

Talent Management Toolkit

Guidance on Holding
Development Discussions



Contents

1.1	Introduction	4
Identify		
2.1	Identify where someone is in their career right now	5
2.2	Consider Diversity and Inclusion when discussing development and potential	6
2.3	Regular development discussions	7
2.4	How can I prepare as a manager for a development discussion?	9
2.5	How can I prepare as an individual for a development discussion?	11
Develop		
3.1	Using the talent map to help your people be successful	14
3.2	Talent Map	15
3.3	Where learning happens – 70/20/10 principle	25
3.4	Using development strategies to form development plans	26
Development Discussion Tips		
4.1	Aspirations that don't match potential	28
4.2	Useful links and further support	29

Introduction

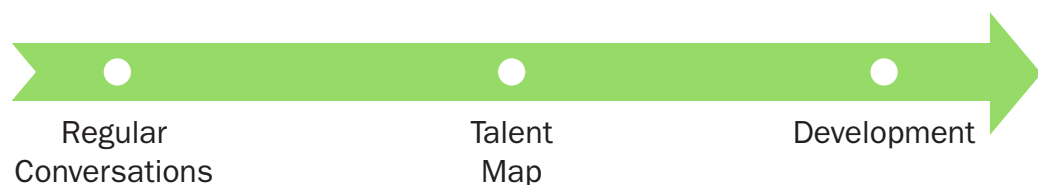
Identifying, developing and retaining talented colleagues is essential to realising our ambition of being a well-led, high performing, outcome focused NICS that is inclusive and truly values diversity. This guidance is for all staff to assist with their development and not only for those seeking transfers or promotion to more senior roles. In using this document it is important to remember that the majority of learning and development occurs on the job. See 3.3 – Where learning happens.

Creating the right environment for giving and receiving feedback to ensure every line manager understands and makes the best use of everyone's skills, experience and potential is a major desired outcome of our People Strategy.

Talent management works most effectively when individuals and managers take responsibility for development. Colleagues feel more engaged if they have meaningful performance feedback and development conversations. Most people want to own their career progression and have a reasonably realistic understanding of their capabilities. They want honest feedback on their potential and aspirations as well as practical support and guidance on development options.

Having regular conversations will help you to better understand your people and where they are in their career 'right now'. Regular conversations can also assist you as a line manager to better understand your people's motivation and engagement levels, give you an insight into their aspirations and discuss current ability and future potential through focused development.

This guide will assist you in having effective and successful development discussions with your people, and will help improve the more detailed development conversations particularly those linked to the performance management system at mid and end year review stage.



Identify

2.1 Identify where someone is in their career right now.

It is important that talent management is done with people and not to them. Your first conversations with your people need to focus on discovery and exploring potential.

Someone's potential is a mix of aspiration, ability and engagement.

- **Aspiration:** What do they aspire to in the short and long term? What are they motivated to achieve in terms of their career?

- **Engagement:** Are they right behind what the NICS is trying to achieve? Do they display discretionary effort without prompting? (Discretionary effort is the level of effort people could give if they wanted to but is above and beyond the minimum required.)

- **Ability:** Do they demonstrate potential and ability beyond their immediate job requirements, or are they well placed in their current role? How ready are they to take on more responsibility? Do they live the behaviours expected in a leadership role?

At any given point in time, someone might demonstrate potential for:

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

2.2 Consider diversity and inclusion when discussing development and potential.

It is natural to be comfortable with others who are most like us. However, that will be limiting the concept of ability and potential. Be willing to recognise different personalities and strengths in your people when discussing development and potential. Diversity and inclusivity adds value to the NICS and you should recognise the value that everyone can bring to all levels of the organisation.

It is important that you consider different types of aspiration, ability and engagement and recognise that large numbers of employees want to perform well in their current roles and may not wish to advance to a higher grade.

Aspiration

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

Ability

Diverse people bring different skillsets and perspectives that help us achieve results for the people of Northern Ireland. Look for their natural talents and strengths and how to apply them.

Engagement

People have different motivators and may be highly committed to external groups that they belong to. Create opportunities for people to integrate their personal drivers with development that grows their capability and career as well as organisational performance.

2.3 Regular Development Discussions

A regular development discussion will help you and your people explore their potential and assist in identifying where they are in their career right now. Think about focusing on successes, lessons learned, wellbeing and priorities for the next period to help focus in on your people's current role and explore their potential. This can form part of regular 1-2-1 conversations already happening between line managers and staff.

