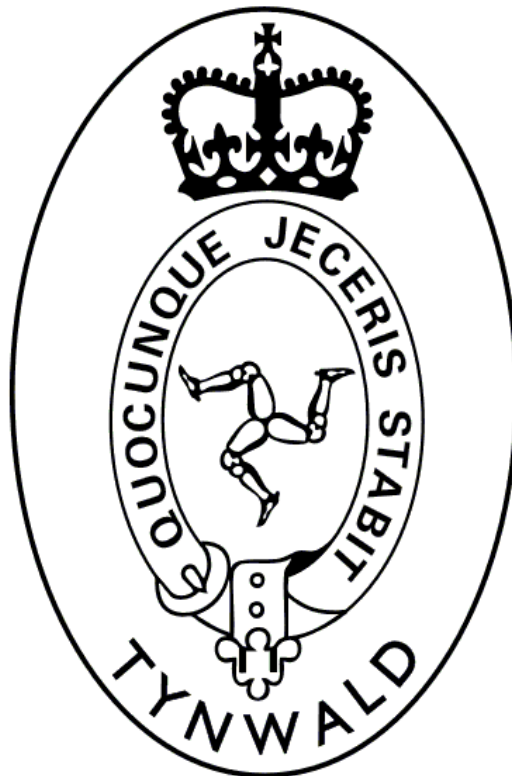


Career Development Plan and Review

Manager's Guidance Notes



Contents

1. Introduction to the framework.....	3
2. Goals	3
2.1 Job Description.....	3
2.2 Annual goals.....	4
2.3 The Values, Purpose and People Qualities	4
2.4 Creating goals for your team	5
3. Reviewing progress	8
3.1 Check-ins	8
3.2 Career Plan Review Meeting.....	11

1. Introduction to the framework

The Career Development Plan and Review is the OCOT framework for supporting performance, development and careers. Everyone will have a personal career plan, as we believe that everyone who works as part of the OCOT team can have a rewarding career, no matter their role or the hours they work.

The framework has certain activities that happen throughout the year and on an ongoing basis that are driven by the employee and supported by their manager. These guidance notes are intended to explain this process and the activities with a focus on the responsibilities of the line manager.

The process is a continuous cycle and involves three key steps - goal-setting, check-in meetings and a career review meeting, shown in the diagram below.



Fig 1. Career development cycle

2. Goals

2.1 Job Description

It is important to ensure that all employees have an up-to-date job description to explain the key responsibilities and tasks associated with the role. Job descriptions are usually broad and may cover several employees who are doing broadly similar jobs. The job description provides a backdrop to the framework as it outlines the purpose of the job and how employees are generally expected to spend their time at work.

Job descriptions should be reviewed periodically to avoid 'drift', to account for any changes to the role that happen over time and to ensure that it remains a fair reflection of the activities undertaken as part of the role. Where there is a radical change to a role, the job should go through a re-evaluation process and consultation.

2.2 Annual goals

From year to year, the detail of what employees will be involved in and how they will be expected to deliver those activities may change, depending on the strategic direction of the organisation and the changing external environment, which may affect things like processes and technology, for example. This is kept under review by the senior management team, with input from the Tynwald Management Committee. Everyone is expected to contribute to the success of OCOT and the activities that we work on and the way that we deliver that work makes a difference. It is important that employees understand this link between their work and the success of the organisation. You should take time to explain this to new starters and anyone moving role.

Each year you will agree a set of goals for the coming 12 months with each team member. The employee is responsible for setting goals, with your guidance and input and ultimate sign-off. Everyone will have a set of goals that help us to deliver the OCOT organisational purpose; you will find further information about the purpose of the Clerk of Tynwald's Office on the [Tynwald website](#) and in the OCOT Purpose document. The way that we all contribute is illustrated in the following diagram:

