

SUSTAINING DEVELOPMENT
POST CENTRE
AN ALTERNATIVE APPROACH

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THE PROBLEM WE FACE

Participants after the Centre often say:

- “I do not know what to do next”
- “I get no development from my manager”
- “I got great feedback, then nothing happened”.

Assessment Centre Practitioners become despondent with the lack of development.

OUR CHALLENGE

Participants are:

- : motivated for change after feedback
- : have a high degree of insight into their strengths and development areas
- : have development suggestions, but are unsure of how to implement them
- : often lack confidence to try out new behaviours.

THE ASSUMPTIONS WE CHALLENGED

- Traditionally reliance was placed on the candidate's manager to guide the participant's post centre development
- We believed that a motivated individual would overcome the lack of support by a manager and that feedback itself was sufficient to lead to some degree of change.

OUR NEW ASSUMPTIONS

- Insight is only the first step to change
- Insight is not a sufficiently strong lever for self-development
- It is risky to rely on management to guide development
- Development would be more sustainable if it happens immediately after diagnosis and the development of insight.

OUR SOLUTION

Combine:

- Traditional assessment Centre
with
- Competency-based training
and
- A Learning Centre

Into an integrated 3-day process.

THE LEARNING PRINCIPLES WE APPLIED

- Job specific simulations (no generic centres)
- Clear criteria (competency and BARS)
- Internalisation of concepts / criteria
- Immediate training and coaching as part of the process
- Critical step models
- Immediate reinforcement of growth
- Guided self diagnosis

LEVERS TO SUSTAINABILITY OF DEVELOPMENT

- Using line managers as observers
- Internalisation of competencies and BARS
- Improving observer skills of managers and participants
- Feedback to managers on the Centre
- Development of coaching skills of managers
- Creating a culture of observing - coaching - development

