

Great manager, great results

Self assessment and development
planning template for Victorian
public sector managers

The Victorian Government has vested the State Services Authority with functions designed to foster the development of an efficient, integrated and responsive public sector which is highly ethical, accountable and professional in the ways it delivers services to the Victorian community.

The key functions of the Authority are to:

- identify opportunities to improve the delivery and integration of government services and report on service delivery outcomes and standards;
- promote high standards of integrity and conduct in the public sector;
- strengthen the professionalism and adaptability of the public sector; and
- promote high standards of governance, accountability and performance for public entities.

The Authority seeks to achieve its charter by working closely and collaboratively with public sector departments and agencies.

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Overview

Knowledge, skills and behaviours for a management role

Managers transform organisational vision into outcomes. To do this managers advise, lead, follow, connect, collaborate, act, persevere and deliver.

Managers actively contribute to organisational vision by providing sound advice to senior leaders about opportunities, risks and practicalities. Managers then translate organisational vision into targeted actions and tangible outcomes by providing leadership – direction, advice and support – to individuals and teams.

Managers work collaboratively with peers from other divisions and organisations. They do this to share information, maximise resources, broker solutions and increase the value of outcomes to the government and the public it serves.

The role of the Victorian public sector manager is rewarding, complex and challenging. In order to succeed in this role, managers need to develop and apply knowledge, skills and behaviours over and above the technical or professional expertise they may have.

The knowledge, skills and behaviours required for Victorian public sector management roles fall into four broad areas.

Anyone who develops the knowledge, skills and behaviours in all four areas will be able to succeed with confidence in any Victorian public sector management role.



The Development Framework for Victorian public sector managers

The State Services Authority (SSA) has created the *Development Framework for Victorian public sector managers* to establish a common understanding about the knowledge, skills and behaviours required for success in any Victorian public sector management role, regardless of the specific context in which the role is performed.

Used to shape the professional development of emerging and experienced managers, the Development Framework will contribute to the ability of Victorian public sector managers to move easily from one role, situation or environment to another. This provides the basis for a responsive and adaptive public sector.

The Development Framework contains 13 development areas, presented in two sections: management role foundations and management role activities.

The **management role foundations** section covers the underpinning knowledge, skills and behaviours that every successful Victorian public sector manager draws on every day. They are, literally, everyday management knowledge, skills and behaviours:

1. understanding and developing yourself
2. different styles of management for different situations
3. resilience and achievement
4. advanced interpersonal skills
5. thinking and acting strategically.

The **management role activities** section covers the tasks and actions that all managers need to undertake in order to deliver outcomes, regardless of the specific nature or context of their work. These include:

6. overseeing operations, projects and resources in the Victorian public sector
7. managing and developing people in the Victorian public sector
8. managing difficult situations involving the people you manage
9. managing attraction and recruitment activity in the Victorian public sector
10. collaborating across and beyond the Victorian public sector
11. working with diversity in the Victorian public sector
12. managing during organisational change
13. contributing to public policy.

The Development Framework is detailed in different ways for different audiences through a suite of resources collectively titled *Great manager, great results*.

The knowledge, skills and behaviours specifically related to the Victorian public sector are highlighted throughout the *Great manager, great results* documents. The SSA's *Welcome to government* also provides more information about the Victorian public sector context.

The Development Framework does not focus at all on the professional, technical or context-specific knowledge, skills and behaviours a manager may require in their role. Department and agency capability frameworks, position descriptions for individual roles, and human resources staff will assist managers to identify any job-specific capabilities they may need to develop.

