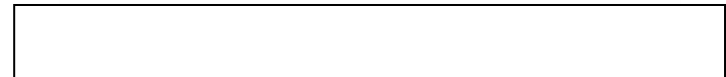


OXFORD
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Getting & Retaining The Right Talent



IDAN
fræðslusetur
Prenttæknisvið





Terry O'Reilly

UK Services HR Director
Oxford University Press

Oxford University Press



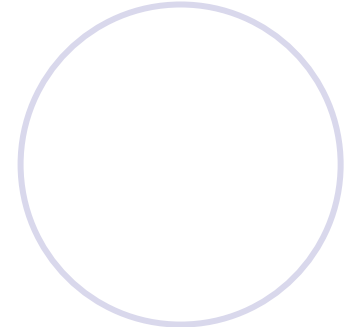
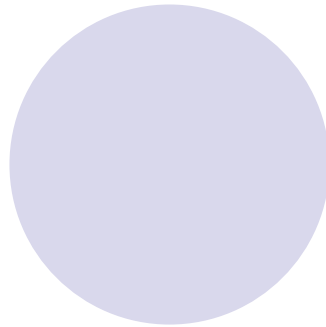
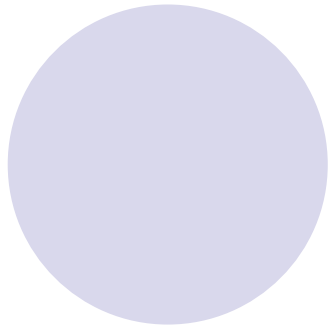
- Oxford University Press is a major international publishing house and furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide.
- OUP is the world's largest university press, publishing more than 4,500 new books a year, has a presence in over fifty countries, and employs some 4,800 people worldwide.

Agenda

A decorative graphic at the top of the slide consists of two rows of circles. The top row has a solid light purple circle on the left, followed by an outlined light purple circle. The bottom row has a solid light purple circle, followed by an outlined light purple circle, followed by another solid light purple circle.

- Getting talent
- Keeping and growing talent
- Moving people on
- Summary

Getting Talent into Your Organisation



The slide features five light purple circles arranged in two rows. The top row contains three circles, and the bottom row contains two circles. The circles are semi-transparent and overlap slightly. The text is centered over these circles.

What Is Talent?

Attitude + Ability → Achievement



Plan & Manage The Recruitment Process

- Job description/specification
- Candidate specification
- Selection
- Management training
- Don't short cut

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Oxford University Press
Publishing Services

COMPETENCY FRAMEWORK
JULY 2003

Oxford University Press
Publishing Services
COMPETENCY FRAMEWORK

What are Competencies?

Competencies are the personal characteristics which lead to successful performance. They are the behavioural characteristics which, in conjunction with a person’s technical and functional skills, enable them to perform their roles effectively.

Why use Competencies?

Effective performance includes both WHAT you do (i.e. your achievement of objectives, targets and standards) and HOW you do it. The Competencies represent a common language for describing HOW you go about work, the behaviours which enable you to carry out your job effectively.

What must be achieved	How well things should be done	How to do it successfully
Targets and Objectives ↓	Standards ↓	Competencies ↓
Meet business strategy	Meet professional/good practice standards	Display appropriate behaviours

The Competencies will be used to:

- Improve our selection process
- Improve the performance management process
- Provide a tool to help people assess and develop themselves
- Support coaching and training
- Provide a tool to build effective teams

How were the OUP Competencies Developed?

The Competencies were developed by a cross-divisional pilot team. They identified the behaviours that were necessary to achieve our strategy and business plans as described in our Balanced Scorecard (see below). They also researched and incorporated relevant good practice from other organisations. The draft Competencies were then quality assured by an external consultant to ensure that they had technical integrity. We will continue to develop the Competencies over time to ensure that they make sense to our business and our people.

Competencies and our Balanced Scorecard

Financial <ul style="list-style-type: none">•Gathering and Analysing Information•Objective Setting•Decision Making	Customer <ul style="list-style-type: none">•Customer Focus•Communication•Service and Deadline Management
Processes <ul style="list-style-type: none">•Quality Focus•Creating and Developing Ideas•Planning and Organisation	Learning and Growth <ul style="list-style-type: none">•Teamworking•Developing People•Leadership

How will the Competencies be used?

