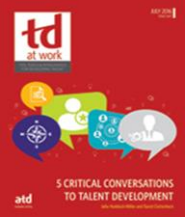


# 5 Critical Conversations to Talent Development

**Dr Julie Haddock-Millar and Professor David Clutterbuck**

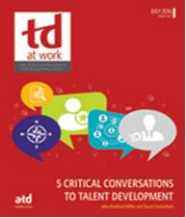


# Webinar Agenda

- Reflect on the purpose of conversation in the workplace: the 7 levels of conversation.
- Provide an overview of the 5 critical conversation to further talent development.
- Understand barriers to these conversations.
- Identify skills and resources to lay the groundwork for these conversations.
- Address participant questions.

# Why is this an important topic?

- Recent shift away from annual performance appraisal to continuous dialogue in the workplace.
- Evidence shows conversation in the workplace has the power to create change, including shifts in perspective, knowledge and understanding, all of which are vital to talent development.
- **BUT** employees may lack the necessary skills and resources to fully engage in purposeful conversation.



# 7 Levels of Conversation

1. Social conversation
2. Technical conversation
3. Tactical conversation
4. Strategic
5. Self-insight
6. Behavioural change
7. Integrative dialogue

# Level 1: Social

Vital for building elements of rapport, particularly trust, which in turn deepens a sense of shared values and mutual positive feelings.



# Level 2: Technical

Built around sharing information that is needed to get tasks done. It requires clarity, asking questions, checking understanding.



# Level 3: Tactical

Requires participants to examine and evaluate different workplace options.



# Level 4: Strategic

Explores a wide range of options than tactical conversations and develops scenarios around them, weighing benefits of each.





# Level 5: Self-insight

Shifts the perspective from the external and internal and addresses issues such as awareness of personal values and understanding one's strengths and development areas.



# Level 6: Behavioural Change

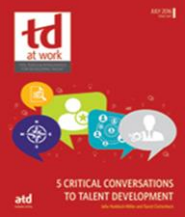
Involves making and implementing plans for personal evolution.



# Level 7: Integrative Dialogue

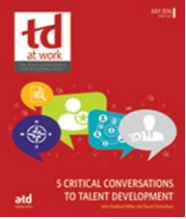
Examines deeper questions about personal identity and awareness of one's role as part of the human system.





# 5 Critical Conversations

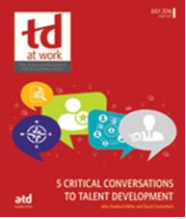
1. Internal dialogue
2. Systemic dialogue with immediate stakeholders
3. Employee/organisational dialogue
4. Social networking dialogue
5. Human resources, senior management, and line manager dialogue



# 1. Internal dialogue

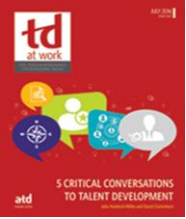
## 2. Systemic dialogue with immediate stakeholders

### 3. Employee/organisational dialogue



## 4. Social networking dialogue





## **5. Human resources, senior management, and line manager dialogue**

# Barriers to Critical Conversations



## Skills and Resources

# 1. Internal dialogue

## Barriers

- Employees may lack experience or competence to undertake such reflection.
- Finding ‘thinking’ time.
- Lack of role models, capable of asking the right questions.

## Skills and Resources

- High level of reflection and introspection, including self-awareness, environmental awareness, and clarity of purpose.
- A quiet space and time for reflection.
- Skilled coaches or mentors who can help employees develop career-related self-awareness by providing role modelling and questioning skills.

## 2. Systemic dialogue with immediate stakeholders

### Barriers

- Committing to frequent, in-depth, honest conversation.
- Lack of clarity within the work team and between the team and its leader about the ambitions and broad career direction of each employee.

### Skills and Resources

- Ability to provide and encourage continuous dialogue that supports everyone in the team: a team development contract.
- Ability to examine the learning and experience team members need to progress toward their career and personal development goals and knowledge of opportunities might arise in the future for work tasks to support them.

## 3. Employee/organisational dialogue

### Barriers

- Individuals lack mentorship.
- The organisation focuses on 'high potentials' excluding employees with potential.

### Skills and Resources

- Ability to explore and understand identity and individuality.
- Engagement of all employees in career and self-development.
- Understanding of what the organisation predicts will be needed in the future, so that appropriate aspects of talent can be addressed, such as growth, creation of new roles, skills and knowledge, track record, and tenure.

## 4. Social networking dialogue

### Barriers

- Perceived risks with open dialogue, which crosses the boundaries between the organisation and the outside world.
- Lack of information about networks to support people within the organisation can hinder conversation.

### Skills and Resources

- Understand how to identify opportunities to participate in and lead learning communities.
- Confidence to explore a new environment and commitment to open dialogue.
- Ability to facilitate the creation of learning communities and equipping employees with the skills to use them.

## 5. Human resources, senior management, and line manager dialogue

### Barriers

- Lack of understanding about changes in the organisational business and talent strategy.
- Lack of knowledge about the connection between individual development and the business as a whole.

### Skills and Resources

- Understand how to hold developmental conversations.
- Confidence in supporting talent development shifts within and external to the team.
- Ability to facilitate and encourage continuous dialogue among the business, managers, teams and individuals.







# Resources

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# Resources

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Ignatius, A. 2015. "Time to Kill Forced Rankings." *Harvard Business Review*, June. <https://hbr.org/2015/04/time-to-kill-forced-rankings>

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# Thank you for listening



## Julie Haddock-Millar

Dr Julie Haddock-Millar is a consultant in the fields of talent management and development. She currently leads on the global mentoring evaluation for Youth Business International and recently completed a global evaluation of the Cherie Blair Foundation for Women in Business Mentoring programme. She is a Senior Lecturer and Senior Teaching Fellow at Middlesex University. She leads on the development of International Standards in Mentoring and Coaching with the EMCC.



## David Clutterbuck

Professor David Clutterbuck is a visiting Professor in the coaching and mentoring faculties of three UK universities (Oxford Brookes, Sheffield Hallam York St John) and adjunct faculty at Ashridge. David recently completed a global evaluation of the Cherie Blair Foundation for Women in Business Mentoring programme. He cofounded the European Mentoring and Coaching Council which collaborates with ICF in the Global Coaching and Mentoring Alliance. The author or co-author of 65 books, he is practice lead for Coaching and Mentoring International.



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