

The Sixth
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Resources
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Retaining and developing talent: The role of coaching, mentoring and succession planning

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The purpose of learning dialogue is not to find a better answer. It is to find a better question. From a better question flows a stream of possibilities, in which better answers are eddies on the journey to discovery.



What do we mean by talent?

A superior performing employee who has potential to contribute significantly more by developing his or her skills, knowledge and experience and who is motivated to do so.

or

A superior performing employee, whose substantial experience would be difficult to replace, and who contributes significantly to the development of the talent pool overall.

Some critical questions

- How do you prevent poor managers driving talent away?
- How do you bring out the talent in plateaued managers?
- What involvement do talent groups have in design and management of talent programmes?
- What support structures do high potentials need over and above that for employees in general?
- How static should the core talent pool be?



Typical succession planning...

- Reliant on line manager perception of direct reports' performance
- Embedded in inflexible competency frameworks
- Expects the individual to adapt to the job description
- Assumes that the job role is relatively stable
- Has inadequate definition of talent
- Doesn't take enough account of gender and racial differences
- Ignores work-life balance as a factor in people's decisions to go for more senior jobs
- Fails to ensure employees gain experience of both functional specialist and generalist roles at an early stage
- Assumes employees will remain for the long term
- Imposes a uniform talent development process
- Places people in boxes
- Focuses succession on specific roles



Improving the Effectiveness of Succession Planning Processes

- Make sponsorship a separate and managed process
- Stop putting people into boxes
- Adopt a more systemic view of performance
- Continually re-examine the experience necessary for key roles
- Help people build track record



...and teach people to:

- Identify and pursue less obvious, less conventional moves
- Build and use great networks
- Reflect on identity, values and personal purpose
- Extract full value from current roles



Four critical conversations

- The employee's own self-reflection
- Dialogue between the employee and his/her manager and team
- Between the organisation and employees generally
- With (social) networks external to, or bridging the organisation and the external world





How does responsibility for developing talent divide out between:

- Line manager?
- HR?
- Sponsor?
- Mentor?
- The learner ?

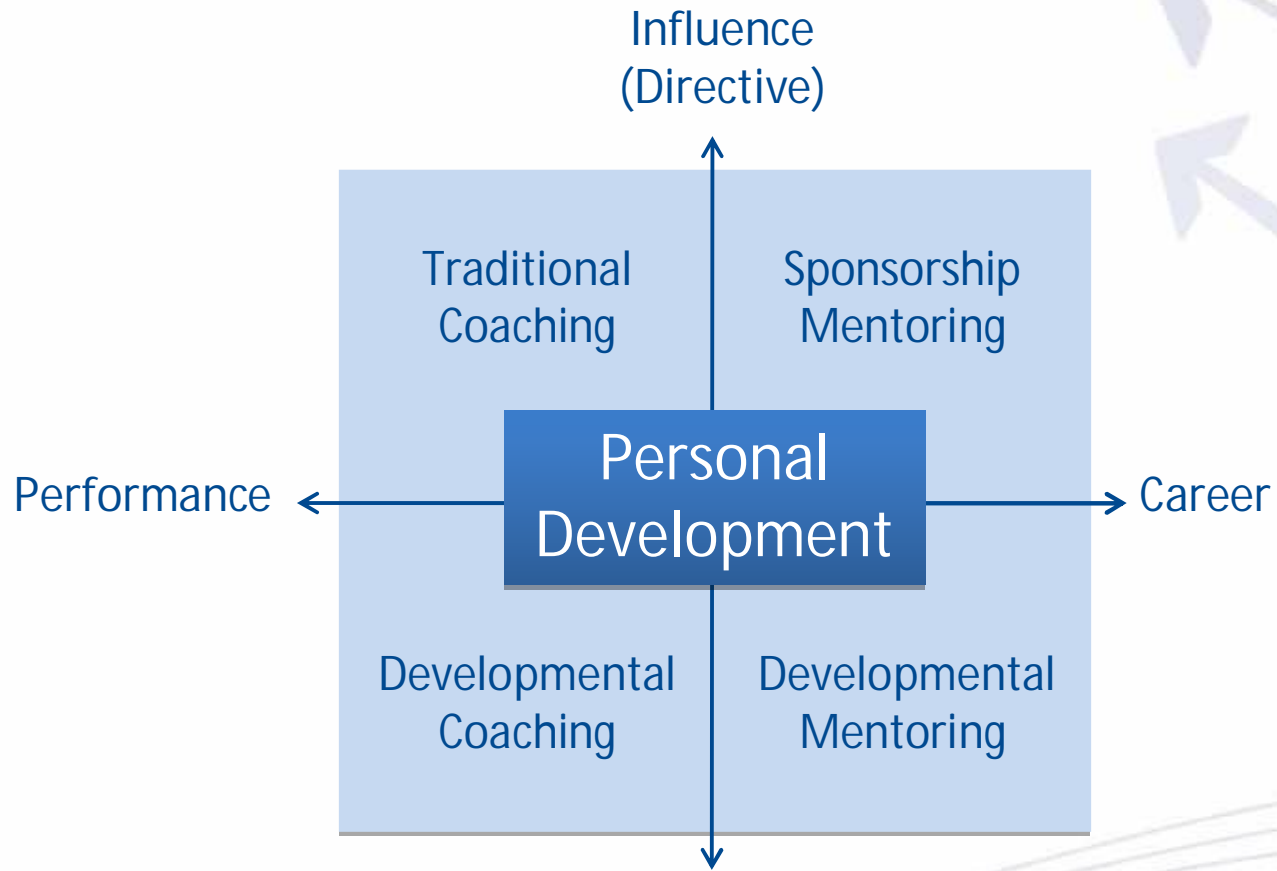
Discussion: How clearly do people in your organisation understand their own and other players' responsibilities?

