



Succession Planning

Meaningful Career conversations Toolkit

- Overview - 9 Box Grid
- 9 Box Tool – ‘at a glance’
- Focus of attention within grid positions
- Powerful Questions within grid position
- Potential development opportunities
- Supporting information and supplementary questions for career conversations
- Key Features, demands and challenges in leadership transitions

Potential

<p>Likely to progress beyond current grade</p>	<p>7. Strong Early Promise (4+ years)</p> <ul style="list-style-type: none"> Strong initial impact, high potential, but new or inexperienced. Fully understands requirements of next level, demonstrates potential to progress beyond current grade. <p><i>NB: Transition marking. Expected to move across or down the grid within 18 months.</i></p>	<p>8. High Potential (1-3 years)</p> <ul style="list-style-type: none"> Frequently achieves challenging & stretching goals with strong demonstration of potential. Performance continually improving, adaptable and recognised as a leader. 	<p>9. Very Strong Contributor (Ready now)</p> <ul style="list-style-type: none"> Consistently high performer standing out from peers. Demonstrates mastery of current role Reputation as a skilled leader & role model. Will be successful at next level now.
<p>Could progress beyond current grade</p>	<p>4. Early Promise</p> <ul style="list-style-type: none"> New to role or gap in performance compared to expectations. Demonstrating ability but too early to demonstrate significant impact <p><i>NB: Transition marking. Expected to move up, down or across the grid within 18 months.</i></p>	<p>5. Potential Leader</p> <ul style="list-style-type: none"> Meets all performance expectations. Valued in role/at this level. Potential to keep developing and deliver more in scale or complexity. May need to show greater determination to progress, or take on broader role / responsibilities. May need experience from min 2 more roles, significant progress may be in next 4-5 years. 	<p>6. Growing Leader & Strong Contributor</p> <ul style="list-style-type: none"> Consistently strong performer, delivering excellent value. Acts as leader & role model. Exhibits some evidence of potential, but may not be actively demonstrating all elements & may not be realistic about expectations of next level role. Dependent on drive and progress against their PDPR, could progress in next 3-5 years
<p>Best suited to current grade</p>	<p>1. Needs Developing</p> <ul style="list-style-type: none"> Inconsistent Performance Not fully effective. May have gaps in competencies or need to improve behaviour. 	<p>2. Good Contributor</p> <ul style="list-style-type: none"> Meets all performance expectations. May have reached professional & leadership capability. Suited to current grade at this time. <p><i>This may be personal preference.</i></p>	<p>3. Strong Contributor</p> <ul style="list-style-type: none"> Consistently strong performer & core team member. Highly valued in current role. Suited to current grade at this time. <p><i>This may be personal preference</i></p>

