



Delegation and Empowerment

Module 6

EXPLORING STAFF ACHIEVEMENT AND EXPECTATIONS

A Promoting Excellence Online Course

This is part of a series of online courses
available from Promoting Excellence
Leadership Consultants.



Promoting
Excellence

Module 6: EXPLORING STAFF ACHIEVEMENT AND EXPECTATIONS

The Achievement and Expectations Analysis and Aptitude Grid are tools to help you form a view about the capability of staff and their potential, especially when planning to empower an individual. The questionnaire has been designed to help with the development of future leaders in line with your organisation's vision. It also includes the characteristics or behaviours which are useful for unlocking leadership potential based upon research in talent management and succession planning.

The aim is to help to objectively identify the staff who are currently achieving or for whom you may have future expectations. This will allow strategies to be put in place to maximise their personal growth by instituting the right development opportunities. The analysis poses questions that will help your thinking and by working through it you will gather evidence to inform decisions from a rating on the Talent grid.

There is also an opportunity to explore how the individual is performing in relation to their current role. By this we mean are they already high achievers/ exceeding expectations – or are they falling short? From this analysis you will discover individuals who have the potential to operate in a significantly higher role and those who do not.

Instructions: Choose one specific member of staff – usually in your team

- Fill in the Achievement and Expectations Analysis using the instructions given to assess current achievement and possible future expectations of staff
- Decide on the appropriate comment from the scale below
- Start with Achievement questions and go through those and then Expectations, being as honest as possible. It may help to think about evidence from a performance review, 1:1's, observations from their day-to-day work and general attitude to work
- Please ensure you fill in all 15 Achievement and 15 Expectations questions. Then score the individual according to the following scale:

1	Strongly disagree	2	Disagree	3	Slightly disagree	4	Slightly agree	5	Agree	6	Strongly agree
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Once the analysis has been completed turn to the scoring instructions to plot your staff member in the Aptitude Grid.

PLEASE READ THE NOTE ON PAGE 7 CONCERNING CONFIDENTIALITY

Staff Achievement and Expectations Analysis

Begin With Expectations:

No.	Statement	Score
1	They are positive.	
2	They cope well with pressure.	
3	They show initiative.	
4	They are determined and show resilience in difficult situations.	
5	They want to hear feedback from others.	
6	They can accurately assess themselves.	
7	They are quick learners.	
8	They are proactive in asking for CPD and training.	
9	They can reason intelligently.	
10	They have complex problem-solving skills.	
11	They are ambitious and have high expectations of themselves.	
12	They take proactive steps to manage their career development.	
13	They are not afraid to voice different opinions.	
14	They understand others, which allows them to establish a diverse array of effective relationships.	
15	They are prepared to challenge themselves.	
16	Has your colleague been in their role for less than 6 months?	

Then Consider Their Achievements:

No.	Statement	Score
1	They invariably exceed all their goals.	
2	They are competent in their job.	
3	They consistently embody the principles and values.	
4	Outstanding performance is crucial to them.	
5	They utilise various resources to guide their decision-making process.	
6	They are in the highest percentages performance-wise.	
7	They can take a strategic view.	
8	They aim to maintain an equilibrium between efficiency and the quality of their delivery.	
9	They can absolutely be relied upon to complete tasks set.	
10	They can assess talent effectively within the workplace.	
11	They can influence others as they are trusted.	
12	They consistently achieve in tasks set.	
13	They can form highly effective teams.	
14	They are interested and invest time in improving others.	
15	They are creative and encourage innovation.	
16	Has your colleague been in their role for less than 6 months?	

SCORING

Score for Expectations

Score for Achievements

Interpretation:

High achievement, high expectations

Achievement – 66-90 Expectations 66-90

An individual scoring in this box is ready to be developed and moved into a new role or given empowerment that will provide new challenges. This individual will be invited to participate in a more structured assessment of their strengths and development areas in preparation for the responsibility.

High achievement, some expectations

Achievement – 66-90 Expectations 40-65

An individual scoring in this box may be a strong performer at their current level but may not have the capacity or motivation to take on a more senior role or some forms of empowerment. This needs to be explored so that appropriate development opportunities can be considered. The key here will be to examine what areas the individual scored low on and give them suggestions on how they can work on these.

High achievement, low expectations

Achievement – 66-90 Expectations 15-39

An individual scoring in this box will generally need to do more work on their personal development plan. They may be regarded as an expert in their field and given responsibility in this area, but may need to stretch and develop their wider perspective in order to improve their potential. Identify their weaker areas and ask the individual to work on these first. This individual may also be here as they are not looking to develop their career.

Some achievement, low expectations

Achievement – 40-65 Expectations 15-39

An individual scoring in this box needs to improve their day-to-day performance first, then focus on the issue of potential. Identify what specific areas in the day-to-day performance are lacking and offer suggestions to improve. Then identify the big misses in their potential and ask the individual to put together a stringent and active development plan before greater responsibility can be given. Identifying what development opportunities are appropriate, and what follow up will be needed to

address these before empowerment with greater responsibility. Remind the individual that day to day performance is the priority.

Some achievement, some expectations

Achievement – 40-65 Expectations 40-65

An individual scoring in this box is in a strong position. You will need to identify whether they have just about ended up in this box and may have nearly ended up in low potential/performance or whether they have just about missed out on a high rating. This grid position will contain many of your good performers. Many in this box will not be interested in further development or taking on delegated responsibilities and may just want to be developed in their existing role.

Some achievement, high expectations

Achievement – 40-65 Expectations 66-90

An individual scoring in this box needs to focus on delivering their day job to a higher level. They will need to focus on this to make the move to high performance. This individual could be invited to participate in a more structured assessment of their strengths and development areas to validate their potential for real empowerment. You may want to offer them some mentoring/coaching to help them perform at a higher level.

Low achievement, high expectations

Achievement – 15-39 Expectations 66-90

An individual scoring in this box needs some closely managed performance objectives and good 1-2-1 development from an experienced manager. In some cases, you may find that the individual needs to move to unlock their potential. This could be done through offering appropriate delegated responsibility. In the final analysis this individual needs to understand that if they improve their day-to-day performance, they should be able to develop quickly.

Low achievement, some expectations

Achievement – 15-39 Expectations 40-65

An individual scoring in this box needs to be focused on their performance issues. You will need to think about their day-to-day targets and performance and give feedback that will focus them on this. You may want to consider closely managing their performance over a 3-month period to pull their performance up, especially if they have potential and before giving delegated responsibility.

Low achievement, low expectations

Achievement – 15-39 Expectations 15-39

An individual scoring in this box is struggling to perform in every aspect of their work. This individual will need some tough feedback about performance issues and development capability, especially if they have an overstated opinion of their abilities. You may want to think about performance management over the next three months and consider carefully if it is right or appropriate for this colleague to stay in role. Empowerment at this stage is not likely.

NB If a colleague has ended up in box 2,3,4,5,8,9, this may be due to them having spent less than 6 months in role

THE RESULTS OF THIS ASSESSMENT ARE CONFIDENTIAL.

THEY MUST NOT BE RETAINED IN ANY PLACE WHERE ACCESS IS NOT UNDER YOUR EXPRESS AND SOLE CONTROL.

THEY SHOULD BE KEPT LOCKED – PREFERABLY IN YOUR PERSONNEL FILES.

PROMOTING EXCELLENCE WILL ACCEPT NO RESPONSIBILITY IF THESE FILES ARE NOT KEPT STRICTLY CONFIDENTIAL.