The following short template is designed to help both staff and line managers in their preparation for a development discussion



Regular Development Discussion Template

To help prepare for regular conversations, some questions to think about are suggested below. There is no need to keep a record of the discussion on HR Connect, however, you should keep them to help inform your next conversation, in-year review and end-year review.

Successes: What I am pleased about, in terms of my achievements and performance, over the last period of time:	
Think about...	Notes
What I did	
How I did it.	

Lessons Learned: What, with hindsight, could I have done differently	
Think about...	Notes
What could have gone better?	
What could be improved/ How can it be improved?	

Wellbeing: Are you currently able to manage your workload? Do you have any concerns? Are you managing to achieve a good work/life balance?	
Think about...	Notes
What workloads you have. Any concerns?	
Can the organisation provide any additional support to help you achieve more work/life balance?	

Priorities	
Think about...	Notes
What are my priorities over the next period of time?	
What will help me achieve them?	

When completed, this form contains personal data in respect of staff members and must not be circulated beyond the agreed recipients. Store securely if printed and destroy any paper copies using a shredder.

2.4 How can I prepare as a manager for a development discussion?

Holding effective conversations with your people requires preparation, and you should consider the following initial questions before delving deeper into more probing and detailed questions.

Ability:

- What have been the demonstrated strengths from the individual? Where are they strong?
- What does the individual view as their core strengths, which may be different to the line manager's view and may or may not have been demonstrated since the last discussion?
- What factors would enable the employee to realise more of their strengths?
- To what extent does the individual demonstrate the behaviours we need and expect of our senior leaders? You should also refer to the NICS Competency Framework in the useful links section.
- To what extent does the individual meet the range of technical or functional skills needed?
- To what extent does the individual exhibit the attitudes and responses required for success at the next level? (Consider also their drive and energy to get things done, desire to improve performance, resilience, calm under pressure, self-awareness and their healthy regard for self and others).

Aspiration:

- How far does the individual's ambition currently extend (in leadership or other roles)?
- To what extent does the individual own, and proactively seek out, opportunities for learning, development and progression?
- What is the individual's historical track record of fulfilling their career ambitions?
- What knowledge or skills level do they have in their current role? Do they sit in a NICS profession or specialist role and do they aspire to remain in this field?

Engagement

- To what extent does the individual apply discretionary effort without prompting, and what drives this?
- To what extent (and how) is the individual demonstrating an emotional engagement with the organisation?
- To what extent do they take pride in and derive meaning from their current work?

Development - Focusing on possible next steps for the individual:

- What, if anything, is holding you back? How can this be overcome?
- What development objectives should be part of the individual's development plan?
- Are there any specific actions they could consider to develop their skills within their specific area of work or profession?
- What particular development opportunities and activities would best support the achievement of these development objectives e.g. stretch assignments, secondments?
- What can I do to support you to achieve your career and development objectives?

2.5 How can I prepare as an individual for a development discussion?

Ability:

- What have your particular strengths been over the past year?
- What are your unique talents and strengths, which may or may not have been demonstrated due to the work you are currently engaged on?
- What would enable you to realise more of your strengths?
- Which of the behaviours we need and expect of our leaders do you feel you already have? You should also refer to our NICS Competency Framework in the useful links section.
- Leaders need drive and energy to get things done, desire to improve performance, resilience, to be calm under pressure, continued learning and to be self-aware. How far do you think you display these factors?

Aspiration:

- What would you like to be able to achieve in your career? Where would you like to be within the next two years/five years?
- Are you in a NICS profession and do you aspire to remain within this?
- What evidence could you bring to show you have proactively sought out opportunities for learning, development and progression?
- What career ambitions have you already achieved?
- How important is progression to you? Does anything else matter more?
- Are you looking to deepen your experience in a particular area, or broaden your experience?

Engagement:

- In what ways have you gone the extra mile? What influenced you to do this?
- What energises and motivates you?
- What does working for the Department mean to you? Do you feel any differently about the wider NICS?
- What do you feel the benefits of working for the Department / NICS are? How much do these matter to you?

Development:

- What, if anything, is holding you back? How can this be overcome?
- What development objectives should be part of your development plan?
- Are there any specific actions you feel you could consider to develop your skills?
- Are there specific activities which would best support these development objectives e.g. stretch assignments, secondments? and
- Think about what you need from your manager to support you?



