

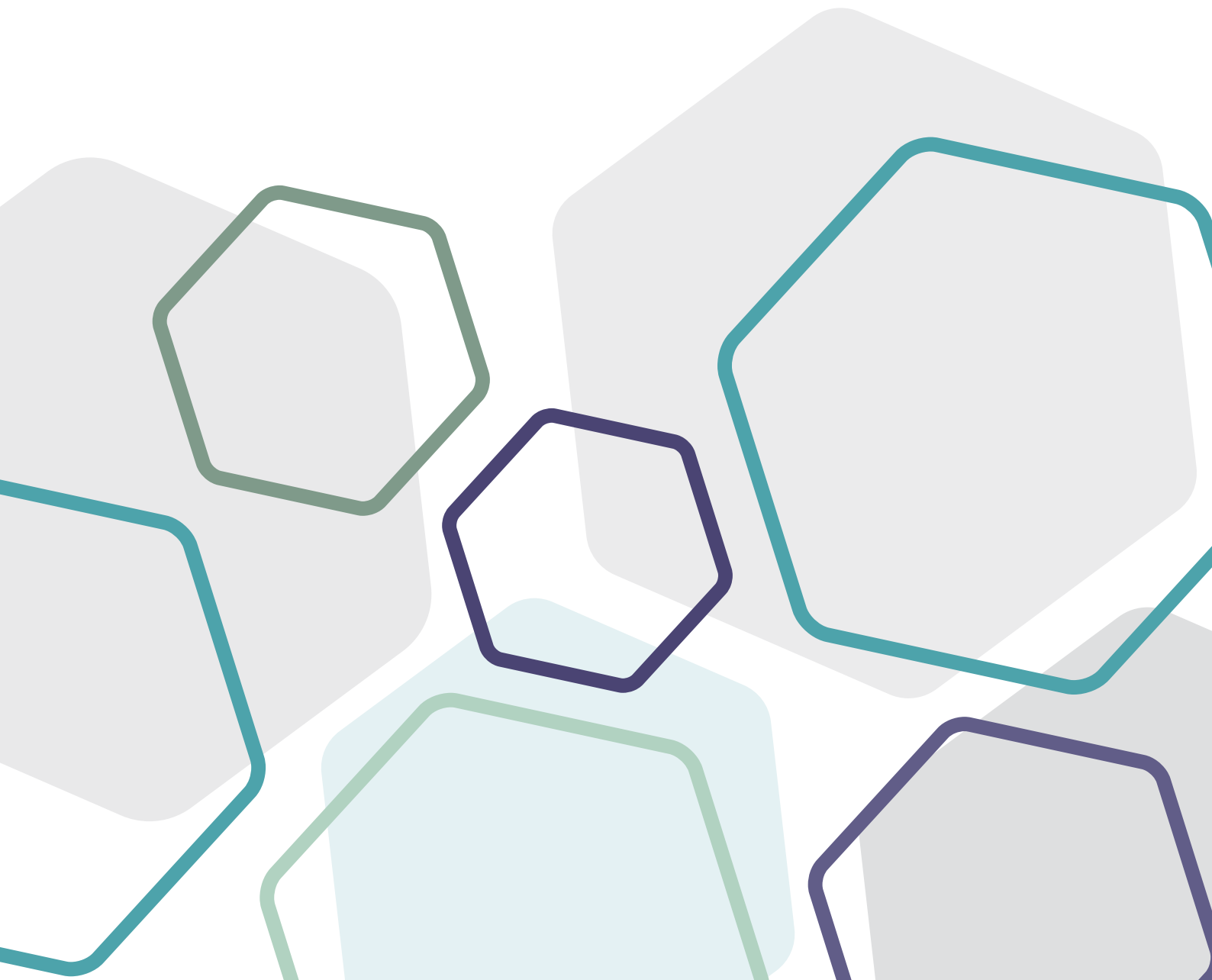


Australian Government
Australian Public Service Commission



**Managers and
HR Practitioners**

Alternative Segmentation Models



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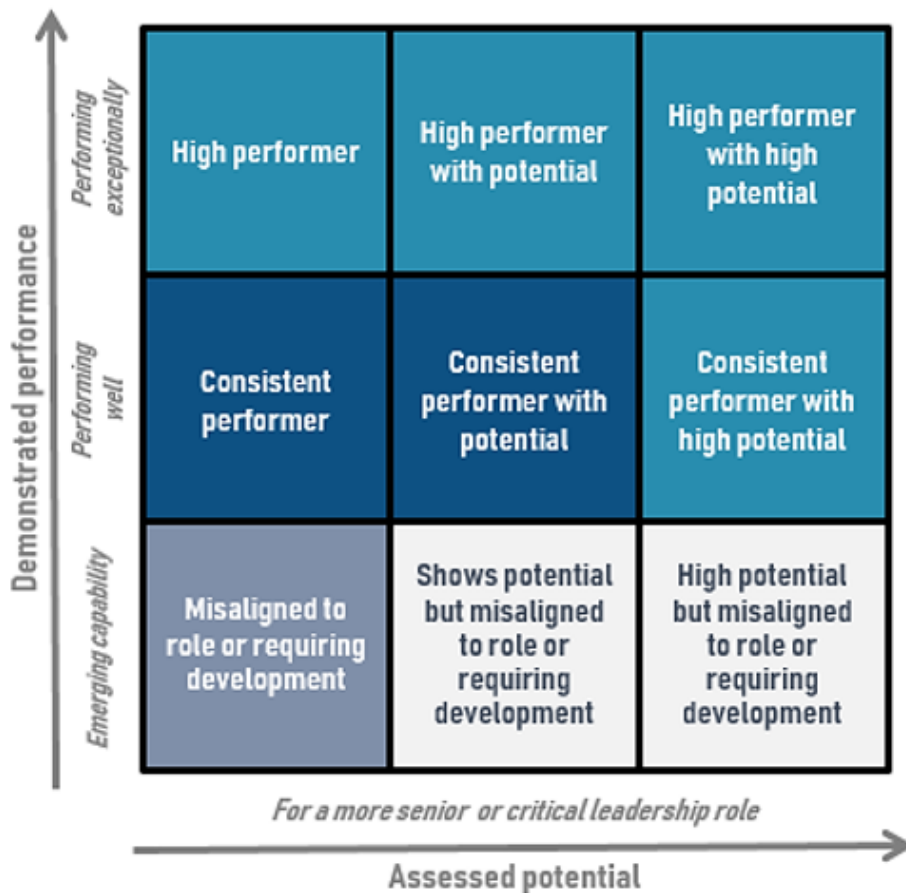
Alternative Segmentation Models

In 2022, the APSC and APS Talent Working Group reviewed the APS Nine-Box Grid and explored a range of alternative talent segmentation models. While the *APS Talent Segmentation Model* has been created and is the recommended primary tool for workforce and talent segmentation, provided below are alternative examples of 'Nine-Box Grids' that were observed and consulted as part of the APS Talent Management Toolkit 2022 review.

APS Example:

Reference: 'Home Affairs Nine-Box Grid' by the Department of Home Affairs, Australian Public Service Commission (2022).

Home Affairs: Adaption of the Nine-Box-Grid for use in the Executive Level, Leadership Capability Assessment process.



