This guide will assist people leaders to understand their role in talent management, identify and develop talent through better conversations.
Introduction
This section will introduce you to talent management – why we do it, what it means and how it fits with the performance & development cycle.

Identify
Having regular conversations will help you to better understand your people and where they are at in their career ‘right now’.

Develop
This is the “so what” of talent management – making sure everyone has in place a targeted development plan to help them be successful.

Appendix
Some additional resources to help enhance and mature your talent management practice.
WHY TALENT MANAGEMENT?

Talent management is about getting the best out of our greatest asset – our people.

Conversations are at the heart of effective people leadership. This document provides guidance on how to have great talent management conversations which help you to get the best out of your people.

Most of us have been involved in practices such as those on the right of this page, either as a manager, employee or both. This means most of us are already engaging in talent management. It’s just that we may not be doing so in a deliberate and integrated way.

The most successful organisations know the importance of doing talent management well. They are very intentional about achieving better business results through fully engaged people, making the best contribution they can towards an inspiring goal or vision.

They work to understand each individual, what conditions allow them to thrive and which types of roles best match their unique talents and potential. They know that people who get to do some of what they do best each day are more motivated and successful, delivering more and better results – for the organisation and for New Zealanders.
WHAT IS TALENT MANAGEMENT?

Talent management is how we develop a State sector with the diverse leadership & talent we need, in ways that make the biggest difference for New Zealanders – now and for the future.

This includes people being identified and developed at all levels, to be ready for future leadership & specialist roles.

Great people need to be in place now and in the future, to deliver results for a better New Zealand. We are taking a joined-up, consistent and deliberate approach to attract, identify, develop, deploy and retain great people – for the benefit of individuals, the organisation and the wider State sector.

At a fundamental level, talent management makes good business sense. It invests scarce resources (time, money, opportunities) where they will provide the greatest returns. It targets development according to an individuals’ current capability & performance, as well as their type of potential, recognising that this is subject to change and is not fixed over time.

This guide will help you to have conversations which will:

1. Identify where people are at in their career ‘right now’
Talent management is an open and transparent process. It means that we give all people, at every level, the opportunity to identify their career interests, strengths and development needs. It also gives leadership & management teams throughout the State sector the consistent tools and approach they need to identify:

   • a person’s aspiration and potential to progress their career
   • a person’s readiness to take on more responsibility.

2. Develop a plan to help people be successful – in their job and their career
Everyone has talent and potential. We want to give people the most meaningful opportunity to invest in their talents and develop their career – within organisations, across the State sector, and beyond.

The right development focus will depend on where someone is at in their career ‘right now’. For some people, this is about helping them to perform even more effectively in their current role. For others, this is about helping them progress to future opportunities, broaden or expand their experience. The development and deployment of our people should be closely managed to realise their potential quickly and fully, for the benefit of all.
HOW TALENT MANAGEMENT FITS

Talent management is part of the performance & development cycle.

At a minimum, our people can expect to have conversations with their manager about their development. This includes finding the best development focus to support them to be successful – in their job and their career.

Individual and collective development is regularly reviewed and moderated by the appropriate leadership & management team. Identified people can then be made visible to other talent forums (e.g. up, across or outside the organisation) for wider consideration, as appropriate.
1 Introduction
This section will introduce you to talent management – why we do it, what it means and how it fits with the performance & development cycle.

2 Identify
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3 Develop
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4 Appendix
Some additional resources to help enhance and mature your talent management practice.
CONVERSATION 1: IDENTIFY
WHERE SOMEONE IS AT IN THEIR CAREER

Talent management works most effectively when individuals and managers take joint responsibility for development.

This section provides guidance on how to hold conversations in ways that align with the State sector’s common approach to talent management.

JOINT OWNERSHIP
It is important that talent management is done with people, not to them.

The first conversation – sometimes referred to as a “career conversation” or “talent conversation” – needs to focus on discovery. Use it to better understand where your people are at in their career ‘right now’. Remember that this is point-in-time, and so needs to be recalibrated at least every 6 months, to capture changes over time.

CONVERSATION STEPS
You can use tools and resources we have developed to help you navigate the conversation.

1. Prepare for the conversation
2. Discuss aspiration, ability, engagement
3. Identify the best development focus

Tools and resources available:
- Individuals and their manager can use the My talent profile template
- Use questions on Career conversation map (also listed in this guide)
- Use Dynamic talent map: guide to indicative placement
UNDERSTANDING POTENTIAL
It is critical to understand the concept of potential, so that you can focus development in the most effective way.

Helping someone to realise their potential increases their contribution through higher levels of productivity and engagement.

Specific indicators of leadership potential are discussed in the Appendix.

TYPE OF POTENTIAL
Someone’s overall type of potential is defined by a mix of aspiration, ability and engagement. At any given point-in-time, someone might demonstrate potential for:

- **Mastery**: Demonstrates potential/aspiration to perform well or excel in their current role
- **Growth**: Demonstrates potential/aspiration for career growth – into a new role or beyond immediate job requirements
- **Progression**: Demonstrates potential/aspiration for likely progression into a higher role

Source: Adapted from Corporate Leadership Council
CAREER CONVERSATION
QUESTIONS

Use these questions to help navigate the conversation.

Key questions are also listed on the “Career Conversation Map”. This page expands on some areas with additional questions.

