIENCE

Certified: DDI, DISC, Leadership Architecture

Contact:

Peter Brunette

Contact peter@peopleskillsdev.com

(207) 205-4102 peopleskillsdev.com

List of courses

People and Relationship Skills Development

DPR 100A - Basic interaction skills – SLIR Stop, Look, Listen, Respond
 DPR 100B – Basic communication and relationship building skills
 DPR 101 - Utilizing Self-Awareness (DISC) for Building and Maintaining Positive Relationships and Workplaces
 DPR 102 - Utilizing Emotional Intelligence for Building and Maintaining Positive Relationships and Workplaces
 DPR 103 - Techniques for Building and Maintaining Positive Relationships and Workplaces utilizing Self-Awareness (DISC), Emotional Intelligence and developing Compassion and Loving-Kindness
 DPR104 - Techniques for Successful Consulting
 DPR 105 - Utilizing the Energy Bus for Positive Directions

Leadership and Supervisory Skills

LDR 101 –Introduction to Leadership and Supervisory Skills
 LDR 102 – Managerial/supervisory skills - Introduction to Implementing a Performance Management System

Presentation and Train the Trainer Skills

101 TTT - Designing and Developing Creative, Interesting, Effective and Engaging Presentations/Training Workshop
 102 TTT – Delivering Outstanding Presentations and Training that is Creative, Interesting, Effective and Engaging
 201 TTT - Beyond Lecturing – Techniques for Increasing Participation and Facilitation Skills - Intermediate Level

Developing Leaders and Employees Series A practical “how to series for Enhancing the Learning, Training and Development Capabilities of Your Organization

Needs Assessment

LTD 100 - Initial consultation and needs assessment – 2 hours

Learning, Training and Development Fundamentals

LTD 101 Introduction to Learning, Training and Development - 3 hours

Developing Leaders and Staff

LTD 102 Developing leaders and staff – 7 hours

Courses listed below LTD 103 - 107 are included in LTD 102 or can be completed separately

LTD 103 How to conduct incumbent

competency gap analysis - 1.5 hours

LTD 104 How to complete Individual

Development Assessment plans - 2 hours

LTD 105 Developing training plans for

Individuals, Departments and Organizations - 30 minutes

LTD 106 Developing leaders and staff through coaching - 2 hours

LTD 107 Coaching - Performance Management

- Leader's Role in Enhancing Performance - 5 hours

Developing Operating Personnel - On the Job Training

OJT 50 Overview - On the Job Training and Technical Skills Training - 1 hour

OJT 101 In-depth introduction to starting or enhancing a technical skills/on the job training system - Hands-on workshop - 6 hours - Instructor-led via zoom or in person

OJT 102 How to design, develop and conduct a Job Task Analysis in-depth workshop - Technical Training and OJT – 6 hours - Instructor-led via zoom or in person

OJT 103 Developing On the Job Training - training materials, lesson plans, job aid/operating procedures - 8 hours

OJT 104 Conducting OJT using procedures- 8 hours

Contact

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