



# Chapter 1

## Why Talent Development?

Systematic talent management is vital to organizational impact. We made the case in the introduction about why you should take on the tools and systems in this book. You already know talent development is important, and now you understand why it's vital. In chapter 1, we take it a step further and describe the intricacies of what makes a strong talent development system tick and explain the research behind why we believe it's so vital to the sustainability and competitiveness of the social change sector.

### **The Case for Talent Development in Social Change**

Due to the very nature of how social change organizations came to exist—individuals supporting others because of a moral or religious compass—professionalism hasn't always been seen as necessary. In the past, it was okay to simply help those you thought were in need because you believed it was the right thing to do. Yes, it is still okay to help people because it's the right thing to do; however, the true severity of the need demands more formal organizational structures to make a greater impact in serving vulnerable populations. And let's be honest with ourselves: as we serve others, it is in our human nature to want to do it better. We want to serve more and give more of ourselves. As the social change sector has grown, it has become clear that a moral compass is no longer the only predictor of the right person for the job.

Our society has come to rely on social change organizations to do work traditionally done by the government or through personal networks. Social change organizations have now become integral to the functioning of our society and thus can no longer rely on simply having good intentions. With this continued growth as well as the increase of hybrid organizations, professionalism is becoming even more important. With increased professionalism comes the need for professional development and growth opportunities.



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Professionalism and strategic thinking have become prevalent in order to do good more efficiently and effectively. The social change sector has become professionalized through formalized education, professional development, and the formation of infrastructure organizations (O'Neill, 2005). But even with increased education and professionalism, professional development has fallen short. There has been discussion of a potential leadership deficit, and experts have emphasized the importance of training and development in the sector (Light & Light, 2006). What we've found through research and working directly with social change organizations is that professional development alone isn't enough; rather, talent development needs to become a systematic part of all social change organizations.

Organizations need to move away from the mentality of sending an employee to a training and instead integrate training across the entire organization (Ronquillo, Hein, & Carpenter, 2013). Consistently, changemakers are craving learning and growth opportunities in their current positions. Because changemakers often do their work because it is meaningful to them, their need to feel purposeful is greater. A recent report by Net Impact surveyed over 1,700 college students about what they wanted out of a job, and 72 percent of respondents indicated they want a job where they can make an impact (Heldrich, Zukin, & Szeltner, 2012). All the individuals who have taken the Organizational Learning Assessment indicated they believe their work is "extremely" meaningful, but they could not see themselves staying in their positions for very long. We can hypothesize about why that might be, but the assessment showed that the same individuals also indicated signs of burnout (for example, no time for learning or reflection, and lack of effective professional development systems in their organizations).

The desire for a meaningful career path, an increase in academic programs for changemakers, and changemakers' need for purposeful work make talent development even more important. Social change organizations can provide an environment for changemakers if they do it with intentionality and make learning and talent development part of the organizational culture. This is where strategic human resources management comes in.

Strategic human resources management is playing "an increasingly important role in enhancing the effectiveness and efficiency of [social change] organizations. As employees are viewed as an indispensable resource to achieve the organization's mission, investments in human resource practices that enhance employees skills, participation in decisions, and motivation are seen as a means of coping with the aforementioned challenges" (Ridder, Piening, & Baluch, 2012). Human resources management is still in the early stages of development in the social change sector,



but as organizations grow and professionalize, and more Millennials join the ranks of leadership, human resources management will become more and more important.

Strategic human resources management consists of various components that provide holistic support to staff and volunteers, connecting skills to strategic planning and mission attainment:

- Organizational culture: the collection of values, working norms, habits and beliefs of staff and volunteers in the organization
- Planning for change: support for staff and volunteers to plan for and manage change as the organization's external and internal environments shift
- Training and development: structured learning and skill building for staff and volunteers
- Health and safety: ensuring the workplace meets federal and state safety and health laws and is an environment all can work in without harm
- Recruitment and retention: finding the right talent for the organization's work and keeping them interested and satisfied with their work
- Strategic talent development: ensuring staff and volunteers are in right fit positions
- Policies and procedures: managing legal policies and systems that help staff and volunteers know the rules, follow protocols, and stay safe from potential harm

In this book we focus on two of these major components: strategic talent development systems and training and development. You already know people are important for your long-term sustainability; now is the time to develop systematic functions that show your people are important to your organization.