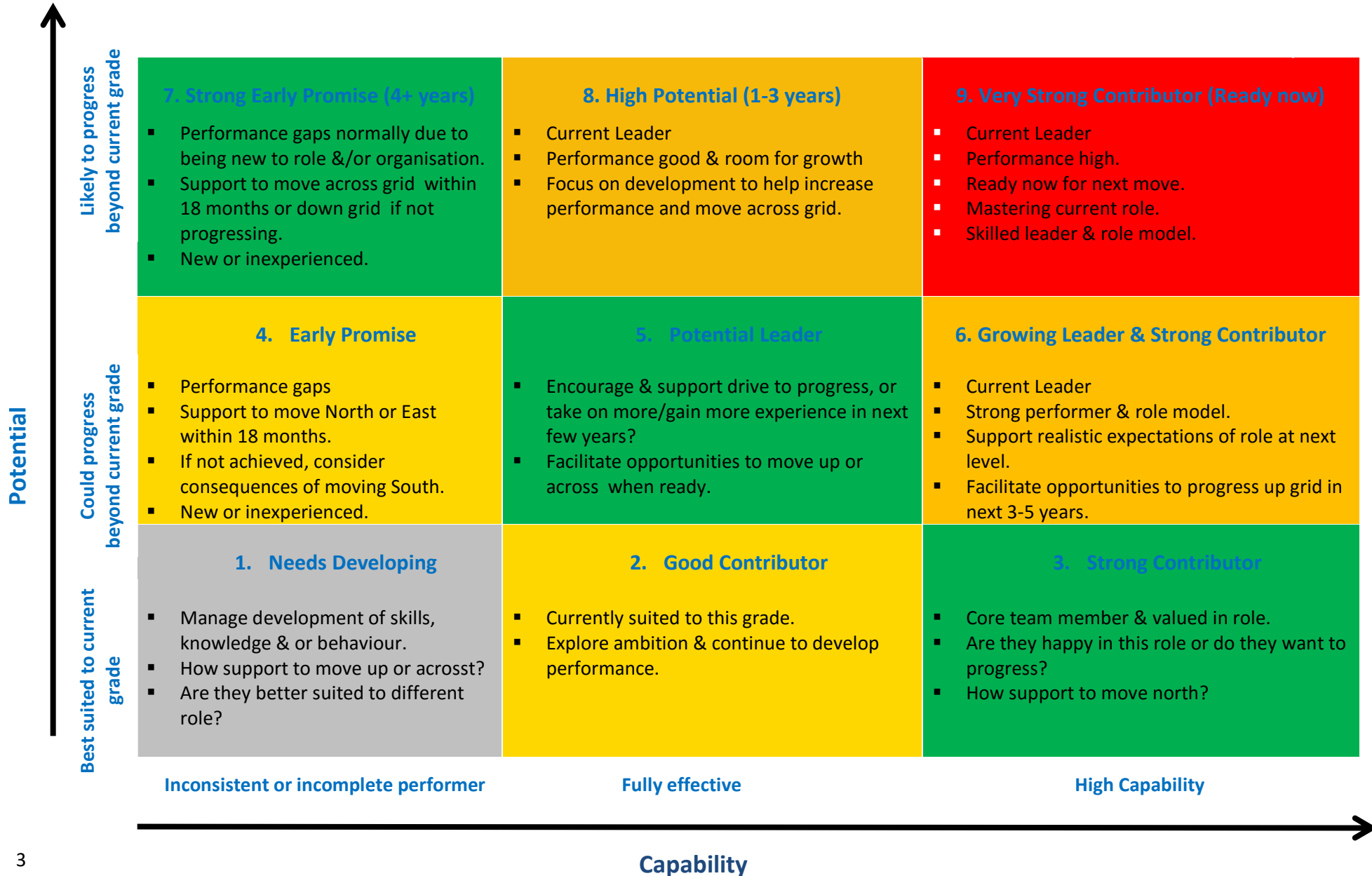
Inconsistent or incomplete performer

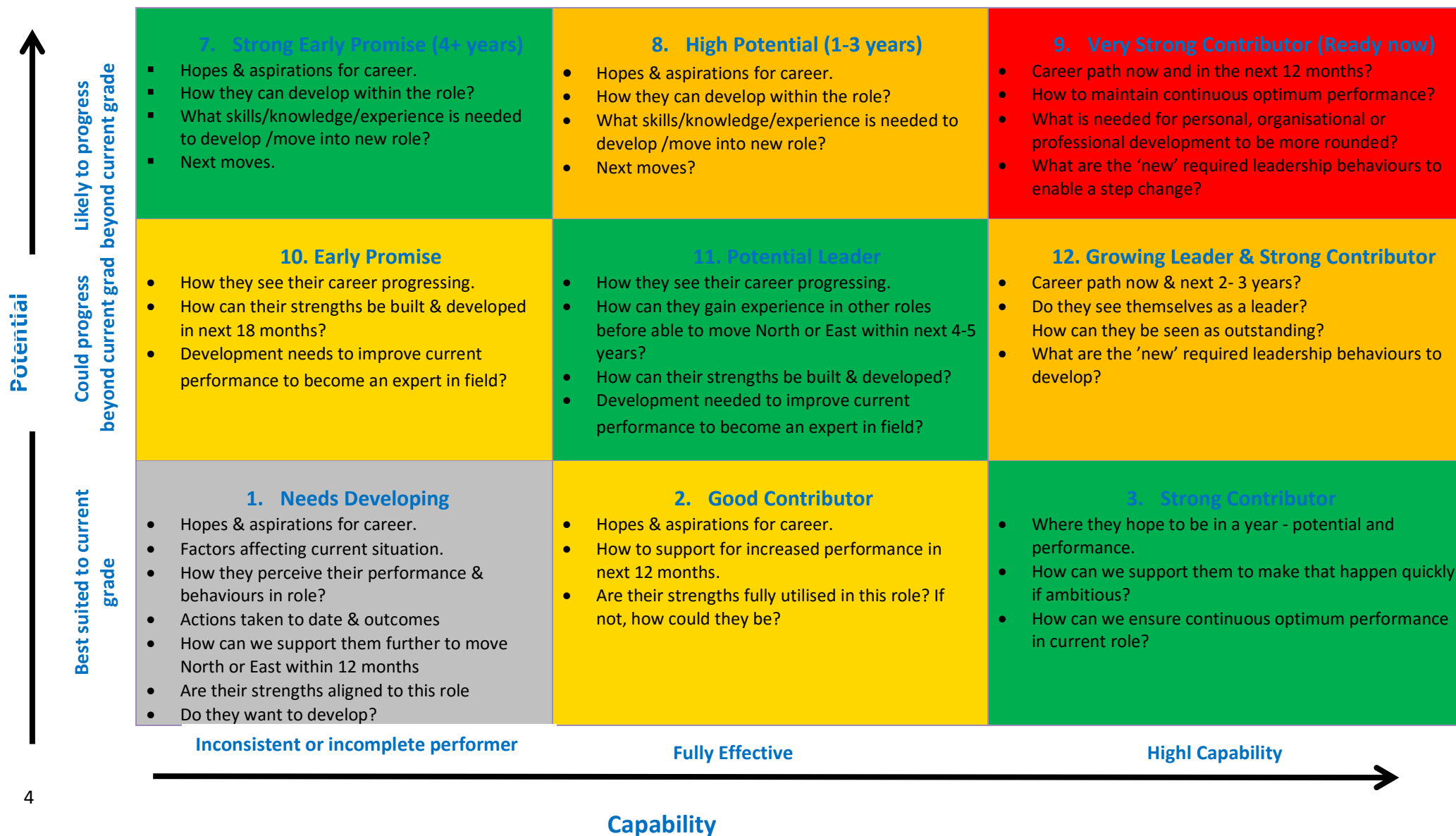
Fully Effective

High capability

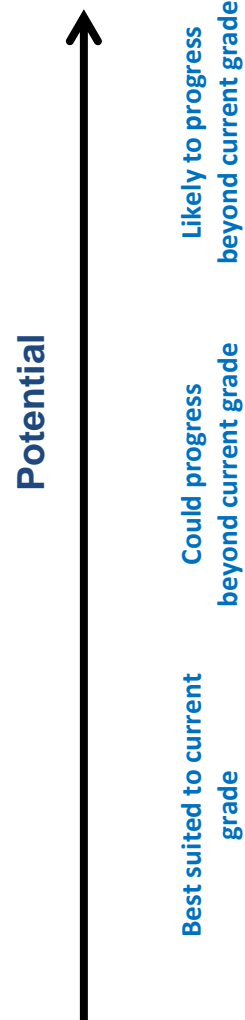
Capability

9 Box Tool at a Glance





Potential ↑	Likely to progress beyond current grade	<p>7. Strong Early Promise (4+ years)</p> <ul style="list-style-type: none"> What do they see as their career path now & in next 3-5 years? What is their next move? Or are they happy with what they are doing? If want to stay at current level, how develop within the role? How could they pass their expertise on to others? What skills/ knowledge/experience are needed to develop / move into new role? What is their profile within NHSBT & how could this be developed? 	<p>8. High Potential (1-3 years)</p> <ul style="list-style-type: none"> What is their career path and level of ambition? What is their next move? In what time frame? What experience, skills & knowledge is needed to make that happen? Do they have business and organisational skills? Do they see themselves as a leader? What is their profile within NHSBT & how might this be developed? What exposure do they need? What do they like to 'specialise' in? 	<p>9. Very Strong Contributor (Ready now)</p> <ul style="list-style-type: none"> Where do they see their career path now and in the next 12 months? What is the immediate next move? What experiences/exposure is needed to make that happen? How can they ensure continuous optimum performance What could prevent them progressing/realising their aspirations? What skills & knowledge need developing to be more rounded? What resources are needed – personal, organisational or professional? What are the 'new' required leadership behaviours? What is their 'profile' within the organisation/networks and how might this be developed?
