



TALENT CURRICULUM



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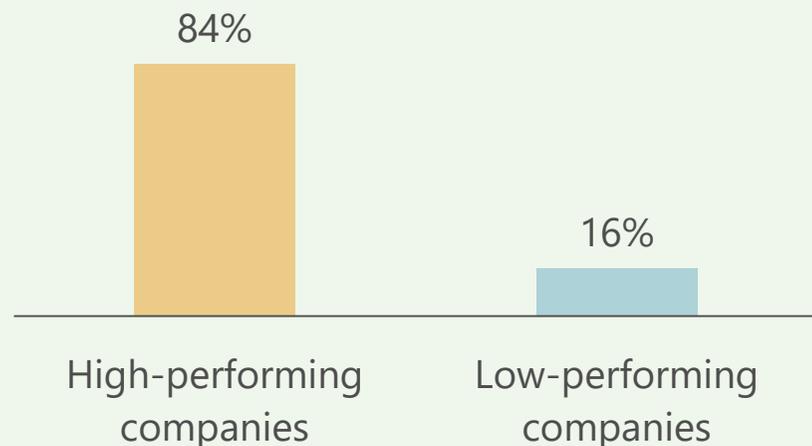
Each module in the series contains an explanation of the topic, case studies, considerations and activities to reflect on for your organization

Learning & development drives organizational performance by expanding employees' skills and knowledge

L&D systems include all of an organization's formal and informal practices that impact employees' ability to build knowledge and develop capabilities

Strong L&D systems can improve employee loyalty and retention, engagement, and efficiency

% employees receiving needed training



Early stage companies often struggle with:

- Anticipating future skills needs
- Effectively screening interviewees for learning/growth mindset
- Tailoring training programs to suit their organization's size and team dynamics
- Cultivating a culture where employees take risks and are eager to learn

It is not only critical to hire the right talent but also to ensure you are supporting them to meet current and future business needs:

- Focus on both current skill requirements and future needs to enable growth
- Identify talent with a growth mindset – May not need to possess all the required skills on day 1, but they need to be coachable
- Help staff identify L&D needs and use multiple approaches to equip staff with required skills
- Ensure leadership leads by example!

There are at least 5 key elements of a high-performing learning and development system

Element		Description
	Hiring screen for learning mindset	Ensure that successful applicants for all roles within the organization demonstrate a willingness to learn and eagerness to grow
	A learning culture	Leaders should lead by example in being open to new ideas, admitting when they don't know, and asking for help where needed
	Link to business needs	L&D systems need to be informed by an assessment of (i) the skills the organization needs employees to have to deliver on strategy, and (ii) the skills employees actually have today
	Employee-led learning plans	Employees should lead their development through individual learning plans, in which they set own learning goals, and reflect on progress with managers
	Multifaceted capacity building	SGBs should use multiple approaches to build employee capabilities: on-the-job learning, mentorship, 'classroom' trainings, online trainings, etc.

Hiring screen for learning mindset – **Recruitment process should include screens to verify the applicants' willingness to learn**

What is the desired career trajectory for the role?

- Do you need this person to grow and assume more responsibility as the organization grows? (e.g., a finance officer that could grow into CFO)
- Are you happy for this person to stay in this role without change in responsibility over time?

How quickly is your organization changing?

- Rapidly growing organizations often have to shift around responsibilities – making growth mindset more important

How is your recruitment process structured?

- Do the tests/interviews conducted facilitate the categorization of candidates into either fixed or growth mindset?

Some practical approaches to try

- ✓ **Structure interviews to include questions that tests the interviewee's mindset e.g.**
 - Do you think a person can change their intelligence level or is it something you're born with?
 - Do you think people are good at a skill because they were born with a higher ability level or because they practiced?
 - What aspects of past jobs have you found difficult and how have you worked to improve in these areas?
- ✓ **Train recruiters on how to evaluate and read if candidates have a growth mindset**
 - Give interviewees tasks; ask them to reflect on it afterwards, and what they would change about their approach

Learning culture: Leaders should be examples – open to new ideas, admit when they don't know & ask for help where needed

Key considerations

? **Do leaders routinely provide learning opportunities for employees?**

- Are they comfortable with employees taking a first pass at tasks, even if they do it wrong?
- Culture is built through continuous interactions – providing opportunities for employees to take a first pass at tasks builds learning confidence
- Do leaders debrief with their teams in interim project completions to share what is going well and what isn't?