Coaching and mentoring stimulate dialogue for...

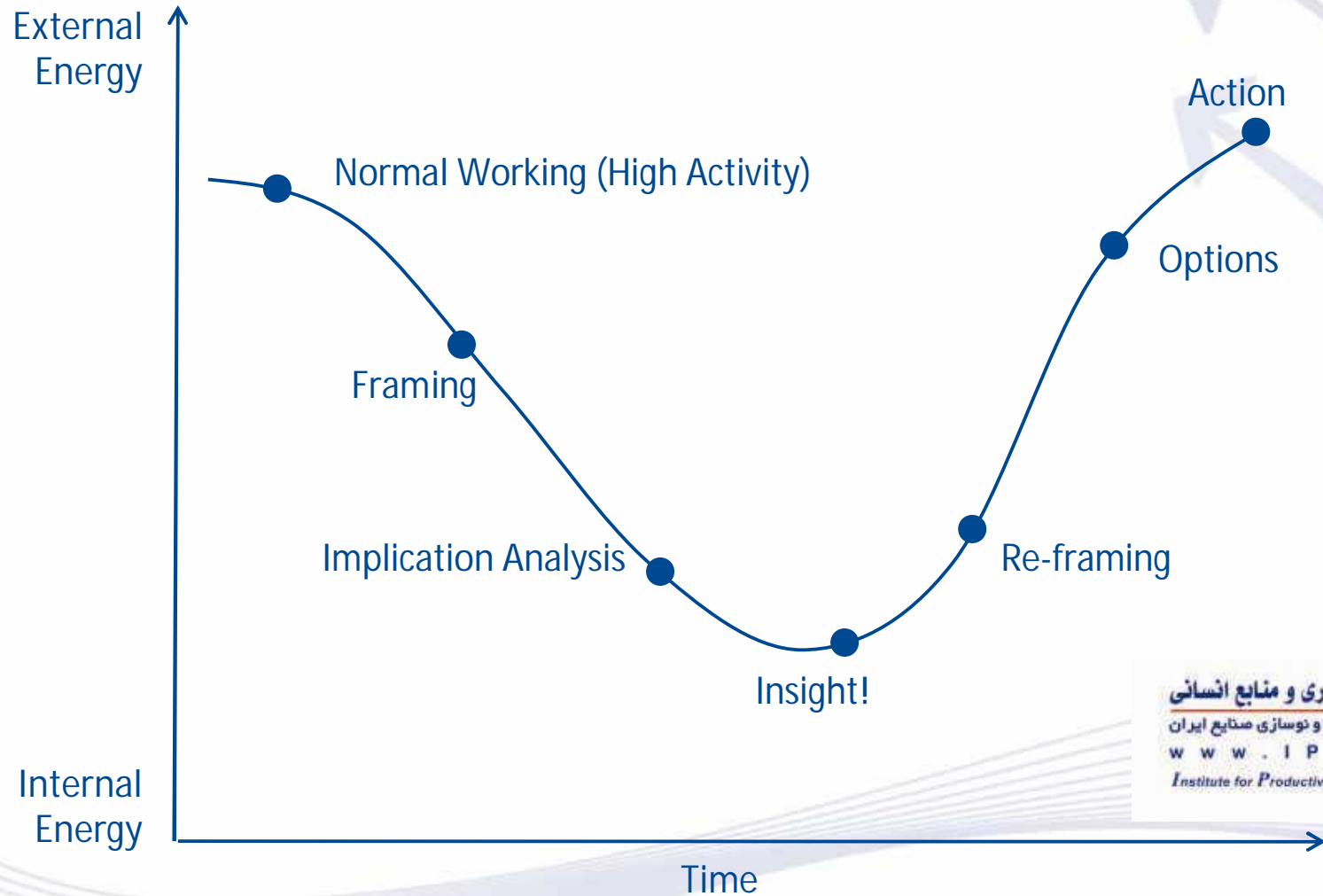
- Transition (both individual and team)
- Challenge
- Succession planning
- Creative thinking