<table>
<thead>
<tr>
<th>Aspiration</th>
<th>KEY QUESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do you hope to achieve in terms of your development over the coming year?</td>
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<tr>
<td>• Where do you see yourself in the short term and the longer term?</td>
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<tr>
<td>• Are you looking to deepen your experience in a particular area, or broaden your experience?</td>
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<tr>
<td>ADDITIONAL QUESTIONS:</td>
<td></td>
</tr>
<tr>
<td>• When you think about future development, is your preference to develop your leadership capability, work in a specific field, or move to a different role or area? Or something else?</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Ability</th>
<th>KEY QUESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the capabilities you need to be effective in your current job / future job?</td>
<td></td>
</tr>
<tr>
<td>• Where are you strong? Where do you need to focus your development, in order to be successful?</td>
<td></td>
</tr>
<tr>
<td>• To what extent are you demonstrating ability beyond your immediate job requirements?</td>
<td></td>
</tr>
<tr>
<td>• How ready are you to take on more responsibility?</td>
<td></td>
</tr>
<tr>
<td>ADDITIONAL QUESTIONS:</td>
<td></td>
</tr>
<tr>
<td>• What assessments have been undertaken that could help inform our discussion? (Examples: capability self-assessments, 360 feedback, psychometric testing, Leadership Insight). What do these suggest about your strengths and opportunities to develop?</td>
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</tr>
<tr>
<td>• What are your unique talents and strengths? What type of roles do you think best matches these?</td>
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<tr>
<td>• To what extent are you yet to develop/already demonstrating skills and experience required in any roles you aspire to? What could you do to further build these?</td>
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</tr>
<tr>
<td>• Do you see in yourself any under-utilised talents, or over-utilised talents that could derail you from future career success? Are there any we could usefully focus on?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engagement</th>
<th>KEY QUESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How would you describe the extent to which you derive pride, enjoyment inspiration or meaning from your current work?</td>
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<tr>
<td>• What energises and motivates you? Are you getting to do what you do best every day?</td>
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<tr>
<td>• How could this organisation and/or the wider State sector help you to advance your career?</td>
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<tr>
<td>ADDITIONAL QUESTIONS:</td>
<td></td>
</tr>
<tr>
<td>• On a scale of 0 to 10, with 10 meaning this organisation is providing for all the things that keep you motivated and engaged with your work, and 0 meaning we’re not meeting any of your needs, what rating would you give? What could I do to make a difference? What could you do?</td>
<td></td>
</tr>
</tbody>
</table>
## DYNAMIC TALENT MAP

The dynamic talent map is designed to assist you to identify the best development focus for where someone is at in their career ‘right now’:

Use the following descriptions and questions to explore indicative placement with your people. Note: placement may change as a result of later moderation.

### 1.1 Not Performing (or Poor Fit)
- Been in role long enough to be performing, but is not currently doing so. May not be a good fit – with organisation, recent changes, and/or role. It could be that talents and strengths are mismatched to job requirements.
- What action (development or other) will help to shift them to where they can succeed?

Development focus: Coaching/training needed to get performance back on track, or support a move to role of increased fit. Seek HR support.

### 1.2 Potential Performer (New to role or developing)
- Still developing, due to being new to current role/level, or not yet performing the full range of duties. Too early to test for next-level potential.
- Are they picking up the new role and workload at a pace you would expect of any of their peers in similar circumstances?

Development focus: Support to get up to speed in role. Review performance and potential in 6 months.

### 1.3 Potential Star (Early promise)
- Strong potential and impact, with a track record of quickly rising to new challenges. Gaining significant stretch (e.g. in a new or challenging environment) to develop capability and experience. Shows aspiration and early promise – the question is more about when to progress, rather than if.
  - Are they gaining experience, exposure and learning that will help them for potential future roles?
  - Will they be more ready to progress in the longer term?

Development focus: Increase capability and experience in this role. Accelerate development for potential next moves.

### 2.1 Professional (Solid performer in current role)
- Valued at this level and in this role. Consistently delivers on expectations. Reliable performer who is well placed to keep up with new initiatives, methods and ideas conscientiously. Well placed and motivated to succeed in current role.
  - Are they well placed and motivated to continue delivering consistent results in their current role and stay on-board with changes over the short to medium term?

Development focus: Development for continuous improvement and keeping up with change.

### 2.2 Key Performer (Agility beyond immediate role)
- Consistently delivers on expectations, sometimes more. Quick to adapt and bring others along with changes. Shows agility beyond immediate job requirements. May benefit from time, testing and/or a clarification of aspirations to confirm next career move, if any, to target.
  - Are they one of your go-to people for projects/new initiatives?
  - Are they open to possibilities but need time or testing to clarify their next move?

Development focus: Keep growing broad skill base and experience. Clarify aspirations/address any career derailers.

### 2.3 Future Star (Ready to progress in 1-2 years)
- Frequently achieves ambitious goals with strong aspiration and demonstration of potential in a variety of new and challenging situations. Needs time to strengthen capability and readiness in a small number of areas, before progressing to a role of increased size or scope.
  - Would they benefit from gaining crucial experience before their next career move?
  - Will they be more ready to progress in 1-2 years?

Development focus: Strengthen specific capability and/or experience needed for targeted next move.

### 3.1 Deep Professional (Excelling in current role)
- Highly valued in current role or within a specialised field. May be recognised outside the team, or across the organisation, sector, or industry. Well placed and motivated to excel in current role.
  - Are they well placed and motivated to continue delivering exceptional results in their current role over the short to medium term?
  - Are they not interested in a career move, at least for now?

Development focus: Keep at the leading edge of their role or specialised field.

### 3.2 High Professional (Possible progression)
- A highly capable, strong performer with a proven track record dealing with complex challenges. Shows agility beyond immediate job requirements and is ready to take on new challenges, broader scope, or possibly progress to a higher role with the right experience.
  - Are they a safe pair of hands to deal with our most gnarly problems?
  - Do they need some help to recognise the potential that others see in them?

