

A Guide to Leadership & Management Development



Acknowledgements

Many people have contributed to the development of this revised competency model. We extend our appreciation to the individuals who participated in focus groups and interviews to provide their valuable feedback. Their contribution helped to ensure this strategy is responsive and relevant to the needs of the Public Service. We also thank them for their commitment and enthusiasm for learning.

We acknowledge the involvement of the team at the Centre for Learning and Development. Their ongoing feedback and guidance has been instrumental to this strategy.

July 2007

Introduction

The Guide to Leadership and Management Development was developed for the individual use of leaders and managers in the core public service. This booklet is designed to assist in the development of individual learning plans. The Centre for Learning and Development (CLD) encourages the use of individual learning plans as a means of approaching learning and development in a systematic and strategic manner. The process of developing an individual learning plan will assist you in identifying and prioritizing your learning needs, as well as support the requirements of your department and the organization.

The purpose of this Guide is to:

- provide an overview of the Leadership and Management Development Strategy
- assist leaders and managers on their journey in leadership and management development
- introduce the revised leadership and management competency model
- illustrate the steps involved in developing your own individual learning plan

This Guide contains the *Background* to the Leadership and Management Development Strategy and a *Personal Reflection* section. It also includes the *Competency Assessment Model* overview and the *Steps to Developing your Learning Plan*. This Guide provides the *Self-Assessment* and *Peer Assessment* tools, which will assist you in identifying learning priorities. The *Learning Plan* form and *Feedback* components are also included. The final section of the Guide is devoted to the *Resource Management Package*.

For additional direction on the process, you may wish to attend the “Developing your Learning Plan” session, which is offered regularly by the CLD. Please see our website, <http://www.intranet.gov.nl.ca/learning/>, for the delivery schedule in your area.

***“You don’t have to be great to get started,
but you have to get started to be great”.***


Les Brown

Background

The CLD provides corporate-wide learning opportunities and consultative services to promote visionary leadership, responsible management and optimum performance. We believe that learning is essential to the development of a dynamic workforce. The Leadership and Management Development Strategy endorses learning and development opportunities to strengthen the leadership and management capacity of the Newfoundland and Labrador Public Service. Your success as a Leader and Manager is vital to building this capacity.

The goals for the Leadership and Management Development Strategy are:

- To develop critical knowledge and skills needed to improve organizational and individual effectiveness and performance
- To foster a learning culture that respects ethics and values
- To promote consistency in management practices in the public service



“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”

Alvin Toffler

The CLD believes the onus of continuous learning must be placed with both individuals and the organization to maintain and build competency. The Leadership and Management Development Strategy was developed to promote continuous learning in the Newfoundland and Labrador public service through the introduction of a structured and systematic approach to learning.

This Strategy complements the new **Executive Competency Model**, which supports the development needs of the Executive level. For those involved in the **Performance Management Initiative** (*Work Planning*), you will recognize the linkage between planning for results and the strategic alignment of learning and development to achieve these results.

The Leadership and Management Development Strategy includes:

1. **LEARNING PLAN DEVELOPMENT-** We use a competency-based model for learning and development. This Guidebook provides support for developing your learning plan for leadership and management competencies.
2. **RESOURCE MANAGEMENT PACKAGE-** This is a series of modules designed to build the competency of *Resource Management* in the Newfoundland and Labrador public service. At this time, Resource Management is the only core competency that has been deemed a mandatory competency for some managers. If you are responsible for managing human resources, financial resources and information resources, then you are required to register for the Resource Management Package.

There are several scenarios in which individuals would be involved in Leadership and Management Development.

- Firstly, there are leaders and managers who will participate in both of the above components of the Leadership and Management Development Strategy. A Director, for instance, may complete a learning plan to develop her core-competency in “Decision Making”. As well, she may be registered to complete the modules in the Resource Management Package.
- Secondly, there are leaders and managers who will be required to focus their learning and development solely on the completion of the Resource Management Package modules.
- Thirdly, there are individuals whose learning will focus on one of the core competencies but they do not meet the criteria for registration in the Resource Management Package.

In addition to the core competencies, there are technical competencies required for each of the departments. Technical competencies refer to the technical knowledge and skills required for a specific position. Learning interventions related to technical competencies are the responsibility of the organization and supported by your Manager in partnership with the Human Resources Division for your department, specifically the Manager of Organizational Development.