? **Do you expect staff to be able to deliver on all competencies before taking on a role?**

- Staff will rarely possess all the skills needed to perform job functions – it is important for organizations to have systems for the continuous improvement in skill-set of employees

- ✓ Hold team lunches and/or knowledge sharing sessions where leaders and employees can share their success and failure stories/experiences
- ✓ Provide "step-up" opportunities for employees i.e. to take on tasks normally reserved for staff of higher ranking
- ✓ Give more responsibility to employees on tasks so they can own outcomes & learn from their mistakes

"A learning culture consists of a community of workers instilled with a 'growth mindset'. People not only want to learn and apply what they've learned ... they also feel compelled to share..."¹



Link to business needs: L&D priorities should be set based on an assessment of employee skills vs. those needed to meet goals

Key considerations

What skills and capabilities are needed to achieve organizational goals?

- What are your goals over the next 3-5 years? (e.g., increase sales to \$1M, open 2 new locations, launch new products)
- What staff roles and/or functionalities are most critical to meet your business goals?
- What skills / expertise will be critical to staff's ability to perform well in these areas?

Where are there gaps between the critical skills needed & current staff capabilities?

- Which 1-2 new skills and among which staff are most needed?
- Are training sessions or learning opportunities in place to address these?
- Are training resources (time or money) being spent on less critical skills?

Ensure continuous assessment of employees' skills sets against set expectations to meet business goals





Employee-led learning plans: Employees should lead by setting their own goals and reflecting on progress with managers



Do systems support staff to set their own L&D goals and hold them accountable for the same?

- Does the company have a competency model/career ladder employees can use to assess learning needs/identify learning goals?
- Are there pre-defined review/feedback processes – formal and informal – where employee plans can be discussed?
- How flexible are roles? Can employee responsibilities be tweaked to accommodate interests and goals?



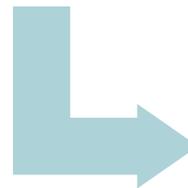
Is there a platform for employees to express their training needs?

- Do you conduct surveys or do you have employee representatives to collect such information?
- Are employees responsible for identifying training needs or identifying new responsibilities?

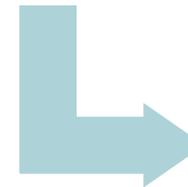
L&D is effective when employees know the skills they want to develop & take part in designing training sessions

Empower employees to determine their skill needs

- Encourage employees to interact with other professionals in the industry
- Clearly communicate the desired competencies of roles within the employees career path in the org.
- Have employees take self-analysis exercises to help them identify gaps



Have appraisal meetings to discuss with employees any learning plans they have



Give employees more responsibility in capacity building development

Multi-faceted capacity building: Organizations should use multiple approaches to build employee capabilities

What types of skills are employees most in need of and how can they best be delivered?

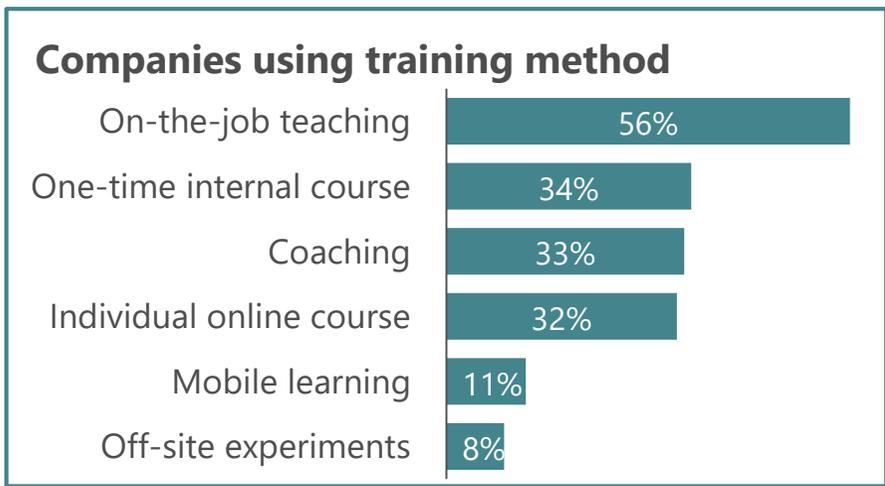
Are employees trained on various skills using the same approach or does this vary based on the most effective delivery mode? -E.g. Is 'people management' taught through immersive classroom sessions or through coaching?