Development focus: Keep engaged and challenged. Provide opportunities to clarify aspirations/test potential.

### 3.3 Star (Ready to progress)
- Ready now for their next bigger or more complex role. Has realised their potential and aspiration for more, having stepped up and succeeded quickly, repeatedly and effectively in a range of situations. Will likely be successful at next level now.
  - If they moved to a role of increased size and scope now, are you confident that they would be successful?
  - Do they have both depth and breadth of experience?

Development focus: Keep stretching until next role becomes available.
MODERATION

Talent moderation is future focused, as well as meeting immediate needs.

Moderation allows each leadership & management team to build a common understanding of their people’s strengths and how to best to target development for them, in ways that will meet individual, organisational and State sector needs.

Leadership & management teams should re-calibrate their moderation at least every 6 months, to capture changes in aspirations, capability & performance.

TALENT MODERATION

Activities may include (not exhaustive):
• Review individuals (capability & performance vs type of potential) using the Dynamic Talent Map (9-box grid), and discuss progress of individual capability development
• Review the collective capability of the group, and agree the group’s capability development priorities for the coming year
• Identify meaningful development experiences (e.g. shadowing, projects, secondments) and consider who is best positioned to attend formal development programmes/courses
• Review key positions and critical roles, ensuring that appropriate development for succession is in place
• Highlight emerging leaders/high potential talent at lower levels
• Give visibility of your team’s high potential people to other appropriate talent forums (up, across or outside the organisation).

Results of moderation
Talent moderation helps leadership & management teams to identify:
• The best type of development focus for each individual – feeds in to their individual development planning
• Who is best placed to provide that support
• Who gets access to what opportunities, as these arise
Introduction
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CONVERSATION 2: DEVELOP A PLAN TO HELP THEM BE SUCCESSFUL

This is the “so what” of talent management... what type of development will best support your people to be successful – in their job and their career?

The following pages set out information to assist managers to have these types of conversations.

DEVELOPMENT PLANNING

Once placement on the *Dynamic Talent Map* (9-box grid) has been moderated to align with the most useful form of development support, then the aim of the next conversation is:

- **To help your people understand their current development focus** noting that:
  - this is open to change over time as aspirations, capability & performance change
  - the individual can take some steps to change perceptions if their current development focus differs from their aspirations

- **To work out an appropriate development plan** for the next period of time.

IMPLEMENTING THE DEVELOPMENT PLAN

The development plan is intended to be a “living document” that is actively followed through. Adjust the plan when new information is gained or aspirations change. Keep on the alert for workplace opportunities that line up well with the individual’s development focus.

Your organisation may use people’s placement on the *Dynamic Talent Map* to prioritise who gets access to different forms of development. This makes it important to keep placement on the map up-to-date, as things change.
**1.1 Not Performing (or Poor Fit)**

**Description:**
Has been in the role long enough to be performing but is not currently doing so. May not be a good fit – with the organisation, recent changes, and/or role. Talents and strengths may be mismatched to job requirements.

**Development focus:**
Coaching/training needed to get performance back on track, or support a move to a role of increased fit.

Seek HR support.

**Career of particular interest to/supported by:**
Direct Manager, in partnership with HR

**Most likely movement in Dynamic Talent Map:**
Possibly towards “Professional” or “Potential Performer” if moves to a better fit role.

**Development conversation starters:**
Choose or adapt the phrases that might apply:
- We’d really like to see you performing more as we know you can.
- Let’s talk about what needs to happen to get you to a place where you are being successful and feeling engaged.

*Note: There are particular challenges for both individuals and their managers in situations where an individual may not be in a best fit role or is not performing for any reason. Please seek HR advice before proceeding with these conversations.*
2.1 Professional (Solid performer in current role)

Description:
Valued at this level and in this role. Consistently delivers on expectations. Reliable performer who is well-placed to keep up with new initiatives, methods and ideas conscientiously.

Development focus:
Development for continuous improvement and keeping up with change.

Career of particular interest to/supported by:
• Direct Manager
• Deep Professionals

Most likely movement in Dynamic Talent Map:
Possibly towards “Deep Professional” or “Key Performer”

Development conversation starters:
Choose or adapt any phrases that might apply:
• Its great to be recognised as a Professional.
• Your talents and skills are well aligned to the work you do. You appear to get satisfaction from doing your work well – in part because you get to do some of what you do best every day.
• We appreciate that you are consistently doing what is asked of you and sometimes a bit more. We value and depend on people like you, reliably getting on with the core work of our business.
• You’re on-board with and keeping up with changes in your work practices and in organisational direction.
• (If aspires to stay in current role) Our latest career discussions confirmed that you aren’t looking to change roles over the short to medium term. That seems a good option for you for now. Let’s work out what you need to succeed/excel in your current role.
• There may be two or three specific skill areas or strengths that would be of benefit for you to develop further. Lets work out/discuss what these are...

Development options:

Learning on-the-job:
• More opportunities to work on tasks that make best use of individual’s unique talents, strengths and motivations
• Tasks/projects that grow role-specific capability
• Explore new and different types of work within current role scope that keep the individual interested and motivated
• Take the lead on lower-intensity pieces of work

Learning from others:
• Work along-side highly engaged deep professional or key performer
• Development coaching to confirm individual talents/strengths/motivators
• Career coaching, if plateaued in current role

Formal learning:
• Courses to extend skills and/or keep up with requirements
3.1 Deep Professional (Excelling in current role)

Description:
Highly valued in current role or within a specialised field. May be recognised outside the team, or across the organisation, sector or industry. Well-placed to continue exceptional performance in current role.

