LEADERSHIP
FRAMEWORK

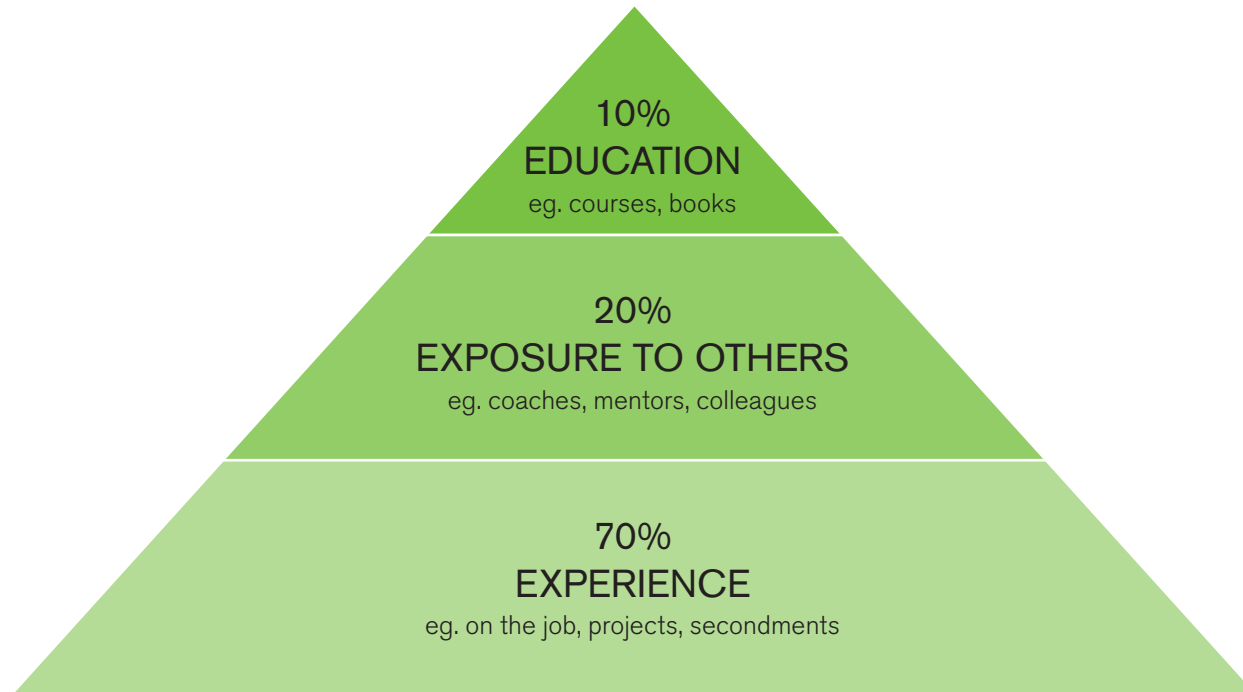## DEVELOPMENT GUIDE

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

INTRODUCTION TO THE DEVELOPMENT GUIDE

The Development Guide is designed for use by managers and staff to help create Personal and Career Development Plans using the Leadership Framework. For each of the six Leadership Capabilities example development activities are provided that are applicable to a wide range of roles and levels across the University. These include learning through experience and from exposure to other people, as well as education based development such as training programs, a course of reading or e-learning.

WHERE DOES LEARNING TAKE PLACE? THE 70:20:10 RULE

The triangle (below) illustrates the 70:20:10 rule that describes how people learn new behaviours and concepts.

10%
EDUCATION
eg. courses, books

20%
EXPOSURE TO OTHERS
eg. coaches, mentors, colleagues

70%
EXPERIENCE
eg. on the job, projects, secondments

Experience
Research indicates about 70 per cent of learning is experiential and takes place on the job, through solving problems and through special assignments/projects and other day-to-day activities

Exposure
A further 20 per cent occurs through exposure to people, drawing on the knowledge of others in the workplace, from informal learning, from coaching and mentoring, and from support and direction from managers and colleagues

Education
Only 10 per cent of learning occurs through formal education, whether classroom, workshop, a course of reading or e-learning.

