

## **DEVELOPING OTHERS (DEV)**

**Developing Others** involves a genuine intent to foster the long-term learning or development of others through coaching, managing performance and mentoring. Its focus is on developmental intent and effect rather than on a formal role of training. For this competency to be considered, the individual's actions should be driven by a genuine desire to develop others, rather than by a need to transfer adequate skills to complete tasks.

| <i>This Means...</i>  | <i>This Doesn't Mean...</i>   |
|---|---|
| <ul style="list-style-type: none"> <li>taking the time to work with staff on developmental strategies</li> </ul>  | <ul style="list-style-type: none"> <li>putting off dealing with developmental planning</li> </ul>   |
| <ul style="list-style-type: none"> <li>giving on-the-job instructions and training, or other practical support, as a means of enhancing performance</li> </ul>  | <ul style="list-style-type: none"> <li>taking a "no news is good news" approach</li> </ul>  |
| <ul style="list-style-type: none"> <li>giving on-going specific feedback on a regular, frequent basis and tracking direct reports' performance targets and progress on development plans</li> </ul>                   | <ul style="list-style-type: none"> <li>giving occasional feedback only or waiting until the annual performance appraisal meeting to give feedback</li> </ul>  |
| <ul style="list-style-type: none"> <li>actively seeking out work opportunities that will challenge your staff, enable them to learn new skills, and empower them to take the lead in developing themselves</li> </ul> | <ul style="list-style-type: none"> <li>keeping tight control over your staff's actions and assigning work that you know they will do well and efficiently because they have done similar assignments many times before</li> </ul> |
| <ul style="list-style-type: none"> <li>giving constructive criticism and reassurance to someone after a setback</li> </ul>  | <ul style="list-style-type: none"> <li>assuming that staff will want to deal with difficult situations on their own or telling other people what an employee should have done differently but not telling the employee</li> </ul> |
| <ul style="list-style-type: none"> <li>making positive comments regarding staff's current and expected abilities and potential to learn and develop</li> </ul>  | <ul style="list-style-type: none"> <li>giving only negative feedback and/or criticizing personal traits</li> </ul>  |
| <ul style="list-style-type: none"> <li>assigning appropriate and helpful work experiences and training to foster the learning and development of employees</li> </ul>   | <ul style="list-style-type: none"> <li>assigning the same tasks to the same people all the time and giving employees solutions to problems before they have had the opportunity to solve them themselves</li> </ul>               |
| <ul style="list-style-type: none"> <li>designing significantly new processes for teaching traditional materials</li> </ul>  | <ul style="list-style-type: none"> <li>waiting for someone else to design new or innovative training processes</li> </ul>   |

**Developmental  
Activities**

**Level 1-2 Activities**

Examine your own style of supporting and coaching team members on assignments or regular job responsibilities. Ask yourself the following questions:

- Do I give individuals an opportunity to think and act independently?
- Do I tell people what to do or do I give them the overall objective and let them determine what to do?
- Have I identified appropriate times to provide direction to those I am coaching or developing and times when I should be leaving them to function on their own?

**Reflection Tip:**

- \* Reflect on each of these activities. How often would you estimate that you do them? Are there opportunities to use them that you are missing?

**Review your current workload and assess which tasks could be delegated to staff members.**

- Select an employee for the assignment who demonstrates the competencies required for the task. Make it clear that the purpose of the delegation is to make the staff member more comfortable with increased responsibility.
- Providing clear direction and parameters for action when delegating.
- Monitor and coach regularly.
- Keep a record of the decisions you make.

**Ask employees what kind of help they need.**

- Ask an employee to present the advantages and disadvantages of several alternative approaches to a critical situation or where they have to influence some important stakeholder, and then recommend an alternative.
- Discuss both alternatives and the recommended choice with the employee.

**Learn to adapt your style.**

- Use the management planning grid below to determine the extent of involvement you should consider giving to your team and each individual given their skills, knowledge, competencies, and their willingness to adapt to change.