Career of particular interest to/supported by:
- Direct Manager
- Functional Leads

Most likely movement in Dynamic Talent Map:
Continue as “Deep Professional”, or towards “High Professional” if seeking growth beyond current role.

Development focus:
Keep at the leading edge of their role or specialised field.

Development conversation starters:
Choose or adapt any phrases that might apply:
- You are a stand-out performer with strong capability in your current role.
- You have deep experience/expertise in all aspects of your role that allow you to produce exceptional results.
- Your talents and skills are well aligned to the work you do. You appear to get satisfaction from doing your work well – in part because you get to do some of what you do best every day.
- We are very happy to have you act as a role model to others, coaching them to learn from your deep experience/expertise.
- We appreciate your positive influence as this helps others build their capability too.
- (If aspires to stay in role) Our latest career discussions have indicated you want to keep on in your current role for now as it is where you see yourself making your best contribution.
- We would like to invest in you to keep at the forefront of your role (or area of specialty) and help us lift the capability of others in similar roles.
- (If seeking growth beyond current role) Let’s work out some initiatives you can get involved in that require you to take a different perspective and acquire/practice new skills.

Development options:

Learning on-the-job:
- Work on real workplace challenges (perhaps with other highly capable individuals) to gain even greater depth of experience within specialty area
- Shadow/project/secondment with key stakeholders to get a deeper understanding of their perspectives as a way of helping do own role even more effectively
- Complex challenges requiring high level expertise

Learning from others:
- Work along-side/network/participate in action learning groups with other highly engaged deep professionals from own or external agencies
- Coach and mentor others as a way to deepen and share own knowledge, experience & skills

Formal learning:
- Conferences/seminars/courses to keep at forefront of role (including as a speaker)
1.2 Potential Performer (New to role or developing)

Description:
Still developing, due to being new to current role/level, or not yet performing the full range of duties. It’s too early to test for next-level potential.

Career of particular interest to/supported by:
- Direct Manager
- Others who can support induction

Most likely movement in Dynamic Talent Map:
Possibly towards “Professional”, “Key Performer”, or “Potential Star”

Development focus:
Support to get up to speed in new role. Review capability, performance & potential in 6 months.

Development conversation starters:
Choose or adapt any phrases that apply:
- It’s great to have you recently start in your new role.
- We selected you because you showed us that you have key talents, skills and experience required to succeed in this job.
- In particular the strengths that showed through at interview and since include...
- At recruitment/selection, we also recognised a few areas of potential that we anticipate you’ll develop into. These include...
- You’re making steady/good/excellent progress getting to know your role/the organisation/State sector.
- At this point we’d like to get you more settled into this role before talking further about next development or career steps. Although I’m happy to hear any top-of-mind thoughts you have.
- Keep on progressing the way you are and let’s review your capability, performance & potential in 6 months time.

Development options:

Learning on-the-job:
- Most of the new start’s learning is likely to be on the job, getting to know all new aspects of the work.
- Target on-the-job learning support based on learning style and current level/areas of familiarity with the work.
- Place a focus on self-help references, e.g. guides, policies and procedures, desk files or handover documents.

Learning from others:
- Work along-side/network with highly engaged deep professionals or key performers to learn good practice
- Feedback and coaching to confirm individual is on track as job is being learned

Formal learning:
- Formal induction events
- Courses/training to learn skills required in the role

Type of Potential
- 1.1 Not Performing/Poor Fit
- 1.2 Potential Performer
- 1.3 Potential Star
- 2.1 Professional
- 2.2 Key Performer
- 2.3 Future Star (1-2 years)
- 3.1 Deep Professional
- 3.2 High Professional
- 3.3 Star (Ready now)
### 2.2 Key Performer (Agility beyond immediate role)

**Description:**
Consistently delivers on expectations, sometimes more. Quick to adapt and bring others along with changes. Shows some agility beyond immediate job requirements and may benefit from time, testing and/or a clarification of aspirations to confirm next career move, if any, to target.

**Career of particular interest to/supported by:**
- Direct Manager
- Change/Project Managers for new initiatives

**Most likely movement in Dynamic Talent Map:**
Possibly towards “Deep Professional”, “High Professional” or “Future Star”

**Development focus:**
Keep growing broad skill base and experience. Clarify aspirations/address any career de-railers.

**Development conversation starters:**
Choose or adapt any phrases that apply:
- You are one of our key performers.
- You’re recognised not only to be reliably delivering on the core requirements of your role, but also as someone who gets quickly on board with organisational change.
- We appreciate your positive influence as this helps others come on board too.
- You’re someone we feel confident involving in new initiatives because you help us to deliver these more effectively.
- This agility suggests you have potential for career growth and possible progression to take on a bigger or more complex role sometime in the future.
- *(Depending on aspirations)* If we’ve talked about your career aspirations in the past, you have either been a bit uncertain where you’d like to head or, from a management perspective, the potential you have for roles of interest is largely untested.
- So we’d like to explore this to give you and us a bit more clarity and confidence that we’re supporting you towards work in which you can make your best contribution and which will be most satisfying for you.

