WELCOME TO NEXT. WELCOME TO EPPF PEAK

# Velocity > Value

An Executive Immersion: Crafted for EPPF



fitt

UNIVERSITY OF CAMBRIDGE
The Psychometrics Centre

eppf




STUDY SCHOOL

# People Developer: Optimising Potential

EPPF PEAK > VELOCITY FOR VALUE

# JOURNEY MAP · EPPF PEAK · VELOCITY FOR VALUE

01

**Nomination & On-Boarding**

Delegate on-boarding - virtual

02

**PEAK Pre-Work**

Career journey aligned to EPPF + Innovation Idea Share - virtual

04

**PEAK Leadership LAB 1**

Two days on-site · Stellenbosch · Fitt Idea Lounge

04

**Study Schools**

On-site EPPF + virtual

05

**Masterclasses**

Virtual

06

**Individual Coaching**

Individual sessions - in-person & on-site

07

**PEAK Leadership LAB 2**

Two days on-site · Stellenbosch

08

**Digital Learning & FLOW**

Virtual, continuous

09

**Data & Impact**

Trends on tIQ + Impact Assessment & Feedback

10

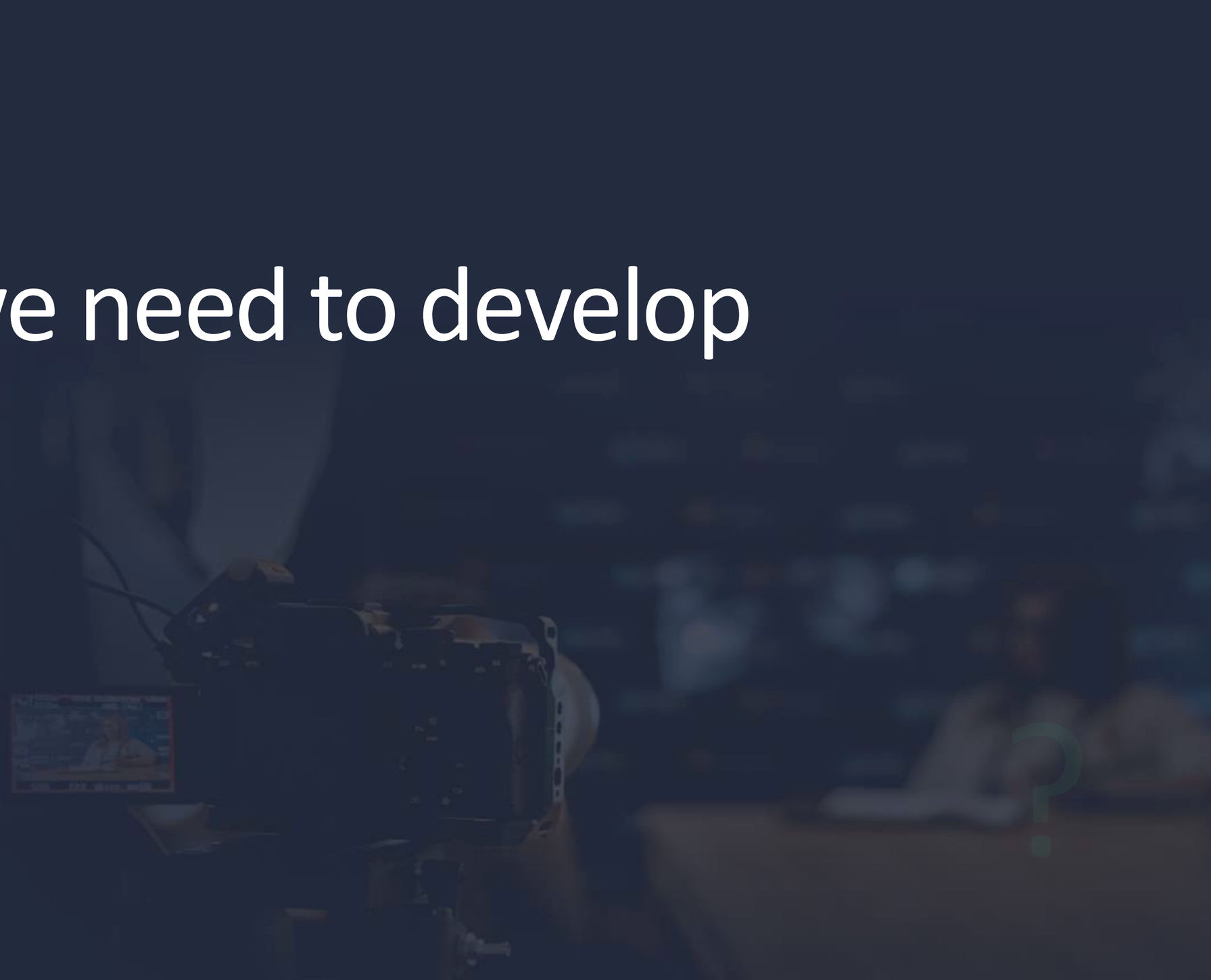
**Graduation**

Graduation & Certification

THINK ABOUT THIS

# Why do we need to develop people?

- People Trends
- Microsoft (Satya Nadella)
- SA  Insurance Case
- Global Energy Business
- SA Professional Services



A SHIFT IN HOW WE LEARN