The competencies will be used to underpin many of our human resource processes:

	Objectives and Targets	Standards	Competencies
Recruitment			
•Advert information	√		√
•Person specs			√
•Job Descriptions		√	
•Interview Evidence	√	√	√
Training and Development			
•Courses	√	√	√
•Long-term development			√
Appraisal/Review			
•Annual Achievement	√		
•Perennial Achievement		√	
•Training and Development			√
Rewards			
•Annual Achievement	√		
•Contribution		√	
Release			
•Discipline and Dismissal	√	√	
•Redeployment			√
Career Management			
•Succession Planning			√
•Development Centres			√
•Promotion	√	√	√

How are the Competencies Defined?

Each competency is defined in the same way:

- A title
 - A short definition
 - Levels which reflect increasing complexity of the competency where level 1 is the most basic level of the competency. The levels are cumulative in that the requirement for competence at higher levels implies competence at the levels below.
 - Negative indicators of the Competency which describe ineffective behaviours.
- There are also suggested Learning Activities for each Competency:



Activities that you can apply on-the-job



Books and articles that you can read



Audio-visual and open learning materials that you can access



Courses and workshops that you can attend

Using the Competencies in the Appraisal process

The Competencies were introduced into the Appraisal process from March 2003. They enable us to look at both WHAT people achieve against Standards and Objectives, and additionally HOW they achieve these results in terms of the behaviours required. They also provide a common language and approach to plan and meet individual's development needs.

Prior to the appraisal both job holders and managers measure the job holder's current level of competence against the Competencies. For most employees this will mean the 10 Competencies which are applicable to all roles. Job holders in management and supervisory role should also consider the two Managing Others Competencies. As part of their preparation for the appraisal both manager and job holder complete the Competency Assessment form (a blank copy of the form is included at the end of this document). This will then be discussed during the appraisal discussion where the job holder's strengths against the Competencies will be recognised, and development needs and actions agreed.

Tips for measuring your current level of competence

Read the indicators for each Competency and consider the level at which you *typically* operate in your day-to-day work. Think of real occasions and situations where you have effectively demonstrated the behaviours described.

If you believe that you effectively demonstrate most of the indicators at one level and some of the indicators at the next level, record a half rating (e.g. "1.5" would represent a person who is effectively demonstrating the behaviours at level 1 and several of the behaviours at level 2).

If you recognise that you demonstrate some of the negative indicators of the Competency, then you should record your rating with a minus sign after it (e.g. "2-" would represent a person who is effectively demonstrating the behaviours at level 2 and also some of the negative behaviours).

There is no expectation that employees will be operating at the highest levels of the Competency. In many cases, employees will not have the opportunity to demonstrate the higher levels. If the Competencies are going to be a useful tool for developing people, then it is essential that you are honest and realistic in your appraisal of your Competencies.

Rating Examples

Communication	<p>Mr X speaks and writes clearly in plain English. He passes on the required information to others and presents information in a way that others can understand. He is reluctant to say his piece in meetings and is quite often a poor listener.</p> <p><i>Rating:</i> Mr X displays most of the level 1 behaviours and some but not all of the level 2 behaviours. He also demonstrates one of the negative indicators. Hence his rating for Communication would be “1.5-”.</p>
Creating and Developing Ideas	<p>Mrs Y contributes good ideas for improving the way things are done in her department and has led several small projects to improve working practices. Occasionally she comes up with a brilliant, off-the-wall idea but has not yet taken action to progress any of them.</p> <p><i>Rating:</i> Mrs Y displays most of the behaviours in levels 1 and 2, and occasionally demonstrates a level 4 behaviour. Hence her rating for Creating and Developing Ideas would be “2” with recognition that she has potential to develop to the highest level of this Competency.</p>
Leadership	<p>Mr Z is a team leader but prefers to do the work himself rather than lead his team. Although he allocates work amongst the team and ensures that their basic needs are met, he avoids much contact with the team and avoids confronting performance issues.</p> <p><i>Rating:</i> Mr Z displays some of the level 1 behaviours and some of the negative indicators. Hence his rating would be “0.5 -”</p>

•THE COMPETENCY FRAMEWORK

•The competencies within the Competency Framework are split into 4 clusters;

Achieving Results contains those competencies that relate to the way you plan and deliver results

Working with People contains those competencies that relate to how you work with your colleagues.

Working with Information contains those competencies that relate to how you use information and make decisions

Developing the Business contains those competencies that relate to how you improve the way things are done

Managing Others contains those competencies that relate to the way you lead and develop others.



Working with People





Communication

Definition: The ability to convey information in an understandable and engaging manner using the appropriate channels.

