

Identifying Needs

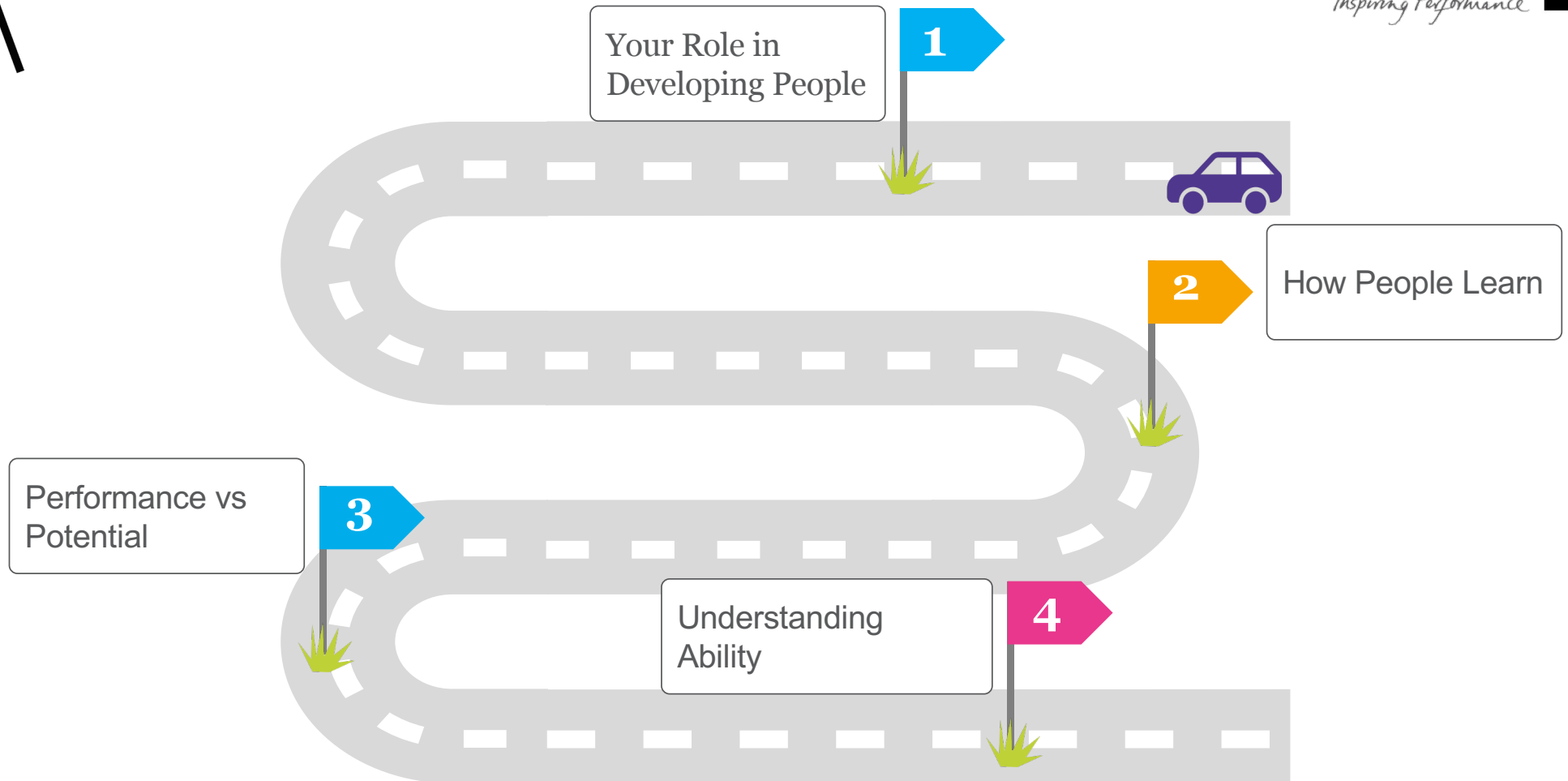
ELM Module : Developing People

Learning outcomes

Identify the skills and behaviours
people need to succeed in a role

Learn how to develop people's
current performance and future
potential

Session roadmap





Identifying Needs: **Rationale**



What's the business rationale for developing our people?