How the Development Framework fits together

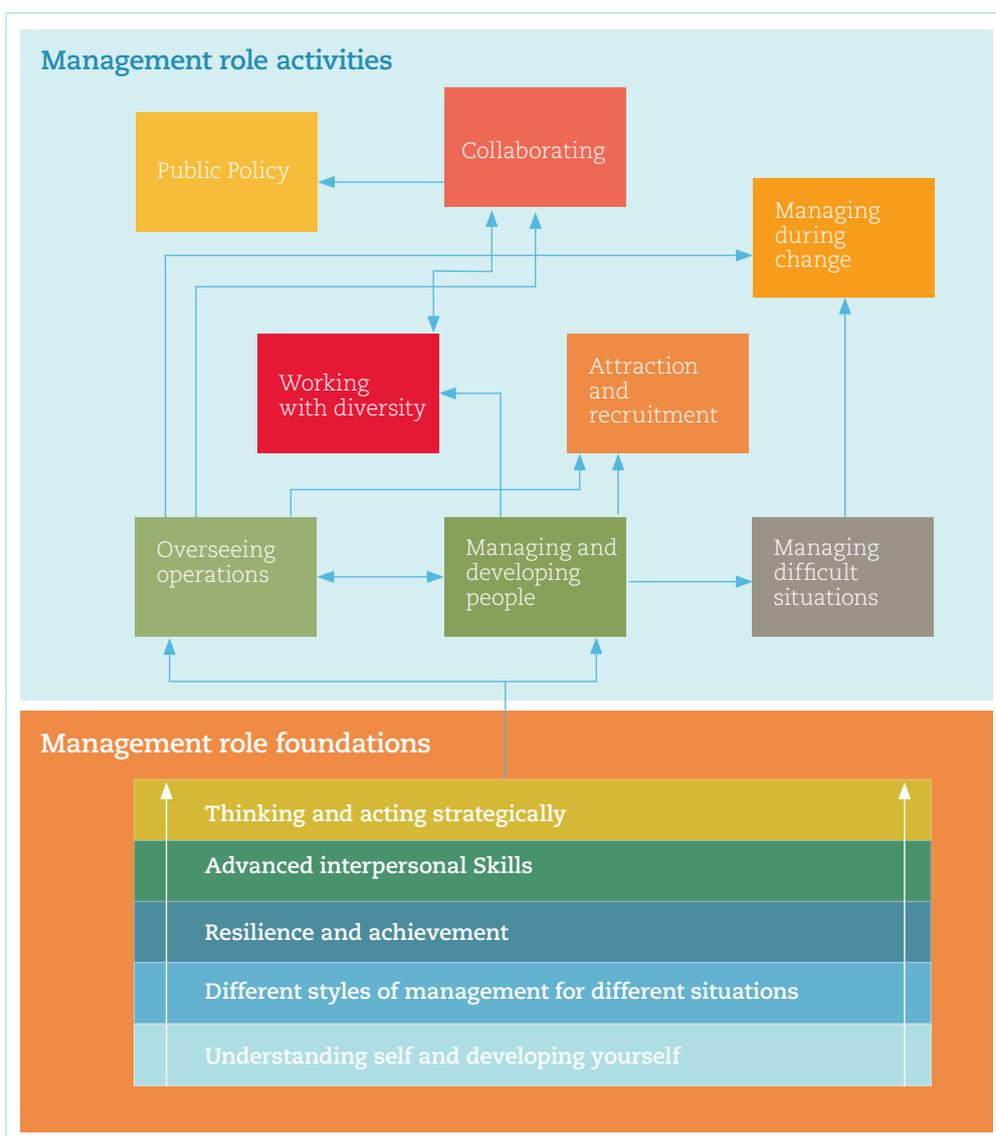
The order in which a manager focuses on the different development areas will, of course, depend on an individual manager's existing knowledge, skills and behaviours, their experience and aspirations, and the context in which they work.

However, a manager (or an aspiring manager) should focus first on developing expertise in the management role foundations. The knowledge, skills and

behaviours highlighted in this part of the framework underpin the ability to succeed in all aspects of a management role.

Next, a manager should focus on developing expertise in 'overseeing operations' and in 'managing and developing people'.

The arrows in the diagram below show how the other development areas build on the knowledge, skills and behaviours covered in these foundation areas.



Management knowledge, skills and behaviour self-assessment

This self-assessment has been designed to help you, a Victorian public sector manager, identify your current strengths and areas where further development is warranted.

You will find this self-assessment tool a useful resource when you are, for example:

- preparing for your own performance planning and review;
- about to undertake new work tasks or face a new situation;
- planning to seek a new public sector management role; or
- wanting to refresh your existing management skills.

A good understanding of yourself

As with any assessment, the more honest your responses, the more valuable the information gained from it will be. Keep in mind the following points:

- This is a 'point-in-time' snapshot of your strengths and limitations. Over time, the nature of your work will change, you will change and so will your strengths and limitations.
- Everyone is a novice at some time. Even people who later become experts.
- The knowledge, skills and behaviours required for a management role are not inherently difficult to develop. What you identify as a gap in your knowledge, skills or behaviours can be addressed through targeted development activities.

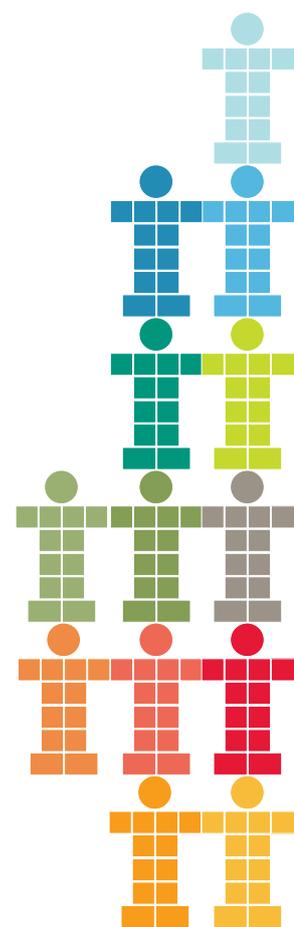
You are obviously a key source of information about your strengths and limitations. However, you may not always be able to see them clearly or accurately.

Insights from other people, especially the person to whom you report (your manager), the people who report to you (your staff) and others with whom you work (colleagues) will help give you a better picture. You can ask several people to complete this assessment about you and then combine the results. This will provide a clearer insight into where your management strengths and limitations may lie. Requesting this kind of feedback will be seen as a positive initiative and sets a good example.

If you do not feel comfortable asking others to assess your management knowledge, skills and behaviours you should, at the very least, share the results of your own self-assessment with your manager. This will provide a useful basis for a productive performance, career or development planning conversation.

