

# Talent Management Conversation Tool

A guide for managers and employees



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# Introduction

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**This tool has been designed by the NHS Leadership Academy in collaboration with our local delivery partners (LDPs) to bring together good practice around NHS Talent Management (TM). The tool can be used to compliment wider TM tools available to your organisation.**

This tool is one of a suite of tools and forms part of an inclusive national approach to TM 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 Talent Management Conversation Tool

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This tool should be used when identifying individuals who will be nominated to the NHS Leadership Academy Professional Leadership Programmes.

Only those who fall into the Green category of the Talent Grid should ideally be considered for progressive leadership development and access to local, regional or national programmes.

The main part of the tool is the open, honest and constructive conversation between the manager and member of staff to explore where they are now, where they want to be, and how to get there – or to simply identify and maximise how they are currently performing.

**To see an effective talent conversation in practice go to [www.leadershipacademy.nhs.uk/talent](http://www.leadershipacademy.nhs.uk/talent)**

The tool may be used to enhance the appraisal process, but equally can be undertaken as a standalone process.

# What is Talent Management?

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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 Talent Management and maximising potential process that works for all of our staff.

**The key element to any successful TM 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 Talent Management for?

Talent Management 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;

- A 'professional in their field who wants to maintain their CPD to maximise their potential in their current role and use their expertise to develop others around them
- A 'developing professional' who needs targeted support to reach their potential in their current role
- A 'transition employee' who has just started in a role and needs targeted support to reach their potential in their new role, or
- 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. Talent Management 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.



# Overview and use of the Talent Management Conversation Tool

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This tool helps staff and managers to measure 'performance' (what you achieve) and 'behaviours' (how you achieve it) of individuals against their demonstrated 'potential' (capacity, ambition, motivation, readiness) to move on in their career path in the immediate, short or longer term on their journey to reach their full potential.

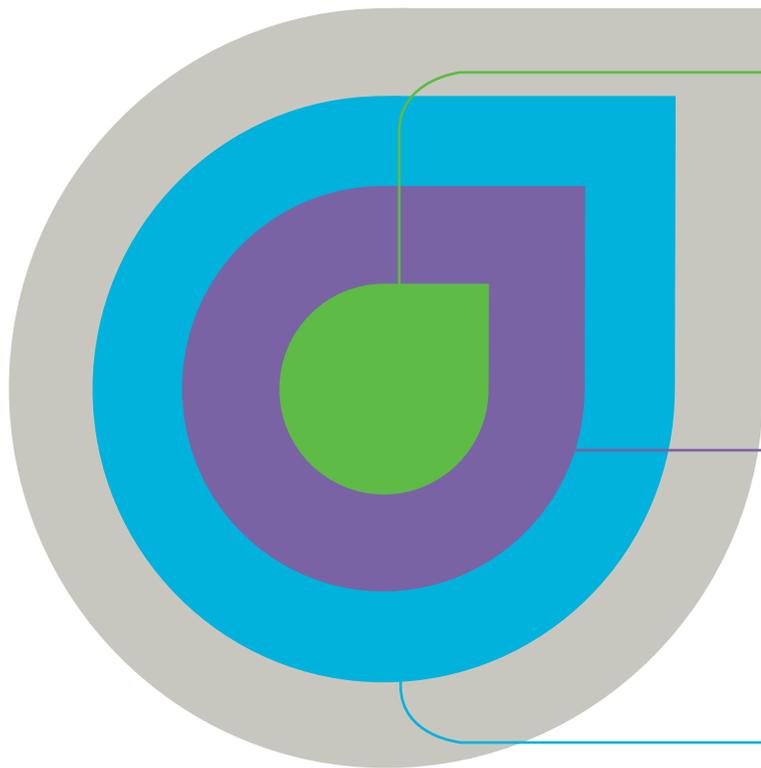
When having talent discussions, both the manager and individual should refer to the Healthcare Leadership Model and supporting 'Guidelines for using the Healthcare Leadership Model within talent conversations'.

You should consider evidence such as:

- Performance appraisal and behavioural feedback tools such as 360 degree tool to help align their level of performance; partially meeting, meeting or exceeding expectations.
- Managers should then, through coaching, work through the individual's ambition and potential to move on in order to get a sense of; ready now, ready soon or content to stay within their current professional role. All of this allows you to identify where an individual sits on the talent grid. (See Page 9).
- You can then consider the most appropriate development opportunities, such as maintaining CPD and stretching out of their role or development to help them reach the next step on their journey to reach their full potential.

# Considerations for people in the following coloured areas of the 9 Box Grid

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## Green

For those in the 'Ready Now' category who need support to reach their full potential, these individuals should be put forward to leadership programmes. Those who are 'Key Generalists' and 'Future Emergent Potential' may also be given similar opportunities, however more targeted discussions should be had to explore if any chosen programme is right for their development needs.

Only people who fall in the green category, who you identify as needing exposure to further leadership development opportunities to reach their next role / potential, should be put forward for the NHS Leadership Academy's Professional Leadership Programmes.

## Purple

For people who fall into this category, it's about thanking them for the good jobs they are doing and maintaining their development or providing opportunities that may help stretch them or help them become more expert in their field. Remember, without good consistent performers and experts, the NHS would not continue to deliver.

## Blue

For these individuals, it's about acknowledging they need targeted development to reach their potential in role, whether it be someone who is new to post who needs development support to perform in their new role, or people who for whatever reason need support to reach their performance potential in their current roles or identifying where else their skills may be effectively utilised.

# Potential development interventions

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The talent grid tool will assist you in aligning the different development interventions available to the individual, maximising performance in role and/or preparing them for their next role. For example, those who are 'Professionals in field' may require CPD, whereas 'New to Role ' will require targeted development to help maximise their performance and behaviours in their current role.

The development offerings could be:

- Locally designed and delivered within your own organisation
- Delivered by an accredited CPD provider or HEI
- Delivered from your local delivery partner e.g. Aspiring Leadership Programme
- NHS Leadership Academy Professional Leadership Programmes  
e.g. Elizabeth Garrett Anderson

Outcomes of the talent discussion should be documented, potentially forming part of the individual's on-going personal performance development plan, and then monitored on an on-going basis jointly by the manager and individual .