**Management Planning Grid**

|                                      |   |  |
|--------------------------------------|---|--|
| <b>High</b><br>Knowledge and Ability | <ul style="list-style-type: none"><li>• Encourage expression of feelings</li><li>• Ask for ideas and suggestions</li><li>• Provide moderate feedback</li><li>• Be direct in conveying consequences</li><li>• Hold frequent group meetings</li></ul>           | <ul style="list-style-type: none"><li>• Encourage sharing of ideas, suggestions, options</li><li>• Ask group to decide frequency of meetings</li><li>• Delegate important responsibilities</li></ul>   |
|                                      | <ul style="list-style-type: none"><li>• Give information and direction</li><li>• Provide detailed instructions and moderate feedback</li><li>• Monitor closely</li><li>• Be direct in conveying consequences</li><li>• Hold frequent group meetings</li></ul> | <ul style="list-style-type: none"><li>• Encourage discussion and sharing</li><li>• Provide detailed instruction and high levels of feedback</li><li>• Hold frequent meetings</li><li>• Involve in brainstorming, idea generation on specific issues</li><li>• Delegate "safe" responsibilities</li></ul> |
| <b>Low</b>                           | <b>Low</b>  | <b>High</b>  |

Willingness and Confidence

**Reflection Tip:**

- \* Which quadrant are you most comfortable functioning in? Which quadrant is most appropriate for your team? What do you need to do to move from your current quadrant to the desired quadrant?

**Arrange to meet and work with people who are good at coaching.**

- Ask your manager to identify someone in the division who has successfully developed people over the years.
- Getting regular feedback is one of the best ways for you to learn. Ask to be coached on your coaching.

**Conduct a self-audit.**

- Monitor the way in which you speak about your staff and/or members of your team.
- Check yourself to ensure that you speak positively about the strengths and capabilities of others and refrain, whenever possible, from criticizing others in your conversation.
- Strive to deal directly with individuals with whom you are displeased rather than complaining to others.

**Reflection Tip:**

- \* Ask peers if you do this. Sometimes one isn't aware of the actions one is taking.

## **Level 3 Activities**

**Identify the unique issues, concerns and motivators of each of your employees.**

- Write this information down and discuss it with your manager.
- Discuss how to tailor your approach to get the best out of each employee.

**Record the number of positive and negative comments you make over a two week period, also noting the context in which the comments were made.**

- Review the above, and for each negative comment, decide if it was appropriate and necessary.
- For those negative comments that were necessary, change the comment so that it conveys the same information, but has a positive tone and can be perceived as constructive criticism.
- Carefully consider comments before delivering feedback to ensure that it is delivered as constructive criticism.
- Make a concerted effort to steadily increase the amount of positive feedback you provide so the ratio of positive to negative is about 3 to 1.

**Reflection Tips:**

- \* What feedback was specific, descriptive and immediate? Were you able to engage in a two-way conversation about the ways the employee could improve?

### **Practice giving feedback.**

- Role play giving positive and developmental feedback with a peer who has good coaching skills or with an experienced employee whose opinion you respect.
- Ask for feedback about your own skill at providing feedback.
- While working with your employees, request feedback from them about what you can do to improve your ability to give feedback.

**Reflection Tips:**

- \* Practice making your feedback non-evaluative, specific and behavioural. Avoid general statements, since they do not provide meaningful information sufficient for development.
- \* Keep track of their comments, and make a conscious effort to address them.

**Develop a continuous improvement mindset by including feedback (both positive and negative) as a regular, expected part of all meetings.**

- Use the special award programs, or other, less formal means, to recognize significant, special efforts.

- Whether it is positive or negative, to be effective, feedback needs to be timely, specific and behavioural, rather than general and judgmental.
- Focus on the work, not the person, and give specific examples, e.g., the comment, "You have not developed a succession plan for your area," is much less likely to arouse defensiveness than the comment, "You're not doing your job."
- Be frank, providing negative feedback as well as positive, while ensuring that you make clear what the individual can do to improve. Be prepared to outline the resources or other support you can provide the employee with in order to assist in his/her development.
- Incorporate best practices discussions into all regular meetings, so that staff can share their successes and learnings.

