

Group Policy: Talent Mapping

January 2023
Updated April 2023

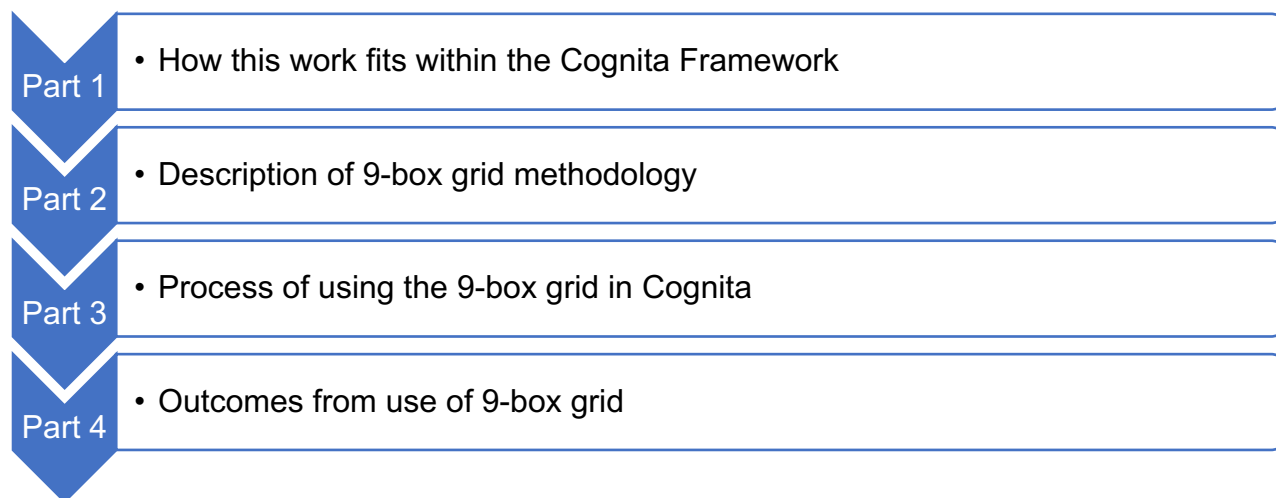


COGNITA

Introduction

This document describes our group-wide agreed approach for internal assessment to evaluate the performance and potential of our leaders across the Cognita system. The aim is to identify high-potential employee whose future development aligns with our strategic priorities.

There are four parts to this document.



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Part one: The big picture

Guiding principle

Within Cognita, we believe in the transformative influence of leadership to make a positive difference in delivering our global purpose, 'To thrive in a rapidly evolving world'.

Leadership impacts every aspect of school and organisational life, impacting on:

- holistic education and student outcomes;
- collective leadership and school culture;
- operational effectiveness;
- growth and commercial outcomes.

Leadership has the possibility to influence and impact the experience of all who engage with Cognita.

There is strong evidence that 'school leadership has a significant effect on features of the school organisation which positively influences the quality of teaching and learning'¹.

Within the Cognita Quality Framework, leadership is one of the four strategic pillars. We shine a light on leadership that:

Creates the conditions for success by building a shared culture and capacity
in our people, resulting in a great place to learn, work and grow.

Guiding action

Given the importance of leadership, we are intentional in evaluating senior leaders throughout our organisation.

We do this in order to:

1. Ensure that we are cognisant of the quality of leadership across the organisation;
2. Support individuals to grow and develop with additional clarity;
3. Work specifically with identified top talent;
4. Manage succession planning; and
5. Challenge and manage under-performance.

¹ Leithwood, Harris & Hopkins (2020)