# The Talent Grid Conversation Tool

The following describes the talent grid for use with talent conversations. The remainder of the document explains how to use the talent grid and hold a good talent conversation.

See Appendix 1 for further supporting information on how to identify where someone is on the talent grid, conversational questions and possible development interventions, and see Appendix 2 for a blank copy of the grid for use with preparation for the conversation.

<p><b>Readiness to move</b></p> <p><b>Performance and behaviours</b></p>	<p><b>Professional talent</b></p> <p>Shows promise to continue to advance in their professional field or into a wider leadership role within 3–5 years if they have the capacity and ambition to do so, but equally valuable where they are.</p>	<p><b>Developing talent, ready soon</b></p> <p>Demonstrates the potential, ambition and motivation to develop at their current level and potentially progress in their career within 1–3 years into new and wider challenges.</p>	<p><b>Ready now</b></p> <p>Demonstrates the potential, ambition, motivation and experience to perform at the next level now or within the next 12 months into new and wider challenges.</p>
<p><b>Exceeds expectations</b></p> <p>Outstanding performance against objectives, achieves more than what is expected of them, and demonstrates role modelling of behaviours required beyond their role.</p>	<p><b>Professional in field</b></p> <ul style="list-style-type: none"> <li>• High performance in own field.</li> <li>• Role models behaviours of organisation/role.</li> <li>• Consistent results and brings added value to tasks given</li> <li>• Possible reached 'expert' stage in their career.</li> <li>• Shows upward potential, but less ambition, likely to move on in the medium future, outside of own specialism.</li> <li>• Emergent wider skills.</li> </ul>	<p><b>Key generalist</b> (Pivotal and flexible)</p> <ul style="list-style-type: none"> <li>• High performance with consistency of results across a variety of assignments and brings added value to tasks given.</li> <li>• Acts wider than professional background.</li> <li>• Role models behaviours of organisation/role.</li> <li>• Low-moderate potential/ambition to move on, possibly happy to stay in current position.</li> <li>• Secondary pool to fill critical positions; perhaps move one level; likely to shift to key of high professional roles over time.</li> </ul>	<p><b>Role model</b> (High potential to go further)</p> <ul style="list-style-type: none"> <li>• A role model with the highest levels of performance, potential and ambition to move on.</li> <li>• High performer, bringing added value to assignments with lots of potential and capacity for immediate advancement.</li> <li>• Role models behaviours of organisation/role.</li> <li>• Demonstrates mastery of current assignment.</li> <li>• True organisation asset – role model.</li> <li>• First call to fill critical positions.</li> </ul>
<p><b>Meets expectations</b></p> <p>Meets the expectations for performance against objectives and behaviours required at the level for their role.</p>	<p><b>Future professional in field</b></p> <ul style="list-style-type: none"> <li>• Good reliable performance.</li> <li>• Behaves professionally in line with role.</li> <li>• Showing upward potential but less ambitious to move outside of field.</li> </ul>	<p><b>Solid generalist</b> (Solid/adaptable)</p> <ul style="list-style-type: none"> <li>• Good rounded performance.</li> <li>• Behaves professionally in line with role.</li> <li>• Meets expectations.</li> <li>• Works wider than professional background.</li> <li>• Some potential to do more in long term if ambition and development allows.</li> </ul>	<p><b>Future emergent potential</b> (Capacity for key roles)</p> <ul style="list-style-type: none"> <li>• Individual with high potential.</li> <li>• Good rounded performance.</li> <li>• Behaves professionally in line with role.</li> <li>• Has the capacity to be a consistent talent, or with stretch move to higher levels.</li> </ul>
<p><b>Partially met expectations</b></p> <p>Below 'met expectations' against performance objectives and behaviours required at the level for their role.</p>	<p><b>Developing professional</b> (Needs stretching)</p> <ul style="list-style-type: none"> <li>• Current low demonstration of performance and behaviours required of role.</li> <li>• Being supported to reach their potential.</li> <li>• May be in the wrong role.</li> </ul>	<p><b>Developing generalist</b> (Needs stretching)</p> <ul style="list-style-type: none"> <li>• Low performance but showing moderate potential over time outside of professional role.</li> <li>• Being supported, needs pushing and stretching to reach full potential.</li> <li>• May be bored, under-used or in the wrong role.</li> </ul>	<p><b>Transition employee</b> (New to role, needs support)</p> <ul style="list-style-type: none"> <li>• New to post or assignment.</li> <li>• Have yet to demonstrate results, or high potential in a new position / development assignment.</li> <li>• Future performance will allow assessment of where they align to the grid longer term.</li> </ul>

# The Talent 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 talent grid, 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 talent grid 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