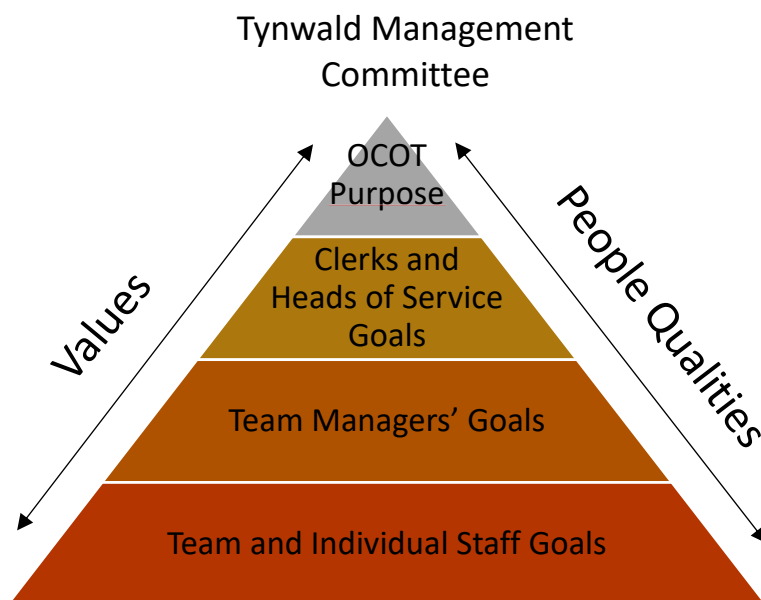


Fig 2. Goal setting at OCOT

2.3 The Values, Purpose and People Qualities

You will see that underpinning and integral to the goals are the values of the organisation and the people qualities, or competencies. The Isle of Man Government People Qualities, which are also used for jobs at the OCOT, provide detailed guidance on the competencies expected at each grade. They are broken down into three areas, known as the 3 Cs, as shown in figure 3.

The full [People Qualities](#) framework has been designed to promote positive personal development for every individual. Each member of your team should familiarise themselves with the descriptors for their grade.

This is another dimension of performance and explains the way that we expect people to complete their work, it's the 'how', whilst the tasks are the 'what'.

What + How = Performance

Together these two factors contribute to the overall performance of each employee.