Communicates straightforward information effectively	1
•Fills in standard forms, generates any standard letters or memorandum used in the job.	
•Listens carefully to others and takes account of other viewpoints.	
•Keep others informed.	
•Writes in "plain English".	
Communicates effectively in group and one-to-one interactions	2
•Presents information and ideas simply in language that is easy to understand, making complex ideas simple.	
•Uses established communication channels effectively.	
•Presents material in an appropriate and concise format.	
•Asks appropriate questions to obtain information.	
•Addresses questions openly and honestly.	
•Contributes positively in group situations.	
Flexes their communication style to meet audience needs	3
•Selects the appropriate method of communication to suit the audience, altering the style as necessary.	
•Develops and uses networks and distribution channels to present information and ideas.	
•Observes and responds to non-verbal communications, ensuring underlying meanings are brought to the surface.	
•Involves others.	
Utilises a range of influencing styles to win others over	4
•Uses broad-based communication strategies to achieve goals, involving a wide range of audiences.	
•Uses diverse approaches to influence and persuade others, identifying and targeting key players.	
•Anticipates the issues and viewpoints of others; facilitates others to enable clearer understanding.	
•Establishes, maintains and leads group processes, facilitating others to enable participation and involvement.	
Negative Indicators	
<i>xUses inappropriate language.</i>	
<i>xUses inappropriate channels of communication</i>	
<i>xIs unable to construct a clear argument/presentation</i>	
<i>xDoes not listen "effectively" thus missing clues or signals in conversation</i>	
<i>xIs unable to adapt style to audience.</i>	
<i>xMakes speeches rather than conversation</i>	

Working with People Communication

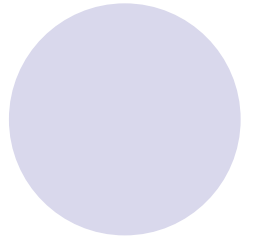
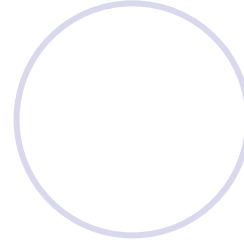
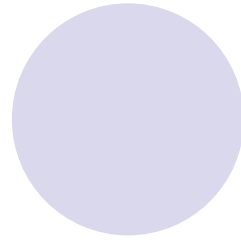
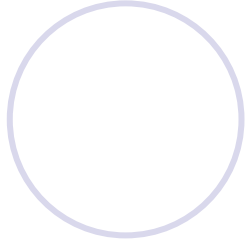
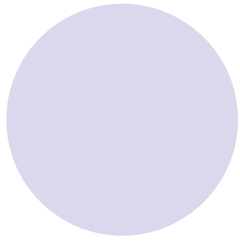
Recommended Learning Activities

	<ul style="list-style-type: none"> •Ask others for feedback on how they view your communications. Are they clear, concise and appropriate? How could you make it easier for them in the future? •Practice asking open questions. •Monitor the balance of your speaking vis-à-vis your listening over a range of interactions and meetings. •Use face-to-face communication wherever possible •Don't use email to communicate sensitive or personal information; go and speak to the people involved. •If you are irritated about an email, save your reply in draft and come back to it later. •Keep copies of well-written reports, memos and presentations and use them as models. •Video yourself at a meeting or delivering a presentation and review afterwards, preferably with a trusted colleague. •Role play difficult conversations or meetings with a trusted colleague. •Send out information in advance of meetings so that the meeting can focus on discussion rather than presenting material which could have been read previously. •Review your personal image; what does it say about you? What would you like to convey? What do you need to change? •List all the people on your network and rate the quality of your relationship with each one. Identify relationships which need to be improved and other people who you would like in your network. •Let your feelings show appropriately. Passion and commitment can have a highly positive impact. •Develop an influencing strategy for important projects. List all the people you need to influence and rate their important to the project and the quality of your relationship with them. Develop a plan to get the important ones on board.
	<ul style="list-style-type: none"> •30 Minutes to Write a Report by Patrick Forsyth. •OUP's One Step Ahead series. Titles on Punctuation, Spelling, Words, Reports •Perfect E-Mail by Steve Morris. •30 Minutes to Get Your Own Way by P Forsyth. •Dealing with Difficult People by C Osborne. •Managing Your Boss & Colleagues by S Gravett. •The Oxford Guide to Writing and Speaking by J Seeley. •101 Ways to Make a Professional Impact by E Sampson. •Assertiveness at Work by K& K Back. •Influencing People by R Johnson and J Eaton. •NLP for Managers: How to Achieve Excellence at Work by Dr H Alder. •The Power of Persuasion by R Eales-White. •Fast Thinking Presentations by R Jay. •Powerful Presentations by J Ehrenborg. •Successful Presentations for Dummies by M Kushner.
	<p>Effective Writing CD-ROM based course (Knowledge Pool). Report Writing CD-ROM based course (Knowledge Pool). Straight Talking: The Art of Assertiveness (Video Arts). Loud and Clear:A Practical Guide to Speaking to Groups(The Industrial Society Video)</p>
	<p>Personal Effectiveness (An Introduction to Assertiveness) Celia Clark (1 day inhouse). Influencing and Assertiveness Skills – Carol Roome. (2 days inhouse). Presentation Skills – Celia Clark (2 days inhouse). Negotiation Skills – Lorna Bevan (1 day inhouse). Microsoft Word (½ or 1 day inhouse). Microsoft Powerpoint (1 or 2 day inhouse).</p>