Develop

3.1 Using the talent map to help your people be successful

To supplement your regular discussions with your people you can use the talent map at least every six months to provide a personalised development focus to your conversations. Using the talent map, the aim of your conversation is:

- To help your people understand their current development focus highlighting that;
 - This is open to change over time as aspirations, capability and performance change.
 - The individual can take some steps to change perceptions if their current development focus differs from their aspirations.
- To work out appropriate development options for the next period of time. Remember, development plans will change over time and should be revisited regularly. Adjust plans when new information is gained or aspirations change. The outcome of these discussion can be used to inform the individual's Personal Development Plan (PDP).

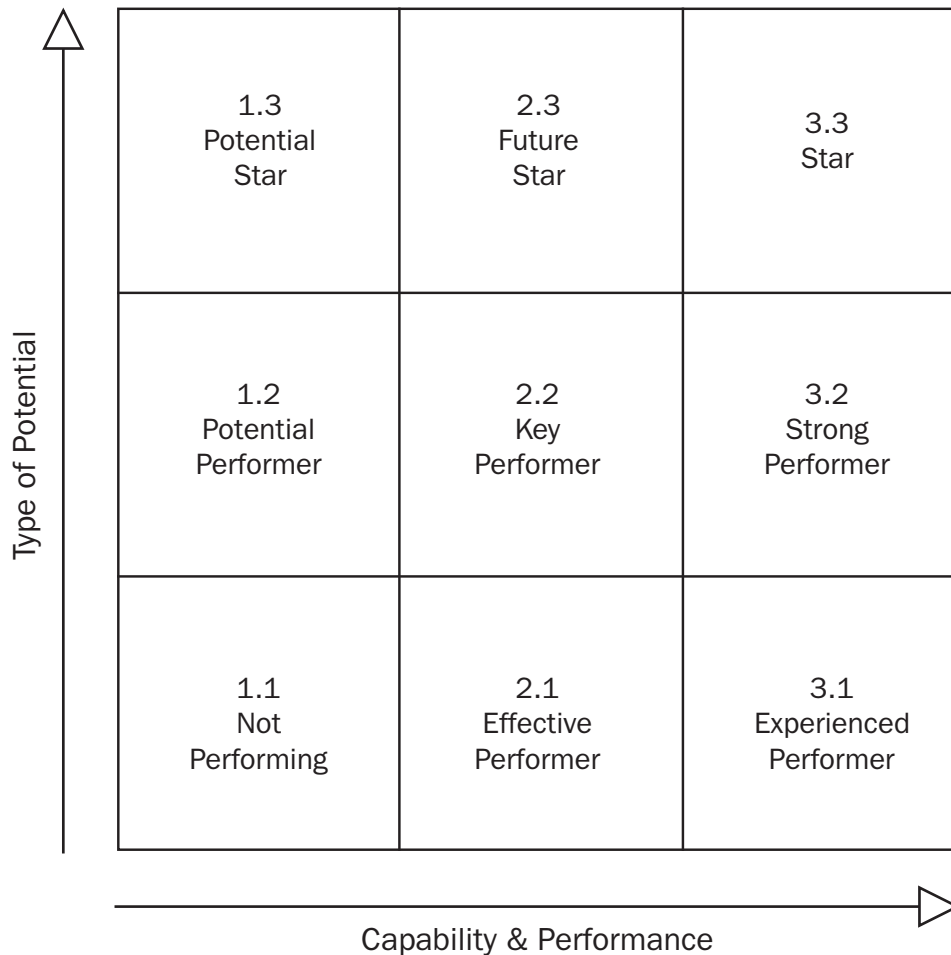
This should also help inform and improve the discussions in one to one review meetings with staff where these already occur, or to assist with the introduction of regular meetings where they do not.

The following pages set out information to assist managers to have discussions based around the talent map. It is important to remember that most people want to get honest feedback.

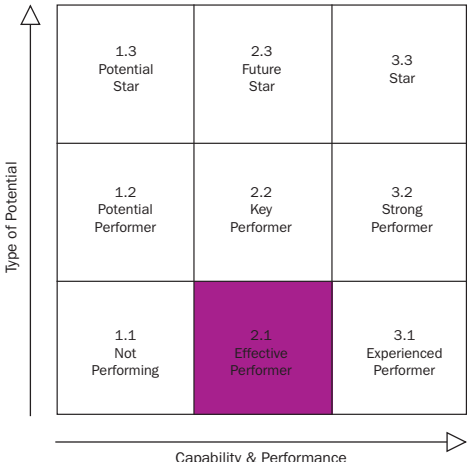
It is perfectly okay for people to be happy where they are in their career. Not everybody wants to move up in the organisation but you still need to support them with their development.

