

Identifying unexpected high potential

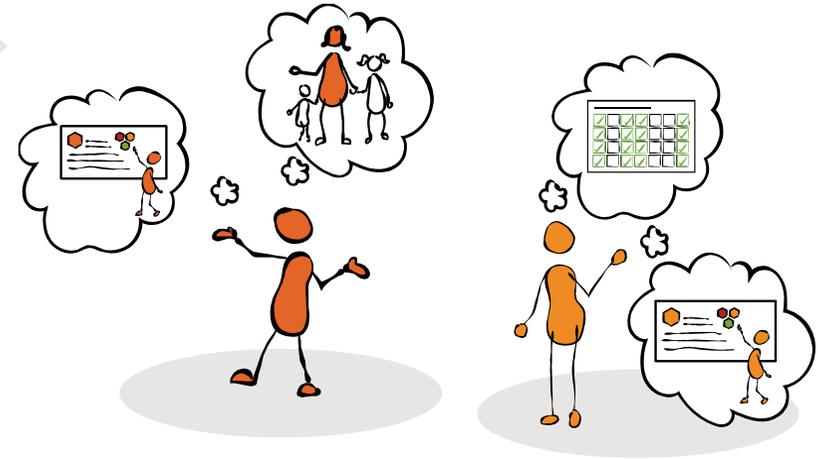
Before Milton High School adopted the Talent Management Framework (TMF), principal Paul Arnold thought that he had a good understanding of the leadership ability of all of his staff. However, when he was completing the TMF identification questions and was prompted to reflect on the performance, potential and readiness of all of his staff, Paul identified some people that took him by surprise. In particular, two part-time staff members who didn't initially come to mind were the ones with the most potential.

“ I identified people who surprised me using this process. It really removes any unconscious bias. Two members of my staff could have been looked over if I didn't use these tools. ”

During the confirmation discussions, the two part-time staff were both really delighted to hear they had been identified as high potential leaders. With a young family at home, one of the teachers was not expecting to be identified as a potential leader. While she did not think she could take on a leadership role immediately, Paul reassured her that they could still focus on her development to prepare her for a role in a few years' time. Their conversation was positive and strengths based, focussing on her capacity for development and where she saw herself in three to five years' time.

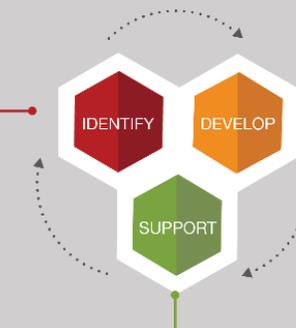
“ It is a really structured and detailed process. It helps you to select people carefully and to be clear about why it is that you're selecting them. The rigorous process also meant my decisions were backed up by evidence and very transparent. ”

The TMF process was adapted to suit the circumstances of the high potential leaders. For example, when planning their development activities the part-time staff chose to focus on one goal at a time. Their lead mentors helped them to identify development opportunities that could fit with their schedule.



ADAPTING THE TMF APPROACH

The confirmation discussion focusses on 'readiness' and on the high potential leader's capacity for development at the moment, noting that their next leadership step may be three to four years away.



The high potential leader decides to focus on one development opportunity at a time to fit their constrained schedule.

The high potential leader is allocated a lead mentor who has a leadership role in the school, but has experienced similar challenges balancing family and work.