# A New Model for Learning in EPPF

## Traditional Learning

- Theoretical
- One-way transfer of knowledge
- Isolated
- Teacher-based style
- Event-based
- Generic
- Reserved

## Learning for Growth in Industry 4.0

- Action-based
- Multi-way knowledge sharing
- Contextual
- Facilitative style
- Continual learning
- Personalised
- On-demand

## Learning as Enabler in EPPF

- Practical, experiential
- Learning across BU's
- Supporting the organisation's strategy
- Coaching, sharing, enquiring
- Active and deliberate learning culture
- Understanding the unique needs of team members
- Direct and continual access on a need's basis

ACTIVITY

# EPPF Leadership Competencies

| | | | | |
|---|---|---|---|---|
| 01 Strategic Foresight | 02 Member Value Creation | 03 Governance & Risk | 04 Financial Sustainability | 05 Digital & Data Leadership |
| 06 Change Agility | 07 Talent Stewardship | 08 Ecosystem Collaboration | 09 Execution Accountability | 10 CARE & Inclusion |

Select the five most important Leadership Competencies for your own role

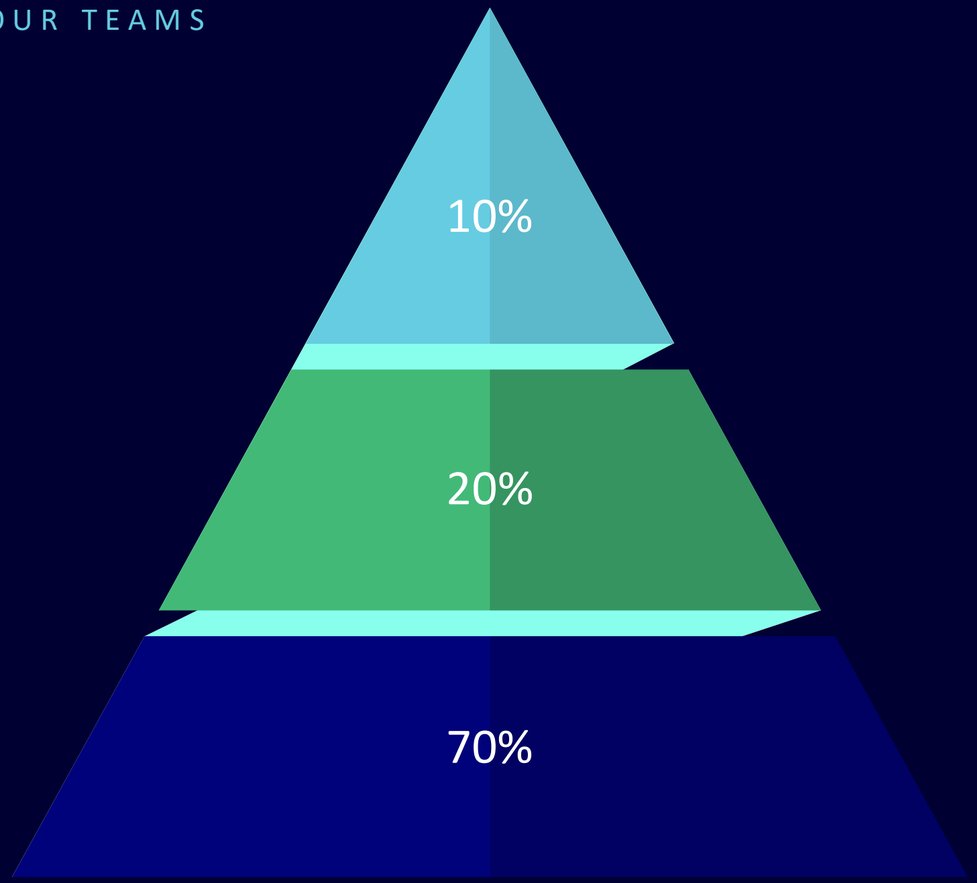
ACTIVITY

# EPPF Leadership Competencies

Now think of your potential successor and evaluate them against the five competencies you identified