Core competency: The knowledge, skills, and abilities necessary to successful performance as a leader and manager regardless of your department.

Technical competency: The technical knowledge and skills required for a specific position.

Personal Reflection

Understanding your values, beliefs and interests is an important aspect of learning and development. As well, it is essential that you consider establishing goals for your future career development. To assist you in this reflection, ask yourself the following questions:

- Which work-related activities do I enjoy? not enjoy?
- In reviewing my past work history, what provided me with the greatest satisfaction?
- What do I aspire to do?
- What kinds of activities and relationships have meaning for me?

By determining what you love to do, you will be energized and passionate about your work.

“Active learning involves the learners taking considerable personal responsibility for their learning journey; that is, they are self-directed and identify their own educational needs.”

Denicolo et al, 1990

Your approach to learning is another key dimension in your personal reflection. At the CLD, we believe that learning is not just about training. We do not see learning as a linear event. Learning is “the development of skills in reflection and inquiry” about the world (McNamara, C., Authenticity Consulting, 1997-2007). Individuals can experience learning in their daily work in many ways, including actively seeking out opportunities to try new methods or inquiring about what their colleagues are working on.

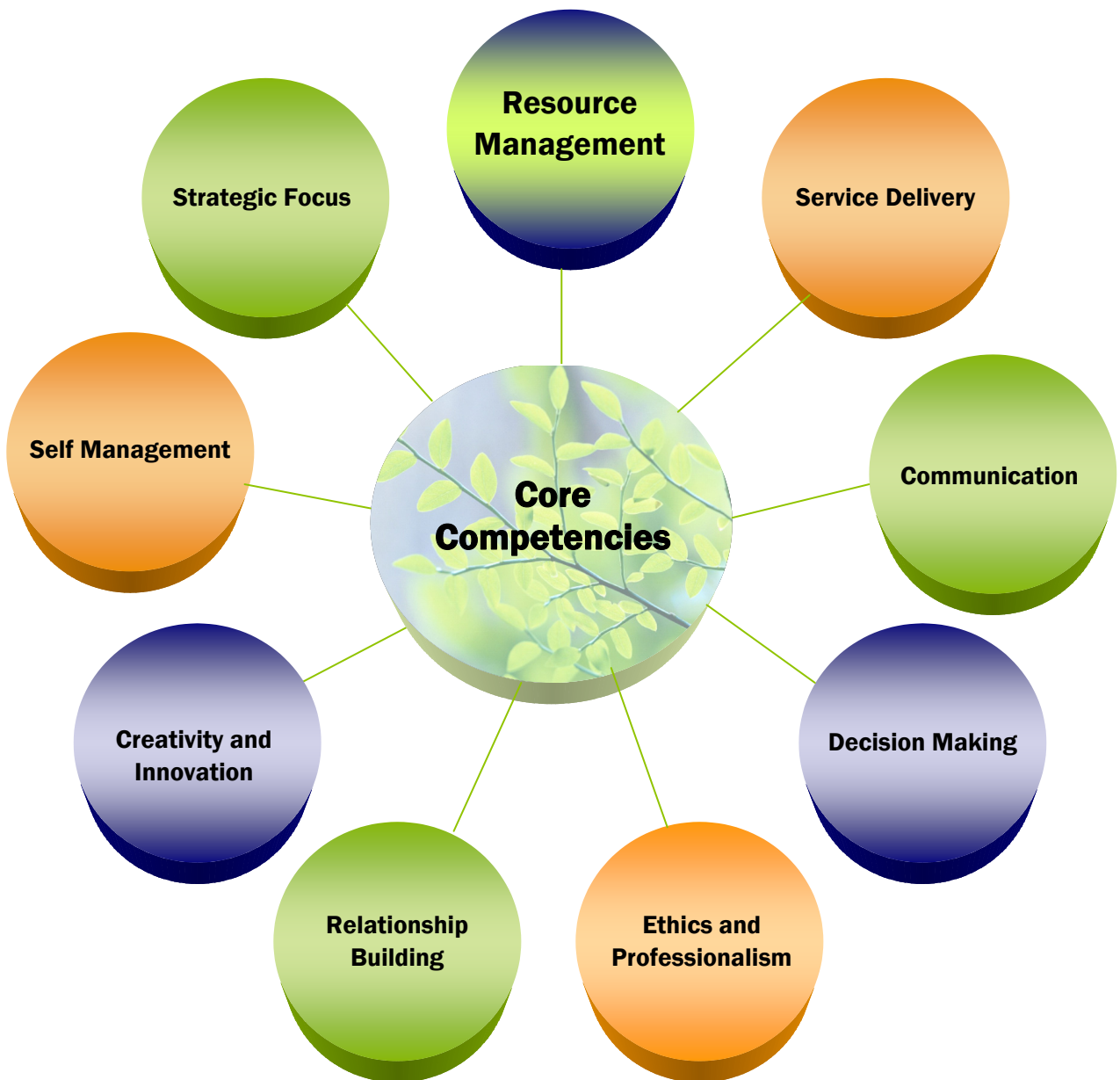
Individual learning styles are also important to learning. We do not all feel comfortable learning in the same way. Do you prefer to sit back and observe or do you prefer to jump right in and try a new task? Do you like to learn about new ideas by reading about them or by discussing them with a group? Understanding your preferred learning style will help you in choosing more effective learning opportunities in the future.