3.2 Talent Map

The following pages look in more detail at each category in the Talent Map and contain descriptors and questions to help you explore indicative placement with your people. You can use the following descriptions and questions to explore indicative placement with your people. Placement is not fixed or static and may change over time. It is likely, however, that most people will be in the Effective Performer/Key Performer categories with only small numbers in the Star category. The talent map provides a basis and focus for your more in-depth development conversations. Ideally use at least twice a year.



<p>Talent Map Box</p>	<p>1.1 Not Performing (or poor fit)</p>	
<p>Description: Performance is inconsistent or not fully effective. May not be a good fit – with the organisation, recent changes, and / or role. It is possible that talents and strengths are mismatched to job requirements or training / development support may not have been sufficient.</p>	<p>Development focus: Rapidly assign a development plan and ensure objectives are set (See link below to Performance Management Policy which should be followed). Coaching / training needed to get performance back on track.</p>	
<p>Development Options:</p> <p>On-the-job:</p> <ul style="list-style-type: none"> • Self-reflection exercise to encourage the individual to examine the root cause of their underperformance. • Explore the gap between what is expected of the individual and what they are producing. • Make a concrete, measurable plan for improvement and keep this under review. <p>Learning from others:</p> <ul style="list-style-type: none"> • Consider coaching the individual to explore their strengths and motivations. • Encourage the individual to request regular constructive feedback from their line manager. <p>Formal Learning</p> <ul style="list-style-type: none"> • Attend courses to address an immediate gap in skills or knowledge. 		<p>Development conversation starters:</p> <p>Note: There are particular challenges for both individuals and their managers in situations where an individual may not be performing for any reason.</p> <p>Please refer to the NICS Performance Management policy in the HR Handbook.</p> <p>Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> • We'd really like to see you performing more as we know you can. • Let's talk about what needs to happen to get you to a place where you are being successful and feeling engaged.

Talent Map Box	2.1 Effective Performer (in current role)	
<p>Description: Valued at this level and in this role. Consistently delivers on expectations. Reliable performer who is well-placed to keep up with new initiatives, methods and ideas conscientiously.</p>	<p>Development focus: Development for continuous improvement and keeping up with change.</p>	
<p>Development Options: Learning on-the-job:</p> <ul style="list-style-type: none"> • More opportunities to work on tasks that make best use of the individual's unique talents, strengths and motivations. • Tasks/Projects that grow role-specific capability • Explore new and different types of work within current role scope that keep individual interested and motivated. • Take the lead on lower-intensity pieces of work. <p>Learning from others:</p> <ul style="list-style-type: none"> • Work along-side highly engaged experienced performer or key performer. • Development coaching to confirm individual talents, strengths/motivators. • Career coaching if plateaued in current role. <p>Formal Learning</p> <ul style="list-style-type: none"> • Courses to extend skills and/or keep up with requirements. 		<p>Development conversation starters: Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> • It's good to be recognised as an effective performer. • Your talents and skills are well aligned to the work you do. You appear to get satisfaction from doing your work well, in part because you get to do some of what you do best every day. • We appreciate that you are consistently doing what is asked of you and sometimes a bit more. We value and depend on people like you, reliably getting on with the core work of our business. • You're on board with and keeping up with changes in your work practices and in organisational direction. • Let's work out what you need to succeed/excel in your current role. • There may be two or three specific skill areas or strengths that would be of benefit for you to develop further. Let's discuss what these are...

<p>Talent Map Box</p>	<p>3.1 Experienced Performer (excelling in current role)</p>	
<p>Description: Highly valued in current role or within a specialised field. May be recognised outside the team or across the organisation. Well-placed to continue exceptional performance in current role.</p>	<p>Keep at the leading edge of their role or specialised area.</p>	
<p>Development Options: Learning on-the-job:</p> <ul style="list-style-type: none"> • Work on real workplace challenges to gain greater depth of experience within specialty area. • Work on projects with key stakeholders to get a deeper understanding of their perspectives as a way of helping do own role even more effectively. • Complex challenges requiring high level expertise. <p>Learning from others:</p> <ul style="list-style-type: none"> • Work along-side highly engaged experienced performer colleagues. • Coach or mentor others as a way to deepen and share own knowledge, experience and skills. <p>Formal Learning</p> <ul style="list-style-type: none"> • Conferences, seminars and conferences to keep at the forefront of role. 		<p>Development conversation starters: Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> • You are a stand-out performer with strong capability in your current role. • You have deep experience/ expertise in all aspects of your role that allow you to produce exceptional results. • Your talents and skills are well aligned to the work you do. You appear to get satisfaction from doing your work well. • We are very happy to have you act as a role model to others, coaching them to learn from your expertise. • We appreciate your positive influence as this helps others build their capability too. • (If seeking growth) Let's work out some initiatives you can get involved in that require you to take a different perspective and acquire/practice new skills.