Plan & Manage The Recruitment Process

- Job description
- Candidate specification
- **Selection**
- Management training
- Don't short cut





- Competency Based Interviews
- Ability & Work Based Testing
- Personality Assessment
- Trial days

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Go Fishing

- Advertising

- Newspapers, Journals, Radio, Internet. Plus own notice boards and website.

- Open evenings

- Shoulder tapping

- Employee Introduction

Employee Branding



Virgin Culture

- Show your passion, energy is infectious
- Keep it simple, future focussed and positive
- You employed them, so trust them!
- Bring your personality to work
- Be straight with people, uncover your arses
- Challenge conventional rules
- Really care, it brings out the flair

Keeping & Growing Talent



- Career paths
- Personal development plans
- Succession planning
- Engagement
- Positive psychology



Keeping & Growing Talent

- **Career paths**
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The image features a decorative arrangement of six circles. Three circles are solid light purple, and three are hollow with a light purple outline. They are arranged in two rows of three. The top row circles are positioned behind the text 'Oxford University Press'. The bottom row circles are positioned behind the text 'UK Financial Services Career Structure'.

Oxford University Press

UK Financial Services Career
Structure

UK Financial Services Career Structure

The UK Financial Services Career Structure provides a transparent framework for developing and rewarding people. It describes the different families of jobs that exist within UK Financial Services and the different levels of role within each family.

What is a Job Family?

A job family describes a number of different roles which are engaged in similar work. A job family considers how many levels of that type of work there are and describes the key factors which differentiate one level from the next.

Each level in a job family is differentiated by changes in:

- Accountabilities* - the main outputs delivered by the jobs
- Knowledge, Skills and Experience* - the technical, task, managerial or supervisory skills and experience required
- Behavioural Competencies* - the personal qualities which have a high degree of impact on performance

Within UK Financial Services there also exist a small number of specialist roles which are described separately.

What are the Benefits of this Approach?

The benefits of the Job Family approach are,

Clearly defined career ladders and an improved understanding of what is required to move from one role to another within or between job families

Creates greater flexibility within roles and also between roles.

Transparency of roles – accountabilities, skills/experience, competencies required

Transparency of information for career and development planning.

How are the Job Families described?

On the next page you will find the overall Career Structure which shows all the Job Families and how they relate to each other. The following pages then describe each level or role in the Job Family in terms of the Main Purpose of the role, the most critical Accountabilities, the Knowledge, Skills and Experience and Behavioural Competencies required. These descriptors can help you to identify the additional skills, expertise and behaviours you need to develop to move up the Job Family or to move from one Job Family to another.

UK Financial Services Career Structure

Job Family Title	Accounts Payable	Cashiers	Credit Management	Financial Accounts	Royalties
Main purpose of roles in Job Family	To ensure that suppliers and employee expenses are paid accurately and in line with agreed payment policies and procedures	To ensure the effective control and accounting for all receipts, payments and credit card expenses and to provide back office functions for Group Treasury	To ensure the prompt collection of debts to maximise OUP UK's cash inflow whilst balancing credit risk with the need to maximise sales	To ensure the accurate and timely production of financial accounts for UK	To ensure that Royalties and rights payments are correctly processed and accounted for
Roles in Job Family			Credit Manager	Financial Accountant	
			ELT Credit Manager	Deputy Financial Accountant	
	Accounts Payable Manager	Chief Cashier	Trade Credit Manager		Royalties Manager
	Deputy Accounts Payable Manager	Deputy Chief Cashier	Direct Supply Credit Controller	Senior Account Controller	Royalties Supervisor
			Senior Credit Control Executive	Account Controller	Royalties Credit Controller
	Senior Accounts Payable Clerk	Senior Cashier	Credit Control Executive		
	Accounts Payable Clerk	Cashier			