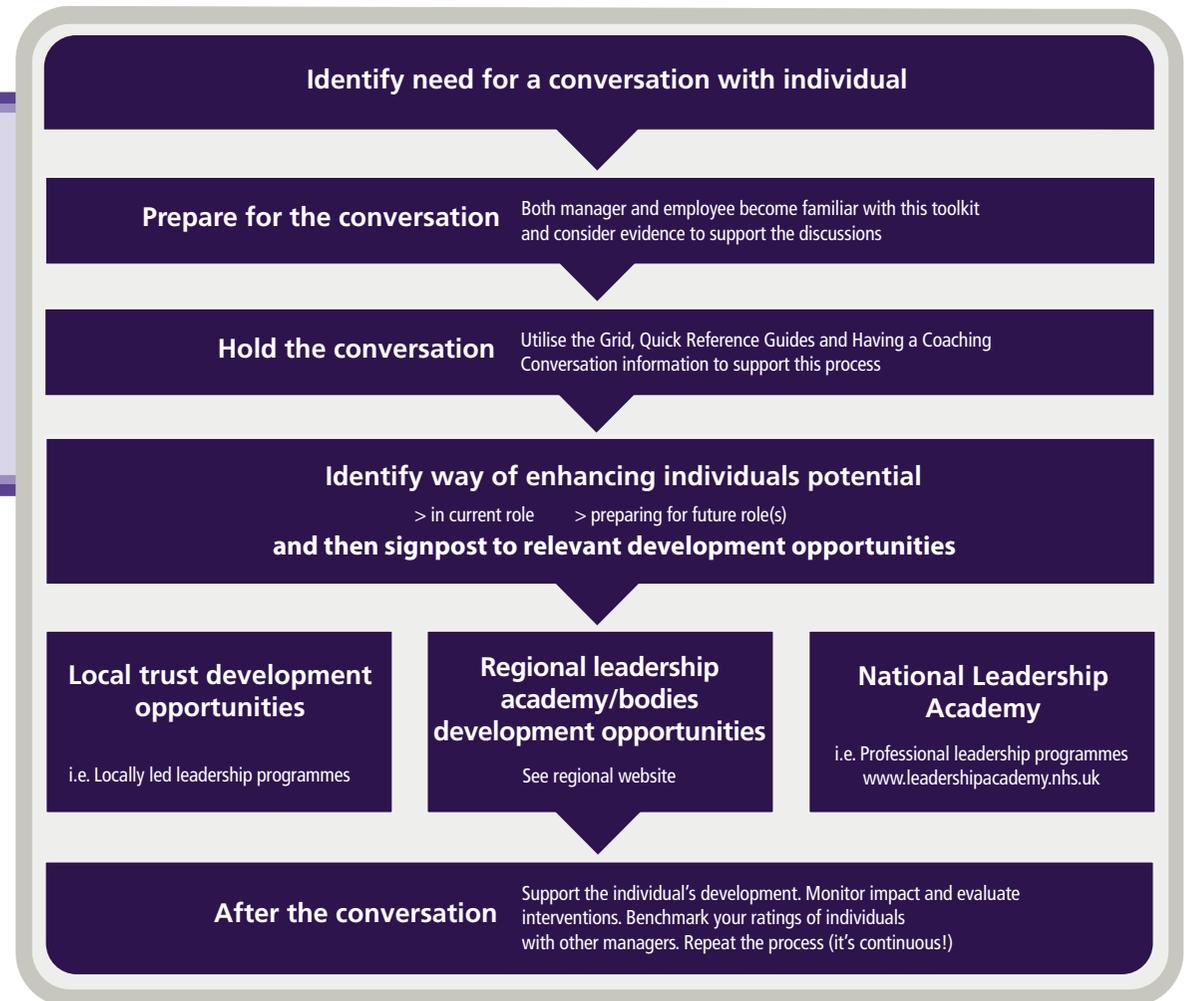


For further information on effective talent conversations go to [www.leadershipacademy.nhs.uk/talent](http://www.leadershipacademy.nhs.uk/talent)

# The Talent 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 Talent Grid. The following illustrates an overview of the process for having the Talent Conversation.



# Preparing for a Talent Conversation

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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 Talent Management Conversation 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 Talent Conversation Tool.
- 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 Talent Management 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

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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 Talent Conversation

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Having a talent conversation 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.



Research consistently supports the value of effective communications in the workplace and evidence suggests that it leads to people feeling valued and energised at work. The reasons for these not happening ranges from fear of the conversation not going well, lack of confidence in ability to hold the conversation in an effective way and that there are more pressing operational priorities to attend with which may impact on the quality of the conversation.

Whilst these reasons are valid, they should not deter from these important conversations happening across organisations.

Whilst the talent conversation is a useful guide for mapping an employee's potential, the quality of the talent conversation is the most valuable aspect of this process. The conversation will also support reduction of uncertainty for the individual within their role, help resolve problems, build trust and rapport, which in turn strengthens manager/employee relationships and improves work performance.

# Adopting a coaching style in the Talent Management Conversation

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To see a conversation in practice using this approach go to [www.leadershipacademy.nhs.uk/talent](http://www.leadershipacademy.nhs.uk/talent)

1

## Establish the Talent 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 Talent 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 Talent Conversation
- Summarise and discuss what happens next (development opportunities identified)

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

# After the Talent Conversation

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## Documenting and follow up

Following the talent 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 talent conversations 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 Talent Conversation 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 Talent Conversation 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.

# How to rate performance

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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.



# How to rate performance

As part of the Talent Conversation, we suggest that performance fits into three levels when trying to identify where someone aligns to the Talent Grid.

Performance rating	What does it look like?
<b>Partially meets expectations</b>	<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>
<b>Meets expectations</b>	<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>
<b>Exceeds expectations</b>	<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>

# How to rate behaviour

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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](http://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:

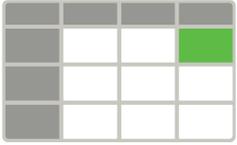
- 360 degree review – [www.leadershipacademy.nhs.uk/leadership-model](http://www.leadershipacademy.nhs.uk/leadership-model)
- Behavioural Framework - If you want to add more structure and can't access a formal 360 degree tool, you may want to add a behaviour framework to help the employee explore how 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 Talent Management Conversation Tool



# Role model – High potential to go further

## High performer with lots of capacity for immediate advancement

### Definition

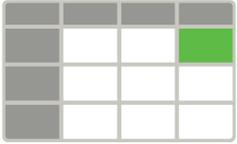
- Highest levels of performance and potential
- Role models behaviours that align to the organisation and wider NHS (please see page 5 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )
- Demonstrates mastery of current job/assignment
- Is relied on to always deliver
- Aspires to progress
- True organisation asset
- First call to fill critical or emergency positions

### Bank of questions

- What do we need to do to ensure continuous optimum performance?
- Do you see yourself as a leader?
- What motivates you and makes you feel valued at work?
- Where do you see your career path both now and in the immediate future i.e. next 12 months?
- What could prevent you progressing/realising your aspirations?
- What ambition do you have for the future
- What do you feel are the 'new' required leadership behaviours to enable a step change?