There have been many efforts to develop systematic forms of talent development for the social change sector. Many organizations have studied the professional development that currently exists in the sector and have explored and tested efforts to fund professional development. In addition, organizations like the Young Nonprofit Professionals Network and Emerging Practitioners in Philanthropy have popped up to provide professional development to young professionals. None of the efforts, however, have been holistic. Rusty Stahl, author of the article "Talent Philanthropy: Investing in Nonprofit People to Advance Nonprofit Performance" (2013), states



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that the problem is vast and gives three important reasons for the lack of desired results:

- The flawed “leadership deficit” premise continues to dominate the discourse.
- Participants have to spend energy arguing for the legitimacy of the problem rather than developing viable solutions.
- It is extremely challenging to identify levers of change for this meta-issue from which many suffer but for which no one is entirely responsible. ( p. 39)

Additionally, research by Genis (2008) stated that most professional development focuses on basic managerial concepts. Researchers argue “there is a need for training and development that is integrated across many programs and agencies, [and] that is blended and includes the use of technology, and development programs should be structured part-time and ‘self-authoring’ to be more geared towards the promotion of leadership in adults” (Ronquillo, Hein, & Carpenter, 2013, p. 105).

The argument of whether professional development is necessary for changemakers has dominated conversations thus far in the social change sector. However, the process of talent development has to be done one organization at a time. As more and more organizations, like yours, take on strategic human resources and strong talent development systems, the sector will increase its hunger for learning and growth and make talent development solutions much more attainable.

## The Return on Your Investment

The implementation of the Talent Development Platform is a heavy lift for all organizations, but it will give you the tools you need to invest in this top talent. Your organization will receive tangible benefits in the form of lower turnover and greater output (without the burnout) from your team, as well as intangible benefits that make your organization more attractive to top talent.

### Tangible Returns

One of the greatest impacts you will get from this book is a decrease in staff turnover. If implemented successfully, employees, volunteers, and board members will have more reason to stay and grow with your organization. According to the *2013 Nonprofit Employment Trends Survey*, “Organizations should continue to monitor their turnover rates with the



understanding that as the U.S. economy continues to rebound, employees will more likely begin to seek new career opportunities outside of their current organizations” (Nonprofit HR Solutions, 2013, p. 10). With a down economy employees are more likely to stay, but with a better economy they have options. In the current rebounding economy, social change organizations have to become more competitive for top talent. “Not giving employees proper recognition and failing to pay competitively may lead to higher levels of dissatisfaction and subsequent turnover” (Nonprofit HR Solutions, 2013, p.13). Because most social change organizations are not able to provide the highest paying salaries, they need to provide other benefits, such as strong professional development and a healthy learning culture, which will keep staff around longer. Don’t get us wrong; we believe all staff in the sector should be paid at more competitive rates, but we do understand that most social change organizations operate with limited monetary resources; therefore, you will absolutely have to build a stronger holistic talent development system to be sustainable.

Another effect that bad turnover rates and lack of professional development systems have on organizations is the inability to create proper succession plans. According to the *2013 Nonprofit Employment Trends Survey*, “Sixty-nine percent of nonprofits surveyed reported not having a formal succession plan for senior leadership. As the baby boom generation of nonprofit leaders retire the lack of a formal succession plan may endanger nonprofits’ ability to effectively prepare for leadership transition and organizational sustainability will be at risk” (p. 1). And further, “the lack of sufficient professional development investment at the entry- and mid-level staff levels will likely continue to contribute to organizations’ inability to retain individuals at these levels” (Nonprofit HR Solutions, 2013, p. 19). The length of time it takes to fill positions ranges from thirty-one to ninety days for most positions. Although that doesn’t seem like a long time, consider the amount of money you will lose in staff productivity and the time spent recruiting and filling those positions. Researchers estimate that each lost position costs anywhere from 75 to 150 percent of that position’s annual salary (Krause, 2014; Nonprofit HR Solutions, 2013).

