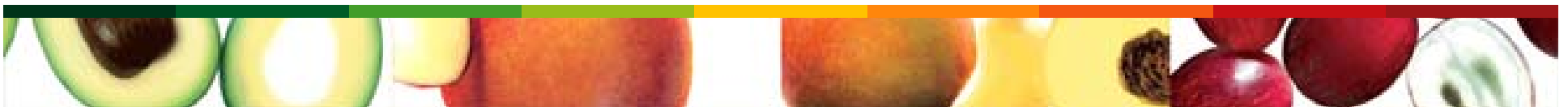
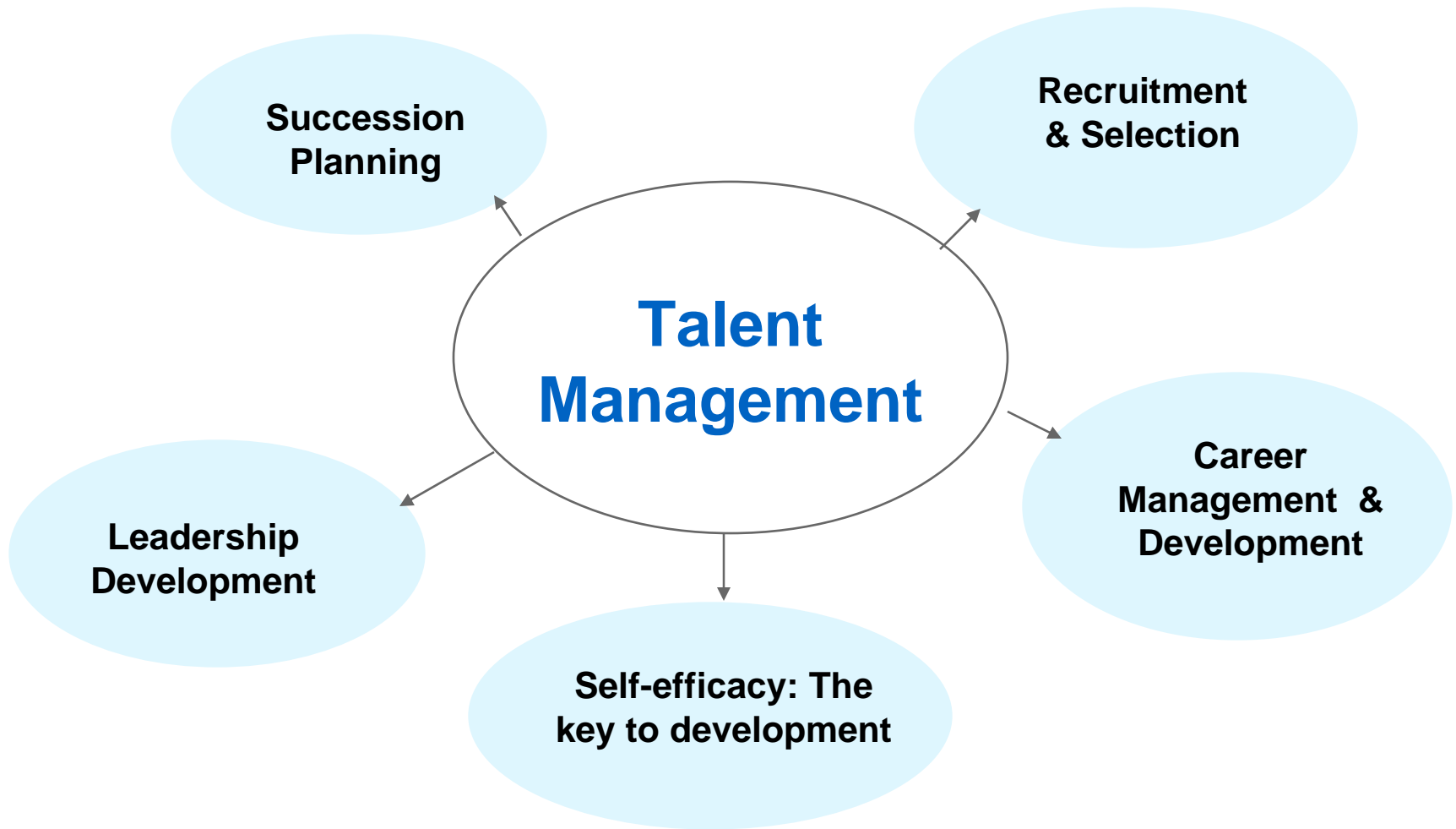