The questionnaires that follow are based upon the 13 sections of the *Development Framework for Victorian public sector managers* (available from www.ssa.vic.gov.au)

The SSA has also produced *Helping your managers develop a guide for Victorian public sector executives*. This is also available from www.ssa.vic.gov.au. You may wish to give a copy to your manager.



Management role foundations

Understanding and developing yourself

1



Good self-knowledge provides the basis for effective self-development, selection of appropriate management styles, strengthening resilience, strategic thinking and communication. In other words, it provides the foundation for success in a management role.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Identifying your own personality, strengths, limitations, aspirations, needs, anxieties and preferred ways of working	1	2	3	4	5
Identifying your own development needs	1	2	3	4	5
Selecting development activities that will be effective	1	2	3	4	5
Creating a career plan and acting on it	1	2	3	4	5
Preparing to move into a new role or take on new work	1	2	3	4	5
Establishing performance within the first 90 days in a new role	1	2	3	4	5
Seeking assistance with self-assessments, development planning, career planning or moving between roles	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Different styles of management for different situations

2



It is often not what a manager does that produces results, but how they do it. Being able to use a style of management that suits an individual's personality and the situation in which they manage is a core skill for managers.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Using emotional, environmental and cultural intelligence to read a situation	1	2	3	4	5
Applying a management style that is comfortable for you, sits well with the Victorian public sector values and will be effective for the situation in which you are managing	1	2	3	4	5
Identifying situations in which your preferred management approach is likely to be ineffective and an alternative management style is needed	1	2	3	4	5
Applying an alternative management style	1	2	3	4	5
Seeking support with selecting and adapting appropriate management approaches	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Resilience and achievement: keeping going when the going gets tough

3



The ability to achieve outcomes through perseverance and professionalism, even in the face of set-backs and challenges, is a critical aspect of success in any management role.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Maintaining an appropriate balance between work and wellbeing	1	2	3	4	5
Making decisions with confidence	1	2	3	4	5
Time management	1	2	3	4	5
Prioritising tasks	1	2	3	4	5
Working well in situations characterised by complexity, ambiguity, change or risk	1	2	3	4	5
Bouncing back after set-backs, mistakes, failures, disappointments or frustrations	1	2	3	4	5
Managing unproductive stress	1	2	3	4	5
Seeking assistance with the management of stress and building resilience	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Advanced interpersonal skills

4



The ability to engage with people in intelligent and compelling ways is an essential skill that underpins a manager's ability to succeed in their role.

At management level, good written and verbal communication is assumed. So the focus here is not on establishing these fundamental abilities, but on applying these skills with sophistication to complex situations.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Engaging with senior audiences to inform and influence	1	2	3	4	5
Building mutually beneficial professional relationships with peers	1	2	3	4	5
Showing appreciation for and building rapport with people who are more junior in the organisational hierarchy	1	2	3	4	5
Facilitating interaction between different hierarchical levels within an organisation	1	2	3	4	5
Convincing others to engage on a topic, appreciate your perspective and undertake particular actions	1	2	3	4	5
Brokering solutions where there are strongly expressed opposing views	1	2	3	4	5
Crafting communications to inform and to manage expectations	1	2	3	4	5
Conducting meetings that achieve agreed outcomes	1	2	3	4	5
Representing your organisation and the Victorian public sector professionally	1	2	3	4	5
Seeking support to develop and apply effective interpersonal skills	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Thinking and acting strategically

5



Thinking and acting strategically involves being able to plot a course of action in light of opportunities, obstacles and change. Strategic action involves ensuring activity is taken in the right way and at the right time to achieve the desired outcome.

HOW GOOD ARE YOU AT ...	Novice					Expert				
	(circle a number)									
Creative, innovative and adaptive thinking	1	2	3	4	5	1	2	3	4	5
Identifying and addressing your own cognitive biases and those of others	1	2	3	4	5	1	2	3	4	5
Identifying and clarifying goals	1	2	3	4	5	1	2	3	4	5
Identifying and analysing barriers, enablers and opportunities	1	2	3	4	5	1	2	3	4	5
Identifying, selecting and sequencing specific actions to achieve outcomes in light of particular circumstances	1	2	3	4	5	1	2	3	4	5
Reviewing and revising strategic action in real time	1	2	3	4	5	1	2	3	4	5
Communicating strategy to others	1	2	3	4	5	1	2	3	4	5
Seeking support to develop and apply strategic thinking skills	1	2	3	4	5	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5	1	2	3	4	5

What now?

Scores of 3 or below indicate an area where focused development is likely to be of value.

Because the knowledge, skills and behaviours outlined here are foundational, you should consider addressing any development needs identified above before pursuing development in any other areas.

Where you have scored 4 or 5, how did you gain your expertise? Was it mostly theory or mostly practice?

If it was predominantly one or the other, you might consider undertaking a practically (or theoretically) based development activity to round out your expertise. You might also consider using your expertise to help others (for example, your colleagues or your staff) develop their strengths in these areas by, for example, offering to mentor them.

If you and your supervisor are happy with your level of expertise in these areas, you should now move to the next self-assessment.

