
How do we ensure the programmers we have today will meet the business needs of tomorrow?

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Agenda :

- Look at the landscape and why expectations of programmers and Managers are changing?
- Meeting the challenge through effective Development Planning:
We need a plan
- Toolkit
 - Understanding individuals
 - Understanding business objectives
- Case studies



Equip our programmers with the skill set to take on change

Why have expectations of programmers and Managers changed?

- The business landscape:
 - Competition leading to the drive for efficiency and value
 - Global Environment with remote and virtual teams
 - The need to maximise the utilisation of data, one of the companies most powerful assets
 - Innovation and the drive to look for new ways to conduct trials, record data, report data.
 - The evolution of technology



Why have expectations of programmers and Managers changed?

What does this mean for us?



–We need to find the best way to evolve – Everyone is different

Challenge:

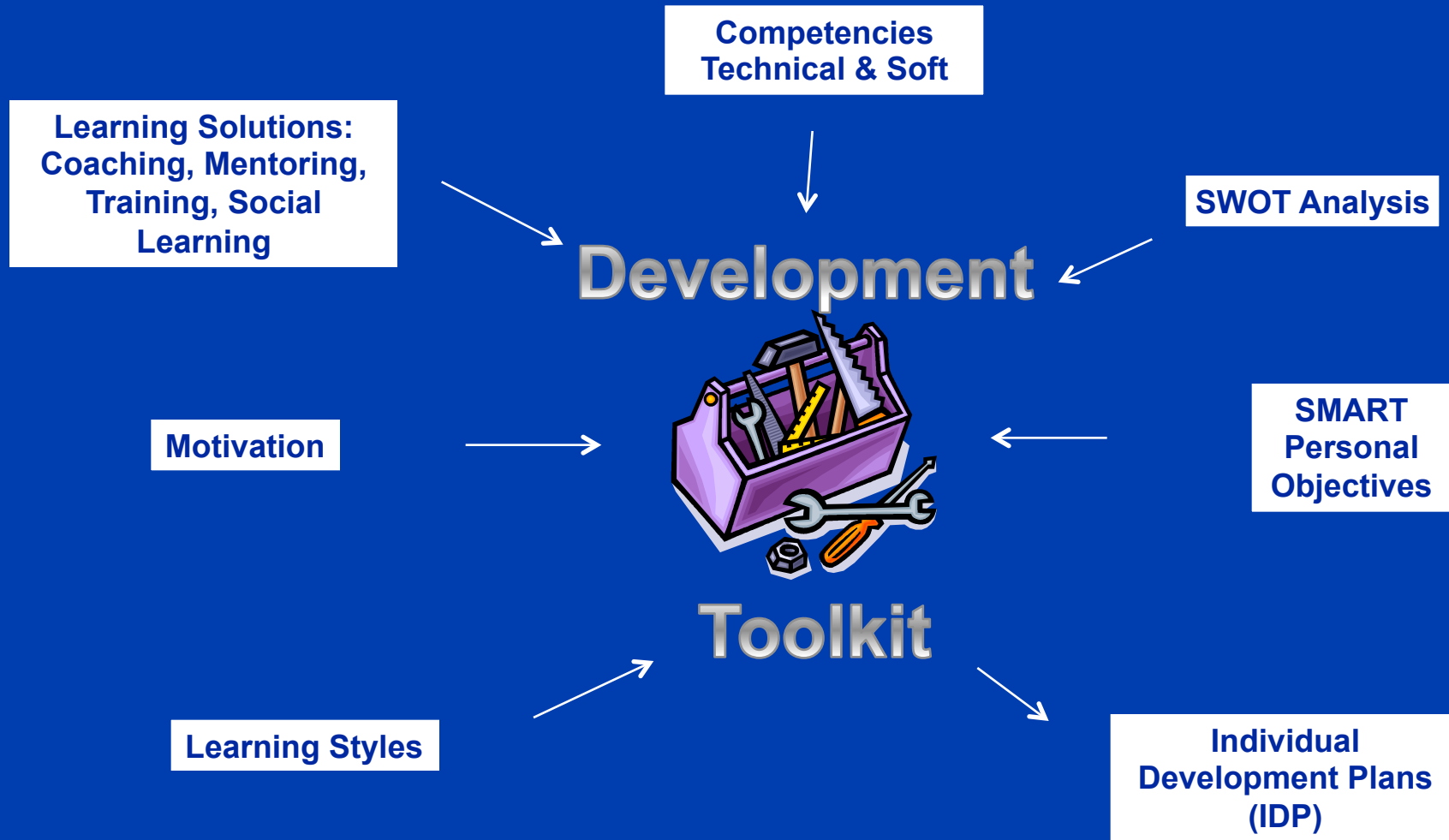
- For many of our programmers and Managers this is a powerful change in mindset.
- For many managers this is not as easy as it first appears
 - Individuals may not see a need
 - Individuals learn in different ways