Self-discovery is a critical component of learning. It is valuable to assess your strengths and areas for development, understand your preferred learning style, and consider how your work style affects your interactions with others. There are many options available to assist you with this self-discovery as you begin your journey in learning and development. These options include courses such as *Leadership and Learning: A Discovery Approach* (previously titled: A Self Discovery Approach to Leadership) and *Myers-Briggs Type Indicator*.

Competency Assessment Model

This revised competency assessment tool was developed in Winter 2007 through consultation with leaders and managers throughout the core public service. The assessment tools provide you with an opportunity to assess your personal strengths and areas for improvement in your role as a leader and/or manager.

The tool includes nine competency clusters and several behaviour descriptors for each cluster. These competencies are the key behavioural core competencies for leaders and managers in the Government of Newfoundland and Labrador. Note: Resource Management is the only core competency that has been deemed mandatory for those managers who manage people, finances and information.



Core Competencies for Leaders and Managers

■ **RESOURCE MANAGEMENT**

- Manages all resources to achieve organizational goals.

- Performance Management
- Financial Management
- Information Management
- Information Technology
- Change Management
- Project Management

■ **SERVICE DELIVERY**

- Serves the public interest by focusing effort on program policy, programs and services that support the direction of government.

■ **DECISION MAKING**

- Makes, and takes responsibility for, appropriate decisions in a timely manner.

■ **COMMUNICATION**

- Shares information effectively within and outside the public service.

■ **ETHICS AND PROFESSIONALISM**

- Acts in accordance with the values and beliefs of the public service

■ **CREATIVITY AND INNOVATION**

- Encourages and supports innovative ideas and solutions that are beyond the conventional.

■ **STRATEGIC FOCUS**

- Demonstrates an understanding of the long-term issues and opportunities affecting the department and government.

■ **RELATIONSHIP BUILDING**

- Identifies, builds and maintains working relationships and partnerships that are important to the achievement of government objectives.

■ **SELF MANAGEMENT**

- Effectively manages one's time and work in order to achieve results

Steps in Developing Your Learning Plan

STEP 1: Complete the Self Assessment

The self-assessment tool is the foundation for the development of your individual learning plan. This tool (Form 1) will allow you to consider the leadership behaviours which you are using frequently and those which require development. If possible, you should complete a self-assessment on an annual basis to ensure your learning plans reflect your current learning priorities.

It is essential that you allot sufficient time to complete the assessment with minimal distractions. The assessment will require approximately 30-45 minutes. Review each statement carefully and consider examples of how you have demonstrated the behaviour.

The self-assessment tool uses a frequency scale to help you determine how frequently you demonstrate the identified behaviours:

- **ALMOST NEVER** – I rarely act in this manner
- **OCCASIONALLY** – I sometimes act in this manner
- **FREQUENTLY** – I regularly act in this manner and I can provide recent examples
- **ALMOST ALWAYS** – I always behave in this way and I can illustrate with many recent examples

You are also asked to indicate how important these behaviours are in your current role as a leader/manager in the Public Service of Newfoundland and Labrador:

- **NOT IMPORTANT**- this behaviour is not relevant in this role
- **SOMEWHAT IMPORTANT**- relevant, but you can be successful without application of this behaviour
- **IMPORTANT**- it would be difficult to be successful without application of this behaviour
- **CRITICAL**- it would be impossible to be successful without application of this behaviour

Be honest and objective in your assessment to ensure your results will be meaningful. Remember your first instincts are usually accurate!