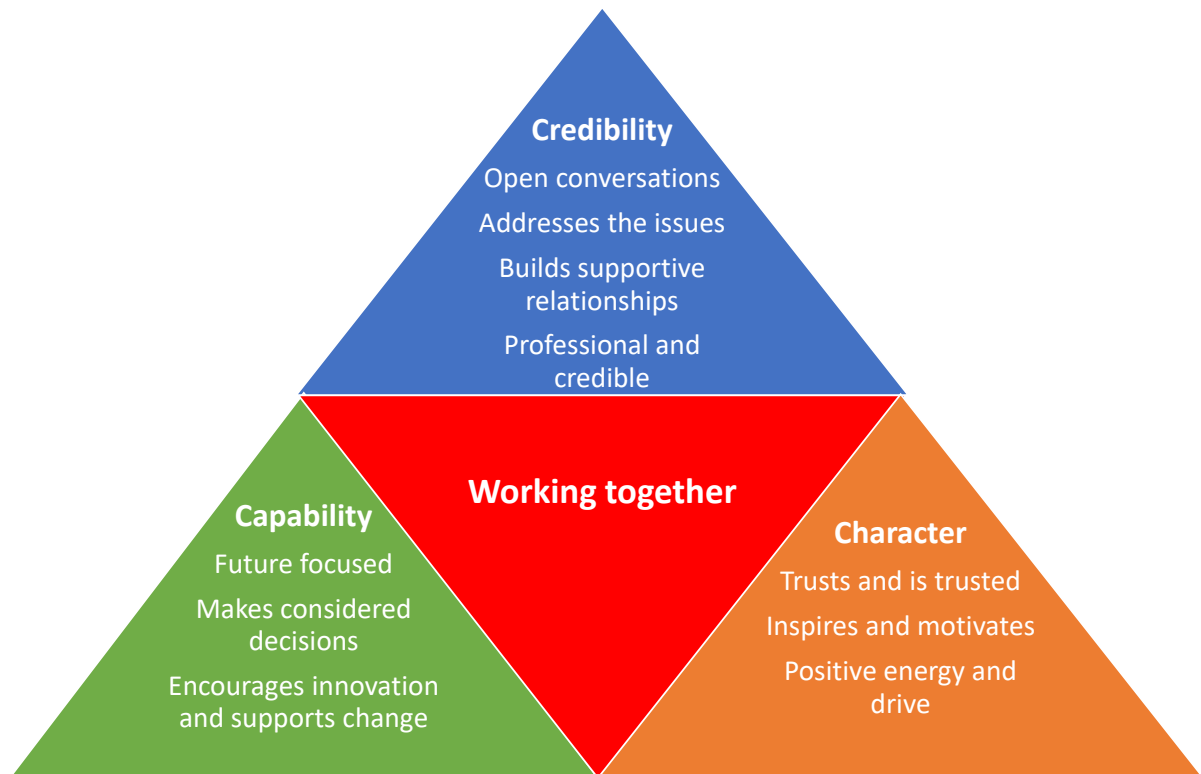


Fig 3. The People Qualities

2.4 Creating goals for your team

The Career Plan and Review template provides a record of the goals that you have agreed with each employee in your team. You can find the form on the intranet and it is intended to be completed by each employee once a year, but may need to be more often if employees' roles change or if work is redistributed in your team.

2.4.1 Goal Setting Process

Employees are responsible for recording their own goals and usually each person's goals will be different, even if they do the same role and their job sits under the same job description as other colleagues. This is because the goals will focus much more on the short-term key areas of focus for that person, rather than on the broad job responsibilities. There will, however, be a link to those broad responsibilities and there may be some areas that are the same or similar to colleagues in the same team.

The goals that the employee needs to agree with you and record on their Career Plan and Review form will normally include five task goals and at least one learning goal. This is for guidance only and you may add more if needed, however beware of listing too many goals as this can lead to a split focus and be damaging to performance. Once you have discussed and agreed the goals for the coming year, the employee should record their goals in Part 1 of the form. Then the recorded goals should be passed to you to review, amend as necessary, or approve. You should then retain a copy for the employee's file. Although the expectation is that the employee will drive the process, it is the manager's responsibility to ensure that it happens, chasing if necessary until it is completed.

Having an overview of the goals for your team allows you to ensure that a) all tasks are covered and b) that the workload is split appropriately.

Task goals

Task goals relate to the day-to-day activities or deliverables of an employee's job. They may include project work, one-off tasks or regular tasks that they are required to complete.

In your own goals you should include at least one goal related to managing your team.

Adaptive goal

Everyone should include at least one goal that relates to change, called an 'adaptive' goal; this goal will relate to ways that they will adapt their work, or the way they work, to the changing environment, or respond to anticipated changes, or it may relate to ways that they will be expected to push forward change within their job or your team, for example, by improving a process. This supports a culture of continuous improvement, encourages innovative thinking and recognises that we operate within a changing world. You may wish to incorporate an element of change in another goal, rather than have it as a separate goal on its own. For example, if a key goal is to 'Refurbish the Reception area', an element of this goal will be about the change management process, communicating with stakeholders, talking it through with staff, thinking about signage during the refurbishment and so on.

Collaboration goal

Everyone is also expected to include at least one goal that relates to working together and collaboration. This is an important aspect of working for OCOT, as no-one works in isolation and we are all dependent on others. Collaboration may mean working with colleagues, Members, the wider Isle of Man Government, other parliaments or external stakeholders. The collaboration goal can be included either as a separate goal, or incorporated in to one or more of the task goals. For example, if a key goal is to 'Manage external visits', this would involve a lot of collaboration with colleagues, external stakeholders and Members. Even jobs that require minimal interaction with others outside of the team, could include a goal related to collaboration within the team, for example, to manage workloads or co-ordinate leave.

Learning goal

Learning goals relate to each employee's development within their role, or for some people might involve development beyond their current role and preparation for a more senior role. All employees need to learn new things to keep pace with change, to remain challenged or to grow within and perhaps beyond their current role and progress their career. The learning goal might focus on developing a new skill or new knowledge by experiencing it, for example, trying out new

tasks. It may involve learning from colleagues, by shadowing them perhaps, or it might involve learning through more formal means such as attending a course.

SMART goals

The goals may be recorded as a brief heading, for example, 'Tynwald Day'. Alongside the heading the employee should provide as much detail as needed to make sure it is clear to both of you exactly what needs to be delivered. You may need to provide more guidance to new employees on this process, and the depth of detail may be more for junior employees than senior employees. It is important that they are thoroughly discussed and then reflected clearly in the documentation, as this provides guidance to employees on what they will be involved in delivering day-to-day.