<p>Talent Map Box</p>	<p>1.2 Potential Performer (new to role or developing)</p>	
<p>Description: Still developing, due to being new to current role/grade, or not yet performing the full range of duties. It's too early to test for next-level potential.</p>	<p>Development focus: Support to get up to speed in new role. Review capability, performance and potential over the coming months.</p>	
<p>Development Options:</p> <p>Learning on-the-job:</p> <ul style="list-style-type: none"> • Most of the new start's learning is likely to be on the job, getting to know all new aspects of the work. • Target on the job learning support based on current grade and familiarity with the work. • Place focus on self-help references e.g. guides, policies, procedures, desk files or handover documents. <p>Learning from others:</p> <ul style="list-style-type: none"> • Work along-side highly engaged experienced performer or key performers to learn good practice. • Feedback and coaching to confirm individual is on track as job is being learned. <p>Formal Learning</p> <ul style="list-style-type: none"> • Formal induction events and courses to learn skills required in the role. 		<p>Development conversation starters: Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> • It's great to have you recently start in your role. • In particular the strengths that you have demonstrated already include... • There are a few areas of potential that we anticipate you'll develop into. These include... • You're making steady / good / excellent progress getting to know your role / the department / the NICS. • At this point we'd like to get you more settled into this role before talking further about next development or career steps. Although I'm happy to hear any top-of-mind thoughts you have. • Keep on progressing the way you are and let's review your capability, performance and potential over the coming months.

<p>Talent Map Box</p>	<p>2.2 Key Performer (Ability beyond immediate role)</p>	
<p>Description: Consistently delivers on expectations, sometimes exceeding these. Quick to adapt and bring others along with changes. Shows some ability beyond immediate job requirements and may benefit from time, testing and/or clarification of aspirations, if any, to the next career move.</p>	<p>Development focus: Keep growing broad skill base and experience. Clarify aspirations/address career de-railers.</p>	
<p>Development Options:</p> <p>Learning on-the-job:</p> <ul style="list-style-type: none"> Expose to new and different aspects of work and higher leadership/management activities. Assign further work in those areas to keep realising potential. Use this information to clarify possible next career steps or if preference is to keep on in current role. <p>Learning from others:</p> <ul style="list-style-type: none"> Shadow a range of people to learn about different roles. Work with change managers implementing new ideas to learn from them first hand. <p>Formal Learning</p> <ul style="list-style-type: none"> Courses/training to extend skills and keep up with requirements. 		<p>Development conversation starters: Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> You are one of our key performers. You're recognised not only to be reliably delivering on the core requirements of your role but also as someone who gets quickly on board with organisational change. We appreciate your positive influence as this helps others come on board too. You're someone we feel confident involving in new initiatives because you help us to deliver these more effectively. This ability suggests that you have potential for career growth and possible progression to take on bigger or more complex role sometime in the future.

<p>Talent Map Box</p>	<p>3.2 Strong Performer (possible progression)</p>	
<p>Description: A highly capable, strong performer with a proven track record. Shows ability beyond immediate job requirements and is ready to take on new challenges, broader scope, or possible progress to a higher role with the right experience.</p> <p>Development focus: Keep engaged and challenged. Provide opportunities to clarify aspirations and potential.</p>		<p>Development conversation starters: Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> You are highly capable with potential to take on broader scope and new challenges because you show ability beyond your immediate job requirements. You are a strong performer. You have experience / expertise in all aspects of your role that allow you to produce exceptional results. We feel confident that you have the ability to work to get good outcomes. Let's explore some development options that might help you clarify your aspirations and support you to work towards these.
<p>Development Options:</p> <p>Learning on-the-job:</p> <ul style="list-style-type: none"> Work on new challenges to gain greater breadth of experience. Expose to different aspects of higher leadership / next level requirements. Assign further work/projects to keep drawing out areas of potential. <p>Learning from others:</p> <ul style="list-style-type: none"> Broaden networks with multi-disciplinary teams. Coach others to transfer experience. <p>Formal Learning</p> <ul style="list-style-type: none"> Conferences/seminars/courses that provide breadth not just depth of understanding / skill. 		

