

Managing Talent

<https://www.coursera.org/learn/managing-talent/home/welcome>

Week 1

First step is to have a strategy when hiring a talent, the most important thing is to have in mind what is expected of the value to be created by the talent that is being hired.

Strategy **ALWAYS** Comes First



Elements of a Great Recruiting Plan

The Who – Positions are clear

The What – Position Criteria are clear

The How – Recruiters are selected and Fit; the Decision Maker is clear and unambiguous

The Where – Sources are outlined

The When – Timing is set and stated

The best way of selecting talents is behavioral interviewing, that is paying attention to the candidate, how they behave, talk and express themselves.

Good questions:

- What have you learned in your last position?

- When have you failed? What have you done about it? (to fix it)

Behavioral Questions

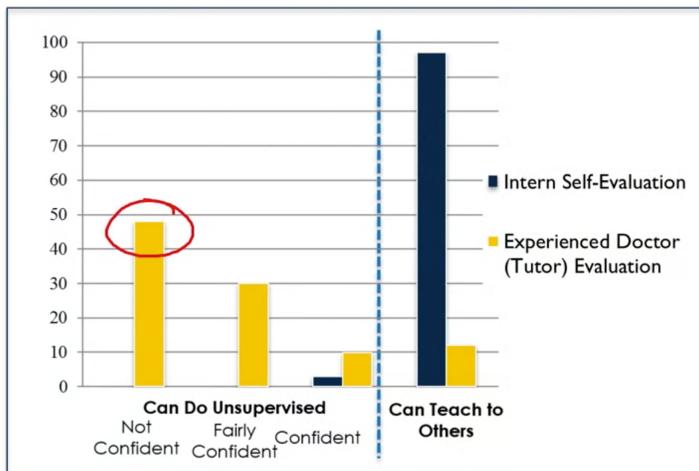
Tell me about a time....

- **Look for the ability to recall and create a story**
- **Design the questions in line with the work you want them to execute in the position**
- **Look for the story that illustrates ability, agility, aspiration, engagement in work, and/or emotional intelligence**
- **Look for stories of success and failure and what they learned from the experience**

Week 2

We tend to have the perception that we are better than we actually are, we tend to be optimistic about how good we are.

Dunning-Kruger Effect



- Nearly 100% of first-year medical interns thought they are capable of teaching venepuncture to others
- **In just over 10% (!) of the cases, their tutors agreed**

Source: Barnsley et al. (2004)

Regarding the ways of measuring performance, we have forced and non-forced distributions (for example, lower 10% will be bad performance, higher 20% will be good performance, the rest is median performance).

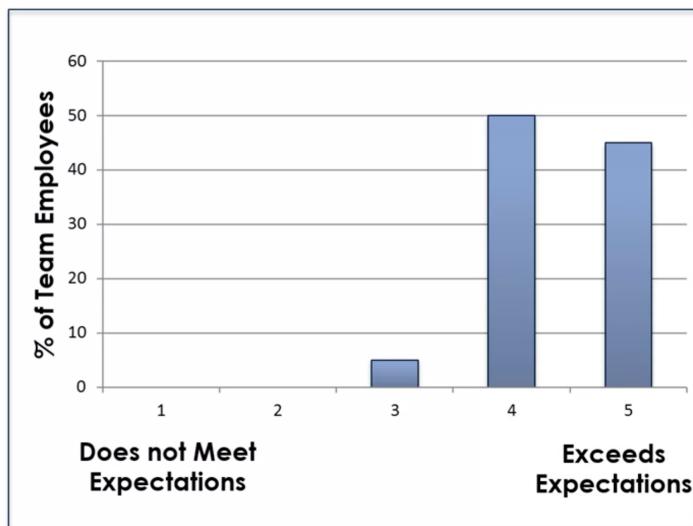
For the forced distribution it was noted an increase of 8% in the average performance of the distribution followed by a decrease in the average performance.

