



Talent, Capability and Career Development Conversations

Human Resources | Corporate Services (July 2022)

This guide will support Corporate Services and other Professional Staff 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.

The following document has been developed for Corporate Services Managers to guide their approach to *Talent Management* through the attraction, identification, engagement, development and deployment of talented staff.

A talent review and development process can be used in conjunction with the Professional Staff Career Development (PSCD) discussions at either the mid-year check-in or end of year performance and career discussion.

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. Engaging in a talent review process provides Corporate Services managers with a mechanism to understand 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 one-on-ones and talent conversations with employees throughout the year.


Leadership teams should meet regularly to identify current and emerging leaders and high performers to discuss opportunities to grow their capability and careers.


An example Talent Management Process:



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

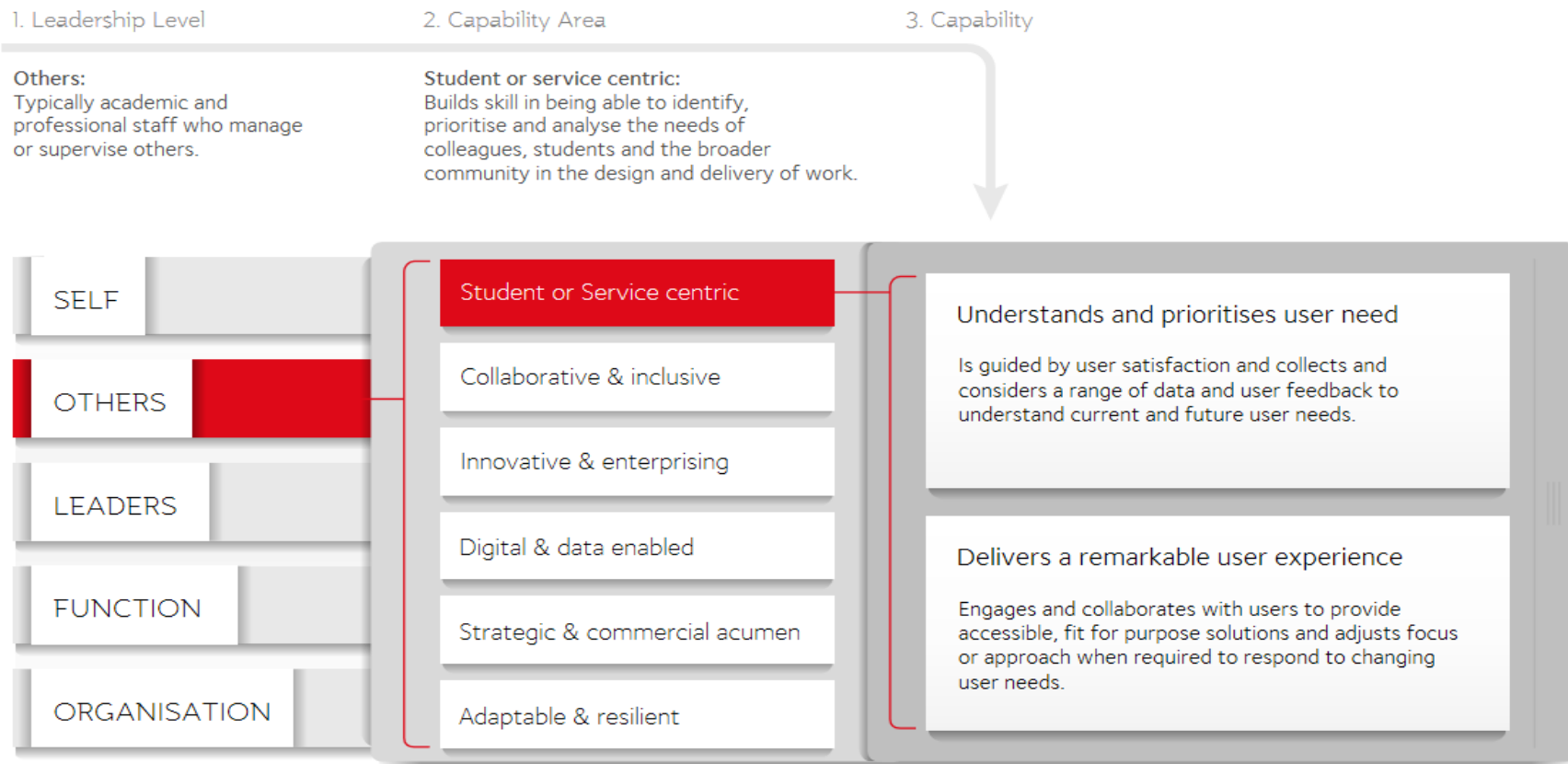
Potential is determined by assessing a combination of the employee’s **ability** (cognitive skill, emotional intelligence, learning adaptability), **engagement** and **aspiration** for a more complex or senior future role.

