talent. Management

as presented by Jide Ibironke at the Success Encounter of RCCG, Miracle Centre, Ikosi Ketu – Lagos, Nigeria

THE TERM "TALENT"

▪ *McKinsey Consulting and "War for Talent"*

▪ *Traditionally, **Talent** refers to actual and potential employees for whom competition is strong because such individuals have knowledge, skills, experience and abilities which are in high demand and low supply*

▪ ***Talent** is no longer seen as simply associated with high demand and low supply skills*

WHAT TALENT IS?

▪*In contemporary usage, 'talent' denotes personal qualities which enable an individual to make a difference to organizational performance*

▪*"Talent consists of those individuals who can make a difference to organisational performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potential."*

TALENT MANAGEMENT

▪ *Is the systematic attraction, identification, development, engagement/retention and deployment of those individuals with high potential and who are of particular value to an organization*

PROCESSES OF TALENT MANAGEMENT

▪ *Talent management* *can usefully be conceived as a pipeline through which individuals pass. The processes for effective talent management includes:*

❑*Attraction*

❑ *Identification*

❑*Development*

❑ *Engagement and Retention*

❑*Deployment*

PROCESSES OF TALENT MANAGEMENT

ATTRACTION

▪ *This is the starting point of the pipeline of **Talent Management***

▪*It entails making and showing the organization to be a desirable place to work*

PROCESSES OF TALENT MANAGEMENT

IDENTIFICATION

▪ *Encompasses a focus on both existing as well as new employees*

▪*Indeed, the first purpose of identifying talent is ATTRACTION*

▪*The focus here is not to seek to attract those already in similar employment with competitors but is targeting potential source of talent*

PROCESSES OF TALENT MANAGEMENT

DEVELOPMENT

- *Continuous training and development must be a way of life for the organization*

- *This should be recognized as essential to achieve the highest levels of performance and to fully achieve potential*

PROCESSES OF TALENT MANAGEMENT

ENGAGEMENT AND RETENTION

▪ *These are two quite complex concepts as reasons for high and low levels of each are extremely difficult to determine*

PROCESSES OF TALENT MANAGEMENT

DEPLOYMENT

- *The final stage in the **Talent Management** pipeline*

- *This relates to matching talent to organization demands and requirements*

A. COMPETENCY ASSESSMENT

B. PERFORMANCE APPRAISALS

C. SUCCESSION AND CAREER PLANNING

COMPETENCY ASSESSMENT

- *Effective human capital management begins with **competency assessment** at the beginning of the talent life cycle before someone is hired*

- Competencies *include personal characteristics, motives, self-concept, knowledge, and behavioural skills*

- *The more complex the job, the more important the competencies*

COMPETENCY ASSESSMENT...CONT'D

▪*Assessments enable organizations to identify aggregate **competency gaps** of a particular department or the entire organization*

▪ *Aligning the processes for hiring and developing talent with the unique skills, behaviours and attributes identified through **competency modeling** enables organizations to select and groom their unique brand ambassadors*

COMPETENCY ASSESSMENT...CONT'D

NINE MOST POPULAR COMPETENCIES

1. *Action orientation*

2. *Communications*

3. *Creativity/innovation*

4. *Critical judgment*

5. *Customer orientation*

6. *Interpersonal skill*

7. *Leadership*

8. *Teamwork*

9. *Technical/functional skill*

TYPES OF ASSESSMENT

▪ *SELF-ASSESSMENT*

Communicates trust and encourages accountability, but there is the risk that assessments can be inconsistent from person to person, which leads to less validity.

▪ *MANAGER ASSESSMENT*

facilitate dialog between an employee and supervisors, and presents an opportunity for care coaching. However, this process is time consuming, and the manager might or might not have an accurate perception of an individual's proficiency level in the various competencies

TYPES OF ASSESSMENT...CONT'D

▪**PEER ASSESSMENT**

empowers peers and gives the process more credible validity. However, honest feedback can be challenging, and time invested in the assessment process can take time away from the employees' primary responsibilities

▪**POST ASSESSMENT**

Some employees could possess competencies that exceed those required for their current jobs, while others could have competencies that are better suited to a different role in the organization. It is also likely many employees will need to develop a higher degree of proficiency in certain competencies

PERFORMANCE APPRAISAL

▪*This a formal management system that provides for the evaluation of the quality of an individual's performance in an organization*

▪ *It is not just a once-a-year drill mandated by the personnel department, however, it is an ongoing process and not merely as an annual event*

THE FOUR-PHASE PERFORMANCE APPRAISAL MODEL

▪*Phase 1: PERFORMANCE PLANNING*

At the beginning of the year, the manager and individual get together for a performance-planning meeting to discuss the responsibilities, goals, projects, competencies and development plans of the individual.

