Guide to Development and Career Conversations for People Leaders

PROFESSIONAL LEADERS
# Table of Contents

1. **Introduction**

2. **Why invest time and planning in development and career conversations?**
   - MQ Your Say staff survey
   - MQ Strategy – Framing of Futures and 2020-2024 Operating Plan
   - Research on staff engagement

3. **What is the role of the leader?**
   - The role of the individual contributor
   - The role of the people-leader
   - The role of MQ
   - Five key roles of a people leader

4. **How do I guide my team member(s) to select the appropriate development and learning opportunities?**
   - 70:20:10 Approach to learning
   - The cycle of learning and learning styles
   - How to align 70:20:10 with key learning preferences
   - Learning and development methodologies
   - Matching development activity with learning preferences
   - How to set development goals

5. **How to have a development and career conversation?**
   - The 5 A’s framework

6. **Supporting ongoing development through a growth mindset and giving effective feedback.**
   - What is a growth mindset?
   - How to give feedback with a growth mindset approach?

7. **Continuous learning and your wellbeing**
   - What is continuous learning?
   - Why should we foster continuous learning?
   - How to achieve a culture of continuous learning?

8. **Additional resources and courses**

9. **References**

10. **Appendices**
1. INTRODUCTION

The world of work is constantly changing, and Macquarie University is no exception. The recent pandemic has shown us how just how fast and how radical the world can change and impact on our own working environment, creating new challenges and new opportunities overnight. 2019 has certainly put remote and flexible working on the map and has also increased the need for remote and distance learning.

In addition to this, globalisation and the post Covid-19 world has highlighted the need for organisations to be more agile and flexible and, to review their business models to survive in a world where relevance, agility and competitiveness are now critical success factors. This also means that work roles, and the skills and knowledge required to perform these roles are subject to shifting expectations.

At Macquarie, in order, to stay current and relevant in these changing roles and expectations, we need to make **people development a priority**. The responsibility for this development is shared between the individual employee, the manager, and the University.

This workbook aims to provide the context and guidelines for staff development and career conversations within a culture of continuous learning.

Feedback on the usefulness of this resource is always welcome along with any suggestions for improvement. You can email us at develop@mq.edu.au.

2. DEVELOPING A LEARNING CULTURE WITH A FOCUS ON DEVELOPMENT AND CAREER CONVERSATIONS

As the world of work changes and the future of work continues to evolve, new roles will emerge, and new skills will be required. Ongoing learning will be the norm as people develop new skills and pivot in their careers, creating a ‘learning culture’.

Josh Bersin, president and founder of Bersin & Associates and prior principal and founder of Bersin by Deloitte, believes this **learning culture**, will be the **single biggest driver of business impact**.

In his research he found businesses that effectively nurture the desire of the workforce to learn are at least 30% more likely to be market leaders in their industries over an extended period.

Two pillars for building a learning culture, identified by Bersin, are to:

- provide feedback that is honest, open, and comes with a commitment to support skill development, and
- create an environment where people are visibly supported to learn.

It is not only thought leaders such as Bersin, who promote investment in development and career conversations. As outlined below, Macquarie University staff have identified it as a key gap in their employment experience and it has been identified as a priority in our Operating plan.
The infographic below highlights why career development is important at MQ and what is the research telling us:

1. **Career Planning is identified as a key priority by MQ staff**
   Results from the 2019 Macquarie University all staff survey indicate a key concern for more than 2/3 of staff was a 'lack of time and effort spent on career planning'.

2. **It's embedded in MQ Strategy**
   A key deliverable in the Macquarie University 2020-2024 Operating Plan is to achieve "a better career pathway for professional staff, with clearer and more standardised roles, and increased opportunity for career mobility” (Framing of Futures, Priority 7)

3. **Research on staff engagement shows development and career planning a key driver for attracting, engaging and retaining high performing staff**
   Studies conducted by the 'Corporate Executive Board' show a 25% improvement in staff performance when their managers effectively focus on their development. And, staff with managers who are effective at staff development are 40% more likely to stay with the organization, are 30% more committed to the organization, and are 38% more satisfied in their jobs compared to staff of less effective managers.

Staff development is a shared responsibility, it is a collaborative process between managers and staff, whilst the organisation (University) is responsible providing resources and the foundations for development.
3. WHAT IS THE ROLE OF THE LEADER?

At Macquarie University, staff (individual contributors), people leaders and the organisation all have a role to play:

- **The role of the Staff (Individual Contributor)**
  - *Development & Career Planning is staff-driven*
  - Owns career and considers development planning.
  - Identifies career and development goals.
  - Utilises available resources to plan their own career and development such as MQ career planning portal, workshops, and development resources, their manager, web research and informational interviews.
  - Is willing to learn and adapt.

- **The role of the People-leader (Managers)**
  - *Development & Career Planning is manager-enabled*
  - Provides feedback to help staff recognise their strengths in relation to talent, skills, abilities, personality, motivation, and achievements
  - Provides opportunities for staff to keep up to date in their current role.
  - Assists staff to consider the future by sharing information about trends in the team, organisation, industry, and profession and how these may shape the future of work and what capabilities may be necessary for success.
  - Helps individuals see where their aspirations align with the goals and direction of the University and where there might be opportunities that benefit both.
  - Connects individuals with these opportunities and/or people who can help them move forward in their career aspirations

- **The role of Our University**
  - *Development & Career Planning is University-supported*
  - Provide resources and/or training for managers on having career conversations.
  - Provides information about skill development, career paths, job vacancies.
  - Provides a range of development opportunities for all – creates a learning culture.
  - Designs organisational structure and work arrangements to meet current and future needs.
  - Fosters and encourages career mobility.

