

Maximising Potential Conversation Tool

A guide for managers and employees



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Introduction

This tool has been designed by the NHS Leadership Academy in collaboration with our local delivery partners (LDPs) and NHS stakeholders and is part of an inclusive national approach to talent management for all NHS staff, considering the potential and value they bring to their current roles as well as reaching and maximising their future potential in the NHS.

Having skilled, motivated well supported and developed staff is our greatest assurance that we can provide the necessary care to our patients and communities. Evidence shows that if we foster a culture where we engage and care for our staff they will value and care for our patients.

“An inclusive national approach to talent management.”

Use of the Maximising Potential Conversation Tool

The Maximising Potential Conversation Tool (MPC-T) and guidance has been uniquely designed by the NHS, for the NHS to compliment wider Talent Management (TM) tools available to our organisations.

- Its best use is for organisations / individuals who:
- Are starting their journey on talent management
- Need a tool that is simple and relevant to all levels of staff
- Need a tool that links employee performance, behaviours and talent/potential
- Need something to start the cultural change toward good employee conversations
- Want to focus on engaging, motivating and rewarding all staff

The primary focus of the tool is to begin a culture of good conversations about maximising all our employees potential across the NHS, however it could be used to inform wider talent approaches including succession planning, and potentially compliment or replace wider talent tools such as 9 box grid and other talent rating approaches.

What is Talent Management and Maximising Potential?

Talent Management (TM) represents organisations' efforts to attract, develop and retain skilled and valuable employees. Its goal is to have people with the capabilities, commitment and behaviours needed for current and future organisational success.

This means making sure we have:

- 1 The right people, in the right roles, with the right values
- 2 With access to the right opportunities, exposure, stretch and development to reach their potential
- 3 Whether this be in their current role, or for a future role

TM allows an organisation to have a rounded picture of the individuals it employs, future skills and the styles and behaviours needed to take the organisation forward to effectively deliver against its priorities. Ultimately, aligning the right people to the right roles with the right values will lead to improved quality of healthcare services and outcomes for our patients will continue to improve.

As part of the TM and maximising potential process, we look at reviewing employees against performance, behaviour, ambition and raw potential to move onwards and upwards. By looking at where employees sit on these scales it helps us to understand how best to support them in their development to reach their full potential in the wider NHS.

In common with the most national and international organisations, we look to provide a maximising potential process that works for all of our staff which is how the Maximising Potential Conversation concept has emerged.

The key element to any successful approach in maximising an individual's potential is when managers and staff are able to have open and constructive conversations around their potential; where they are now, where they want to be, and how to be supported to get there.

“the right people... the right roles”

Who is the Maximising Potential Conversation Tool for?

Maximising Potential should consider all individuals in an organisation. It should cover the development they require, the value they bring, and the position(s) that best suit their skills currently and into the future within an organisation and/or elsewhere in their career journey. Talent and career development and maximising their potential is necessary for the retention of employees no matter what their seniority and position within the organisation; whether that is for example;

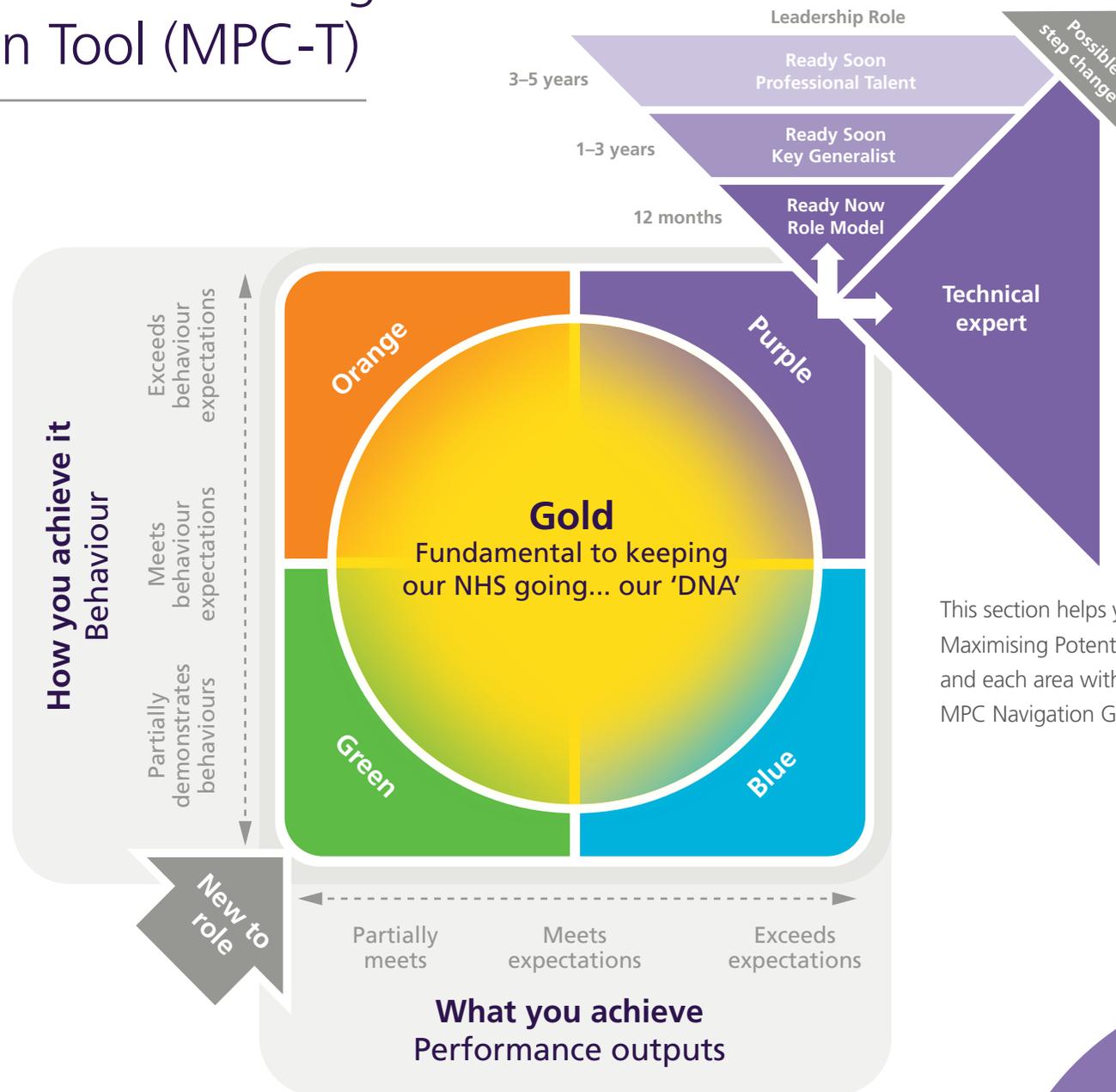
- An employee who wants to maintain their CPD to maximise their potential in their current role and use their expertise to develop others around them
- An employee who needs support to reach the potential in their current role
- A new employee who has just started in a role and needs targeted support to reach their potential in their new role
- A 'role model' employee who has mastered their current role and shows high potential to make a step change to the next path in their career in the NHS.