In reality a blended learning approach is likely to work best where new learning is quickly put into practice in the workplace and supported with ongoing feedback and further development and coaching.

USING THE DEVELOPMENT GUIDE

The Guide is intended to make it easier for you to identify appropriate development activities. The suggested development activities are not exhaustive but designed to stimulate the development conversation, identify development goals and generate development plans.

Remember training courses are only one solution. There are many others! Training is important and has its place, but there is also a wide range of options to think about that can be even better, both for the learner and the organisation. These other options tend to be inexpensive, take less time to do and don't need long periods away from the day job. In fact, it is often the more informal 'on the job' activities that get results. These can include:

COACHING/GUIDANCE/MENTORING	Receiving a clear brief on a new task or responsibility and coaching or guidance from a more experienced person
ROLE MODELLING	Shadowing someone who is effective in the areas requiring development and discussing their approach with them afterwards (e.g. going to meetings with the role model, being an assistant on projects)
OBSERVATION & FEEDBACK	Being observed trying out the new skills and receiving specific feedback on effectiveness. This can be done 'live' or as a rehearsal (e.g. practising a presentation in advance)
SPECIAL PROJECTS	Taking on specific projects outside of your normal responsibilities
WORKING GROUPS	Joining a University working group or project in a related or completely new area
ASSIGNMENTS	Short term assignments or secondments at another part of the University for a set period
EXTERNAL COURSES & CONFERENCES	Attending external courses, relevant conferences and seminars
PROFESSIONAL BODIES	Taking part in activities of professional organisations
NETWORKS	Using contacts within and outside of the University to discuss ideas, share experiences and learning
PROFESSIONAL ACTIVITIES	Taking on responsibility to represent an area, benchmark externally, research best practice, identify improvements etc.
FOCUSED READING	Target books to research and learn about new topics
MENTORING	Seek a mentor who can act as a soundboard, a buffer and support. A mentor can be from within the University or a friend or contact outside

TAKING RESPONSIBILITY FOR DEVELOPMENT

At UoN, staff and their managers should both take responsibility for development. Managers should ideally take a supportive role, providing encouragement and where they can, opportunities for development. However, for development to be truly successful, it is really down to the individual to want to drive their own development by being focused, determined and motivated to put the effort in.

THE MANAGER'S ROLE IS TO:

- Ensure that development goals are set
- Discuss and agree which development activities would work best, taking into account both organisational needs and the interests of the person
- Provide the necessary support, input and opportunity to enable the person to meet their objectives
- Regularly review progress
- Give or disseminate feedback from self and others

THE INDIVIDUAL'S ROLE IS TO:

- Work with their manager to agree their development goals
- Be open and clear about what they are realistically prepared to commit to
- Make time for their development
- Monitor their own progress
- Keep going and try different approaches if things are not working for them
- Proactively ask for help and support when needed
- Seek out and act on feedback

CREATING A PERSONAL AND CAREER DEVELOPMENT PLAN

When creating a development plan, there are a number of steps that will encourage a productive development conversation leading to a robust development plan. Remember, everyone has a unique combination of strengths and development needs. Leverage strengths as well as working to bridge the gaps.

01   Identify strengths and development areas using the Leadership Capabilities. Managers and staff will complete an assessment of the capabilities mid-year in the PRD cycle.

02   Agree which capabilities require development. Focus on developing only one or two capabilities at a time. Prioritise building the capabilities that will enhance job performance and/or drive career development.

03   Agree on the development goals and activities for each goal that are time-based and relatively short-term for job related development, preferably within a 6-12 month period or longer term for career development.

04   Refer to the example development activities for each capability on the following pages to explore and identify a range of development activities that are most likely to drive achievement of the development goal and reflect the 70:20:10 rule.

05   Finalise the development plan, identify the required resources and support and any obstacles that may hinder progress, putting in place a plan to address any obstacles.

06   Implement the plan and review progress regularly. Each staff member should own their development plan and take responsibility for making it happen. Development is not the sole responsibility of people managers and/or HR. Their role is to help staff action their development plans.