### Bank of questions continued

- What do you see as your immediate next move and what would you imagine the next one to be?
- What experiences do you need to make that happen?
- What skills and knowledge do you need to develop to be more rounded?
- What personal styles help you?
- What resources do you need to help you – personal, organisational or professional?
- What personal styles hinder you?
- What is your 'profile' within the organisation/networks and how might this be developed?
- What can get in your way of delivery?
- What would colleagues say about your leadership and delivery ability at the levels (manager, peer, direct report)?
- How do you influence where you don't have power?
- What are your strategies to motivate your team/networks/stakeholders?
- What de-rails your performance as a team member?
- Are there areas of the corporate agenda that could be developed and what part would you play?
- What do you do with good ideas?
- Do you need to further develop creativity or business acumen?
- What other professional skills would you like to develop?



# Role model – High potential to go further

## High performer with lots of capacity for immediate advancement

### Development considerations

- Thank these individuals and show them they are valued
- Access leadership development to support preparation for step change
- Future role, exposure to 'acting/step up' posts
- Identify 'appropriate career path
- Immediate move and longer term view
- Stretch assignments, giving depth and breadth of experience
- Reinforce value of individual to organisation, use praise and recognition appropriately
- Raise profile and exposure
- Use their skills to 'give back' in developing others in the wider organisation

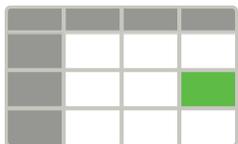
### Specific leadership development interventions

For those who are in the green category consider nomination on to:

- NHS Leadership Academy professional leadership programmes
- Regional leadership Local Delivery Partner programmes
- Local organisation leadership development programmes

### Further possible development intervention

- 360 degree feedback/other self awareness exercises
- Mentoring (self and others)
- Secondments (external)
- High profile presentations / exposure
- Stretch project / assignment outside comfort zone
- Placement outside of organisation
- Develop skills / knowledge – next role
- Exposure to multi-cultural, multi business, teams or groups where an outcome is needed with no direct authority
- An understanding of organisational development, interventions and techniques
- Further education
- Coaching
- Action Learning Sets



# Future Emergent Potential (Capacity for key Roles)

Good performer with the ability and potential to be a consistent talent

## Definition

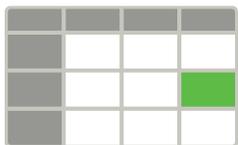
- Individual with high potential
- Good performance, can step up to deputise for higher roles when needed
- Demonstrates good professional behaviours in role and wider NHS (please see page 6 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )
- Has the ability and potential to be consistent talent
- Aspires and has ambition

## Bank of questions

- What motivates you and makes you feel valued at work?
- Do you see yourself as a leader?
- What are the ways to raise your performance levels even higher to be seen as outstanding in what you do?
- What holds you back at times? Are you aware of anything that holds the team back?
- Where might your next career steps take you?
- How do you think we can increase your exposure to demonstrate your capabilities?
- What can you do to manage constraints/barriers to your progression?
- Do you feel informed and involved in the organisations decision-making?

## Bank of questions continued

- What can get in your way to perform/deliver?
- Where do you see your career path both now and in the future i.e. next 2- 3 years?
- What could prevent you progressing/realising your ambition?
- What do you feel are the 'new' required leadership behaviours you may need to develop?
- What do you see as your next move and what could you imagine the next one after that to be?
- What experiences do you need to make that happen?
- What skills and knowledge do you need to develop?
- What personal styles help you? What personal styles hinder you?
- What resources do you need to help you - personal, organisational and professional?
- What is your 'profile' within the organisation and how might this be developed?
- What would colleagues say about your leadership and delivery ability at the various levels (manager, peer, direct report)?
- How do you influence where you don't have power?
- What are your strategies to motivate your team?
- Are there areas of the corporate agenda that could be developed and what part would you play?



# Future Emergent Potential (Capacity for key Roles)

Good performer with the ability and potential to be a consistent talent

## Development considerations

- Thank these individuals and make them feel valued
- Potential to access wider leadership development, but this has to be right for them
- Current role development
- Increase current performance/delivery and stretching in current role to do this
- Discuss future ambition/aspirations
- Specific competencies, experience and learning needed for future roles
- Use their skills to 'give back' in developing others in the wider organisation

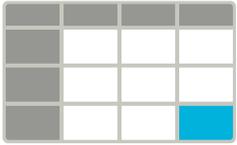
## Specific leadership development interventions

For those who are in the green category consider nomination on to:

- NHS Leadership Academy professional leadership programmes
- Regional leadership Local Delivery Partner programmes
- Local organisation leadership development programmes

## Further possible development intervention

- Managing personal growth
- 360 degree feedback
- Secondments / stretch opportunities
- Mentoring (as mentee) or as mentor
- Coaching 1:1
- Job rotations / exposure to broader Trust agenda and priorities
- Skills / knowledge – next role
- Projects – working outside functional expertise; working on a failed project in a recovery phase
- Consider your own local development activity



# Transition employee (New to role, needs support)

High potential in new job, needs support to perform in new role to maximise on potential

## Definition

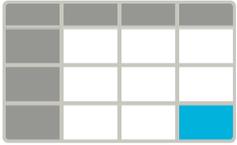
- In transition having started in a new position
- They need time and dedicated support to achieve their full potential within their current role and become great achievers
- Behaviours and performance is aligning to their new role (please see page 7 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )

## Bank of questions

- What made you make the move to this job? What do you bring from your last role?
- How do you feel about your development so far?
- What motivates you and makes you feel valued in the work place?
- What are your major challenges in the next year?
- Where do you think you will be in a year, in terms of both potential and performance?
- What do you need in order to become effective more quickly and how do we help?
- What support can you get from your team?
- What ambition do you have for the future?
- Do you know where you want to be in the future? Where do you aim after this role/career?

## Bank of questions continued

- What have you learnt about yourself in your career so far?
- What would you have done differently in your career so far?
- What is your profile perceived as by the organisation and how might this be developed?
- Are there any barriers preventing improved performance? What do we need to do to ensure continuous optimum performance?
- What could prevent you progressing?
- What do you feel are the 'new' required leadership behaviours?
- What experiences do you need to make that happen?
- What skills and knowledge do you need to develop?
- What personal styles help you? What personal styles hinder you?
- What resources do you need to help you?
- What would colleagues say about your leadership and delivery ability at the various levels (manager, peer, direct report)?
- How do you manage your own work/life balance?
- How do you influence where you don't have power?
- What are your strategies to motivate your team?
- What de-rails your performance as a team member?
- Are there areas of the corporate agenda that could be developed and what part would you play?