We all need to feel that we are listened to, understood and valued in our roles to achieve our maximum potential. Whether you are someone who is a reliable key contributor, someone who needs support to be able to reach your potential or someone exceeding expectations who is ready for a step change. Maximising potential is about considering everyone as an individual and the development that is right for them and making them feel rewarded and able to do a good job within our NHS.



“Maximising Potential is about considering everyone as an individual”

Introducing the Maximising Potential Conversation Tool (MPC-T)



This section helps you to understand the Maximising Potential Conversation Tool (MPC-T) and each area within it in more detail and the MPC Navigation Guide (see Appendix 1).

Introducing the Maximising Potential Conversation Tool (MPC-T)

The following describes each area of the MPC-T.

See the detailed navigation guide for further information (Appendix 1)

Grey (New) – Employees new to role need time to understand their new role, expectations and how to maximise their potential within it.

Green – Employees here need our targeted support in reaching their full potential.

Gold – Employees here always exhibit the right behaviours and always meet performance expectations / outcomes.

Purple –

Ready now – Role model with the highest levels of performance and demonstrates role model behaviours and show potential and ambition to move on within 12 months

Ready soon – Performs to a high level with consistent results and demonstrates role model behaviours. Shows low/moderate potential and ambition to move into a leadership role within 1–3 years

Professional Talent – Performs to high level with consistent results, shows upward potential and ambition to move into leadership role within 3–5 years

Technical Expert – Performs to a high level with consistent results however shows little or no ambition to move to a leadership role, may naturally move towards advancing their technical expertise in their current role

Orange – Employees here demonstrate the right behaviours and values, but need support to be able to meet or even succeed performance expectations and demonstrate outcomes.

Blue – Employees here may be meeting their performance expectations / outcomes, but they may not always demonstrate the right behaviours in doing so and require support in aligning their behaviour.

Essentially the tool is a visual way of helping you with exploring the journey in your current role and maximising your potential within it, and your potential beyond your current role.

The key point to the MPC-T is the conversation. The model allows for the navigation of that conversation to support individuals in maximising their potential in their role.

The tool acknowledges different points in your career and role, for example, starting new in role we need a period of induction time to be able to perform or sometimes we naturally get to a stage where we begin to role model our achievements and behaviours in what we do and may need to think about our potential to take next steps into new challenges.

The conversation around an employee's potential never stops and the MPC-T should be carried out on a regular basis.

Having the Maximising Potential Conversation

Effective and honest communication is at the heart of the talent conversation. It is a two-way process where the manager and member of staff explore where they sit on the MPC-T model through the manager giving constructive feedback about an individual's performance and the behaviours, and values that they demonstrate.

This two-way conversation is about supporting an individual to reflect and consider the talent potential they already have within their current role, identifying and discussing any future aspirations they may have and may be likened to a coaching conversation in many respects. The MPC -T model helps to identify where the individual sits in relation to their potential role, and then to assist with identifying next supportive developmental steps for them.

We know that supporting an individual to identify their potential is essential as people whose potential is used and developed are:

- More energised
- More fulfilled
- Achieve their goals more effectively
- More engaged
- Perform better at work