“"A leader takes people where they want to go. A GREAT leader takes people where they don’t necessarily want to go but ought to be.” Rosalyn Carter"
Five key roles of a people Manager

As a people leader, you play several roles in helping team members to connect with the people and experiences required to accelerate their development and fulfil their career aspirations. The five key roles you play are:

- **Experience broker**
  - *Stretch and Challenge Your Direct Reports Through Work Experiences*
  - Provide opportunities for team members to undertake career-advancing tasks and assignments.
  - Ensure that assigned projects build on one another and become increasingly complex over time.
  - Help to find ways to make day-to-day tasks and activities more challenging and impactful.

- **Relationship Broker**
  - *Connect Your Direct Reports to Other Key Leaders*
  - Explain the importance of relationship-building for career development.
  - Guide team members toward the most influential individuals.
  - Connect your team members to other leaders who can help support specific development outcomes.

- **Performance Advisor**
  - *Offer Advice and Guidance*
  - Provide regular, constructive feedback on team members’ strengths and areas for development.
  - Serve as a sounding board for difficult challenges.
  - Help team members to understand unintended consequences of their decisions and actions.

- **Experience Optimiser**
  - *Encourage Learning from Work Experiences*
  - Help balance the demands of work with opportunities for learning.
  - Provide opportunities to reflect on learning assignments and practice new skills.
  - Encourage team members to teach others what they have learned from their experiences.

- **Career Champion**
  - *Pave the Path to Career Success*
  - Understand team members’ career interests and goals.
  - Create transparency regarding job opportunities and promotion “differentiators”.
  - Act as a sponsor and ensure others can see long-term potential.

As a leader you – there are different career options/moves that you may need to discuss with your staff, and support and/or facilitate to make it happen. The model below identifies what these different career moves could be:
4. HOW DO I GUIDE MY TEAM MEMBER(S) TO SELECT THE APPROPRIATE DEVELOPMENT AND LEARNING OPPORTUNITIES?

70:20:10 Approach to Learning

The 70:20:10 framework describes how best to structure professional and career development to maximise learning and is useful to consider in your conversations with staff on what learning methods might be most effective for them. Ideally,

- 70% of learning takes place through experience “on-the-job”, including observing others in action, participating in workplace activities, and undertaking challenging tasks.
- 20% is the social or relationship-based learning, including mentoring and coaching (often from the manager)
- 10% from formal learning, including courses, programs, studies or reading.

![Graph showing 70% On-the-job Learning, 20% Learning from Others, 10% Formal Learning]

**10% Formal Learning**
- Workshops
- Seminars/conferences
- Courses
- Webinars

**20% Social Learning (learning from others)**
- Mentoring
- Coaching
- Action learning
- Networking
- Communities of Practice

**70% Learning through experience (learning “on-the-job”)**
- Stretch assignments
- Job shadowing
- Secondments
- Problem solving
- Reflective practice
- Post course application, tasks
The Cycle of Learning and Learning Styles

David Kolb published a model in 1984 which introduced the concept of a 4-stage cycle of learning and four separate learning styles. Kolb states that “Learning is the process whereby knowledge is created through the transformation of experience.”

Kolb’s experiential learning style theory is typically represented for a 4-stage learning cycle in which the learner moves through each stage.

Kolb’s learning cycle is an integrative process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However effective learning only occurs when a learner can execute all four stages of the model.

How to align 70:20:10 with key learning styles or preferences:

Kolb explains that different people naturally prefer a certain single learning style. Various factors influence a person’s preferred style e.g., social environment, educational experience and/or cognitive structure of the individual. There are 4 different learning styles: Reflector, Theorist, Pragmatist and Activist. It is recommended that to maximise one’s own personal learning each learner ought to:

• Understand their learning style.
• Seek opportunities to learn using that style.

You can complete the following questionnaire( pdf ) to assess you preferred learning style(s)

“The growth and development of people is the highest calling of leadership.” Harvey S Firestone
Table 2: Matching Development Activity with Learning Preferences (using the 70:20:10 model)

The following table shows learning opportunities that best engage individuals of different learning style preferences. Consider how these might be encouraged or built into daily activities to optimise the development of your staff. (Note: Most learners will prefer more than one learning style.)

**REFLECTORS**: Learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. They prefer to stand back and view experiences from a few different perspectives, collecting data and taking time to work towards an appropriate conclusion.

<table>
<thead>
<tr>
<th>70 Experiential Learning</th>
<th>20 Social Learning</th>
<th>10 Formal Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing activities, work shadowing</td>
<td>Learning in pairs e.g., mentoring, coaching or “buddy” relationships</td>
<td>Self-analysis questionnaires</td>
</tr>
<tr>
<td>Having an experience and writing a short report on what happened, what they learned.</td>
<td>Discussion, brainstorming in small groups/pairs.</td>
<td>Learning logs or other reflection activities</td>
</tr>
<tr>
<td>Time to think about questions/plan experiences prior to taking action.</td>
<td>Feedback from others</td>
<td>Undertaking an online course</td>
</tr>
</tbody>
</table>

**THEORISTS**: Like to understand the theory behind the actions. They need models, concepts, and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into systematic and logical “theory”

<table>
<thead>
<tr>
<th>70 Experiential Learning</th>
<th>20 Social Learning</th>
<th>10 Formal Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being involved in workplace projects that build and apply models and theories.</td>
<td>Hearing about the experiences, current practise, and stories of others</td>
<td>Access to and discussion of models and theories</td>
</tr>
<tr>
<td>Teaching a course/doing a presentation inside or outside the organisation</td>
<td>Finding out about “best practise” through research, visits, or conferences</td>
<td>Access to and discussion of statistics, facts, data</td>
</tr>
<tr>
<td>Writing a speech or presentation for someone higher in the organisation</td>
<td>Being active in a professional organisation or a member of a networking group</td>
<td>Sitting in on presentations, lectures, group meetings</td>
</tr>
</tbody>
</table>

**PRAGMATISTS**: Need to be able to see how to put the learning into practise in the real world. Abstract concepts and games are limited in use unless they can see a way to put these ideas into action in their lives. Experimenters, trying new ideas, theories, and techniques to see if they work.