To evaluate your return on investment, we recommend calculating your current turnover rate prior to beginning the Platform. We recommend measuring turnover in three different ways: staff and volunteer turnover, new hire turnover, and functional turnover (loss of productive workers). Staff and volunteer turnover measures your overall turnover. The new hire turnover determines if all your staff are leaving at the three- or six-month mark or if they are staying longer. The former is a sign that staff members recognize that no growth opportunities or professional development will



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be available to them at the organization. New staff often get excited about learning their new roles, but once they realize their future role will be stagnant, they leave. The functional turnover determines if you have a higher number of top performers leaving the organization compared to lower performers. This ratio is important, because if, on the one hand, your organization is losing employees that aren't very productive, this may be a good sign your culture is strong. On the other hand, if you are losing top performers, you have some culture and structures to fix in order to keep top talent in your organization. Just having warm bodies in seats isn't a good way of measuring turnover and effectiveness. You want to keep the right people. Exhibit 1.1 shows you how to calculate each of these turnover rates.

### Intangible Returns

Organizations gain many intangible benefits from strong talent development systems. "Investing in talent development strengthens nonprofits

#### EXHIBIT 1.1

#### Turnover Ratios

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##### Staff (or Volunteer) Turnover Rate

$$(\# \text{ of terminations per year} / \text{avg. } \# \text{ of active employees in the same year}) \times 100$$

This calculation determines your overall turnover rate without any other factors in mind.

##### New Hire Turnover Rate

$$(\# \text{ of terminations within first year} / \# \text{ of hires}) \times 100$$

This calculation gives you an idea of the number of employees you are losing within their first year in your organization. If new hire turnover is high, it is a sign that your learning culture is negative and new hires are seeing no room for growth.

##### Functional Turnover Rate

$$(\# \text{ of poor performers who leave} - \# \text{ of good performers who leave}) / \text{total } \# \text{ who leave}$$

This ratio is a bit subjective; however, it provides a good view of whether or not you are losing top performers. If you are losing more good performers than poor performers, this is a sign of an unsatisfactory organizational culture. There are many possible reasons for this, however, so use the assessments and the time spent working on the Talent Development Platform to determine what might be the core reasons top performers are leaving your organization (O'Connell & Kung, 2007).



and motivates and empowers employees. Specifically, we see that stronger organizations prioritize training, coaching and mentoring, and prepare for leadership transition, and that staff on the receiving end of these practices are more content with their work and more likely to stay for the long haul” (Colorado Nonprofit Association and Pathfinders Solutions, 2012, p. 15).

The investment you make through this process will give you an opportunity to decrease the intangible factors that lead to staff members’ poor performance. Factors such as lower morale and errors made by overburdened staff are just a few of them (O’Connell & Kung, 2007).

These benefits aren’t as easy to calculate as turnover, but they will allow you to assess improvements after your first year of implementation and on a longer-term basis:

- The first benefit is increased satisfaction among staff and volunteers. With intentional support, staff members and volunteers will be more satisfied with their roles, and those who are not satisfied will move on, which will reflect positively on your functional turnover ratio.
- The second benefit is the new skills learned and higher proficiency levels of staff and volunteers. The increased proficiency levels will give you a greater return on your mission.
- The third intangible benefit is a stronger learning culture, which is further reciprocated by increased staff and volunteer satisfaction and more effective services. A learning culture is one where staff feel safe to learn and grow and where innovation and effectiveness are at their finest.

We will talk more about each of these intangibles and how to measure them throughout the book.

The goals set for professional development will provide you with some insight on your return on investment. The process we provide in the book gives you the tools you need to meet your strategic goals, structure staff and volunteer roles, and set goals for proficiency level increases that will directly influence your mission return.