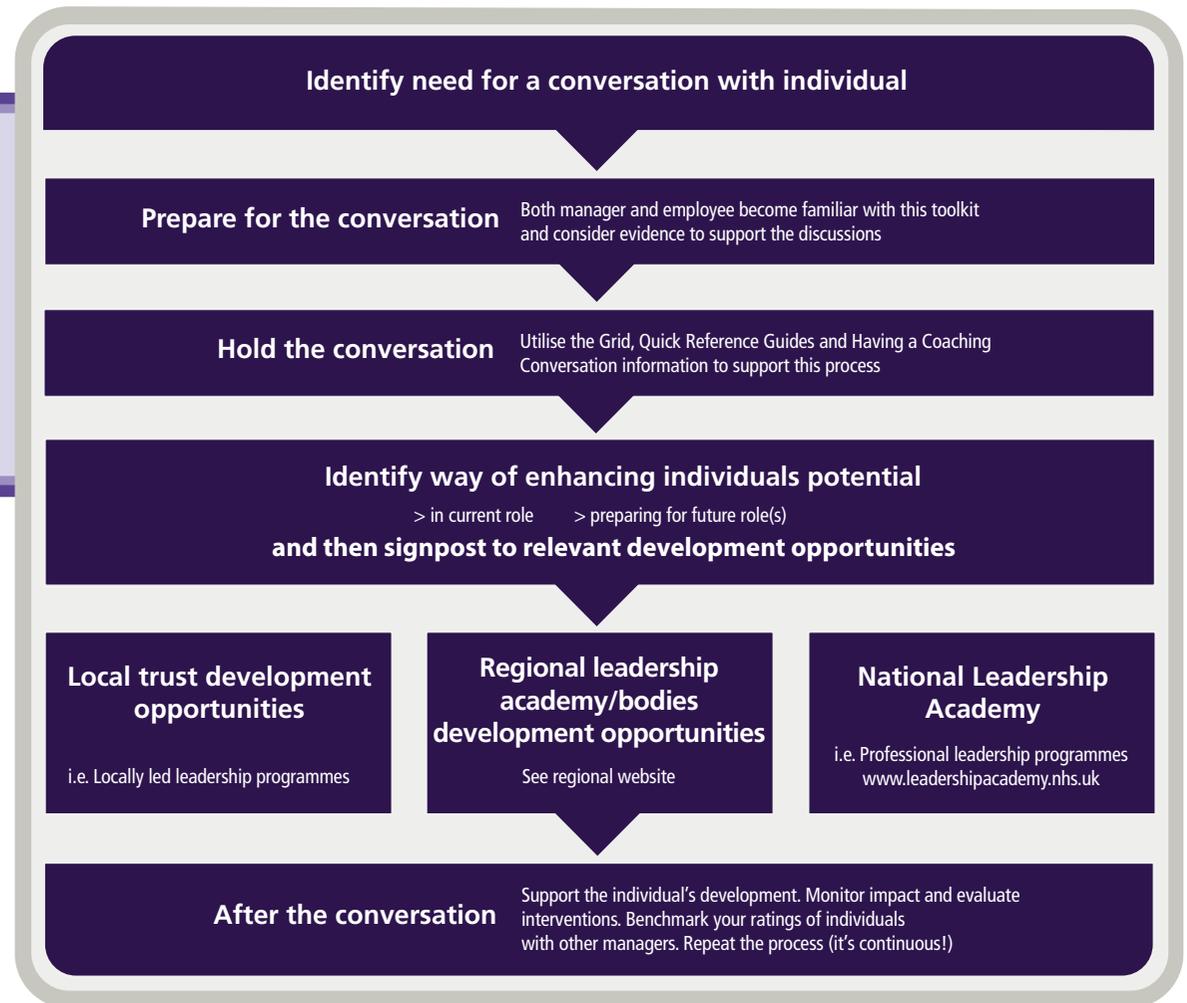


For further information on effective talent conversations go to www.leadershipacademy.nhs.uk/talent

Having the Maximising Potential Conversation

The following flow chart and supportive steps are designed to help both the manager and member of staff plan, undertake, enact and monitor the outcomes of the talent conversation.

See Appendix 1&2 for detailed use of questioning and possible development interventions associated with each of the boxes on the MPC-T Model. The following illustrates an overview of the process for having the Maximising Potential Conversation.



Preparing for a Maximising Potential Conversation

When preparing, ensure both you and your employee have planned and prepared well for the conversation by:

- 1** Ensuring you have familiarised yourself with the process.
- 2** Giving the employee this MPC-T and guide in advance of the meeting, so they have full understanding of the process.
- 3** Giving the individual protected time beforehand to encourage them to reflect on where they think their potential sits within the context of the MPC-T.
- 4** Considering and bringing wider evidence to support the discussion e.g. performance outcomes, 360 feedback from others etc.
- 5** Making sure you have time before hand so you as the manager are in a good place mentally to be able to have a good Maximising Potential Conversation.
- 6** Ensuring enough time is given for the meeting and that the time is protected.
- 7** Being mindful of the environment where you hold this conversation – using quiet and comfortable surroundings.

Special arrangements and considerations for the conversation

When making arrangements for your conversation ensure any personal needs are communicated and considered. including:

- Ensuring wheelchair access
- Parking and transport
- Checking width of entrances and interior doorways
- Location of accessible toilets
- Providing space for working dogs
- Arranging for a BSL interpreter or a note taker
- Induction loop
- Providing documentation in suitable formats e.g. large print, braille or electronic materials in advance

In addition, make sure you arrange dates and times that acknowledge cultural needs, avoiding:

- Religious holidays
- Fasting days
- Cultural celebrations such as national days, saints days, gay pride etc.

You should also avoid arranging meetings at the end of long shifts, at the busiest times of the week or following other emotionally draining activities, such as following emergencies or traumatic incidents.

You need to ensure your employees are at ease and able to concentrate on the conversation.

Holding the Maximising Potential Conversation

Having a Maximising Potential Conversation (MPC) is very much like an appraisal and often many organisations will amalgamate talent and employee potential discussions with their appraisal process. This is because it helps to explore what/ how you're achieving in your current role to maximise your potential within it, and then naturally move onto what you are able to achieve in the future to maximise your longer term potential.



These conversations use similar skills to when you have a good coaching conversation. A good manager (coach) will ask open questions (how, what, why....) and help the employee by reflecting back what they are seeing, facts, wider supporting evidence and possibly throw in challenge/stretch when testing out employee assumptions.

Use the MPC tool throughout the conversation to add context to where the employee sits on the tool and use evidence and the conversation to validate this. Consider it as a climbing frame for linking your current role and future aspirations.

There are no right or wrong places to be on the MPC tool, the most important thing is the quality of the conversation that it generates between the manager and the employee, and the outcomes of supporting the employee to maximise their potential.

Adopting a coaching style in the Maximising Potential Conversation

To see a conversation in practice using this approach go to www.leadershipacademy.nhs.uk/talent

1

Establish the Maximising Potential Conversation

- Greet the individual in an appropriate manner and establish rapport
- Deal with agenda, e.g. duration of conversation, any potential interruptions
- Establish and make explicit that this is a two way process with each party taking responsibility for maximising the opportunities
- Create an appropriate sense of occasion i.e. we are beginning the Maximising Potential Conversation now

2

Identify topic of conversation and end goal

- Agree what you are going to talk about (the individual's performance, behaviours & potential)
- Agree desired outcome e.g. to ascertain path of leadership development

3

Surface understanding and build insight

- Enquire, build mutual understanding (ask questions as per quick reference guides)
- Enable knowledge and values to surface/enable reflection for individual

4

Shape agreements and reach conclusions

- Acknowledge what insights and conclusions have been gained
- Refine summarise conclusions and agree specific actions
- You may have to go back to step 2 for wider exploration; is there anything you haven't discussed yet?

5

Summarise and completion/closure

- Establish closure to the Maximising Potential Conversation
- Summarise and discuss what happens next (development opportunities identified)

Reference: Adapted from The Coaching Manual (Julie Starr, 2008)

Maximising Potential Conversation Tool

After the talent conversation

Documenting and follow up

Following the Maximising Potential Conversation, the outcome should be recorded and focused on developing the individual, whether maintaining their development to continue doing the good job they are currently doing, addressing specific development needs identified within their current role, or tapping into potential strengths and talents to prepare them for their next role.

The conversation you have will be a catalyst for individual development which will then link into a choice of development interventions (see Appendix 1).

These should be documented, enacted, monitored and evaluated on an on-going basis to review the impact they are having in getting the employee where they need to be in maximising their potential.

Managers also have a responsibility to work with their organisational learning and development functions to help them understand the development needs of their staff, and find ways of supporting these.

Managers consistency checking and removing bias

For managers undertaking Maximising Potential Discussions for their whole teams, it is also good practice to discuss and de-brief the discussions and outcome against those with other peers/managers.

This helps to remove any bias and ensure all employees in a team are treated equitably, and also allows peer support between managers when applying the MPC tool consistently.