# CAPESPAN

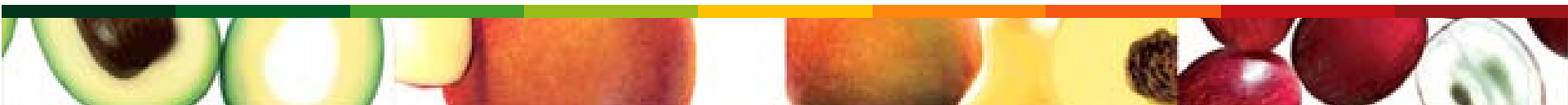
**Using traditional and new assessment methods to identify and retain your talent pool and develop a future leader strategy**



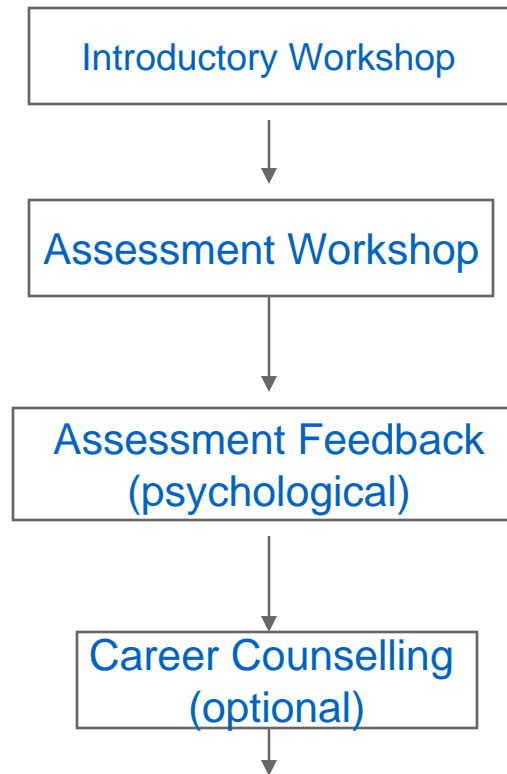


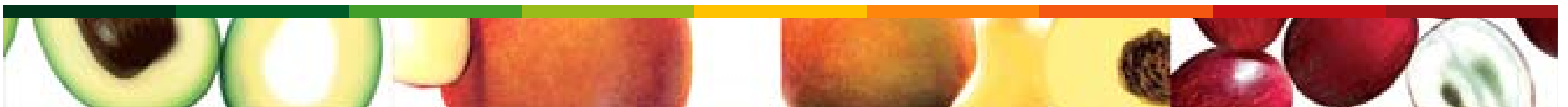
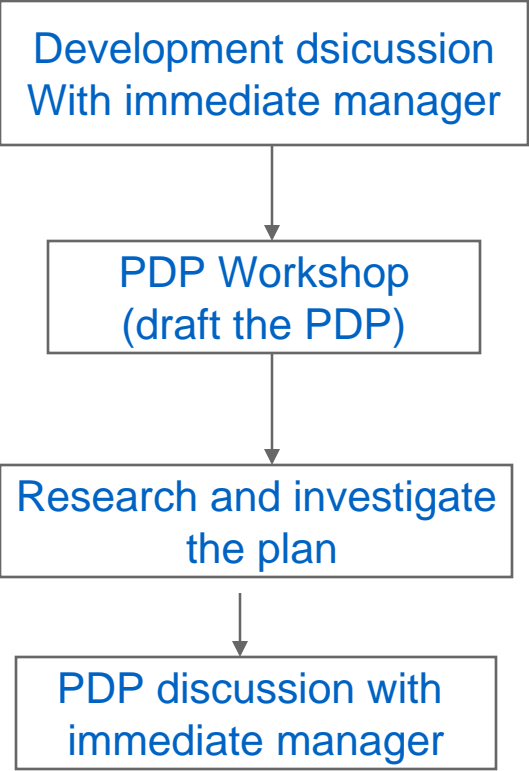
# CAREER DEVELOPMENT