## How Adults Learn and Why It Matters

One of the reasons talent development is so important has to do with how adults learn. At the core of all adults is their need to be intrinsically motivated. Part of this need is the desire to do purposeful work, which targets intrinsic or internal motivations. This means that the more purposeful and supported adults feel, the more they will learn. Doing meaningful work gives changemakers some intrinsic motivation, but they need to also feel



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supported. Adult learning theory, otherwise known as andragogy, explains that when adults are intrinsically motivated, there is a positive reciprocity for doing better work. Therefore, professional development is only successful if leadership taps the intrinsic motivations of staff, and it has to be done through more than supporting passion.

The Center for Creative Leadership states that all professional development systems should include the following:

- An opportunity for the participants to pursue goals with personal meaning
- An environment that piques curiosity
- Participant control over themselves and what they pursue
- Satisfaction over helping others
- Opportunity to compare personal performance favorably to others
- Recognition of accomplishments (Rabin, 2014)

This list suggests that the staff and volunteers in your organization want to manage their own learning and do it through supporting others and feeling supported themselves. These concepts seem basic, but implementing them can be tough in a fast-moving environment. It is common to forget to step back and relinquish a bit of control. However, employees learn and work more effectively if they are helping with decision making.

Knowles's theory on andragogy explores more of what adults need in their learning and provides insight on the best learning environments for adults:

- Adults need to know the reason for learning something.
- Experience provides the basis for learning activities.
- Adults need to be responsible for their decisions on education.
- Adults are most interested in learning subjects that have immediate relevance to their work.
- Adult learning is problem centered rather than content oriented.
- Adults respond better to internal versus external motivators (Merriam, 2001).

We have developed a model for talent development that integrates adult learning theories and makes learning and professional development intentional. Our model builds upon recommendations by previous consultants, researchers, and experts in the field (Genis, 2008; Paton, Mordaunt, & Cornforth, 2007).



Throughout the book, we explore tools and resources that encourage and support learning for the betterment of your mission. Our model includes information about how to shift culture, develop a map of your talent, and create an environment where learning happens regularly on the job and through formal and informal peer-to-peer interactions. According to the Center for Creative Leadership (Rabin, 2014), informal learning is often haphazard and triggered by external events. But you can support and enhance informal learning significantly. Leaders can engage in more-critical reflection to surface tacit knowledge. Tacit knowledge is learning that takes place by doing. In this book, we give you the tools to help your employees and volunteers develop their proficiency levels through learning on the job.

Further, we borrow from the Center for Creative Leadership's 70–20–10 model as we walk you through building your Talent Development Platform and setting goals and objectives for your organization. As the 70–20–10 name implies, the learning model calls for 70 percent of the staff member's time spent on professional development to consist of on-the-job learning, supported by 20 percent spent on coaching and mentoring, and 10 percent spent in classroom training (Bridgespan Group, 2013). It's easy for managers to jump right into hiring a trainer; spending money directly is easier than calculating the return on learning done on-the-job or through mentoring. Time spent in training is more tangible. However, as the model states, money spent on training will not support the full array of learning that adults need to grow in a specific competency area. The Center for Creative Leadership has found that although most organizations acknowledge formal training alone can be limited in impact, most of their training budget is for classroom events and e-learning assets (Rabin, 2014).