**Development options:**

**Learning on-the-job:**
- Expose to new and different aspects of work and higher leadership/management activities
- Assign further work/projects in those areas to keep drawing out/realising areas of potential
- Use this information to clarify possible next career steps, or clarify if preference to keep on in current role (as is appropriate)

**Learning from others:**
- Shadow a range of people to learn about different roles – see which ones pique interest
- Work with change managers implementing new ideas/initiatives to learn from them first hand

**Formal learning:**
- Courses/training to extend skills and/or keep up with requirements

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<table>
<thead>
<tr>
<th>Type of Potential</th>
<th>Capability &amp; Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Not Performing/Poor Fit</td>
<td>1.1 Not Performing/Poor Fit</td>
</tr>
<tr>
<td>2.1 Professional</td>
<td>2.2 Key Performer</td>
</tr>
<tr>
<td>3.1 Deep Professional</td>
<td>3.2 High Professional</td>
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<tr>
<td>1.2 Potential Performer</td>
<td>2.3 Future Star</td>
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<tr>
<td>1.3 Potential Star</td>
<td>2.3 Future Star (1-2 years)</td>
</tr>
<tr>
<td>3.3 Star (Ready now)</td>
<td>3.3 Star (Ready now)</td>
</tr>
</tbody>
</table>
3.2 High Professional (Possible progression)

Description:
A highly capable, strong performer with a proven track record dealing with complex challenges. Shows agility beyond immediate job requirements and is ready to take on new challenges, broader scope, or possibly progress to a higher role with the right experience.

Development focus:
Keep engaged and challenged. Provide opportunities to clarify aspirations/test potential.

Career of particular interest to/supported by:
Direct Manager + give visibility to other talent forums (up, across or outside the organisation)

Most likely movement in Dynamic Talent Map:
Possibly towards “Deep Professional”, “Future Star” or “Star”

Development conversation starters:
Choose or adapt any phrases that apply:
- You are a highly capable professional with potential to take on broader scope and gnarly challenges, because you show agility beyond your immediate job requirements.
- You are a strong performer. You have experience/expertise in all aspects of your role that allow you to produce exceptional results.
- We feel confident giving you our most thorny challenges because you have the ability to work beyond the boundaries of your role to get good outcomes.
- We see you as having readiness for more. This might be for a broader range of roles at your current level, or perhaps some untested potential for higher roles.
- (Depending on aspirations) When we’ve talked about your career aspirations, you have either been a bit uncertain where you’d like to head, are not currently interested in seeking promotion at this time, or from a management perspective, the potential you have for progression is largely untested.
- So we’d like to explore this to give you and us a bit more clarity and confidence that we’re supporting you towards work in which you can make your best contribution and which will be most satisfying for you.

Development options:

Learning on-the-job:
- Work on gnarly challenges (e.g. with multi-functional teams) to gain greater breadth of experience
- Expose to different aspects of higher leadership/next-level requirements
- Assign further work/projects to keep drawing out/realising areas of potential
- Use this information to clarify preferred next career steps

Learning from others:
- Participate in action learning groups and broaden network with multi-disciplinary teams from own or external agencies
- Coach key performers/deep professionals whose next move is towards high professional

Formal learning:
- Conferences/seminars/courses that provide breadth, not just depth of understanding/skill

Type of Potential
- 1.1 Not Performing/Poor Fit
- 2.1 Professional
- 2.2 Key Performer
- 2.3 Future Star (1-2 years)
- 3.1 Deep Professional
- 3.2 High Professional
- 3.3 Star (Ready now)
1.3 Potential Star (Early promise)

Description:
Strong potential and impact, with a track record of quickly rising to new challenges. Gaining significant stretch (e.g. in a new or challenging environment) to develop capability and experience. Shows aspiration and early promise – the question is more about when to progress, rather than if.

Career of particular interest to/supported by:
Direct Manager + give visibility to other talent forums (up, across or outside the organisation)

Most likely movement in Dynamic Talent Map:
Possibly towards “Future Star” or “Key Performer”

Development focus:
Increase capability and experience. Accelerate development for potential next moves.

Development conversation starters:
Choose or adapt any phrases that apply:
- We recognise you are stretching yourself – perhaps in a new environment or with a difficult challenge – which is helping you to gain significant further experience to support your career growth.
- You have a history of quickly rising to new challenges and experiences, so we have every confidence in your aspiration and ability to progress at the right time.
- *(Depending on aspirations)* Once you’ve increased your experience and demonstrated further success, we are keen to support your aspirations to move towards a bigger and more complex role.
- In the meantime, we’d like to focus on providing you with the support to prove yourself and excel in this environment.

Development options:

Learning on-the-job:
- The person may be stretching themselves in a new environment or with a difficult challenge. If so, the challenge of the current experience will be developmental in its own right.
- Maximise exposure to higher leadership and gain the breadth of experience required for success in this and future roles.

Learning from others:
- Participate in an action learning group to tap into expertise of others in managing these environments
- Manager coaching and support
- External mentor or coach for support while adjusting to new or challenging environment

Formal learning:
- Programmes/courses which accelerate development for potential next moves.
2.3 Future Star (Ready to progress in 1-2 years)

Description:
Frequently achieves ambitious goals with strong aspiration and demonstration of potential in a variety of new and challenging situations. Needs time to strengthen in a small number of areas, before progressing to a role of increased size or scope.

Career of particular interest to/supported by:
Direct Manager + give visibility to other talent forums (up, across or outside the organisation)

Most likely movement in Dynamic Talent Map:
Possibly towards “Star” or “Potential Performer” if/when gain promotion into a bigger, more complex role

Development focus:
Strengthen specific capability and/or experience needed for targeted future move.