- **Career counselling-** to determine a suitable career path and set career goals
- **Competency assessments-** to identify vocational interests; current capabilities; development potential and competency gaps
- **Development planning-** to plan short, medium and long term development goals and activities
- **Compilation of individual development plans-** to address competency gap



# 8-Step Career Management Process

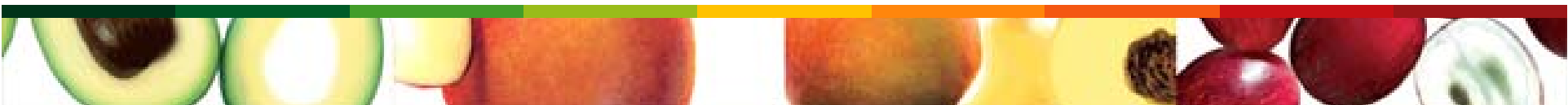






# Assessment Tools

- **Personality Profile**
  - 15 FQ plus
  - Myers Briggs Type Indicator
- **Card Sort Exercises**
  - Motivated skills
  - Career values
- **Career worksheets**
  - Working on purpose
  - Working on personal vision





# Motivated Skills Card Sort Summary Sheet

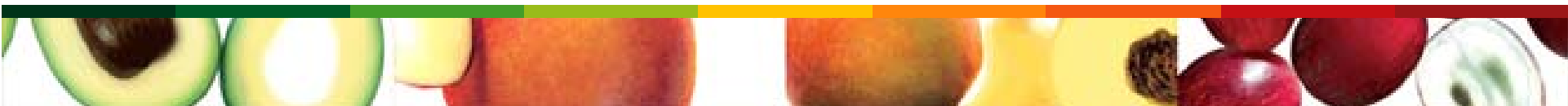
	<b>Highly Proficient</b>	<b>Competent</b>	<b>Little or No Skill</b>
Total delight in using			
Enjoy using very much			
Like Using			
Prefer not to use			
Strongly dislike using			





## Worksheet: Working On Purpose

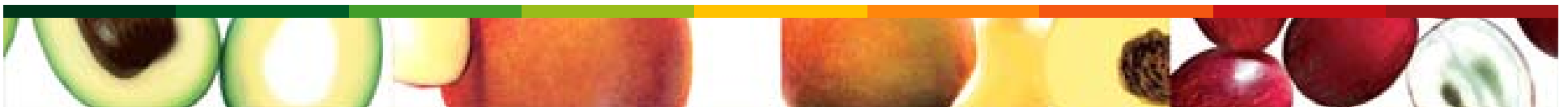
- What have been some of my greatest moments of happiness and fulfilment?
- What activities do I most enjoy and find most fulfilling in my professional life?
- What have I always longed to be/do?
- If I found I had only six months left to live, how would I choose to spend them?
- When have I previously felt most purposeful in my life?
- If I were clear about my purpose, it would be to .....?





# CAREER DEVELOPMENT

- **Role of the line manager  
[commitment, input]**
- **Competency profiles linked to job  
description requirements**
- **Intention & commitment of the  
learner/employee**
- **Value-adding assessments**





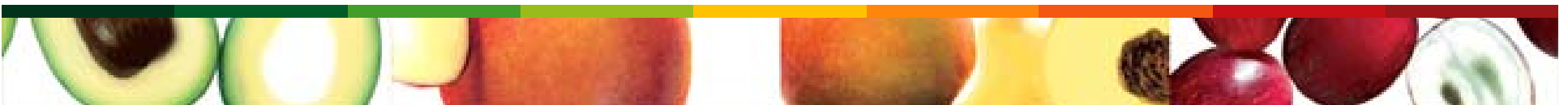
## LEADERSHIP DEVELOPMENT

*leadership learning and growth is the key to organisational growth and sustainability;*