Disadvantages of Forced Distributions

- Sabotage, cheating, “creative accounting”, and other forms of unethical behavior
- Employees taking extreme risks
- Perceptions of inequity
- Low morale

Source: Hvide (2002)

Leniency Error



- Some raters have a tendency to inflate ratings
 - Want to be liked
 - Reluctant to deliver bad news
 - Avoid escalation of cases of underperformers

Halo Error

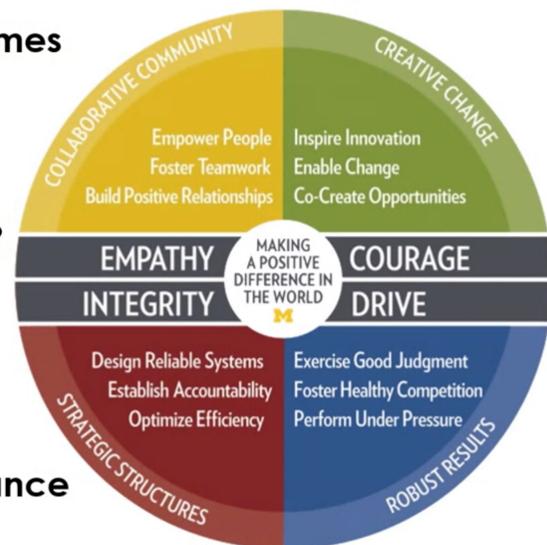


- We fail to distinguish between different dimensions of performance to be evaluated
 - Ratings assigned based on the overall impression of an employee
 - For example, if an employee has a perfect attendance record, the rater may also give her high ratings for productivity and efficiency

Source: Saal et al (1980)

Evaluate Your Performance Management

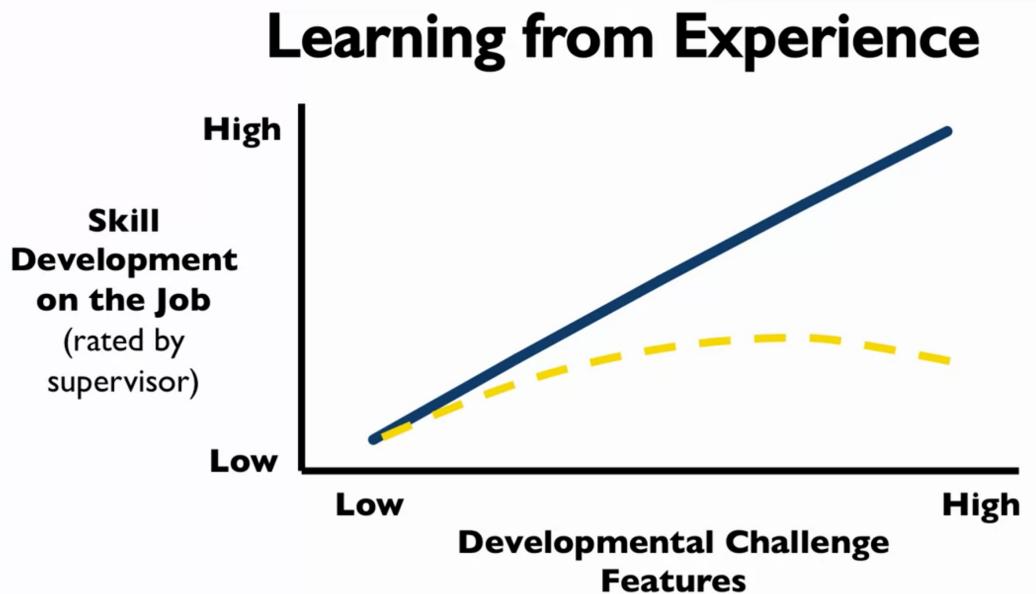
- Are you measuring the right outcomes and behaviors?
- Does the process produce reliable results among raters?
- Can the process differentiate between low and high performers?
- Are there clear reinforcements for high and low performers?
- Do both high and low performers change their behavior in response to evaluation & feedback?
- What are the risks of your performance management system?