Coaching v Mentoring: 2 models of each



Phases of Reflective Space



Seven levels of learning dialogue

- Social
- Technical
- Tactical
- Strategic
- Self-insight
- Behavioural change
- Integrative



The business case for coaching culture

- Strategic robustness and alignment
- Performance of individuals and teams
- Enablers
 - Communication
 - Staff attitudes
 - Psychological contract
 - Knowledge management
 - Commercial and financial awareness
 - Quality/customer service
 - Recruitment and retention
 - Corporate reputation



What does a coaching and mentoring culture look like?

A coaching and mentoring culture is one where:

- Coaching is the predominant style of managing and working together, and where a commitment to grow the organisation is embedded in a parallel commitment to grow the people in the organisation
- Mentoring enlarges the scope of the coaching culture, so that it encompasses not just skills and performance, but the holistic development of each individual and his or her career



What does a coaching and mentoring culture look like?

- Personal growth, team development and organisational learning are integrated and the links clearly understood
- People are able to engage in constructive and positive confrontation
- People welcome feedback (even at the top) and actively seek it
- Coaching is seen as a joint responsibility of managers and their direct reports



What does a coaching and mentoring culture look like?

- There is good understanding at all levels about what effective developers and developees do
- Coaching is seen primarily as an opportunity rather than as a remedial intervention
- People are recognised and rewarded for their activity in sharing knowledge
- Time for reflection is valued



What does a coaching and mentoring culture look like?

- There are effective mechanisms for identifying and addressing barriers to learning
- People look first inside the organisation for their next job (a typical average would be that only one in five does so!)
- There are strong role models for good coaching practice
- Managers see the value of being a mentor to someone outside of their business area

What does a coaching and mentoring culture look like?

- Mentors regularly report that they learn significantly from the relationship
- Informal mentoring flourishes on the back of formal programmes



Ingredients of a Coaching and Mentoring Culture

- Strong role models
- Manage externally resourced executive coaches
- Develop internal cadre of executive coaches
- Train all line managers in coaching basics
- Coachee education
- Team coaching
- Skills coach pool
- Integrate Coaching and Mentoring with people systems
- Support systems
- Measurement
- Supervision
- Have a C&M strategy
- Link to the business values



What our case study companies did?

- Trained coaches at all levels
- Recognised and rewarded coaching
- Linked coaching to business drivers
- Encouraged and supported people in being coachees
- Managed the change to a coaching culture
- Took a systems perspective



۲ Levels of coaching culture





Where are you on the journey towards
being a coaching culture?

Where do you want to be?

What one thing can you do that would make
a major difference to how fast you get
there?



Problems measuring ROI in coaching

Problems in measurement include:

- Short-term v long-term outcomes may conflict
- Goals are often emergent, not fixed at the beginning
- Easy fixes are the most easily measurable, but typically the least important in terms of value
- Client self-assessment is not a reliable measure



Raising the quality of the coaching and mentoring dialogue



Seven conversations in one

Before:

1. Coachee/Mentee's intrinsic dialogue in preparation for the meeting
2. Coach/Mentor's intrinsic dialogue in preparation for the meeting

(Reflection before action)



Seven conversations in one

During:

۱. Coachee/Mentee's internal dialogue (unspoken)
۲. The spoken dialogue
۳. Coach/ Mentor's unspoken dialogue

(Reflection *in* action)



Seven conversations in one

After:

1. Coachee/Mentee's subsequent reflection on the conversation
2. Coach/Mentor's subsequent reflection on the conversation

(Reflection *on* action)

Evolution of coach competence

Coaching approach	Style	Critical questions
Models-based	Control	How do I take them where I think they need to go? How do I adapt my technique or model to this circumstance?
Process-based	Contain	How do I give enough control to the client and still retain a purposeful conversation? What's the best way to apply my process in this instance?
Philosophy-based	Facilitate	What can I do to help the client do this for themselves? How do I contextualise the client's issue within the perspective of my philosophy or discipline?
Systemic eclectic	Enable	Are we both relaxed enough to allow the issue and the solution to emerge in whatever way they will? Do I need to apply any techniques or processes at all? If I do, what does the client context tell me about how to select from the wide choice available to me?



A Key Question

Who do you want to become?



How many difficult conversations
did you avoid in the past week?

With others? with yourself?