<p>Talent Map Box</p>	<p>1.3 Potential Star (early promise)</p>	
<p>Description: Strong potential and impact, with a track record of quickly rising to new challenges. Gaining significant stretch (e.g. in a new or challenging environment) to develop capability and experience. Shows aspiration and early promise.</p>	<p>Development focus: Increase capability and experience. Accelerate development for potential next moves.</p>	
<p>Development Options: Learning on-the-job:</p> <ul style="list-style-type: none"> This person may be stretching themselves in a new environment or with a difficult challenge. If so, the challenge of the current experience will be development in its own right. <p>Learning from others:</p> <ul style="list-style-type: none"> Manager coaching and support. Tap into expertise from others who work in similar environments. <p>Formal Learning</p> <ul style="list-style-type: none"> Programmes and courses which accelerate development. 		<p>Development conversation starters: Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> We recognise that you are stretching yourself – perhaps in a new environment or with a difficult challenge – which is helping you to gain significant further experience. You have a history of quickly rising to new challenges and experiences so we have every confidence in your aspiration and ability to progress at the right time. Let’s focus on providing you with the support to prove yourself and excel in this environment.

Talent Map Box	2.3 Future Star (ready to progress in 1.2 years)	
<p>Description: Frequently achieves ambitious goals with strong aspiration and demonstration of potential in a variety of new and challenging situations. Needs time to strengthen in a small number of areas before progressing to a role of increased size or scope.</p>	<p>Development focus: Strengthen specific capability and/or experience need for future development.</p>	
<p>Development Options: Learning on-the-job:</p> <ul style="list-style-type: none"> Breadth and range of experiences become increasingly important as individuals move to more senior levels. Seek out new and different experiences via project work and challenges. <p>Learning from others:</p> <ul style="list-style-type: none"> Shadowing or mentoring from someone who has made a successful transition to the next level or who has the key attributes the individual is seeking to emulate. <p>Formal Learning</p> <ul style="list-style-type: none"> Programmes and courses which accelerate development. 		<p>Development conversation starters: Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> As a future star you are keen to progress to a role of increased scope and size in a year or two if the opportunity arises. We are keen to support you to develop the skills and experiences you need to get there. You are very aligned with the direction that the NICS is heading in and you're keen to make an even bigger contribution. You seem to value and get a real buzz from dealing with the sorts of challenges more typical at the next level. Some of the critical experiences we see you needing to help you prepare for your development include...

<p>Talent Map Box</p>	<p>3.3 Star (ready to progress)</p>	
<p>Description: Ready now for their next bigger or more complex role. Has realised their potential and aspiration for more, having stepped up and succeeded quickly, repeatedly and effectively in a range of situations. Will likely be successful at the next level now.</p>	<p>Development focus: Keep stretching until the next role / opportunity becomes available.</p>	
<p>Development Options:</p> <p>Learning on-the-job:</p> <ul style="list-style-type: none"> • Applying for next level roles. • Greater visibility and exposure. <p>Learning from others:</p> <ul style="list-style-type: none"> • Mentoring from a successful next level leader in relevant area. <p>Formal Learning</p> <ul style="list-style-type: none"> • Programmes and courses to keep stretched and strengthen next level capacity. Note, in many cases this option will be less valuable than learning on-the-job options. 		<p>Development conversation starters: Choose or adapt the phrases that might apply:</p> <ul style="list-style-type: none"> • You're ready now to progress to a higher and more complex role. While you're waiting for the right opportunity to come along, we're keen to support you to refine your skills and experience to help you be even more successful. • You are very aligned with the direction that the NICS is heading in and you're keen to make an even bigger contribution. • You seem to value and get a real buzz from dealing with the sorts of challenges more typical at the next level. • What development do you think will be critical for you to increase your likelihood of success in your career?