Use conversations such as senior team meetings to discuss individuals and their outcomes and why you both reached these conclusions to help standardisation of how all individuals in the team are rated – this helps to ensure that all managers are ‘comparing apples with apples’, and also allows open and transparent discussions around employees and how the organisation is helping them maximise on their potential, linking to talent activities such as succession planning.



Remember, the MPC is just the start, the conversation never ends. Both the employee and manager need to keep it open and go back to it as often as they can.

For example in 1-2-1s, informal discussions, opportune moments (e.g. 'corridor discussions'), open and transparently in team meetings where appropriate, in any other ways that demonstrate the employee is valued by the organisation etc.

Rating performance and behaviours

How to rate performance

Rating performance is probably the easy part. All NHS employees should have performance development reviews where specific work objectives, on-going work responsibilities and supportive development objectives are set and achievement is reviewed. We know that this takes place formally as part of a performance review appraisal, and is also important as part of good management practice – we don't only review people's performance once a year, it's an on-going process between manager and staff.

When we review work achievements and developmental objectives, it should be relatively easy for the employee and their manager to understand performance in role by looking at the evidence surrounding the output of their work.



Rating performance and behaviours

As part of the Maximising Potential Conversation Tool, we suggest that performance fits into three levels when trying to identify where someone aligns to the tool:

Performance rating	What does it look like?
Partially meets expectations	<p>Employees can evidence that they have met some of the objectives / tasks / on-going work responsibilities set for them, but not all of them. This can be for a variety of reasons that need to be explored further with the individual.</p> <p>Employees here often need to have the objectives / tasks / on-going work responsibilities and expectations associated with these clearly described and broken down for them, and often need extra supervision and support to achieve them.</p>
Meets expectations	<p>Employees are clearly and unambiguously able to evidence how they are meeting their objectives / tasks / on-going work responsibilities set out for them and the demands within their role (e.g. completed a project, providing a service etc.)</p> <p>Employees here will be given objectives / tasks / on-going work responsibilities and simply deliver them with little, if any supervision. They sometimes go unnoticed in doing this, but you know who they are as they are often the 'go to' people as they are known as reliable to get things done.</p>
Exceeds expectations	<p>Employees not only evidence how they have met the expectations of the work objectives / tasks / on-going work responsibilities that they have been set, they show how they take them all to the next level with their own individual flavours.</p> <p>Employees here only need to be given the vision/high level expectations of what needs to be achieved, and they do the rest, making it all into a reality, bringing their own flare and added value. They are the high impact people you go to when you need something achieved with creative flare and added value.</p>

Rating performance and behaviours

How to rate behaviour

Rating behaviour is a little more complicated than performance as often it's about how people perceive what you do, and also in the NHS we often don't fully define how we want our employees to behave. It is essential that the organisation has a clear set of behaviours that define 'how we should all work around here', potentially linked to their organisational values, NHS constitution and your organisations Leadership Compact.

An ideal situation is for an organisation to define its values and associated behaviours in partnership with its staff to ensure ownership. Once you have a behaviour framework in place, there are several ways you can think about reviewing behaviours:

Simple behaviour review

Rating behaviours in its simplest form could form the basis of the actual Talent Conversation (i.e. 180 degree review between the manager and employee) however this may not always allow for a full and unbiased picture of how you behave as it relies on the manager and employee reaching an agreement.

Healthcare Leadership Model

For ideas of the type of leadership behaviours expected of staff, refer to the Healthcare Leadership Model at www.leadershipacademy.nhs.uk/leadership-model

Please also refer to the supporting 'Guidelines for using the Healthcare Leadership Model within a talent conversation'.

Evidence based behaviour review

Some examples of how you can review behaviour are:

- 360 degree review – www.leadershipacademy.nhs.uk/leadership-model
- Behavioural Framework - If you want to add more structure and can't access a formal 360 degree tool, you may want to add a behaviour framework to help the employee explore how they behave (if your organisation doesn't already have one) which could look something like this:

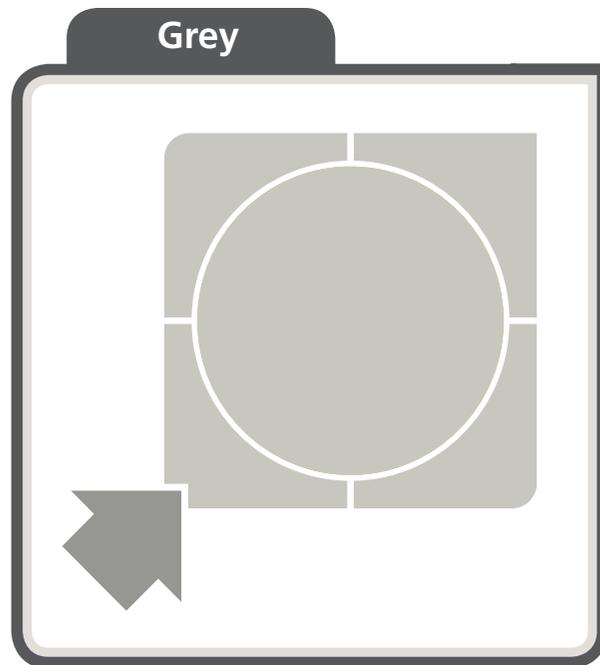
Organisational behaviours	Rating 1 - Partially meets, 2 - Meets, 3 - Exceeds	Comments and examples (Individual, peers, reports, manager, others)
e.g. Treating colleagues with respect	2	Demonstrates consistent behaviour in treating colleagues in team with respect and support

Please also refer to Page 14 of the supporting 'Guidelines for using the Healthcare Leadership Model within a talent conversation' for a template on rating behaviour within the Healthcare Leadership Model.

Appendix 1

Navigating the MPC-T

Navigating the MPC-T



Grey (New to role)

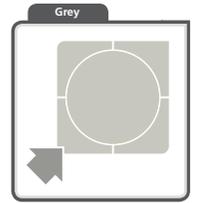
A transition employee. Someone who has recently started in their post, who is still developing through their induction period to understand performance expectations and what they need to achieve, and also how best to achieve them / how to behave.

Definition

Recently started in post (0 – 12 months) and going through an induction / preceptorship period

- No expectation on being expert in role.
- Exploring what they bring to the role (their strengths) and any gaps to be able to perform (development areas).
- Understanding behaviours expected within the role and how to 'demonstrate' and 'model' these.