Ideally, the detail of each goal should be expressed so that it follows the SMART acronym:

- Specific** enough information to make it clear role they have in delivering this goal
- Measurable** a way of deciding if the goal has been achieved
- Agreed** you should jointly agree the goal, with at least some input from the employee
- Realistic** goals should be both challenging and realistic
- Time bound** state by when, how quickly or how often the task will need to be completed

Competencies

Whilst completing tasks, projects and the activities of the job (the 'what') is of course important, the way that each person does their job (the 'how') is also important. Guidance on the expectations of each employee of OCOT are included in the People Qualities, or 3 Cs. When agreeing and working on goals with your team, you should always keep these competencies, in mind. For example, if it is important for an employee to be 'Reliable' they might include this wording alongside a relevant task goal.

e.g. 'Greet all visitors to the building in a professional and friendly way, promptly directing them to the appropriate room or person and ensuring that you follow up on any unresolved enquiries'.

Amending goals

Should you need to, you can add to or amend employees' goals throughout the year by appending an updated version to the original. Jobs, priorities and the environment change over time and it is important that goals continue to reflect the current key focus areas of the role and the individual.

Of course it is impossible to account for every little task or change that might happen, and it is not expected that employees will record everything that they spend their time on. However, goals should help employees to understand what their key deliverables will be for the coming months, with a focus on the things that add the most value and are most important to them doing their job this year.

Short-Term Targets

In addition to the annual goals, you may also use a shorter-term targets approach. This is useful in providing additional guidance, further depth of detail and keeping focus on the immediate priorities, whilst retaining an overview of the longer-term goals. The principles of setting these shorter-term targets is the same as for longer-term goals, however the focus is on a six-week period rather than a twelve-month period. Where short-term targets are set there should be a clear line of sight

between them and the annual goals. However, not everything recorded as a short-term target needs to also be recorded on the annual goals. For example, 'Arrange visits with all the Sixth Form Heads by 10th May' might be a short-term goal that relates to the annual goal 'Manage all school visits to Tynwald, ensuring all health and safety considerations, communications and appropriate sign-off is agreed at least one week prior to each visit'.

2.4.2 Recording goals and short-term targets

The Career Plan and Review template (available on the intranet) should be used to record annual goals that you have agreed with your team members. A new template is used each year and the employee is responsible for completing it, following discussion with you regarding the goals. The expectation is that they will drive this process, preparing prior to talking to you, thinking about what it is that they need to deliver for the coming year. This promotes ownership of the goals. However, most employees will require at least some guidance from their manager, to ensure that they are focused on the right areas of delivery, that their goals are stretching enough and that their proposed timeframes are in line with expectations.

The goals section of the Career Plan and Review template will usually be completed only once a year in May. The Short-Term Targets template (also available on the intranet) is used to record six-weekly goals and provides a continuous record of the focus of each employee's work through the year.

3. Reviewing progress

Once you have set goals with the people in your team, they should have a clear idea of what they will be spending their time on during the next 12 months and in the shorter term it's time to get working on them. The next stage in the process is to check-in regularly with the employees in your team, on a one-to-one basis, to review how things are going.

3.1 Check-ins

We have called these meetings 'Check-ins' and they will happen around every six weeks and normally last around 20 minutes. This means that you will hold around six of these meetings every year with every employee in your team, allowing for holidays and other absences. The purpose of these meetings is to reflect on how they are getting on, review any successes or difficulties they may have encountered and to talk about the next steps. They are designed to be short but impactful meetings. They are not designed to be a review of all current tasks in detail, nor are they designed to be meetings to discuss problems or issues to do with a person's daily work. These should arise as part of day-to-day management rather than an employee saving them for their next check-in. As with each step in the process, the employee is responsible for arranging the meetings, ensuring that they are set at a mutually acceptable time and date, whilst the manager is responsible for ensuring that they take place.

Strengths-based conversations

The style of the check-in discussion is a 'strengths-based conversation'; they are guided by you but the employee will be responsible for leading the reflection process, and they are expected to come to these meetings prepared to talk about what has happened since the last check-in.

The focus of a strengths-based conversation is successful delivery, or positive interactions. These are things that, with appropriately guided reflection, people can build on for future success.