<table>
<thead>
<tr>
<th>70 Experiential Learning</th>
<th>20 Social Learning</th>
<th>10 Formal Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being involved in workplace projects or fieldwork</td>
<td>Group problem-solving e.g., community of practice, action learning or real issues</td>
<td>Hearing about and working with the case studies</td>
</tr>
<tr>
<td>Acting opportunities</td>
<td>Role playing scenarios.</td>
<td>Homework tasks given by mentors, coaches.</td>
</tr>
<tr>
<td>Simulation opportunities e.g., being involved in a trial or pilot.</td>
<td>Skills-based coaching</td>
<td>Social media forums for exchanging ideas/having queries answered</td>
</tr>
<tr>
<td>Time to think about and plan how to apply in reality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVISTS**: Learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences.

<table>
<thead>
<tr>
<th>70 Experiential Learning</th>
<th>20 Social Learning</th>
<th>10 Formal Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands-on opportunities to work on a task.</td>
<td>Role playing scenarios.</td>
<td>Video clips to watch.</td>
</tr>
<tr>
<td>Problem solving “real” issues.</td>
<td>Group brainstorming</td>
<td>Real experiences, to observe then debrief.</td>
</tr>
<tr>
<td>Acting opportunities</td>
<td>Networking</td>
<td>Debates/panels involving practitioners</td>
</tr>
<tr>
<td>Practical tasks e.g., making a presentation.</td>
<td>Action learning sets</td>
<td></td>
</tr>
<tr>
<td>Job exchanges/rotation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to set development goals

Development Goals allow your staff to build knowledge, skills, and capability so they can better perform in their current roles and to help them prepare for future roles and/or changes in career direction. Enabling your staff to develop in their current role and to prepare for a future role/skillset can create higher staff engagement.

You might agree a development goal linked to your staff members’ aspirations, such as aspiring to move into management, or they may wish to learn a new skill that would make them more valuable in the workplace. Although these goals may not be directly related to their current work, you should be receptive to your staff members’ desire for advancement.

Your staff member should aim to set 3 development goals and 2-3 activities per goal. Think of Development Goals in the broad sense; there are a range of activities development goals can include. Remember to use the 70:20:10 approach. The table below shows a few examples:

Examples of Development Goals or Activities:

<table>
<thead>
<tr>
<th>Development goal</th>
<th>Development activity</th>
</tr>
</thead>
</table>
| Improve project management skills                             | • Write and get feedback on a project plan for improving our team’s administrative processes.  
|                                                                | • Work as part of the project team for the upgrade of the system.                      
|                                                                | • Attend the Managing Projects workshop.                                               |
| Increase knowledge of Macquarie University privacy compliance framework. | • Review the Privacy at Macquarie website.                                             
|                                                                | • Read Privacy Acts and legislation.                                                   
|                                                                | • Identify and recommend ways to address potential privacy hazards.                    |
| Increase knowledge of new teaching methodologies               | • Review the Macquarie teaching resources on the website.                               
|                                                                | • Identify ways to discover new methodologies.                                         
|                                                                | • Consider learning opportunities such as short courses or eLearning.                  
|                                                                | • Share knowledge with peers.                                                         |
5. HOW TO HAVE A DEVELOPMENT AND CAREER CONVERSATION

We have developed a guide for having a development and career conversation and it is based on the ‘5 A’s Framework’ developed by Mastery Works Inc. This framework outlines five key components of an effective development and career conversation:

1. Appreciating the strengths and talents an individual brings to their work.
2. Assessing capabilities, helping individuals recognise their capabilities, benchmark their performance and build their reputation and professional networks.
3. Anticipating the future of work, including the changing needs of the higher education industry and their profession.
4. Aligning an individual’s aspirations to our University’s strategic directions and how both our higher education industry and its associated professions are evolving.
5. Accelerating learning through tapping into a complementary suite of 70-20-10 development activities.

‘The 5 A’s Framework’:

- **ACCELERATE** learning & mastery through 70-20-10
- **APPRECIATE** unique talents and strengths
- **ALIGN** aspirations to MQ strategy and trends in industry
- **ANTICIPATE** the future needs of MQ, the industry and professions
- **ASSESS** capabilities

*Adapted from:* MasteryWorks 5A’s framework.
The following process map provides an overview of the practical steps for holding a development and career conversation with an individual:

*REFER to Conversation Guide (Appendix 2)*

- **Schedule a ‘Development & Career’ conversation as part of PDR**

- **Prepare for the conversation**
  *Refer to the Conversation guide*

- **Hold the conversation**
  *Refer to the Conversation guide.*

- **After the conversation**
  *Keep an eye out for relevant opportunities to support your staff member meet their development and career goals/aspirations.*

---

**Broker Experiences**

- Stretch and challenge your staff through work experiences.