*leaders must touch a heart before they ask for a hand;*

*leaders develop daily, and not in a day;*

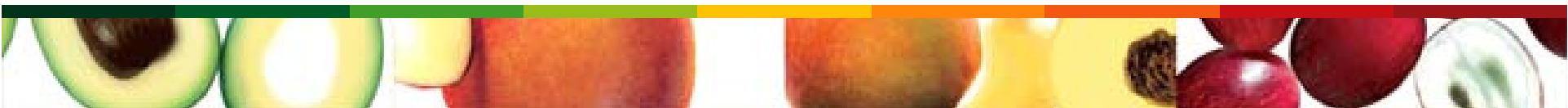
**John Maxwell**





## Principles Underpinning Capespan's Leadership Programme

- Strategic alignment to business requirements
- Competency based approach
- Learner driven process
- Combination of diverse learning methods/interventions
- Comprehensive assessment of development needs
- Focus on individual and core generic competencies
- Link with succession planning



# Capespan Leadership Behaviour Model

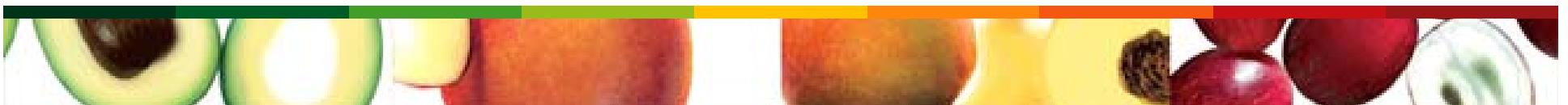
<ul style="list-style-type: none"> <li>• Ensure alignment with strategy</li> <li>• Visionary &amp; strategic thinking</li> <li>• Leads wide-scale organisational change</li> </ul>	Executive			
<ul style="list-style-type: none"> <li>• Drives strategy execution</li> <li>• Attracts and develops talent</li> <li>• Communicates with Impact</li> <li>• Leads Change &amp; Innovation</li> <li>• Involves &amp; Empowers others</li> </ul>		Senior		
<ul style="list-style-type: none"> <li>• Facilitates team problem solving &amp; decision-making</li> <li>• Directs team and individual performance</li> <li>• Builds relationships</li> <li>• Promotes continuous improvement</li> <li>• Coaches and develop others</li> <li>• Demonstrates leadership courage</li> </ul>			Middle	
<ul style="list-style-type: none"> <li>• Manages own performance</li> <li>• Directs self development</li> <li>• Promotes teamwork</li> <li>• Self-motivated</li> <li>• Demonstrates technical competence</li> <li>• adaptable</li> </ul>				Individual



# LEADERSHIP ASSESSMENT

## 360 Degree Leadership Evaluation

- **Self-Assessment**
- **Peers**
- **Subordinates**
- **Superior**

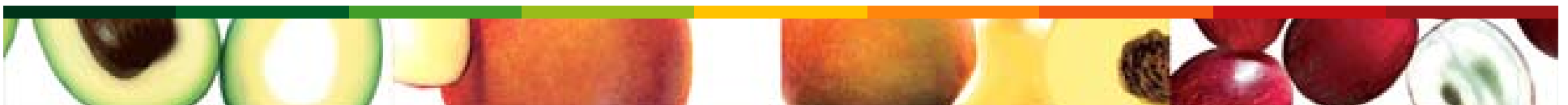




## LEADERSHIP ASSESSMENT

### FACILITATES PROBLEM SOLVING & DECISION MAKING

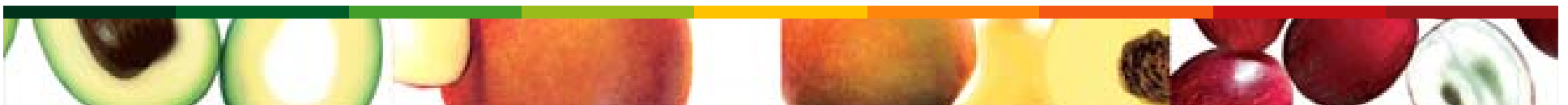
- **Definition:** *Gathers relevant information to diagnose problems and identify causes; draws logical conclusions based on an integrated, clear grasp of information and relationship issues; makes timely decisions.*
- **Competency is defined at three (3) levels:**
  - **Highly Effective**
  - **Effective**
  - **Needs Development**
- **Current Proficiency is evaluated in terms of three (3) levels**