# Transition employee (New to role, needs support)

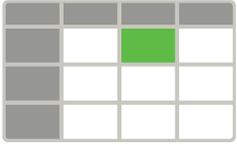
High potential in new job, needs support to perform in new role to maximise on potential

## Development considerations

- Current role, skills and behaviours to be able to do a great job in role
- Motivate, mentor and coach – make them feel valued
- Direction and support and opportunities to bring their own flare to the new role
- Development plan to improve performance and demonstrate potential over the next 12 months
- With evidenced performance could move to RN2 or RN1 swiftly

## Possible development intervention

- On-going feedback – support with knowing when doing a good job and when to improve/enhance
- Encouragement to keep on going and gain organisational exposure – sometimes it's just about getting experience on the job to master it
- Coaching / buddying on the job
- Monthly contact to assess / re-assess and keep on track Induction (culture / systems / processes)
- Basic knowledge and skills training
- Realistic management of time scales and expectations
- Possibly some career diagnosis – would need to be carefully handled in terms of raising expectations
- Reassess in next cycle of planning / performance management
- Challenge with clear expectations
- Clear and stretching objectives with regular review
- Consider your own local development activity



# Key Generalist (pivotal and flexible)

High performance in a variety of areas

## Definition

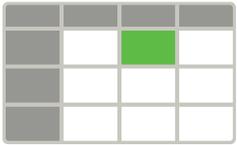
- High performance with consistency of results across a variety of assignments
- Role models professional behaviours aligned to their role and wider NHS (please see page 8 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )
- Flexible, and could fill short term gaps or act up/deputise into higher roles when needed
- Moderate potential to go further balancing own ambition and capacity to move
- Could fill critical positions; perhaps move one level; likely to shift to key or high professional post over time

## Bank of questions

- What motivates you and makes you feel valued at work? How do we support you with continuous performance and maintaining motivation / feeling valued?
- Do you see yourself as a leader?
- What gets in the way of your performance?
- Where do you see your career path and level of ambition?
- What could prevent you progressing?
- What do you see as your next move?

## Bank of questions continued

- In what timeframe (realistic)?
- What experience do you need to gain to make that happen?
- Do you have the necessary business and organisational skills?
- What other styles/skills would benefit you?
- What skills and knowledge do you need to develop / move into the first role?
- What resources do you need to help you?
- What support do you get from your manager, peers, and direct reports?
- What would your team say about your leadership and delivery ability?
- What is your profile within the organisation and how might this be developed?
- What would your team say your style is?
- How might the organisation better utilise your skills and experience?
- What more could you do to improve the quality of services, patient experience and the health and wellbeing of the workforce?
- How do you influence in areas you don't have power in?
- What scope do your 'networks' have?
- What would colleagues say about your leadership style and performance?



# Key Generalist (pivotal and flexible)

High performance in a variety of areas

## Development considerations

- Thank these individuals and make them feel valued for the great job they are doing
- Motivational stretch to enhance fulfilment – opportunities to try something different?
- Further developments in role giving both breadth and depth of experience
- Identify 'appropriate' career path and options
- Reinforce value of individual to organisation, use praise and recognition to help them shine
- Potential 'give back' to use their skills to develop others

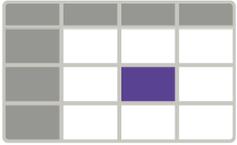
## Specific leadership development interventions

For those who are in the green category consider nomination on to:

- NHS Leadership Academy professional leadership programmes
- Regional leadership Local Delivery Partner programmes
- Local organisation leadership development programmes

## Possible development intervention

- Managing personal growth
- Further education
- 360 degree feedback
- Mentoring (as mentee)
- Coaching 1:1
- Develop skills / knowledge / competencies
- Projects to develop competencies and develop further depth and breadth of experience
- Secondments into development assignment to stretch
- Projects – using existing strengths with some future orientation
- Develop skills / knowledge / competencies – current role
- Diagnosis of career options may be appropriate
- Future leader programme
- Engage in training others
- Consider your own local development activity



# Solid Generalist

Good performance with moderate potential to advance

## Definition

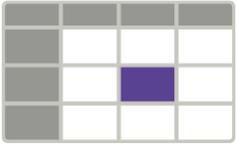
- Good well rounded performance
- Good professional behaviours in line with role requirements considerate of wider NHS (please see page 9 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )
- Reliably meets expectations – a 'go to' person
- Moderate potential over time, but likely to be very happy doing the job they are doing
- Solid, steady team member who can be relied upon, often going unnoticed

## Bank of questions

- What motivates you and makes you feel valued at work?
- How satisfied are you with your performance in your current role?
- What would you need to do to increase your performance in your current role?
- How do you see your career progressing? How would you like to achieve this?
- What do you feel your particular strengths are and how can the organisation best utilise them?
- How can we continue to build and develop these strengths?
- What do other people say about you, your performance, your behaviour, what you bring?
- Is there anything preventing improved performance?

## Bank of questions continued

- Do you feel informed and involved in the organisation's decision making?
- What do we need to do to ensure continuous performance and maintain motivation?
- What gets in the way of performance?
- Where do you see your career path and level of ambition?
- What do you see as your next move?
- What could prevent you progressing?
- In what time frame (realistic)?
- What experience do you need to gain to make that happen?
- What exposure do you need? What scope do your 'networks' have?
- Do you have the necessary business and organisational skills?
- What other styles/skills would benefit you?
- What resources do you need to help you?
- What support do you get from your manager, peers, and direct reports?
- What is your profile within the organisation and how might this be developed? What would your team say your style is?
- How might the organisation better utilise your skills and experience?
- What more could you do to improve the quality of services, patient experience and the health and wellbeing of the workforce?
- What do you do with good ideas?
- How do you manage your own work/life balance?