Identifying Needs: 3 Critical Elements

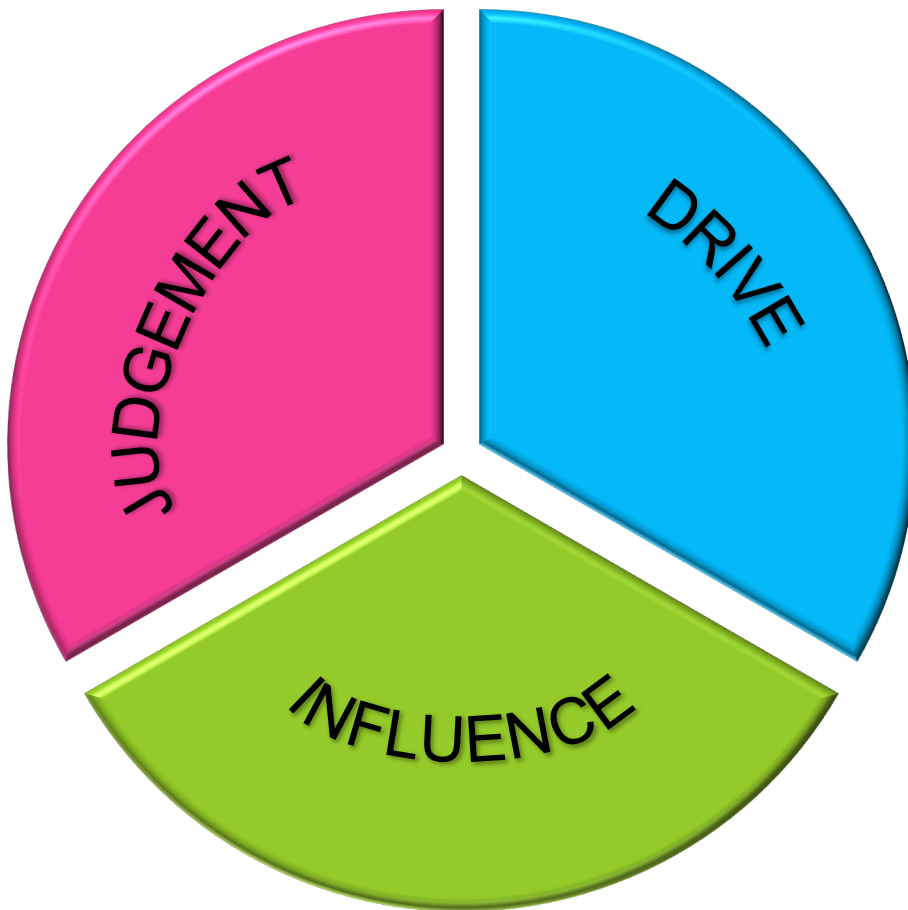
Creating succession

Building Motivation

Strengthening Capability



The business case : **Creating succession**



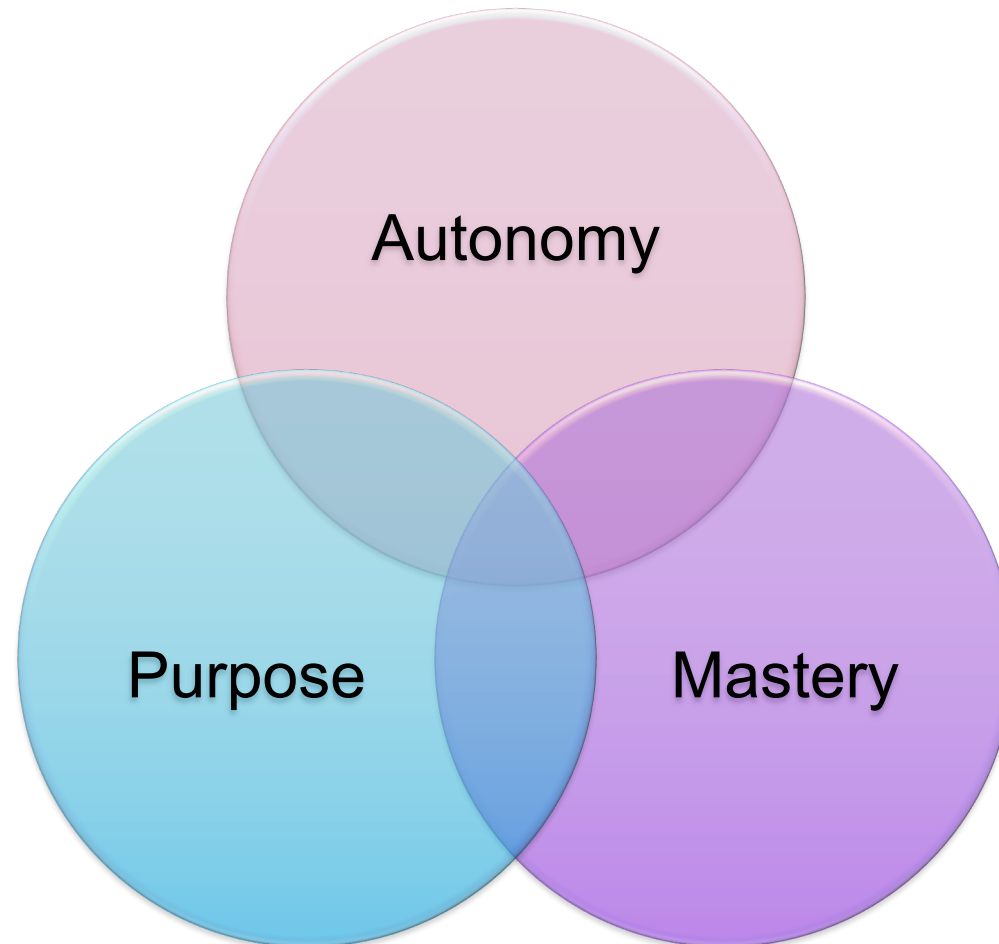
JDI – increasingly important as you become more senior, not just for you but for your teams too – more responsibility, more need for high levels of JDI.