Management role activities

Overseeing operations, projects and resources in the Victorian public sector

6



Most managers will have had experience in managing individual projects or particular operational functions in their pre-management roles. So the focus here is not on day-to-day project or operational management skills, but on aspects of project or operational management that managers may not have experienced in their pre-management work.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Building and championing a business case including outlining an initiative, the rationale for it, benefits (direct and indirect) and costs (direct and indirect)	1	2	3	4	5
Undertaking accountabilities related to the management of public funds including fulfilling reporting requirements	1	2	3	4	5
Developing strategies for getting work done including the design of work tasks and management of resources	1	2	3	4	5
Ensuring compliance with Victorian public sector procurement and contract management requirements	1	2	3	4	5
Identifying, analysing, evaluating and treating risks	1	2	3	4	5
Managing succession and workforce planning risks	1	2	3	4	5
Evaluating operations or projects	1	2	3	4	5
Capturing, storing and transferring explicit and tacit knowledge	1	2	3	4	5
Seeking support to develop effective operational and project management practices	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

**Managing and developing people
in the Victorian public sector**

7



Good people management is one of the key contributions that a manager makes to an organisation’s productivity, culture, staff retention and attractiveness to potential employees. Good people management is also one of the key factors contributing to a manager’s ability to deliver outcomes.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Establishing a workplace culture that enables individual and team performance	1	2	3	4	5
Building and maintaining high performing teams	1	2	3	4	5
Assigning work to individuals appropriate to their skills, aspirations and potential	1	2	3	4	5
Empowering individuals and teams to work with authority and autonomy while avoiding micro-managing or under-managing staff	1	2	3	4	5
Helping build and maintain staff motivation and engagement	1	2	3	4	5
Providing feedback to help staff achieve performance and personal growth	1	2	3	4	5
Assisting staff to identify and address their development needs	1	2	3	4	5
Constructing opportunities for staff to develop new knowledge, skills and behaviours in the workplace	1	2	3	4	5
Assisting staff to identify opportunities to advance their careers	1	2	3	4	5
Negotiating working arrangements to meet the needs of work and individual staff	1	2	3	4	5
Managing staff and teams with differing working hours or locations	1	2	3	4	5
Seeking support to assist with managing individuals and teams	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Managing difficult situations involving the people you manage

8



Some of the most stressful situations that a manager has to face are difficult situations involving the people they manage. These are situations that are difficult partly because they can involve strong emotions and partly because most managers will not experience these situations very often. So they will not have had the opportunity to develop and refine their ability to address these situations with confidence.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Undertaking difficult conversations to achieve positive outcomes	1	2	3	4	5
Identifying and addressing, in line with appropriate processes:					
• poor staff performance	1	2	3	4	5
• unproductive conflict in the workplace	1	2	3	4	5
• workplace bullying or harassment	1	2	3	4	5
• criminal activity in the workplace	1	2	3	4	5
• unethical actions or behaviours in the workplace	1	2	3	4	5
• workplace injuries	1	2	3	4	5
• personal difficulties experienced by a staff member in their private life	1	2	3	4	5
Reassigning, re-classifying or dismissing a staff member in line with appropriate processes	1	2	3	4	5
Participating in formal grievance and dispute resolution processes	1	2	3	4	5
Seeking support to manage difficult situations involving the people you manage	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Managing attraction and recruitment activity in the Victorian public sector

9



The foundations for strong staff performance and a manager's ability to succeed in their role is enhanced significantly through the manager's ability to attract and recruit the right people; that is, people who will be able to contribute to the current and evolving needs of the work and the organisation.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Planning for the attraction and recruitment process	1	2	3	4	5
Identifying the knowledge, skills and behaviours the organisation requires now and in the future	1	2	3	4	5
Writing position descriptions to attract and inform high quality candidates	1	2	3	4	5
Creating a candidate short list	1	2	3	4	5
Conducting behaviour-based interviews and other forms of assessment	1	2	3	4	5
Ensuring evidence- and merit-based decision making	1	2	3	4	5
Communicating outcomes of the selection process to:					
• the successful candidate and negotiate arrangements for commencement	1	2	3	4	5
• the unsuccessful candidates so they remain positive about the organisation	1	2	3	4	5
Setting the appointee up for strong performance in their new role	1	2	3	4	5
Ensuring effective use of the probation processes (where appropriate)	1	2	3	4	5
Capturing, sharing and using intelligence arising from the recruitment process	1	2	3	4	5
Seeking support with attraction and recruitment processes	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Collaborating across and beyond the Victorian public sector

10



Collaboration—working with others to achieve particular goals—occurs in many different forms across the Victorian public sector. It ranges from ad hoc one-to-one arrangements and informal networks, to project groups within or across departments, to multi-jurisdictional or multi-sector arrangements framed by formal agreements and documented protocols. Victorian public sector managers often find themselves either participating in, or establishing and leading, some form of collaboration.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Identifying when a collaboration with individuals or organisations outside your own is necessary	1	2	3	4	5
Identifying the type of engagement approaches and collaboration that will be appropriate	1	2	3	4	5
Setting up a collaboration to ensure it is successful	1	2	3	4	5
Maintaining the value and momentum of a collaboration	1	2	3	4	5
Addressing the differences that arise because of the different types of accountabilities, governance structures, ways of operating and cultures existing in:					
• the Victorian Public Service	1	2	3	4	5
• the Victorian public sector	1	2	3	4	5
• the Australian Public Service	1	2	3	4	5
• local government	1	2	3	4	5
• the not-for-profit and community sector	1	2	3	4	5
• the private sector	1	2	3	4	5
Seeking assistance to support collaborative work	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Working with diversity in the Victorian public sector