# Solid Generalist

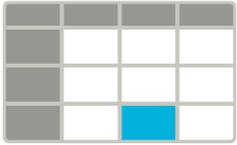
Good performance with moderate potential to advance

## Development considerations

- Make them feel valued for the good job they are doing
- Current role and development opportunities e.g. acting-up arrangements
- Enhance current performance
- Future career considerations
- Discuss future aspirations and ambition
- Consider developmental assignment
- Identify factors which motivate or de-motivate individual and affect performance

## Possible development intervention

- Managing personal growth
- Further education
- 360 degree feedback
- Secondments into development assignment to stretch (with support)
- Mentoring (as mentee)
- Coaching 1:1
- Projects / development areas
- Develop skills / knowledge / competencies – current role
- Diagnosis of career options may be appropriate
- Development to improve current performance
- Consider your own local development activity/processes



# Developing Generalist (needs stretching)

Potential and moderate ambition to do more, however needs support to reach performance potential in current role or wider

## Definition

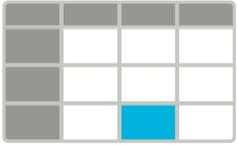
- Low performance but showing moderate potential over time
- Behaviours may not fully align to their current professional role (please see page 10 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )
- Needs pushing and stretching – may be bored or under used
- Could be in the wrong job

## Bank of questions

- What motivates you and makes you feel valued at work?  
(what hinders this?)
- How would you/others rate your performance (what you do) at present?
- How would you/others rate your behaviours (how you do it) at present?
- What standard of performance would you suggest you deliver?
- What do you require to enable you to enhance your performance and how do we support this?
- Do you wish to develop further?
- What are the barriers or blocks to success? Who "owns" these barriers/blocks?
- What areas do you need support with?
- What do you consider your particular strengths to be? Are you using them in this role? If not, what would and how could we get there?
- How do you identify opportunities for growth and new experiences and learning?

## Bank of questions continued

- Do you feel informed and engaged in the organisation's business?
- What part in the team do you play?
- How do the team / your stakeholders perceive you?
- What do we need to do to ensure continuous performance and maintain your motivation?
- What gets in the way of your performance?
- Where do you see your career path and level of ambition?
- What could prevent you progressing?
- What do you see as your next move?
- In what time frame (realistic)?
- What experience do you need to gain to make that happen?
- What exposure do you need?
- Do you have the necessary business and organisational skills?
- What other styles/skills would benefit you?
- What skills and knowledge do you need to develop / move into the first role?
- What resources do you need to help you?
- What support do you get from your manager, peers, and direct reports?
- What is your profile within the organisation and how might this be developed?
- How might the organisation better utilise your skills and experience?



# Developing Generalist (needs stretching)

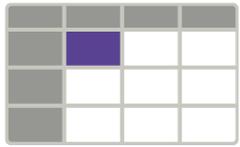
Potential and moderate ambition to do more, however needs support to reach performance potential in current role or wider

## Development considerations

- Understand what motivates them and check they feel valued
- Current role and factors that could motivate the individual more
- Assess their strengths and if they align to their current role
- Ambition discussion
- Understanding barriers
- Current performance and future improvements/alignment to role

## Possible development intervention

- Identify interventions to motivate, engage and feel valued to maximise their performance and behaviours in current role
- Review strengths – do they align to what they are doing?
- Open conversation and role review – is it aligned to their skills?
- 360 degree and other feedback mechanisms to understand behaviours and alignment to role
- Swift action on improvement plan with tight timescales
- Challenge with appropriate level of support (high support and regular contact)
- Coaching for performance
- Career counselling
- Quick remedial targeted development activity
- Formalised performance management-dependent upon timescale
- Consider your own local development activity/processes



# Professional in Field

High performance in own field with consistent results

## Definition

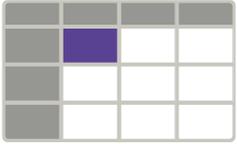
- High performance in own field
- Reliable and consistent results, often bringing own flare to tasks given
- Role models professional behaviours (please see page 11 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )
- Shows upward potential, but likely happy being expert in own field
- Skills which can be harnessed to support others

## Bank of questions

- What makes you feel valued and motivated in doing your work and how do we maximise this?
- How could you pass your expertise on to others?
- What do we need to do to ensure continuous performance?
- Where do you see your career path both now and in the future i.e. next 3- 5 years?
- What do you see as your next move? Or are you happy what you are doing?
- What experience do you need to gain to make that happen?
- What skills and knowledge do you need to develop / move into the role?
- What is your profile in the organisation and how might this be developed?
- If an individual expresses a desire to stay at their current level, explore how they might develop within the role?

## Bank of questions continued

- What ambition do you have for the future?
- What could prevent you progressing?
- What do you feel are the 'new' required leadership behaviours?
- What personal styles help you?
- What personal styles hinder you?
- What would colleagues say about your leadership and delivery ability at the various levels (manager, peer, direct report)?
- How do you manage your own work/life balance?
- How do you influence agendas where you don't have power or mandate?
- What are your strategies to motivate your team?
- What de-rails your performance as a team member?
- Are there areas of the corporate agenda that could be developed and how could you play a part?
- What do you do with good ideas?
- Do you need to further develop creativity or business acumen?
- What other skills would you like to develop?
- What more could you do to improve the quality of services, patient experience and the health and wellbeing of the workforce?



