



# CHA Tenancy Management Capability Framework

Talent Management  
Guide

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# About this document

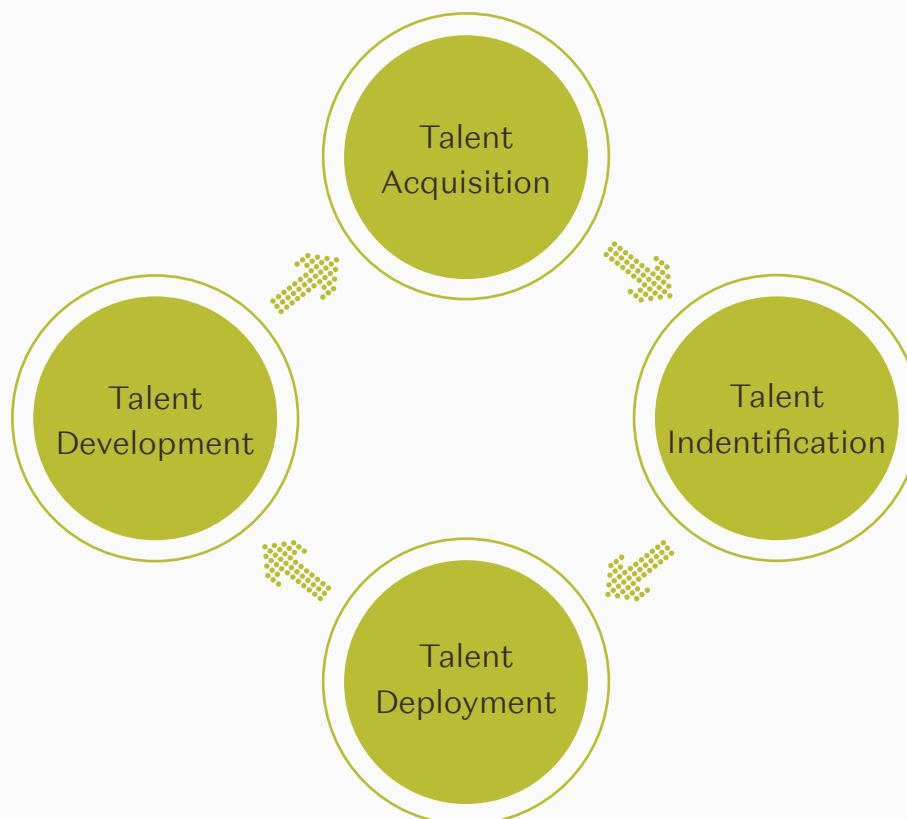
This Talent Management Guide introduces the four phases of talent management, provides detailed guidance about talent identification using a dynamic talent map, and suggests tailored development approaches for each talent map placement.

## Introducing TALENT

### Talent Management

“Talent management includes all the ways that organisations bring employees on board, keep them happy and productive, and help them continue to develop their skills over time” (McKinsey, 2023).

“Talent” means the staff members in your organisation: their skills and abilities, their potential and motivation, and their overall performance. Talent management has four main phases:



## Talent acquisition

Talent acquisition means attracting the right kind of people to work for your organisation, and ensuring that their skills and attributes are a good match for the role you appoint them to. Talent acquisition includes planned and thoughtful recruitment strategies and selection processes, and often includes consideration of a talent ‘pipeline’ – this could be staff members within your organisation who are showing potential and promise for a new role within the organisation, or it could be talent ‘pools’ outside of your organisation.

In this context, a talent pool is a source of possible talent – your organisation might build an ongoing relationship with education providers, social sector employee networks, targeted searches on LinkedIn or through recruitment companies, or you might build your own talent pool by having an ‘expression of interest’ opt-in form on your website, maintaining contact with former staff – or even former applicants for roles that have given you permission to reach out if another role becomes suitable – and your ‘followers’ on social media.

A talent acquisition strategy sets out what sort of people you want to encourage to apply for roles in your organisation and how you will ‘attract’ them – how and when you will advertise, how you will make your application process easy and inclusive, how you will ensure a positive candidate experience, how you will get feedback from unsuccessful applicants and so on.

In your talent acquisition strategy, consider how you will attract candidates that have the capabilities from the CHA Tenancy Management Capability Framework. Consider using some of the key language from the capabilities you’re focusing on in your advertising, and creating candidate personas that reflect the focus capabilities so that you can design an attraction recruitment process around those personas.

[This article from AIHR](#) provides more information, including a template and example, about developing candidate personas

## Employee value propositions

A talent acquisition strategy will often include what the employee value proposition (EVP) is for your organisation – this means why would someone want to work for you. More and more organisations will use their values and purpose as part of their EVP – consider the “do you care enough to be a cop” campaign from [New Zealand Police](#), or the ‘stories from the inside’ campaign from the [Department of Corrections](#). Other elements of an EVP might include learning and development or career development opportunities, clear opportunities

to progress within the organisation, competitive remuneration, flexible work arrangements, evidence of an employer commitment to employee wellbeing, discounted health insurance or other employee benefits, and, importantly, a genuinely positive organisational culture where staff members feel valued and have a strong sense of belonging.

Communicating the EVP throughout the talent acquisition process is important – and make sure you can back up everything you say: starting a new employment relationship with a breach of good faith and trust is not good for anyone!