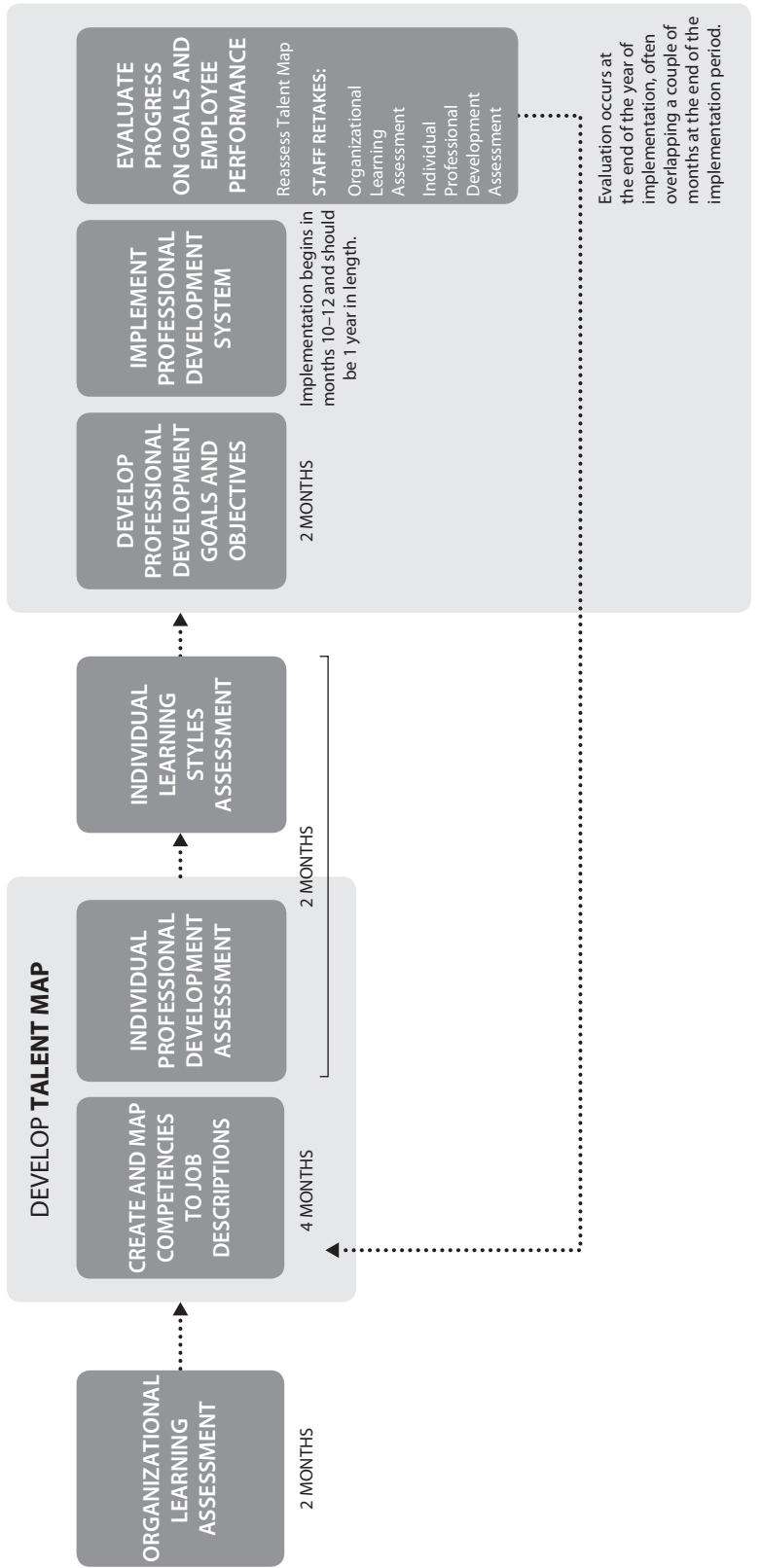
Implementing the tools in this book saves your organization money in the long run and makes you money in the future. The practices in this book make talent development part of the systems and culture of how your organization runs. Employees and volunteers take on learning opportunities willingly, are more open to and better at sharing feedback, and give themselves the space they need to provide innovative solutions to meet your mission. The Talent Development Platform provides you with the tools and guidelines you need in order to ensure the adults in your organization are learning and growing effectively.

## **The Talent Development Platform Overview**

The Talent Development Platform process, shown in figure 1.1, provides your organization with a system for talent development. The Platform involves steps at the organizational and individual levels. Each



**FIGURE 1.1**  
**The Talent Development Platform Process**





step enhances the learning culture and development systems within your organization. The Platform integrates seamlessly in your strategic-planning and decision-making processes. Each tool can stand alone or be integrated into your current talent management systems; however, the Platform in its entirety provides a strong foundation for holistic talent development.