Navigating the MPC-T



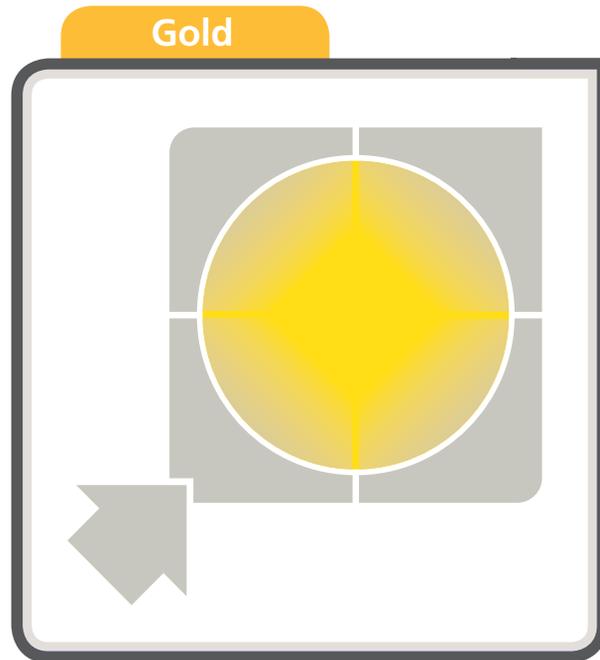
Development considerations

- Reassure, give praise/feedback as they develop into role to make them feel valued and motivated
- On-going, increased and targeted time out with them (at least monthly) to support their understanding of the role, what they bring, what they may need to develop, and behaviours associated with it to become a core employee and role model.
- Support available from more experienced staff and the team
- Support them in exploring and understanding their new challenges and grow in role and how to overcome these
- Skills development required to master technical expertise

Possible development interventions

- A formal and structured induction/preceptorship period and plan. Setting clear objectives (performance and developmental)
- Encouragement to get feedback from others (e.g. 360 degree review – what's it like working with me, what strengths do you see, what development areas do I have?)
- On-going feedback from manager - support with knowing when doing a good job and when to improve/enhance – what they are achieving (performance), and how they are achieving it (behaviours)
- Encouragement in getting on the job experience to master it
- Coaching / buddying on the job
- Mentoring for technical aspects of the role from experienced staff
- Formal technical skills training
- Self-development opportunities and timeout to better understand self / self growth / higher insight.

Navigating the MPC-T



Gold

Someone who generally always exhibits the right behaviours and always meets performance expectations

These employees are comfortable doing the great job they are doing, often going unnoticed, however they are integral and their contribution and commitment needs to be valued and recognised.

The tool acknowledges that the majority of our employees are likely fall into this. It's then about considering how we maintain their development, engagement and on-going commitment and possibly offering a stretch opportunity where appropriate and welcomed.

It's important to remember people's circumstances and aspiration change - it's an on-going dialogue in exploring their potential.

Definition

- Our team would fall apart without these individuals
- Solid, steady team member who can be relied upon, often going unnoticed
- Good well rounded performance, does what's required of the job with little if any supervision
- Reliably meets expectations – a 'go to' person
- Moderate potential over time, but likely to be very happy doing the job they are doing
- Within the behaviours defined in the Healthcare Leadership Model, this individual will likely fall within the 'proficient' 'strong' and/or 'exemplary' parts of the scale

Navigating the MPC-T



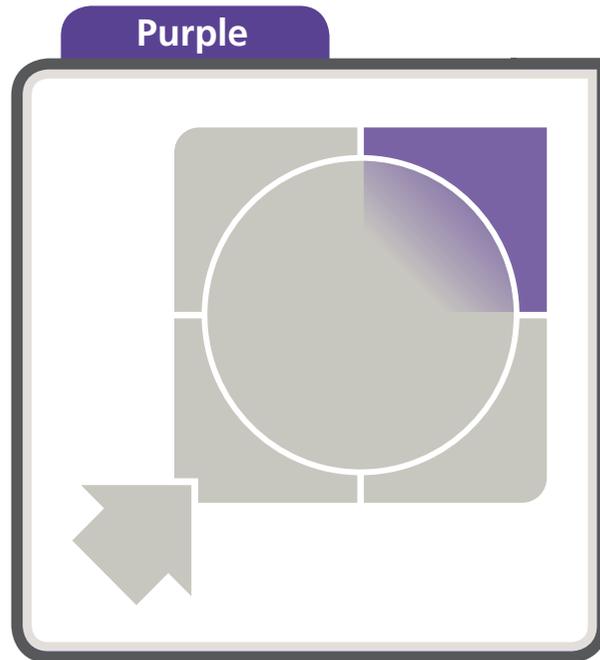
Development considerations

- Thank them, reward them and make them feel valued for the good job they are doing
- Explore how to enhance current performance / professional behaviours even more – stretch
- Identify factors which motivate or de-motivate individual and affect performance/behaviour, and ensure any barriers are removed and opportunities that appeal to motivational factors are developed
- Current role stretch/development opportunities e.g. acting-up arrangements, mentoring others, projects, opportunities to do work outside their current job role boundaries, widen understanding of the NHS
- Discuss future aspirations and ambition, although understand it's perfectly ok to keep doing the good job they are doing
- How could they develop others? What could they offer back?

Possible development interventions

- Managing and maintaining personal growth
- On-going education, training and development to maintain / stretch current performance
- Maintaining Continuing Professional Development (CPD)
- 360 degree feedback – what's it like to work with me?
- Stretch opportunities – keeping them motivated and challenged in role, trying new things
- Secondments into development assignment to stretch (with support)
- Coaching to understand and enhance/stretch performance
- Developing others – what can they offer back?
- Projects / development areas
- Develop skills / knowledge / competencies – current role
- Diagnosis of career options may be appropriate

Navigating the MPC-T



Purple

A high performer and expert in their current role who behaves and role-models values - their potential is truly maximised in their current role and they possibly have the ability to offer lots more, maybe even in something new and more challenging.

They not only take what they are tasked to do to the next level and deliver it with drive (the 'what they do') but they also do it in a way that demonstrates exemplary behaviours (doing it 'in the right way').