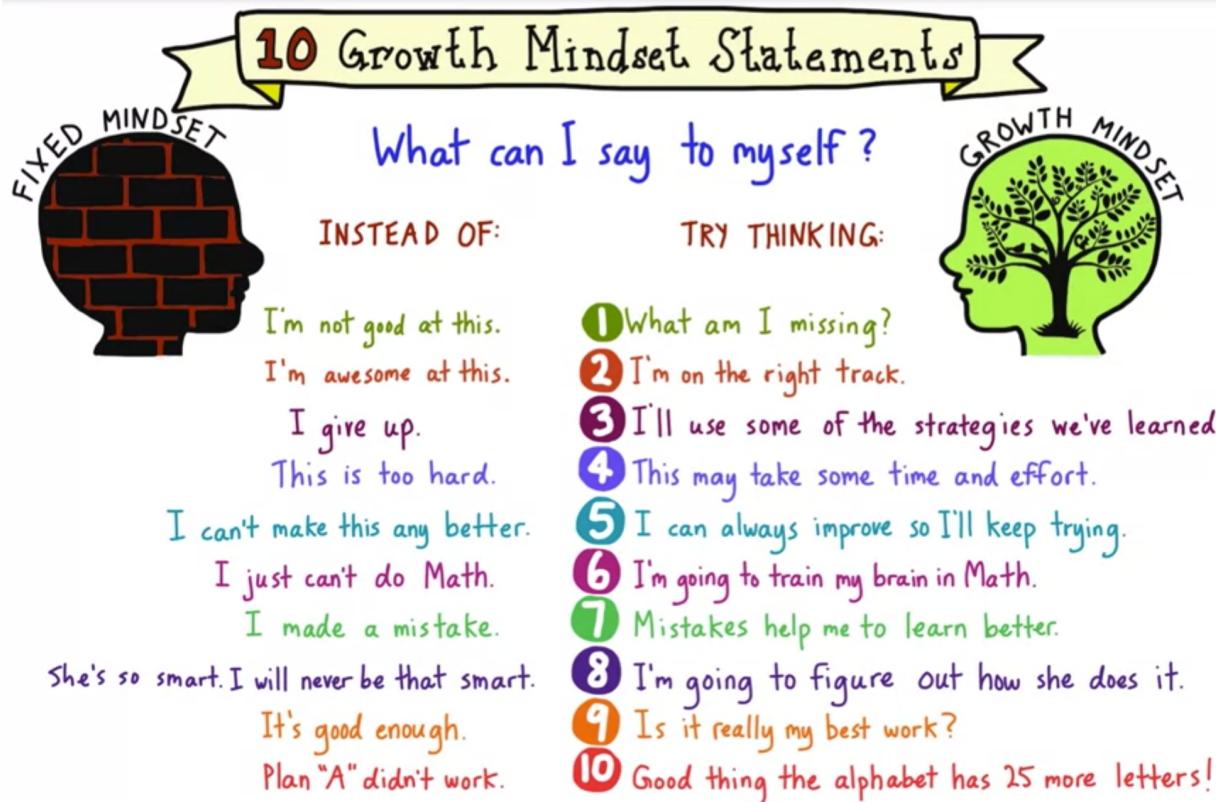
Week 3

Discussion on development of strengths and weaknesses, where should you focus and develop?

- Work on your strengths to get even better
- Work on your weaknesses to make them your strengths too



Source: DeRue and Wellman, *Journal of Applied Psychology*, 2009



The Power of Structured Reflection



What is Effective Reflection?

5 Steps to Success

1. Close to the event
2. Have a structured plan
3. Use “What if...” scenarios for road not taken
4. Develop “If-then” implications
5. Establish public accountability for change

Source: DeRue et al. *Journal of Applied Psychology*, 2012

A Coaching Process



IMPORTANT: The coaching process is continuous and iterative.
Consistently revisit and reinforce each step.

7 Great Coaching Questions by Paula Caproni

1. What are the most important activities you should be spending your time on right now? How do these activities create value?
2. What result do you want to create? What should you do more or less of to achieve that result?
3. What does your team need from you to be successful? How are you meeting these needs today? How might you better fulfill those needs tomorrow?
4. What do you want your legacy to be? How might you change your behavior to achieve this legacy?
5. What inhibits you from doing more of the things you believe you should be doing? How might you minimize non-productive work?
6. What are your greatest strengths? How might you put yourself in a position to better leverage those strengths?
7. How can I help?

Source: Paula Caproni, author of *Management Skills for Everyday Life*
Lecturer, University of Michigan

Week 4

According to studies, the best way of splitting your time to learn is based on this graph:



70% in Assignmentology: learn by doing, that means to be assigned on some task and learn during the work on it

20% in Coaching and Mentoring: learn from others, getting some coach and mentoring

10% in Other Learning: speeches, videos, MOOCs

What are the keys to engaging people?

- *They are talked to about their career plan, their future*
- *They are trained and developed*
- *They are informed continuously – Communicate-Communicate*
- *They are recognized and exposed*
- *They are rewarded*
- *Their Supervisors and/or team leaders have A3E2*