If I’m unsure on how to evaluate them against a competency, how could I determine it?

| | | |
|---|---|---|
| I can observe them | 360 assessment | Performance Evaluation |
| I can ask them | Ask them for evidence | Use fitt |




Credit: Centre for Creative Leadership

## 10%

### Education

Formal coursework and training.

## 20%

### Exposure

Gaining formal and informal exposure, coaching and mentoring.

## 70%

### Experience

On-the-job experiences, activities in real time, time, learning by doing.

**Think of your successor again.**
**How would you build a 70-20-10 development plan?**

ACTIVITY

# Designing a Development Plan

## BRIEF

Apply the 70/20/10 model of professional learning and development to the case study. Do this in small breakout groups.

**Kgotso is a talented future HR Executive Leader within EPPF.**

Compile a career development plan and have a development discussion with him.

## Kgotso Sample

### QUALIFICATIONS

- Honours in Industrial Psychology and Human Resource Management from the University of Johannesburg (cum laude)
- Registered Coach at ICF

### EXPERIENCE

2010 – 2012: HR Graduate (Sasol)
2012 - 2015: Learning & Development Practitioner (ABSA)
2016 – 2023: Remuneration Specialist (ABSA)
2024 onwards:  Human Capital Practitioner (EPPF)

ACTIVITY

Apply the 70/20/10 model to the case study. Compile a development plan for Kgotso. Limit to 7 developmental activities.

## Experience

- Participate in a mega project
- Do a job rotation
- Compile a budget
- Deliver a management presentation
- Brainstorm a new idea
- Work on a digital system
- Automate a work process
- Compile a project management plan
- Lead a performance conversation

## Exposure

- Attend a conference
- Receive coaching
- Receive mentoring
- Sit in on management meetings
- Participate in a design project
- Join a Community of Practice
- Job shadow a senior from a different BU
- Global assignment

## Education

- Complete an MBA
- Complete a PhD
- Attend a Leader as Coach Course
- Teach an e-learn course
- Data Analytics
- Advanced Diploma in Project Management
- Attend a workshop in Communication
- Attend an Executive Presence Course
- Course: Advanced Negotiation
- Certificate: Black Belt/Six Sigma

THINK ABOUT THIS

# Giving Development Feedback

| Skill | Why it Matters |
| --- | --- |
| Start with Heart | Focus on desired outcomes |
| Active listening/Employee centred | Builds understanding, engagement and participation |
| Clear direct/Assertive communication | Prevents misunderstanding and clarifies expectations |
| Objectivity/Demonstrate mutual respect | Ensures fairness and credibility (Evidence & measurable) |
| Emotional intelligence/Trust building | Builds trust, safety and encourages openness |
| Constructive feedback | Promotes learning rather than defensiveness |
| Recognition | Reinforces positives and addresses development |
| Coaching/Empowerment | Encourages ownership and continuous development |
| Goal setting/Action planning/Future | Creates direction, accountability and improvement |
| Managing crucial conversations | Addresses issues effectively and respectfully |
| Follow-up | Sustains improvement over time |

REFLECT & DEFINE

# Defining Coaching

01

To me, coaching is…

02

Practically in my role that means… means…

03

I would coach someone when…

A CASE FOR COACHING

# Coaching, when done right, has a direct impact on performance.

### Accelerates Learning

It is outcomes based and and specific. Coaching is is practical.

### Increases Performance

A direct communication channel to challenge and and develop self-awareness. awareness. It offers in-the-the-moment feedback on on real behaviours.

### Unlocks New Ideas

Offers the coachee a safe safe environment to test, test, develop and generate generate ideas. In a team, team, viability can be explored together.

### Scales Effective Relationships

Skills, insights and techniques are transferrable to multiple multiple relationships. Through this, coaching has has network effects.