## LEADERSHIP ASSESSMENT

- **Assessment Centre**
- **Personality Profiles**
- **Cognitive Assessments**

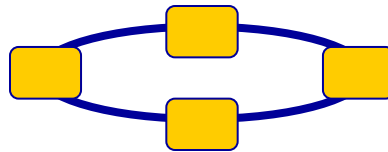


# Leadership Development Levels

INDIVIDUAL



TEAM



ORGANISATIONAL

Strategic Change

Focus

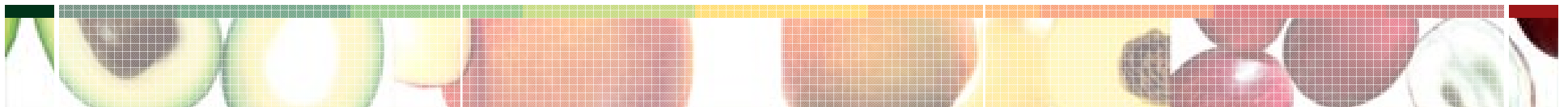
Culture Change

Leadership capability



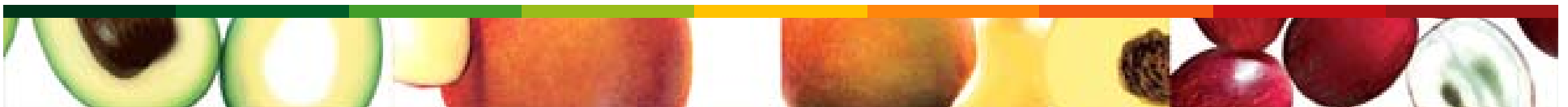
Focus

Focus





# Self-Efficacy : The Key to Development

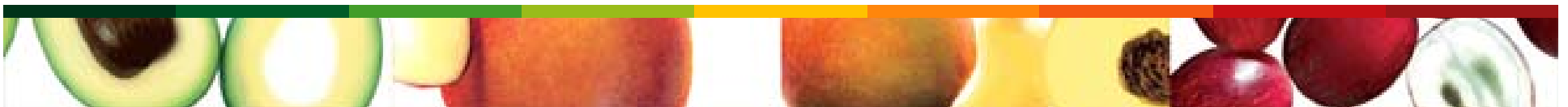




# Self-Efficacy

**Defined as the “belief in ones’ capabilities to organise and execute the courses of action required to produce given performance attainments”**

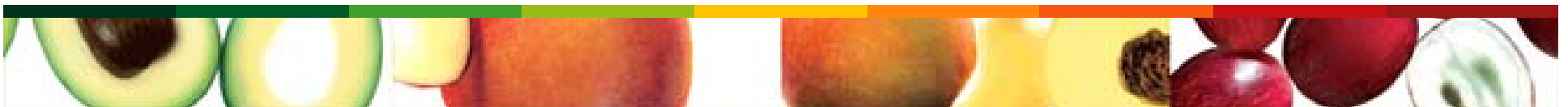
**Albert Bandura, 1997**





# Self-Efficacy

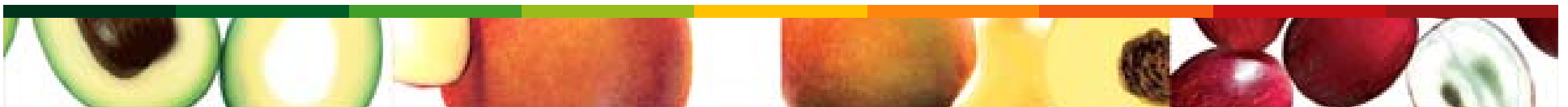
**Numerous studies reported a significant relationship between self-efficacy and work related performance**  
(Bandura, 1997; Brief & Aldag, 2001; Wood & BAndura, 1989)