3.3 Where learning happens - the 70:20:10 principle

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

The 70:20:10 adult development principle says that:

- **70% happens on-the-job.** This is sometimes referred to as “experiential learning”. For example, a person is more likely to learn how to run a project by actually planning and managing one, than by just attending a project management workshop.
- **20% comes through others.** This could include informal conversations, sharing ideas, coaching, mentoring and feedback. For example that same person may gain some insight by discussing problems they are having managing the project with their colleagues.
- **10% comes from formal learning.** This could include workshops, courses, seminars, conferences and tutorials. For example a person may attend a three-day project management workshop, but need some help to apply their learning back in their role.

Your people can use a variety of approaches to grow their capability. Some suggestions include:

Workshops, courses and programmes	Self-paced individual study	Asking for feedback
Conferences and seminars	Web searches	Personal reflection
Team building and planning days	Assistance to study	Transferring learning to others
Networking and attending meetings	Shadowing and observing	Reflecting with a different person
eLearning and online resources	Stretch assignments	Mentoring and coaching

3.4 Using development strategies to form development plans

There are a range of strategies to consider when forming development plans. Consider the approach that would deliver the best outcomes with each person. Here are some development strategies to think about:

- **Enhancement:** a plan designed to work directly on a need or business-critical competency; the person is aware and is motivated to do something about it.
- **Good to Great:** a high performing staff member who is already good and can be great, i.e. developing a strength.
- **Workaround:** a plan that works around a person's weaknesses, i.e. using something or someone else to get the same thing done (e.g. a support mechanism, complementary partner or buddy).
- **Perception Differences:** a staff member does not agree with how you see their capability and potential. You may want to provide evidence to support your perception or change your perception.
- **Re-railment:** getting someone back on track after a period of underperformance.
- **Skills Transfer:** a plan that ensures that skills that are used in one area or context are successfully transferred to other areas of work or new environments.
- **Exposure:** a plan that exposes a staff member to an experience or opportunity.
- **Confidence:** a plan to boost a staff member's confidence, rather than actual talent.

Source: Adapted from Broadband talent management: Paths to Improvement (Eichinger, Lombardo & Stiber)

NICSHR Centre for Applied Learning has a number of products to assist you and your people in exploring career development options. You may wish to have a look at the [Career Development eLearning](#) course as well as the [NICS Competency Framework Toolkit](#) online resource, available now on LInKS.

Include link to Development Options Paper once finalised

e-Learning	Job shadowing	Seminars / Masterclasses	Assistance to study	Mentoring	Coaching
Networking	Team building events	Temporary promotion Opportunities	Elective Transfers, Lateral Transfers and Interest Circulars	Transfer and Secondment Opportunities	Volunteering

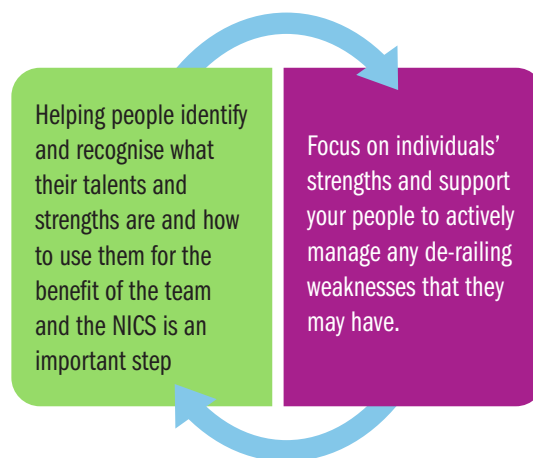


Development Discussion Tips

4.1 How to deal with someone's current aspirations that don't match their potential

The perspective you have of your people's potential at any point in time may or may not align with an individual's current aspirations. It is important initially to make it safe for the individual to voice their aspirations honestly. Some suggested conversation starters include:

- **For someone whose aspirations fall short of the potential you see in them:** "I've been noticing your strengths in..... And was wondering whether you've ever thought of.... I'd really like you to keep an open mind and maybe explore these different options a bit more."
- **For someone whose aspirations may be running ahead of their current capabilities:** "Great you've got ambitious goals. How ready do you see yourself being for the next step should the opportunity arise? If you're really motivated to develop in this area, I think it would be useful for me to give you a steer on some of the strengths you'd bring and some of the areas you'd have to step up in to be a serious contender. Would you be open to that?"



4.2 Useful Links

- [NICS Competency Framework](#)
- [NICS Career Development Policy](#)
- [NICS HR Learning and Development](#) provides access to a wide range of learning and development options including classroom courses, eLearning and online resources.
- [Include link to Development Options paper here](#)