**Build Relationships**

- Connect your staff to other key leaders.

**Advise on performance**

- Offer advice and guidance to your staff.

**Optimise Experience**

- Encourage learning from work experiences.

**Champion Career**

- Pave the path to career success.

---

- 20% Learning through others
- 70% Learning on the job
- 10% Formal learning

- Ensure development goals and activities are added to the PDR (refer to examples on page 10).
- Schedule a follow-up meeting in 3 to 6 months to discuss progress on development.
- Support and encourage the individual in their action planning.
6. SUPPORTING ONGOING DEVELOPMENT THROUGH A GROWTH MINDSET AND GIVING EFFECTIVE FEEDBACK

Introducing the Growth Mindset approach
Carol Dweck, a Stanford psychology professor, pioneered the research that revealed that underlying beliefs about intelligence can have a dramatic impact on education and learning. Studies by Dweck showed that individuals who believe talents can be learned achieve more than those who believe talents are innate qualities. This led to her coining the phrase “growth mindset.”

The growth mindset is based on the idea that intelligence is malleable and that when you change your mindset to a growth perspective you can achieve more. The idea of pliable intelligence ties in with neural development. Studies on brain plasticity have shown how connections between neurons can change with experience. When you practise something, neural networks develop new connections and strengthen existing ones. So, when you practise a new skill or learn something new, you are stimulating neural growth. Through the process of learning, you can change the structure of your brain, developing and rewiring it to engage in a more positive ways of doing things.1

What is a growth mindset?
Having a growth mindset is the belief that you are in control of your own ability and can learn and improve. How do staff with a growth mindset differ from those with a fixed mindset?

- **Growth Mindset:** People with a growth mindset believe abilities—like talent and intelligence—can be developed through dedication and hard work. They are more likely to enjoy learning, seek out situations to experiment, and see failure as an opportunity to grow.
- **Fixed Mindset:** Those with a fixed mindset believe the opposite. They feel they “are who they are” and were born with a set level of talent, intelligence, and even interests. Because of this, they are more likely to seek out opportunities and situations where these views are affirmed (like doing the same job over and over to receive praise) and believe that talent alone—not effort—is the source of success.

---

**FIXED MINDSET =** PERCEIVED THREAT  
**GROWTH MINDSET =** POTENTIAL CHALLENGE

---

Source: Neuro Leadership Institute 2
Creating sustainable and continuous development and career management process

The Neuro Leadership Institute have found that constructive feedback can be a catalyst for growth and 60% of employees want regular feedback from their manager. However, many managers are worried about the negative reactions from their staff, or lack of understanding of how help their staff grow more positive behaviours, which is why only 50% of managers provide constructive feedback.

**Key point:** “The human brain reacts differently to feedback when in a state of growth mindset, because it encourages a person’s openness and increases their intrinsic motivation to learn and perform.”

**Growth Mindset enables openness to feedback**

Research is showing that some organisations are utilizing growth mindset to facilitate their transition to a more continuous performance development system. This approach helps with three areas:

- It enables employees to be open to feedback.
- It prepares managers to recognise and evaluate performance fairly.
- It creates and more collaborative and less competitive team culture.

Growth mindset can lead to more meaningful conversations by changing how staff and managers perceive feedback. Research shows that the human brain reacts differently to feedback when in a state of growth mindset compared to a fixed mindset. Issues such as criticism or perceived failure that may be brought up by feedback conversations can cause a person to feel threatened, which can block their ability to listen and learn from the situation. The figure below shows the varying thinking patterns a person may have in a fixed mindset state. (Source [https://fs.blog/2015/03/carl-dweck-mindset/](https://fs.blog/2015/03/carl-dweck-mindset/))
Individuals with a growth mindset are:

- More open to and able to integrate feedback, thereby increasing their intrinsic motivation to learn and perform.
- Better able to learn from corrective feedback because the region of the brain used to process this type of information is more active – allowing individuals to interrupt their current processing and attend to new information.
- Better equipped to recover from setbacks and recalibrate their thinking and behaviour in line with feedback.

How to give feedback with a growth mindset approach?

Managers and peers who are asked to provide feedback can help boost the effect of feedback by:

- Praising the person’s effort, persistence, or other strategies that led to success, rather than emphasizing their talent or innate qualities.
- Encouraging learning and reflection to balance focus of results and outcomes.
- Using a growth-oriented language such as rephrasing negative to “developmental” feedback or asking employees about ways they are planning to move beyond the challenges.

Refer to Bank of Questions – Appendix 3

Adopting a growth mindset coaching approach – what managers can do?

- Encourage team members to ask for feedback. Rather than proactively provide feedback to team members, teach your team to own their learning by reaching out to you for feedback.
- Recognise effort and progress. Whilst rewarding positive performance outcomes is important, always acknowledge the effort that led to success, as well as the progress that has been made on the way.
- Create your own growth minded language. Tailor your team’s terminology and language to communicate continuous development. For example, by adding the term “yet” to self-limiting statements (“I can’t do that – yet”), you can help your staff develop a mindset of continuous learning.
7. CONTINUOUS LEARNING AND YOUR WELLBEING

Professional development should be ongoing. Seek out new knowledge, answers, and skills to continuously improve your workflow. When done well, continuous learning can foster staff that are constantly innovating, rethinking, and formulating new strategies to better your team.

“Once you stop learning, you start dying.” Albert Einstein

What is continuous learning?

Continuous learning is the process of learning new skills and knowledge on an on-going basis. This can come in many forms, from formal course taking to casual social learning. Continuous learning can also be within an organisation, or it can be personal, such as in lifelong learning.