# Self-Efficacy

**Beliefs that people hold about their capabilities powerfully influence the way they behave and the performance results they achieve**



Sackvill:

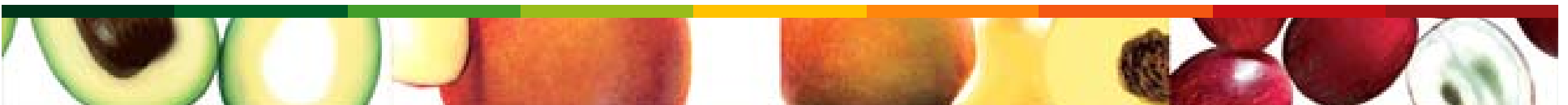
## Characteristics of high/low self-efficacious individuals

<b>Cognitive</b>	Anticipate and visualise success Dwell on their personal strengths Focus on developing strategies to achieve success	Visualise failure Dwell on personal deficiencies Focus on what could go wrong
<b>Motivational</b>	Set challenging goals for themselves Persist in their efforts to master a challenge  Increase their efforts when faced with obstacles or setbacks  Positive in their ability to deal with adversity	Set goals that are easier to attain Reduce their efforts and settle for something less or give up altogether  Worry about obstacles they will encounter  Give up and attribute their failure to the lack of personal capabilities
<b>Selection</b>	Readily undertake challenging activities and engage in different environments  Foresee success	Avoid activities and environments they believe exceed their coping abilities  Foresee failure
<b>Effect</b>	Believe they can manage threats and taxing demands	Magnify the risks and worry about unlikely events



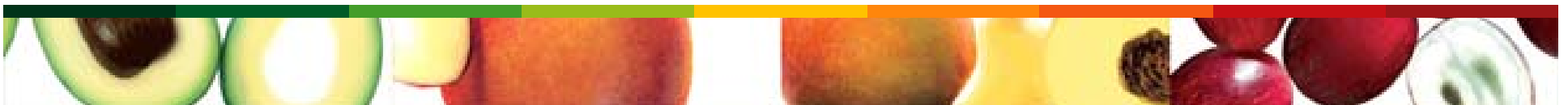
## Sources of Self-efficacy beliefs

- Performance accomplishments
- Verbal feedback
- Social comparative information
- Psychological Arousal



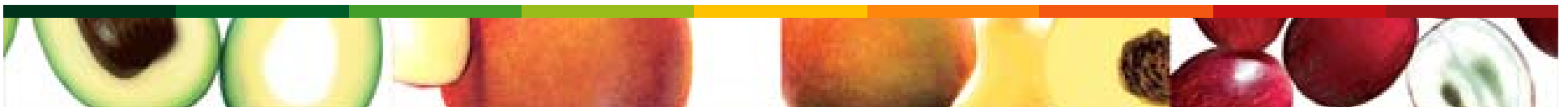


**Successful performance  
experiences enhance perceptions of  
self-efficacy more than information  
derived from any other source**



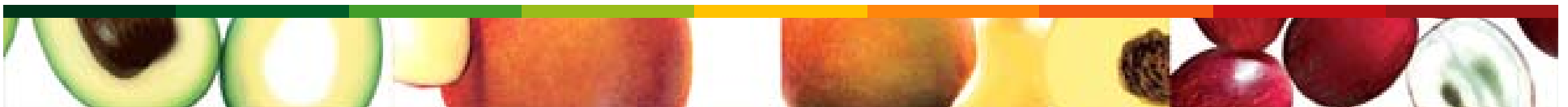


**Employees either enter the organisation with strong efficacy beliefs stemming from childhood experiences or build efficacy beliefs through repeated successful task experiences**





**Changing self-efficacy beliefs from negative to positive ones will not happen overnight, repeated successful performance experiences are needed!**