Meeting the challenge through effective Development Planning

- **For a successful outcome we need a plan !**
Know your Individual + Know your Business → Development Plan
- **Recognise that change happens**
 - Individual change
 - Business change
 - Development planning evolves
- **Equip ourselves with the right tools to make this process effective.**



Tools to Support Development



Tools to Support Development

Individual Learning styles and Motivational Needs

There are many different assessment tools. During the next few slides we will look at:

- **Learning style preference.** Look at:
 - VARK
 - How this helps us to identify the right method of learning
- **Motivational needs** and how this can support development planning



Learning Styles : VARK

Roche

Doers
Hands on
Don't like formal training
High energy

Kinesthetic

Visual

Diagrams, pictures.
Body language, facial
expressions
Lists, detailed notes
Colour

Aural

Read/Write

Note takers
Like quiet
Hands on tasks
Detail and information

Listening
Discussions to
work
out problems
Recall detail from
meetings

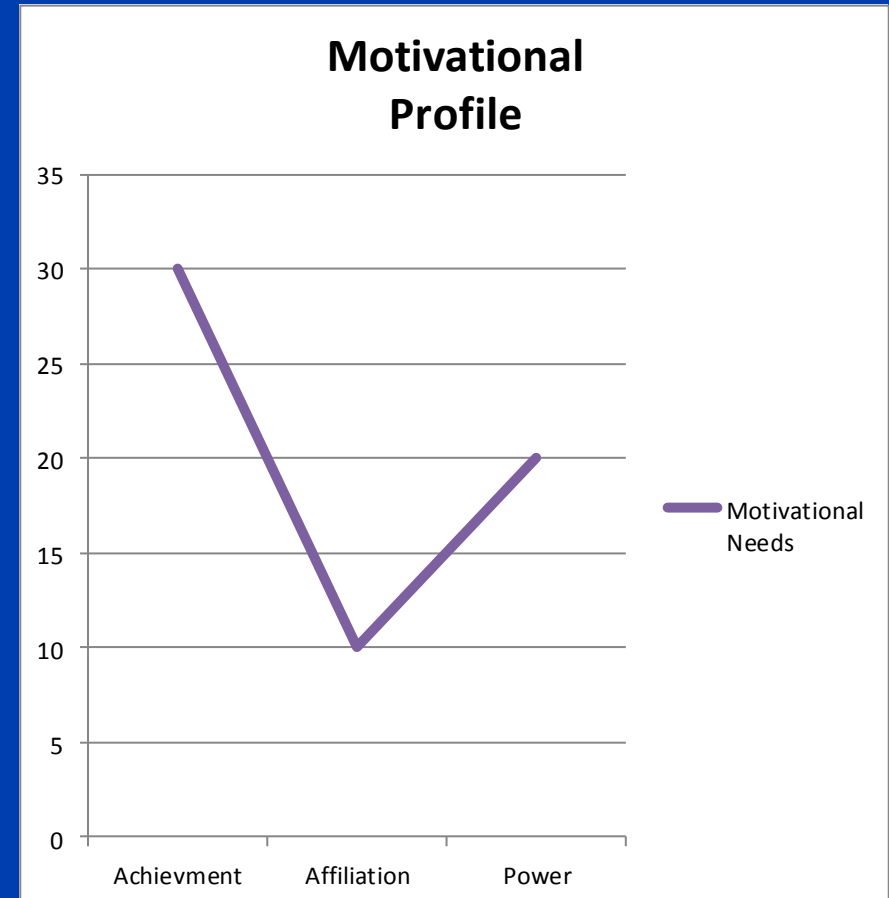
How learning styles help us to identify the right method of learning

Knowing the learning preference can help guide the method for learning:

Learning Style	Possible Methods of Learning
Read/Write	Self learning
Kinesthetic	Hands on experience, mentoring, Role play
Aural	Recorded training course
Visual	Face to face training, Use of diagrams

Tools to Support Development

Understanding Motivational Needs



How understanding motivational needs helps support development

- Mix of motivational needs affects behaviour and working styles
- Having a strong bias to one motivational need might explain certain behaviour.
 - An individual has a strong tendency for interaction with people this may influence their ability to make decisions as they are driven to maintain relationships.
 - An individual driven by influence will be attracted to leadership roles but may not have the required flexibility required and people skills.
 - Individuals driven by tasks will achieve their goals but may demand too much of others because they prioritise achieving the goal above needs of others.
- The manager may often need to move between the different thought worlds to motivate a person. If an individual has a strong bias for a certain need then the manager may need to understand that style to get the best from the individual.

Tools to Support Development in order to ensure business objectives are defined

- Now we have tools to understand an individual needs, how can this be balanced with the needs of the business in terms of their role.
- What tools can be used to relate the individual needs to the business?