Why should we foster a culture of continuous learning?

• Career growth more important than compensation
  In today’s organisations, careers are not always “the end result” of an education. Often, a career is an education for most of us, and is a constant process of learning and development. Ideally, you want everyone in your team to have an aptitude for learning and growth, searching for their next challenge and seeking constant improvement. Forbes points out that over 55% of employees agree that career growth is more important than compensation, and simultaneously 47% of people feel dissatisfied by learning and development initiatives in the workplace.

• Learning is essential for our wellbeing
  Just like food nourishes our bodies, information and continued learning nourishes our mind. Lifelong learning is an indispensable tool for every career and organisation.

• 7 Ways lifelong learning can benefit you:
  o Remain relevant.
  o Prepare for the unexpected.
  o Boost your profile.
  o Competence leads to confidence.
  o Sparks new ideas.
  o Change your perspective.
  o Pay it forward.

How to achieve a culture of continuous learning?

We can all play a role in developing a culture of continuous learning:

• The organisation’s role is to provide channels, platforms, and resources for learning and to make these easily accessible to leader’s and staff.
• The leader’s role is to facilitate and enable ongoing learning of their staff, by holding regular development and career conversations, matching the appropriate learning methodologies, and learning styles to their staff and having a development plan for each staff member of their team. This plan should also be reviewed and revisited to check on progress, at least 1-2 times per year.
• The employee’s role is to take ownership of their own learning and to continuously look for opportunities to stretch and grow within the organisation, by optimising the resources, tools and learning methodologies available to them and by ensuring that they welcome opportunities to learn and commit to their development plan.

“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
8. ADDITIONAL RESOURCES AND COURSES

Staff development workshops are available to help you continue to build your skills associated with holding effective development and career conversations. You will find registration details at https://staff.mq.edu.au/work/development/workshop-calendar:

- **Communicating Effectively** *(MQ development workshop)*
- **Having Coaching Conversations** *(MQ development workshop)*
- **Giving Effective Feedback** *(MQ development workshop)*
- **Coaching and Developing Employees** *(LinkedIn Learning)*

For more information on career development visit our website page: https://staff.mq.edu.au/work/development/career-development

9. REFERENCES


10. APPENDICES

Appendix 1: Learning and Development Methodologies - pages 18-22
Appendix 2: Conversation Guide - pages 23-24
Appendix 3: Bank of Questions to help prepare the Conversation Guide and making sure you use a Growth Mindset Approach – pages 25-26

“To get to the next level of greatness depends on the quality of our culture, which depends on the quality of our relationships, which depends on the quality of our conversations. Everything happens through conversations.” Judith Glaser
## Appendix 1: Learning and Development Methodologies – aligned to 70:20:10

<table>
<thead>
<tr>
<th>Development Methodology</th>
<th>Description</th>
<th>Target Development</th>
<th>Success Factors</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| **The 70: Experiential Learning – “on-the-job” learning** | This is where a staff member takes on a responsibility which is not typically associated with his/her current role and usually provides the opportunity to work on the “next level up”. Often occurs within the staff member's current team environment but could extend beyond this too. | • Specific function or role specific capabilities /skills  
• Career development/progression  
• Increases the flexibility and capacity within the current team/department | • identifying talented staff ready for career progression into leadership  
• Determining with the staff member “on-the-job” opportunities that would be of interest/ aligned to their learning style.  
• Providing logistical and coaching support | • Develops talent with broader experience.  
• Supports organisation succession planning, including retention of talented staff.  
• Improves performance.  
• Boosts staff motivation within current role |
| 1. Job enrichment, higher duty or acting position opportunity | “Stretching” staff in their current role. i.e., handling unfamiliar responsibilities, fixing an existing problem, making a change, taking on higher visibility work, working across teams, being an active member of a new project, sitting on different committees or working groups or etc. | • Role specific capabilities or skills  
• Career development  
• Increase capacity and flexibility within the current team/department.  
• Increase breadth of knowledge and experience.  
• Visibility/exposure  
• Specific capability development e.g., project management, influencing, stakeholder management etc. | • Establishing with the staff member the developmental goals of a stretch assignment – set SMART goals with clear time frames and planned feedback reviews.  
• Determining with the staff member “on-the-job” opportunities that would be of interest/ aligned to their learning style.  
• Providing logistical and coaching support | • Develops talent with broader experience.  
• Supports organisation succession planning, including retention of talented staff.  
• Improves performance.  
• Boosts staff motivation within current role |
| 2. Job challenges | Staff member is appointed to work on a specific project or is appointed a member of a specific working group/committee. | • Broader workplace knowledge  
• Networking and exposure  
• Specific skills development e.g., project management, cross-functional collaboration | • Management support  
• Opportunities to put learning into practise after project has finished | • Provides development without taking staff member out of their current role.  
• Increased exposure in the University and/or within the Sector |
| 3. Workplace projects, participate in working groups or sit on functional committees both within current department/faculty or office or across faculties/offices e.g., Health and Safety, Diversity and Inclusion, Wellbeing Action Group, | | | | |
## Appendix 1: Learning and Development Methodologies – aligned to 70:20:10

