

Talent, Capability and Career Development Conversations

HR Strategy & Innovation | Corporate Services

This guide will support Corporate Services managers to have energising and engaging talent conversations with staff that focus on building capability and careers.

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Talent Management in Corporate Services

Talented staff are those who have the performance and potential to make a significant difference to the University now and into the future.

Corporate Services are introducing a formal approach to *Talent Management* through the attraction, identification, engagement, development and deployment of talented staff.

A talent review and development process will be included in the Professional Staff Career Development (PSCD) discussion from 2018.

Managers play a critical role in ongoing talent identification, engagement and development. This is one of the most critical roles of a manager, and separates an average manager from a great one. The talent review will provide Corporate Services managers with a mechanism to understand the performance and career development needs and interests of employees at a point in time, and to support each employee with a development program that meets those needs.

Talent conversations work best if they are regular and agile. Managers are encouraged to have regular talent conversations with employees throughout the year.

A formal development program for Top Talent will also be introduced from 2019. This program will be overseen by a new Corporate Services Talent Council. The Talent Council will meet regularly to identify current and emerging top performers in Corporate Services and to discuss opportunities to grow their capability and careers.

Talent Management Process



Corporate Services Talent Review Tool

Managers and employees should determine the employee's talent placement using the following talent review tool:

		Not meeting expectations	Meeting expectations	Exceeding expectations
Assessed potential for more senior or critical roles	High potential	UNREALISED POTENTIAL - Developing <ul style="list-style-type: none"> Performing below expectations Focus on coaching and a solid development plan Develop	EMERGING POTENTIAL – Rising Star <ul style="list-style-type: none"> Valuable asset for the future Still room to maximise performance in current role Target development to stretch performance and maintain engagement Ready for next step (2-3) years Stretch/Develop	TOP TALENT – Star Performer <ul style="list-style-type: none"> Strong performer High potential for more senior/complex roles Ready for next step now Focus on recognition, engagement, retention Provide high profile stretch assignments Stretch/Engage
	Moderate potential	UNCERTAIN - Underperformer <ul style="list-style-type: none"> Demonstrates some potential Regularly review progress and focus on reasons for low performance Provide regular feedback Observe	WELL PLACED – Core team members <ul style="list-style-type: none"> Meeting current expectations and has potential for increased accountabilities Focus on development and maintaining engagement Develop	HIGH ACHIEVER – Key Contributor <ul style="list-style-type: none"> Good candidate for growth and development. Strong performer with quality results Moderate potential for next step Development should focus on specific gaps Stretch/Develop
	Limited potential	STRONG CONCERN – Low performance <ul style="list-style-type: none"> Not meeting expectations and demonstrates limited potential Requires a clear performance agreement Observe/review for exit	SOLID CONTRIBUTOR – Adequate performer <ul style="list-style-type: none"> Consistent contributor with low potential Target development n current performance and assess future potential in right role Observe	PROVEN PERFORMER – Trusted team member <ul style="list-style-type: none"> Strong performer but unlikely to move to more senior role Important to maintain engagement for retention and motivation May be a professional expert Develop
		Demonstrated performance (current role)		

