

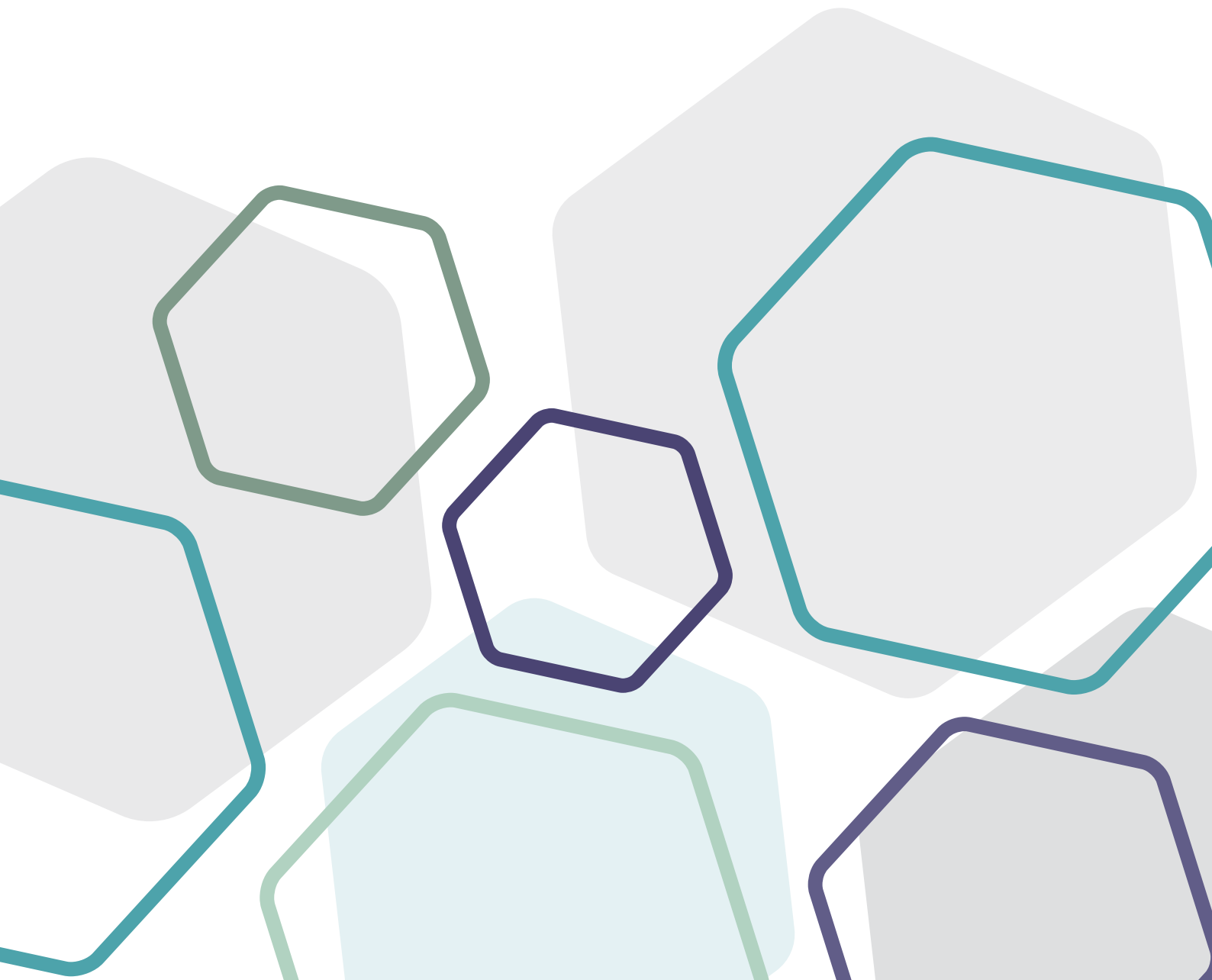


**Australian Government**  
**Australian Public Service Commission**



**Managers and  
HR Practitioners**

# APS Talent Segmentation Model



With the exception of the Commonwealth Coat of Arms and where otherwise noted, all material presented in the *APS Talent Segmentation Model* by the Australian Public Service Commission is licensed under a Creative Commons Attribution 4.0 International Licence (CC BY 4.0). To view a copy of this license visit <https://creativecommons.org/licenses/by/4.0/>