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 not delivered on expectations.

Griffith University Capability Development Framework

The [Griffith 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. This should also be read in conjunction with the [Leadership Capability Framework](#) that applies to all University Leaders – anyone who has accountability for leading the performance, outcomes and development of staff in the achievement of University strategic outcomes and operational performance.



Griffith University Leadership Capability Framework

All leaders play a key role in achieving the objectives of our University Strategy. To provide our leaders with clarity, consistency and confidence in knowing what good leadership means and requires at Griffith, the University has developed and approved a [Leadership Capability Framework](#).

The Leadership Capability Framework applies to all University leaders – anyone who is accountable for leading the performance, outcomes and development of staff in the achievement of University strategic outcomes and operational performance.

The Framework outlines **four levels of leadership** across the University based on levels or accountabilities and impacts, behaviours and expectations and with complexity:

1. Leads others (All leaders)
2. Leads leaders (accountable for the performance of a number of teams)
3. Leads element
4. Leads organisation

The **four main areas of leadership capability** are:

1. Purpose and direction
2. Accountability and delivery
3. Capability and growth
4. Culture and engagement

THE FRAMEWORK



All Leaders

All Leaders ensure high engagement of team members by enabling their needs at work to be understood and met.



Leads Leaders

Crystalise contribution to achievement of strategy from teams and ensure that leaders of those teams are effective and fit the culture.



Leads Element

Align function with broader purpose and strategic priorities and enable function to execute its defined contribution.



Leads Organisation

Establish, communicate, disseminate and create conditions to enable achievement of organisation purpose and strategic objectives.

Continuing Professional Development for all Staff

The [University provides resources](#) to develop the capabilities that are increasingly important in the future world of work, helping our staff to plan and grow their career and leadership skills.

Specialist programs such as Job Shadowing, Mentoring, Leadership programs and the Creativity, Innovation and Enterprising Series (CIE) along with the [General Staff Educational Assistance Scheme](#).

[LinkedIn learning](#) is provided for all Griffith Staff and offers access to over 10,000 courses and learning programs to support ongoing career development.

SPECIALIST PROGRAMS

JOB SHADOWING
Allowing interested staff to gain exposure and experience and develop networks and insight into a job or leadership role that supports their career development. Participants pair with a matched job shadow host for half a day. Options for face-to-face or remote job shadowing are available.
[Find out more >](#)

Leadership Development
Programs, resources and support to develop leadership at different levels

Mentoring
Our structured mentoring program matches experienced and knowledgeable mentors to provide guidance and support for mentees.

Creativity, Innovation and Enterprising Series
A series of interactive workshops using digital tools to build your collaboration, innovation, creativity, problem-solving and presentation skills.

LINKEDIN LEARNING

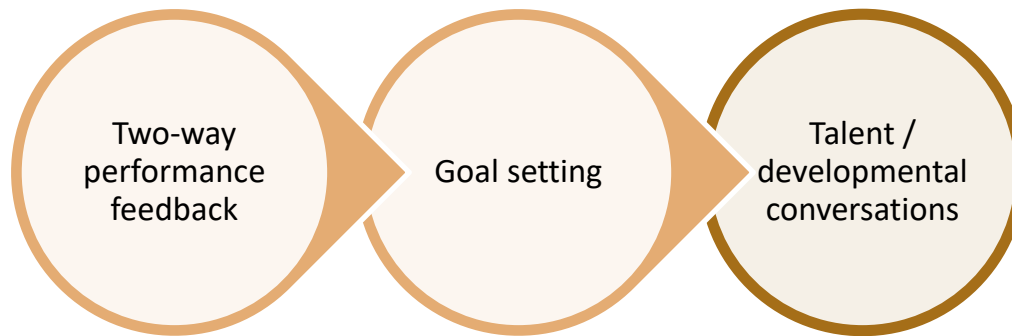
[LinkedIn Learning](#) [About LinkedIn Learning](#) [Account and profiles](#) [Privacy and Data usage](#)

Personalised Staff Development
LinkedIn Learning provided by Griffith to all staff offers access to over 10,000 courses and learning programs to support on ongoing career development and success across Business, Creative and Technical streams.