Specialist or One-off Roles:

- Director of UK Financial Services
- Financial Systems Manager
- Treasury Cashier
- Key Account Manager
- Credit Risk Manager

	Accounts Payable Manager	Deputy Accounts Payable Manager	Senior Accounts Payable Clerk	Accounts Payable Clerk
Purpose of role	Manage the Accounts Payable team	Manage the systems-related aspects of Accounts Payable and deputise for Accounts Payable Manager	Process supplier payments and employee expense claims.	Under supervision, process supplier payments and employee expense claims.
Key Accountabilities	<ul style="list-style-type: none"> •Review and authorise the authorisation matrix •Recruit, motivate, develop and manage the AP team •Develop and implement necessary controls •Check and authorise any changes to procedures •Monitor and manage active supplier records •Sign off supplier reconciliations •Prepare regular and ad hoc reports •Identify and implement improvements •Deal with serious or complex complaints or issues 	<p>Set up and delete staff on EDMS and amend authorisation limits</p> <p>Investigate and resolve errors on SAP</p> <p>Resolve systems problems</p> <p>Manage systems updates and changes including training</p> <p>Document systems procedures</p> <p>Deputise for the Accounts Payable Manager in his/her absence</p> <p>Set up and, amend master records</p> <p>Reconcile supplier statements</p> <p>Set up payment parameters and run proposal payment runs</p> <p>Respond to and resolve supplier and staff queries</p>	<ul style="list-style-type: none"> •Sort incoming invoices •Batch, barcode and scan invoices into EDMS •Manually input unscannable invoices •Gain authorisation for payment •Arrange authorised electronic payments •Input staff expenses, corporate credit cards and refunds •Set up and amend master records •Reconcile supplier statements •Set up payment parameters and run proposal payment runs •Maintain accurate files •Respond to and resolve supplier and staff queries 	<ul style="list-style-type: none"> •Sort incoming invoices •Batch, barcode and scan invoices into EDMS •Manually input unscannable invoices •Gain authorisation for payment •Arrange authorised electronic payments •Input staff expenses, corporate credit cards and refunds •Set up and amend master records •Reconcile supplier statements •Maintain accurate files •Respond to and resolve supplier and staff queries •Undertake training to build understanding of AP
Knowledge, Skills and Experience	<p>AAT qualification or equivalent</p> <p>A level or BTec level education</p> <p>People management skills and experience</p> <p>Good understanding of financial and administrative computer systems</p> <p>Good knowledge of OUP's business and processes</p> <p>Good communication skills</p>	<p>Good secondary education – good GCSEs in Maths and English and A-C grades in other subjects</p> <p>Good understanding of financial and administrative computer systems;</p> <p>Experience in both Accounts Payable and IT functions</p> <p>Book-keeping skills</p> <p>Numerate</p> <p>Good communication skills.</p> <p>Able to deal constructively with irate suppliers and internal colleagues</p>	<p>Good secondary education – good GCSEs in Maths and English and A-C grades in other subjects</p> <p>Basic book-keeping skills</p> <p>Numerate</p> <p>Good communication skills.</p> <p>Able to deal constructively with irate suppliers and internal colleagues</p> <p>Good understanding of Accounts Payable work</p>	<p>Good secondary education – good GCSEs in Maths and English and A-C grades in other subjects</p> <p>Numerate</p> <p>Good communication skills.</p> <p>Able to deal constructively with irate suppliers and internal colleagues</p>
Competencies	<p>Leadership 3</p> <p>Planning & Organising 2</p> <p>Developing Others 2</p> <p>Quality Focus 3</p> <p>Customer Focus 2</p> <p>Service & Deadline Mgt 2</p> <p>Decision Making 2</p> <p>Gathering & An Info 2</p> <p>Communication 2</p>	<p>Quality Focus 3</p> <p>Customer Focus 2</p> <p>Service & Deadline Mgt 2</p> <p>Teamworking 2</p> <p>Gathering & An Info 2</p> <p>Communication 2</p> <p>Planning & Organising 1</p>	<p>Teamworking 1</p> <p>Quality Focus 2</p> <p>Communication 1</p> <p>Service & Deadline Mgt 1</p> <p>Customer Focus 1</p>	<p>Teamworking 1</p> <p>Quality Focus 1</p> <p>Communication 1</p> <p>Customer Focus 1</p>