This section of the tool has two arrows springing off it for a reason – if someone is a role model, we owe it to them to provoke a conversations around their potential as a talented employee. Role models may naturally move towards advancing their technical expertise, or wider leadership development and it's good to explore both of these potential routes with the employee and also to explore in what timeframe they are likely to be ready

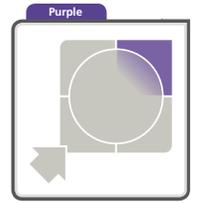
Step change conversation: future leadership role

Employee role models who excel on behaviours are likely to be the leaders of the future. The conversation around their future potential is likely to involve conversations around future roles where they are able to exhibit leadership skills and behaviours, and any leadership development required to make it to the next level. It's important to discuss a reasonable timeframe for step change; within 12 months (Ready now), 1-3 years (Ready soon) or 3-5 years (Ready soon Professional Talent).

Step change conversation: future technical expert role

Employee role models who excel in performance are likely to be the technical expert leaders of the future. The conversation around their future potential is likely to involve conversations around their next role involving increasingly developed technical expertise, in addition to generic leadership skills to be able to act as a great technical expert leader.

Navigating the MPC-T



Definition – what you will see

- Highest levels of performance
- Behaviours truly role model values of the NHS
- True organisational asset that people look up to and respect
- Demonstrates mastery of current job / assignment and technical expertise
- First call to fill critical or emergency positions
- Aspires to progress and develop further within 12 months or up to 5 years
- Within the Healthcare Leadership Model this individual will likely fall within the 'strong' and/or 'exemplary' parts of the scale

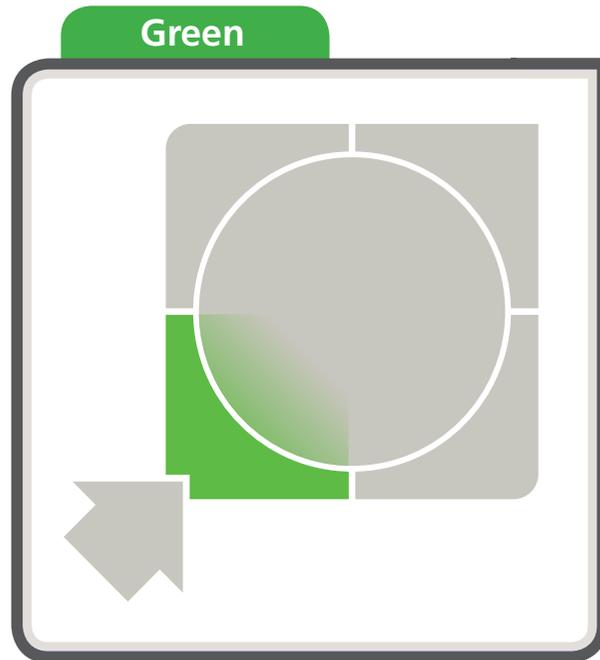
Development considerations

- Reinforce value of individual to organisation, use praise and recognition appropriately
- How can they develop and support other staff?
- Identify 'appropriate' career path - does their future lie within a leadership position, or a more advanced technical expert?
- Ensuring they remain challenged, exposure to 'acting / step up' posts, stretch assignments or even moving on to their next role if they are ready and have the capacity to do so
- Raise their profile and exposure
- Not being afraid of letting the individual go if they are ready to move on.

Possible development interventions

- 360 degree feedback / other self-awareness exercises /mentoring / coaching (self and others)
- Developing and training others in their skills/areas of expertise – 'give back' opportunities
- Secondments and stretch assignments (internal and external)
- Ownership / leadership of stretch projects and work programmes
- NHS Leadership Academy Professional Leadership Programmes /regional/ local programmes / technical expertise development programmes
- Career profiling / development centre to understand self and aspirations better

Navigating the MPC-T



“Focus on understanding the individual”

Green

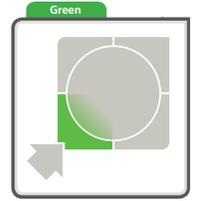
Employees sometimes need our support in reaching their potential.

Sometimes we don't feel valued in our role and find it difficult to perform. Sometimes, it could emerge that the individuals' talents may be better suited to a different role and then it's about how to support the individual to reach their future potential wherever that may be. It's about understanding the individual, why they may not be performing and behaving to the potential level the role requires, and supporting them to achieve.

Definition

- Lower level of performance (what you achieve) and behaviours (how you achieved it) that are required for their current role
- Need support to bring out their potential in their current role
- Possibly lacks drive or motivation for role which needs exploring
- They may not feel valued
- Strengths and personal values may be misaligned with current role (wrong role for them to shine)
- Some sparks of brilliance which need harnessing
- Within the Healthcare Leadership Model this individual will possibly be sitting within the 'essential' part of the scale.

Navigating the MPC-T



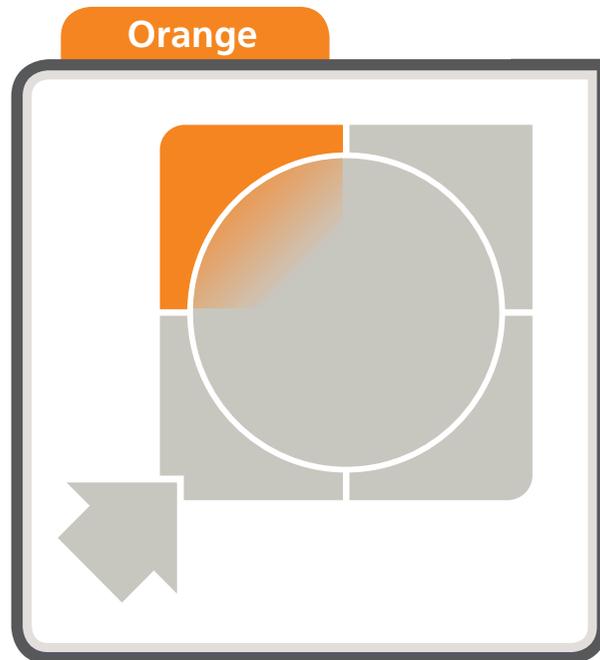
Development considerations

- Showing these individuals that you care, value them and want to help them to succeed
- Focus on understanding the individual, why they may not be performing and behaving to the level the role requires, and supporting them to achieve. Coaching conversations help.
- Developing understanding of expectations - culture / behaviours / processes /performance tasks associated with the role.
- Exploring, is this role the right one for them? Do their skills/strengths fit it? Does it motivate them? Do their values align to it/cultural fit? If not, focus development opportunities on a role that would be better suited to them and help them get there / make the transition.
- Feedback on performance and behaviours, including wider 360 degree feedback to help them understand how others perceive them.
- Any personal or wider circumstances that are impacting on them at work?
- Identify factors which motivate / de-motivate the individual and affect their performance/behaviour
- Explore personal ambitions – focus on 3 year ahead aspirations.