ABOUT LINKEDIN LEARNING
LinkedIn Learning is an online educational platform that helps you discover and develop business, technology-related, and creative skills through expert-led course videos.
[Read more >](#) [Access your account >](#)
[How Griffith uses your learning data](#)

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)

Feedback Ideas

Thank them for their consistently high performance and provide them with examples of the impact their performance has had on the team, the Element, customers, stakeholders and the University

Advise them that you consider they are ready for more complex/ senior roles as soon as the opportunity arises, and why

Ask them to tell you about their career development interests in the next 12 months and 5 years

Ask them about their ideas on the next step/s to achieve their career interests

Ask them to consider what skills or experience might help them to take the next steps, and how you can help

Ask them to reflect on their current leadership skills and experience and how they could build these

Ask them to consider how they might play a positive role in ensuring the success of the Corporate Services Strategy and Strategic Plan

Development Focus

Engage them through a comprehensive program of development (on the job (HD / stretch projects), formal learning, learning from others, and learning through self-reflection) that helps them in a practical and tangible way to take the next step/s in their career

Look for opportunities to increase the complexity / responsibility in their existing role while they wait for the right development opportunity

Encourage them to practice practical career building skills (i.e. interviewing)

Connect them to helpful career mentors and senior sponsors across Groups

Showcase their work to build their profile across the organisation

Recognise their performance and achievements formally and informally, and consider nominating them for relevant Industry awards

Ask them to take a leadership role in growing capability in Corporate Services and to mentor potential and emerging talent

Development Ideas

Corporate Services Formal Talent Development Program (starts 2019)

VIA Character Strengths Self-Assessment

SCARF Self-Assessment

Capability Self Assessment

Griffith Mentoring Program

360 Assessment and Executive Coaching

Executive Masterclass

Leneen Forde program (for women)

Centre for Creative Leadership External Leadership Development Programs

NeuroLeadership Institute External Leadership Development Programs

Manager Hacks for High Performance

Builds high performing partnerships & teams playlist

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)

Feedback Ideas

- Thank them for their consistently strong and/or high performance
- Provide examples of strong / high performance and the impact this has had on the team, Element, stakeholder, customer, University
- Ask them to provide you with feedback on your leadership style, and reflect on the best way for you to work together
- Ask them to reflect on how they could maintain their high performance, or continue to grow their performance, and what help you can provide them
- Ask them about their career development goals and interests for the next 12 months and 5 years
- Ask them to identify possible work projects or assignments they could undertake that align with their longer term career development interest, and build these into their deliverables over the next 12 months
- Ask them about their interest in developing capability in the team / Element, and how they might contribute

Development Focus

- Round out solid performance with a personalised development program built around their individual career and capability development needs and interests
- Encourage them to actively grow their career opportunities through internal and external networking and connecting programs (i.e. mentoring, velocity projects, relevant industry body events)
- Encourage them to continue to grow their capability and lift their performance through a focus on learning new (future focused) skills around the customer experience, and digital and change ready capabilities and new methodologies (i.e. design thinking / user centred design)
- Look for ways to provide timely, regular, informal and frequent feedback and recognition for their performance
- Encourage them to share their knowledge and expertise across the team / Element and buddy team members
- Encourage them to use their knowledge to explore innovation opportunities for the team / Element / Corporate Services

Development Ideas

- VIA Character Strengths Self- Assessment
- Capability Self- Assessment
- Griffith Mentoring Program
- Industry networking and skill building events
- Understands and analyses user needs playlist
- Delivers a remarkable user experience playlist
- Digital and data enabled playlist
- Builds high performing partnerships and teams playlist
- Innovative and enterprising playlist
- Manager as Coach
- Managing at Griffith
- Velocity Projects

Talent Conversations for Performance Concerns (uncertain + strongest concern)

Feedback Ideas

Managers should contact their HR Business Partner prior to a performance concern talent conversation

There can be a few reasons for low performance, including poor job fit, lack of skill / training, boredom / stagnation in the role, and challenging personal circumstances

Provide clear and factual feedback and examples that demonstrate why you consider performance has been low

Stress that you really want to work together to identify blockers and come up with solutions

Ask them to reflect on what's impacting on performance, and try to identify blockers and root causes

Brainstorm ideas together on how performance could be improved - are there some skills that could be developed? More timely feedback given? More buddying with a high performing employee? Is there a better job fit?

Development Focus

The development focus will change depending on the reason for low performance. But agreement should be reached on a practical performance improvement or development plan with check-in and end dates

For skill issues, the employee should be provided with a structured program of development and support that includes buddying with a proven performer, and regular feedback and coaching

For poor job fit, the employee should be encouraged to explore other options

If the reason is stagnation, the employee should be encouraged to learn new and updated methods in their role / industry, encouraged to undertake capability and character self-assessments for ideas on how to further develop specific capabilities or behaviours, or moved within the team / Element if possible

Increased flexibility and wellbeing support may assist for personal issues

Development Ideas

Capability Self-Assessment

VIA Character Strengths Self-Assessment

Leads self and others through change playlist

Embraces openness playlist

Understands and prioritises user need playlist

Innovative and enterprising playlist

Creates a remarkable user experience playlist

Buddy with a solid performer

Job shadowing to identify other roles that might be a better fit

Employee Flexibility Toolkit published by the Workplace Gender Equality Agency