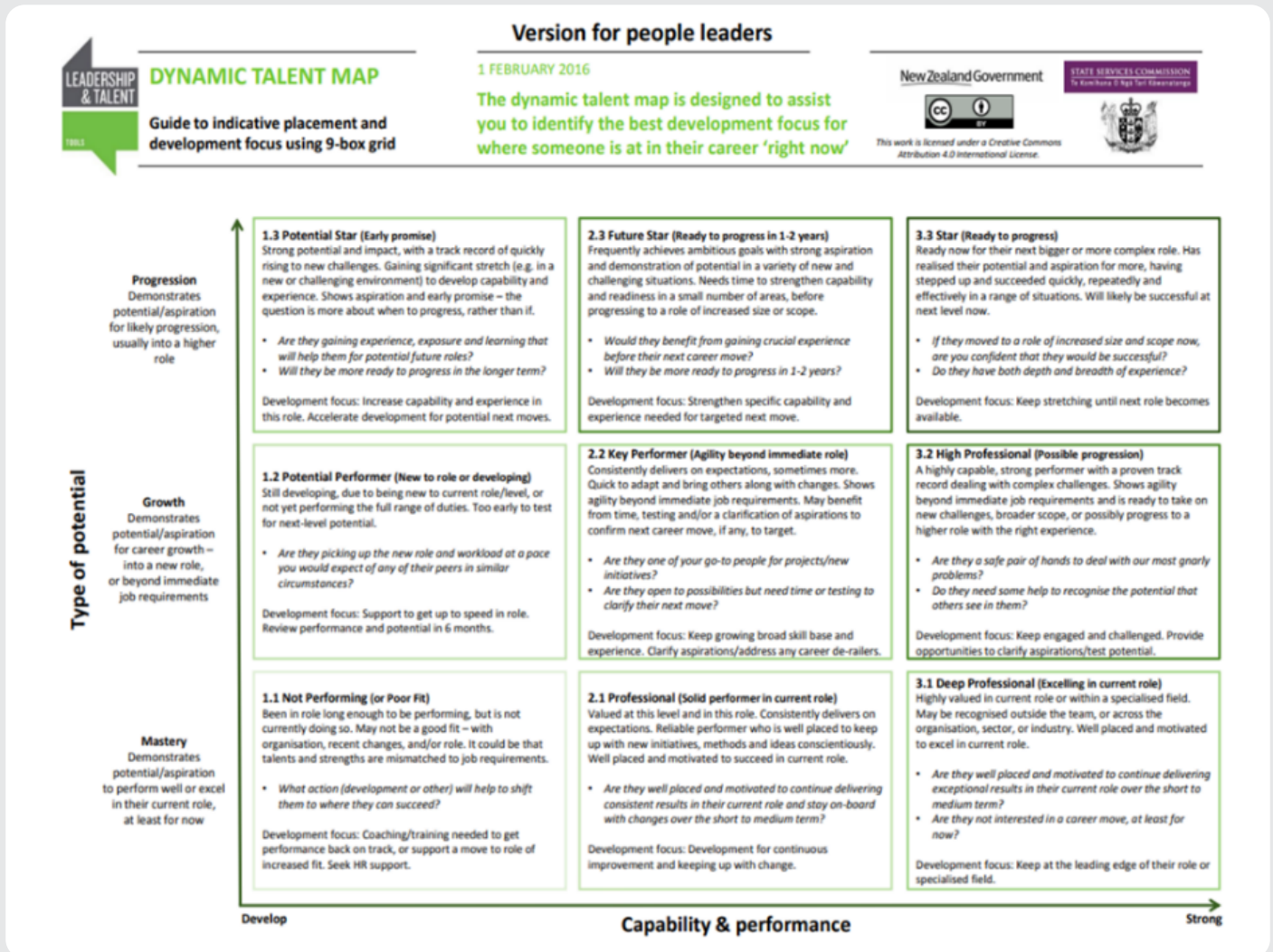


Nine-Box Grid	
Model	<p>A Nine-Box Grid based on two dimensions:</p> <ol style="list-style-type: none"> 1. Performance (i.e. emerging capability, performing well and performing exceptionally) with consideration for an individual's capability. 2. Potential based on an individual's 'motivation and ability to do more and be more'.
Overview	<p>In 2020, Home Affairs established a series of strategic initiatives to prioritise the development of a future ready workforce. The value of every individual's contribution to the high performance of their team was recognised. With this strong focus on the capability enhancement of individuals, it became apparent that, when using the Nine-Box-Grid (NBG) for assessment purposes, performance needed to be prioritised over potential.</p> <p>Home Affairs decided to swap the axis of potential and performance on the NBG as shown in the diagram. This change provided individuals with the opportunity to aspire to any box in the top row of the NBG, capturing a higher percentage of the workforce, and recognising that high performing individuals, regardless of their potential for further growth, form the Department's operational engine room for delivering on quality business outcomes.</p> <p>Consideration was also given to broadening the definition of potential. In recognition of the increased demand for continuous learning and need to upskill in emerging and future capabilities across all professional disciplines, potential was redefined as; <i>'the motivation and ability to do more and be more'</i>.</p> <p>Additionally, the labels for each of the squares within the NBG were simplified to provide greater transparency of the assessment process.</p> <p>These changes have provided a more inclusive approach to leadership capability assessment, while still retaining the original purpose of the NBG to identify high potential, high performing individuals who aspire to more senior roles. The focus on high performance, aligned to the Department's key organisational strategy documents, supports and encourages the capability enhancement of all, ensuring the Department is well positioned and future ready.</p>

External Examples:

1. New Zealand Dynamic Talent Map

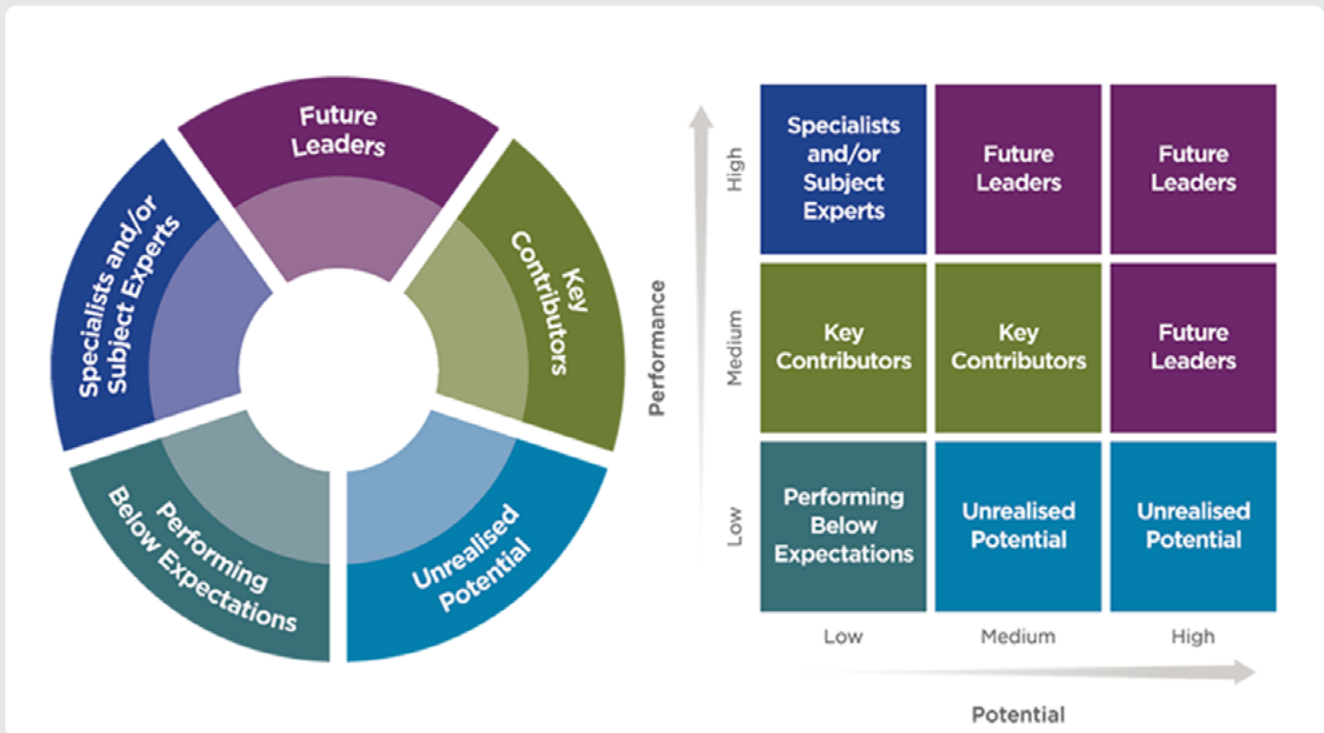
Reference: 'Dynamic Talent Map' by the Te Kawa Mataaho Public Service Commission (2016) available at [Public Service leadership development – Te Kawa Mataaho Public Service Commission](#) under a Creative Commons Attribution 4.0. Full terms at [Creative Commons – Attribution 4.0 International – CC BY 4.0](#)



Dynamic Talent Map	
Beneficial for	Agencies seeking to identify the best development for an individual's career 'right now', including considering capability as well as potential and performance
Model	Based on two dimensions: <ol style="list-style-type: none"> Performance (i.e. poor, solid and excelling) with consideration for an individual's capability. Potential based on individual's 'capacity for growth' (i.e. mastery in current role, growth into a new role, progression into a higher role). Inclusion of reflective questions in model to prompt assessor thinking and considerations for placement.

2. New South Wales – Five Frame Talent Segments

Reference: ‘Five frame talent segments’ by the © State of New South Wales acting through the Public Service Commission available at [Talent segments | NSW Public Service Commission](#) under a Creative Commons Attribution 3.0. Full terms at [Creative Commons — Attribution 3.0 Australia — CC BY 3.0 AU](#)



Five Frame Talent Segments	
Beneficial for	Agencies who would like to segment their workforce based on development needs.
Model	<p>Based on two dimensions:</p> <ol style="list-style-type: none"> 1. Performance (i.e. low, medium, high) 2. Potential (i.e. low, medium, high) <p>Defines five talent segments: Future Leaders, Key Contributors, Unrealised Potential, Specialists/Subject Experts and Performing Below Expectations.</p> <p>Multiple boxes sit within one talent segment indicating that not just one box on the grid has the potential to be ‘Future Leaders’.</p> <p>Model does not include descriptors for each individual box for the purpose of placement and subsequent development initiatives.</p> <p>Each segment is supported by a list of attributes which include suggested outcomes and actions which will assist the manager to support the individual in role, in their development, mobility and additional development opportunities.</p>

3. Maximising Potential Conversation Tool

Reference: 'Maximising Potential Conversation Tool' by the Leadership Academy at the National Health Service available at [Talent management guides – Leadership Academy](#)



Maximising Potential Conversation Tool

Beneficial for	Agencies who would like to focus on behaviour as part of their potential model.
Model	<p>Based on two dimensions:</p> <ol style="list-style-type: none"> 1. Performance outputs (i.e. partially meets, meets expectation, exceeds expectation) 2. Behaviour (i.e. partially demonstrated behaviour, meets behaviour expectation, exceeds behaviour expectation) <p>Individuals and manager’s work together to decide where the individual sits currently and next steps.</p> <p>Placement on the tool will inform focused development pathways and supports an individual may need to develop their work performance and/or behaviour.</p>