### Sustains Positive Behaviours

Through reinforcing positive behaviours, coaching has a direct, tangible impact on organisational culture.

Integrated sources: CCL, HBR, ICF, ATD

# GROW Framework

## GOAL

What do you want to achieve?

- Definition of goal: How will you know you achieved this goal?
- Make sure that the goal is SMART: Specific, Measureable, Attainable, Realistic and Time-bound

## REALITY

Where are you now?

- What is happening now – what, who, when and how often?
- Fully consider the starting point. What resources do you have to help you?

## OPTIONS

What could you do?

- What are potential obstacles in the way?
- Which options could bridge the gap from reality to goal?
- Which obstacles are stopping you from getting where you want to be?

## WILL

What is the plan? What will you do now?

- Commit to specific actions in order to move towards the goal (action plan)
- Decide on a date when you review the progress in order to provide some accountability

COACHING

# Managerial Coaching Skills

### Open Communication

Feelings, discuss, listen, expectations

### Team Approach

Participate, consensus, optimise teamwork

### Value People

Relationships, individual needs, total person

### Accept Ambiguity

Differences as constructive, risk-taking, new solutions

### Facilitate Development

Prioritise development, provide opportunities, feedback, role model.

Source: Park, McLean & Yang, 2008

# The Manager as Coach

## Cultivating a purpose-driven mindset

Purpose-driven guidance, results-oriented strategist

## Building strong Business Insight

Practical experience, industry & organisational knowledge

## Fostering Empowerment

Knowledge transfer, optimising potential, constructive feedback, immersive coaching (involved), role modelling

## Social Competence

Interpersonal presence, social awareness, facilitating inclusion, emotional intelligence

## Maintaining Ethical Standards

Fair and respectful practices, upholding integrity

# Advantages of Leader as Coach

## Performance

- Learning culture, innovation, agility
- Identify leaders pro-actively
- Succession planning
- Clarified expectations
- Team development
- Trust & Relationships

## Employee Value Proposition

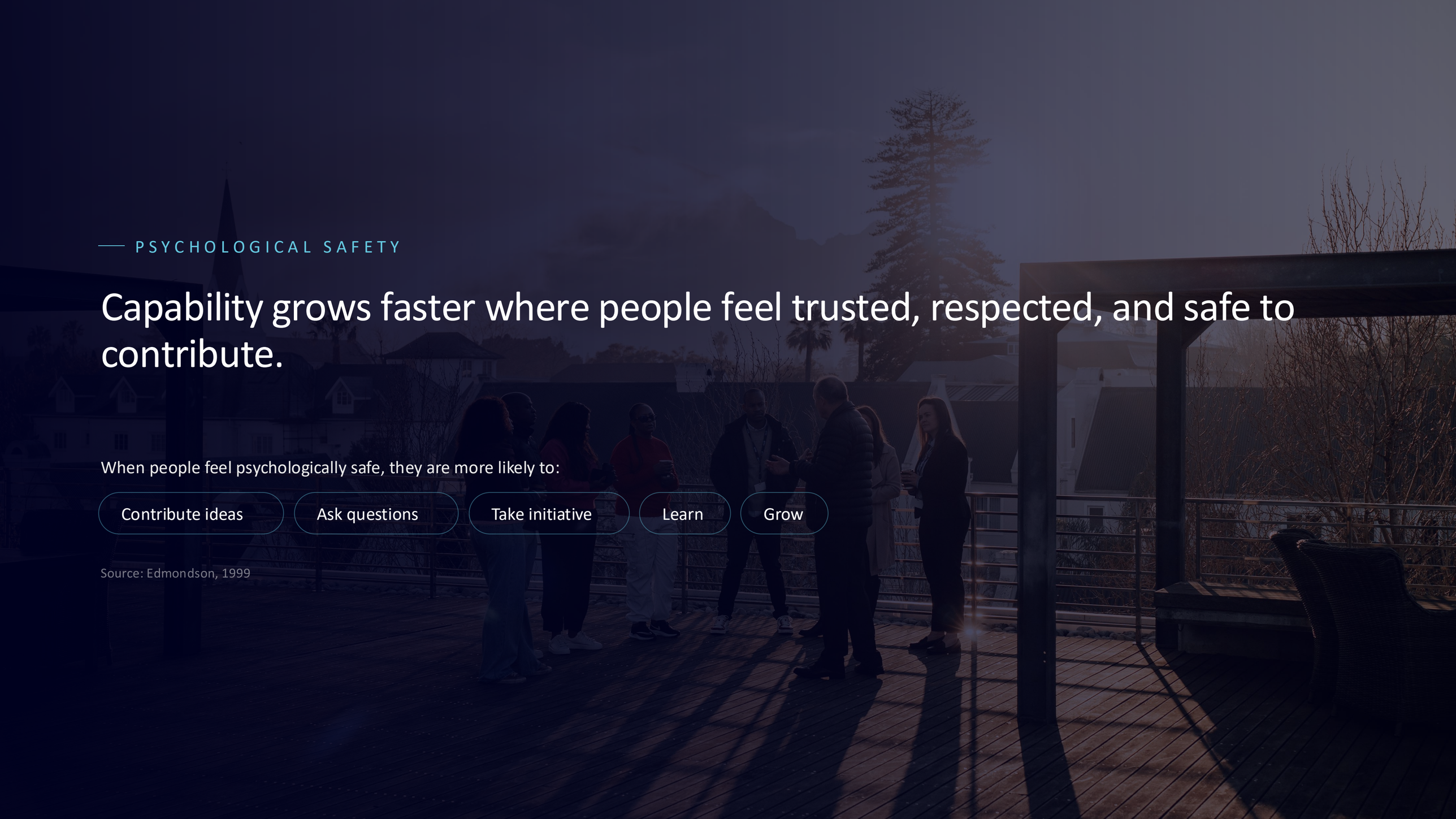
- Attract talent
- Retention factors
- Positive organisational culture
- Empowerment