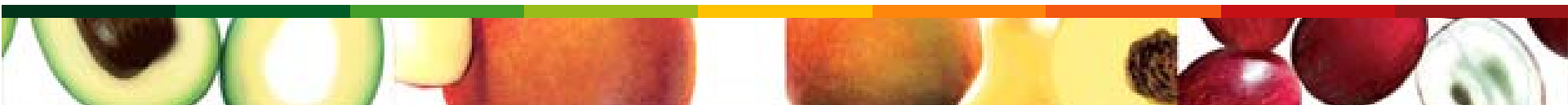




# Strategies to Enhance Efficacy Development

*For task experiences to result in positive self-efficacy building:*

- there must be a standard against which actual performance can be measured
- Performance standards must include outcome measures as well as process and behavioural measurements
- Feedback on actual task performance must be available in a form that facilitates comparison of actual performance against desired standard of performance

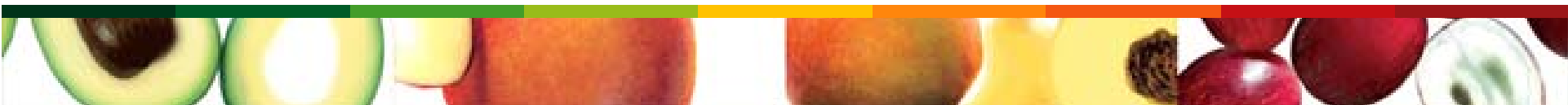




# Strategies to Enhance Efficacy Development

- **Performance Goals**

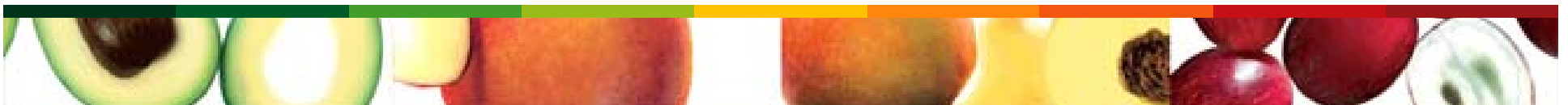
- outcomes to be achieved must be clearly defined and linked to relevant and specific targets
- Set at a challenging level
- Active involvement of the employee in setting goals and targets
- Stretch goals should be included (succeeding at new/diverse goals provide strong efficacy information)
- Goals and activities structured in ways that facilitate successful task experience





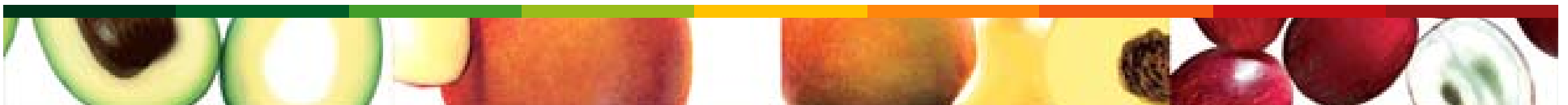
# Strategies to Enhance Efficacy Development

- **Performance feedback**
  - focused on personal capabilities that affect performance outcomes
  - Specific, supported by concrete examples
  - Positively worded, focused on achievements and progress made
  - Ideas must be solicited from the employee on how to improve performance
  - Include customer and peer feedback to enhance credibility





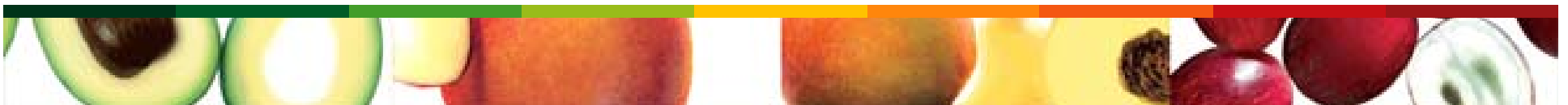
**The assessment of individual levels of self-efficacy must be included as a component in the selection process**