11



Ensuring effective engagement with and between people whose identities, perspectives and interests differ significantly is a key factor in delivering outcomes in the Victorian public sector.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Applying general principles for achieving meaningful engagement with and between people with significantly different identities, perspectives and/or interests	1	2	3	4	5
Acting in accordance with legislation relevant to diversity	1	2	3	4	5
Appreciating and working productively with different:					
• work culture and professional identities, perspectives and interests commonly encountered within Victoria	1	2	3	4	5
• socio-economic identities, perspectives and interests commonly encountered within Victoria	1	2	3	4	5
• generational identities, perspectives and interests commonly encountered within Victoria	1	2	3	4	5
• cultural identities, perspectives and interests commonly encountered within Victoria	1	2	3	4	5
• disability identities, perspectives and interests commonly encountered within Victoria	1	2	3	4	5
Seeking support to assist in working with people who have different identities or perspectives	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Managing during organisational change

12



At some stage in a management career, a manager is likely to be involved in an organisational change initiative. The change could be large or small, evolutionary or revolutionary, or be driven externally or internally. While change initiatives are initiated (or at least framed) by senior organisational leaders, managers have a key role to play in making the changes happen across the organisation and in managing the impacts.

HOW GOOD ARE YOU AT ...	Novice		Expert		
	(circle a number)				
Planning for change, including framing goals, milestones, timeframes, key actions and progress evaluations in light of different types of change	1	2	3	4	5
Addressing typical employee responses to change	1	2	3	4	5
Helping people:					
• let go of the past and embrace the new	1	2	3	4	5
• maintain motivation, engagement and productivity during change	1	2	3	4	5
• where redeployment or redundancies are occurring	1	2	3	4	5
Communicating effectively in a change environment, including conveying information or decisions that people may find upsetting	1	2	3	4	5
Managing the impacts of change on:					
• business continuity	1	2	3	4	5
• risk profiles	1	2	3	4	5
• external stakeholder relationships	1	2	3	4	5
Monitoring and reporting on aspects of change effectiveness	1	2	3	4	5
Seeking support for the change process and its impacts, especially those relating to staff wellbeing	1	2	3	4	5
OVERALL rating (what is your most common score?)	1	2	3	4	5

Contributing to public policy

13



Public policy refers to a set of actions the government is implementing to address a particular problem impacting on the community. A key role for the public sector is to shape, draft and implement public policy through active engagement with the wider community.

Not all managers in the Victorian public sector are directly involved with the development of public policy. However, a considerable number of managers are involved with public policy either through contributing to policy formation consultations or in implementing the actions identified as part of a policy response. So a good understanding of how policy is developed and how to implement and review public policy is valuable for a management career in public service.

HOW GOOD ARE YOU AT ...	Novice					Expert				
	(circle a number)									
Identifying a problem for which a public policy response may be appropriate	1	2	3	4	5					
Collecting evidence in a public policy context	1	2	3	4	5					
Formulating policy options	1	2	3	4	5					
Involving, in the research, analysis, formation and assessment stages:										
• the communities impacted by the problem and its solution	1	2	3	4	5					
• service deliverers	1	2	3	4	5					
• consultants and other technical specialists	1	2	3	4	5					
Using decision making frameworks within a public policy context	1	2	3	4	5					
Drafting public policy to ensure adoption and impact	1	2	3	4	5					
Evaluating the effectiveness of public policy in terms of the original issue and of changing circumstances	1	2	3	4	5					
Seeking support to assist with the development or implementation of public policy	1	2	3	4	5					
OVERALL rating (what is your most common score?)	1	2	3	4	5					

What now?

Scores of 3 or below indicate an area where focused development is likely to be of value.

Where you have scored 4 or 5, how did you gain your expertise? Was it mostly theory or mostly practice?

If it was predominantly one or the other, you might consider undertaking a practically (or theoretically) based development activity to round out your expertise. You might also consider using your expertise to help others (for example, your colleagues or your staff) develop their strengths in these areas by, for example, offering to mentor them.

If you and your supervisor are happy with your level of expertise in these areas, you should now move to the next self-assessment.

Role or organisation-specific

This section focuses on the professional, technical and context-specific knowledge, skills and behaviours essential for your current role but not covered elsewhere in this self-assessment.

Organisational capability frameworks and your job description will provide an outline of the specialist knowledge, skills and behaviours required of you in your current role.

HOW GOOD ARE YOU AT... <i>specify below</i>	Novice					Expert				
	(circle a number)									
	1	2	3	4	5					
	1	2	3	4	5					
	1	2	3	4	5					
	1	2	3	4	5					
	1	2	3	4	5					
OVERALL rating (what is your most common score?)	1	2	3	4	5					

What now?

Scores of 3 or below indicate an area where focused development is likely to be of value.

Where you have scored 4 or 5, how did you gain your expertise? Was it mostly theory or mostly practice? If it was predominantly one or the other, you might consider

undertaking a practically (or theoretically) based development activity to round out your expertise. You might also consider using your expertise to help others (for example your colleagues or your staff) develop their strengths in these areas by, for example, offering to mentor them.

