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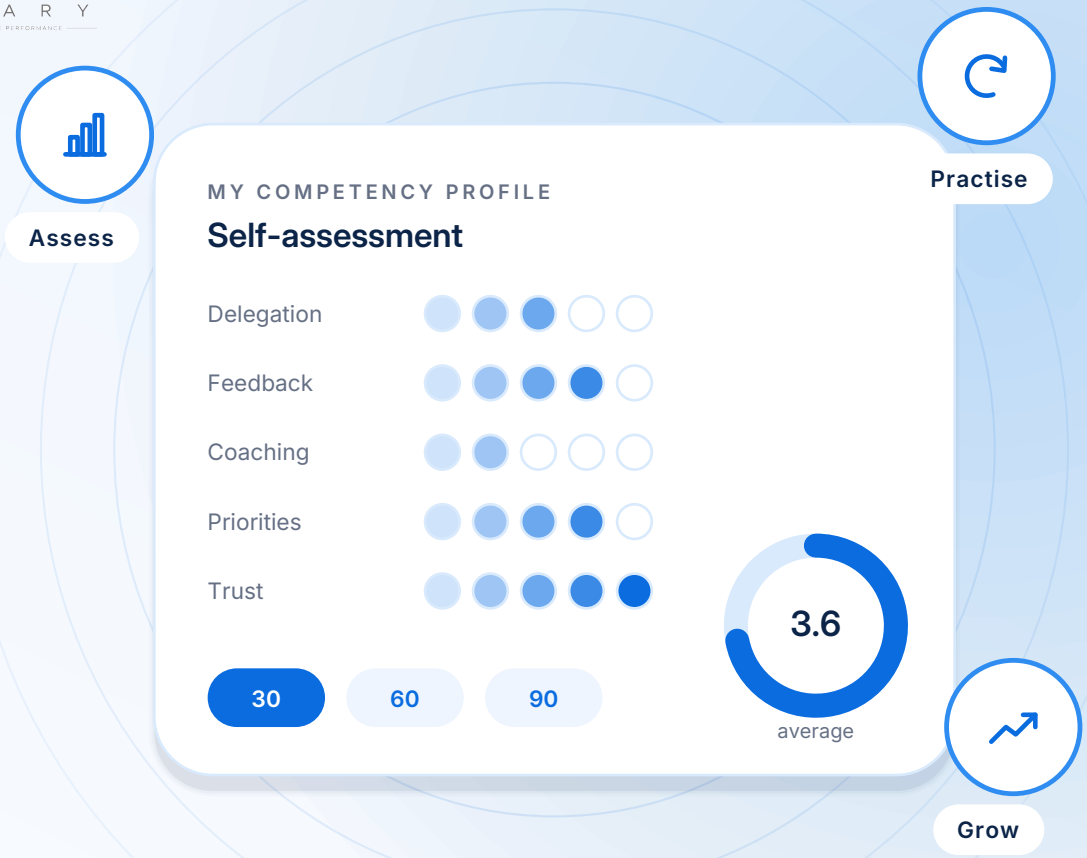

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First-Time Manager Workbook.

Management Competency Assessment and 30-60-90 Day Development Plan

30 · 60 · 90

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PART II

Your Management Competency Assessment

15 sections

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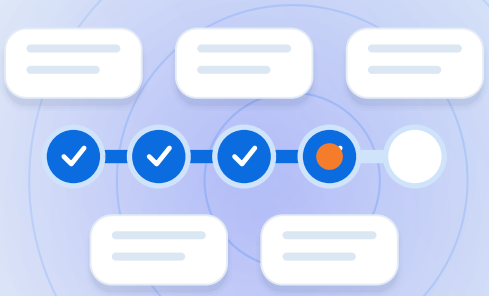
SECTION

COMPETENCY 1 OF 15

Management Readiness and Role Clarity



Management readiness involves understanding the responsibilities of the role, accepting accountability for team outcomes and demonstrating the willingness to develop people-management capabilities.

You may be technically excellent and still need to develop confidence in delegation, feedback, conflict resolution or performance management.

This assessment helps you examine your readiness across the core responsibilities of a first-time manager.

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Self-Assessment

Rate each statement from 1 to 5 using the competency scale.

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I understand the business objectives my team must achieve.	○	○	○	○	○	○
02	I understand the responsibilities and authority associated with my role.	○	○	○	○	○	○
03	I can explain expectations and standards clearly.	○	○	○	○	○	○
04	I can balance team priorities with my own technical responsibilities.	○	○	○	○	○	○
05	I accept responsibility for helping the team achieve its objectives.	○	○	○	○	○	○
06	I am willing to address performance concerns when necessary.	○	○	○	○	○	○
07	I understand that different employees may need different types of support.	○	○	○	○	○	○

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	STATEMENT	1	2	3	4	5	NE
08	I can acknowledge mistakes and learn from them.	○	○	○	○	○	○
09	I know when to make a decision and when to escalate it.	○	○	○	○	○	○
10	I am prepared to seek feedback about my management behaviour.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Reflection Questions

1 **Which management responsibility do I understand best?**

2 **Which responsibility remains unclear?**

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3 What expectations should I clarify with my manager?

4 What previous experience can help me succeed in this role?

5 What support would make my transition easier?

Development Action

My most important role-clarity question:

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Who can help me answer it?

Action I will take:

Target date

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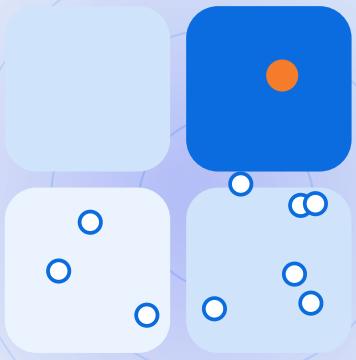
07

SECTION

COMPETENCY 2 OF 15

Goal Setting and Priority Management



A manager translates broad business objectives into clear team priorities and actionable expectations.

Without clear goals, employees may remain busy while working on activities that contribute little to the desired results.

Effective goal setting requires clarity about outcomes, measures, responsibilities, deadlines and dependencies.

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What Effective Managers Do

- Explain why a goal matters.
- Define the expected outcome.
- Agree on measurable success criteria.
- Establish realistic deadlines.
- Clarify individual responsibilities.
- Identify dependencies and risks.
- Review progress regularly.
- Adjust priorities when circumstances change.

Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I can translate business objectives into team goals.	○	○	○	○	○	○
02	I define clear outcomes rather than assigning vague activities.	○	○	○	○	○	○
03	I agree on measurable success criteria.	○	○	○	○	○	○
04	I communicate which tasks are most important.	○	○	○	○	○	○

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	STATEMENT	1	2	3	4	5	NE
05	I identify dependencies before committing to deadlines.	○	○	○	○	○	○
06	I review progress before deadlines become urgent.	○	○	○	○	○	○
07	I address competing priorities directly.	○	○	○	○	○	○
08	I adjust plans when business requirements change.	○	○	○	○	○	○
09	I help employees understand how their work contributes to team goals.	○	○	○	○	○	○
10	I distinguish urgent work from genuinely important work.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Goal Quality Check

Consider a goal such as:

> “Improve customer service.”

This is too broad to guide daily performance effectively.

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A clearer goal might be:

> "Improve the percentage of customer requests resolved within the agreed service timeframe from the current baseline to the approved target by the end of the quarter, while maintaining required quality standards."

The target should be realistic and agreed with the relevant business owner.

My Goal-Setting Practice

Team objective	
Why this objective matters	
Expected outcome	
Measure of success	
Current baseline	
Target and deadline	
People responsible	

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Resources and dependencies	
Review frequency	

Priority Management Exercise

List the five most important responsibilities currently competing for your attention.

RESPONSIBILITY	BUSINESS IMPORTANCE (1–5)	URGENCY (1–5)	NEXT ACTION
1.			
2.			
3.			
4.			
5.			

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Which task can be delegated?

Which task requires a decision from someone else?

Which task can be delayed, simplified or stopped?

Which priority needs to be communicated to the team?

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Development Commitment

Over the next seven days, I will improve goal clarity by:

I will know this is working when:

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08

SECTION

COMPETENCY 3 OF 15

Delegation and Accountability



Delegation is the process of assigning responsibility for work while clarifying the authority, resources and support required to complete it.

It is not simply distributing tasks.

Effective delegation develops capability, improves workload distribution and allows managers to focus on responsibilities that require their attention.

Poor delegation creates confusion, rework, unnecessary supervision and frustration.

The Delegation Balance

A manager who delegates too little becomes a bottleneck.

A manager who delegates without sufficient clarity may set employees up to fail.

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Effective delegation balances three elements:

01 **Ownership: Who is responsible for the outcome?**

02 **Authority: What decisions can the employee make?**

03 **Support: What resources, guidance and review are available?**

Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

STATEMENT	1	2	3	4	5	NE
01 I select tasks according to employee capability and development needs.	○	○	○	○	○	○
02 I explain the desired outcome before assigning work.	○	○	○	○	○	○
03 I clarify deadlines and quality expectations.	○	○	○	○	○	○
04 I define the decisions the employee can make independently.	○	○	○	○	○	○
05 I provide the necessary resources and information.	○	○	○	○	○	○
06 I agree on appropriate progress reviews.	○	○	○	○	○	○

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	STATEMENT	1	2	3	4	5	NE
07	I avoid taking over tasks unnecessarily.	○	○	○	○	○	○
08	I allow employees to use their own methods when appropriate.	○	○	○	○	○	○
09	I address missed commitments fairly and promptly.	○	○	○	○	○	○
10	I recognise successful ownership and completion.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Delegation Readiness Questions

Before delegating a task, ask yourself:

01 Is the desired outcome clear?

02 Does the employee have the necessary capability?

03 Is the task suitable for delegation?

01 What authority can reasonably be transferred?

02 What resources or information are required?

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03 What risks must be managed?