### **Undertake the Organizational Learning Assessment**

The Organizational Learning Assessment process takes approximately two months to implement and encompasses taking the assessment, gathering the results, and discussing the results with your team. This assessment provides a look at how your employees and volunteers feel about learning, how they feel about their need for development and how safe they feel sharing and failing at work.

### **Develop the Talent Map**

Developing your Talent Map includes three steps:

1. Writing and revising accurate and clear job descriptions for each role in your organization
2. Assessing the competencies and proficiency levels needed for each job or volunteer role in your organization
3. Having staff and volunteers take the Individual Professional Development Assessment to identify their own competencies and proficiency levels based on their job descriptions

These steps provide staff and volunteers with a clear understanding of their role, so they can set their objectives for learning accordingly. These steps also provide you with a clear understanding of the roles your staff play on a daily basis, of whether employees and volunteers are in the right roles, and whether new positions are needed or some positions are no longer relevant. These job descriptions coupled with the Individual Professional Development Assessment results will give you a view of whether your employees and volunteers are in the right role or if they can take on more.

### **Administer the Learning Styles Assessment**

The Learning Styles Assessment gives each employee and volunteer a view of how he or she learns most effectively and gives the organization a map of how everyone learns. This information is imperative when setting goals and objectives to ensure the learning objectives you set will be effective.



### **Develop Goals and Objectives**

During this component of the Platform, you will utilize information gathered from each of the previous components to structure overall learning goals and three objectives tied to each. Your goals will be tied directly to the organization's strategic goals and take into account staff and volunteers' learning needs. During this stage you will also develop objectives tied to each goal that align with learning opportunities on the job, mentoring opportunities, and professional development and training. Staff members and volunteers participating in the process will utilize the organization's goals and objectives to set their own objectives for the year as well.

### **Implement Professional Development**

During this stage of the process, you will plan for implementation of your goals and objectives. Implementation includes the development of a budget and timeline, as well as tools for participants to use to reflect on learning activities, evaluate their learning progress, and set action plans following trainings.

### **Evaluate Goals and Employee Performance**

The evaluation stage of the Platform involves assessing the progress of staff and volunteers toward their objectives and the increases in their proficiency levels, as well as the organization's progress toward goals and objectives. During this stage you will assess any changes in your organization's learning culture and evaluate the process you have used throughout the year.

### **Your Organization's Talent Development Platform**

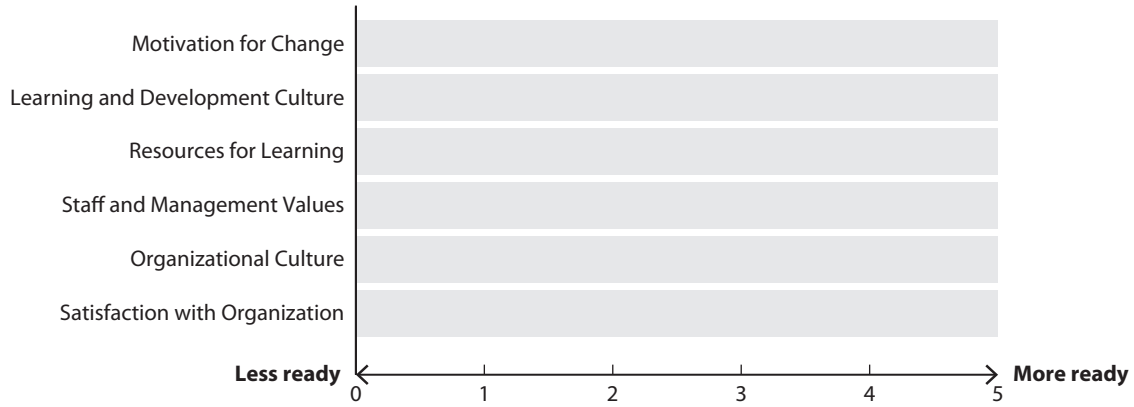
As you navigate the Talent Development Platform process, you will be adding to your organization's own comprehensive Talent Development Platform as shown in figure 1.2. Using scoring averages from each of the tools in the process, the document provides you with a quick overview of your organization's learning culture and readiness for the process, the professional strengths and weaknesses and the learning styles of your staff and volunteers, and your organization's goals and objectives. Display your Platform prominently and bring it to decision-making and personnel meetings.