**Reflection Tip:**

- \* What coaching techniques have you used in the past to help employees reach their full potential? What hasn't been effective? Why?

**Be supportive of your staff's efforts to try new ideas, test new abilities, or exercise authority.**

- Provide support in the form of financial resources, time, feedback, reinforcement, encouragement, and other forms of coaching.
- Remember to tailor your support to the individual's learning style.
- Maintain open communication with the individual so that they'll feel comfortable approaching you with any questions or concerns.

**Reflection Tip:**

- \* Speak with your peers about how they encourage their direct reports in these areas.

**Assist employees in enhancing their confidence in their abilities.**

- Make a point of spending some time with your employees and observing how they practice their skills.
- Give specific, behaviourally-based feedback about their performance and demonstrate how to practice important skills.
- Be supportive of your staff's efforts to try new ideas, test new abilities, or exercise authority.
- Provide support in their skill development in the form of financial resources, time, reinforcement, and encouragement.
- Be frank, providing negative as well as positive feedback, while ensuring that you make clear what the individual can do to improve.

**Reflection Tips:**

- \* Acknowledge successes and progress along the way.

\* Ask your staff for feedback on how you could be more supportive.

## **Level 4 Activities**

### **Maintain a development file on each of your direct reports.**

- Keep track of successes (e.g., achieving goals), failures (e.g., not upholding commitments), development needs (e.g., improving problem solving skills), and how you have agreed to help.
  - ⇒ Remember that it is often easier to focus on times when an individual has made a mistake than it is to remember their successes. Set aside a short time every week and think about a specific individual's performance in the last two weeks. Think about someone else the following week. This ongoing record will be an invaluable source of information when you are preparing for your employees' performance reviews.
- Ensure that your notes are behavioural and specific, including actions taken by the individual, attitudes displayed, dialogue, impact of behaviour on results, etc.
- Provide feedback frequently and as close in time to the actual event as possible.
- Reference your file during the competency assessment process.

#### **Reflection Tip:**

\* Be sure to recognize and reinforce improvements in performance, especially in the early stages.

### **Encourage the sharing of resources across ministries/branches.**

- Keep abreast of developments (e.g., new start-ups, downsizing) in other areas that may provide staffing and development opportunities.
- Provide job assignments that will increase individuals' exposure to different divisions and management experience.
- Share your current talent pools, identify gaps.
- Identify opportunities to share resources for the benefit of individual branches and the government as a whole.

### **Work with direct reports to identify the strengths and development needs that they will need to work on over the next year.**

- Meet with each member of your staff.
- Ask the individual to describe his or her proposed development plans.
  - ⇒ What are the individual's goals?
  - ⇒ What skills/behaviours must the individual demonstrate to reach those goals?

- Provide your perspective on the development plan.
- Agree on a plan which incorporates both your input and the employee's suggestions.
- Discuss how you can support the individual in his or her development.
- Commit to providing that support (e.g. training courses, books, etc.)

**Reflection Tip:**

- \* Discuss ways you have both learned from these experiences and do what you can to implement the successful patterns in your next assignment.

**Grow the talent pool of your direct reports by providing developmental challenges.**

- Talk to each of your direct reports to get a sense of where their interests lie, as well as where they believe they can add more value to the division than they are currently doing.
- Refer to their most recent performance appraisals as an indication of the sorts of activities they could become involved in, based on their experience and capabilities.
- Look for challenging assignments that will provide them with greater exposure in the organization and opportunities to develop their skills and abilities. This could include standing in for you at meetings, acting on cross-functional task forces or becoming involved in special projects. Remember that these opportunities may exist outside your division, as well, and could benefit the broader governmental mandate.
- Propose these opportunities to your direct reports, giving an explanation of why you think it is important for them to develop in these areas (be as specific as you can), and encouraging them to take a risk if they are unsure of their abilities.
- Ensure that you are available to support them throughout the activity with time and advice.