<table>
<thead>
<tr>
<th>Development Methodology</th>
<th>Description</th>
<th>Target Development</th>
<th>Success Factors</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-University committees, IT projects, research collaborations etc.</td>
<td>的精神/organisational knowledge and strengthens collaboration. Further research, scholarship, professional practise. Career development. New work skills and building transferable skills.</td>
<td>Be clear about the goals and duration of the secondment – ensure the managers of both teams i.e., new manager where secondment will take place and existing manager agree to goals, times, and purpose of the secondment. Management guidance and support.</td>
<td>Structured, hands on experience. Increased exposure. Increased self – confidence in abilities to learn new capabilities. New knowledge, skills, and ideas.</td>
<td></td>
</tr>
<tr>
<td>4. Secondments</td>
<td>When a staff member makes a temporary move to another area or team within the same department or faculty/office or another work area in a different faculty/office. Can also be when a staff member visits/attends another university for a period of time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Action learning, participation in multi-disciplinary projects</td>
<td>Where a staff member works on real problems and issues that have the possibility of evolving into a project/task for action and resolution.</td>
<td>Problem solving. Cross-functional knowledge and increasing understanding of the whole organisation – exposure to “big picture” strategies and thinking.</td>
<td>May require top level management sponsorship, support and/or monitoring.</td>
<td>May help to solve problems and develop workplace solutions. Networking/ cross functional collaboration and exposure. Can contribute to freeing up inflexible or traditional thinking.</td>
</tr>
<tr>
<td>6. Job rotation or job exchange</td>
<td>This is when two or more staff members exchange roles and responsibilities. Typically, this can be for 3 months to 1 year and occur within the same faculty/department.</td>
<td>Cross-functional knowledge. Career development. Succession planning. Lateral thinking/problem solving. Enhancing collaboration.</td>
<td>Identifying staff at similar levels. Being clear about the goals and duration of the rotation/exchange. Providing adequate support, particularly during shorter timeframes.</td>
<td>Facilitates cross-functional knowledge sharing and best practise. Increases capacity in the team (back-up)</td>
</tr>
<tr>
<td>The 20: Social Learning – learning from others</td>
<td></td>
<td>Leadership development. Technical or interpersonal skills.</td>
<td>Matching the right people as coaches. Selecting an internal or external coach.</td>
<td>Accelerates “on-the-job” development. Potentially provides an opportunity to work.</td>
</tr>
<tr>
<td>7. Coaching</td>
<td>This is a collaborative relationship between a staff member and a manager or an internal or external professional.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 1: Learning and Development Methodologies – aligned to 70:20:10

<table>
<thead>
<tr>
<th>Development Methodology</th>
<th>Description</th>
<th>Target Development</th>
<th>Success Factors</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>coach. A coach facilitates learning and development by working one-on-one with a staff member generally over a specific period of time and with specific development goals.</td>
<td>Increased ability to solve problems and find creative solutions to new problems</td>
<td>Deciding if coaching is formal with specified learning outcomes or more informal</td>
<td>with someone outside the University.</td>
<td>Provides an opportunity for self-development and reflection, and creative problem solving</td>
</tr>
<tr>
<td><strong>8. Mentoring (being mentored or being a mentor)</strong></td>
<td><strong>For person being mentored:</strong></td>
<td>Personal effectiveness</td>
<td>Deciding if mentoring is formal with specified learning outcomes or more informal.</td>
<td>Development and retention of talented staff</td>
</tr>
<tr>
<td></td>
<td>Organisation/sector knowledge</td>
<td>Method of matching mentor with mentee</td>
<td>Knowledge management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career development</td>
<td>Being a genuine partnership based on mutual respect and trust.</td>
<td>Clarification of future career directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>For person mentoring:</strong></td>
<td>Leadership skill development</td>
<td>Time to reflect on own knowledge and practise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feedback/communication skill development</td>
<td>Ensuring focus so that leads to practical learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Co-ordination to monitor effectiveness of community of practise and to keep focused</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Helping to solve real problems.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Networking with colleagues</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Building a learning culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Showcasing and sharing products, services, processes, and procedures across the University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strengthening and broadening networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Increased professional exposure.</td>
<td></td>
</tr>
<tr>
<td>This is the provision of support between 2 people, normally by one with knowledge/experience of a subject area and sector in which the other person wants to develop. It can be formal or informal, structured, or unstructured. It generally provides “life skills” and enhances career, personal and professional growth, and development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where individuals meet to share know-how and learning around current workplace issues and practices. E.g., customer service champions, health and safety representatives, wellbeing action group etc.</td>
<td>Workplace problem solving</td>
<td>Ensuring focus so that leads to practical learning.</td>
<td>Helping to solve real problems.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Build know how and confidence</td>
<td>Co-ordination to monitor effectiveness of community of practise and to keep focused</td>
<td>Networking with colleagues</td>
<td></td>
</tr>
<tr>
<td>Participation in relevant external professional and/or networks such as e.g., ATEM – Association for Tertiary Education Management which is</td>
<td>Broader industry/professional knowledge</td>
<td>Allowing time to engage in related activities e.g., attendance at conferences or networking functions</td>
<td>Strengthening and broadening networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Increased professional exposure.</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix 1: Learning and Development Methodologies – aligned to 70:20:10