04 When should progress be reviewed?

05 What would justify intervention or escalation?

Delegation Planner

Task or responsibility	
Why this task is being delegated	
Expected outcome	
Quality standard	
Deadline	
Person responsible	
Decisions the person can make independently	
Decisions requiring consultation or approval	
Resources and information required	
Potential risks	

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Progress review dates	
How completion will be evaluated	

Reflection: Why Do Managers Struggle to Delegate?

Select the statements that sometimes describe your behaviour.

- [ ] I believe I can complete the task faster myself.
- [ ] I worry that the employee may make mistakes.
- [ ] I find it difficult to give up control.
- [ ] I am concerned about the quality of the final result.
- [ ] I do not have enough time to explain the task properly.
- [ ] I am unsure which decisions I can delegate.
- [ ] I worry that delegation will be interpreted as avoiding responsibility.
- [ ] I have not yet developed a reliable follow-up process.

Which reason affects me most?

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What would help me delegate more effectively?

Delegation Challenge

You assign a report to an employee. Two days before the deadline, you discover that the report is incomplete.

What would you do?

- [ ] Take over the report and complete it yourself without discussion.
- [ ] Criticise the employee for failing to meet expectations.
- [ ] Clarify the current status, identify the obstacle, agree on recovery actions and review whether additional support is required.
- [ ] Stop delegating important work to the employee.

NOTE

The most constructive response is generally the third option. It addresses the immediate risk while creating an opportunity to understand what went wrong.

If the employee repeatedly fails to meet clear and reasonable commitments despite appropriate support, a more formal performance conversation may be necessary.

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My Delegation Commitment

One responsibility I will delegate more effectively:

What I will clarify before delegating:

How I will avoid unnecessary interference:

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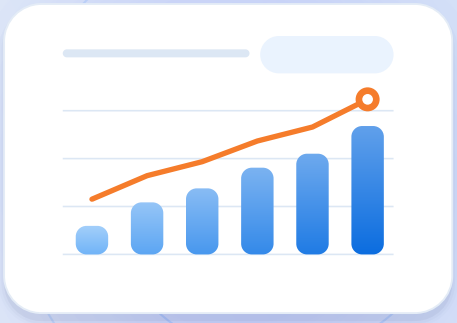
SECTION

COMPETENCY 4 OF 15

Communication and Active Listening



Managers communicate goals, expectations, decisions, feedback and change.

They also need to understand employee concerns, clarify misunderstandings and ensure that important information reaches the right people.

Communication effectiveness is not measured only by how clearly a manager speaks. It also depends on whether people understand the message and can act on it.

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What Effective Managerial Communication Looks Like

- Messages are clear and relevant.
- Expectations are specific.
- Listening is active rather than superficial.
- Questions are welcomed.
- Important decisions are documented.
- Sensitive matters are handled appropriately.
- Employees receive information when they need it.
- Communication style adapts to the situation without compromising respect.

Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I explain expectations in clear, practical language.	○	○	○	○	○	○
02	I listen without interrupting unnecessarily.	○	○	○	○	○	○
03	I ask questions before making assumptions.	○	○	○	○	○	○

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	STATEMENT	1	2	3	4	5	NE
04	I summarise important points to confirm understanding.	○	○	○	○	○	○
05	I adapt my communication to the audience and situation.	○	○	○	○	○	○
06	I communicate changes and decisions promptly.	○	○	○	○	○	○
07	I address misunderstandings before they grow.	○	○	○	○	○	○
08	I provide employees with appropriate opportunities to speak.	○	○	○	○	○	○
09	I document important agreements and actions.	○	○	○	○	○	○
10	I remain respectful when conversations become difficult.	○	○	○	○	○	○

TOTAL SCORE

/ 50

AVERAGE SCORE

/ 5

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Active Listening Practice

During your next important conversation, practise the following sequence:

01 **Listen**
Give the person your attention.

02 **Clarify**
Ask questions to understand the situation.

03 **Reflect**
Summarise what you heard.

04 **Confirm**
Check whether your understanding is accurate.

05 **Respond**
Explain your perspective or agree on next steps.

Useful questions include:

- “Can you tell me more about what happened?”
- “What do you think is causing the problem?”
- “What have you already tried?”
- “What support would be useful?”
- “Let me summarise what I have understood. Have I missed anything?”

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Communication Reflection

Think about a recent conversation that did not produce the desired outcome.

What was the purpose of the conversation?

What did I communicate clearly?

What did I fail to clarify?

What assumptions did I make?

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What did the other person need from me?

What will I do differently next time?

Team Communication Plan

Information the team needs regularly	
Best channel for routine updates	
Best channel for urgent matters	

How decisions and responsibilities will be documented:

How employees can raise concerns	
How I will check understanding	

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SECTION

COMPETENCY 5 OF 15

Feedback and Performance Conversations



Feedback helps employees understand what is working, what needs to change and how to improve.

A manager who provides only praise may fail to address performance gaps. A manager who provides only criticism may damage trust and discourage employees from speaking openly.

Effective feedback is specific, timely, respectful and connected to observable behaviour.

The SBI Feedback Model

The Situation–Behaviour–Impact model provides a simple structure for feedback.

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01 Situation	02 Behaviour	03 Impact
Describe when or where the event occurred.	Describe what the person did or said.	Explain the effect of the behaviour.

Example:

> “During yesterday's client review, you interrupted the customer several times before they finished explaining the issue. As a result, we missed important information and had to clarify the requirements again.”

The manager can then invite the employee's perspective and agree on a better approach.

NOTE

The model is a conversation aid, not a substitute for judgement. Serious performance, conduct or disciplinary matters may require additional procedures.

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Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I provide feedback close to the relevant event.	○	○	○	○	○	○
02	I describe observable behaviour rather than attacking personality.	○	○	○	○	○	○
03	I explain the impact of the behaviour.	○	○	○	○	○	○
04	I recognise effective performance specifically.	○	○	○	○	○	○
05	I listen to the employee's perspective.	○	○	○	○	○	○
06	I agree on practical improvement actions.	○	○	○	○	○	○
07	I follow up on previous feedback.	○	○	○	○	○	○

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STATEMENT	1	2	3	4	5	NE
08 I remain respectful during difficult conversations.	○	○	○	○	○	○
09 I address repeated performance gaps rather than ignoring them.	○	○	○	○	○	○
10 I distinguish coaching conversations from formal performance procedures.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Prepare a Feedback Conversation

Situation or event

Observed behaviour

Impact on the work, team or customer

What the employee did effectively

What needs to improve

Questions I want to ask

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Agreed next action	
Follow-up date	

Practise Constructive Feedback

Convert each vague statement into specific, useful feedback.

Vague statement: “You need to be more responsible.”

My improved version:

Vague statement: “Your communication is poor.”

My improved version:

Vague statement: “You always miss deadlines.”

My improved version:

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Difficult Conversation Reflection

Which type of conversation do I tend to avoid?

- [ ] Missed deadlines
- [ ] Poor quality
- [ ] Unhelpful behaviour
- [ ] Conflict between employees
- [ ] Attendance or reliability
- [ ] Resistance to change
- [ ] Other: _____

Why do I avoid it?

What are the consequences of delaying the conversation?

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What preparation would help me approach it constructively?

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SECTION
COMPETENCY 6 OF 15

Coaching and Employee Development



Coaching helps employees think through challenges, explore options and develop their own problem-solving capabilities.

It is particularly useful when the employee has the potential to solve the problem but needs guidance, reflection or structured support.

Coaching is not always the appropriate response. A new employee may need direct instruction, and an urgent safety issue may require an immediate directive. Effective managers know when to teach, coach, advise or make a decision.

A Simple Coaching Conversation

01 Goal: What do you want to achieve?

02 Reality: What is happening now?

03 Options: What could you do?

04 Way forward: What will you do next?

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These prompts resemble the widely used GROW coaching structure. Use them flexibly rather than treating them as a rigid script.

Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I ask questions that help employees think independently.	○	○	○	○	○	○
02	I avoid providing answers too quickly when coaching is appropriate.	○	○	○	○	○	○
03	I help employees explore different options.	○	○	○	○	○	○
04	I encourage reflection on mistakes and lessons learned.	○	○	○	○	○	○
05	I identify individual development needs.	○	○	○	○	○	○
06	I provide opportunities to practise new skills.	○	○	○	○	○	○
07	I adapt my support to the employee's experience.	○	○	○	○	○	○

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STATEMENT	1	2	3	4	5	NE
08 I agree on specific development actions.	○	○	○	○	○	○
09 I follow up on development commitments.	○	○	○	○	○	○
10 I recognise progress and increased independence.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Coaching Question Bank

To clarify the goal

01 What would you like to achieve?

02 What would a successful outcome look like?

03 Why is this important?

To understand the current situation

01 What is happening now?

02 What have you tried?

03 What is working?

04 What is getting in the way?

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To explore options

01 What options do you have?

02 What else could you try?

03 What would you advise someone else in this situation?

04 What are the risks of each option?

To establish action

01 What will you do first?

02 When will you do it?

03 What support do you need?

04 How will we know whether it worked?

Employee Development Plan

Employee or role	
Current strength	
Development need	
Desired capability	
Practice opportunity	
Coaching questions to explore	

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Agreed action	
Manager support	
Review date	

My Coaching Reflection

When an employee brings me a problem, I usually:

- [ ] Give an immediate answer.
- [ ] Explain how I solved a similar problem.
- [ ] Ask questions and help the employee explore options.
- [ ] Refer the problem to someone else.
- [ ] Decide based on the urgency and employee's capability.