## Talent identification

**Talent identification** means identifying the current state of capability and the potential of your current workforce (your staff members), and determining how best to support each staff member to develop and grow into their current or next role in your organisation. There are three elements to identifying talent:

- **Performance:** is the staff member performing at their best by meeting job expectations, demonstrating capability in line with the CHA Tenancy Management Capability Framework, and do they demonstrate a positive attitude and commitment to the organisation and the people it serves?
- **Potential:** does the staff member demonstrate the ability, aspiration and engagement to grow into a more complex role?
- **Readiness:** when will the staff member be ready to move into a more complex role? This could be now, in six months, a year or two, or even longer.

More information about the talent identification process can be found in the [Guide to Identifying Talent](#) section of this document.

## Talent development

Talent development refers to how an organisation goes about developing its workforce's capabilities at both an individual and workforce level. Individual talent development is often known as learning and development or performance development, where individual development goals are agreed between a staff member and a leader based on current or required performance or the staff member's aspirations and goals, and then a set of activities is agreed and planned in order to help build the capability required.

Workforce talent development can be either at an organisational level or a sector/industry level and refers to what capabilities need to be introduced, built, or strengthened. Within an organisation, a workforce strategy might be developed, which includes the identification of which capabilities are required to execute the organisation strategy. Then an organisation-wide stocktake might take place, to see what the current capability levels are at all levels and across all teams, which is followed by a capability development plan with a range of pathways for different types of role or team. Sometimes particularly niche or unique capabilities are needed, but building them within an organisation is not practical: this is where an organisation might use a third party or specialist agency.

## Talent deployment

Talent Deployment is ‘getting people ready for critical roles in the business.’

### Critical roles

Critical roles could be positions or people that would cause the most risk if they remained unfilled. They could be leadership, technical, operational, professional or specialist roles.

A role is critical if

- it is of importance because there are few people with the needed skills and experience (e.g. lack of candidates in the market)

and/or

- it is critical to achieving strategic initiatives, statutory compliance or operational deliverables and the risk of not having someone in the role means the initiative or objective cannot be achieved.

## Succession Planning

Understanding critical roles offers a systematic approach to **succession planning**.

Succession planning ensures there is continuity in the event of departures (both planned and sudden). A critical aspect of succession planning is the development of a pipeline of talent to provide succession for critical roles. In a pipeline, individuals would be categorised as:

- **Ready now** - the person is ready to move to the next bigger or more complex role and likely to be successful.
- **Ready in 1-2 years** - with relevant development and support between now and then.
- **Longer term** - emerging successor that could rise to new challenges, shows early promise.
- **Acting or emergency backfill** – not a permanent successor but could act in or backfill role temporarily.

Your organisation may have a succession planning process, and/or a critical role tracking spreadsheet, which can be used in conjunction with an organisation-wide 9-box talent grid.

## Attrition Risk

Staff members leave an organisation for a number of reasons. One of the most common reasons for leaving a role is for more career development/progression, or more opportunities for learning and development. In 2023, research for the people2people Recruitment Annual Salary and Employment Report, found that across New Zealand, Australia and the UK, ‘a lack of career opportunities’ was the number one reason staff members left their role, cited by 46% of those [surveyed](#).

Using a talent identification process and following up with development activities is an effective way to counter this risk: have ongoing and genuine conversations about a staff member’s career and professional development and show that you’re committed to supporting them by creating and following through on opportunities to develop their capability for their current and desired role.

# Guide to Identifying Talent

Earlier, talent identification was described as comprising three elements:

- **Performance:** is the staff member performing at their best by meeting job expectations, demonstrating capability in line with the CHA Tenancy Management Capability Framework, and do they demonstrate a positive attitude and commitment to the organisation and the people it serves?
- **Potential:** does the staff member demonstrate the ability, aspiration and engagement to grow into a more complex role?
- **Readiness:** when will the staff member be ready to move into a more complex role? This could be now, in six months, a year or two, or even longer.

These three elements lead to these steps:

## Ongoing performance and development conversations

Leaders and staff members should be having regular conversations about the staff member's performance and development. These conversations will probably look like impromptu and informal feedback moments, coaching conversations to assist with problem solving or task planning, regular one-to-one 'check in' conversations, quarterly or half-yearly formal performance reviews, and quarterly or half-yearly development conversations. Your organisation's way of recording and documentation of these performance and development conversations will vary, though its important that this happens regularly and consistently, and that agreed actions are completed by both the staff member and the leader.

## Career and aspiration conversations

At least a couple of times each performance year, leaders and their direct reports (staff) should have a deeper conversation to explore where the individual currently is in their career and where they want to go, so that leaders can better identify and tailor development opportunities and identify potential.

### Leaders: preparing for the conversation

Prepare for a face-to-face conversation that is focused on their development and career aspirations, approaching it like they would any coaching conversation. Review any previous development plans and consider the outcomes of the plans and previous development and career conversations.



## Leaders: holding the conversation

If possible, hold the conversation out of the office to create a more relaxed environment, and create space for the staff member to lead the conversation and explore how they're feeling about their career development and what opportunities they are wanting to take.

Ask open ended questions to help you understand and articulate their goals – try saying “tell me more” or “say more about that” to get more depth or detail if you need it. Take time to explore key points that surface that you may not have been expecting and be ready to provide honest and constructive feedback based on your observation.