<table>
<thead>
<tr>
<th>Development Methodology</th>
<th>Description</th>
<th>Target Development</th>
<th>Success Factors</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The 10: Formal Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11. Further study | Where staff take on additional part-time studies whilst working. MQ professional staff (fixed term and continuing) can apply for grants and scholarships; enrol on a course within the university or at another university (at own cost) or can apply to sit in on a lecture series at MQ (but no access to accreditation - Study for Staff scheme). Find out more about what we offer at MQ [here](#). | • In-depth education/research  
• Up to date/best practice knowledge  
• Networking  
• Accredited course that can add to a staff member’s credentials | • Identifying the appropriate staff capability gap and clarity about what is to be developed.  
• Matching to appropriate course | • Provides focused and targeted learning and development.  
• Can be “just-in-time” development |
| 12. Self-paced online learning | Selected online courses to develop specific knowledge or skill. May target a specific staff group and can be internal or external. E.g. [Linked learning courses](#), [Coursera](#) are available to all staff at MQ. | • Functional or role specific knowledge  
• Management and leadership capability development  
• Gain ideas on an approach or way to re-orientate current practice | • Identify the appropriate staff capability gap and clarity about what is to be developed.  
• Ensuring completion of the course activities  
• Opportunities to put learning into practise straight afterwards. | • Provides focused and targeted learning and development.  
• Often is “just-in-time” development |
| 13. Staff development calendar (formal workshop or seminar: face-to-face or online) | Staff has access to our [staff development calendar](#) at MQ which offers a selection of face-to-face and online courses which staff can attend throughout the year (e.g. Communicating Effectively, Managing Projects, Managing Conflict etc.) | • Functional or role specific knowledge  
• Management and leadership capability development  
• Skill development e.g., communication skills,  
• Identifying the appropriate staff capability gap and clarity about what is to be developed.  
• Matching to appropriate course  
• Ensuring full course attendance and completion of activities | | • Focused and targeted learning and development  
• Can be “just-in-time” development |
## Appendix 1: Learning and Development Methodologies – aligned to 70:20:10

<table>
<thead>
<tr>
<th>Development Methodology</th>
<th>Description</th>
<th>Target Development</th>
<th>Success Factors</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| 14. Consulting support | In consultation with your HR Client team and the OD team – bespoke interventions can be tailored to specific development needs e.g., team development, career development, change support, conflict support etc. | • Specific training and development needs of a particular team, department, faculty/office | • Sponsorship and buy-in of the leader.  
• Team buy-in and participation. | • Resolution of a workplace issue  
• Focused and targeted learning and just-in-time development  
• Time for the team to connect, think and plan outside of the office |
| 15. Reading/researching | Individual reading of relevant books, articles and other relevant literature that builds further knowledge of a specific topic. | • Functional role or sector specific knowledge  
• Best practice research  
• Provides opportunity to self-reflect on current practice.  
• Can be done at own pace | • Allowing time to engage in reading as a development activity (e.g., work from home day to read/research)  
• Opportunity to showcase new knowledge and learning.  
• Opportunity to discuss new ideas and how they may be applied. | • Keeps knowledge current.  
• Enables access to best practice.  
• May lead to innovation opportunities, or workplace continuous improvement |
APPENDIX 2: Conversation Guide

PREPARING FOR A DEVELOPMENT & CAREER DISCUSSION WITH A TEAM MEMBER

In response to feedback from our Your Say staff survey and in alignment with our Operating Plan, managers and their team members are being strongly encouraged and supported to have conversation about development and career plans. This guide will help you prepare for the discussion.

My team member’s name: __________________________________

My team member’s focus is: [ ] development in current role
[ ] development for other roles in the team and/or university
[ ] career planning for future roles

Key: □ Manager leads the conversation
□ Staff member leads the conversation

LOOKING BACK

BEFORE THE MEETING
Ask yourself the following questions in regards to your staff member’s progress over the past 12 months (make notes)

1. What development has this individual identified in the most recent PDR. How well has this development progressed?
2. What feedback have I received about what this individual has done well?
3. What do I see that this individual has enjoyed doing over the past year?

Consider the following questions regarding your staff member’s future development:

4. What do I see as this individual’s strengths and aptitudes in their current role?
5. What additional knowledge and skills do I think will help this person in their current role?
6. What new skills, knowledge and experience could help this person position themselves well for other roles?
7. What skills and experiences do you see as important for this individual to stay employable, to keep up to date with the changing world of work and the strategic priorities of MQ?
8. What skills and experiences do you see as important for the changing nature of the higher education industry and/or this person’s profession?
9. Given the above and reflecting on the 70-20-10 principle, what could you suggest for professional development in the coming 12 months?

DURING THE MEETING: OPENING

Welcome and thank the staff member for making time to meet. Explain the aim is to explore their
development goals and, if they are interested, their career aspirations. Whilst development planning is ‘owned’ by the staff member, your role as a manager is to by sharing information about future trends in the team, organisation, industry, and profession and how these will shape the future or work and to help connect the individual with people and development/career opportunities.

**START WITH STAFF SELF-REVIEW & INSIGHTS**
Ask the staff member to reflect on development to date: activities, progress and key learnings. Ask what feedback they have received as well as what they enjoyed doing.

**PROVIDE FEEDBACK ON DEVELOPMENT & DISCUSS**
Share your thoughts on successes. Discuss any impacting circumstances. Offer constructive feedback where your perspective on development levels or expectations differs from the staff member’s.

**ACHIEVE CONSENSUS & CONCLUDE**
Summarise the discussion. Confirm whether any existing development goals and actions are to be carried over.

**LOOKING FORWARD**

My notes to prepare for a conversation:

**INTRODUCE ‘LOOKING FORWARD’**
Discuss the year ahead including strategic priorities and anticipated changes both for the organisation and for this role.

**START WITH STAFF SELF REVIEW & INSIGHTS**
Ask the staff member where they would like to focus their development for the coming year – current role, moving within the organisation and/or progressing their career aspirations? Listen to their ideas and aspirations. Encourage them to stretch themselves, set a personal best in terms of development and/or adopt a growth mindset.