# Selection & Assessment

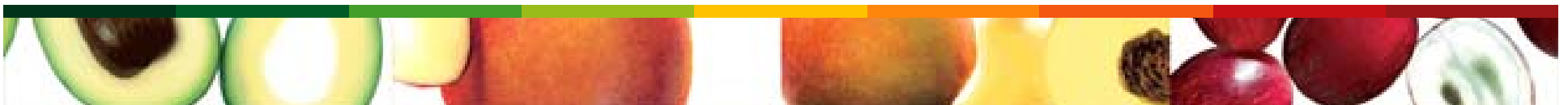
- Interviewers / assessors should be equipped with the knowledge of characteristics defining highly efficacious individuals
- Self-efficacy characteristics could be assessed via:-
  - structured interview
  - psychological assessments (eg 15 FQ plus)
- Developmental assessments should be encouraged to assist individuals to identify current efficacy perceptions and beliefs that may be negatively impacting performance / progression





## Examples: Interview Questions

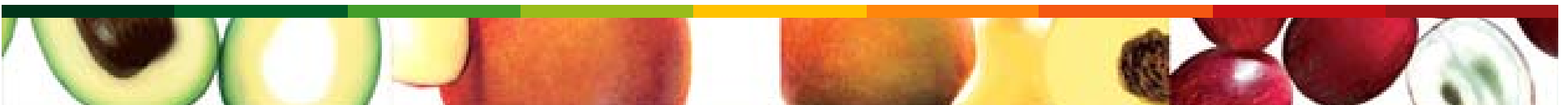
- Describe a situation that you experienced which made you feel more confident in your abilities to achieve your goals?
- All of us experience times/occasions when we have doubted our own abilities. Describe an occasion when you have gone through a time like this?
  - How did you react?
  - What did you do?





## 15 FQ Plus : Relevant factors

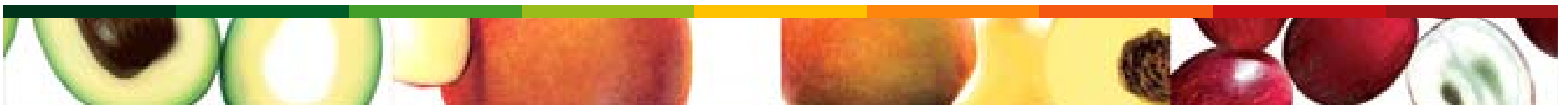
- B+ High Intellectance : Confident in ability, believe they are quick to grasp ideas
- O Self -assured : Self-confident, high self-opinion, secure
- C+ Emotionally Stable : Resilient, copes well





# Strategies to Enhance Efficacy Development

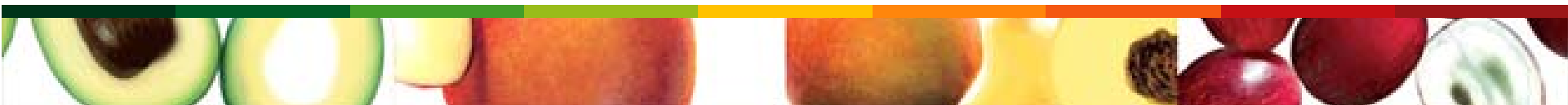
- **All developmental programmes should be designed to enhance self-efficacy beliefs with the use of “guided mastery modelling”:**
  - Observe models demonstrate key elements of the skills required to succeed at particular tasks
  - Perform the skill with the support of a trainer or coach
  - Practice applying the skill in the actual work setting with supervision, support and guidance until mastery is achieved
- **Exercises should be structured into personal management and development programmes that will enable employees to identify enhancing or limiting personal beliefs**





## Strategies to Enhance Efficacy Development

- Individuals should be equipped to replace negative beliefs with more positive enabling beliefs through a process of affirmations and self-talk
- Personal development plans must emphasise on-job training and development opportunities
- Assessment centre techniques should be used to assess applied competency & accelerate the development of competency gaps





**You can facilitate the development of others by:**

Believing in them

*This will give them courage to stretch themselves and take risks.*

Getting to know them

*This strengthens a person's individual growth.*

Teaching them

*This enhances growth.*

Expanding them

*This will provide challenges.*

Lifting them

*This will ensure results.*

Adapted from John Maxwell