What would make my approach more effective?

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SECTION

COMPETENCY 7 OF 15

Team Motivation and Engagement



Motivation is influenced by many factors, including meaningful work, clarity, fairness, relationships, capability, autonomy, recognition and working conditions.

A manager cannot control every factor affecting motivation, but can influence the environment in which employees work.

Effective managers avoid assuming that everyone is motivated by the same rewards or management style.

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What Managers Can Influence

- Clear and meaningful goals.
- Fair and consistent treatment.
- Recognition of contributions.
- Opportunities to learn and grow.
- Appropriate autonomy.
- Respectful working relationships.
- Realistic workloads.
- Timely communication.
- Employee participation in relevant decisions.
- Follow-through on commitments.

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Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I understand what helps different team members perform well.	○	○	○	○	○	○
02	I recognise contributions specifically and sincerely.	○	○	○	○	○	○
03	I explain the purpose behind important work.	○	○	○	○	○	○
04	I give employees appropriate autonomy.	○	○	○	○	○	○
05	I address unfairness and inconsistent treatment.	○	○	○	○	○	○
06	I create opportunities for development.	○	○	○	○	○	○
07	I ask employees about workplace obstacles.	○	○	○	○	○	○

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STATEMENT	1	2	3	4	5	NE
08 I respond constructively to suggestions.	○	○	○	○	○	○
09 I notice signs of disengagement or overload.	○	○	○	○	○	○
10 I follow through on commitments made to the team.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Team Motivation Reflection

What appears to motivate my team most effectively?

What causes frustration or disengagement?

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Which employees may need different types of support?

How do I recognise good work?

Do my actions reinforce the behaviours I want to encourage?

Recognition Planner

Employee or team	
Contribution being recognised	
Why the contribution mattered	

Recognition approach appropriate to the person and situation:

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Follow-up action

NOTE

Recognition should be sincere, fair and appropriate. Avoid disclosing personal information or comparing employees in ways that create unnecessary competition.

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SECTION

COMPETENCY 8 OF 15

Conflict Management



Conflict is a normal part of working with people who have different priorities, expectations, perspectives and working styles.

The manager's responsibility is not to eliminate every disagreement. It is to address conflict constructively before it damages collaboration, performance or working relationships.

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Common Sources of Workplace Conflict

- Unclear roles and responsibilities.
- Competing priorities.
- Unequal or poorly distributed workloads.
- Communication breakdowns.
- Different approaches to completing work.
- Disagreement about decisions.
- Perceived unfairness.
- Unaddressed performance problems.
- Competition for resources.
- Personal tension affecting professional interactions.

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Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I address conflict before it escalates unnecessarily.	○	○	○	○	○	○
02	I listen to each relevant perspective.	○	○	○	○	○	○
03	I separate observable facts from assumptions.	○	○	○	○	○	○
04	I clarify the issue that needs to be resolved.	○	○	○	○	○	○
05	I remain composed when people disagree.	○	○	○	○	○	○
06	I help people focus on shared objectives.	○	○	○	○	○	○
07	I avoid taking sides before understanding the situation.	○	○	○	○	○	○
08	I establish clear agreements and next steps.	○	○	○	○	○	○
09	I follow up to check whether the issue has improved.	○	○	○	○	○	○
10	I recognise when a concern requires formal escalation.	○	○	○	○	○	○

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TOTAL SCORE

/ 50

AVERAGE SCORE

/ 5

A Practical Conflict Resolution Sequence

01

Understand the issue

Gather relevant information and hear the perspectives involved.

02

Clarify the impact

Identify how the disagreement affects work, people, customers or results.

03

Identify the shared objective

Establish what a workable resolution needs to achieve.

04

Explore options

Discuss possible actions and their consequences.

05

Agree on responsibilities

Document who will do what and by when.

06

Follow up

Review whether the agreement has resolved the issue.

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NOTE

Some matters, such as harassment, discrimination, threats, serious misconduct or safety concerns, require prompt handling under the organisation's formal procedures. Do not attempt to resolve every concern through informal mediation.

Conflict Preparation Worksheet

Issue to be addressed	
People or roles involved	
Facts that are known	
Information still required	
Impact on work or relationships	
Shared objective	
Possible options	
Required agreement	
Escalation or policy considerations	

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Follow-up date

Reflection

What type of conflict makes me most uncomfortable?

What is my usual reaction under pressure?

How might that reaction affect the people involved?

What behaviour will I practise in my next difficult conversation?

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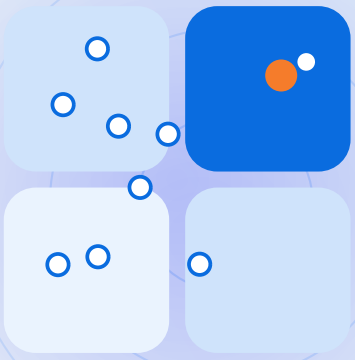
14

SECTION

COMPETENCY 9 OF 15

Decision-Making and Problem-Solving



Managers make decisions about priorities, resources, people, quality, customers and operations.

Some decisions are routine. Others involve uncertainty, competing interests or significant consequences.

Effective decision-making requires a clear understanding of the problem, relevant evidence, available options and the level of authority involved.

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A Practical Decision Process

- Define the decision that must be made.
- Clarify the outcome and constraints.
- Gather relevant information.
- Identify realistic options.
- Consider risks and consequences.
- Consult people with relevant expertise.
- Make the decision within your authority.
- Communicate the decision and rationale.
- Monitor the outcome.
- Learn from the result.

Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

STATEMENT	1	2	3	4	5	NE
01 I define problems clearly before acting.	○	○	○	○	○	○
02 I distinguish evidence from assumptions.	○	○	○	○	○	○
03 I consider more than one possible solution.	○	○	○	○	○	○

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	STATEMENT	1	2	3	4	5	NE
04	I assess risks and consequences.	○	○	○	○	○	○
05	I consult the right people when necessary.	○	○	○	○	○	○
06	I understand the limits of my authority.	○	○	○	○	○	○
07	I make decisions within a reasonable timeframe.	○	○	○	○	○	○
08	I explain decisions to the people affected.	○	○	○	○	○	○
09	I review whether the decision achieved its purpose.	○	○	○	○	○	○
10	I acknowledge and correct mistakes when necessary.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Decision Analysis Worksheet

Decision required

Problem being addressed

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Desired outcome	
Relevant facts	
Assumptions to verify	

Options available:

Benefits and risks of each option	
People to consult	
Approval or escalation required	
Decision and rationale	
Review date	

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Problem-Solving Reflection

Think of a problem you recently solved.

Did I address the underlying cause or only the visible symptom?

What evidence did I use?

Whose perspective did I miss?

What would I do differently if the problem occurred again?

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SECTION

COMPETENCY 10 OF 15

Time Management and Personal Productivity



First-time managers often struggle to balance their previous individual responsibilities with new management duties.

Meetings, urgent requests, employee questions, reporting and operational issues can consume the day.

The solution is not simply to work longer hours. It is to manage attention, priorities, commitments and responsibilities more deliberately.

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Common Productivity Traps

- Completing tasks that could be delegated.
- Treating every request as equally urgent.
- Allowing meetings without clear purposes.
- Delaying difficult conversations.
- Repeatedly switching between tasks.
- Failing to plan time for employee development.
- Keeping unclear or unrealistic commitments.
- Spending too much time correcting preventable errors.

Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

STATEMENT	1	2	3	4	5	NE
01 I plan my most important priorities regularly.	○	○	○	○	○	○
02 I reserve time for management responsibilities.	○	○	○	○	○	○
03 I delegate work that others can reasonably own.	○	○	○	○	○	○

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	STATEMENT	1	2	3	4	5	NE
04	I distinguish urgent requests from important work.	○	○	○	○	○	○
05	I prepare for meetings and define their purpose.	○	○	○	○	○	○
06	I avoid unnecessary interruptions when focused work is needed.	○	○	○	○	○	○
07	I address emerging problems before they become crises.	○	○	○	○	○	○
08	I maintain a realistic workload.	○	○	○	○	○	○
09	I review my commitments and deadlines.	○	○	○	○	○	○
10	I make time for reflection and development.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Weekly Time Audit

For one typical working week, estimate how much time you spend in each area.

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ACTIVITY	ESTIMATED HOURS	DESIRED HOURS	ADJUSTMENT
Individual technical work			
Planning and prioritisation			
Team meetings			
One-to-one conversations			
Coaching and development			
Reporting and administration			
Problem-solving and escalations			
Cross-functional coordination			
Learning and reflection			

The purpose is not to prescribe a universal allocation. Compare your current pattern with the demands of your role and identify where your time needs to change.

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My Weekly Priority Plan

Three most important outcomes this week:

Work I will delegate	
Meetings that need clearer objectives	
Management conversations I must schedule	
One activity I will reduce or simplify	
Time reserved for reflection	

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SECTION

COMPETENCY 11 OF 15

Emotional Intelligence and Self-Awareness



Emotional intelligence in management involves recognising emotional responses, regulating behaviour, understanding other people's perspectives and maintaining constructive relationships.

It does not mean avoiding emotion or agreeing with everyone.

It means responding thoughtfully, particularly when pressure, disagreement or uncertainty makes a situation difficult.