Development conversation starters:
Choose or adapt any phrases that apply:
• As a future star, you’re keen to progress to a role of increased scope and size in a year or two, and we’re keen to support you to develop the skills and experiences you need to get there.
• (Depending on aspirations) You either already had the aspirations to progress further, or you became open to progressing when you got feedback on the potential we see in you.
• The types of people we need at the next level up have the following attributes/abilities/experience...
• You are already demonstrating a number of these, including...
• You are very aligned with the direction that the organisation/State sector is heading in and you’re keen to make an even bigger contribution.
• You seem to value and get a real buzz from dealing with the sorts of challenges more typical at this next level.
• From an organisational perspective, you are a key person for us to have in the ‘pipeline’ ready to take up future senior roles.
• Some of the critical experiences we see you needing under your belt to help you prepare for your next career step are...

Learning on-the-job:
• Breadth and range of experiences become increasingly important as individuals move to more senior levels – seek out new and different experiences via project work, challenges, secondments

Learning from others:
• Shadowing or mentoring from someone who has made a successful transition to the next level or who has key attributes the individual is seeking to emulate

Formal learning:
• Programmes/courses to develop next-level capability
3.3 Star (Ready to progress)

Description:
Ready now for their next bigger or more complex role. Has realised their potential and aspiration for more, having stepped up and succeeded quickly, repeatedly and effectively in a range of situations. Will likely be successful at next level now.

Career of particular interest to/supported by:
Direct Manager + give visibility to higher leadership team/other talent forum/career board

Most likely movement in Dynamic Talent Map:
Possibly towards “Potential Performer” when promoted to next-level role

Development focus:
Keep stretching until next role becomes available.

Development conversation starters:
Choose or adapt any phrases that apply:
- You’re ready now to progress to a higher and more complex role. While we’re waiting for the right opportunity to come along, we’re keen to support you to refine your skills and experiences to help you be even more successful, sooner after starting at your next level.
- You seem to value and get a real buzz from dealing with the sorts of challenges more typical at this next level.
- You are very aligned with the direction that the organisation/State sector is heading in and you’re keen to make an even bigger contribution.
- You are already demonstrating many of the attributes needed at the next level, including...
- If you gained a position in the next few months, the areas of greatest development for you are likely to be... We can support you to prepare strategies for managing these areas while focusing on your strengths.
- From an organisational perspective, you are a key person for us to have in the ‘pipeline’ ready to take up future senior roles.
- What experiences do you think will be critical for you to be exposed to in order to increase your likelihood of success when you make your next career move?

Development options:

Learning on-the-job:
- Acting up at the next level, whether inside the organisation or elsewhere
- Applying for next level roles, gaining full feedback and focusing development on indicated improvement areas
- Fine tuning and preparing to be more successful, more quickly when a promotion is gained
- Greater visibility and exposure

Learning from others:
- Mentoring and sponsorship from a successful next level leader in relevant field, sector or organisation

Formal learning:
- Programmes/courses to keep stretched and strengthen next-level capability. Note: In many cases, this option will be less valuable than learning-on-the-job options.
GUIDE: IDENTIFY & DEVELOP TALENT

INTRODUCTION
This section will introduce you to talent management – why we do it, what it means and how it fits with the performance & development cycle.

IDENTIFY
Having regular conversations will help you to better understand your people and where they are at in their career ‘right now’.

DEVELOP
This is the “so what” of talent management – making sure everyone has in place a targeted development plan to help them be successful.

APPENDIX
Some additional resources to help enhance and mature your talent management practice.
APPENDIX

Some additional resources to help enhance and mature your talent management practice.

TABLE OF CONTENTS

The following resources are provided to assist your development conversations.

- **Career conversation tips**: how to deal with aspirations that don’t match potential; strengths-based development

- **Assessing leadership potential**: There are clear indicators of potential (ability) that are linked to the Leadership Success Profile.

- **Assessing readiness**: How to consider people’s readiness (ability) to take on more responsibility in their role.

- **Potential for what?** Use “talent pools” to help identify, develop and deploy people according to their type of potential and readiness.

- **Early vs later in career**: Consider the difference in how you identify and assess early-in-career potential.

- **Potential ≠ most like me**: Consider a diversity & inclusion lens when identifying potential.

- **Where development happens**: 70/20/10 principle and ways to develop

- **Development strategies**: There are a range of talent management strategies to consider when forming development plans.

- **Conversation skills**: Coaching, feedback, courageous conversations

- **Self-assessment tool (Growing my potential)**: Leaders and their people can use this self-assessment to identify the strength of someone’s leadership potential against the Leadership Success Profile.
CAREER CONVERSATION TIPS
Further guidance and tips for having a great career conversations.

Areas to consider include:
- How to deal with someone’s aspirations that don’t match their potential
- Strengths-based development

HOW TO DEAL WITH SOMEONE’S ASPIRATIONS THAT DON’T MATCH THEIR POTENTIAL
The perspective managers have of their people’s potential may or may not align with an individual’s aspirations. It’s important up front to make it safe for the individual to voice their aspirations honestly. Suggested conversation starters:

- **For someone whose aspirations fall short of the potential you see in them:** “I’ve been noticing your strengths in...... And was wondering whether you’ve ever thought of...... I’d really like you to keep an open mind and maybe explore these different options a bit more.”

- **For someone whose aspirations may be running ahead of their current readiness:** “Great you’ve got ambitious goals. How ready do you see yourself being for your next step? If you’re really motivated to develop in this area, I think it would be useful for me to give you a steer on what we’re looking for in candidates for these roles, some of the strengths I see you’d bring, and some of the areas you’d have to “step up” in to be a serious contender. Would you be open to that?”

STRENGTHS-BASED DEVELOPMENT
An individual’s most significant career gains are likely to come from developing their unique talents and strengths. Helping people identify and recognise what their talents and strengths are and how to use them for the benefit of the team and organisation is an important step.