# Professional in Field

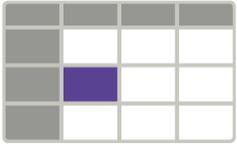
High performance in own field with consistent results

## Development considerations

- Reinforce their value to organisation – thank, praise and encourage them
- CPD in current role
- Stretch opportunities out of field to broaden experience in NHS
- Aspirations and exposure to wider networks and thinking
- Using these individuals to support other people's development

## Possible development intervention

- Managing personal growth
- 360 degree feedback
- Job rotations
- Build skills / knowledge required for current role
- Further professional qualification to enhance role e.g. accountancy, management etc.
- Manage current performance
- Ensure feedback is given
- Mentoring
- Coaching
- Exposure
- Robust development planning
- Consider your own local development activity



# Future Professional in Field

Good performance in professional field and showing upward potential

## Definition

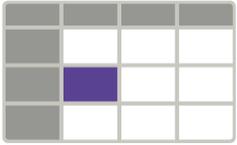
- Good reliable performance delivering what's expected
- Behaves in a way that is professional to their role (please see page 12 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )
- Showing upward potential, but likely to be happy doing the good job they are doing
- Meets experience needed to do a good job

## Bank of questions

- What makes you feel valued and motivated at work?
- What do you feel your particular strengths are? How can we continue to build and develop these?
- In terms of the skills / knowledge and competencies what areas do you feel need developing in order to improve your current performance to become an expert in your field?
- Are there any specific issues that are stopping you performing at an even higher level?
- How can we address these?
- What do other people say about you, your performance, and your behaviour, what you bring?
- What is your preferred learning style and which method would best suit you?
- How satisfied are you with your performance in your current role?
- What would you need to do to increase your performance in your current role?

## Bank of questions continued

- How do you see your career progressing?
- How would you like to achieve this?
- What do you feel your particular strengths are and how can the organisation better utilise, build and develop them?
- How do you feel we could utilise your strengths even more?
- Is there anything preventing improved performance?
- Do you feel informed and involved in the organisation's decision making?
- What do we need to do to ensure continuous performance and maintain motivation? What gets in the way of performance?
- Where do you see your career path and level of ambition?
- What could prevent you progressing?
- What do you see as your next move? In what time frame (realistic)?
- What experience/exposure do you need to gain to make that happen?
- Do you have the necessary business and organisational skills?
- What other styles/skills would benefit you?
- What resources do you need to help you?
- What support do you get from your manager, peers, and direct reports?
- What is your profile within the organisation and how might this be developed? What scope do your 'networks' have?
- What would your team say your style is?
- How might the organisation better utilise your skills and experience?
- What do you do with good ideas?
- How do you manage your own work/life balance?



# Future Professional in Field

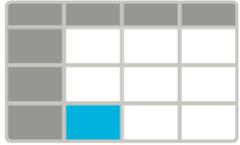
Good performance in professional field and showing upward potential

## Development considerations

- Thank these individuals for their reliable contribution to the organisation
- Current role development
- Improve strengths and motivation/ambition to go further
- Increase current performance in role
- Stretch projects to evidence ability

## Possible development intervention

- Managing personal growth
- 360 degree feedback
- Job rotations
- Build skills / knowledge required for current role
- Further professional qualification to enhance role e.g. accountancy, management etc.
- Manage current performance
- Ensure feedback is given
- Mentoring
- Coaching
- Exposure
- Consider your own local development activity



# Developing Professional (needs stretching)

Showing potential to be professional in field, but needs support to align performance and/or behaviours to role

## Definition

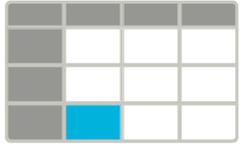
- Has potential, but low level performance and or/behaviours that are required within the role (please see page 13 in 'Guidelines for using the Healthcare Leadership Model within a talent conversation' )
- Need support to bring out their potential
- Possibly lacks drive or motivation for role which needs exploring / may not feel valued
- Strengths and values may be misaligned with current role
- Some sparks of brilliance which need harnessing

## Bank of questions

- What motivates you to come to work and feel valued – is something missing?
- How do you feel about your current performance and behaviours in role?
- What factors have affected the present situation? What actions have been taken and what was the outcome?
- What other resources need to be utilised?
- What are your strengths? Are they aligned to this role?
- What do other people say about you, your performance, and your behaviour, what you bring?
- How can we support you to improve your performance?
- How would you rate your performance at present?
- Do your behaviours/motivations align to our team/organisation?
- What standard of performance would you suggest you deliver?

## Bank of questions continued

- What do you require to enable you to enhance your performance?
- How can we support you to achieve enhanced performance?
- Do you wish to develop? What are the barriers or blocks to success? Who 'owns' these barriers/blocks?
- What are your challenge areas? How can we assist you to build and develop these?
- Identify opportunities for growth and new experiences and learning?
- Do you feel informed and engaged in the organisation's business planning process?
- What part in the team do you play?
- What skills, knowledge resources do you need to develop / move into the first role?
- What support do you get from your manager, peers, and direct reports?
- What is your profile within the organisation and how might this be developed?
- What would your team say your personal style is?
- How might the organisation better utilise your skills and experience?
- What more could you do to improve the quality of services, patient experience and the health and wellbeing of the workforce?
- Do you influence in areas you don't have 'power' or 'mandate' in?
- What would colleagues say about your leadership style and performance?
- What do you do with good ideas?
- How do you manage your own work/life balance?



# Developing Professional (needs stretching)

Showing potential to be professional in field, but needs support to align performance and/or behaviours to role

## Development considerations

- Current role development to be able to perform professionally
- Support the employee in feeling valued
- Use appropriate performance/development improvement plan
- Understand aspirations, motivators and work importance
- Assess strengths and if they align to current role, or potentially elsewhere
- Remember that people's strengths shine when they get matched to a role they resonate with

## Possible development intervention

- Above all - make them feel valued and supported to reach their potential
- Appropriate skills, knowledge and behaviour/attitude development in current role
- Interventions related to de-motivators or 'de-railers' (if there is evidence that these will result in improving performance)

## Possible development intervention

- Action taken quickly for remedial and targeted development
- Projects (use as measure of competencies for next role as well as playing to strengths)
- Managing personal growth
- Further education
- 360 degree feedback around behaviours and alignment to role
- Mentoring (as mentee)
- Secondments – internal
- Coaching 1:1
- Career counselling
- Clearly define the areas of poor performance, measured against criteria technical procedures, Leadership Framework etc.
- Develop agreed plan with individual with key actions and timescales for delivery
- Have monitoring process in place for delivery plan
- Manager to give regular feedback on performance
- Formalised performance management dependent upon time scale – the appropriate formal procedure should be applied
- Consider your own local development activity

Appendix 2

# Blank template Talent Management Conversation Tool

For use by managers and staff in preparation and during talent conversation to capture evidence and examples relating to relevant grid areas to identify where individuals best fit.