A strengths-based conversation will be an open, coaching style discussion, with you asking questions and listening to prompt reflection and guide the discussion. The employee will reflect on specific successes and learn from these experiences and plan for how successful performance might be replicated in the future. This approach has been shown to promote growth and stronger performance.

Here are some examples of a strengths-based performance conversation:

'I am sure that we have both had our negative and positive experiences at work. Today I would like to focus only on the positive aspects of your experiences...Can you tell me a story about an experience you've had since our last meeting during which you felt at your best, full of life and in flow, and you were content even before the results of your actions became known?...What were the things you did? What capabilities/strengths of yours made this possible? How might this knowledge help your delivery of upcoming tasks/responsibilities?'

Or,

'I would like you to describe a positive interaction you have had in the past few weeks. What particularly went well with this interaction? What do you think made it a success? How did it make you feel? What could you learn from this experience? Are there other opportunities coming up that would give you a chance to repeat this approach?'

Or,

'Tell me about a recent piece of work that you delivered that you are proud of. What did you do/say? What do you believe made this stand out from other pieces of work? What was the response of others (e.g. stakeholders) to this approach? Now think of your current actions/priorities/plans...how could you use this experience to help you deliver them?'

The benefits of a conversation of this nature are that it focuses on positive performance and leverages it for the future. It starts from a point of expectation that the employee can and does perform well and will in the future. It also concentrates on successes, whereas many performance conversations have traditionally been deficit-focused. It promotes a growth mindset, rather than a fixed mindset. It encourages the belief that we can and all do learn and grow and this leads to strong performance.

Providing guidance

Check-ins are opportunities for you to provide positive feedback, or praise, for things that the employee has done well. Praise is motivational, particularly if it is specific and timely. It also provides guidance to an employee as they understand what type of interaction, delivery or behaviour to replicate in the future.

It can be helpful, and sometimes necessary, to talk about things that have not gone so well and to provide some guidance. Reflection is an important part of this process, in the same way that a strength-based conversation supports a person to draw their own conclusions about what they have done well, this approach can be helpful when things have not gone so well.

Here are some examples of that approach in action:

'Talk me through what happened when (*describe the incident*)...which aspect of this disappointed you? What do you think went wrong? What would you do differently if you needed to repeat this task?'

Or,

'I wanted to reflect on the situation that happened last week now that we have had a chance to think about it...tell me what happened from your perspective...what do you think the impact was? What can we learn from this situation? What could you do to avoid this happening again?'

Or,

'How are you feeling about (*describe the task*) now? Have you drawn any conclusions about what happened? Tell me a bit about the part you played in it? Have you learnt anything from the experience? How would you approach this type of situation in the future?'

Sometimes an employee may struggle to fully understand what went wrong, or to appreciate the impact it had or to identify how to manage things differently. If this is the case, the AID model of giving feedback can be helpful. It helps to provide constructive feedback designed to clearly guide a person to different approaches and outcomes.

Here is the model:

Action – describe the situation...approach...behaviour in detail, using a specific example

Impact – describe the impact the approach...behaviour...handling of the situation had on others

Do – describe what you would like to see happen in the future

Here are some examples of the approach in action:

'Yesterday I observed you talking to a colleague in a slightly heated way on the stairs. I was aware that we had visitors to the building and was concerned that your raised voice may be alarming to them and to your colleagues. In future it is important that you retain your composure and speak calmly to your colleagues'.

'Last week you published the wrong document on the internet. We received several calls from Members and the public and press to complain about the error. When you are publishing documents can you please double-check you have the right version, and if necessary check with a colleague before publishing it.'

'I noticed this morning that our team spreadsheet was missing some data. This means that I am unable to produce a complete management report. It would greatly help me if you ensure that you update the spreadsheet daily with your tasks'.

After each Check-in ask the employee to provide you with a short summary of the discussion, including any actions you have agreed, by completing the Review Notes section of the Short-Term Targets template. Retain a copy for your file and as a reminder for future meetings.