Development planning template

Planning for your own development

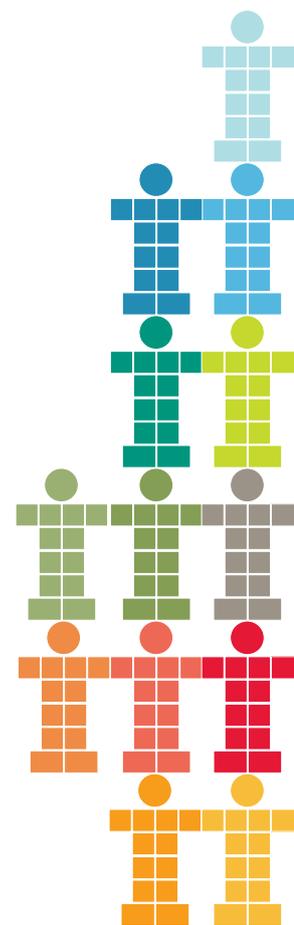
The development and application of new knowledge, skills and behaviours involves six steps:

1. identify development needs
2. identify development options in light of the development needs analysis (noting that it will take a couple of different development activities to give you the opportunity to learn, experiment, adapt and apply new knowledge, skills and behaviours)
3. plan for development
4. undertake development activities
5. apply newly acquired knowledge, skills and behaviours in the workplace
6. review and repeat steps 1–5.

What follows is a template to help you plan for these steps.

While you do not need to share this document with anyone else, there is considerable value in doing so, especially with your supervisor. You can use it as part of your development and performance planning conversations with them.

Note: The term 'development activities' covers a wide range of activities including, for example, on-the-job work projects, stretch assignments, coaching, secondments, and participation in communities of practice and courses—anything designed primarily to develop particular knowledge, skills and behaviours in a focused and systematic way.



My development plan

Your details

Name

Date

STEP 1:

Identify your development needs

A. Why are you seeking development at this time?

Tick the one that most applies to you.

I have never been a manager but am interested in exploring my potential for becoming a manager.

I have had some short-term experiences of performing a management role and am interested in exploring further my potential for becoming a manager.

I have never been a manager and am about to start in a management role for the first time.

I am a manager and am about to start in a management role in a different environment (division or organisation).

I am a manager and am about to undertake activities or responsibilities not previously undertaken.

I am a manager with a record of delivering outcomes; I want to maintain this record of achievement.

I am a manager and am finding it difficult to deliver outcomes.

I am a manager and I find particular aspects of the role difficult or unacceptably stressful.

I am a manager and I have recently experienced a performance set-back (or one is likely).

I am a manager working in an organisation or environment undergoing significant change.

I have been a manager for a long time and need to refresh knowledge, skills and behaviours in light of new ways of doing things or new demands of the job.

I have been a manager for a long time and am seeking new challenges and/or opportunities to re-motivate or re-engage with my work.

I have been a manager for some time and am looking to apply for another management role or have been identified by the organisation as a potential successor for a particular role.

Other reasons for undertaking development at this time:

B. What are you seeking to develop at this time?

Number, in order of priority, where 1 represents the highest development priority. Your rankings here should reflect the areas for development you identified through completing the accompanying self-assessment.

Management role foundations

- Understanding and developing yourself
- Different styles of management for different situations
- Resilience and achievement: keeping going when the going gets tough
- Advanced interpersonal skills
- Thinking and acting strategically

Specific areas for development:

Management role activities

- Overseeing operations, projects and resources in the Victorian public sector
- Managing and developing people in the Victorian public sector
- Managing difficult situations involving the people you manage
- Managing attraction and recruitment activity in the Victorian public sector
- Collaborating across and beyond the Victorian public sector
- Working with diversity in the Victorian public sector
- Managing during organisational change
- Contributing to public policy

Specific areas for development:

My development plan

Role-specific knowledge, skills and behaviours (specify)

Emphasis: What do you need? Tick the one that most applies to you.

Theory: opportunity to gain an understanding of why particular knowledge, skills and behaviours are important

Practice: opportunity to rehearse and/or refine how to apply particular knowledge, skills and behaviours

Both theory and practice

STEP 2: Identify your development options

C. How would you like to go about developing the new knowledge, skills and behaviours?

Tick all the development activities (overleaf) that would work for you and your organisation, keeping in mind the following points.

- The development and application of particular knowledge, skills and behaviours occur as a result of participation in a number of different activities, not just a single one-off activity such as a half-day course.
- The majority of development (70 per cent) should be based in experience (learning by doing, experimenting, making mistakes, trying different approaches and talking about the experience). Twenty per cent of development should occur through peer or one-on-one interactions. Formal courses, classroom style learning, should be the least prevalent (10 per cent). This is known as the 70:20:10 principle.
- Development activities that allow participants to influence the content, sequence, pace and similar aspects of the activity are most effective. Development activities in which the participants are passive and have little opportunity to influence the content or delivery of the activity are not very effective.
- Not all development activities will be available at any given time.