Are there different learning options to cater to the different learning generations? - E.g. Young employees might relate better with coaching and on-line courses and older employees class-like training sessions

Which of these skills can you train for internally given existing expertise in management?

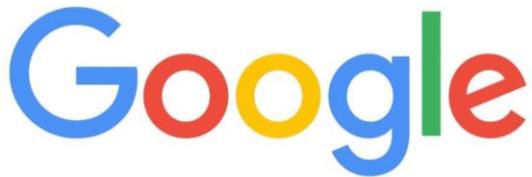
Given your resources and the number of staff trained per year – where are in-person trainings warranted/most critical?

Research by McKinsey on > 1,000 org's shows a mix of L&D formats to cater to different org. needs



- ✓ Create a list of current trainings and classify them based on categories above
- ✓ Survey employees to see which trainings / formats they find most/least effective
- ✓ Assess which trainings could be provided using alternate methods

Google has shown the positive impact an effective L&D system can have on employees and business performance



Company overview

Multi-national internet and software company

- Started by Larry Page & Sergey Brin in 1998
- Provides various services through its entities such as Gmail, Google Drive, Google Chrome & Google-owned sites such as YouTube
- **Revenue: \$74.54B** (2015)
- **61,814 fulltime employees** across 40 offices worldwide (2015)

The challenge

- Payscale, a payroll consultancy company, listed Google as one of the companies with the highest turnover rates – employees poached by Facebook Inc., Apple Inc. and Amazon.com Inc.

Intervention

- **GoogleEDU** – Development program that helps new staff adjust to Google's culture, and thus enhance engagement and loyalty; program continuously improved by collecting feedback from staff
- **Googlers-to-Googlers** – 55% of training at Google is initiated and designed by employees who take on the sessions to teach other employees which is more effective as employees know their needs & interests

Outcomes

- 84% of employees reported high job satisfaction
- Improved employee loyalty
- Higher levels of employee engagement
- Improved business performance

Group discussion (15 minutes)

In pairs, or individually, answer the following:

- 1 Are there parts of current recruiting process that screen for learning mindset? If so, how?
- 2 When was the last time you were provided with a 'stretch' opportunity? When was the last time you provided a 'stretch' opportunity to one of your staff?
- 3 Does the organization formally assess employees' performance in different skills/areas to identify gaps and inform training decisions?
- 4 How do employees share their input on how and what they want to learn?
- 5 How relevant and timely are the learning and development opportunities provided within the organization?
- 6 How would you describe the learning and development environment in the organization?
 - In what ways are training sessions conducted? Presentations? Materials sent through emails?
 - Have training sessions evolved over time or have they been the same to every employee type?
 - What is the most useful training that the organization currently provides?



Learning & development

responsibility review practice **content**
program training **stretch tasks** discuss
content knowledge share **assessment**
identify **growth mindset** talent
capacity e-learning mentorship education
opportunities education tailor culture
education accountability **culture** formal
skill performance informal initiative

Are you interested in:

- ✓ *Evaluating your organization's learning & development system?*
- ✓ *Understanding your strengths & weaknesses?*
- ✓ *Comparing your organization's performance against peers?*

Reach out to:

talentdiagnostic@opencapitaladvisors.com

or

take our survey directly here:

<http://survey.opencapitaladvisors.com>