Asking high-level questions such as ‘where do you want to go in your career?’, ‘how are you feeling about your progress’ and ‘how can [the organisation] best support you?’ will uncover their aspiration and potential to progress their career, and their readiness to take on more responsibility. These aspiration-based conversations, along with all formal and informal performance and development conversations throughout the performance year, will highlight the potential for career progression based on a mix of aspiration, ability and engagement.



## Leaders: questions to ask to identify potential

Potential is a mix of aspiration, ability, and engagement. Try using these questions to help identify a staff member's potential: it can be useful to reflect on the questions before having the conversation.

Understanding potential	Question prompts to support conversations	Actions
<b>1. Aspiration</b>  Provides understanding of what the staff member aspires to over their career.	<ul style="list-style-type: none"> <li>• What do you hope to achieve in terms of your development over the coming year?</li> <li>• Where do you see yourself in the short term and the longer term?</li> <li>• Are you looking to deepen your experience in a particular area, broaden your experience or progress to a new opportunity?</li> </ul>	Leader to ensure aspirations and goals are captured in the staff member's career and development plan, and any concerns about motivation are noted for further exploration or coaching, if applicable.
<b>2. Ability</b>  Relates to skills, knowledge and experiences. Ability is a key indicator of potential AND readiness for progression	<ul style="list-style-type: none"> <li>• What are the capabilities you need to be effective in your current job / future job?</li> <li>• Where are you strong?</li> <li>• Where do you need to focus your development, in order to be successful?</li> <li>• To what extent are you demonstrating ability beyond your immediate job requirements?</li> <li>• How ready are you to take on more responsibility?</li> </ul>	Refer to the staff member's position description and the CHA Tenancy Management Capability Framework to provide clarity about 'what good looks like'.
<b>3. Engagement</b>  Relates to how connected the staff member is to their work and the organisation	<ul style="list-style-type: none"> <li>• To what extent do you derive pride, enjoyment, inspiration or meaning from your current work?</li> <li>• What energises and motivates you?</li> <li>• Are you getting to do what you do best every day?</li> <li>• How could this organisation help you to advance your career?</li> </ul>	Leaders should note any action points, areas of concern, or items for further discussion and ensure follow-up actions are completed and coaching conversations are held (if applicable).

## Leaders: Reflections after the conversation

Following the conversation(s), leaders could consider:

- Does the staff member demonstrate potential and agility beyond their immediate job requirements?
- Are they well-placed in their current role?
- How ready are they to take on more responsibility?
- What do they aspire to in the short and long term?
- What are they motivated to achieve, in terms of their career?
- Are they right behind what the organisation is trying to achieve?
- How aligned are they with their role?
- What is the level of discretionary effort they contribute?

# Guide to Developing Talent

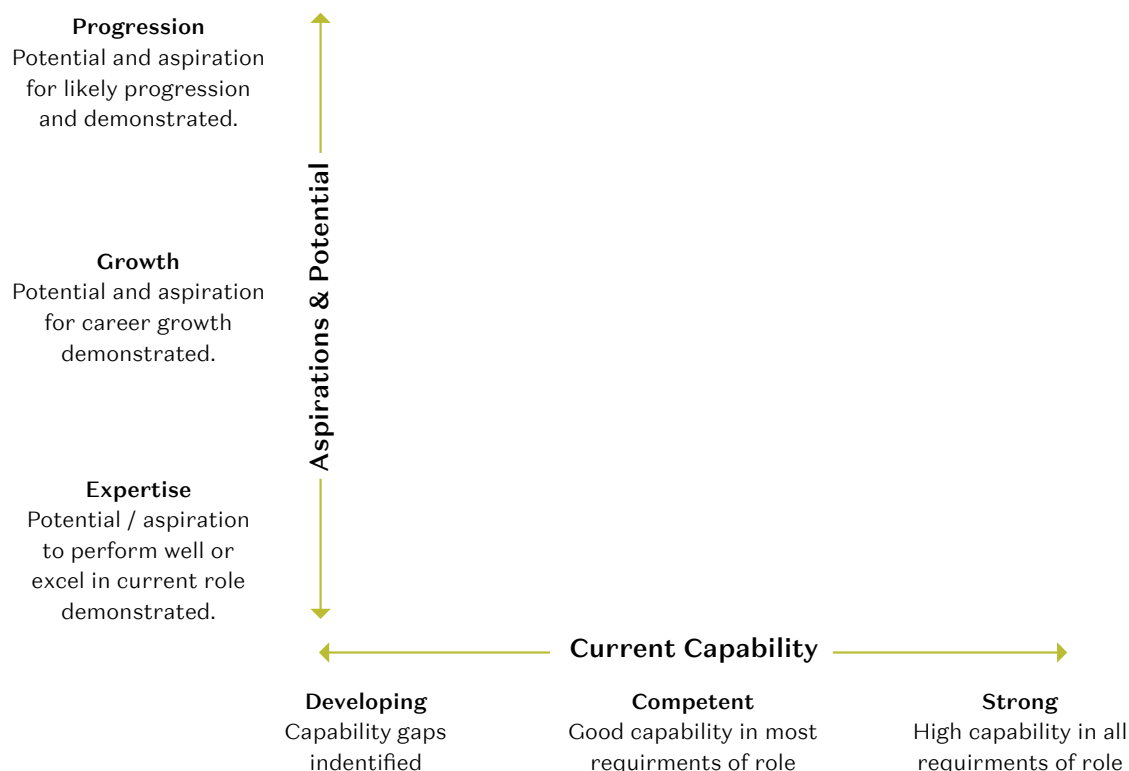
## Use a dynamic talent map to identify development pathways

Once leaders have understood where staff members feel they are in their development and where they want to go, the next step is to map out a pathway to help them to achieve their development objectives.