My development plan

Experiential development

- Higher duties/job swaps/rotation:** Performing, for a set period of time, another management role within your organisation, often in a different area or division.
- Secondments:** Performing, for a set period of time, a leadership or management role in a different organisation.
- Special work projects:** Participating in a project team, for a set period of time, to work on a project that is outside, or at a higher level, than your regular work.
- Scenario and simulation activities:** Playing a leadership or management role within a facilitated role play or hypothetical discussion exercise that focuses on situations that are grounded in reality.
- Shadowing:** Accompanying and observing, for a set period of time, a leader or a manager in a different role (whether within the organisation or in a different organisation) as they undertake their daily tasks.
- Active experimentation and reflective journaling:** Maintaining a regular record of specific work tasks and challenges, different strategies you have tried in addressing these challenges, the impact and effectiveness of these different strategies, things you would try differently next time, and reflections about the emotional aspects of the challenges and response strategies.

Peer and relational development

- Coaching:** Having a subject-matter expert work with you on a one-on-one basis for a set period of time to help you develop, apply and refine a particular management skill or behaviour.
- Mentoring/critical friend:** Having someone who has working knowledge of the challenges of management and leadership roles act as a 'sounding board' for you as you deal with a range of management challenges.
- Learning circles:** A group of managers, often working in different areas, who meet on a regular basis to discuss and collaboratively find solutions to the challenges of management roles. The topics of focus and the solutions discussed come wholly from within the group. Every member of the group equally shares the responsibility for ensuring the discussions are of value.
- Professional communities of practice/networks:** A group of people, often working in the same field, come together on a regular basis to share information about topics of common interest. Unlike a learning circle, communities of practice and networks will often have formal roles (such as Chair and Secretary), will conduct activities in line with a program or agenda determined ahead of time, and often have guest speakers.
- Developing others:** Taking on a role as coach or mentor to someone else. The act of helping others develop their skills provides an opportunity for the coach or mentor to consolidate their own skills and knowledge and to develop a range of people skills (such as effective communication).

My development plan

Curriculum-based development programs

- Workshops:** A series of activities (often including lectures/presentations, discussions and, possibly, role playing exercises) delivered by a subject matter expert to a group of people in line with a set or standard curriculum. Participants often have limited opportunity to influence the content and design of the workshop. Participation is often acknowledged by a certificate.

- Courses:** A combination of development activities—often including workshops, set reading and written assignments—delivered by subject-matter experts to a group of people over a long period of time in line with a set curriculum. Participants often have limited opportunity to influence the content and design of the course. Demonstration of learning, based upon successful completion of assignments, is often acknowledged by a formal qualification.

- Conferences:** A series of presentations or small workshops delivered by different subject-matter experts over one or two days. Typically, each individual session or workshop is prepared by the presenter in isolation from other aspects of the program, but is brought together by conference organisers around particular themes. The audience has little or no opportunity to influence the way the conference is conducted.

Reading

- Online programs:** On the whole, online development involves reading (or listening to) set text and, often, viewing short videos. While many online programs do have interactive elements, typically these do not allow the participant to influence the content or delivery of the program. Also, typically, there is little or no opportunity to ask questions or to discuss the ideas presented.

- Professional books and journals**

Other

- Specify*

Additional notes:

D. Considerations arising from 'why', 'what' and 'how'

Speed: How quickly do you need to develop the knowledge, skills or behaviours identified previously?

Tick the one that most applies to you.

Immediately

Sometime in the next month

Sometime in the next three months

Sometime in the next six months

Sometime in the next twelve months

Sometime in the next two years

Additional notes:

Breadth: How focused do you need the development activity to be?

Tick the one that most applies to you.

Narrowly focused (eg. focusing on only one or two topics)

Broadly focused (eg. covering a wide range of topics)

Additional notes:

My development plan

Depth: How expert do you need to become in these particular knowledge, skills and behaviours at this time?

Tick the one that most applies to you.

Introductory (no pre-requisites)

Intermediate (builds on some knowledge and/or experience)

Advanced (builds on substantial existing knowledge or experience)

Additional notes:

Diversity: To what extent do you need to undertake development experiences among people who have similar or different backgrounds to you?

Tick the one that most applies to you.

i) Need development activities with mostly public sector people

Need development activities with mostly community / non-government organisation sector people

Need development activities with mostly private sector people

Need mix of public, private, and/or community sector people

Additional notes:

Tick the one that most applies to you.

ii) Need development activities with people who are a similar level to me

Need development activities with people who are at different levels from me

Additional notes:

My development plan

Recognition: Do you need to have your participation in the development activity, or your achievement in it, formally recognised?

Tick the one that most applies to you.

No formal recognition required

Recognition through certificate of attendance

Recognition through a formal qualification

Additional notes:

Scheduling: When is the best time for you to participate in development activities?

Tick the one that most applies to you.

Any day (including weekend)

Any day (Monday-Friday)

Any day, except:

Additional notes:

E: Identify your development options checklist

Tick as completed.

I have actively sought out a range of development activity options in line with my development needs and preferences.

I have asked my supervisor to look out for possible development activities in line with my development needs.

I have asked my colleagues to look out for possible development activities in line with my development needs.

I have reviewed the development activity options in light of my development needs, the 70:20:10 principle and what is practical at this time.