	Could progress beyond current grade	<p>4. Early Promise</p> <ul style="list-style-type: none"> How satisfied are they with their performance? How ambitious are they? How do they see their career progressing? How could this be achieved? How can their strengths be built & developed? What is their next move? What time frame? What experience/exposure is needed? 	<p>5. Potential Leader</p> <ul style="list-style-type: none"> How do they see their career path & level of ambition? What is needed to increase performance? How could this be achieved? How can their strengths be built & developed? Are they informed & involved in decision making? What areas need developing to improve current performance to become an expert in field? What experience/exposure is needed to make that happen? What is their profile & how can this be developed? What could prevent greater performance/progression? 	<p>6. Growing Leader & Strong Contributor</p> <ul style="list-style-type: none"> What is their career path now & next 2-3 years? Do they see themselves as a leader? How could performance be even higher to be seen as outstanding? How can their experience & exposure be increased? How can barriers to progression be managed? Are they informed & involved in decision-making? What are the 'new' required leadership behaviours to develop? What should be the next move and what could be the next one be? What resources do they need - personal, organisational and professional? What is their 'profile' and how might this be developed? Are there areas of the corporate agenda that could be developed and what part would they play?
	Best suited to current grade	<p>1. Possible Potential</p> <ul style="list-style-type: none"> What do they think/feel about their current performance and behaviours in role? What factors affect the present situation? What actions have been taken, what was the outcome? What are their strengths? Are they aligned to this role? Do they want to develop in their career? How can we support them to improve performance? What are the barriers/blocks & who owns them? 	<p>2. Good Contributor</p> <ul style="list-style-type: none"> Where do they see their career path and level of ambition? What could be their next move – time frame? What experience/exposure is needed? What is needed to enhance performance & how can this be supported? What are the barriers/blocks? Who owns them? Are they using their strengths? If not, how could they be? What is their profile within NHSBT & how might this be developed? 	<p>3. Strong Contributor (new to role)</p> <ul style="list-style-type: none"> Where do they hope they will be in a year, in terms of both potential and performance? What is their ambition for the future? What is needed to become effective quickly & how do we help? What experiences do they need to make that happen? What development have they had so far? What is their profile in NHSBT and how might this be developed? What is needed to ensure continuous optimum performance? What are the 'new' required leadership behaviours? Are there areas of the corporate agenda that could be developed and what part would they play?
		Inconsistent or incomplete performer	Fully Effective	High capability
		Capability →		