Consider how you can use a strengths-based approach to development. This means identifying and focusing where we can help people perform to their best potential, in line with their natural talents. The aim is not to focus on strengths and ignore weaknesses, but rather to focus on strengths and actively manage any de-railing weaknesses that are critical to role success. For example, people may find a “workaround” (e.g. a support mechanism or complementary partner) to help offset an area in which they aren’t naturally strong.

While capabilities define what’s needed or expected in a job, someone’s unique personality and talents will dictate how they’ll go about meeting those expectations and succeed.
LEADERSHIP POTENTIAL

There are clear indicators of **leadership potential** that are linked to the Leadership Success Profile.

These indicators inform how we can better identify and assess someone’s likelihood of excelling as a leader as they progress their career.

People can self-assess these potential indicators by using the self-assessment tool: “Growing Leadership potential”.

These capabilities are required in all public service leadership roles, and are linked to the Leadership Success Profile.

Together, these indicate the strength of someone’s likelihood of excelling as they progress their leadership career in new and challenging environments.

- **Achieving ambitious goals** – Demonstrate achievement drive, ambition, optimism, and delivery-focus; to make things happen and achieve ambitious outcomes.
- **Engaging others** – Connect with people; to build trust and become a leader that people want to work with and for.
- **Curious** – Show curiosity, flexibility, and openness in analysing and integrating ideas, information, and differing perspectives; to make fit-for-purpose decisions.
- **Honest and courageous** – Deliver the hard messages, and makes unpopular decisions in a timely manner; to advance the longer-term best interests of customers and New Zealand.
- **Resilient** – Show composure, grit, and a sense of perspective when the going gets tough; to help others maintain optimism and focus.
- **Self-aware and agile** – Leverage self-awareness to improve skills and adapt approach; to strengthen personal capability over time and optimise effectiveness with different situations and people.

Someone showing **strong** indicators of potential are more likely to **fast-track** their careers and **be successful**.

Others may need to grow their potential and progress their career more gradually, over time.
READINESS

You need to also consider people’s readiness (ability) to take on more responsibility.

This is about assessing the knowledge, skills and experience required to meet the requirements of their current role vs readiness for future opportunities.

If someone aspires to progress, and demonstrates potential, how ready are they? How big is the gap between their current role and their targeted next move? How can you close the gap over time, through experience, exposure and learning that will help for future bigger roles?

The Dynamic Talent Map (9-box grid) is a helpful tool to map someone’s type of potential, as well as their current capability & readiness to take on more responsibility.

If you identify that someone has clear aspiration and potential to progress to a bigger, more complex role, then for development purposes you might place them as a:

- **Star (Ready to progress)**: High readiness; having stepped up and succeeded quickly, repeatedly and effectively in a range of different situations.
- **Future Star (Ready to progress in 1-2 years)**: Medium readiness; needs time to strengthen in a small number of areas, before progressing to a role of increased size or scope.
- **Potential Star (Early promise)**: Low readiness; gaining significant further experience to develop capability, before progressing to their next bigger role.

You might also think about readiness for:

- **Key Performers** who have some agility beyond their immediate job requirements, and might be on a more gradual, steady development curve. They may benefit from time, testing or a clarification of aspirations to confirm their next career move, if any, to target.
- **High Professionals** who show strong capability & performance and show potential to broaden their scope. It might be that they are ready to be given our most ‘gnarly’ challenges – or perhaps they need some help to recognise the potential others see in them.

Based on their aspiration and type of potential, **Potential Performers, Professionals** and **Deep Professionals** are unlikely to be deployed for a different purpose, at least for now.
POTENTIAL FOR WHAT?

Use “talent pools” to better identify, develop and deploy people according to their potential and readiness.

Defining talent pools which are critical to needs across the organisation and State sector will allow us to better identify, develop and deploy capability to priority areas.

The Talent Management Information System (TMIS) is a key tool to help us keep a common database of talent pools across the whole-of-State-services system.

Talent pools can also be created within and across agencies, with or without the use of the TMIS.

SUCCESSION POOLS

Succession pools are used to identify, develop and deploy people with potential for system key positions and agency critical roles.

The aim is to accelerate the development of credible candidates who are within three to five years of being ready for our most complex senior roles.

It is typical to identify successors in terms of their readiness:

- Ready now
- Ready in 1-2 years
- Ready in 3-5 years
- Acting or emergency backfill

OTHER TALENT POOLS

Other talent pools can be defined around people’s aspiration, potential and readiness. For example:

- Leadership talent pools (e.g. Potential General Managers)
- Functional talent pools (e.g. Potential Chief Legal Advisors)
- Specialist talent pools (e.g. Potential to be deployed in crisis situations or specific international expertise)

These talent pools might be further segmented according to their purpose.
EARLY VS LATER IN CAREER

Consider the difference in how you identify and assess early-in-career potential.

Someone’s stage of career development makes all the difference when identifying emerging talent and potential at all levels.

<table>
<thead>
<tr>
<th>Early-in-career potential</th>
<th>Later-in-career potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone who is earlier in their career and has not been in formal leadership or specialist roles, has less experience to draw on.</td>
<td>Identifying potential later in an individual’s career tends to be a little easier to recognise.</td>
</tr>
<tr>
<td>Looking at learning agility, relationship skills and how power or influence is exercised can be alternatives that help clarify these individuals’ potential. You might also look outside of their work experiences, e.g. voluntary roles, community and cultural involvement.</td>
<td>The person may already be in a leadership or specialist role, so there will be a pattern of people-related and organisational challenges they’ve faced.</td>
</tr>
<tr>
<td>Sometimes early-in-career people need some additional help to recognise the type of potential that others see in them.</td>
<td>How they’ve responded to those challenges, what they’ve learned, how their thinking has expanded all help give confidence to an assessment of the person’s potential.</td>
</tr>
</tbody>
</table>
POTENTIAL ≠ MOST LIKE ME
Consider a diversity & inclusion lens when identifying potential.