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Four Practical Dimensions

01

Self-awareness

Recognising your emotions, triggers, assumptions and behavioural patterns.

02

Self-management

Regulating reactions and choosing an appropriate response.

03

Social awareness

Considering other people's perspectives, emotions and circumstances.

04

Relationship management

Communicating effectively, handling disagreement and building constructive working relationships.

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Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I recognise when stress affects my behaviour.	○	○	○	○	○	○
02	I can pause before reacting emotionally.	○	○	○	○	○	○
03	I accept constructive criticism without immediately becoming defensive.	○	○	○	○	○	○
04	I recognise how my tone affects others.	○	○	○	○	○	○
05	I consider perspectives different from my own.	○	○	○	○	○	○
06	I remain respectful when challenged.	○	○	○	○	○	○
07	I can acknowledge when I have handled a situation poorly.	○	○	○	○	○	○

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STATEMENT	1	2	3	4	5	NE
08 I adjust my response to the needs of the situation.	○	○	○	○	○	○
09 I notice when my assumptions may be influencing my judgement.	○	○	○	○	○	○
10 I can repair working relationships after misunderstandings.	○	○	○	○	○	○

TOTAL SCORE _____ / 50

AVERAGE SCORE _____ / 5

Trigger and Response Worksheet

Situation that triggered a strong reaction

What happened?

What did I think the situation meant?

What emotion did I experience?

How did I respond?

What impact did my response have?

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What other interpretation might have been possible?

What response would have been more constructive?

Pause–Assess–Respond Practice

When you feel frustrated, challenged or pressured:

01 Pause	02 Assess	03 Respond
Avoid reacting automatically.	Identify the facts, your interpretation and the outcome you need.	Choose an action consistent with your responsibilities and professional standards.

Practise this sequence in routine situations so that it becomes easier to use under pressure.

Personal Awareness Commitment

One behaviour I need to monitor:

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One situation that commonly triggers it:

One response I will practise:

One person who can provide constructive feedback:

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SECTION

COMPETENCY 12 OF 15

Trust, Inclusion and Psychological Safety



Trust grows when managers behave consistently, keep commitments, communicate honestly and treat people with respect.

Psychological safety refers to a shared belief that people can raise questions, admit mistakes, express concerns and offer ideas without unreasonable interpersonal punishment.

It does not mean removing accountability or accepting poor performance. It means making it possible to discuss problems openly while maintaining appropriate standards.

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What Trust-Building Managers Do

- Keep commitments or explain when circumstances change.
- Admit mistakes.
- Invite questions and dissenting views.
- Respond constructively when someone raises a concern.
- Apply standards consistently.
- Respect confidentiality.
- Give credit appropriately.
- Avoid humiliating people for asking questions.
- Address inappropriate behaviour.
- Encourage learning from mistakes without ignoring serious negligence.

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Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I follow through on commitments.	○	○	○	○	○	○
02	I admit when I do not know something.	○	○	○	○	○	○
03	I respond constructively to concerns and questions.	○	○	○	○	○	○
04	I encourage employees to raise risks early.	○	○	○	○	○	○
05	I apply standards consistently and fairly.	○	○	○	○	○	○
06	I respect confidentiality.	○	○	○	○	○	○
07	I recognise contributions accurately.	○	○	○	○	○	○
08	I welcome respectful disagreement.	○	○	○	○	○	○
09	I respond to mistakes according to their context and seriousness.	○	○	○	○	○	○
10	I make it clear that disrespectful behaviour is not acceptable.	○	○	○	○	○	○

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TOTAL SCORE / 50

AVERAGE SCORE / 5

Team Trust Reflection

Would employees tell me if they had made a mistake? Why or why not?

Do people feel able to disagree with me respectfully?

How do I respond when someone challenges my decision?

Have I made a commitment I need to revisit or fulfil?

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What is one action that could strengthen trust in my team?

Inclusive Management Checklist

- [ ] I give people a fair opportunity to contribute.
- [ ] I do not confuse confidence with competence.
- [ ] I consider whether quieter employees have been heard.
- [ ] I apply relevant policies and standards consistently.
- [ ] I avoid assumptions about individuals based on personal characteristics.
- [ ] I consider accessibility and reasonable workplace needs.
- [ ] I give credit to the people responsible for the work.
- [ ] I address disrespectful or exclusionary behaviour appropriately.
- [ ] I seek feedback about how my decisions affect the team.

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My inclusion development priority:

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SECTION

COMPETENCY 13 OF 15

Performance Management and Results Orientation



Performance management involves establishing expectations, reviewing progress, supporting improvement and addressing gaps.

An effective manager does not wait until a formal review to discover that an employee has been struggling for months.

Regular performance conversations help employees understand where they stand and what they need to do next.

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Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I establish clear expectations with employees.	○	○	○	○	○	○
02	I agree on meaningful performance measures.	○	○	○	○	○	○
03	I review progress regularly.	○	○	○	○	○	○
04	I recognise strong performance.	○	○	○	○	○	○
05	I address gaps early.	○	○	○	○	○	○
06	I distinguish capability issues from resource or process problems.	○	○	○	○	○	○
07	I provide support before assuming unwillingness.	○	○	○	○	○	○
08	I document important agreements where appropriate.	○	○	○	○	○	○
09	I apply relevant performance procedures consistently.	○	○	○	○	○	○
10	I review whether improvement actions have worked.	○	○	○	○	○	○

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TOTAL SCORE / 50

AVERAGE SCORE / 5

Performance Conversation Planner

Employee or role	
Performance expectation	
Current performance	
Evidence	
Strengths and positive contributions	
Gap requiring attention	
Employee's perspective	
Possible contributing factors	
Support or corrective action	
Agreed success measure	

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Review date

Distinguishing Different Performance Problems

When performance is below expectation, investigate the situation rather than assuming the employee lacks motivation.

POSSIBLE ISSUE	USEFUL MANAGEMENT RESPONSE
Employee does not understand the expectation	Clarify the standard and provide examples
Employee lacks knowledge	Provide instruction or relevant learning
Employee lacks practical skill	Arrange practice, coaching or supervised work
Employee lacks tools or information	Remove the barrier or escalate it
Priorities conflict	Clarify which work takes precedence
Performance is inconsistent	Review evidence, feedback and workplace conditions
Agreed standards are repeatedly ignored	Address accountability using appropriate organisational procedures

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My Performance Management Improvement

One performance conversation I need to prepare:

What evidence I will review:

What support I will offer:

How we will measure progress:

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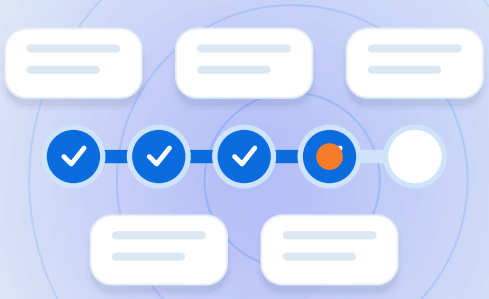
SECTION

COMPETENCY 14 OF 15

Adaptability and Change Management



Managers often need to implement changes they did not initiate.

These may involve new systems, processes, priorities, structures, performance expectations or ways of working.

Employees may respond differently to change. Some will adapt quickly, while others may need information, practice, support or time to understand the implications.

An effective manager communicates honestly, listens to concerns and helps the team navigate the practical effects of change.

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Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I explain why a change is necessary.	○	○	○	○	○	○
02	I communicate what is known and what remains uncertain.	○	○	○	○	○	○
03	I listen to employee concerns about change.	○	○	○	○	○	○
04	I identify the practical effects on roles and workflows.	○	○	○	○	○	○
05	I help employees understand new expectations.	○	○	○	○	○	○
06	I arrange support or learning where required.	○	○	○	○	○	○
07	I remain open to useful feedback.	○	○	○	○	○	○
08	I monitor implementation problems.	○	○	○	○	○	○
09	I escalate risks that I cannot resolve.	○	○	○	○	○	○
10	I review whether the change has achieved its intended result.	○	○	○	○	○	○

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TOTAL SCORE / 50

AVERAGE SCORE / 5

Change Communication Planner

Change being implemented	
Reason for the change	
Expected benefits	
Who will be affected	
What will change in daily work	
What will remain unchanged	
Questions employees are likely to ask	
Concerns that need to be addressed	
Training or support required	
Implementation risks	

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Feedback and review process

Reflection

Think about a change you have experienced.

What helped you adapt?

What created unnecessary difficulty?

What can you learn from that experience as a manager?

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SECTION

COMPETENCY 15 OF 15

Professional Integrity and Fairness



Managers influence how organisational policies, expectations and standards are applied.

Their decisions can affect employees' opportunities, workload, recognition, development and working relationships.

Professional integrity requires honesty, consistency, appropriate confidentiality and responsible use of authority.