**Reflection Tip:**

- \* Develop techniques to verify that others have understood the instructions. Reflect on areas of miscommunication – what additional explanation would help to clarify the instructions?

**Review past assignments that you have provided to your direct reports.**

- Evaluate their performance across the activities. Are there patterns emerging of the factors which help them succeed or experience difficulty?
- If your direct report has experienced great or consistent difficulties, think about that particular assignment:
  - ⇒ was it a realistic development activity or did you really just need someone to do it?
  - ⇒ what sorts of conversations had you had with your direct report before the assignment was made - were both of you clear about the expectations for success?
  - ⇒ were you available to provide support and coaching throughout the activity, or did you get busy with your own work?

⇒ were the people with whom your direct report was working aware that it was a developmental assignment, or did they expect your direct report to be completely proficient in the work?

- Provide your direct report with feedback on their performance, based on your review. Be sure to take responsibility for the areas in which you could have done more to prepare or support your direct report.
- Discuss ways you have both learned from these experiences and do what you can to implement the successful patterns in your next assignment.

**Reflection Tips:**

- \* When delegating, ensure that the employee understands that the purpose of the assignment is to develop his/her ability to take on new responsibilities, not simply to do your work.
- \* Ask for feedback on your coaching. Is there a specific area that the subordinate needs some additional support with?

**Set up a mentoring process for your Organization/branch.**

- Use strong team members to help other team members who are in need of development by setting up a mentoring process.
- Identify those team members that are in need of development and set up one-on-one discussions with each.
- Discuss each team members' development needs with them and ensure there is alignment on development needs and goals.
- Ask each team member to identify a possible mentor who has demonstrated strength in the areas the team member needs to develop.
- Allow team members and mentors to set up their own process for mentoring.
- Monitor the results of the process by asking for feedback from team members and mentors after 3 months.

**Reflection Tip:**

- \* Recognize that the best mentor for an individual may not be the technical expert in the area, and may not even be a member of your department.

**Seek out unique development opportunities.**

- Seek out unique development opportunities, both inside and outside of your business unit, that will stretch the capabilities of your employees. Following are some examples:
  - ⇒ Have team members participate in cross-functional task forces, temporary lateral assignments, job rotations, etc.
  - ⇒ Ask your team to prepare a budget that would represent the goals and priorities of the business unit.



⇒ Ask your team to recruit and select the next opening available with the group. Offer some selection interviewing training as development experience.

**Reflection Tips:**

- \* Are there specific areas in which your staff would benefit from some additional development?
- \* Think about ways that the individual could share their learnings with the rest of the team.

**Foster an environment where your direct reports take ownership of the development of their respective teams.**

- Schedule regular individual discussions with your direct reports to discuss the progress of their teams and achievement of their own personal goals.
- Address such issues as:
  - ⇒ What are their personal and team goals?
  - ⇒ What skills must they personally develop to reach their team goals?
  - ⇒ What do you see that supports or contradicts these goals?
  - ⇒ Are their goals challenging enough?
  - ⇒ What can you and the organization do to help direct reports achieve their goals?
- Ask your direct reports to provide you with regular updates on their progress. If a key result is falling short of target, work with them to identify specific actions to get it back on track.
- Set challenging but realistic objectives and target deadlines with your direct reports.
- Ask them to identify objectives or targets that will help deliver to your overall profit plan.
- Start with objectives where there is a high probability of attainment to build momentum and the individual's confidence in his/her own abilities.

**Reflection Tip:**

- \* Remember that you are acting as a role model, as well as a coach for this employee. Consider how you are asking questions, assigning responsibility and monitoring the employee's success. They may very well use this format as the model to which they refer when they are in similar coaching situations.