<p>7. Strong Early Promise (4+ years)</p> <ul style="list-style-type: none"> Formal and structured induction period . Robust development planning & regular feedback. Short term job rotations. Professional qualifications (base line for role). Mentoring. Professional coaching. Increased exposure/experience. Orientation, relationship building. 	<p>8. High Potential (1-3 years)</p> <ul style="list-style-type: none"> Focus on competency gaps – good to great. Challenging start-up assignment; high-profile activity. Match with higher performing mentor. Short-term job rotations or job swaps. Professional coaching. 	<p>9. Very Strong Contributor (Ready now)</p> <ul style="list-style-type: none"> Stretch Assignments – challenging & high profile. Attend national or international conferences. Appoint to high-profile committees. Consider formation of cross-functional association among this group to build relationships and provide support. Access & exposure to CEO,/senior leaders & governance structures.. Shadowing opportunities in role they may hold in the future. Mentor in senior leadership. Executive coaching.
<p>4. Early Promise</p> <ul style="list-style-type: none"> Formal and structured induction period. Manage current performance – robust development planning & regular feedback. Professional qualifications (base line for role). Orientation, relationship building. Coaching for performance. Increased exposure/ experience. Short term job rotations. Peer mentor. 	<p>5. Potential Leader</p> <ul style="list-style-type: none"> Coaching and training that builds technical expertise and leadership skills. Short-term assignments/projects that expose them to challenges they'll face at the next level. Professional coaching. Mentor at next level role. 	<p>6. Growing Leader & Strong Contributor</p> <ul style="list-style-type: none"> Similar to above – difference is degree of 'readiness'. Develop for longer term opportunities. Professional coaching Stretch assignments/projects. Mentor at least one level up on organisation chart. Relationship building among other high performing talent. Short-term job rotations or job swaps.
<p>1. Needs Developing</p> <ul style="list-style-type: none"> Formal and structured induction period. Quick action for remedial & targeted development – measured against criteria, technical procedures, etc Monitor progress. Coaching/mentoring. Buddy/shadowing. 	<p>2. Good Contributor</p> <ul style="list-style-type: none"> Performance management. Coaching – from average to good. High support – regular challenge. 	<p>3. Strong Contributor</p> <ul style="list-style-type: none"> Clear and stretching objectives with regular review Focus on development linked to motivators. Increase organisational exposure. Ask to mentor, teach others - be highly valued expert. Coaching/mentoring.

Gaps or inconsistencies

Capable

Very Capable

Capability

Focus for Career Conversations:

- What they want from their career;
- What steps they are planning to achieve that;
- Examples of what they have done & how they have been done to evidence potential ability against aspirations; and
- How the organisation's current view of their potential fits with those aspirations.

Consider:

- Individuals should be in the driving seat on their careers. They are responsible for planning & taking action. NHSBT can guide them - asking the right questions or signposting possible next steps.
- It's OK to be happy where they are in their careers. Not everybody wants to move up the organisation. We still need to support them with their development.
- Avoid assumptions about peoples' aspirations.
- Be honest with individuals. Manage expectations (if they want to go higher but you believe they have reached their potential and will at this time).
- Encourage individuals to consider what successful people do to get on e.g. networking effectively, marketing themselves, gaining / improving visibility.

Key points to explore:

- Performance
- Aspiration
- Engagement
- Ability
- Next Steps

Performance in the current role

- Demonstrated strengths & achievements over the past year?
- What does the individual view as their core strengths? (which may or may not have been demonstrated over the past year)
- What factors would enable the employee to realise more of their strengths?

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 are the individual's long term ambitions and what are the external factors that affect these?

Engagement

- Does the individual apply discretionary effort without prompting (e.g. mentor co-workers outside their direct span of control/ help others with heavy workload).
- Do they demonstrate an emotional engagement with the organisation? How is this done?

Ability

- Do they demonstrate the behaviours NHSBT expect of our senior leaders
- Do they meet the range of technical or functional skills needed? (E.g. policy competence or clinical leadership?)
- Do they exhibit the attitudes and responses required for success at the next level? (E.g. drive and energy to get things done, desire to improve performance, resilience, calm under pressure, self-aware and with a healthy regard for self and others).

Focusing on possible next steps for the individual

- What development objectives should be part of the individual's development plan?
- What particular development opportunities and activities would best support the achievement of these development objectives? (E.g. stretch assignments, secondments).
- What can be done and by who to support the individual achieve their career and development objectives?
- What barriers may prevent or block their development? Who owns these barriers?
- How can you help them overcome these?

Prompt questions

Emphasis should be on asking questions to understand what the individual really wants, needs etc. and enabling them to take responsibility for their actions.

What do you want in the future?

- (Helping them to open up a picture of what they really want generates energy and optimism).1-5 years from now what would be the ideal scenario for you?
Where do you want to be? (Keep prompting – what else?)
- Where would you be working?
- What would you be doing?

- What kind of responsibilities would you have?
- What size team?
- What would you be doing?
- What would you have that you don't have now?
- How is that valuable to you? How important is it to you?
- How would you know when you've got there?
- What would it mean to you to achieve this?
- What will be the benefits of achieving this? And the costs?
- Does this feel realistic?
- When do you want to achieve it by?