If the State sector is to encourage greater leadership diversity that better reflects the New Zealand population we serve, it is important to recognise different forms of potential.

A key challenge in working with potential is to be willing to acknowledge that we may be operating from a position of “unconscious bias”. It is most natural to be comfortable with others who are most like us. However, that will be limiting the concept of potential.

Be willing to recognise different personalities and strengths when determining potential. You can also upskill yourself in unconscious bias and grow your ability to deal with diverse perspectives, e.g. intercultural competence or working with different personalities.

Also consider different types of aspiration, ability and engagement:

Diverse people bring different skillsets and perspectives that help us achieve results for the communities we serve. Look for their natural talents and strengths – and how to apply them.

Some people are highly committed to external groups they belong to, which can give an impression of mixed commitment to the organisation. Create the opportunities for people to integrate their personal drivers with development that grows their capability & career – and drives organisational performance.

Be aware that some people are less comfortable with self-promotion. Observe these people to uncover their potential and encourage them to consider opportunities which develop their careers.
WHERE DEVELOPMENT HAPPENS

When planning development with your people, remember where learning happens.

70:20:10 PRINCIPLE

This adult development principle says that:

- **70% happens on-the-job.** This is sometimes referred to as “experiential learning”. For example, a person is more likely to learn how to run a project by actually planning and managing one, than by just attending a project management workshop.

- **20% comes through others.** This could include informal conversations, sharing ideas, coaching, mentoring and feedback. For example that same person may gain some insight by discussing problems they are having managing the project with their colleagues.

- **10% comes from formal learning.** This could include workshops, courses, seminars, conferences and tutorials. For example a person may attend a three-day project management workshop, but need some help to apply their learning back in their role.

WAYS TO DEVELOP

Use a variety of approaches to grow someone’s capability:

- Workshops, courses and programmes
- Conferences and seminars
- Action learning sessions
- Team building and planning days
- Networking and attending professional meetings
- Coaching.
- Mentoring.
- E-learning.
- Reading.
- Self-paced individual study.
- Web searches.
- Online free programmes.
- Shadowing/observing.
- Rotation.
- Leading/taking a role in projects.
- Stretch assignments.
- Internships.
- On-the-job experience.
- Transferring learning to others.
- Secondments.
- Simulated exercise.
- Buddying.
- Asking for feedback.
- Thinking about your performance and working out different ways to do things.
- Reflecting with another person
- Personal reflection – keeping a journal

Comprehensive LDC Toolkits are available, including:

- Experiential Development
- Leader-led Development
- The Individual Development Plan

Go to: [https://www.ldc.govt.nz/information-and-resources/toolkits/](https://www.ldc.govt.nz/information-and-resources/toolkits/)
DEVELOPMENT STRATEGIES

There are a range of strategies to consider when forming development plans.

Consider the approach that would deliver the best outcome with each person.

Here are some development strategies to consider:

- **Enhancement**: a plan designed to work directly on a need or mission-critical competency; the person is aware and is motivated to do something about it.

- **Good to great**: a high-performing staff member who is already good and can be great, i.e. developing a strength.

- **Workaround**: a plan that works around a person’s weaknesses, i.e. using something or someone else to get the same thing done (e.g. a support mechanism or complementary partner).

- **Redeployment**: finding a better match; either this person is in the wrong job and you want to help them move to a place where they can succeed; or the organisation could make better use of their skills.

- **Perception differences**: a staff member does not agree that their capability & performance, or “type of potential” is as you see it. You may want to demonstrate your perception, or change your perception.

- **Re-railment**: getting someone back on track after a period of poor/under-performance.

- **Skills transfer**: a plan that helps skills that are used in one area/context are successfully transferred to other areas of work or new environments.

- **Exposure**: a plan that exposes a staff member to an experience or opportunity

- **Confidence**: a plan to boost a staff member's confidence, rather than actual talent.

Source: Adapted from *Broadband Talent Management: Paths to Improvement* (Eichinger, Lombardo & Stiber)
CONVERSATION SKILLS

There are some key conversation skills which people leaders need to master, if they are to be effective managers of talent.

Consider your confidence and effectiveness in the following three skills:

- Skill #1: Coaching
- Skill #2: Feedback
- Skill #3: Challenging conversations

SKILL #1: COACHING

You may use coaching to: set goals, develop skills, encourage career development, motivate, build confidence, solve problems, challenge staff and more.

Great questions are at the heart of effective coaching. There are a range of useful coaching models in common use, such as the GROW model.

SKILL #2: FEEDBACK

Think about feedback as a valuable learning conversation and information sharing exercise. Motivational feedback acknowledges what a person has done well, increasing feelings of confidence, capability and strengthens your relationship. Performance improvement feedback identifies what the individual needs to do differently to achieve high performance.

SKILL #3: CHALLENGING CONVERSATIONS

Sometimes, talent management means having challenging conversations. These are usually conversations where the stakes are high, emotions are strong and opinions vary. Challenging conversations may be necessary when you are dealing with poor performance, or where there is a difference of perception.

Having a challenging conversation takes a constructive mindset – and courage. Avoiding a challenging conversation may seem like an attractive option, but your ability to speak up is crucial to your success.