SHAPE THE FUTURE	EXPERIENCE ON THE JOB	EXPOSURE TO OTHERS	EDUCATION
At UoN, Leaders… Think beyond own role/school/division to consider a University-wide perspective Understand the University's strategic goals and own area's contribution Identify future issues that may impact the University Have an appetite to do things differently and put forward new ideas Implement efficiencies and improvements Embrace and respond positively to change	Set time aside to review UoN communications and identify implications for your role/School/Division. Be informed about what colleagues are doing across the University and consider what best practice principles you can apply in your area. Look at what other institutions are doing? What assumptions are they making about the future that is driving their current strategy? Identify new ideas or initiatives. Allow staff time to investigate and discuss new ways of working. Hold a brainstorming session on areas for improvement and plan to take at least three ideas forward with the team. Take time to fully understand the rationale behind changes that are due to be implemented. Be prepared to explain it to colleagues to expand their own understanding.	Discuss the University's priorities and NeW Directions with your manager and colleagues, how they were set and how your area contributes. Talk to colleagues in other areas about issues and trends for the future. Ask them to share their plans, their assumptions and trends impacting their area. Identify people who are regarded as innovative and adaptive to change and seek their advice. Role model their behaviour. Help colleagues look at change from a more positive perspective. Speak clearly about the specific benefits they will see from the change. Visit a School or unit that has successfully adapted to change in working practices. What did they do to achieve success and how did they go about it. How could this be applied in your area?	Formal Training and Qualifications – refer to the Staff Career Development Prospectus on the web for an overview of available training and development programs. Suggested reading: *The Rise and Fall of Strategic Planning* Henry Mintzberg (1994) *Competitive Strategy* Michael E Porter (1998) *Balanced Scorecard Step-by-Step* P Niven, R Kaplan (2002) *Six Thinking Hats* Edward de Bono (2007) *Lateral Thinking* Edward de Bono (1990) *The Tipping Point* Malcolm Gladwell (2002) *The Change Masters* R M Kanter (1985) *Leading Change* John Kotter (1996)

ENGAGE BEYOND THE UNIVERSITY	EXPERIENCE ON THE JOB	EXPOSURE TO OTHERS	EDUCATION
At UoN, Leaders… Keep abreast of new and emerging developments in the sector Understand the external pressures faced by the University Create a positive public impression and a sense of pride in the University Understand the importance of building and maintaining the University's reputation Have strong networks of connections/ partnerships outside the University Bring new ideas and fresh perspectives from elsewhere to benefit the University	Set time aside to read the sector news and keep up to date with trends and developments. Scope out the likely major sector developments over the next 5-10 years and how they will impact the University. Participate in University and community events (e.g. Exchange Program, Summer High School Program, Graduation Ceremonies, Alumni Dinners) to actively represent the University. Organise a workshop with your team to generate their ideas on how to achieve a better connection with the external world. Share learnings and emerging developments from external conferences, activities and events and discuss how they may apply to your area.	Actively participate in networking groups (e.g. email, LinkedIn, professional groups) across the sector to raise profile and keep up to date. Discuss UoN's strengths with your manager and colleagues so you are able to position the University externally. Get involved in chairing conferences or external committees (e.g. certification reviews) to build profile and reputation. Discuss with colleagues how well placed UoN is in terms of being connected to the right people. Ask colleagues for help in addressing gaps in your personal network. Join a professional body, read professional journals and attend networking events to identify fresh perspectives and build connections. Take time to maintain your network and broaden it where possible – across the sector, industry etc. Use your interactions to learn about their issues, how they operate, etc. and consider how you can use this knowledge to benefit UoN.	Formal Training and Qualifications – refer to the Staff Career Development Prospectus on the web for an overview of available training and development programs. Suggested reading: *The Art of Talking so People will Listen* P.Swets (1986) *Changing Minds: The Art and Science of Changing Our Own and Other People's Minds* H Gardner (2004) *Successful Networking in a Week* Dena Michelli (2012) *Unfolding Stakeholder Thinking: Theory, Responsibility and Engagement (No. 1)* J Andriof, S Waddock , B Husted, S Rahman (2002) *Unfolding Stakeholder Thinking 2: Relationships, Communication, Reporting and Performance (No. 2)* S Waddock , B Husted , S Rahman, J Andriof (2003)