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Self-Assessment

RATING SCALE

Select one rating per statement

1 2 3 4 5 NE

	STATEMENT	1	2	3	4	5	NE
01	I communicate honestly and avoid misleading statements.	○	○	○	○	○	○
02	I apply relevant policies consistently.	○	○	○	○	○	○
03	I protect confidential information.	○	○	○	○	○	○
04	I acknowledge and correct my mistakes.	○	○	○	○	○	○
05	I avoid favouritism in work allocation and recognition.	○	○	○	○	○	○
06	I recognise potential conflicts of interest.	○	○	○	○	○	○
07	I treat employees with dignity during difficult conversations.	○	○	○	○	○	○
08	I use my authority responsibly.	○	○	○	○	○	○
09	I seek guidance when a decision raises ethical or policy concerns.	○	○	○	○	○	○
10	I follow appropriate reporting and escalation procedures.	○	○	○	○	○	○

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TOTAL SCORE / 50

AVERAGE SCORE / 5

Ethical Decision Reflection

Situation or decision	
Who may be affected?	
Relevant policy or professional standard	
Facts and uncertainties	
Potential options	
Possible consequences of each option	
Who should be consulted?	
Decision or next step	

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Integrity Commitment

One professional standard I want my team to associate with my leadership:

One behaviour that will demonstrate this standard:

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III

PART III

Interpreting Your Results



5 sections

IN THIS PART

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22 Understanding Your Management Profile p. 95

23 Strengths and Development Gaps p. 98

24 Management Scenario Assessment p. 102

25 Personal Development Priority Matrix p. 122

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SECTION
PART III · 1 OF 5

Competency Scorecard



Use this section to consolidate your ratings from Sections 6–20.

Each competency contains ten statements. The maximum score is 50, and the average ranges from 1 to 5.

NO.	COMPETENCY	TOTAL SCORE	AVERAGE
1	Management Readiness and Role Clarity		
2	Goal Setting and Priority Management		
3	Delegation and Accountability		
4	Communication and Active Listening		
5	Feedback and Performance Conversations		
6	Coaching and Employee Development		

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NO.	COMPETENCY	TOTAL SCORE	AVERAGE
7	Team Motivation and Engagement		
8	Conflict Management		
9	Decision-Making and Problem-Solving		
10	Time Management and Personal Productivity		
11	Emotional Intelligence and Self-Awareness		
12	Trust, Inclusion and Psychological Safety		
13	Performance Management and Results Orientation		
14	Adaptability and Change Management		
15	Professional Integrity and Fairness		

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PLOT YOUR COMPETENCY AVERAGES

		1	2	3	4	5
01	Management Readiness and Role Clarity	○	○	○	○	○
02	Goal Setting and Priority Management	○	○	○	○	○
03	Delegation and Accountability	○	○	○	○	○
04	Communication and Active Listening	○	○	○	○	○
05	Feedback and Performance Conversations	○	○	○	○	○
06	Coaching and Employee Development	○	○	○	○	○
07	Team Motivation and Engagement	○	○	○	○	○
08	Conflict Management	○	○	○	○	○
09	Decision-Making and Problem-Solving	○	○	○	○	○
10	Time Management and Personal Productivity	○	○	○	○	○
11	Emotional Intelligence and Self-Awareness	○	○	○	○	○
12	Trust, Inclusion and Psychological Safety	○	○	○	○	○
13	Performance Management and Results Orientation	○	○	○	○	○
14	Adaptability and Change Management	○	○	○	○	○
15	Professional Integrity and Fairness	○	○	○	○	○

Calculating Your Average

For each competency:

> Competency Average = Total of Valid Ratings ÷ Number of Statements Rated

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If you used NE for a statement, exclude that item from the calculation and record the number of items rated. If too few items have valid ratings, gather more evidence before interpreting the competency.

Your Highest-Rated Competencies

1. **Competency / Average:**

2. **Competency / Average:**

3. **Competency / Average:**

Your Lowest-Rated Competencies

1. **Competency / Average:**

2. **Competency / Average:**

3. **Competency / Average:**

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Competencies Requiring More Evidence

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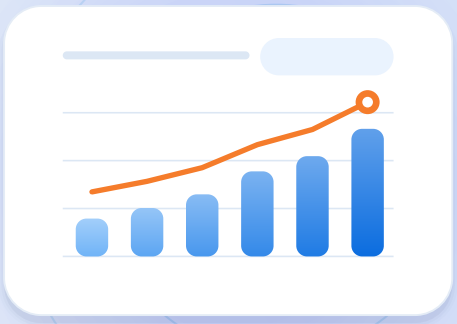
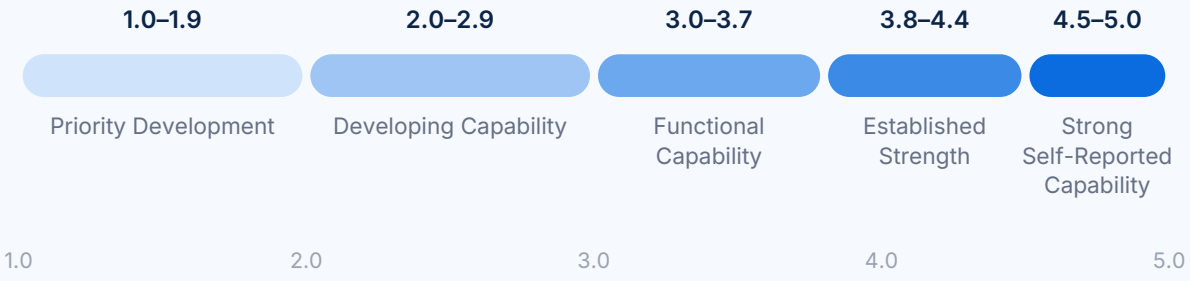
SECTION
PART III · 2 OF 5

Understanding Your Management Profile



The following bands provide a simple reflection guide for competency averages. They are not validated norms, and they do not determine whether someone is suitable for management.

THE FIVE REFLECTION BANDS



1.0–1.9

Priority Development

You may need foundational knowledge, guided practice or closer support. Select a specific behaviour and arrange opportunities to develop it.

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2.0–2.9

Developing Capability

You have some understanding or experience but may apply the capability inconsistently. Focus on practice, feedback and repeatable methods.

3.0–3.7

Functional Capability

You may handle routine situations effectively. Strengthen consistency and practise applying the capability in more complex circumstances.

3.8–4.4

Established Strength

You perceive this as a relatively strong area. Seek feedback and identify how to use the strength more consistently or support others.

4.5–5.0

Strong Self-Reported Capability

Your ratings suggest a strong level of confidence and consistency. Validate this perception with real examples and feedback from others.

Interpreting Your Profile Responsibly

A high average does not guarantee strong performance in every situation. A low average does not mean you cannot become an effective manager.

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Your results are most useful when considered alongside:

- Actual workplace behaviour.
- Feedback from your manager and colleagues.
- The demands of your current role.
- Opportunities you have had to practise.
- Business outcomes and team experience.
- The seriousness of any identified gaps.

Some competencies may be especially important for your role. For example, a manager overseeing safety-critical operations may need to prioritise procedural compliance and escalation, while a customer-facing manager may need to prioritise service recovery and communication.

NOTE

Do not allow an overall average to hide a significant gap in a critical responsibility.

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SECTION
PART III · 3 OF 5

Strengths and Development Gaps



An effective development plan builds on strengths while addressing the gaps that most affect your performance.

A strength is not simply a high score. It is a capability you can demonstrate reliably and use effectively in your role.

A development gap is not simply a low score. It is a capability that requires improvement based on role expectations, evidence and feedback.

Strength Identification Worksheet

Strength 1	
Example of this strength in action	
Feedback or evidence supporting it	

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How this strength benefits my team	
How I can use it more effectively	

Repeat for your second and third strengths.

Development Gap Worksheet

Development gap 1	
Expected behaviour or capability	
Current behaviour or capability	
Example of the gap	
Possible contributing factors	
What I need to learn or practise	
Support required	
How improvement will be demonstrated	

Repeat for your second and third development gaps.

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Strength–Gap Analysis

STRENGTH OR GAP	IMPORTANCE TO MY ROLE	EVIDENCE	PRIORITY ACTION
Strength 1			
Strength 2			
Gap 1			
Gap 2			
Gap 3			

Reflection Questions

1. **Which strength can help me develop another competency?**

2. **Which gap creates the greatest difficulty in my current role?**

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3 **Which gap could negatively affect my team if I ignore it?**

4 **Which capability could I improve through regular practice rather than a formal course?**

5 **Which capability would benefit from expert guidance or structured training?**

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SECTION
PART III · 4 OF 5

Management Scenario Assessment



This section tests how you might respond to realistic management situations.

Select the response that most closely reflects what you would do. Then review the suggested reasoning and identify what you can learn from the situation.

The scenarios do not have one universally correct answer for every context. Urgency, policy, risk, authority and individual circumstances matter.

Scenario 1: The High Performer Who Refuses to Delegate

An experienced employee has become a team lead. They continue doing most important tasks themselves because they believe others will not meet their standards.

The team is increasingly dependent on this person.

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What is the best initial response?

A. Allow the employee to continue because quality is the highest priority.

B. Remove the employee from all technical work immediately.

C. Discuss the need to build team capability, identify suitable tasks to delegate and agree on support and review points.

D. Tell the team to stop asking the lead for help.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. The manager should address the dependency while protecting quality through clear expectations, appropriate delegation and follow-up.

What would I do in this situation?

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Scenario 2: A Repeatedly Missed Deadline

An employee misses an important deadline for the second time. The employee says the workload was too high.

What should you do first?

- **A** Assume the employee is making excuses.
- **B** Ignore the missed deadline to preserve the relationship.
- **C** Review the commitment, understand the workload and contributing factors, clarify the impact and agree on corrective action.
- **D** Immediately remove all responsibility from the employee.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. It balances accountability with investigation. If the facts reveal repeated avoidable failures, further performance action may be appropriate.

My reflection:

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Scenario 3: A Team Member Challenges Your Decision

During a team meeting, an employee openly disagrees with your proposed approach.

What is the most constructive response?

A. End the discussion and insist that your authority must be respected.

B. Publicly criticise the employee for being difficult.

C. Ask the employee to explain the concern, evaluate the evidence and clarify how the decision will be made.

D. Ignore the comment and move on.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. Respectful disagreement can reveal risks or alternatives. The manager remains responsible for making or escalating the decision appropriately.