Judgement : The **Intellectual** Qualities of Success

Drive : The **Emotional** Qualities of Success

Influence : The **Social** Qualities of Success

The business case : **Building motivation**



Source: Daniel Pink. *Drive: The surprising truth about what motivates us* (2011)

The business case : **Strengthening capability** akenham

Inspiring Performance

ISG



Provide the best customer experience in our industry, before, during and after project delivery.



Offer an unbeatable employment experience, recruiting and developing the best talent in our sector.



Achieve optimal operational efficiency.



Drive revolutionary change in the construction industry.

Your Role



Developing People: **your role**



What does your role in developing people look like?

Quick breakout room exercise:

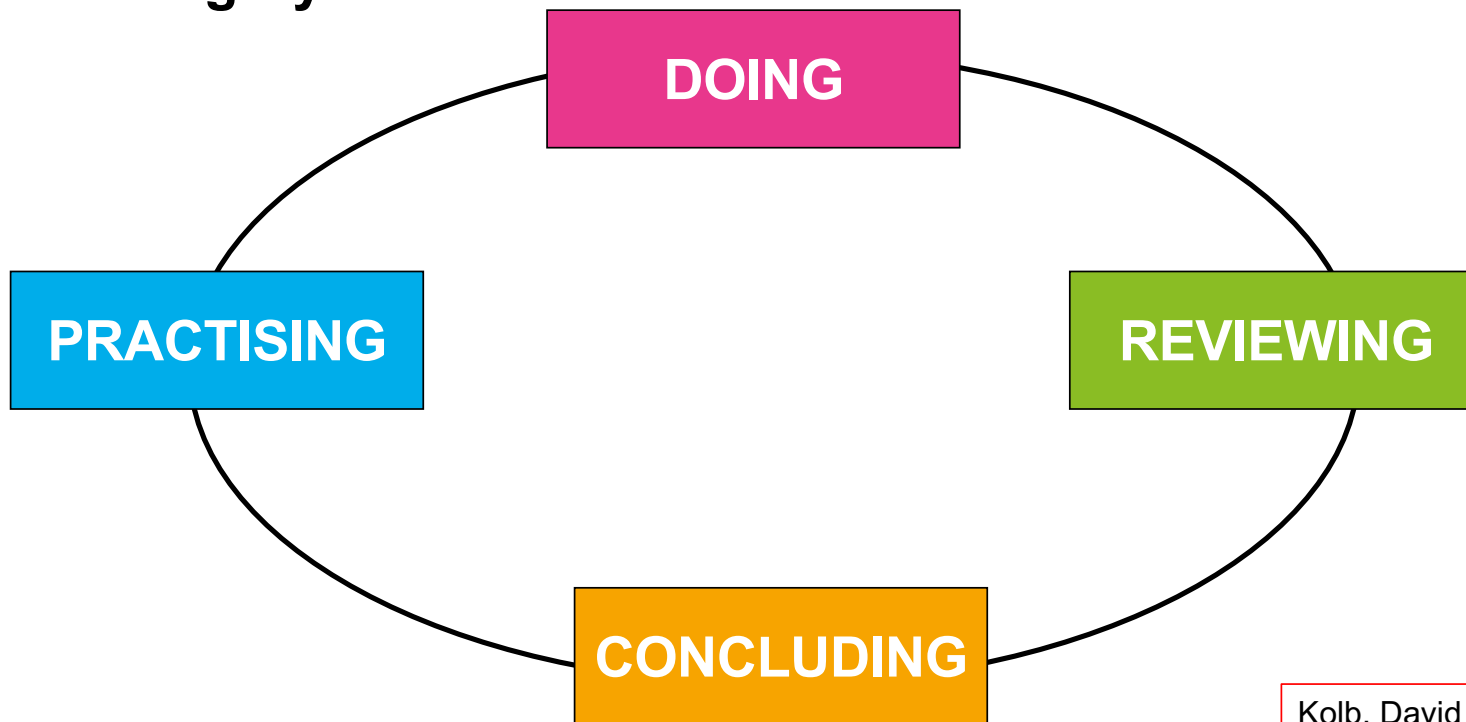
Take 2 minutes each to talk through how you currently see your role in developing people:

- What are you looking for?
- How are you supporting their learning and development?

How People Learn

Identifying Needs: Learning Styles - Kolb

Kolb's Learning Cycle



Kolb, David A. (2015).
'Experiential Learning' (2nd ed.),

Learning Styles

Activists

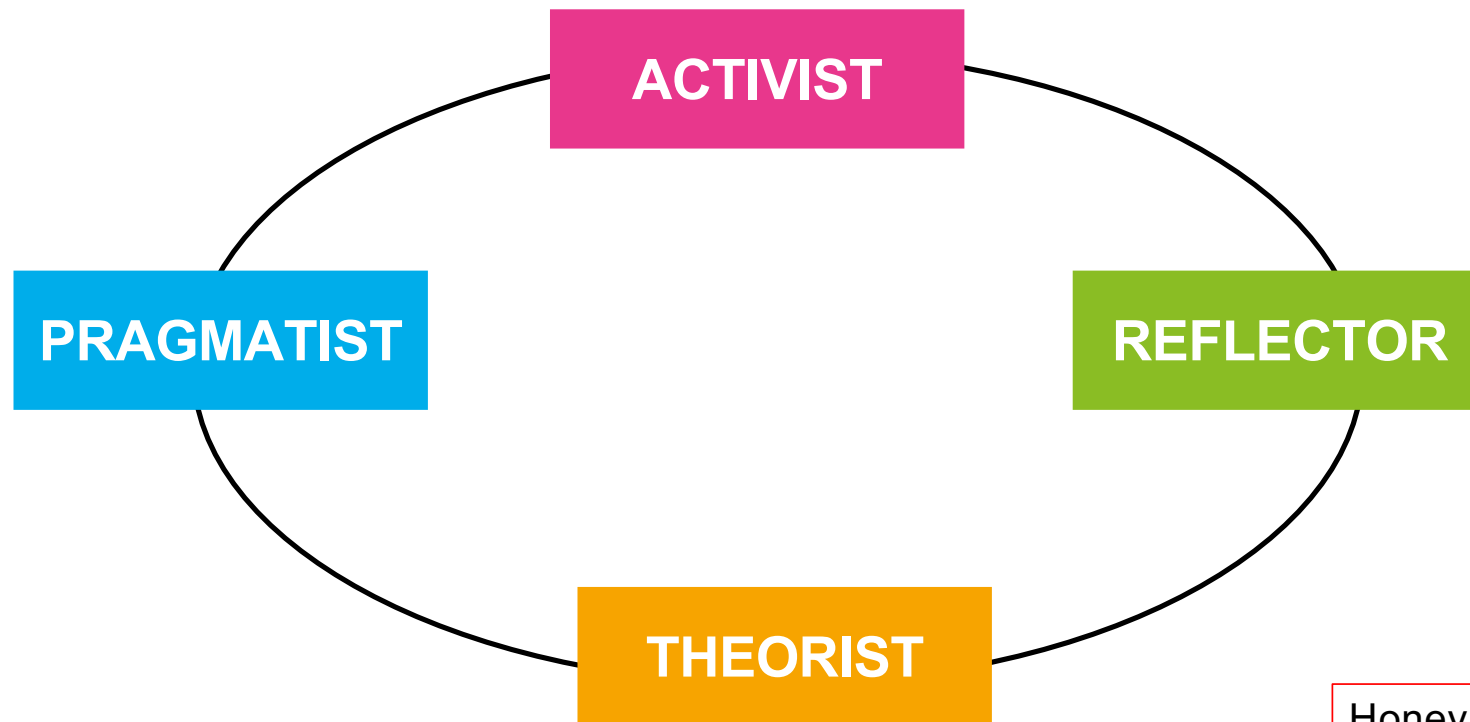
Reflectors

Pragmatists

Theorists

Honey, P. & Mumford, A.
(1982) Manual of
Learning Styles

Identifying Needs: **Identifying preferences**



Honey, P. & Mumford, A.
(1982) Manual of
Learning Styles



Learning Styles: **Into practice**

In a moment, you will be invited to an interactive whiteboard, with each of the learning styles defined:

1. Consider your team members against the Learning Styles
2. Identify which style is their strongest preference, and which is their least favourite
3. Place a YELLOW sticky note on their strongest preference and a PINK sticky on their least favoured
4. Do you see any patterns? What supports your judgment?
5. How will check whether you are right?

You have 5 minutes so work quickly and then be ready for a discussion in the main group.

Performance vs Potential



Identifying Needs: **Performance & Potential**



Top quartile performer in current role

Performance

Potential

Top quartile performer at next level

Identifying Needs: The 9 Box Grid

Performance

Potential:

The ability to assume increasingly broad or complex responsibilities as business needs change during the next 12 -18 months.

Performance:

The extent to which an individual can deliver results, demonstrate competencies and act in the spirit of company values

Potential

	LOW	MEDIUM	HIGH
HIGH	<p>Focus on coaching Provide development plan Concerned with lack of motivation</p> <p>Develop</p>	<p>Valuable team member Room for performance improvements Challenge them!</p> <p>Develop/Stretch</p>	<p>Mastery of current role Provide new assignments that stretch and push their skills Future Leader</p> <p>Stretch</p>
MEDIUM	<p>Shows potential but performance is low Focus on skills to improve performance Consider PIP</p> <p>Observe</p>	<p>Consider increasing responsibilities Meeting current expectations Create development plan</p> <p>Develop</p>	<p>Exceeding performance expectations Identify skills gaps for probable promotion, and develop those skills</p> <p>Stretch/Develop</p>