How to identify potential

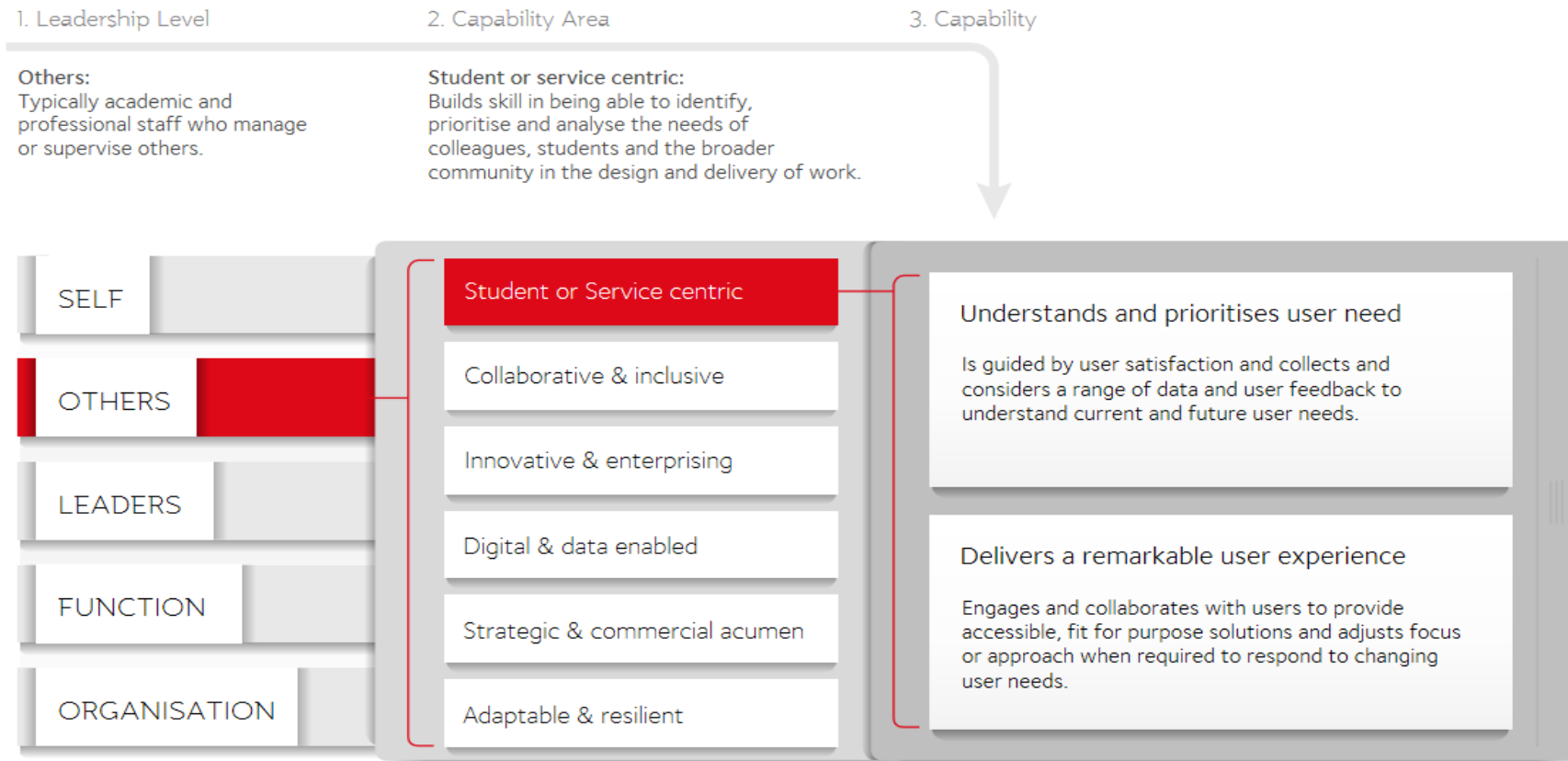
Potential is determined by assessing a combination of the employee's **ability** (cognitive skill, emotional intelligence, learning adaptability), **engagement** and **aspiration** for a more complex or senior future role.

How to identify performance

Performance is determined by assessing whether the actual achievements and behaviours demonstrated in the current role have exceeded expectations, met expectations or under delivered on expectations.









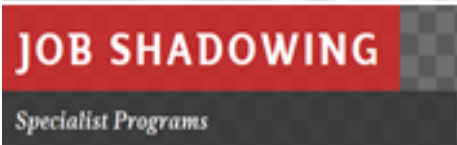



Griffith University Capability Development Framework

Our new [Capability Development Framework](#) will support employee capability and career development planning and discussions. The Framework provides a common language of the skills that staff and leaders increasingly need to perform their roles, in a changing workplace context. The Framework also provides a suite of new learning and development options that staff and leaders can access to build those skills.