WORK COLLABORATIVELY	EXPERIENCE ON THE JOB	EXPOSURE TO OTHERS	EDUCATION
At UoN, Leaders… Build relationships and networks across the University; are consultative and inclusive Are good UoN citizens; consider the impact actions and decisions have on others Are supportive colleague who help others rather than engage in unhealthy competition Build co-operation and understanding; role model effective teamwork Embrace diversity in the workplace and set a positive example for others Communicate openly, honestly and transparently; are good listeners	Seek opportunities to participate in working parties, committees and stakeholder meetings across multi-disciplinary projects to routinely connect with other areas. Regularly engage with people outside your area. Ask open questions to uncover personal and professional interests and issues to help build relationships and team spirit. Make a presentation of your area's priorities to other areas. Ask them to do the same for you and discuss how you can help each other achieve your goals. Get your team to come up with an agreed set of rules for working together. Ensure that all members of the team contribute to this and sign up for what has been agreed. Complete an audit of how information is cascaded through your area and with other areas, identify improvements and implement them.	Initiate an informal chat with someone you do not know within the University to build connections. Don't overuse email – if you need to communicate with someone in a different area, where possible, go and speak to them in person. Seek out colleagues across the University and find out more about their priorities. Look for opportunities to collaborate with them to achieve UoN's goals. Seek campus wide feedback on how you (and your team) are perceived, work on areas that matter (e.g. processes, behaviour). Identify someone who is good at listening, understanding and responding. Spend some time observing what he/she does and says and ask for their advice. Ask a manager to give you feedback on your communication style. Using the feedback, focus on a specific behaviour to improve.	Formal Training and Qualifications – refer to the Staff Career Development Prospectus on the web for an overview of available training and development programs. Suggested reading: *Emotional Intelligence* Goleman (1993) *The Seven Habits of Highly Effective People* S. Covey (2000) *Building Team Spirit: Activities for inspiring and energising teams* Barry Heerman (1997) *How to influence others at work* Dick McCann (1993) *Games People Play: The Psychology of Human Relationships* E Berne (1996) *Effective Meeting Skills* Marion Hayes (1988) *The Wisdom of Listening* Mark Brady (2003) *The Five Dysfunctions of a Team* Patrick M. Lencioni (2002)

STRIVE FOR EXCELLENCE	EXPERIENCE ON THE JOB	EXPOSURE TO OTHERS	EDUCATION
At UoN, Leaders… Take the initiative to focus on making real improvements to the University Have a strong 'can-do' approach to deliver the best results and outcomes Strive to achieve high standards, using internal and external benchmarks Actively engage in conversations about personal and career development with colleagues Are interested in learning new ways of working and embracing new challenges Invest time coaching, mentoring and developing colleagues	Review specific situations when you have been highly driven to achieve. Compare this to when you have been demotivated. What are the key differences for you? Expand your definition of excellence. Look outside UoN for examples of superior achievement to stimulate a new understanding of potential levels of performance. Look at benchmarking results to see where you outperform and underperform. Explore, propose and implement changes to deliver the best results. Plan development activities which can be implemented as part of your role with the guidance of an 'expert' colleague or mentor. Make a list of how you have encouraged others over the last week. List the opportunities that you have missed and identify how you can address in the future.	Observe people you know who use a range of ways to motivate and inspire others to make a difference. Try a couple of these out and observe the results. Over time you will be able to identify what works best. Establish a mentoring relationship with someone who is currently achieving high standards and see which aspects you could learn. Benchmark your area externally; find examples of superior achievement to apply at UoN and take steps to achieve world-class performance. Look for someone who can mentor you – someone who you trust, who can challenge your thinking and give you constructive advice and support. Identify a role model who is a great coach and developer of people. Look for an opportunity to talk to them about their approach.	Formal Training and Qualifications – refer to the Staff Career Development Prospectus on the web for an overview of available training and development programs. Suggested reading: *The Seven Habits of Highly Effective People* S. Covey (2000) *Success Intelligence* R Holden (2009) *Outliers: The Story of Success* Malcolm Gladwell (2011) *In Search of Excellence* T Peters, R Waterman (2004) *101 Ways to Develop your People without Trying* P Honey (2003) *A Manager's Guide to Self-Development* M. Pedler, J.Burgoyne and T.Boydell (2006) *Coaching for Performance* John Whitmore (1996) *Coaching and Mentoring: Practical Conversations to Improve Learning* E Parsloe and M Leedham (2009)