3.2 Career Plan Review Meeting

Once a year you will have a longer meeting, usually an hour, with each of the employees you manage, to review their progress over the preceding twelve months. Each employee is responsible for arranging the meeting and managers are responsible for ensuring that they happen, chasing if necessary. During this one-to-one meeting you will talk about the following:

1. A summary of their overall performance against their goals, drawing on the discussions you have had throughout the year during your regular Check-ins.
2. Reflections on the strengths and growth they have shown throughout the year.
3. Their short and long-term career aspirations and any progress they have made.
4. A review of their performance against the People Qualities (3 Cs).
5. Their goals for the next 12 months.

A template for this discussion is available on the intranet, and it provides guidance on what you should cover during the meeting, together with suggested discussion prompts.

Before the meeting

Ask each of the employees in your team to prepare using the Review Notes boxes in Part 1 of their Career Plan and Review form. A summary is all that is needed, rather than pages of detail. They can use the notes on their Short-Term Targets form, made following your regular Check-ins to help with this task. Included in their summary should be a note to indicate whether they believe they have 'achieved' or 'not achieved' each goal.

In the Review Notes boxes under Section 2 the employee should provide at least one example of how they have worked towards or demonstrated each competency in the previous year.

You should prepare for the meeting by reviewing the notes from each Check-in meeting throughout the year and consider your own observations of the employee's performance, taking into account both the 'what' and the 'how'. You should also consider any feedback you may have received regarding the employee's work from colleagues, managers, Members or members of the public. If the employee has been involved in delivering work for another manager, you should seek some feedback from that manager on the employee's performance on that task. Your aim should be to form a rounded, objective and fair view of the employee's performance in the preceding twelve months.

Each employee is required to supply you with their completed Career Plan and Review form prior to the meeting. This gives you an opportunity to review their notes and self-assessment ahead of your discussion. You can assess whether you agree or disagree with their self-assessment, as any differences of view are important to explore and can form the basis of a better understanding in the future. If a self-assessment is radically different to your assessment, you should seek advice from a peer or a more senior manager to a) check the validity of your assessment, and b) to agree a strategy for dealing with the situation.

During the meeting

The meeting, as with the Check-ins, will take the form of a strengths-based conversation, with a focus on what the employee has done well during the year, where they have shown growth and how they have continued to develop knowledge and skills. It is an opportunity for praise. It is also an opportunity to summarise any persistent areas where the performance has fallen below the expected standard and reiterate the expectations. If the employee has taken on board feedback and shown improvement it is a chance to acknowledge this and to encourage further improvement.

As well as a retrospective review of the previous twelve months, the annual review is a chance to discuss the future. You may have regularly discussed career direction, or perhaps this is something that you have never discussed before. However, you should ask each employee at least once a year about their needs from their career. Thinking about their career should form part of their preparation for the meeting.

To prepare they can consider the following questions:

1. Am I content in my current role and with my current responsibilities?
2. Do I currently wish to change roles or take on more responsibility?
3. Do I want to continue to learn my current role, as I'm still fairly new to it?
4. Am I ready to stretch myself and take on new or more responsibility?
5. What do I see for myself in the longer-term, what's my ambition for my career?

You should reassure your direct reports that whatever they decide is equally valid, and that we understand that everyone has different needs from their working lives. We also understand that these needs change over time, so it is important for you to continue to have these discussions with your direct reports.

The 9-box grid tool can be used together to help you to explore their needs from their career and possible areas of development. You can find descriptions of the 9-box grid tool in the guide available on the intranet.

The final part of the meeting will be to agree the goals for the next 12 months. Some goals may remain the same, as they form a fundamental part of that person's role, and some goals may be new. New goals may come about because of changing organisational needs, to refresh performance or to keep knowledge and skills up-to-date. Ask your direct report to consider what these goals might be before arriving at the meeting. You should also give some thought to the goals you would like them to work on, particularly if you want to make changes.

After the meeting

You should consider your conversation during the meeting and provide some brief comments to summarise your direct report's progress over the past 12 months, which are recorded on Part 3 of the Career Plan and Review form. You may use any notes you took, perhaps using the discussion template, to help with creating the summary. Your comments should be a fair reflection of the overall performance during the period, so if performance has generally failed to meet expectations you should make it clear that improvements are required going forward. However, if performance has met or even exceeded expectations you should take the opportunity to praise particularly strong areas of performance. These comments are then shared with the employee and a copy of the completed form retained for their file.

After the meeting ask your direct report to record their new or updated goals on a new Career Plan and Review form and share it with you to approve.