Possible development interventions

- Time, encouragement and attention to help get them back on track – make them feel valued. Weekly / monthly contact time to assess / re-assess how they are doing and keep on track
- Profiling tools such as Myers Briggs which will allow the individual to understand their key drivers, and explore if the job actually fulfils these motivators
- 360 degree feedback opportunities, particularly focused on behaviours and impact on others
- Buddying on the job / mentoring support from others who are more experienced
- Coaching to understand and explore impact on others, performance improvement
- Counselling if personal challenges affecting work
- Basic knowledge and skills training required for the job
- Realistic management of time scales and expectations on what to improve and support with how
- Possibly some career diagnosis – is this role right for them? If not, what would be? How do you get there?
- Reassess in next cycle of planning / performance management
- Challenge with clear expectations
- Clear and stretching objectives with regular review

Navigating the MPC-T



Orange

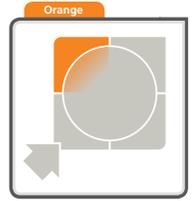
Has well rounded behaviours and values required to do a great job in role and may even role model these, however needs some support to enhance their performance.

Here it's about exploring with them why and what support they need to be able to improve their performance to maximise their potential.

Definition

- Behaviours and personal values are well aligned to the role/workplace, they may even role model these
- Need support and development to bring out their potential to perform in their current role
- Potentially very highly motivated to do a good job, but needs support to enhance their technical ability to perform
- Could be the wrong fit for the role, as their natural strengths are aligned to other areas that this role doesn't allow them to shine in
- Some sparks of brilliance which need harnessing
- Within the behaviours defined in the Healthcare Leadership Model, this individual will possibly be sitting within the 'essential' part of the scale

Navigating the MPC-T



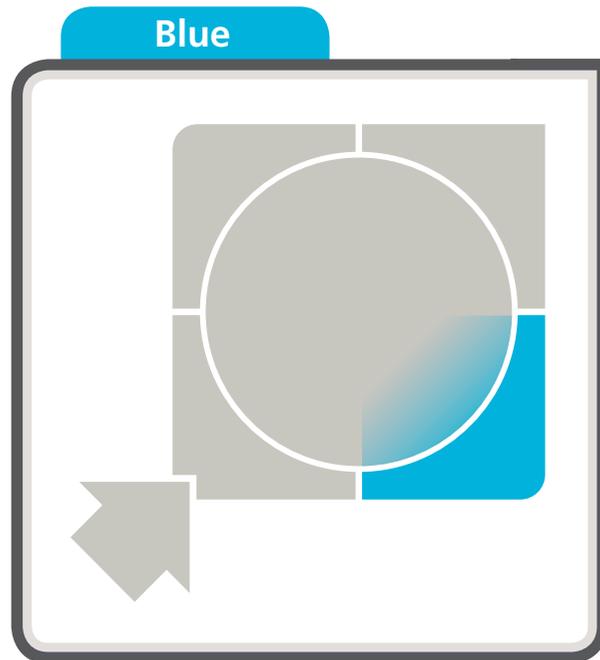
Development considerations

- Showing these individuals that you care, value them and want to help them to succeed. Remember, it's easier to develop someone into role to perform if they already have the values, behaviours and motivation to succeed
- They may not feel valued and may lose motivation if they are not able to enhance their performance – don't let this happen
- Developing their understanding of expectations and performance tasks associated with the role
- Exploring, is this role the right one for them? Do their skills/strengths fit it? Does it motivate them? If not, focus development opportunities on a role that would be better suited to them and help them get there / make the transition
- Any personal or wider circumstances that are impacting on them at work?
- Identify factors which motivate / de-motivate the individual and affect their performance. Ensure any barriers are removed and opportunities that appeal to motivational factors are developed
- Explore personal ambitions – focus on 3 year ahead aspirations

Possible development interventions

- Time, encouragement and attention to help get them back on track – make them feel valued. Weekly/monthly contact time to assess / re-assess how they are doing and keep on track
- Profiling tools such as Myers Briggs which will allow the individual to understand their key drivers, and explore if the job actually fulfils these motivators
- 360 degree feedback opportunities, particularly focused on performance and behaviours
- Buddying on the job / mentoring support from others who are more experienced
- Coaching to understand and explore impact on others, performance improvement
- Counselling if personal challenges are affecting work performance
- Basic knowledge and skills training required for the job
- Realistic management of time scales and expectations on what to improve and support with how
- Possibly some career diagnosis – is this role right for them? If not, what would be? How do you get there?
- Reassess in next cycle of planning / performance management
- Clear and stretching objectives with regular review

Navigating the MPC-T



Blue

Has well rounded performance and always meets performance expectations, however needs some support in understanding how they are achieving/behaving in the work place.

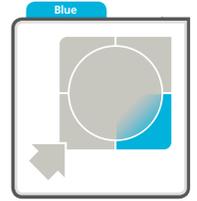
How we behave is complex but really important to consider as it impacts on the culture we are trying to create. We don't always realise the impact of our behaviours on those around us, but often simply reflecting on this can offer really deep insight and development opportunities.

The way to address this is to ensure open, honest and constructive feedback is obtained and explored with the individual, for example, allowing them to ask the question "what's it really like to work with me?".

Definition

- Their performance in role is always good, if not great! They always deliver on the job that needs to be done.
- Behaviours conducive of getting the job done in a great way are not always demonstrated in the work they do. It's not just what's achieved, but how they achieved it that needs to be explored/developed.
- Potentially very highly motivated to do a good job, but needs support to enhance understand themselves, their behaviour and the impact it has on getting the job done / others.
- Some sparks of brilliance which need harnessing
- Could possibly be the wrong fit for the role, as their values are aligned to other areas that this role doesn't allow them to demonstrate behaviours within
- Within the behaviours defined in the Healthcare Leadership Model, this individual will possibly just be sitting within the 'essential' part of the scale.