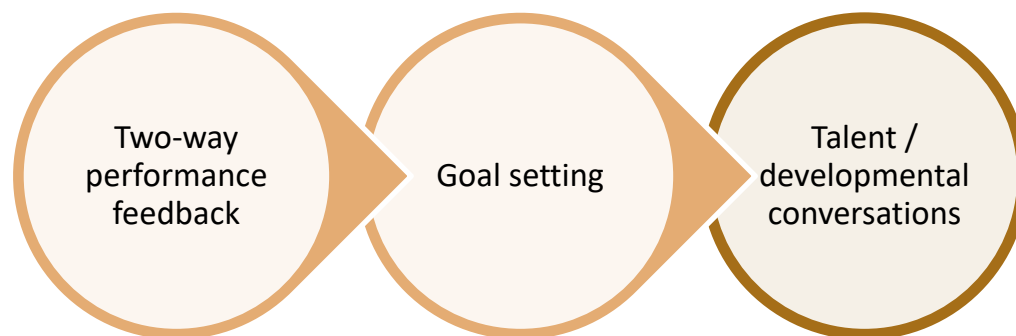
Capability Development Framework Tools and Learning Playlists

The Framework offers capability [assessments](#), [leadership](#) and [career development](#) programs that support a variety of development needs and interests:

	A capability self-assessment that recommends learning based on current capability level.		Build skills in being able to identify, analyse and prioritise the needs of colleagues, students and the broader community.
	A range of programs for different leadership levels.		Build skills in creating diverse, strategic and productive partnerships and teams, and including and involving others.
	Online learning resources to help managers create high performance.		Build skills in applying original thinking, and cultivating a learning, growth and developmental mindset.
	A structured program to be matched with a Griffith mentor to support general development.		Build skills in confidently using a range of digital technologies, as well as skills in using a range of data analysis techniques.
	A career development program to learn about new roles, teams and Elements across Griffith.		Build skills in the delivery of impactful work that furthers our strategic objectives, while being mindful of our commercial context.
	An experiential learning program to design innovative projects that will improve the University.		Build skills in being open and receptive to change, as well as applying strategies that support wellbeing during times of change.

Talent Conversations to Build Capability and Careers

An engaging and energising performance and career development discussion is typically structured around three crucial conversations between the manager and employee:



Each of these conversations require managers to coach their employees to:

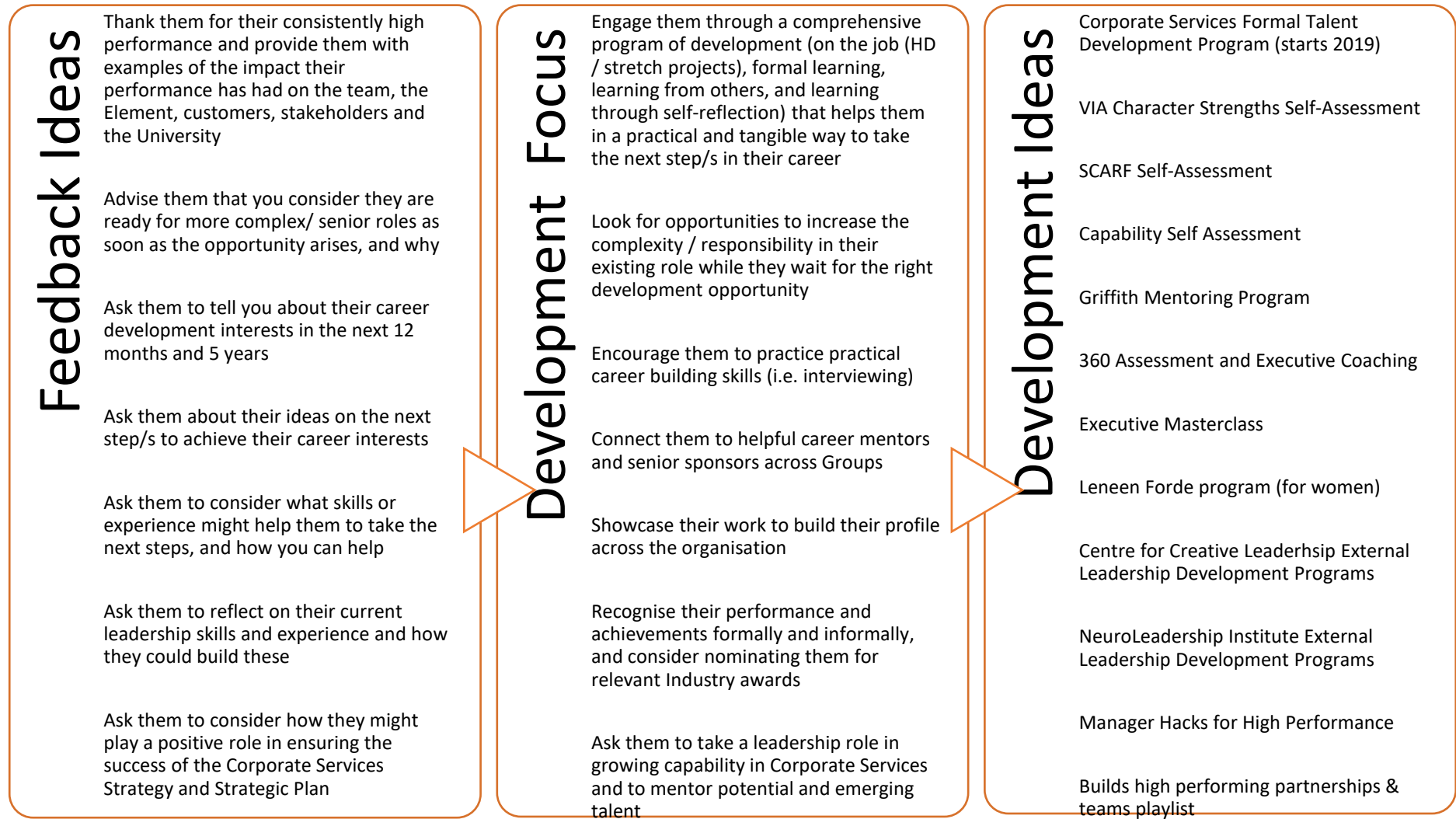
- identify options that enhance performance,
- set motivating goals that align with strategic objectives, and
- continuously grow their capability and careers.

The following guides will support managers to have coaching conversations with employees based around the talent review process, the employee's current talent stage, and available development options from the Framework.

ABOUT COACHING

- Coaching is about facilitating the performance, learning and development of another
- A coach helps others to see opportunities for improvement and identify practical ways forward
- A coach uses a blend of observation, talking, listening, questioning and reflecting with the coachee
- The focus of the coach is on enabling others to perform independently and to take personal responsibility for their own success
- Supervisors and managers who coach well improve staff productivity, morale and job satisfaction.

Talent Conversations for Top Performers (high performance + high potential)



Talent Conversations for Emerging Potential (unrealised + emerging potential)

Feedback Ideas

Often unrealised and emerging potential hasn't had enough time in the role and/or the support they need to reach high performance

Recognise what has worked well and some of their important achievements

Provide concrete examples of why you consider they have the potential for higher performance and more complex or senior roles in the future

Ask them to reflect on their own performance, what has worked well, what has been challenging, and how you can work together to improve their performance

Ask them to reflect on what motivates and engages them to perform

Ask them to reflect on their leadership skills, what kind of leader they would like to be, and how they would like to grow their leadership skills over the coming 12 months

Development Focus

For those new in the role, consider identifying suitable job mentors to build the skills they need for high performance, including matching them with top talent

For those new to the role, help them understand the tricks to getting things done in the role - share your own experience

Find opportunities to build their knowledge and engagement with the strategic program and priorities of Corporate Services and the University

Help them to understand their character and career motivators through reflective self-assessments and provide more opportunity for them to use and share their strengths in the role

Keep reinforcing that they are demonstrating a lot of potential for more complex and senior roles, and work on a steady program of manager and leadership development, along side more role or capability focused development efforts