Keeping & Growing Talent

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LEARNING AND GROWTH 06-07																			
		Objective	Target	Red	Amber	Green	MAR	FEB	JAN	DEC	NOV	OCT	SEP	AUG	JULY	JUNE	MAY	AP R	
3	HEADCOUNT	Divisional FTE's		Varies throughout the year			347.3	346.1	352.6	360.3	371.6	371.5	382.6	368.7	371.9				
5	BRIEFING RAG	Provide informative interesting briefs	More than 8.5% per month	< 6.5	6.5 - 8	> 8.0	6	8	7	No brief in Dec	9	7	6	7	7	9	7	8	
6	DIVISIONAL COMPLAINTS		Less than 10 per month	> 25	10 - 25	< 10	2	4	9	2	7	1	5	5	4	1	8	2	
1	TURNOVER	Keep staff turnover to business healthy levels	Less than 2.5% per quarter	> 3.5%	2.5% - 3.5%	< 2.5%	3.40%			7.47%			5.36%			1.62%			
2	DIVISIONAL ABSENCE	Keep absence levels within industry norms - ITSD	Less than 3% per quarter	> 5%	3% - 5%	< 3%	2.01%			1.61%			0.92%			1.68%			
		Keep absence levels within industry norms - Oxuniprint	Less than 3% per quarter	> 5%	3% - 5%	< 3%	2.48%			0.75%			0.00%			3.46%			
		Keep absence levels within industry norms - Oxford Ops	Less than 3% per quarter	> 5%	3% - 5%	< 3%	2.08%			0.78%			0.48%			0.47%			
		Keep absence levels within industry norms - Distribution	Less than 3% per quarter	> 5%	3% - 5%	< 3%	4.30%			5.97%			4.85%			3.80%			
4	DIVISIONAL TRAINING	Deliver training promises to staff in a timely manner - ITSD	More than 95% per quarter	< 80%	80% - 95%	> 95%	24%			60%			59%			70%			
		Deliver training promises to staff in a timely manner - Library	More than 95% per quarter	< 80%	80% - 95%	> 95%	88%			100%			100%			100%			
		Deliver training promises to staff in a timely manner - Bookshop	More than 95% per quarter	< 80%	80% - 95%	> 95%	100%			100%			80%			100%			
		Deliver training promises to staff in a timely manner - Oxuniprint	More than 95% per quarter	< 80%	80% - 95%	> 95%	100%			100%			100%			100%			
		Deliver training promises to staff in a timely manner - Distribution	More than 95% per quarter	< 80%	80% - 95%	> 95%	85%			51%			77%			100%			



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	Value Generators	Value Deliverers	Value Diluters	
High Risk	<p>Immediate action:-</p> <ul style="list-style-type: none"> - Assess key motivators (See sheet) - Begin contingency plans including cross skilling others for key tasks 	<p>Begin Contingency plans, including cross skilling others for key tasks.</p>	<ul style="list-style-type: none"> -Begin contingency plans, including cross skilling others for key tasks. -Prepare plans for tracking under performance (See problem analysis worksheets) 	
Medium Risk	<ul style="list-style-type: none"> -Use Autumn appraisals to review key motivators (See sheet). -Prepare contingency plans, including cross staffing if required. 	<p>Track using scheduled appraisal process</p>	<ul style="list-style-type: none"> -Consider contingency plans, including cross skilling if required. -Use Autumn reviews to begin performance management process (See problem analysis worksheets) 	
Low Risk	<ul style="list-style-type: none"> -Review key motivators in Autumn appraisal (See sheet) -Consider contingency plans, including cross skilling if required. 	<p>Track using scheduled appraisal process</p>	<p>Commence performance management process. (See problem analysis worksheets).</p>	

Keeping & Growing Talent

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The title is centered on a white background. It is surrounded by seven light purple circles. Three circles are arranged in a horizontal row above the text, and four circles are arranged in a horizontal row below the text. The top-left circle is an outline, while the other six are solid. The text "Employee Survey 2006/7" is written in a bold, black, sans-serif font.

Employee Survey 2006/7

What We Do Well (Services).