LOW	<p>Not meeting performance expectations Need to upskill or find new role</p> <p>Observe/Exit</p>	<p>Consistent contributor but limited potential Put on improvement plan May need a successor</p> <p>Observe</p>	<p>Strong performer but unlikely to move to a higher level Will need motivation to remain engaged</p> <p>Develop</p>

Understanding Ability

Identifying Needs: Understanding Ability

Job specific know-how:

Do they have the right level of technical know how to be successful?

Values / Behaviours:

Will they go about their role in the right way?

ABILITY

Generic skills:

Do they have the planning, communicating, negotiating and other skills necessary?

Contextual Knowledge:

Would they be able to be successful here?



Deconstructing Ability: **Into practice**

In a moment, you will be in pairs. Use the framework to help you identify a development objective for a member of your team. Focus on mastering their current role!

Individually:

- Think about a team member
- What are the 3 big things they need to deliver on in their role

Breakout:

- In pairs explore the framework and identify what this team member might need to develop to help them achieve these things
- Listen, challenge, support & switch

Wrap Up

Learning outcomes

Identify the skills and behaviours
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Identifying Needs: **Key points**



Understand your role in developing people



Understand how people learn to structure relevant development activities



Ability: Identify what people need to be successful

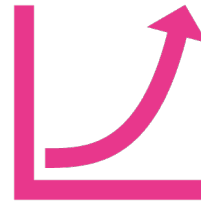


Differentiate between current performance and future potential and understand what you are targeting to improve

Identifying Needs: **Action planning**



Consider the future needs of your team and their individual learning styles



Consider performance vs potential? How will your approach to development differ?



Periodically review what people need to be successful to keep focus relevant