DRIVE PERFORMANCE	EXPERIENCE ON THE JOB	EXPOSURE TO OTHERS	EDUCATION
At UoN, Leaders… Understand the priorities and how they link to the School/Divisional Plan Engage in regular conversation about performance expectations Understand own personal contribution to the success of NeW Directions Take accountability for delivering plans/targets/KPIs Monitor progress towards goals, address performance issues and provide feedback Identify efficiencies that drive performance improvements	Review the plan for your area – be familiar with KPIs and critical priorities and communicate them to all staff. Be clear with each member of the team about their critical priorities so that they understand what they are and the rationale behind them. Review your activity. Consider how much you have focused on your priorities and how much you have been distracted by activities that seem important at the time. Look at these distractions. What can you do in the future to avoid being distracted? Ask team members for regular updates, review these priorities on a regular basis and reset them if necessary. Make sure you stay focused on the outcome you want to achieve If the process is not delivering your desired outcome look for improvement opportunities.	Discuss the critical priorities with your manager and colleagues so you are clear about how you contribute. Observe how other managers communicate performance expectations. Practise the same behaviours gradually adding these into your approach. Review progress against priorities at team meetings to establish how people are tracking against objectives. Actively seek feedback on how well you are achieving results from your manager or colleagues. Ask for specific comments, suggestions, or feedback on how to achieve challenging goals. Identify a role model who you feel delivers outstanding results. Ask him/her to review your goals and deliverables, and challenge you to drive improvements as appropriate.	Formal Training and Qualifications – refer to the Staff Career Development Prospectus on the web for an overview of available training and development programs. Suggested reading: *Execution: The Discipline of Getting Things Done* L Bossidy, R Charan and C Burck (2002) *Delegating For Results: Revised (Crisp Fifty-Minute Series)* R Maddux (1998) *Personal time management (Crisp Fifty-Minute Series)* Marion Hayes (2000) *Project Management, Revised (Fifty-Minute Series)* Marion Haynes (1997) *Project Leadership* W Briner, M Geddes and C Hastings (1996) *Managing Employee Performance Problems* N Tompkins (2006) *High Performance Leadership: Creating, Leading and Living in a High Performance World* G Winter (2003)

SHOW COURAGE AND RESPECT	EXPERIENCE ON THE JOB	EXPOSURE TO OTHERS	EDUCATION
At UoN, Leaders… Challenge inappropriate behaviour respectfully Make difficult decisions when necessary balancing the concerns of all parties Have confidence to make sound and well-reasoned decisions Remain calm and objective when undertaking difficult conversations Encourage open communication; express own views clearly and consider colleagues' views Are sensitive to others' needs, responsive to feedback and willing to adapt own behaviour	Review your approach to dealing with difficult conversations. How comfortable are you? Do you shy away from difficult situations? Look at how you could be better at challenging issues promptly. Review situations where you are required to make a difficult decision. Do you adopt a task-focused approach? Remember to balance this with supporting and treating others with respect. Consider how effective you are at dealing with conflict. Approach the problem not the person. Depersonalise conflict and focus on ideas/approaches instead. Reflect on how well you actively listen to others. Consider your non-verbal behaviour (e.g. eye contact) and verbal behaviour (e.g. interrupting, questioning, and paraphrasing). Do you listen selectively/think about other things while people are talking?	Before a contentious discussion, ask your manager or colleague to role-play a challenging person. Ask for feedback about your own skill at providing feedback. Discuss a difficult decision with your manager. Review both the outcome of your decision and the process you used. What could be improved for next time? Have someone model his or her decision-making process for you. Explore and question the factors they consider in decision-making. Ask a colleague for feedback on how clear your communication was, how much you listened and how sensitive you were to others. Discuss improvements with them. Get feedback about your own body language and the first impression that you make. Ask others whose opinions you trust about how easy you are to talk to.	Formal Training and Qualifications – refer to the Staff Career Development Prospectus on the web for an overview of available training and development programs. Suggested reading: *Integrity: The Courage to Meet the Demands of Reality* H Cloud (2006) *The Assertiveness Workbook: How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships* R Paterson (2001) *Feel the Fear and Do it Anyway* S Jeffer (1997) *First Person: Tales of Management Courage and Tenacity* T Teal (1996) *Persuasion: The Art of Influencing People* J Borg (2008) *Feedback Skills for Leaders (Crisp Fifty Minute)* P Hathaway (2006) *How to Win Friends & Influence People* Dale Carnegie (1998)