Most Favourable

Oxford University
Press 2006
% Favourable

I often go the 'extra mile' to do a good job	90
I am satisfied with the total number of hours I am contracted to work per week	84
I am treated fairly by OUP	84
My immediate manager/supervisor treats me with respect	82
I am clear about what I am expected to achieve in my job	81
Overall I am satisfied to be working for OUP at the present time	80
Overall, I am satisfied with the job I do	79
I am treated with respect regardless of my job	78
I believe OUP is an equal opportunity employer	78

Services Comparisons To UK Overall Benchmark

Comparable questions

44

Above (+6 and above)

18

In line (between +/- 5 points)

24

Below (-6 and below)

2

Services Divisional Improvements 2007/08

- OUP goals and direction. Improving communication but explain difficulties.
- Managing change: Improving how we plan, communicate and involve staff.
- Reward & Recognition: Review staff's perceptions, check our comparators and improve our communications.



Keeping & Growing Talent

- Career paths
- Personal development plans
- Succession planning
- Engagement
- **Positive psychology**

The Positive Psychology Approach



- What is right?
- What is working?
- Who is the best person for this?
- How can we learn from what worked before
- Am I being the best I can be?

Focusing on strengths; Focusing on weaknesses (CLC,
2001: n= 19,187

- Change in performance

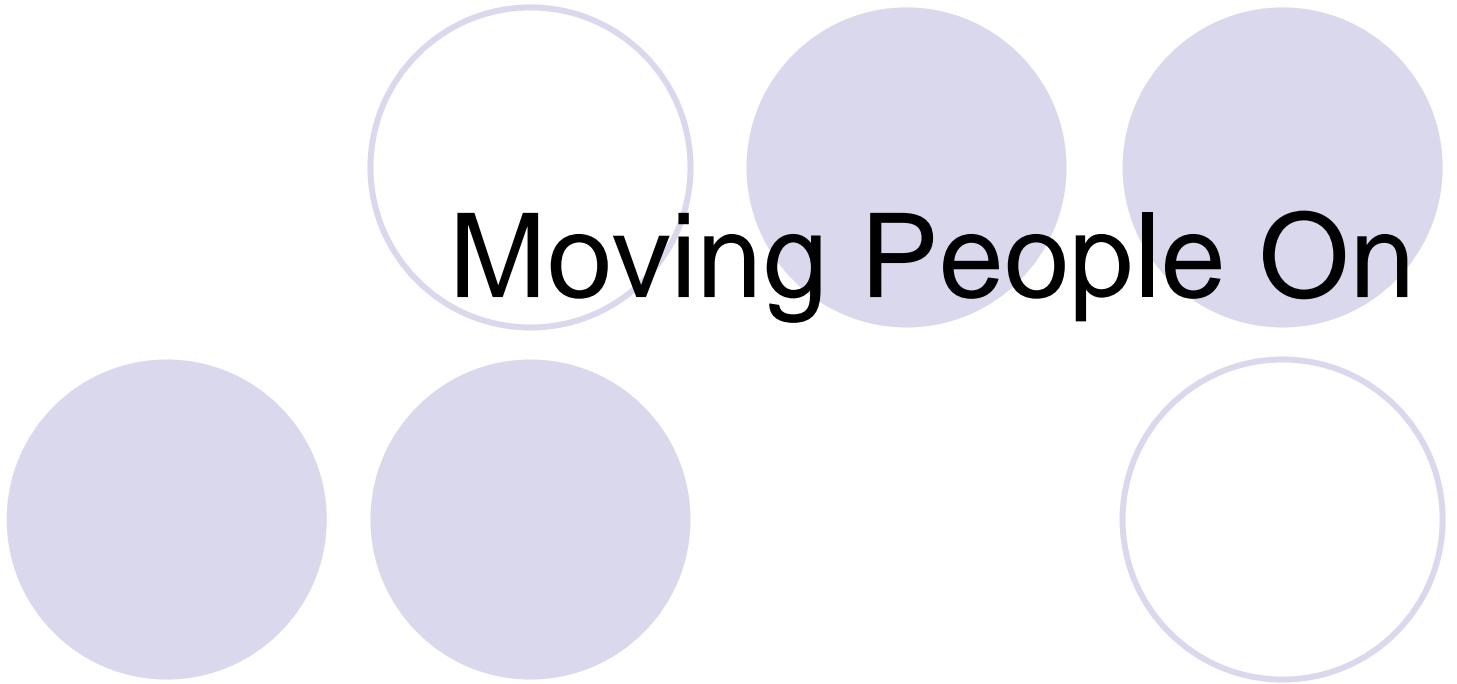