Success = Achieving what you value

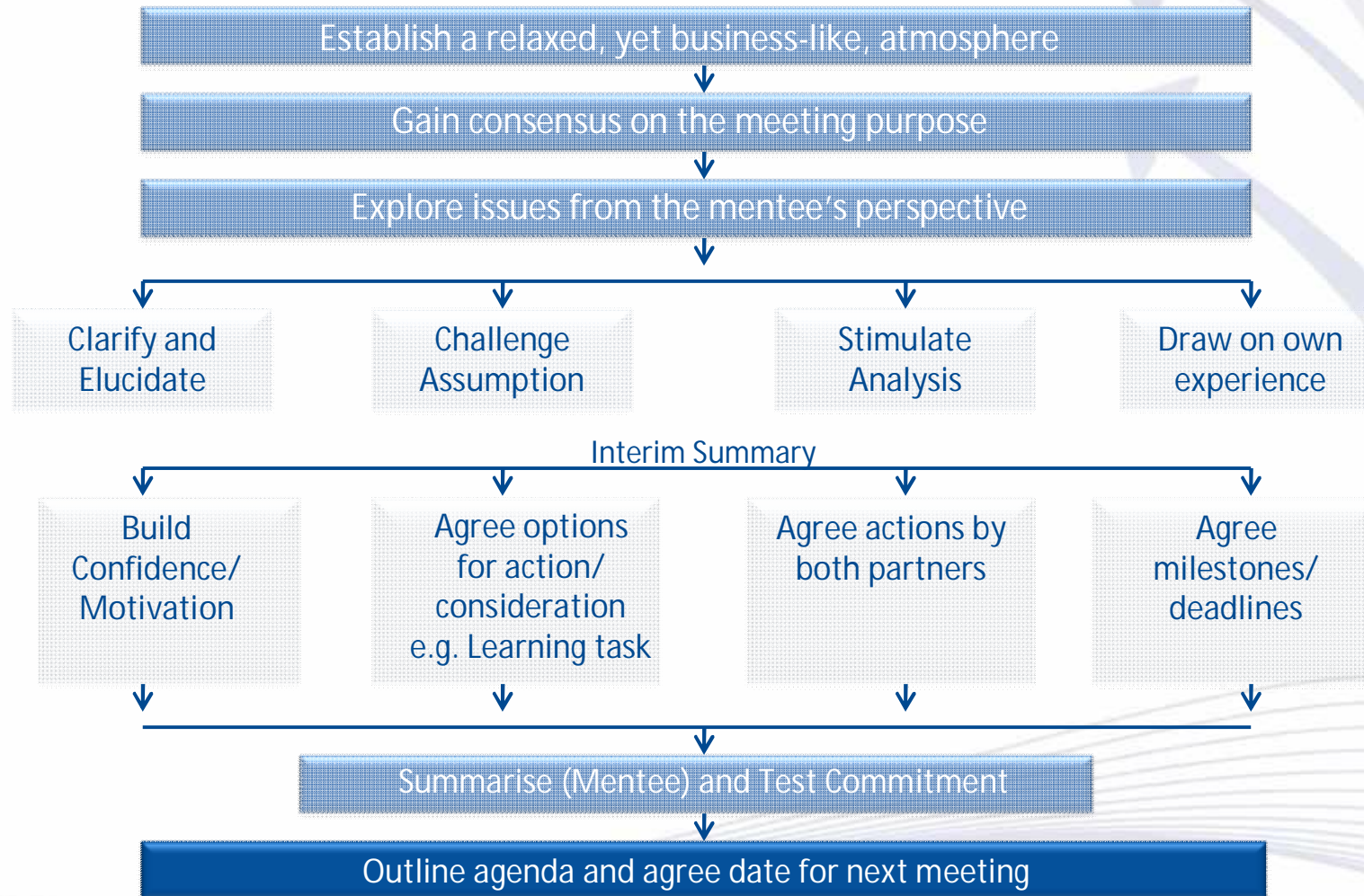
Sorting out what you value

You have ten points to assign (whole numbers only) between the following four priorities:

- Money/financial security
- Status/recognition
- Job satisfaction
- A fulfilled life outside of work
- How would you score yourself now? In ten years' time?



The Mentoring Meeting





Pluses and minuses of e-mentoring and e-coaching

- Less opportunity to probe
- More difficult to build a logical sequence of questions
- Loss of visual clues
- Easier for mentee to avoid issues
- Loss of spontaneity
- Potential for less precision
- Just-in-time
- Time to think
- Quality of response
- Time for mentor to define better questions
- Revisiting the discussion
- Potential for greater precision
- Greater frequency of interaction



The International Standards for Mentoring Programmes in Employment

Six key areas:

- Clarity of purpose
- Stakeholder training and briefing
- Selecting and matching
- Measurement and review
- Ethics and pastoral care
- Support systems and administration



Ending the coaching/mentoring session

It helps to summarise:

- Issues (what topics did we cover?)
- Ideas (what creative thinking occurred?)
- Insights (what did we learn?)
- Intentions (what will we do as a result of our learning dialogue?)