## Purpose

Talent segmentation enables agencies and work areas to consider and prioritise development and career management for individuals. It is a process that allows executives to consider all individuals on the same page, at the same time providing insight into individuals and the cohort as a whole.

The APS Talent Segmentation Model (reviewed and updated APS Nine-Box Grid) allows managers and organisations to consider the best development focus for individuals based on their performance and potential at a point in time.

## Who will use it?

- **Managers** – To gain an understanding of how to fairly and accurately map individuals onto the APS Talent Segmentation Model (the Model).
- **HR Practitioners** – To gain an understanding of the Model and the mapping process to successfully support leadership teams to implement/ integrate the Model into their talent practices.

## How is the model best used?

Mapping on the Model is not designed to be undertaken in isolation, but should be supported by conversations with each individual, data on the individual's performance and potential and calibration in consultation with a talent council/senior executive group. Mapping should only be undertaken after an aspiration career conversation with each individual has taken place. A model approach is below:

| STEP                                                             | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.</p> <p><b>Have a conversation with each individual</b></p> | <ul style="list-style-type: none"> <li>• Managers facilitate an aspiration focused career conversation with each individual to gain a comprehensive understanding of the individual's aspirations and their view of their performance and potential. The <i>Aspiration Career Conversation Guide</i> has been created to provide managers with guidance on facilitating this conversation.</li> </ul>                                                                                                                                                                                                                          |
| <p>2.</p> <p><b>Managers assess performance</b></p>              | <ul style="list-style-type: none"> <li>• Review the individual's last performance conversation and any ratings available.</li> <li>• Taking into account both 'what' they have delivered and 'how' they have delivered in their current role, consider whether the individual is:                             <ul style="list-style-type: none"> <li>– Developing performance</li> <li>– Performing well</li> <li>– Demonstrating exceptional performance.</li> </ul> </li> <li>• The performance rating you select for each individual should reflect the outcome of your last performance conversation with them.</li> </ul> |



| STEP                                                                                              | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3.</b></p> <p><b>Managers assess potential</b></p>                                          | <ul style="list-style-type: none"> <li>• Consider the individual's potential to move into, and succeed in, roles of greater complexity, ambiguity and scale in the future.</li> <li>• To do this you will need to consider their ability, aspiration and engagement in line with the APS Framework for High Potential. The <i>Manager's Guide to Identifying Potential</i> can assist you to make an initial assessment. Some agencies may also undertake more formal assessment including 360 degree feedback, interviews and psychometric tools to understand potential.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>4.</b></p> <p><b>Confirm interim placement on the APS Talent Segmentation model.</b></p>    | <ul style="list-style-type: none"> <li>• Using the data from steps 1, 2 and 3 consider where each individual should be placed on the Model at the current point in time.</li> <li>• Use the descriptors on pages 4 and 5 to confirm that you have selected the appropriate segment.</li> <li>• To help minimise bias, ask yourself 'Where could I see this person going' or 'what development would help this person achieve their potential?' Rather than making your assessment solely on 'What do think I think of them?'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>5.</b></p> <p><b>Calibrate the results</b></p>                                              | <ul style="list-style-type: none"> <li>• Once each individual have been mapped on the Model, results should be calibrated with a talent council/senior manager group to discuss each placement, minimise bias and ensure ratings are consistent.</li> <li>• The <i>Calibration Template</i> and <i>Printable APS Talent Segmentation Model</i> provide additional support to calibrate and map cohorts onto the Model.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>6.</b></p> <p><b>Facilitate development career conversations and action next steps.</b></p> | <ul style="list-style-type: none"> <li>• Managers facilitate a development focused career conversation with each individual, informed by the individual's placement on the Model and any feedback that emerged from the conversations with the talent council/senior executive group. This conversation should aim to: <ul style="list-style-type: none"> <li>– Provide the individual with constructive feedback and discuss their areas of development.</li> <li>– Outline next steps, including drafting or updating a development plan that is agreed to by both the individual and the manager. Refer to the <i>Development Career Conversation Guide</i> to support and guide these discussions. A Talent Development Summary Template is also included within this Guide.</li> </ul> </li> </ul> <p><b>Note: This is a point in time assessment, an individual's placement and their development focus will change as they build their experience and capability and move to different roles.</b></p> |