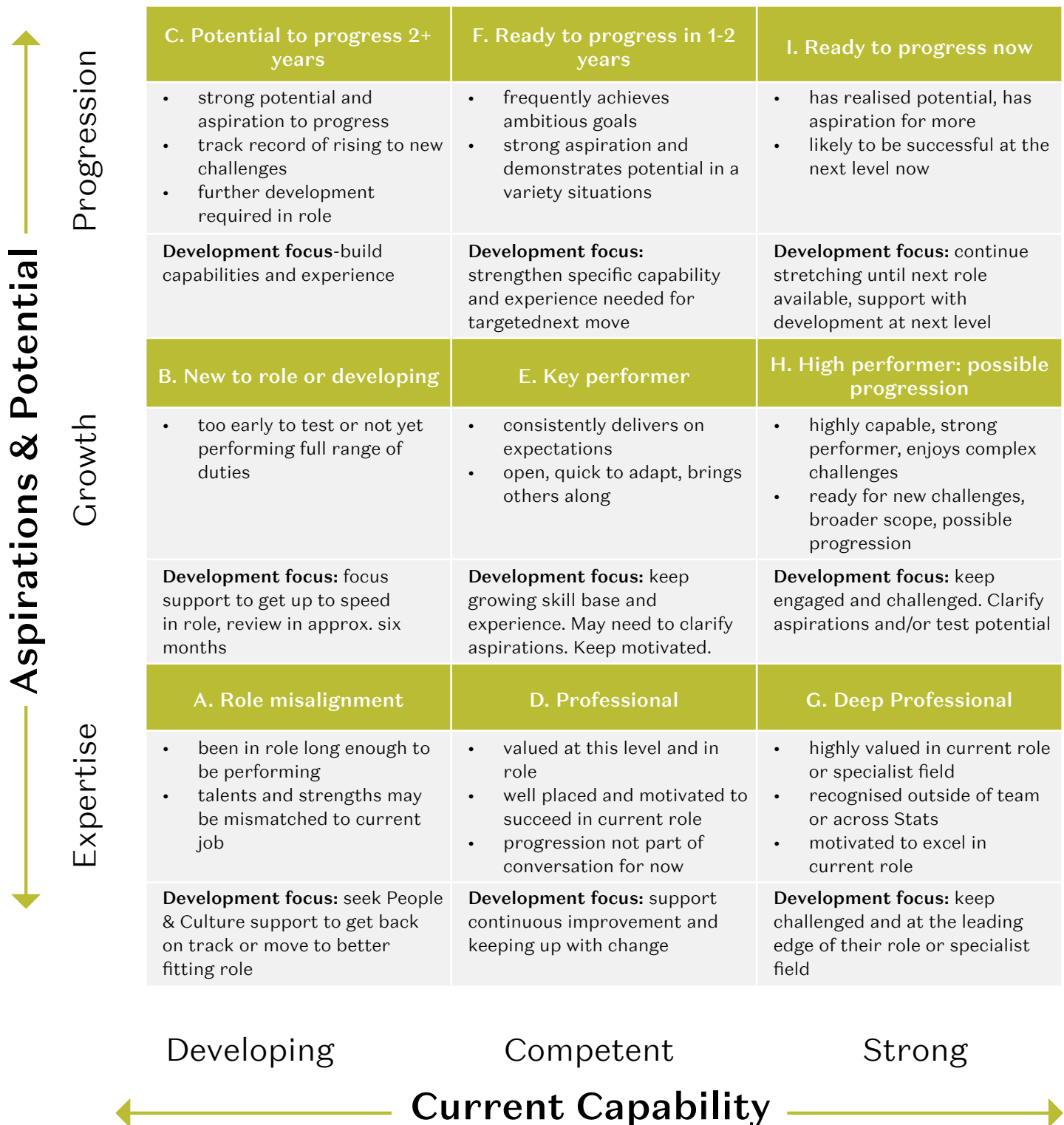
The Dynamic Talent Map, also known as a 9-box grid, is a common tool for identifying where a staff member is 'right now'. It tracks an individual's progression on two measures –their performance and their potential and helps leaders identify the development opportunities to move them towards their goals. It's dynamic because a staff member can move in any direction on the grid depending on how the role or organisation evolves, a change to strategy or sector context, their personal circumstances, or other performance-affecting factors.