▪ *Phase 2: PERFORMANCE EXECUTION*

In the pursuit of the individual working to achieve the goals, projects and plans for the year, the manager provides coaching, enabling environment, and feedback to the individual to increase the probability of success.

THE FOUR-PHASE PERFORMANCE APPRAISAL MODEL

▪*Phase 3: PERFORMANCE ASSESSMENT*

Towards the time for formal performance appraisal, the manager fill out the necessary forms and paperwork on his/her considerations of the individual.

▪ *Phase 4: PERFORMANCE REVIEW*

The manager and the subordinate meet to review the appraisal form that the manager has written and talk about how well the person performed over the past twelve months.

SUCCESSION AND CAREER PLANNING

▪*Talent management and **succession planning** go hand in hand*

▪ *Succession planning is about the identification and development of future leaders* (forces an organisation to look closely at its talent, develop reliable assessment procedures, and ensure that they are applied systematically across the board)

SUCCESSION AND CAREER PLANNING...*CONT'D*

- *"Career Planning" is the design and implementation of organizational process which enable the careers of individuals to be planned and managed in a way that optimizes both the needs of the organizations and the preferences and capabilities of individuals*

- *Career Planning is an ongoing process where employees set their career goals and identify ways in which they can achieve them*

SIX SIGNS YOUR ORGANIZATION NEEDS CAREER PLANNING

1. *Employees who ask for tuition support or reimbursement but the courses are not related to their jobs.*

2. *Employees who are completing degrees and seem to be expecting an immediate promotion upon completion.*

3. *Employees who are applying for promotions for which they are not qualified.*

4. *Employees who appear to be bored or coasting in their jobs.*

5. *Employees who are unclear about their career goals.*

6. *Employees who keep asking for new challenges or training.*

ESTABLISHING A TALENT MANAGEMENT CULTURE

▪*A company culture that attracts, develops, and rewards talent and strong performance can help prepare the business to surge ahead of the competition*

▪*It is imperative to create a culture that recognizes the value of talented people and ensures that talent management practices are implemented in a consistent way across the organization*

WAYS TO A DRIVE TALENT MANAGEMENT CULTURE

❑ *Reverse Mentorship Programs*

❑ *Just Ask*

❑ *Start with the Job Descriptions*

❑ *Position Titles*

❑ *Encourage Celebration*

PROCESSES OF TALENT MANAGEMENT

❑ *Coaching and Mentoring*

❑ *Training and Development*

❑ *Workforce Development*

❑ *Top Talent Development*

❑ *360-Degree Feedback for Talent Development*

COACHING AND MENTORING

▪ *Coaching and Mentoring are the most popular tools*

in practice for talent management programmes

▪*They are extensive used to increase engagement,*

self awareness, confidence and motivation

▪*Though Coaching and Mentoring are interrelated*

there exist some differences between the two

approaches

- *This means helping the protégé succeed by providing guidance*

  1. *Mentors are usually older, more experienced and higher up in the organization, but outside the protégé's chain of command.*

  2. *Mentors act as role models.*

  3. *They focus on political skills and encourage self-development.*

Mentoring...Cont'd

5. *They provide advice on career next steps and can recommend the mentee for visible positions or attractive compensation packages.*

6. *The mentor-protégé relationship works well when someone is starting out in a career or entering a new role.*

▪ *The focus of coaching is to improve performance and skill*

   1. It is collaborative and starts from the coachee's strengths.

   2. Coaches ask open-ended questions to help the coachee strategize solutions and facilitate problem solving.

Coaching...cont'd

5. **Coaches** *do not give advice; they provide encouragement and urge continuous improvement.*

6. **Coaches** *hold the* **coachee** *accountable for trying new things and using his or her strengths to get results.*

7. **Coaches** *offer objective perspective and support the* **coachee's** *efforts to try new actions.*

TRAINING AND DEVELOPMENT (T&D)

▪ *Training and Development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings*

▪*It takes many forms, but when it is strategically aligned with the overall business plan, it can have a powerful impact on productivity, performance and commitment levels among staff*

TRAINING AND DEVELOPMENT

3 MAIN ACTIVITIES OF T&D

▪ *TRAINING*

This activity is both focused upon, and evaluated against, the job that an individual currently holds

▪*EDUCATION*

This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs

▪*DEVELOPMENT*

This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate

WORKFORCE DEVELOPMENT

▪ *A successful workforce development strategy integrates the Human Resources, Organizational Development and Training functions into four stages:*

- ❑ *Job Analysis*
- ❑ *Job Development*
- ❑ *Performance Management*
- ❑ *Career Planning*

▪*The goal of the workforce planning strategy is to have a clear path of professional growth for individuals in the workforce*