STEP 3: Plan for development activities

F: What and how revisited

Development goal

Development area being addressed

Specific outcomes (What will you be able to do differently after development?)

Specific outcomes (When will you use your newly acquired knowledge, skills and behaviours?)

Typically, the development and application of knowledge, skills or behaviours will require a couple of different development activities. It is common, for example, for a manager to attend a course, to engage a mentor and to participate in a professional network. Or they may work on a special project, engage a coach and undertake some professional reading. Each set of activities is designed to develop the same knowledge, skills or behaviours.

Details 	Activity 1	Activity 2	Activity 3
Type of activity (eg. mentoring, stretch assignment, networks)			
Dates of activity			
Other details (eg. location, name of program, costs if applicable)			

My development plan

G: Preparation checklist

<input checked="" type="checkbox"/> Tick the one that most applies to you.	Activity 1	Activity 2	Activity 3
I have scheduled time in my diary before the activity to read any pre-work and/or read something related to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have scheduled time in my diary for the development activity, including additional time for thinking immediately after the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have re-scheduled commitments so there are no demanding meetings or activities immediately before or straight after the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have put in place arrangements so that essential work can still be achieved despite my absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have negotiated contact protocols with my staff and colleagues while I am participating in the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have scheduled a time to meet with my supervisor very shortly after the activity to discuss the experience and how I will use what I have learnt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have scheduled a time with my peers and staff very shortly after the activity to discuss the experience and how I will use what I have learnt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have scheduled a time to meet with my supervisor two or three months after completing the activity to discuss how I have used the knowledge, skills and behaviours developed through the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 4: Undertake development activities

The following actions will help you to get the best from any development activity while it is taking place.

- **State your goals:** A good facilitator will actively seek this information. If not, you may have to create your own opportunity for explaining your reasons for participating in the development activity and your expectations of it.
- **Give it a go:** Give any activities or exercises a go. Make mistakes and keep a sense of perspective.
- **Keep the activity on track:** Speak up when the development activity could be enhanced to meet your development needs better. Good facilitators appreciate feedback and suggestions about what can be done to make it work for you.

Be careful not to confuse feelings of discomfort with dissatisfaction about the development activity. Feelings of discomfort, even frustration or anger, are a normal part of the learning experience, especially as you grapple with new ideas or behaviours.

- **Learn from other participants:** Interact with others who are participating in the development activity. Often some of the richest learnings will come from your discussions with other people going through the same development experience.

- **Teach others what you have learnt:** Explaining something new to someone else is a powerful way to consolidate new knowledge and skills. For a particularly intense activity, you may consider debriefing by phone with your supervisor or a colleague during a suitable break in the activity.
- **Withdraw if warranted:** Do not be afraid to withdraw from an activity if, after giving it a good go, the activity is not delivering the knowledge, skills or behaviours you need to develop.

Keep in mind, however, that there are likely to be costs associated with a withdrawal. These can be financial. There can also be costs in terms of your reputation and the development opportunities offered to you in the future.

If you do withdraw from a particular activity, you should seek out an alternative activity as soon as possible.

STEP 5: Apply newly acquired knowledge, skills and behaviours in the workplace

Tick as completed.

I met with my supervisor soon after the development activity finished and discussed the development experience, key learnings and how I will use them.

I met with my peers and/or staff soon after the development activity finished and discussed the development experience, key learnings and how I will use them.

I have consciously tried out, several times, a newly acquired knowledge, skill or behaviour in my everyday work.

I have discussed the experience of trying out the new knowledge, skills or behaviours with a trusted peer, and considered what else I might do differently the next time I try out the new knowledge, skills or behaviours.

STEP 6: Review and repeat

Tick as completed.

I have scheduled a time to meet with my supervisor two to three months after the development activity to discuss the impact of the recent development activities on my performance in my management role.

Date

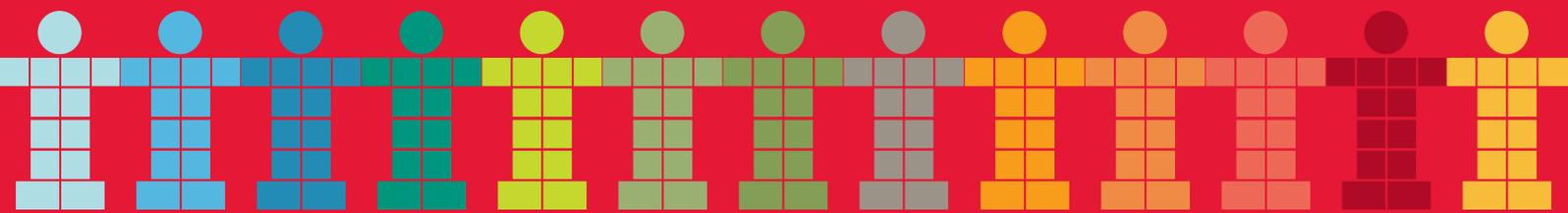
Time

I have scheduled a time to conduct another assessment of my management knowledge, skills and behaviours in three to six months time in order to identify improvement in the areas I have recently developed and new areas for development.

Date

Time

Additional notes:



state**services**authority

supporting**government**
serving**victorians**



Great manager, great results
Development resources
for Victorian public
sectors managers