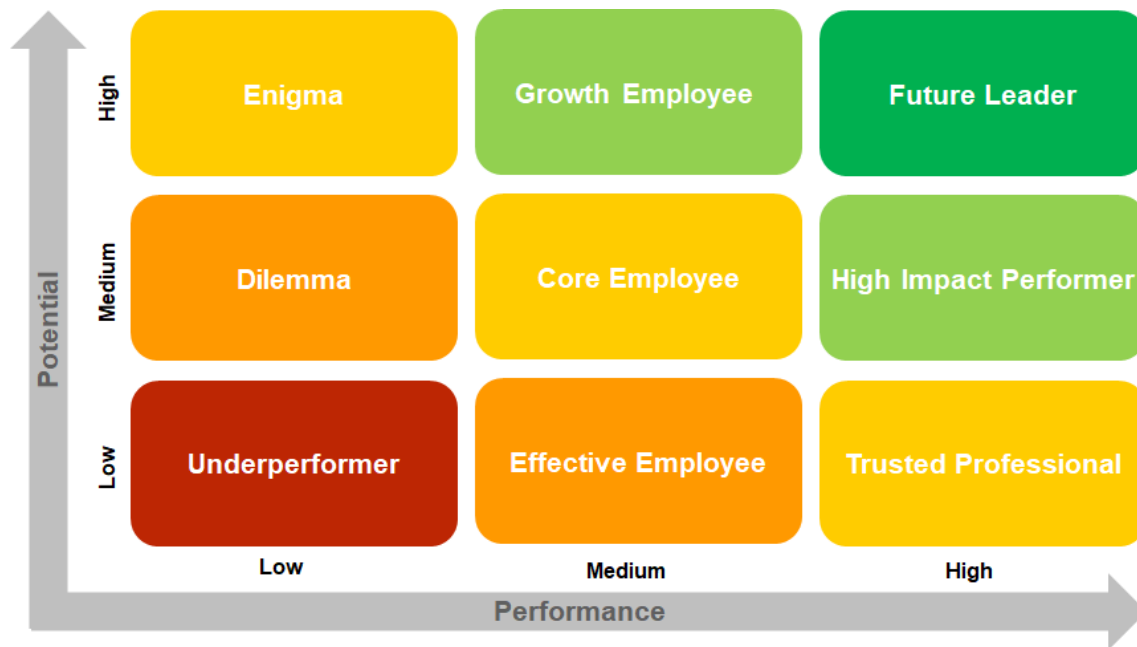
Part two: About the 9-box grid

The 9-box grid evaluates individual leaders on two dimensions. The combination of these two evaluations results in the placement on a 3x3 grid.

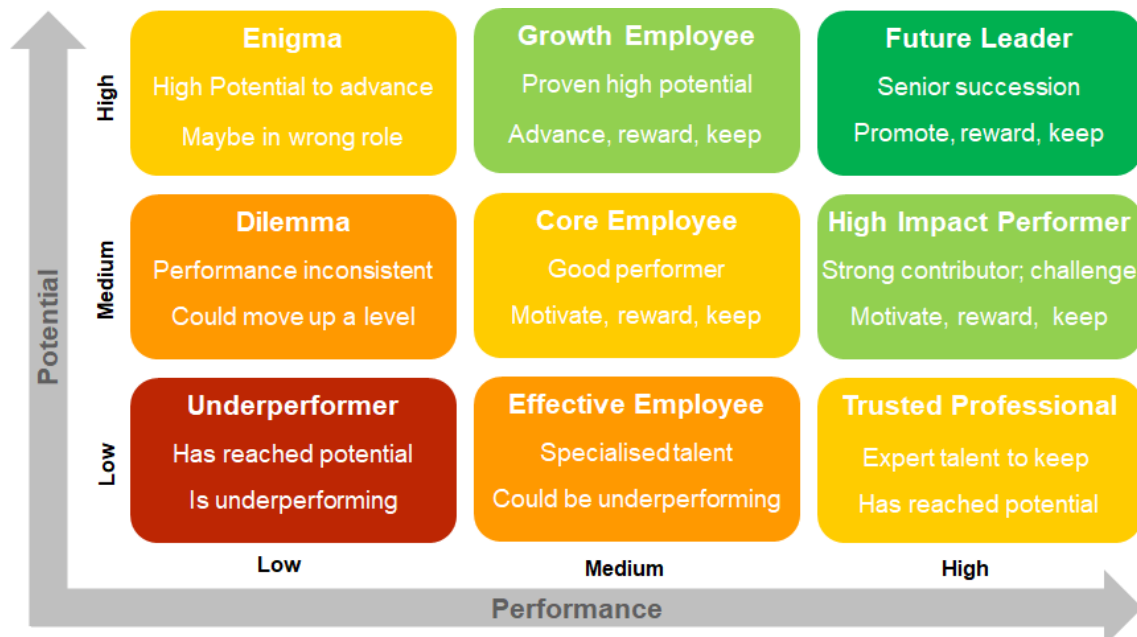
Performance	Potential
<ul style="list-style-type: none">▪ Level of success in current role▪ Problem-solving skills▪ Dealing with difficult problems▪ Teamwork & team engagement (VOE)▪ Leadership and mentoring▪ Strategic planning and thinking▪ Commercial results (EBITDA, PTR etc) <p>To consider:</p> <ul style="list-style-type: none">▪ Their knowledge/technical skills – an expert in their field▪ Their significant accomplishments and any notable achievements▪ Their approach to achieving results (commercially and through their people) – EBITDA, PTR, VOE Results, etc.▪ How their performance compares to expectations and is it consistent/sustained over time▪ Any performance related issues or concerns▪ How difficult would it be to replace them? Why?	<ul style="list-style-type: none">▪ Their ability or capacity for growth and development▪ Their ability to assume increasingly broad and complex accountabilities <p>To consider:</p> <ul style="list-style-type: none">▪ Their career progression and journey▪ Their career trajectory and future aspirations▪ How they deal with new or complex situations▪ Their ability to learn from their experiences and from others around them▪ Willingness and ability to take on new challenges and be involved in projects▪ Self-awareness of own strengths/development opportunities