WORKFORCE DEVELOPMENT

STAGE ONE: JOB ANALYSIS

▪ *A job analysis is a process to identify and detail the particular duties and requirements for a given job along with the relative importance of these duties*

WORKFORCE DEVELOPMENT

STAGE TWO: JOB DEVELOPMENT

▪ *The results of an analysis provide a complete listing of qualifications and skills of a job, that is, a job description that not only represents the roles and responsibilities of the job, but also the minimum training and education requirements to be successful on the job*

WORKFORCE DEVELOPMENT

STAGE THREE: PERFORMANCE MANAGEMENT

▪ *Once a job development plan is complete, the measurement of performance can begin. A performance management strategy stems from a complete job profile and development plan, making the strategy a leading indicator of job performance and offering a clear path for career advancement.*

WORKFORCE DEVELOPMENT

STAGE FOUR: CAREER PLANNING

▪ *once an enterprise identifies the job skills and tasks, develops and implements competencies for success in a job and can measure the success (or failures) of individuals doing a job, it then creates career opportunities that maintains talent and knowledge throughout a company.*

TOP TALENT MANAGEMENT

- *Talent Management concept underlined that the very best companies, had leaders who were obsessed with the talent issue. They recruited ceaselessly, finding and hiring as many top performers as possible. They singled out and segregated their stars, rewarding them disproportionately, and pushing them into ever more senior positions*

TOP TALENT MANAGEMENT…CONT'D

▪ *Companies have to offer more in terms of a future in an organization of strong reputation that is not only well managed but has plans for development and growth. The proposition required to attract top talent needs to be not only attractive in terms of rewards but in terms of stimulation and future. Highly capable executives want a realistic challenge and they want to make a difference.*

TOP TALENT MANAGEMENT...CONT'D

ATTRACTIONS TO TOP TALENTS

- **A great story**

(they want to be part of something special, compelling strategy)

- **Brands/products/services that are admired/have staying power**

(they want a platform for long-term growth)

- **An environment that speaks to personal growth**

(get better at what they do)

- **Work that has meaning**

(that's makes a difference)

ATTRACTIONS TO TOP TALENTS

▪**Chance to join an inspirational leader**

(reputation for doing the right thing)

▪**Wealth creation**

(financial security)

▪**Effective board governance**
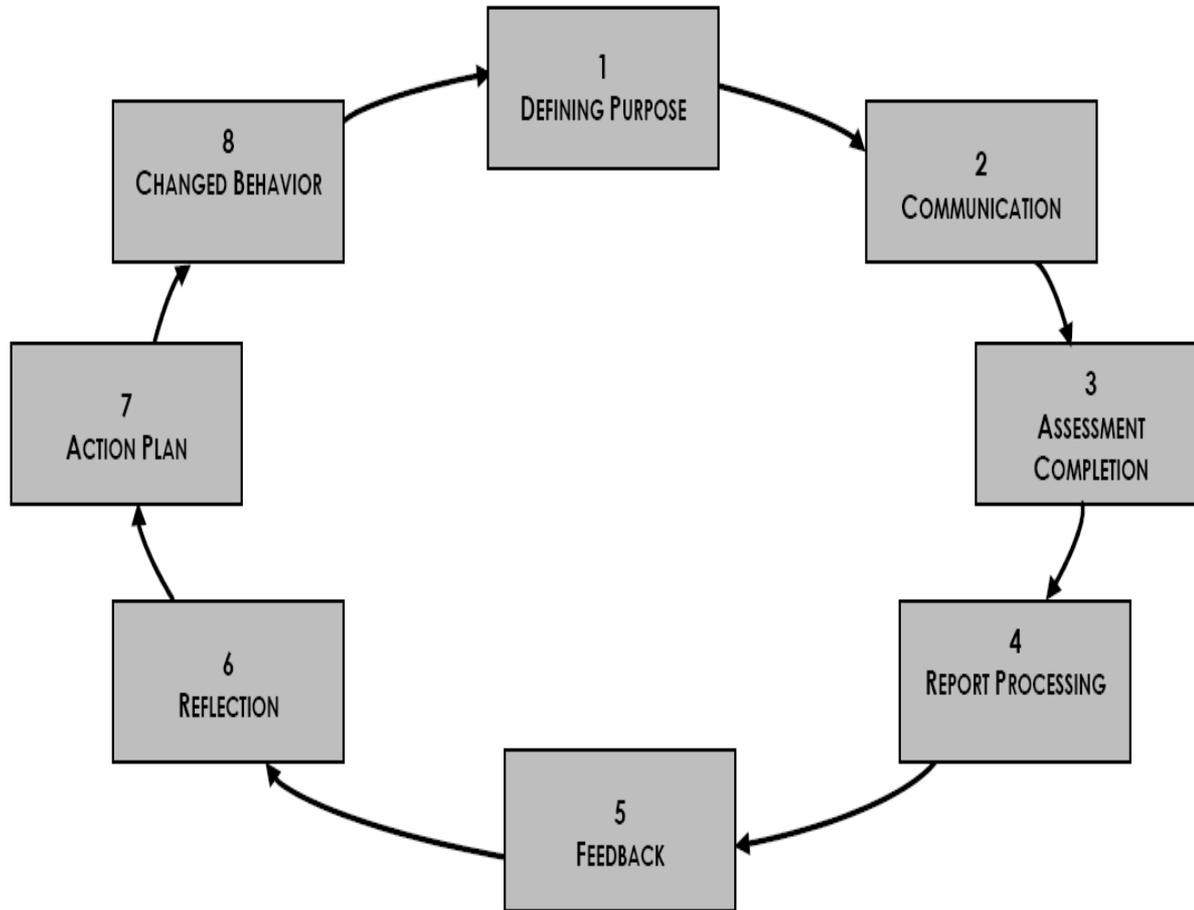
(leadership that takes governance seriously)