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My reflection:

Scenario 4: A Conflict Between Two Employees

Two employees disagree about responsibility for a delayed project. Each blames the other.

What should you do?

A. Immediately support the employee with the stronger reputation.

B. Ask both employees to stop discussing the matter.

C. Establish the facts, clarify responsibilities and impact, hear relevant perspectives and agree on next steps.

D. Transfer the entire project to another team.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. It focuses on evidence, accountability and resolution rather than personal alliances.

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My reflection:

Scenario 5: A New Employee Lacks Confidence

A new team member repeatedly asks for help with a routine task.

What is the most useful response?

A. Tell the employee to stop asking questions.

B. Complete the task for them every time.

C. Check their understanding, demonstrate the task if needed, provide guided practice and gradually increase independence.

D. Assign the task to an experienced employee permanently.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. The response develops capability while maintaining appropriate support.

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My reflection:

Scenario 6: A Strong Employee Makes a Serious Error

An otherwise reliable employee makes an error that affects a customer.

What should you do?

A. Ignore it because the employee is usually excellent.

B. Criticise the employee in front of the team.

C. Address the immediate impact, understand the cause, discuss accountability and agree on prevention measures.

D. Assume the employee is no longer reliable.

My answer ○ A ○ B ○ C ○ D

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SUGGESTED REASONING

C. The seriousness of the error determines the urgency and any required formal action. A strong performance history should inform the discussion but should not remove accountability.

My reflection:

Scenario 7: Senior Management Requests an Unrealistic Deadline

Your manager asks your team to complete a major task in a timeframe you believe is unrealistic.

What is the best response?

A. Promise the deadline and expect the team to work extra hours.

B. Refuse without offering alternatives.

C. Explain the constraints, estimate the effort, identify risks and propose realistic options or trade-offs.

D. Ask employees to decide whether the deadline is acceptable.

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My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. The manager communicates facts, identifies trade-offs and helps decision-makers make an informed choice.

My reflection:

Scenario 8: An Employee Raises a Confidential Concern

An employee reports behaviour that may violate organisational policy and asks you to keep it completely secret.

What should you do?

A. Promise absolute secrecy.

B. Dismiss the concern unless the employee provides complete proof.

C. Listen carefully, explain the limits of confidentiality and follow the appropriate reporting or escalation process.

D. Discuss the allegation with the entire team to obtain opinions.

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My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. The manager should respect privacy while explaining that some concerns must be reported or escalated. Relevant policy and legal requirements determine the next steps.

My reflection:

Scenario 9: Training Does Not Improve Performance

Your team attends training, but the expected workplace behaviour does not change.

What should you do?

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A Repeat the same training immediately.

B Assume employees were not interested.

C Examine learning evidence, opportunities to apply the skills, management support, process barriers and the suitability of the intervention.

D Stop all development activity.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. A lack of transfer can have several causes. The response should be based on evidence.

My reflection:

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Scenario 10: A Mistake You Made as Manager

You realise that a decision you made created unnecessary work for your team.

What should you do?

A. Avoid discussing the issue.

B. Blame the person who implemented the decision.

C. Acknowledge your part, correct the problem, explain what you learned and improve the decision process.

D. Pretend the outcome was intentional.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. Accountability from the manager models the behaviour expected from the team.

My reflection:

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Scenario 11: A Quiet Team Member Has a Valuable Idea

During meetings, one employee rarely speaks. In a one-to-one conversation, they share thoughtful ideas about improving a process.

What should you do?

A. Assume they lack confidence and exclude them from discussions.

B. Force them to present every idea publicly without preparation.

C. Explore how they prefer to contribute and create appropriate opportunities for their ideas to be considered.

D. Ask another employee to speak on their behalf permanently.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. Managers should create fair opportunities for contribution without assuming that everyone communicates in the same way.

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My reflection:

Scenario 12: Two Urgent Tasks Compete for Attention

Two departments request immediate support. You cannot complete both tasks within the available time.

What should you do?

A. Work on whichever request arrived first.

B. Attempt both tasks without informing anyone of the risk.

C. Compare business impact, urgency, dependencies and consequences, then communicate the priority decision or escalate it.

D. Choose the task from the department you know best.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. Priority decisions should be transparent and based on relevant criteria.

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My reflection:

Scenario 13: An Employee Becomes Defensive During Feedback

You explain that an employee's recent work contains repeated errors. The employee becomes defensive and says the criticism is unfair.

What is the best response?

A. Raise your voice to establish authority.

B. End the conversation permanently.

C. Remain composed, explain the evidence, invite the employee's perspective and work towards a clear agreement.

D. Withdraw all feedback to avoid discomfort.

My answer ○ A ○ B ○ C ○ D

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SUGGESTED REASONING

C. The manager should distinguish disagreement about the evidence from resistance to accountability and respond appropriately.

My reflection:

Scenario 14: A Process Is Clearly Inefficient

Your team repeatedly performs duplicate checks because the process requires the same information to be entered twice.

What should you do?

A. Tell employees to work faster.

B. Accept the process because it has always existed.

C. Document the problem, assess risks and requirements, and propose a process improvement through the appropriate channels.

D. Remove the second check without consulting anyone, regardless of its purpose.

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My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. The manager should investigate the process and preserve necessary controls while addressing avoidable inefficiency.

My reflection:

Scenario 15: An Employee Requests Development

An employee wants to attend a programme that interests them, but the team has a more urgent capability gap.

What should you do?

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A Reject the request automatically.

B Approve it simply because the employee is motivated.

C Discuss the employee's goals, the role's requirements, available resources and the relative priority of development needs.

D Allow the employee to decide the team's development budget.

My answer ○ A ○ B ○ C ○ D

SUGGESTED REASONING

C. Development decisions should balance individual growth with role requirements and organisational priorities.

My reflection:

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Scenario Review

Which scenarios were easiest for me?

Which scenarios challenged my assumptions?

Which responses revealed a development need?

What additional organisational policies or procedures do I need to understand?

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Which behaviour will I practise first?

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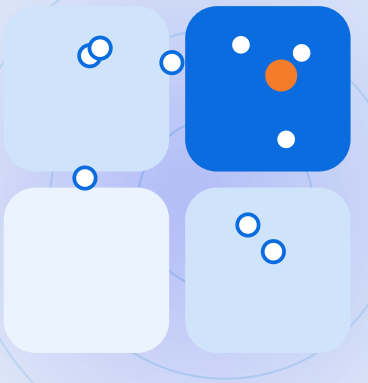
PART III · 5 OF 5

Personal Development Priority Matrix



Your development priorities should reflect both the importance of the competency and the gap between your current capability and the required standard.

Do not choose development activities only because they are interesting or easy to complete.

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Step 1: List Your Candidate Priorities

COMPETENCY	CURRENT RATING	REQUIRED LEVEL	IMPORTANCE TO ROLE
1.			
2.			
3.			
4.			
5.			

Use a consistent rating scale for the current and required levels. If a required level has not been defined, agree on one with your manager.

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Step 2: Evaluate Each Priority

Consider:

01 How much does this competency affect team performance?

02 What happens if the gap remains?

03 How often does the situation arise?

04 What evidence supports the need?

05 Can I practise the skill in my current role?

06 What support or learning would help?

07 How will improvement be demonstrated?

Step 3: Select Your Top Three

Priority 1: Most important now

Competency

Reason

Priority 2: Next development focus

Competency

Reason

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Priority 3: Longer-term improvement

Competency	
Reason	

Step 4: Turn Priorities into Behaviour

Avoid writing goals such as “become a better leader.”

Instead, identify an action that can be observed.

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BROAD GOAL	MORE ACTIONABLE GOAL
Improve communication	Confirm expectations and summarise agreed actions at the end of important discussions
Delegate better	Assign at least one appropriate responsibility each week with clear outcomes and decision boundaries
Improve feedback	Prepare and conduct timely, evidence-based feedback conversations when needed
Become a better coach	Ask at least two open questions before offering advice in suitable coaching conversations
Improve planning	Review team priorities, ownership and deadlines at the start of each week
Build trust	Follow through on commitments and communicate early when a commitment cannot be met

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My Development Goal

Competency to improve	
Behaviour I want to demonstrate	
Situation in which I will practise	
Frequency of practice	
Feedback I will seek	
Evidence of improvement	
Review date	

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IV



PART IV

Your 30-60-90 Day Development Plan

6 sections

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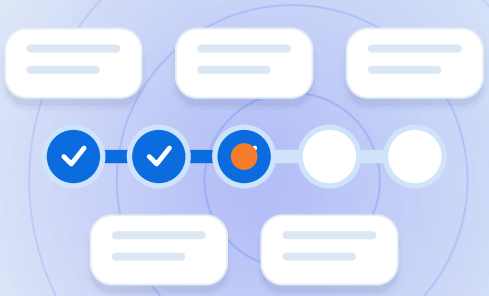
PART IV · 1 OF 6

Your First 30 Days: Understand and Build Trust



YOUR 30-60-90 DAY JOURNEY

Days 1–30
Understand and Build Trust

Days 31–60
Practise and Strengthen

Days 61–90
Demonstrate and Improve

The first month is an opportunity to understand the role, the team, the business context and the expectations placed on you.

You do not need to change everything immediately.

Start by listening, clarifying priorities, building relationships and identifying the most important management routines.