36.4 Emphasis on Performance Strengths

21.3 Emphasis on Personality Strengths

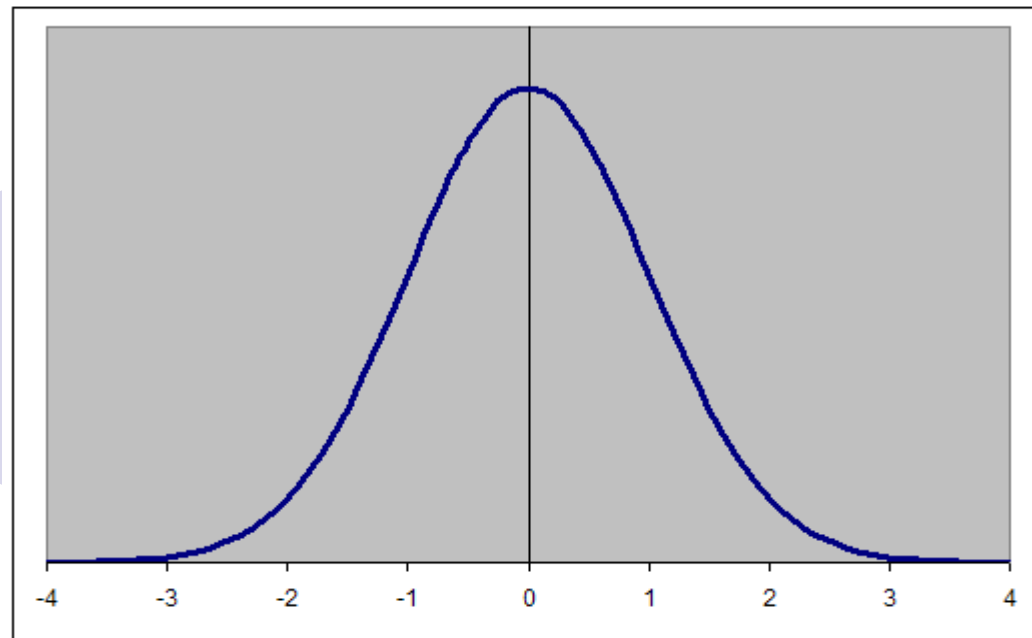
(5.5) Emphasis on Personality Weaknesses

(26.8) Emphasis on Performance Weaknesses

Moving People On

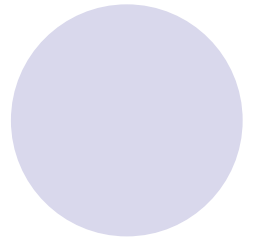
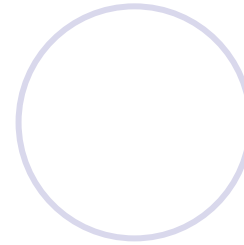
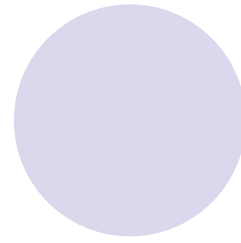
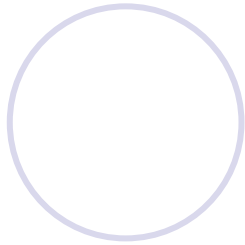
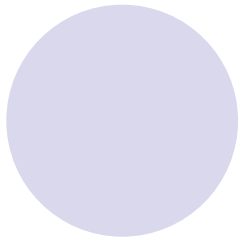


Performance – Distribution



The text is centered and surrounded by five light purple circles. Two circles are positioned above the text, and three are below it. The top-left circle is an outline, while the other four are solid. The bottom-right circle is also an outline.

Exercise - Delegation



● GEC and OUP conversations





Summary

- Getting talent is your top priority
- Keep raising the bar
- Look after your talent and they will look after your customers.
- Use positive psychology to turn good in excellence
- When people don't fit, move them on.

Further information



- <http://www.cipd.co.uk/subjects/recruitment>
- Keeping the best: A Practical Guide to Retaining Key Employees
The Institute for Employment Studies – ISBN 1-85184-265-9
- Managing Best Practice: Recruitment and Selection
The Work Foundations – www.thehardworkfoundation.com
- Strengths-based Organisations
www.cappell.org – centre for Applied Positive Psychology
www.enpp.org – The European Network for Positive Psychology

Thank you for listening

Any Questions?