### Introducing the dynamic talent map

The map, or grid, consists of a set of boxes that fit against an X axis of three phases of current capability (developing, competent, and strong) as well as a Y axis of aspiration and potential, with three stages along the axis. The two axes look like this:

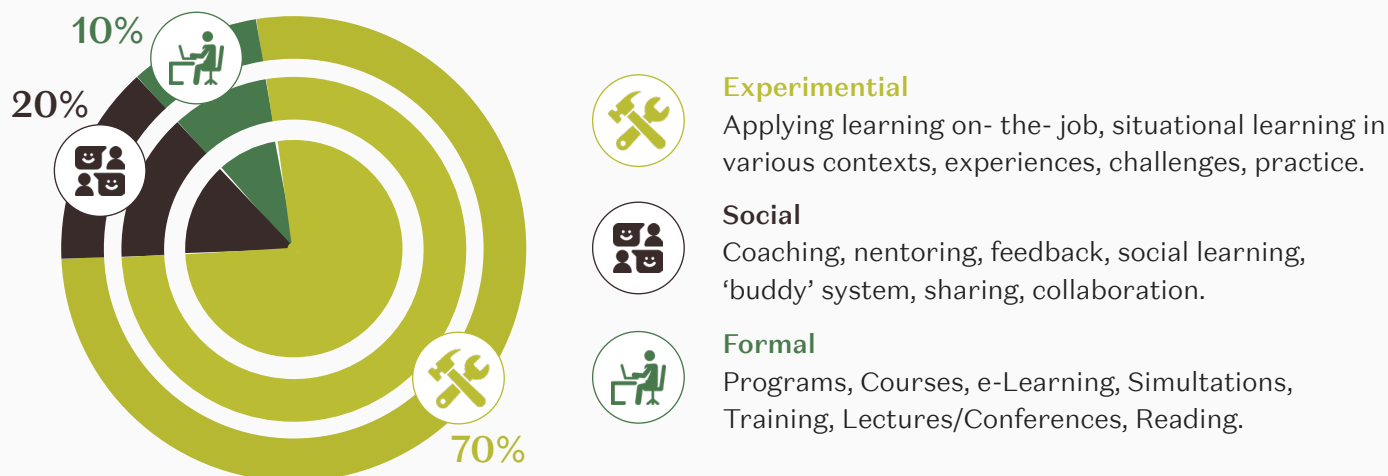


Different combinations of aspiration/potential then lead to nine possible boxes, each of which has their own alphabetic reference and description



## Box-based staff member development

The nine separate talent boxes on the map (grid) each have suggested development approaches for the staff member 'in' the box. The following section details the name of the box, followed by a quick summary of action (e.g. grow skill base, keep challenged...) and more information about what the box means. This is followed by some suggested feedback or conversation starters for leaders, suggested development discussion topics, and suggested development approaches using the 70:20:10 model



### Box A: Role misalignment

**Summary of action:** Seek support

#### 1. Characteristics and behaviours:

- Been in role long enough to be performing but is not currently doing so.
- May be actively disengaged or resistant to organisational change.
- The role or organisation may not be a good fit for them – with talents mismatched for the job requirements.

#### 2. Feedback/conversation starters:

- We'd really like to see you performing more as we know you can.
- Let's talk about why that's not happening now and what needs to happen to get you to a place where you are being successful and feeling engaged.

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 support from your HR team about the best approach to take.

### 3. Focus for Development:

- Rescuing performance in current role.
- Use coaching to build performance
- Specific formal training may be needed to build key competencies.
- Staff member may have lost confidence if not performing – when focus take opportunities to build confidence back.

### 4. Questions for Development:

- How do you see this role fitting into your career plan?
- What support do you require to improve?
- What are you going to do to lift your performance?

### 5. Development Discussion:

- Gap analysis: review technical and behavioural competencies – agree on areas to work on over next year (keep to no more than four).
- If no improvement, consider a formal performance improvement plan

### 6. Supporting Development:

Work with your HR team for more information on how to support a staff member currently sitting in this box.

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"> <li>• Assign peer as skills coach if appropriate.</li> <li>• Detailed performance improvement plan with close monitoring to lift skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider coaching, including career coaching.</li> <li>• A technical mentor could help to build specific skills needed</li> </ul>	<ul style="list-style-type: none"> <li>• With input from HR, consider appropriateness of courses or qualifications to lift skill level – need to consider whether staff member is motivated to improve.</li> </ul>

## Box B. New to role or developing:

**Summary of action:** Help get up to speed

### 1. Characteristics and behaviours:

- Still developing, due to being new to current role/level or may not yet be performing full range of expected work.
- Too early to test potential for next level.

### 2. Feedback/conversation starters:

- It's great to have you recently start in your new role.
- We appointed you because you showed us that you have key skills and talents required in this role.
- In particular the strengths that showed through at interview and since include: ....
- At 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, the 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 and aspirations in xx time.....

### 3. Focus for Development:

- Support to get up to speed with new role.
- Focus on technical skill development.
- If new to organization focus on organization development – ensure they understand the role of being a tenancy administrator/manager.

### 4. Questions for Development:

- What do you expect to get from this role/how will it help you to achieve your aspirations?
- What development opportunities will help you?
- Which parts of your role feel like a challenge for you at the moment?

### 5. Development Discussion:

- Focus development around current skills gaps identified: review technical and behavioural competencies – agree on areas to work on over next six months.
- Identify career objectives/stepping-stones and timeframes.



## 6. Supporting Development:

A staff member currently 'in' this box, who is new to the role, will likely need more hands-on support from you, and/or technical experts, as they develop initially in their role.