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Key Objectives

- Understand the team's objectives and responsibilities.
- Clarify expectations with your manager.
- Hold introductory conversations with team members.
- Identify immediate performance risks.
- Understand existing processes and routines.
- Establish clear communication and review practices.
- Identify your initial development priorities.

Days 1–10: Listen and Understand

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Actions:

- [ ] Meet with your own manager to clarify expectations.
- [ ] Review team objectives and performance measures.
- [ ] Understand your authority and escalation responsibilities.
- [ ] Meet team members individually where practical.
- [ ] Learn the team's current workflow and challenges.
- [ ] Review relevant policies, procedures and reporting requirements.
- [ ] Identify important stakeholders and dependencies.

Questions to ask team members:

01 What is working well?

02 What makes your work more difficult than it needs to be?

03 Which priorities need the most attention?

04 What support would help you perform more effectively?

05 What should I understand about the team's current practices?

My observations:

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Days 11–20: Clarify Priorities

Actions:

- [ ] Identify the team's most important objectives.
- [ ] Clarify ownership and responsibilities.
- [ ] Review workload, deadlines and dependencies.
- [ ] Identify unresolved performance or process issues.
- [ ] Agree on communication expectations.
- [ ] Establish a suitable meeting and review rhythm.
- [ ] Identify early development opportunities.

My team's three most important priorities:

The biggest operational obstacle

The most important relationship to strengthen:

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Days 21–30: Establish Working Routines

Actions:

- [ ] Begin regular team priority reviews.
- [ ] Establish one-to-one conversations where appropriate.
- [ ] Clarify how employees can raise concerns.
- [ ] Address at least one manageable obstacle.
- [ ] Discuss initial observations with your manager.
- [ ] Review your self-assessment and development priorities.

What have I learned about the team?

What assumptions have changed?

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What should I avoid changing prematurely?

What early improvement can I make responsibly?

Day 30 Review

Rate your progress from 1 to 5.

OBJECTIVE	RATING	EVIDENCE
Understand the role		
Understand team priorities		
Build working relationships		
Clarify responsibilities		
Establish management routines		
Identify development priorities		

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My most important learning from the first 30 days:

My focus for the next 30 days:

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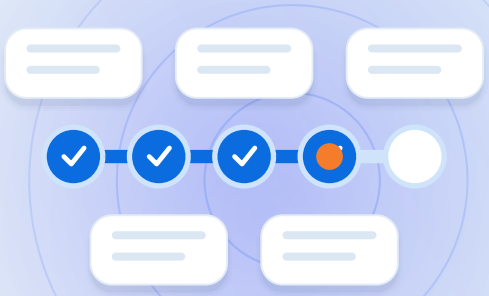
Days 31–60: Practise and Strengthen



YOUR 30-60-90 DAY JOURNEY

Days 1–30
Understand and Build Trust

Days 31–60
Practise and Strengthen

Days 61–90
Demonstrate and Improve

The second month is about moving from understanding to consistent management practice.

Begin applying the routines you established. Practise delegation, feedback, coaching and priority management in real work situations.

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Key Objectives

- Improve clarity of goals and responsibilities.
- Delegate suitable work more effectively.
- Conduct useful performance conversations.
- Strengthen team communication.
- Begin addressing identified capability or process gaps.
- Seek feedback on your management behaviour.
- Review progress against team objectives.

Development Action Plan

Priority competency 1	
Behaviour to practise	
Workplace opportunity	
Feedback source	
Evidence of improvement	

Repeat for priorities 2 and 3.

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Days 31–45: Practise Core Management Behaviours

Actions:

- [ ] Clarify outcomes before assigning work.
- [ ] Conduct structured one-to-one conversations.
- [ ] Provide specific and timely feedback.
- [ ] Ask coaching questions where appropriate.
- [ ] Review team workload and competing priorities.
- [ ] Identify one recurring problem and investigate its cause.
- [ ] Recognise meaningful contributions.

Which behaviour have I practised most consistently?

Where have I returned to old habits?

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What is preventing improvement?

Days 46–60: Seek Feedback and Adjust

Actions:

- [ ] Ask your manager for feedback on your progress.
- [ ] Ask team members what is working and what needs adjustment.
- [ ] Review progress on delegated responsibilities.
- [ ] Check whether employees understand expectations.
- [ ] Address barriers affecting performance.
- [ ] Review your competency ratings.

Feedback received:

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What surprised me?

What will I continue doing?

What will I change?

Day 60 Review

DEVELOPMENT PRIORITY	INITIAL RATING	CURRENT RATING	EVIDENCE OF PROGRESS
Priority 1			
Priority 2			
Priority 3			

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What is working well?

Which gap remains most important?

What support do I need?

My focus for the next 30 days:

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Days 61–90: Demonstrate and Improve



YOUR 30-60-90 DAY JOURNEY

Days 1–30
Understand and Build Trust

Days 31–60
Practise and Strengthen

Days 61–90
Demonstrate and Improve

The third month is about demonstrating consistency, evaluating results and refining your management approach.

By this stage, you should have a clearer understanding of your team, your responsibilities and the behaviours that require further development.

The goal is not to have solved every problem. It is to demonstrate purposeful progress and establish routines that can be sustained.

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Key Objectives

- Apply core management practices more consistently.
- Review team performance against agreed objectives.
- Evaluate the effectiveness of development actions.
- Strengthen employee ownership and accountability.
- Identify remaining capability gaps.
- Establish longer-term development goals.
- Agree on the next stage of management growth.

Days 61–75: Strengthen Ownership

Actions:

- [ ] Review delegated responsibilities and decision boundaries.
- [ ] Encourage employees to propose solutions.
- [ ] Check whether team priorities are understood.
- [ ] Follow up on agreed performance actions.
- [ ] Review recurring obstacles and improvement opportunities.
- [ ] Recognise progress and address remaining gaps.

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Where has employee ownership improved?

Where am I still over-involved?

Which team process needs further improvement?

Days 76–90: Review Results

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Actions:

- [ ] Compare relevant performance measures with the baseline.
- [ ] Gather feedback on your management behaviour.
- [ ] Review your original competency assessment.
- [ ] Identify which development actions produced useful results.
- [ ] Record lessons from difficult situations.
- [ ] Discuss progress and future expectations with your manager.

My three most important achievements:

A mistake or setback that taught me something important:

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A capability I have strengthened:

A capability that still needs attention:

What I want to achieve in the next 90 days:

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Day 90 Development Review

COMPETENCY	INITIAL AVERAGE	DAY 90 AVERAGE	SUPPORTING EVIDENCE
Goal setting			
Delegation			
Communication			
Feedback			
Coaching			
Decision-making			
Emotional intelligence			
Performance management			

Repeat for any other competencies relevant to your development priorities.

NOTE

Changes in self-ratings should be interpreted alongside observed behaviour and feedback. A rating may decrease because you have become more aware of the complexity of a competency. That can be a sign of improved self-awareness rather than reduced capability.

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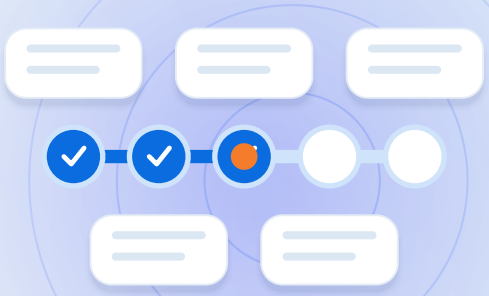
Weekly Management Reflection Log



Reflection turns experience into learning.

Without reflection, managers can repeat the same patterns without understanding why they are effective or ineffective.

Use this log at the end of each working week.

Weekly Reflection

Week beginning	
My most important priority this week	
What went well?	
What did not go as planned?	

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What management decision did I make?	
What evidence informed that decision?	
How did I support an employee this week?	
What conversation did I handle well?	

What conversation should I have handled differently?

What did I delegate?	

What did I unnecessarily take back or control?

What feedback did I receive?	
What did I learn about my own behaviour?	
What will I do differently next week?	

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Weekly Behaviour Tracker

Mark each item when completed.

- [ ] Reviewed team priorities.
- [ ] Clarified an important expectation.
- [ ] Held a useful employee conversation.
- [ ] Followed up on a commitment.
- [ ] Recognised a meaningful contribution.
- [ ] Delegated or developed ownership where appropriate.
- [ ] Addressed an obstacle.
- [ ] Reflected on a management decision.
- [ ] Identified one improvement for next week.

The objective is not to complete every item mechanically. Use the tracker to build consistent habits appropriate to your role.

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Manager–Mentor Discussion Guide



A conversation with your manager or mentor can provide an external perspective on your development.

Self-assessment is valuable, but people do not always recognise how their behaviour affects others. Constructive feedback can reveal strengths, blind spots and practical opportunities for improvement.

Before the Conversation

My current development priorities:

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A recent situation I want to discuss	
What I think went well	
What I found difficult	
What I would like feedback on	

Questions for My Manager or Mentor

01 What management behaviours do you believe I demonstrate effectively?

02 Where do you see the greatest opportunity for improvement?

03 How clearly do I communicate expectations?

04 Do I delegate at the appropriate level?

05 How effectively do I handle feedback and difficult conversations?

06 What should I learn about the organisation's management expectations?

07 What mistakes should I be particularly careful to avoid?

08 Which experiences would help me develop faster?

09 How can I better support the team's performance?

10 What progress would you expect to see over the next 90 days?

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Conversation Notes

Strengths identified by my manager or mentor	
Development areas identified	
Feedback that challenged my assumptions	
Actions agreed	
Support offered	
Next review date	

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Comparing Perspectives

COMPETENCY	MY RATING	MANAGER OR MENTOR FEEDBACK	AGREED DEVELOPMENT ACTION
Communication			
Delegation			
Feedback			
Coaching			
Decision-making			
Team management			

If perspectives differ, explore specific examples rather than treating either rating as automatically correct.