## Employee & Leader Wellness

- Human-centric approach
- Optimising potential
- Prevent Burnout
- Meaning making

PSYCHOLOGICAL SAFETY

# Capability grows faster where people feel trusted, respected, and safe to contribute.



When people feel psychologically safe, they are more likely to:

- Contribute ideas
- Ask questions
- Take initiative
- Learn
- Grow

Source: Edmondson, 1999

# Talent AMPLIFIERS

| | |
|---|---|
| **TALENT MAGNET** | Attracts talented people and uses them at their highest point of contribution |
| **LIBERATOR** | Creates an intense environment that requires people's best thinking and work |
| **CHALLENGER** | Defines an opportunity that causes people to stretch |
| **DEBATE MAKER** | Drives sound decisions through rigorous debate |
| **INVESTOR** | Gives other people the ownership for results and invests in their success |

# Coaching Questions for Talent Amplifiers

DEVELOP THINKING • OWNERSHIP • CAPABILITY

### When someone brings you a problem…

- “What options do you see?”
- “What do you think is really happening here?”
- “What would you do if I wasn’t here?”

### When someone lacks confidence…

- “What strengths could help you in this situation?”
- “What have you handled successfully before that could help here?”
- “What would give you more confidence moving forward?”

### When building ownership…

- “What do you think the best next step is?”
- “What part of this do you own?”
- “What support do you need from me and what can you handle independently?”

### When encouraging learning and growth…

- “What did you learn from this?”
- “What would you do differently next time?”
- “What capability is this helping you build?”

RESISTING ADVICE-GIVING

# Reflection Questions

01 When did you feel tempted to jump in and solve?

02 What coaching questions worked well?

03 What helped build ownership?

04 What leadership capability was strengthened?

# 10 Employee Experience Drivers

| | | | | |
|---|---|---|---|---|
| Driver 1<br>Collaboration and teamwork | Driver 2<br>Advancement and Career Progression | Driver 3<br>Organisational Purpose and Brand | Driver 4<br>Autonomy and Individuality | Driver 5<br>Growth and Learning |
| Driver 6<br>Wellness and Work Life Integration | Driver 7<br>Communication and clarity | Driver 8<br>Recognition and Incentive | Driver 9<br>Environment and eco-system. | Driver 10<br>Community and Belonging |

UNDERSTANDING TEAM ROLE PREFERENCES

# Team Roles

## NETWORKER

Connect. Engage. Link

## CHAIR

Coordinate. Structure. Organise

## TEAM PLAYER

Support. Care. Encourage

## INNOVATOR

Design. Brainstorm. Create

## IMPLEMENTER

Monitor. Action. Follow through

## PERFECTIONIST

Standardise. Detail. Quality Assure

## DRIVER

Lead. Initiate. Begin

## CRITIC

Critique. Test. Analyse




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# Thank You

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