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"><li>• Support completion of induction/orientation programme</li><li>• and initial skill acquisition (if required).</li><li>• Provide exposure to different areas of [the organisation].</li><li>• Target on-the-job learning support based on learning style and current level/ areas of familiarity with the work.</li><li>• Place a focus on self-help - sharing guides, policies, document handover and any reading on literature around their field of work.</li></ul>	<ul style="list-style-type: none"><li>• Encourage networking, professional memberships, joining communities of practice.</li><li>• Identify a colleague to provide on-job support during first six months (if no others in organization with technical expertise work to match with a colleague from another agency).</li><li>• Ensure continuous feedback and coaching is crucial in this period to build performance and support individual to get up to speed.</li></ul>	<ul style="list-style-type: none"><li>• Attend formal induction events.</li><li>• Work with HR to identify courses/qualifications to develop business critical skills if required.</li></ul>

## Box C: Potential to progress in 2+ years

**Summary of action:** Build capabilities and experience

### 1. Characteristics and behaviours:

- Strong potential and impact, with track record of rising to new challenges.
- Keen to progress – shows aspiration and early promise – the question is more about when to progress, rather than if.
- Need to increase capability and experience in current role.

### 2. Feedback/conversation starters:

- 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.
- We have every confidence in you. We have seen you have a history of exceeding expectations and rising to new challenges, so we have confidence in your aspiration and ability to progress when the time is right.
- Once you've increased your experience and demonstrated further success, we are keen to support your aspirations to move towards larger and more complex roles.
- In the meantime, we'd like to focus on providing you with the support to develop and excel in your current role and build the key capabilities that you need.
- I'm keen to hear your ideas on what that would look like.....

### 3. Focus for Development:

- Increase capability and experience.
- Accelerate development for potential next moves.
- Maintain motivation while strengthening in role.

### 4. Questions for Development:

- What are your career aspirations?
- How do you see this role fitting in to your career plan?
- What development opportunities will help you?

### 5. Development Discussion:

- Discuss aspirations and whether they are realistic (might be 2-3 jobs away, require different skills or career pathway).
- Gap analysis: review technical and behavioural competencies – agree on areas to work on over next year (keep to no more than four).

## 6. Supporting Development:

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"> <li>This 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 – discuss this with the individual and talk through the development coming about from the current role.</li> <li>Pair with a senior colleague to act as a skills coach for the staff member.</li> <li>Maximise exposure to higher leadership and gain the breadth of experience required for success in this and future roles.</li> </ul>	<ul style="list-style-type: none"> <li>Identify senior colleague to mentor/coach staff member.</li> <li>Consider skilled career coach if there is a clear mismatch between current role and career aspirations.</li> <li>Consider external support from another agency to provide technical expertise in role.</li> </ul>	<ul style="list-style-type: none"> <li>Work with HR to identify specific courses to lift key skills needed.</li> </ul>

## Box D: Professional

**Summary of action:** Maintain performance, keep motivated

### 1. Characteristics and behaviours:

- Valued at this level and in current role.
- Consistently delivers on expectations, reliable
- Well-placed to keep up with new initiatives, methods and ideas.
- May have no motivation to progress

### 2. Feedback/conversation starters:

- It's great to be recognised as a Professional.
- We appreciate that you are consistently doing what is asked of you and sometimes a bit more. We depend on people like you, reliably getting on with the core work of our business.
- You're seen as being on-board with and keeping up with changes in your work practices and in organisational direction.
- Your skills and talents 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.
- There may be two or three specific skill areas or strengths that would be of benefit for you to develop further. Let's work out/discuss what these are.....
- 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.

### 3. Focus for Development:

- Demonstrates technical and leadership competencies for current role but still has areas that could be strengthened – focus development on these developing specific capabilities required for the role.
- Aspirations not obvious – important to understand for future development.
- Develop for continuous improvement and keeping up with change.

### 4. Questions for Development:

- What are your career aspirations?
- What motivates you about/at work?
- What development opportunities will help you?

## 5. Development Discussion:

- Test assumptions about development – are they seeking specialist or leadership roles?  
Discuss the implications for future career moves of both paths.
- Identify possible career objectives or stepping-stones and timeframes.
- Gap analysis: review technical and behavioural competencies – agree on areas to work on over next year (keep to no more than four).

## 6. Supporting Development:

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"><li>• Provide stretch assignments, acting up opportunities, focus on performance.</li><li>• Nominate for cross functional/sector working groups.</li><li>• Provide more opportunities to work on tasks that make the best use of individual's unique talents, strengths and motivations.</li><li>• Focus on tasks that develop role specific capabilities.</li><li>• Lateral rotations to broaden/refresh skills.</li></ul>	<ul style="list-style-type: none"><li>• Identify a senior colleague to mentor or coach the staff member.</li><li>• Encourage networking, professional memberships, joining communities of practice.</li><li>• Organise career coaching if person has plateaued in current role</li></ul>	<ul style="list-style-type: none"><li>• Actively encourage to consider higher education if appropriate and consider study assistance applications.</li><li>• Identify key courses to extend skills and/or keep up with key requirements.</li></ul>

## Box E: Key Performer

**Summary of action:** Grow skill base and experience

### 1. Characteristics and behaviours:

- Consistent and reliable performance – delivers on expectations, sometimes more.
- Quick to adapt and bring others on the journey with change.
- Shows some agility beyond immediate job requirements
- Open to possibility of progression – may not be clear how/where to or lack confidence to make next move.