## APS Talent Segmentation Model



**Model key:**




- Future contributor – Develop Performance
- Key contributor – Develop in Role
- Ready soon – Expand in role
- Ready for more – Prepare and Broaden

## APS Talent Segmentation Model: Descriptors

These descriptors will assist managers to accurately identify and map individuals onto the Model. The descriptors below are aligned with the corresponding colour on the Model, indicating the type of development that could be helpful for the individual. Once mapping has concluded, refer to the *Development Career Conversation Guide* for recommended development actions and further information.








For more detailed descriptors of each section of the Model, refer to the *APS Talent Segmentation Model: Descriptors*

| Placement on the Model                                                                                                                              | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Leading Generalist</b><br/><i>Prepare and broaden</i></p>  | <p>High performing individuals who are actively aspiring to progress into more senior or complex roles and have the ability to succeed in roles across a number of functions or agencies. These individuals are likely to be close to ready to compete for promotion through merit-based recruitment processes. Their development focus should be on preparing and broadening their skills and experience.</p>                                                                                                                                       |
| <p><b>Leading Specialist</b><br/><i>Prepare and broaden</i></p>  | <p>High performing individuals with considerable subject matter expertise who aspire to deepen and progress within their speciality. They have strong potential to succeed in more senior or complex roles within their particular profession or function. They are likely not as interested in stepping out of their speciality into broader roles. These individuals are likely close to ready for promotion for higher roles within their field, and the development focus should be on preparing and broadening their skills and experience.</p> |
| <p><b>Emerging Talent</b><br/><i>Expand in role</i></p>          | <p>Individuals performing well who aspire to progress in the APS and have the ability to succeed in more senior or complex roles in the future. These individuals may have progressed quickly in their career and need to develop further to consistently deliver high quality results and exceed expectations in their current role. The development focus should be to expand and increase the level of complexity within their current role.</p>                                                                                                  |





For more detailed descriptors of each section of the Model, refer to the **APS Talent Segmentation Model: Descriptors**