<p><b>Readiness to move</b></p> <p><b>Performance and behaviours</b></p>	<p><b>Professional talent</b></p> <p>Shows promise to continue to advance in their professional field or into a wider leadership role within 3–5 years if they have the capacity and ambition to do so, but equally valuable where they are.</p>	<p><b>Developing talent, ready soon</b></p> <p>Demonstrates the potential, ambition and motivation to develop at their current level and potentially progress in their career within 1–3 years into new and wider challenges.</p>	<p><b>Ready now</b></p> <p>Demonstrates the potential, ambition, motivation and experience to perform at the next level now or within the next 12 months into new and wider challenges.</p>
<p><b>Exceeds expectations</b></p> <p>Outstanding performance against objectives, achieves more than what is expected of them, and demonstrates role modelling of behaviours required beyond their role.</p>	<p><b>Professional in field</b></p>	<p><b>Key generalist</b> (Pivotal and flexible)</p>	<p><b>Role model</b> (High potential to go further)</p>
<p><b>Meets expectations</b></p> <p>Meets the expectations for performance against objectives and behaviours required at the level for their role.</p>	<p><b>Future professional in field</b></p>	<p><b>Solid generalist</b> (Solid/adaptable)</p>	<p><b>Future emergent potential</b> (Capacity for key roles)</p>
<p><b>Partially met expectations</b></p> <p>Below 'met expectations' against performance objectives and behaviours required at the level for their role.</p>	<p><b>Developing professional</b> (Needs stretching)</p>	<p><b>Developing generalist</b> (Needs stretching)</p>	<p><b>Transition employee</b> (New to role, needs support)</p>



## Thoughts

Appendix 3

# Talent Conversation dos and don'ts

# It is important when holding the Talent Conversation with your employee, that you consider the following

---

## Talent Conversation 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 Talent Conversation with your employee, that you consider the following

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## Talent Conversation 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

# High contrast Talent Management Conversation Tool (easy read)

<b>Readiness to move</b>  <b>Performance and behaviours</b>	<b>Professional talent</b>  Shows promise to continue to advance in their professional field or into a wider leadership role within 3–5 years if they have the capacity and ambition to do so, but equally valuable where they are.	<b>Developing talent, ready soon</b>  Demonstrates the potential, ambition and motivation to develop at their current level and potentially progress in their career within 1–3 years into new and wider challenges.	<b>Ready now</b>  Demonstrates the potential, ambition, motivation and experience to perform at the next level now or within the next 12 months into new and wider challenges.
<b>Exceeds expectations</b>  Outstanding performance against objectives, achieves more than what is expected of them, and demonstrates role modelling of behaviours required beyond their role.	<b>Professional in field</b> <ul style="list-style-type: none"> <li>• High performance in own field.</li> <li>• Role models behaviours of organisation/role.</li> <li>• Consistent results and brings added value to tasks given</li> <li>• Possible reached 'expert' stage in their career.</li> <li>• Shows upward potential, but less ambition, likely to move on in the medium future, outside of own specialism.</li> <li>• Emergent wider skills.</li> </ul>	<b>Key generalist</b> (Pivotal and flexible) <ul style="list-style-type: none"> <li>• High performance with consistency of results across a variety of assignments and brings added value to tasks given.</li> <li>• Acts wider than professional background.</li> <li>• Role models behaviours of organisation/role.</li> <li>• Low-moderate potential/ambition to move on, possibly happy to stay in current position.</li> <li>• Secondary pool to fill critical positions; perhaps move one level; likely to shift to key of high professional roles over time.</li> </ul>	<b>Role model</b> (High potential to go further) <ul style="list-style-type: none"> <li>• A role model with the highest levels of performance, potential and ambition to move on.</li> <li>• High performer, bringing added value to assignments with lots of potential and capacity for immediate advancement.</li> <li>• Role models behaviours of organisation/role.</li> <li>• Demonstrates mastery of current assignment.</li> <li>• True organisation asset – role model.</li> <li>• First call to fill critical positions.</li> </ul>
<b>Meets expectations</b>  Meets the expectations for performance against objectives and behaviours required at the level for their role.	<b>Future professional in field</b> <ul style="list-style-type: none"> <li>• Good reliable performance.</li> <li>• Behaves professionally in line with role.</li> <li>• Showing upward potential but less ambitious to move outside of field.</li> </ul>	<b>Solid generalist</b> (Solid/adaptable) <ul style="list-style-type: none"> <li>• Good rounded performance.</li> <li>• Behaves professionally in line with role.</li> <li>• Meets expectations.</li> <li>• Works wider than professional background.</li> <li>• Some potential to do more in long term if ambition and development allows.</li> </ul>	<b>Future emergent potential</b> (Capacity for key roles) <ul style="list-style-type: none"> <li>• Individual with high potential.</li> <li>• Good rounded performance.</li> <li>• Behaves professionally in line with role.</li> <li>• Has the capacity to be a consistent talent, or with stretch move to higher levels.</li> </ul>
<b>Partially met expectations</b>  Below 'met expectations' against performance objectives and behaviours required at the level for their role.	<b>Developing professional</b> (Needs stretching) <ul style="list-style-type: none"> <li>• Current low demonstration of performance and behaviours required of role.</li> <li>• Being supported to reach their potential.</li> <li>• May be in the wrong role.</li> </ul>	<b>Developing generalist</b> (Needs stretching) <ul style="list-style-type: none"> <li>• Low performance but showing moderate potential over time outside of professional role.</li> <li>• Being supported, needs pushing and stretching to reach full potential.</li> <li>• May be bored, under-used or in the wrong role.</li> </ul>	<b>Transition employee</b> (New to role, needs support) <ul style="list-style-type: none"> <li>• New to post or assignment.</li> <li>• Have yet to demonstrate results, or high potential in a new position / development assignment.</li> <li>• Future performance will allow assessment of where they align to the grid longer term.</li> </ul>



## 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.