### 2. Feedback/conversation starters:

- You are one of our key performers.
- You're seen to be reliably delivering on the core requirements of your role but also, you're someone who gets quickly on board with organisational change and changes to work practices.
- You're someone we feel confident involving in new initiatives because you help us to implement them more effectively.
- We appreciate your positive influence as this helps others come on board too.
- This agility suggests you may have some potential to take on a bigger or more complex role sometime in the future.
- We'd like to explore your potential and interests further 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.

### 3. Focus for Development:

- Keep growing broad skill base and experience - strengthen specific capabilities and/or experiences needed for a targeted future move
- Clarify aspirations/address any career derailers
- Focus is on building confidence in ability to go further.

### 4. Questions for Development:

- What are your career aspirations?
- What development opportunities will help you?

### 5. Development Discussion:

- Discuss aspirations and timeframes (could be 2-3 jobs away).

- Homework: staff member to gather information on desired roles – key capabilities required (consider shadowing opportunity).
- Gap analysis: review technical and behavioural competencies – agree on areas to work on over next year (keep to no more than four).

## 6. Supporting Development:

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"> <li>• Expose to new and different aspects of work and higher-level activities where possible to help clarify future aspirations/interests.</li> <li>• Assign work assignments and projects in those areas to keep drawing out potential.</li> <li>• Broaden experience and skills in current role, especially business critical skills.</li> <li>• Work to clarify possible next career steps or clarify if preference to keep on in current role.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a skilled career coach.</li> <li>• Encourage networking, professional memberships, joining communities of practice.</li> <li>• Shadow a range of people to learn about different roles – see which ones pique their interest.</li> <li>• Work with change managers implementing new ideas/initiatives – be change champions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with HR to identify suitable courses, conferences around technical or behavioural competencies.</li> </ul>

## Box F: Ready to progress in 1-2 years

**Summary of action:** strengthen capability and experience

### 1. Characteristics and behaviours:

- Frequently achieves ambitious goals
- Strong aspirations and demonstration of potential to progress
- Change agent – champions strategic refresh
- Still strengthening performance in current role.
- With development could be ready to move in 12-24 months.

### 2. Feedback/Conversation starters:

- You're open to progressing to higher and more complex roles in a year or two, and we're keen to support you to develop the skills and experiences you need to get there.
- The types of leaders we need at the next level up have the following attributes.....
- You are already demonstrating a number of these, including.....
- You are very aligned with the direction the organisation is heading in and you're keen to make an even bigger leadership 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) leadership roles.
- Some of the critical experiences we see you needing under your belt to help you prepare for your next career step are.....

### 3. Focus for Development:

- Strengthen specific capabilities and/or experiences needed for a targeted future move
- Identify projects and pieces of work they can work on or lead

### 4. Questions for Development:

- What are your career aspirations for the next 1-2 years?
- What development opportunities will help you?
- What specific role/types of role are you interested in for the future?

### 5. Development Discussion:

- Identify possible next role(s) or career objectives/stepping-stones. Discuss timeframes and whether aspirations are realistic (i.e. could be two jobs away).
- Gap analysis: Review technical and behavioural competencies needed for current role – agree on areas to work on over next year (ideally no more than four).



## 6. Supporting Development:

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"> <li>• Provide stretch assignments, acting up opportunities, focus on performance.</li> <li>• Nominate for cross-functional/sector working groups.</li> <li>• Lateral rotations/secondments to broaden technical skills.</li> <li>• Breadth and range of experiences become increasingly important as individuals move to more senior levels – seek out new and different experiences via project work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a senior colleague to mentor or coach them (perhaps in a similar role to what they are aspiring to who has made the successful transition to that role)</li> <li>• Encourage networking, professional memberships, joining communities of practice.</li> <li>• Organise job shadowing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Work with HR to identify suitable courses, conferences on specific technical or behavioural competencies they are trying to develop.</li> </ul>

## Box G: Deep Professional

**Summary of action:** keep challenged and specialised

### 1. Characteristics and behaviours:

- Seen as leader within their specialist field – highly valued in current role.
- Will continue to exceed expectations in role.
- Progression opportunities limited due to specialist nature of role
- Strong capability and potential but low /no aspiration to progress in current role for now.
- Motivated to stay at top of game and being ‘leading edge’ in their field.

### 2. Feedback/conversation starters:

- You are a stand-out performer in your current role. You have a deep knowledge of and skills in all aspects of your role that allow you to produce high work volumes very efficiently.
- We are very happy to have you act as a role model of others, coaching them to learn from your experience.
- We appreciate your positive influence as this helps others their build capability too.
- Your skills and talents 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.
- If we’ve talked about your career aspirations in the past, you have indicated you want to keep on in your current role as it’s where you see yourself making your best contribution. We agree with you.
- We would like to invest in you to keep at the forefront of your area of specialty and help us lift the capability of others in similar roles.

### 3. Focus for Development:

- Keep at the leading edge of their role or specialized field.
- Is technically and behaviourally competent at current level. Aspires to technical excellence not promotion.
- Maintain motivation and skills in current role.

### 4. Questions for Development:

- How will you stay up to date with developments and trends?
- How can you develop others in the team?