STEP 2: Ask for peer feedback

Peer feedback will offer greater objectivity to your identification of areas of strength and development. You should choose one or two people, such as a co-worker, your manager or a former colleague, to provide this feedback. Make sure that you choose a person who is familiar with your behaviour on the job and is willing to give you an honest opinion. Provide them with the Peer Assessment Form (Form 2). Review these ratings and adjust/revise your assessment as you feel warranted.

The peer assessment is an optional component of the process, but it is strongly encouraged.

STEP 3: Meet with your manager

For the meeting with your manager, be sure to allow ample time to devote to your discussion. You will proceed through a discussion of each competency. A significant part of your discussion should be on the criticality of each behaviour to the stated priorities for your work.

Your discussion with your manager should link your assessment to your performance goals, and specific plans and initiatives of the department. This discussion will assist both of you with making decisions regarding the learning priorities.

STEP 4: Determine priority learning

To determine which competencies are considered to be priority learning, review your completed assessment and peer assessment(s). Ask yourself, "Is this competency critical to the achievement of results within the next 6-12 months?" As well, look for those competencies that you rated the frequency as "rarely" or "seldom" and you considered

them to be “important” or “critical” to be applied in your current role. These identified core competencies can be considered as opportunities for priority learning.

The discussion with your manager will assist in informing which of the competencies you should consider as areas of priority learning. Your discussion should incorporate your individual work plan, the strategic plans for the department/division and the goals of the organization. This would be an ideal time to discuss issues such as succession planning.

STEP 5: Complete the Individual Learning Plan

An individual learning plan is a valuable tool that provides a systematic way of identifying and addressing your specific development needs. Through the process of developing an individual learning plan, you will identify and prioritize your learning needs. It is important to be realistic in achieving your learning goals. Prioritize your goals and seek to accomplish one to two every 6-12 months.

Please complete one learning plan (Form 3) for each of the competency areas you wish to address. Your manager must approve the plan through provision of his/her signature, prior to its submission to the Centre for Learning and Development.

STEP 6: Action the Learning Plan

When the learning plan is received by the CLD, a Learning and Development Officer will contact you offering suggestions that you may consider in addressing your learning goals. Options will be presented using a blended learning approach, which will allow you to make decisions based on your individual and operational needs. A blended learning approach recognizes and respects the unique learning styles for individuals. This approach would include learning methodologies such as:

- Books, articles or manuals
- On-the-job experiences
- E-Learning programs
- Coaching and mentoring relationships
- Development Opportunities
- Workshops and courses

Your learning plan will be held in confidence at the CLD. However, to ensure the integration of all learning partners in the process, the response letter will be copied to your Manager and the Manager of Organizational Development for your Department.

Transferring your new learning to the workplace requires the support and encouragement of your manager. Having opportunities to practice new behaviours learned and allowing time for individuals to share information from the learning experience are examples of strategies that many organizations employ to support the transfer of learning.

STEP 7: Feedback

Your learning and development does not end upon your completion of your learning objectives. It is imperative that you consider whether you have achieved the intended outcomes from your learning plan. The purpose of this planned approach to learning is to increase the organization's ability to achieve its objectives.

Upon completion of learning activities, it is important to establish new learning goals. As the demands on work units and individuals change due to new organizational commitments, individual work roles must change to accommodate new priorities. You may need to build new leadership and management competencies to ensure you continue to be effective.

"We have an innate desire to endlessly learn, grow, and develop. We want to become more than what we already are. Once we yield to this inclination for continuous and never-ending improvement, we lead a life of endless accomplishments and satisfaction."

Chuck Gallozzi

Congratulations on taking the initiative to begin the journey of leadership and management development. We hope that this process will be meaningful to your success in the public service of Newfoundland and Labrador.

Should you have questions or comments, please contact us at:

Centre for Learning and Development
Public Service Secretariat
5th Floor, West Block
PO Box 8700
St. John's, NL
A1A 5K5

Tel: (709) 729-3654
Fax: (709) 729-4114
E-mail: learninganddevelopment@gov.nl.ca
Website: <http://www.intranet.gov.nl.ca/learning/>