PERSONAL AND CAREER DEVELOPMENT PLAN TEMPLATE

DEVELOPMENT NEED/GOAL	DEVELOPMENT ACTIONS	MEASURE/TIMING	BY WHOM	RESULTS ACHIEVED
	Experience on-the-job (70%)			
	Exposure to others (20%)			
	Education & Formal Training (10%)			

EXAMPLE PERSONAL AND CAREER DEVELOPMENT PLAN

DEVELOPMENT NEED/GOAL	DEVELOPMENT ACTIONS		MEASURE/TIMING	BY WHOM	RESULT/ACHIEVED
1. Enhance capability to drive performance through others, clearly communicating my expectations of direct reports, empowering them and offering them coaching to enable delivery of agreed standards	*Experience on-the-job (70%)*	Focus on and be able to describe the impact of under-performance both for the individual and the organisation Think through obstacles to performance and identify ways to remove or reduce these Shift from providing solutions to direct reports to coaching	Review direct reports' performance reviews to ensure performance expectations and deliverables are clear – Nov-Feb Undertake 360˚ leadership feedback – Oct Demonstration of commitment to coaching-feedback from staff – ongoing	Self Self Self	
	Exposure to others (20%)	Obtain coaching from Manager on how to have difficult conversations. Role play difficult conversations with Manager, peer or HRO first	Feedback from direct reports about impact of more open conversations. Evidenced by 360˚ feedback – Oct.	Self/Manager	
	Education & Formal Training (10%)	Participate in 'Pathways to Performance' training course.	Participate in next available program, no later than June next year.	Self/OD	

DEVELOPMENT NEED/GOAL	DEVELOPMENT ACTIONS		MEASURE/TIMING	BY WHOM	RESULTS ACHIEVED
2. Tendency to work around individuals who I see as less informed. Do not recognise that people with different styles and experience can contribute unique, value adding suggestions.	*Experience on-the-job (70%)*	Take on role of "an idea facilitator", thinking afresh about each situation and seeking input specifically from colleagues and integrating views/ideas into work plans. Add to team meeting agenda Practice asking open questions rather than making statements and show that I am listening to staff responses.	Present/Report back collective view to Faculty meetings – every second month.	Self	
			Positive 360˚ feedback on working collaboratively – Oct.	Self	
			Team feedback regarding active listening and facilitation skills.	Self/Team	
	Exposure to others (20%)	Design and facilitate a Departmental off-site meeting to enable cross-functional information sharing and generation of solutions.	Attend by March next year. Development Plan updated following participation.	Self	
	Education & Formal Training (10%)	Participate in a 'Diversity and Inclusion' training course. Seek guidance from OD team for recommendation.			

DEVELOPMENT NEED/GOAL	DEVELOPMENT ACTIONS		MEASURE/TIMING	BY WHOM	RESULTS ACHIEVED
3. Developing assertiveness skills with internal customers	*Experience on-the-job (70%)*	Understand frequent types of requests for process deviations and develop question and answer document.	Q&A document completed by November. Effectiveness measured by less than 5% deviations to process.	Self Self	
	Exposure to others (20%)	Role play managing the Customer interaction with my Manager	Role play completed and Manager feedback acted on in day to day customer interactions.	Self/Manager	
	Education & Formal Training (10%)	Participate in 'Delighting Internal Customers' training program.	Attend training course before planning cycle commences in July.	Self	