Development Ideas

VIA Character Strengths Self- Assessment

Capability Self Assessment

Griffith Mentoring Program

Manager Hacks for High Performance

Manager as Coach

Leadership Dimensions

Women in Leadership

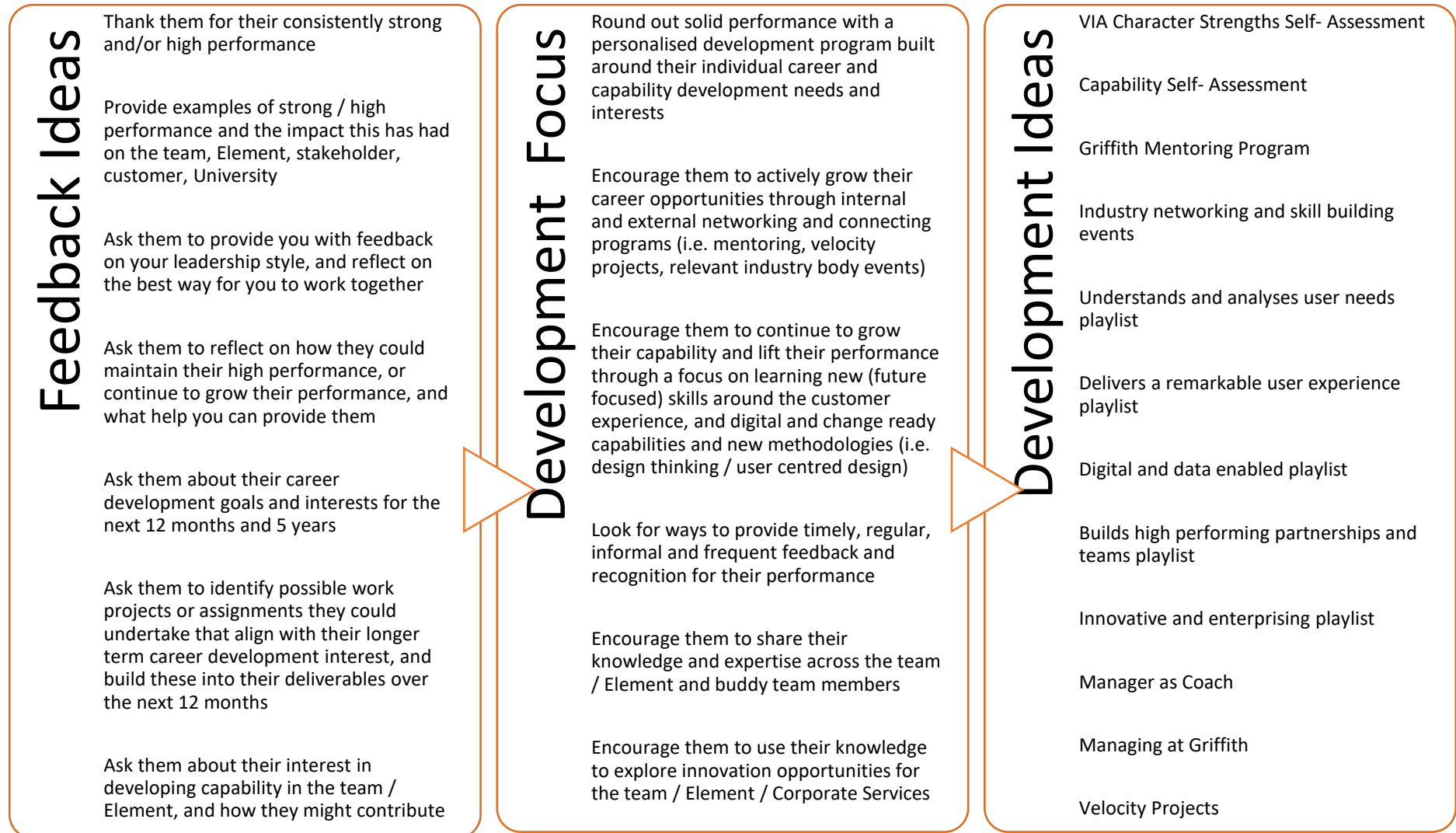
Velocity Projects

Builds high performing partnerships and teams playlist

Develops strategic and commercial acumen playlist

Develops self and others playlists, especially options around career development

Talent Conversations for Solid Performers (high achiever, proven performer, solid contributor, well placed)



Talent Conversations for Performance Concerns (uncertain + strongest concern)