## 5. Development Discussion:

- Test assumptions around development as a specialist – implications for future career moves.
- Consider lateral moves to broaden/refresh skills.
- Gap analysis: May focus on leadership or behavioural development, or organization/ system level development

## 6. Supporting Development:

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"><li>• Opportunities to research and apply new techniques in their work</li><li>• Work on real workplace challenges (perhaps with other highly capable deep professionals) to gain deeper depth of experience.</li><li>• Shadowing, project and secondment with key stakeholders to get a deeper understanding of other perspectives for how they do their work.</li><li>• Take on coaching or mentoring of more junior colleagues – especially potential successors.</li><li>• Give complex challenges requiring high level expertise.</li></ul>	<ul style="list-style-type: none"><li>• Encourage networking, professional memberships, joining and/or leading communities of practice.</li><li>• Join action learning groups or communities of practice with other highly engaged deep professionals from within the organisation or wider sector</li><li>• Coach and mentor others.</li></ul>	<ul style="list-style-type: none"><li>• Nominate for technical conferences to keep at forefront of work – consider opportunities where they could present own work.</li><li>• Identify courses/ qualifications to maintain currency of skills.</li></ul>

## Box H: High Performer, possible progression

**Summary of action:** keep engaged, clarify aspirations

### 1. Characteristics and behaviours:

- Strong functional leader with proven track record of dealing with new/complex challenges.
- A safe pair of hands
- Shows agility beyond immediate job requirements, ready to take on new challenges, broader scope
- Could possibly progress to a higher role but need to clarify aspiration – may need some help to recognise their potential
- Could benefit from broader/lateral roles - potential to move in 12-24 months.

### 2. Feedback/conversation starters:

- You are highly professional with scope to take on broader roles.
- You are a stand-out performer, with a deep knowledge of and skills in all aspects of your role.
- We feel confident giving you our most complex challenges because you have the ability to work beyond the boundaries of your role to get good outcomes.
- 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.

### 3. Focus for Development:

- Keep engaged and challenged. Provide opportunities to clarify aspirations/test potential.
- Focus on areas that could be strengthened in technical / leadership competencies
- Focus on building confidence in ability to move to next level – building competencies at that level.

### 4. Questions for Development:

- What role(s) do you aspire to in the next 1-2 years?
- What lateral roles would you consider?
- What capabilities do you feel you need to build?
- What will help you consolidate mastery of current role?

## 5. Development Discussion:

- Identify possible future role(s) – discuss timeframe and whether aspirations are realistic.
- Gap analysis: look at capability in current role – what needs broadening or strengthening to achieve desired role? This may focus on leadership or behavioural development, or organisation/system level development

## 6. Supporting Development:

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"><li>• Provide opportunity to broaden</li><li>• Ability - look at rotations, secondments</li><li>• Assign further work and stretch assignments to keep drawing out realisation of potential</li><li>• Provide exposure to different aspects of next level up.</li><li>• Ask to coach/mentor peers or junior colleagues</li></ul>	<ul style="list-style-type: none"><li>• Identify a coach or mentor (senior colleague).</li><li>• Encourage networking, communities of practice, membership of professional bodies.</li></ul>	<ul style="list-style-type: none"><li>• Identify courses/ qualifications to broaden current skills or prepare for more senior roles.</li><li>• Support study assistance applications – actively encourage to consider higher education if appropriate.</li></ul>

## Box I: Ready to progress now

**Summary of action:** stretch and support through to next role

### 1. Characteristics and behaviours

- Has recognised their potential and aspiration for more.
- Recognised as a leader – champions work, supports colleagues
- Exceeds in current role, will likely be successful at next level now
- Aspires to progress now; will likely move roles this year.
- Keeps manager awake at night thinking about how they will replace when they do go.

### 2. Feedback/conversation starters:

- You're largely 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/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 challenge 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 roles

### 3. Focus for Development:

- Keep stretching until next role becomes available
- Aspires to next step – focus is on fostering progress towards goals, ensuring timeframes are realistic.

### 4. Questions for development:

- What role(s) can you see yourself in during the next 6-12 months?
- What experiences do you need at work to help you transition?
- Who could be a mentor or coach to help you develop?
- 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?

## 5. Development Discussion:

- Identify possible next role(s) – discuss timeframe and whether aspirations are realistic.
- Homework: staff member to gather information on desired roles – position description, look at profiles of people in role(s).
- Gap analysis: what areas does the person need to work on now to move to next role?  
Note should be fully technically competent at this level. Also look at Leadership, behaviours, organization wide development needed.

## 6. Supporting Development:

70% On the Job	20% Learning from Others	10% Formal Learning
<ul style="list-style-type: none"><li>• Leader to nominate staff member for acting-up and high profile/complex projects.</li><li>• Leader to arrange for staff member to coach or / mentor their own peers or junior staff.</li><li>• Encourage staff member to apply for next level up roles, gaining full feedback and focusing development on indicated improvement areas.</li></ul>	<ul style="list-style-type: none"><li>• Identify a coach/mentor for them from the next level up</li><li>• Encourage joining an action learning group or community of practice</li><li>• Provide managerial coaching if target role includes management responsibilities</li><li>• Encourage networking/ give opportunities to attend events.</li><li>• Job shadowing</li></ul>	<ul style="list-style-type: none"><li>• Are there any formal courses/conferences/ qualifications that will keep them stretched, engaged and would strength next level capability.</li></ul>