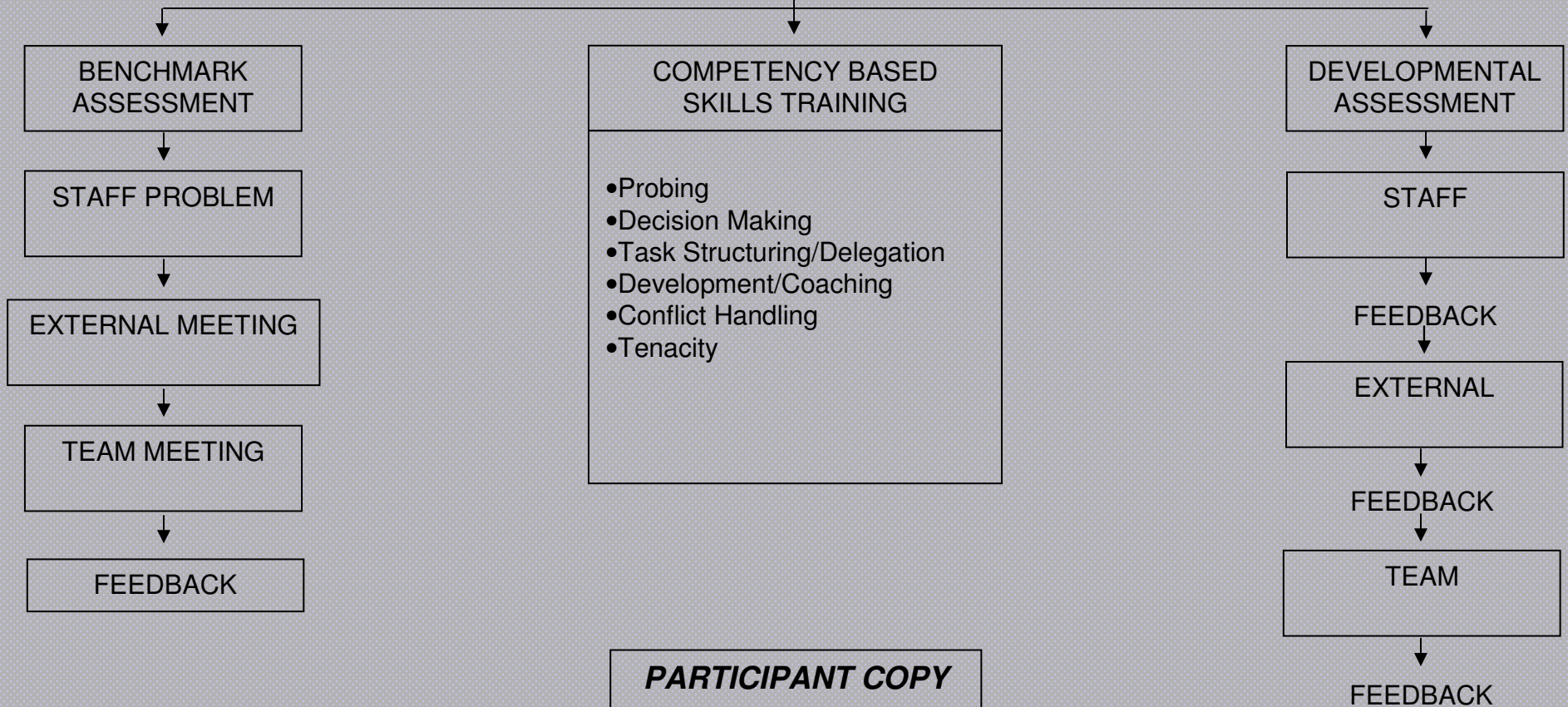
**AN EXAMPLE
OF A TYPICAL
ASSESSMENT AND DEVELOPMENT
CENTRE**

2IC FUTURE COMPETENCY DEVELOPMENT CENTRE



ACORN BANK

ACORN BANK PORT ELIZABETH



PARTICIPANT COPY

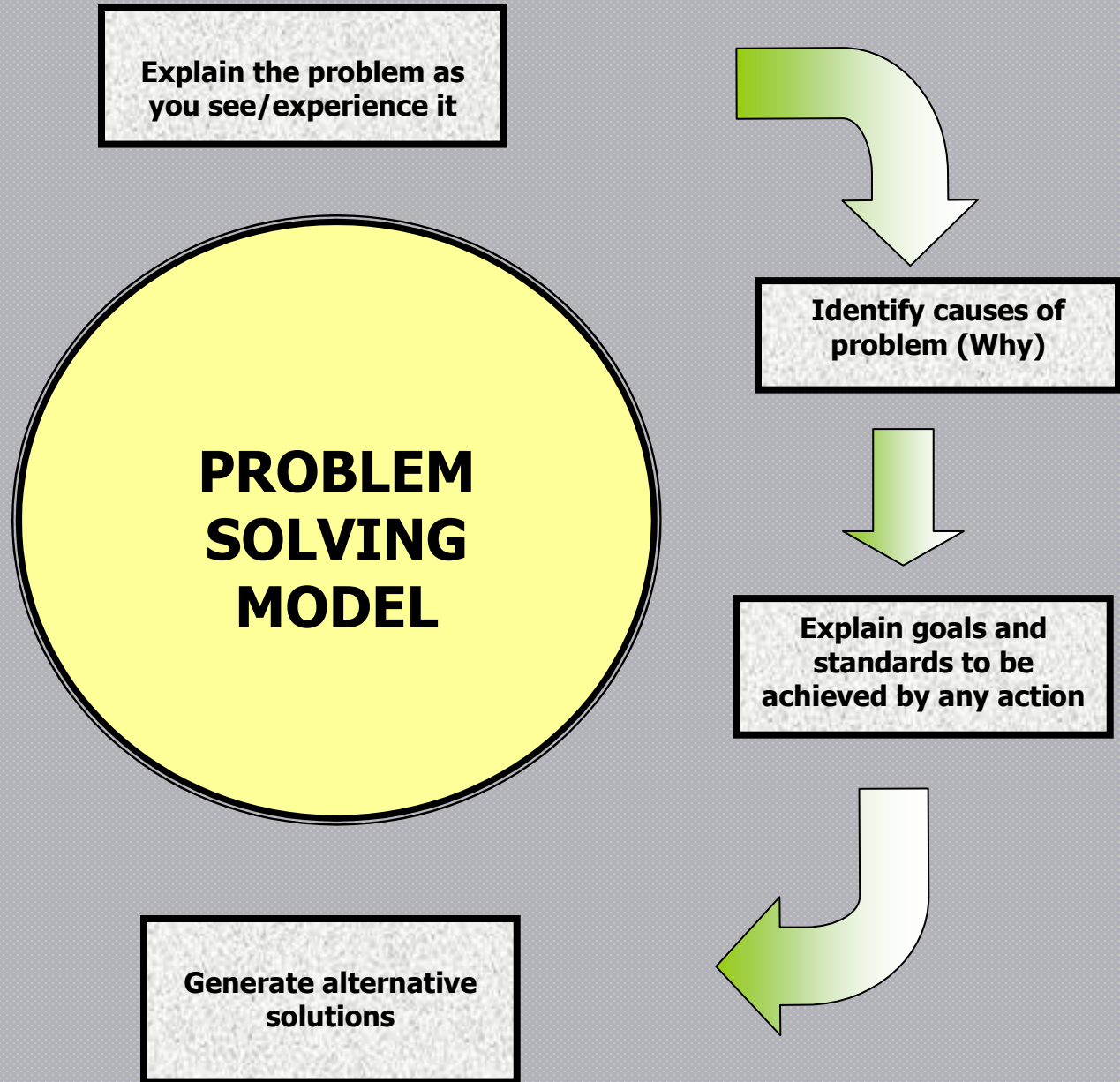
FIVE LEVELS OF COMPETENCE ASSESSMENT

5	REDEFINES THE WAY FORWARD
4	ESTABLISHES BEST PRACTICE
3	COMPETENT - SEEKS CONTINUOUS IMPROVEMENT
2	INCONSISTENT APPLICATION OF COMPETENCE
1	DEVELOPMENT AREA

FACILITATING CHANGE

Encouraging others to seek opportunities for different and innovative approaches to addressing problems and opportunities, facilitating the implementation and acceptance of change within the workplace.

1	2	3	4	5
Development Area	Inconsistent Behaviour	Competent	Best Practice	Redefining the Way
<ul style="list-style-type: none"> • Ignores the need for adjustments to infrastructures, development of staff and involving staff in change. • Forges ahead with inadequate or overloaded resources. • Over-commits resources to production and does not allow opportunities for creativity. • Inflexible to new ideas and different approaches. • Driven by controls, risk avoidance and strict adherence to past successful practices. • Belittles the ideas of staff. • Overwhelmed by the need to adjust. • Abdicates responsibility for change and prefers to stick to what is known and safe. 	<ul style="list-style-type: none"> • Inconsistent emphasis on task or people issues, creates an unstable environment in which others are insecure about change and their contribution to change. • Ignores or minimises the suggestions of staff and displays little trust and enthusiasm in them. • Is an inconsistent role model of adapting to change. • Sometimes follows change blindly without sufficient thought to implications. • Slow to respond to signals indicating the need for change and the emergence of problems. • Daunted by change and slows down in the face of ambiguity and the unknown. • Is indecisive and conservative in uncertainty. 	<ul style="list-style-type: none"> • Displays discomfort with the status quo by seeking opportunities for continuous improvement. • Accurately assesses the ability of resources to cope with change and develops them to succeed. • Balances short term delivery and cost considerations with opportunities for long term improvement. • Utilises the ideas of staff in solving problems. • Sets the example of personal sacrifice where required to cope with insecurity and the workload of change. • Demonstrates consistent belief in the organisation's products, services, mission as well as individual member's ability to succeed in the face of change. 	<ul style="list-style-type: none"> • Relentlessly searches for opportunities to develop business and people beyond the existing parameters and in anticipation of future needs. • Takes calculated risks which lead to breakthrough thinking and takes individuals to higher levels than they thought possible. • Continuously educates staff to understand the organisation's core purpose, future direction and how it links to their current challenges. • Creates a motivating and safe environment for staff to take risks, experiment with ideas and grow. 	<ul style="list-style-type: none"> • Leads the team and individuals to explore and develop new business and customer service models where appropriate. • Sets new organisational benchmark by inspiring people to greater performance. • Creatively and proactively builds capacity and support systems with individuals and teams as well as within outsourced areas. • Uses networks, both internal and externally to provide additional resources, ideas, support and influence in the achievement of change projects.