| Placement on the Model                                                                                                                           | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>High Achiever</b><br/><i>Expand in role</i></p>           | <p>High performing individuals who consistently deliver in their role and actively aspire to progress into more senior or complex roles. The phrase ‘what got you here won’t get you there’ may apply to these individuals and they may need to accelerate their development to build the capability required to succeed in future roles. These individuals have strong engagement and may need to accelerate their development to build the capability required to succeed in future roles. The development focus should be to expand and increase the level of complexity within their current role.</p> |
| <p><b>Strong Contributor</b><br/><i>Develop in role</i></p>    | <p>High-performing individuals who consistently deliver in their role and are comfortable at level for now, potentially due to personal circumstance. And/ or those who are preparing for retirement. These individuals may not actively aspire to more senior or complex roles at the moment, although they are likely capable of short-term acting opportunities subject to operational needs. The development focus should prioritise developing new and existing skills and experience within their current role.</p>                                                                                  |
| <p><b>Achiever</b><br/><i>Develop in role</i></p>             | <p>Individuals who are performing well who may demonstrate potential for more senior or complex roles at some point in the future. These majority of individuals are likely to sit in this category and they are integral to the success of the work area and the agency. The development focus should prioritise developing new and existing skills and experience within their current role.</p>                                                                                                                                                                                                         |
| <p><b>Solid Contributor</b><br/><i>Develop in role</i></p>    | <p>Individuals who are performing well and may not actively aspire to more senior or complex roles at the moment. They exhibit the right behaviours but are likely comfortable in their current role. The development focus should prioritise developing new and existing skills and experience within their current role.</p>                                                                                                                                                                                                                                                                             |
| <p><b>Aspiring Talent</b><br/><i>Develop performance</i></p>  | <p>Individuals who are engaged in their area of work and aspire for more senior or complex roles in the future, however they require a high level of support to consistently perform their role and meet expectations. This may be due to a lack of experience or misalignment of skills to role. The focus should be placed on developing the individual’s performance in their current role.</p>                                                                                                                                                                                                         |



For more detailed descriptors of each section of the Model, refer to the **APS Talent Segmentation Model: Descriptors**

| Placement on the Model                                                                                                                                | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Future Achiever</b><br/><i>Develop performance</i></p>         | <p>Individuals who they require a high level of support to consistently perform their role and meet expectations. Their strengths may be misaligned to their current role, or there may be other challenges that may need to be identified. Individuals in this category may have some level of underlying potential, however the focus should first be placed on developing the individual's performance in their current role.</p>                                                 |
| <p><b>Developing Contributor</b><br/><i>Develop performance</i></p>  | <p>Individuals who require a high level of support to consistently perform their role and meet expectations. Their strengths may be misaligned to their current role, or there may be other challenges that may need to be identified. They do not indicate aspiration for more senior or complex roles at this point in time. The focus should be placed on developing the individual's performance in their current role or considering a role more aligned to their skillset.</p> |

**Note:** New to Role (<12 months): Individuals who are new to their role or perhaps in long-term acting positions who have been assessed as capable of succeeding in their current role through the recruitment process. They are exploring the strengths they bring to the role, as well as areas of focus. It is likely too soon to make an assessment of an individual's potential for roles of larger complexity and scale. Development should focus on induction, including understanding the expectations, content of the role as well the stakeholder and team environment. A Ninety-Day Induction Plan can be helpful as part of this approach.



**Reference**

The Corporate Executive Board Company (2014) The HR Guide to Identifying High-Potentials, CEB, accessed 9 April 2022.



## Key takeaways



**FACT:** Only one in seven high performers will also have the potential for more senior and complex roles (CEB, 2014).



**FACT:** Did you know the Model can be used for more than just identifying high potential individuals? The Model can also be used to inform targeted development initiatives, succession planning and other executive decisions.

**Does an individual mapped on the Model need to be told where they have been placed?**



**FALSE:** This is dependent on the maturity of the agencies feedback culture. A manager may disclose this information however it is important to first keep in mind the *APS Talent Management Key Principles* when conducting these conversations. Do no harm is a key principle and should be carefully considered prior to disclosing an individual's placement. Refer to the *Development Career Conversation Guide* for guidance.

**The Model should be used as a one-off process?**



**FALSE:** The Model should be continuously revisited on a regular/annual basis to monitor shifts in the individual's performance and potential.

**Can an individual's position on the Model change?**



**TRUE:** The Model is intended to assess an individual at a point in time, their position is not fixed and can change over time with experience, opportunities and development.

**Is this Model part of a larger process?**



**TRUE:** Additional activities such as aspiration and development career conversations should support the Model. Following feedback and development career conversations, the manager and individual should create a development plan to support the individual and organisational outcomes.

**Does the Model determine recruitment or promotion activities?**



**FALSE:** This is a development focused model. Recruitment and promotion should still be determined through a merit-based process.