Navigating the MPC-T



Development considerations

- Showing these individuals that you care, value and want to help them to succeed.
- They may not feel valued and may lose motivation when you challenge their behaviours – don't let this happen. Challenging behaviours is difficult as it may mean challenging an individual's deep rooted personal values. Reassure and help them understand through feedback and self reflection activities how their behaviour actually has a wider and longer term impact of what they achieve and the people they need to help them achieve it. It's not what we achieve, it's also how we achieve them.
- Developing their understanding of expectations around the values and expected behaviours within their current role and wider organisation / NHS.
- Explore, is this role the right one for them? Do their values fit? If not, focus development opportunities on a role that would be better suited to them and help them get there / make the transition.
- Any personal or wider circumstances that are impacting on them and how they behave at work?
- Identify factors which motivate / de-motivate the individual and affect their behaviour. Ensure any barriers are removed and opportunities that appeal to motivational factors are developed.
- Explore personal ambitions – focus on 3 year ahead aspirations.
- It may be useful to ask them to explore the Healthcare Leadership Model as part of this

Possible development interventions

- Time, encouragement and feedback – make them feel valued. Weekly / monthly contact time to assess / re-assess how they are doing
- 360 degree feedback opportunities, particularly on personal impact / behaviours when getting the job done. Well rounded feedback from others on "what's it really like to work with me?"
- Personality profiling tools such as Myers Briggs which will allow the individual to understand their key drivers, and explore if the job actually fulfils these motivators
- Buddying on the job / mentoring support from others who are more experienced
- Coaching to understand and explore their impact on others when getting the job done
- Counselling if personal challenges are affecting work
- Possibly some career diagnosis – is this role right for them? If not, what would be? How do you get there?
- Reassess in next cycle of planning / performance management
- Challenge with clear expectations
- Clear and stretching objectives with regular review

Appendix 2

Some useful questions for the Maximising Potential Conversation

Some useful questions for the Maximising Potential Conversation

Useful question for the conversation – refer to each colour for the questions for that area	Grey	Yellow	Purple	Green	Orange	Blue
What made you make the move to this job? How does it fit into your career path?	●			●		
What strengths and experience do you have and how do they align to this role?	●	●	●	●	●	●
What have you achieved to date and we need to celebrate?	●	●	●	●	●	●
Can you describe any feedback you have had since starting in post? What does this tell us?	●			●		
What do you like about the current job you do? What don't you like about the job you do? Why?	●	●	●	●	●	●
What motivates you & keeps you engaged? What do we have to do to make you feel valued?	●	●	●	●	●	●
How are other people describing working with you?	●	●	●	●	●	●
What innovative ideas and opportunities have you identified to make your role even better / add value? How can we develop these further?	●	●	●	●	●	●
What gaps have you identified in relation to being able to perform/ behave to your maximum potential in the role?	●			●	●	
What support do you need from me, the team or organisation to help you reach your full potential in role?	●	●	●	●	●	●
Can you describe any barriers you have identified that could stop you reaching your full potential in this role? How could we overcome these?	●					
Who has been helping you out and supporting you since you started in role? How has it helped? Who else can help?	●			●	●	
Where do you want to be in 3 years time? What are your career aspirations? What would it look and feel like?	●	●	●	●	●	●
What would you hear? (how do we get you there?)	●					
How best can we use your skills and expertise to deliver what our team needs to achieve? How do you see your role in delivering our organisational ambitions?	●	●	●	●	●	●
How do we maintain your professional development in your current role? Describe the development you need?		●	●	●	●	

Some useful questions for the Maximising Potential Conversation

Useful question for the conversation – refer to each colour for the questions for that area	Grey	Yellow	Purple	Green	Orange	Blue
What could be the barriers to continuing good performance/behaviours, and how can we overcome these?		●	●	●	●	●
What would it take to stretch you a little outside your comfort zone? Offer you a little more challenge?		●	●	●	●	●
What can you offer back? Can you develop others? How can you share and pass on your knowledge, skills and expertise?		●	●	●	●	●
What happens to our team if you leave? What do we need to do to fill any gap you may leave?		●	●	●	●	●
What appeals to you more – a leadership role, or deeper development into your technical expertise?		●	●	●	●	●
What could be the barriers to achieving your aspirations, and how can we overcome these?	●	●	●	●	●	●
How do you feel about your current performance and behaviours in role? How would you rate your performance/behaviour at present?	●	●	●	●	●	●
What do you like about the job you do? What don't you like about the job you do? Why? Has anything happened that could affect how you perform/behave at work?		●	●	●	●	●
How can we support you to improve your performance and/or behaviours?		●	●	●	●	●
Give me some examples of how you behave when working that link to our values? Is this consistent?		●	●	●	●	●

Appendix 3

Maximising Potential dos and don'ts

It is important when holding the Maximising Potential conversation with your employee, that you consider the following

Maximising Potential dos



Use a coaching style conversation drawing on listening and empathy skills to explore the bigger picture and aspirations with the individual – it's a two way conversation about where they are and where they want/need to be.



Use factual observations not judgements. Consider evidence available e.g. 360 feedback, wider peoples feedback, evidence of performance outcomes, competency achievements to give you a rounded picture to remove bias.



Be honest, transparent, constructive and seek clarity. Be respectful and supportive to the individual.



Actively listen observing body language, tone and also what the individual is not saying.



Use their experience, and add to their perspective. Guard against being destructive.



Identify their key strengths and how to draw on these in their current role, or their next.



See any development areas as a positive way to improve to reach full potential.



Think about behaviour just as much as skills and performance outputs – it's not just what we achieve but how we achieve things. Summarise the discussion, agree action points and finish positively.

It is important when holding the Maximising Potential conversation with your employee, that you consider the following

Maximising Potential don'ts



Do not do all the talking



Do not force your views onto the individual



Do not make personal judgements - rely only on evidence and facts, and avoid making assumptions about individuals career aspirations and why they are where they are



Become emotional or aggressive



Do not use this as an opportunity to blame



Only focus on weakness



Avoid rushing the conversation – take your time



See development areas as failure



Do not avoid the difficult aspects of the conversation e.g. discussing an area of development

Appendix 4

MPC Preparation: Free Thinking and Self Reflection Space

MPC Preparation: Free Thinking and Self Reflection Space

Where are you? Why? Where do you want to be?
Write your thoughts and reflections down.



Thoughts

Use this space and the next page to think of examples ready for your Maximising Potential Conversation - i.e. your achievements, how you achieve/behave and where your potential could be.

Thoughts

Talent Management Support

The Leadership Academy are committed to supporting organisations through the process of embedding effective TM processes in their organisations.

Please go to the NHS Talent Management Hub for further supportive tools and resources.

<http://www.leadershipacademy.nhs.uk/talent>

The TM Hub also has links to regional support to implement TM in your organisation via our Local Delivery Partners.