9-box grid categories

The combination of these two evaluations results in the placement on a 3x3 grid.



The visual below provides more detail.



9-box grid descriptors

The descriptors below support the use of the 9-box grid.

High Potential	Enigma <p><u>Definition:</u> They are not consistently meeting expectations in current role but have potential. They could be in wrong role or require further direction in current role to increase performance.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ Could be new or inexperienced in current role, or has lost interest in current role. ▪ Demonstrating an ability to progress and seeking some opportunities for improvement ▪ Intervention may be required to assess suitability of current role and ways to increase performance 	Growth Employee <p><u>Definition:</u> They are meeting expectations in current role and may be ready to progress or take on additional scope/responsibilities.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ Solid, consistent performance ▪ Demonstrating ability and willingness to advance ▪ May often seek out new growth opportunities & is self-aware ▪ Demonstrating commercial and strategic thinking ability ▪ Ability to engage & lead team to achieve results ▪ Advance & reward to retain 	Future Leader <p><u>Definition:</u> They are performing significantly beyond the requirements of their current role, are highly committed and ready to take on greater scope & accountabilities.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ Role model of behaviours - frequently mentoring others ▪ Consistently excels ▪ Consistently seeks opportunities for personal & team advancement ▪ Demonstrates advanced commercial and strategic thinking ▪ Achieving great results through their team – empowering leader ▪ Self-aware ▪ Promote & reward to retain
Medium Potential	Dilemma <p><u>Definition:</u> Their performance is inconsistent and they need to be assessed further in current role. They may be new into their role or lost pace with changes. They may have potential to move up a level.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ New into role (less than 6 months) ▪ Has not progressed or adapted with changes in the business ▪ Unsatisfactory commercial results or ER issues within their team ▪ Shows some potential but needs further assessment ▪ Could benefit from coaching 	Core Employee <p><u>Definition:</u> They are a solid performer in current role, however may not be willing or able to progress further currently.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ Solid, consistent performance ▪ Demonstrates good behaviours and core competencies ▪ Commercially aware but may lack strategic thinking or advanced leadership skills ▪ Motive and reward to retain in current role 	High Impact Performer <p><u>Definition:</u> They are performing at or above expectations in current role, they may be ready to progress or take on additional responsibilities in the mid to long-term.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ Meeting or exceeding current performance expectations - further time is needed to see capability to progress further ▪ Seeks opportunities to progress – willingly accepts new challenges when offered, may be involved in wider projects ▪ Motivate & reward to retain
Low Potential	Underperformer <p><u>Definition:</u> They are not meeting performance expectations, and may need to improve in their current role. There are questions about their ability to succeed long-term.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ Consistent underperformance ▪ Falling behind with demands of current role or poor commercial ability ▪ Unwilling or unable to take on additional responsibilities ▪ ER issues within team ▪ Unable to motivate/engage those around them 	Effective Employee <p><u>Definition:</u> Their performance is currently meeting expectations however they have limited willingness or ability to take on further accountability or development long-term.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ Steady, dependable in current role ▪ Currently performing to potential ▪ Not ready for increased scope or responsibilities – would exceed their capability ▪ Shows no real interest to develop ▪ Would benefit from a focus/project at current level 	Trusted Professional <p><u>Definition:</u> They demonstrate expert talent to keep at current level. They may have valuable technical skills/knowledge, but do not show ability or willingness to progress further.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ▪ Performs at or above expectations - Expert skills ▪ Does not have the desire or ability for continued growth ▪ Has not yet outgrown current role & has more to offer at this level ▪ Motive and develop at current level to retain.
	Low Performance	Medium Performance	High Performance