360-DEGREE FEEDBACK

▪*Multi-rater or 360 degree feedback is a critical component of most talent development programs*

▪*It is important to emphasize that 360 degree feedback is not an end in itself. It is a process to help individuals become more aware of their strengths and potential development areas to facilitate behaviour change*

360-degree feedback

Typical 360 degree process

- 1 — Defining Purpose
- 2 — Communication
- 3 — Assessment Completion
- 4 — Report Processing
- 5 — Feedback
- 6 — Reflection
- 7 — Action Plan
- 8 — Changed Behavior

360-DEGREE FEEDBACK

▪*360 degree feedback does is to formalize the natural feedback process*

▪*When conducted properly and effectively, 360-degree feedback can provide extremely useful information regarding employees, their performance, and their ongoing ability to deliver results.*
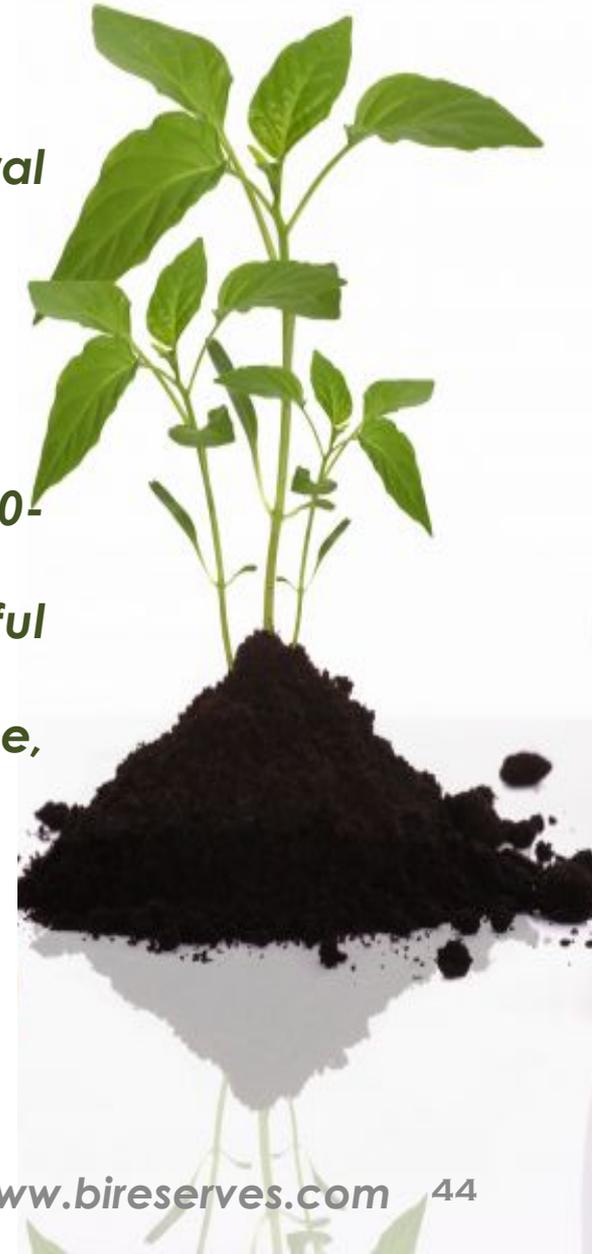
Questions

Q

THANK YOU !

Babajide Ibironke, FCA, FCTI, FCCA, ACCA DipIFR

Chief Responsibility Officer

Business Intellectual Reserves Nigeria Ltd

Tel: +234 1 872 8885 (DL)

Mobile: +234 803 4722 865

E-mail:jideacca@gmail.com, info@bireserves.com

www.bireserves.com