METHODOLOGIES

- Role-play within a role-play
- Over dramatisation
- Role reversal
- Conventional Coaching
- Self measurement
- Highlighting of successes
- Identification of what to do differently

METHODOLOGIES (Continued)

- Focus on effective behaviour
- Bring intent, behaviour and outcome together
- Evaluate preparation for interaction
- Take time out to evaluate and coach when the meeting derails.

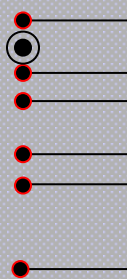
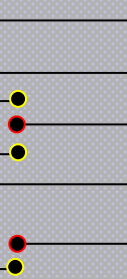
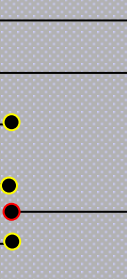


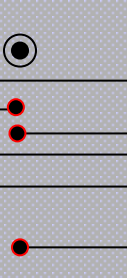

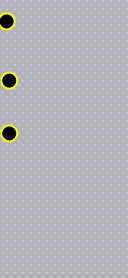



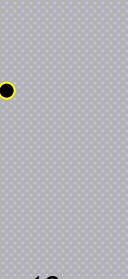
KZN 2IC CAREER DEVELOPMENT PROGRAMME

COMPETENCY	RATING			
	1	2	3	4
PROBING				
DECISION MAKING				
TASK STRUCTURING / DELEGATION				

KZN 2IC CAREER DEVELOPMENT PROGRAMME (Continued)

COMPETENCY	RATING			
	1	2	3	4
DEVELOPMENT / COACHING				
CONFLICT HANDLING				
TENACITY				17

WESTERN CAPE 2IC CAREER DEVELOPMENT PROGRAMME

COMPETENCY	RATING			
	1	2	3	4
PROBING				
DECISION MAKING				
TASK STRUCTURING / DELEGATION				

WESTERN CAPE 2IC CAREER DEVELOPMENT PROGRAMME (Continued)

COMPETENCY	RATING			
	1	2	3	4
DEVELOPMENT / COACHING				
CONFLICT HANDLING				
TENACITY				<p style="text-align: right;">19</p>

APPLICATIONS

DEVELOPMENT FOR CURRENT ROLE OR NEXT LEVEL

- Builds confidence
- Internalises competencies and BARS
- Develops and reinforces skill
- Internalises guidelines (critical steps model) for key interaction.

APPLICATIONS

CHANGE MANAGEMENT

- Simulate roles, responsibilities, culture of the future as envisaged in strategy
- Measure and develop future competencies.

RESULTS:

- Makes future tangible
- Makes future less threatening
- Detoxifies the future
- Builds individual confidence in coping with future
- Accelerates business move to the future.

FOLLOW UP AND REINFORCEMENT

- Video-based
- Guided self-assessment
- Manager first, direct report next
- Manager assumes our observer and coach role
- Further builds on skills by reinforcement, more coaching and guided self-diagnosis
- Builds coaching and reinforces coaching relationship with subordinate.