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Personal Management Commitment



Management capability grows through repeated behaviour, reflection and feedback.

Your commitment should describe how you intend to behave, not simply what you hope to achieve.

My Management Philosophy

I believe an effective manager should:

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The experience I want my team to have when working with me is:

The standards I will consistently demonstrate are:

My Three Commitments

Commitment 1: How I will lead the work

Commitment 2: How I will work with people

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Commitment 3: How I will continue developing

My Non-Negotiable Standards

I will make a deliberate effort to:

- Communicate expectations clearly.
- Treat people with dignity.
- Take responsibility for my decisions.
- Give feedback respectfully.
- Seek evidence before reaching important conclusions.
- Admit mistakes and learn from them.
- Apply relevant policies and standards fairly.
- Support employee growth and accountability.
- Ask for help when a situation exceeds my authority or expertise.

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Additional standards important to me:

Personal Commitment Statement

> I recognise that becoming an effective manager is an ongoing process. I will not measure my success only by how much work I complete or how many problems I solve personally.

> I will also measure it by the clarity I create, the capability I develop in others, the quality of my decisions, the trust I build and the results my team achieves.

> I will seek feedback, learn from mistakes and make consistent efforts to improve.

Name or identifier

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Date	
Next review date	

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PART V

Quick Reference Tools

7 sections

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33 Weekly Team Management Checklist p. 165

34 Difficult Conversation Preparation Sheet p. 168

35 Delegation Planner p. 170

36 One-to-One Meeting Planner p. 172

37 Personal Management Development Tracker p. 175

38 Final Self-Assessment and Review p. 178

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First-Time Manager Readiness Checklist



Use this checklist before taking full responsibility for a team or when reviewing your readiness during the first 90 days.

Role and Expectations

- [ ] I understand my team's objectives.
- [ ] I understand my responsibilities and decision authority.
- [ ] I know which issues require escalation.
- [ ] I understand relevant organisational policies.
- [ ] I know how my performance will be assessed.

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People and Relationships

- [ ] I understand the roles and responsibilities of my team members.
- [ ] I have begun building constructive working relationships.
- [ ] I know how employees can raise concerns.
- [ ] I can identify the support available to employees.
- [ ] I understand the importance of confidentiality and fairness.

Work and Performance

- [ ] I can explain the team's key priorities.
- [ ] I can clarify expected outcomes and standards.
- [ ] I have a method for monitoring progress.
- [ ] I can allocate work appropriately.
- [ ] I can address performance gaps constructively.

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Management Skills

- [ ] I can delegate with clear ownership and boundaries.
- [ ] I can provide specific feedback.
- [ ] I can conduct useful one-to-one conversations.
- [ ] I can handle disagreement respectfully.
- [ ] I can make decisions within my authority.
- [ ] I can identify when coaching or training is appropriate.

Personal Development

- [ ] I have completed my initial self-assessment.
- [ ] I have identified development priorities.
- [ ] I have discussed expectations with my manager.
- [ ] I have opportunities to practise new behaviours.
- [ ] I have scheduled regular reflection and review.

My readiness gaps:

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Support required before taking on additional responsibilities:

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Weekly Team Management Checklist



Start of the Week

- [ ] Review team objectives and deadlines.
- [ ] Confirm ownership of key deliverables.
- [ ] Check workloads and competing priorities.
- [ ] Identify risks, dependencies and resource constraints.
- [ ] Communicate changes in priorities.

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During the Week

- [ ] Check progress without unnecessary micromanagement.
- [ ] Provide timely guidance and feedback.
- [ ] Address emerging obstacles.
- [ ] Recognise useful contributions.
- [ ] Make time for employee questions and concerns.
- [ ] Follow up on important commitments.
- [ ] Escalate risks when required.

End of the Week

- [ ] Review completed work and outstanding actions.
- [ ] Identify recurring problems.
- [ ] Recognise progress and learning.
- [ ] Confirm priorities for the following week.
- [ ] Reflect on my own management behaviour.
- [ ] Identify one improvement for the next week.

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Additional priorities for this week:

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Difficult Conversation Preparation Sheet



Purpose of conversation

Person or people involved

What happened?

What facts can I verify?

What assumptions should I avoid?

What is the impact of the issue?

What policy, standard or expectation is relevant?

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What do I need to understand from the other person?

What outcome is required?

How will I communicate the concern respectfully?

What options are available?

What agreement or next step is needed?

Does the issue require formal escalation or specialist advice?

Follow-up date

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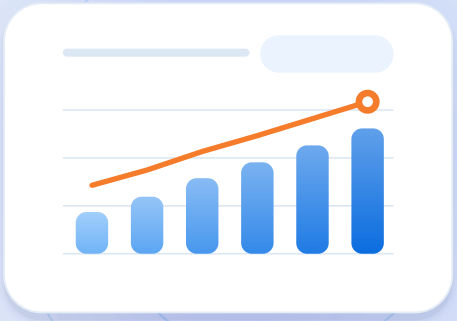
Delegation Planner



Task or outcome	
Why it matters	
Person responsible	
Expected result	
Quality standard	
Deadline	
Available resources	
Decision authority	
Boundaries or approvals required	

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Known risks	
Progress checkpoints	
Support available	
Completion criteria	
Review and learning notes	

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One-to-One Meeting Planner



Regular one-to-one conversations help managers understand progress, provide support, discuss development and identify emerging concerns.

The frequency and duration should suit the role, workload and needs of the employee.

Meeting Details

Employee or role	
Date	
Period being reviewed	

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Discussion Areas

01 Progress on current priorities

02 Achievements and positive contributions

03 Challenges or obstacles

04 Decisions or support required

05 Feedback from the employee

06 Feedback from the manager

07 Development opportunities

08 Well-being and workload considerations, where appropriate

09 Agreed actions

ACTION	OWNER	DUE DATE

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ACTION	OWNER	DUE DATE

Next meeting date

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Personal Management Development Tracker



Use this tracker to record development actions across the first 90 days and beyond.

DEVELOPMENT GOAL	PRACTICE ACTIVITY	SUPPORT REQUIRED	TARGET DATE	EVIDENCE OF IMPROVEMENT	STATUS

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Monthly Review

What have I improved?

What evidence supports the improvement?

What remains difficult?

What have I learned from feedback?

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Which goal needs to be adjusted?

What will I focus on next month?

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Final Self-Assessment and Review



Return to the assessment completed at the beginning of this workbook.

Repeat the competencies most relevant to your role. If possible, use examples from actual work and seek feedback from your manager or mentor.

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Final Competency Review

COMPETENCY	INITIAL RATING	CURRENT RATING	EVIDENCE OF PROGRESS
Management readiness			
Goal setting			
Delegation			
Communication			
Feedback			
Coaching			
Motivation and engagement			
Conflict management			
Decision-making			
Time management			
Emotional intelligence			
Trust and inclusion			
Performance management			

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COMPETENCY	INITIAL RATING	CURRENT RATING	EVIDENCE OF PROGRESS
Change management			
Integrity and fairness			

Final Reflection

1. What do I now understand about management that I did not understand before?

2. Which management behaviour has improved most?

3. What evidence demonstrates this improvement?

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4 **Which competency remains my most important development priority?**

5 **What feedback have I received from others?**

6 **Which mistake has taught me the most?**

7 **How has my approach to delegation changed?**

8 **How has my approach to feedback changed?**

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9 What should I continue doing?

10 What should I stop doing?

11 What should I start doing?

12. What are my three priorities for the next 90 days?

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My Continuing Development Plan

Priority competency	
Specific behaviour to develop	
Learning or practice activity	
Support required	
Success evidence	
Review date	

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CLOSING REFLECTION

The Manager You Are Becoming



Your first management role will challenge you in ways that individual achievement may not have prepared you for.

You will make decisions without having every answer. You will manage competing priorities. You will encounter disagreement, uncertainty and mistakes. You will discover that people need different kinds of support, and that the right response is not always the fastest response.

You will also discover opportunities to help others grow, create clarity where there was confusion, resolve problems that matter and build a team capable of achieving more together.

Effective management is not about having complete control over every situation.

It is about exercising responsibility with judgement.

It is about being clear without being rigid, supportive without avoiding accountability, confident without becoming defensive, and decisive without ignoring evidence.

Most importantly, it is about understanding that your behaviour shapes the working environment experienced by other people.

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The way you delegate affects ownership.

The way you listen affects trust.

The way you respond to mistakes affects learning.

The way you handle disagreement affects collaboration.

The way you recognise contributions affects motivation.

YOUR BEHAVIOUR SHAPES THE TEAM

The way you delegate → **ownership**

The way you listen → **trust**

The way you respond to mistakes → **learning**

The way you handle disagreement → **collaboration**

The way you recognise contributions → **motivation**

And the way you take responsibility affects the standards your team learns to follow.

You will not master every competency in your first 90 days. You do not need to.

What matters is that you understand your responsibilities, recognise your development needs, seek appropriate feedback and practise the behaviours that improve performance.

Use this workbook as a reference whenever you face a new challenge, prepare for an important conversation or review your progress.

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Return to your assessments. Update your goals. Record your lessons. Ask for feedback.

Then put what you learn into practice.

You are no longer responsible only for the work you do. You are also responsible for helping others succeed at the work they do.

That is the beginning of your journey as a manager.

> Lead with clarity. Develop with intention. Deliver through people.

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