What's happening now?

- (Identifying evidence against the potential characteristics) Ask for examples of when they have been at their best, critical incidents that they found particularly demanding.
- Affirm and respectfully challenge to help them explore and hear what they say (and don't say). Encourage them to explore the perception of others.
- Emphasis is on their behaviours, skills and actions and also to help them see any blind spots. Listen and reflect back what you hear - (paraphrasing, summarising, open questions etc.)
- Tell me about a time when...?
- How did it feel when...?
- How does it feel now as you look back on...?
- What do other people say about their performance, behaviour & what they bring to the role?
- What personal style helps/hinders them?
- How do you think others (colleagues, customers etc.) saw/would have seen it/you?
- What are you proudest of in this situation?
- And what would you do differently with hindsight?
- What did you learn from this experience?
- And what do you still want to develop further?
- What does this tell you about yourself?
- What is needed to ensure continuous performance and maintain motivation?
- What do they do with good ideas?
- What support do they get/need from manager, peers, and direct reports?
- How might NHSBT better utilise their skills and experience?
- Do they influence in areas they don't have 'power' or 'mandate' in?

- Do they need to develop creativity or business acumen? Are there areas of corporate agenda that could be developed & how could they play a part?
- Are there areas of corporate agenda that could be developed & how could they play a part?

How will you get there?

- (Focus on development opportunities encourage individuals to take responsibility and identify the support they will need). Having identified their goals explore possible strategies and specific actions, and considering what might hinder progress. Check out their commitment. What needs to happen to reach this goal?
- How many different ways are there for you to do this?
- What /who might help?
- What will you need to do more or less of?
- What has worked for others?
- What has worked well for you in the past?
- What about some wild ideas?
- Which of these ideas appeals to you most?
- What are within your control?
- What might get in the way?
- How will you overcome that?
- What will you do first? What will be the next move?
- When will that happen?
- Does this feel like the right thing for you to be doing?
- On a scale of 1-10 how likely are you to take this action by that deadline?
- What advice would you give yourself as you begin this?

From Payband 8a-8c To Payband 8d/9 Assistant Director or equivalent

- First corporate leadership point where leader's action, decisions & behaviours are visible & have wider impacts than their own deliverable – they need to deliver through others.
- The pace, volume & breadth & challenge of work all increase, making it a more challenging & exposed role than previously encountered.
- A delivery & change management role with accountability for setting the delivery agenda of a particular operationsl or policy area.
- Stronger focus on building teams & staff capability than individual goals, taking difficult decisions for the team & providing support & cover.
- The requirement for representing the organisation outwardly, acting for the corporate good & interacting with peers across the organisation & externally increases.

From 8d/9/Assistant Director To Executive Director

- A corporate leader with responsibility & accountability for an organisational area and connectedness to wider system concerns.
- A key strategic delivery role requiring long-term resource & budge management across a portfolio of activities or entity in its entirety.
- Senior level exposure is heightened (working with Board members, ministers, local politicians, the media & high level stakeholders), being a visible leader & influencer become vital leadership skills.
- Higher level of independence in setting & shaping the direction of work around strategic priorities, communicating clear priorities & managing capability & performance to deliver value in the long-terms.
- Role modelling inspirational leadership & system leadership values, a highly visible role where actions & behaviours impact on the culture & performance of teams.

From Executive Director To Chief Executive

- Representative of & accountable at a corporate level for the effectiveness of the organisation & across the system.
- Highly exposed position open to scrutiny, demanding exceptional leadership, influence, strategic & delivery capabilities.
- Operating within a strategic context, navigating high levels of ambiguity & complexity & a long term timeframe.
- Achieving a long-term impact & value on the whole system and 'public purse', setting agendas, driving performance at individual, team & organisational level to achieve value for money and budget.
- Role demands strong leadership & culture across organisation and beyond.
- Engaging in the political arena, building relationships with key stakeholders including DH Permanent Secretary & at senior levels across system and/or executive board.