Part three: 9-box grid process

Recommended process for completing the evaluation process

1. Align with Regional Leadership team on future vision
This allows one to go into the Talent Mapping process knowing:
 - Are there any major changes planned in forthcoming years?
 - Where do the different teams/departments need more support?
 - What is missing from overall skill set in (i) School leadership or (ii) Regional senior team?
2. Organisational Charts
Have up to date org charts to work from to help align on which colleagues should be mapped.
3. Preparation for the leaders of each school/department
This needs to happen well in advance of the Talent Mapping sessions to allow:
 - Their feedback to be full and considered on how the current talent levels align with the regional vision.
 - For them to have assessed which skill sets they are missing

Recommended process for using the evaluation and making the process live in the organisation

1. Agree the annual cycle that will cover:
 - The time window that this activity will happen annually
 - For those mapped into the bottom left when will that be evaluated
 - For those mapped into the top right when will an additional evaluation of the EVP for colleagues take place
2. Ensure that this information flows into Let's Talk to allow for specific development goals to be agreed
3. Allow enough time for full conversations and consideration

Quota for evaluation

1. All Heads of School must be evaluated
2. In larger and more strategically important schools, senior leaders at -1 and -2 are also evaluated. Each regional team should develop a rationale for this based on the distinctive context in the region.
3. All members of the regional senior team and specialist talent must be evaluated (this should include the teams that sit below country managers).

Practical considerations for regional teams

1. Any newly appointed employees sit in 'core' (middle box) and are marked as 'new'.
2. Detail about any future Head of School changes in the next 12-24 months should be noted. Including a note of any potential internal successors.
3. Agree ahead of starting who will lead the sessions and who will be involved inclusive of Regional colleagues that will be in every session and who will rotate into the meeting to present their teams
4. Clarify the way that information will be shared following completion of the session to ensure confidentiality
5. Agree whether pre-populating the 9-box grid ahead of each session is required or optional; this will change the shape of the conversation so important to align on before the meeting

Timing

We agree to complete the process in the following windows.

Asia	December - January
Europe	December - January
Lat Am	November - December
Middle East & India	December - January
North America	December - January

Following this, a consolidated group-wide view will be completed.

Part four: Outcomes from use of the 9-box grid

There are two outcomes from the use of the 9-box grid.

Outcome 1: Regional action

The purpose of this is to bring people-based data to the written outcome and, more importantly, define the actions that will be taken because of the evaluation process.

This insight should include:

- Outcomes from the process
- Key data showing breakdown across the 9-box grid
- Actions agreed resulting from process, inclusive of talent development and performance management. This includes mapping the 'growth' and 'future leader' boxes for assessment of Employee Value Proposition (EVP) with the aim to remove any regretful leaver potential (include reference to global mobility).

Note: once embedded, this report should include evidence of impact and realised change since the previous report.

Outcome 2: Development plan for strategically significant schools

The purpose of this is to specifically focus on the schools that make the biggest commercial difference to Cognita; this will follow a Global review of the Regional outcomes. The report should define the actions to ensure that we have clearly defined and common processes for developing leaders in these schools.

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Document application and publication			
Asia	Europe	Lat Am	Middle East India
Yes	Yes	Yes	Yes

Version	Version 1 – new document Version 2 – with minor updates following the first round of implementation
Implementation date	January 2023
Review date	As required