**PROVIDE FEEDBACK & DISCUSS**
Ask questions to help shape and strengthen the quality of the staff member’s goals. Highlight any synergies with MQ’s strategies and new ways of working and/or the re-shaping of work in industry and/or the profession.

**EXPLORE POSSIBLE DEVELOPMENT ACTIVITIES**
Using the 70-20-10 principle, and the staff member’s learning preferences, ask for and suggest possible development activities.
As a leader you need to continuously learn so that you can provide the best support to your staff. “Development should be self directed, employee driven so that employees can help themselves.” (Modernising employees development for today’s workforce, www.chronus.com, 2016)
APPENDIX 3: Bank of Questions to help prepare the Conversation Guide, Give Feedback and use a Growth Mindset Approach

1. **Good coaching questions: (Allows you to facilitate a shared responsibility)**
   - What motivates you? What makes you feel valued in the workplace?
   - What do you think your strengths are? How do these align with your current work?
   - How can you continue to build and develop these strengths?
   - What does success look like for you? What holds you back from achieving your goals?
   - Is there anything preventing taking your performance even higher?
   - Do you feel informed and involved in your team?
   - What gets in the way of performance? What derails you?
   - What do you particularly like about what you are doing?
   - How do you see your career progressing? What could prevent this progression?
   - What derails your performance as a team member?
   - What is your profile in the organisation and how could this be further developed?
   - Where do you see your career going – in the next 12 months? Next 2 years? 5 years?
   - What could prevent you achieving your goals?
   - What are your major challenges in the next year? What do you need to tackle these effectively?
   - What do you need to become more effective?
   - How can I best work with you to enable improvement?
   - What additional support do you need from your team?
   - What ambition / aspirations do you have for the future?
   - What have you learned about yourself in your career so far?
   - Are there any barriers preventing improved performance? How can you handle them?
   - What motivates you to come to work and feel valued? Is something missing? What is it?
   - How do you rate your leadership capability? How do you think others rate it? What experiences could enhance your leadership capacity? How can you gain these experiences?
   - How do you feel about your current performance in your role?
   - Do you consider yourself a specialist or a generalist?
   - What deeper levels of knowledge/understanding do you need? How might you get this?

2. **Growth mindset questions**
   **General growth mindset questions:**
   - What did you learn from today’s performance, project meeting, presentation? Etc.
   - What steps did you take to make today successful?
   - What are some of the different strategies you could have used?
   - How did you keep going when things got tough?
   - What can you learn from your peers, colleagues, team… etc. today?
   - When do you find yourself in the fixed mindset?
   - How can you use the growth mindset to get better results when it counts?

   **Keys to Improvement:**
   - When do you find yourself in the growth mindset?
   - When you are working on a project, do you focus more on the outcomes (fixed mindset) or getting better at what you are doing (growth mindset)? How does this help or harm you?
   - Do you view effort as negative thing or as important? Why?
   - Is the effort today worth the reward tomorrow?
   - Do you think that challenges are to be avoided or embraced? Why?
   - When you make a mistake, do you become discouraged or view them as a learning opportunity? Why?
   - Do you spend more time questioning the feedback you get, or taking action? Why?
   - How does doing well in practice and competition help you achieve your future goals?
   - How can you change your views on Effort, Challenges, Mistakes, and Feedback so they are more helpful?
Dealing with Failure and Setbacks:

- How do you react when things are not going your way?
- How can you learn from failure?
- You’ve had a setback. What would you do differently next time?
- How can turn a devastating moment into a victory?

3. Giving Feedback

Providing effective feedback on a regular basis is critical and a key responsibility of managers:

- to reinforce a staff member’s strengths and excellent performance, and
- to develop capabilities and provide learning for ongoing and future growth.

Again, you can provide valuable feedback to all staff wherever they sit on a continuum of performance. Consider the following feedback options/statements. Identify those you might incorporate into your conversations with staff depending where they are on the continuum:

- I greatly value your positive influence and the impact this has in the workplace.
- Your strengths and abilities are well-aligned to the work you do.
- You demonstrate many of the University’s enterprising attributes, in particular......
- It is important to maintain your skills in the forefront of your area and I would like you to focus on that in your development.
- I’d like to see your performance increase/develop as we have identified as I believe it can.
- Let’s talk about what prevents you from higher performance and what needs to change in order to shift that.
- (If working in a difficult situation e.g., influencing stakeholders who are not on board, working with conflictbetween teams/departments) I acknowledge that you are working in a challenging situation and I have confidence in your ability to work through this. How can I most effectively support you?
- Whilst you are facing these challenges, I would like to focus on how I can best support you to deal with these and assist you to lift your capacity in these areas up to the required level e.g., successfully manage conflict, raise influencing skills.
- (If not working in a difficult situation) I acknowledge that you have greater potential than your current performance indicates. What holds you back from achieving higher performance?
- You are currently demonstrating many of the capabilities and the University’s enterprising attributes necessary for success in more complex roles. These include...
- The areas that may prove challenging for you are...... because I have noticed.... I would like to help you devise a plan to develop these areas while focusing on your strengths in preparation for your next career step.
- I think you have the potential to progress to more senior and more complex roles in the future; Successful individuals in such roles have the following attributes... You are already demonstrating a number of these, including...
- I am confident involving you in new initiatives due to the project management ability you have demonstrated in implementing other projects.
- I think you may have some potential to take on more complex work sometime in the future.

Adapted from: Borgen, 2001

“If you focus on results, you will never change,
if you focus on change, you will get results.”
- Anon

27