Tools to Support Development: Job Level Competencies

- Driven by company expectations and the individual role and will cover both technical and soft skills
- Competencies can be used to
 - Support career development
 - Identify gaps
 - Assess performance
 - Set expectations
- Competencies should broadly cover areas such as technical knowledge skills and their application to the role, analytic ability, project management, leadership, communication and knowledge of the industry

Job Level Competencies : Example

Competency	Level 1 Programmer	Level 2 Programmer	Level 3 Programmer
Planning and Prioritising	Communicates obstacles and informs completion dates to project lead.	Works on multiple tasks and meets timelines. Demonstrates ability to prioritise.	Breaks down deliverable into work tasks that can be delegated to other members of team. Prioritises and delegates tasks and develops timelines.
Production of Tables, Listings and Graphs (TLG)	Produces raw datasets and standard TLG	Produces derivations and non-standard TLG	Produces value added datasets and complex TLG

Tools to Support Development:

Building Tools

- Learning Styles and Motivational Need
- For the business objects we have identified:
Job level competencies

Supporting Tools

- SWOT analysis to combine what we know
- Define measureable outcomes



Specific Measurable Achievable Realistic Time

End Product

- Development Plan



Tools to Support Development:

Individual Development plan

Role of the Individual	Role of the Manager
To focus on career and development aspirations	To ensure individuals understand the benefit of development planning
To make this a living document	To discuss and engage the individual.
Monitoring	Where possible align organizational need and individual aspirations
	Monitoring

Individual Development plan : Example

Individual Development Plan

Name		
Date of Assessment		
Status (Draft or Final)		
Career Aspirations	The diagram shows the form with several handwritten annotations in blue clouds: MOTIVATIONAL NEEDS: A cloud above the 'Career Aspirations' field. VARK: A cloud above the 'Results/Comments' field. SWOT ANALYSIS: A cloud to the left of the 'Identified Development Area' field. LEARNING SOLUTIONS: A cloud below the 'Development Area (SMART) Actions' field. SMART OBJECTIVE: A cloud to the right of the 'Development Area (SMART) Actions' field.	
Identified Development Area (including timeframe)	Development Area (SMART) Actions (for this year)	Results/Comments
Employees comments:		
Manager comments:		

Case Study 1

The Reluctant Employee

I don't have time

What is the point

I have good technical skills



I just want to get on with my programming tasks

I don't like forms

Do you think I am not performing?

Case Study 1

The Reluctant Employee

Individual Development Plan

Name	John Temon	
Date of Assessment	10th January, 2011	
Status (Draft or Final)	Draft	
Career Aspirations	To continue Programming	
Identified Development Area (including timeframe)	Development Area (SMART) Actions (for this year)	Results/Comments
Technical	Continue to program as instructed by the Study Lead	
Employees comments:		
Manager comments:		

Case Study 1

The Reluctant Employee

Competency Review Identified

Further develop
communication skills

Learning style Preference

Read/Write



Motivation

Achievement
Likes tasks

SWOT analysis

Strengths : Technical skills
Weakness : Communication skills
Opportunities : More involved at Study
Team meetings
Threats : Workload on TLGs high so no
time

Case Study 1

The Reluctant Employee



Individual Development Plan		
Name	John Temon	
Date of Assessment	10th January, 2011	
Status (Draft or Final)	Draft	
Career Aspirations	To be a Technical Specialist	
Identified Development Area (including timeframe)	Development Area (SMART) Actions (for this year)	Results/Comments
Improve communication skills	S : Regular update at weekly study team meeting including progress against timelines and summary of key issues M : Feedback from team lead and self reflection from employee A : Employee will attend weekly meetings R : Relevant to career development T : Assess improvement by Team lead and employee after 2 months	
Employees comments:		
Manager comments:		

Case Study 2

The Willing Employee



Case Study 2

The Willing Employee

Competency Review
Identified
Further develop leadership
skills

Learning style Preference:
Kinesthetic: Hands on learner



Motivation:
Achievement and Power highest
Likes tasks and influencing

SWOT analysis
Strengths : Communication
Weakness : Delegation
Opportunities : Project lead role available
at the end of the year
Threats : many people want project lead role

Case Study 2

The Willing employee

Individual Development Plan

Name	John Temon	
Date of Assessment	10th January, 2011	
Status (Draft or Final)	Draft	
Career Aspirations	To build on my programming, project management and filing experience. Mid-term target is to move into a line management position. Long term target to be a manger of managers	
Identified Development Area (including timeframe)	Development Area (SMART) Actions (for this year)	Results/Comments
Improve delegation skills	S : Lead multiple studies. Day to day management of programmers and delegation of tasks for assigned to studies	
	M : End of year feedback from team and project lead	
	A : Achievable and already underway	
	R : Relevant to career aspirations and project team	
	T : Study database lock at end of year	
Employees comments:		
Manager comments:		

How do we ensure the programmers we have today will meet the business needs of tomorrow?

- If we understand individuals and business objectives we can ensure development planning enables us to meet the business needs both today and tomorrow
- The benefit as a manager is a motivated, multi skilled programmer who is equipped to meet the ever changing environment that we face.
- The benefit to us as individuals is a more meaningful development path
- If we equip our programmers with the skill set to take on change we create an environment individuals can flourish and feel valued

Equip our programmers with the skill set to take on change



Questions





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