To integrate a commitment to learning in your organization the goals and objectives from your organization's Talent Development Platform will be transferred to an individual platform for each individual. Individuals will map their Individual Professional Development Assessment scores, their top learning styles, and individual goals and objectives alongside those goals for use year-to-year (figure 1.3). All individuals should display their Platforms where they can assess their progress and next steps regularly.



**FIGURE 1.2**  
**Blank Talent Development Platform**

**Organizational Learning Assessment**



**Learning Styles Map**

Participant	Avoidant
Independent	Dependent
Collaborative	Competitive

**Goals and Objectives**

<b>Goal 1:</b>	<b>01:</b>
	<b>02:</b>
	<b>03:</b>
<b>Goal 2:</b>	<b>01:</b>
	<b>02:</b>
	<b>03:</b>
<b>Goal 3:</b>	<b>01:</b>
	<b>02:</b>
	<b>03:</b>

**01** = Learning on the Job; **02** = Mentoring and Peer-to-Peer Opportunities; **03** = Trainings



**FIGURE 1.2**  
**Blank Talent Development Platform, Cont'd**

		Talent Map				
		1	2	3	4	5
<b>Advocacy and Public Policy</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Communications, Marketing, and Public Relations</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Financial Management and Social Entrepreneurship</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Fundraising and Resource Development</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Grantmaking or Direct Service</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Human Resources Management and Volunteerism</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Information Management</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Leadership and Governance</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Legal and Regulatory</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Planning and Evaluation</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					



**FIGURE 1.3**  
**Blank Individual Talent Development Platform**

**Individual Professional Development Assessment**

		1	2	3	4	5
<b>Advocacy and Public Policy</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Communications, Marketing, and Public Relations</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Financial Management and Social Entrepreneurship</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Fundraising and Resource Development</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Grantmaking or Direct Service</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Human Resources Management and Volunteerism</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Information Management</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Leadership and Governance</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Legal and Regulatory</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					
<b>Planning and Evaluation</b>	Position Proficiency Level					
	Current Proficiency Level					
	Desired Proficiency Level					

**Top Three Learning Styles**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**FIGURE 1.3**  
**Blank Individual Talent Development Platform, Cont'd**

**Organizational Goals and Objectives**

<b>Goal 1:</b>	<b>01:</b>
	<b>02:</b>
	<b>03:</b>
<b>Goal 2:</b>	<b>01:</b>
	<b>02:</b>
	<b>03:</b>
<b>Goal 3:</b>	<b>01:</b>
	<b>02:</b>
	<b>03:</b>

**01** = Learning on the Job; **02** = Mentoring and Peer-to-Peer Opportunities; **03** = Trainings

**Individual Professional Development Goals and Objectives**

	<b>Learning on the Job</b>	<b>Mentoring and Peer-to-Peer</b>	<b>Trainings</b>
<b>Goal 1:</b>			
<b>Goal 2:</b>			
<b>Goal 3:</b>			



## Creating an Effective Talent Development System

To implement an effective talent development system—to implement the tools in this book successfully—you need to have the following guidelines in place:

- All goals, objectives, and planning should be linked directly back to your organization’s mission and strategic goals.
- Employee- and volunteer-level objectives should be structured around their learning needs and styles.
- All staff members and key volunteers should be included in the Platform process. Investing in talent at all levels makes the process more systematic and effective. It is not just “leaders” who need development; all employees need learning opportunities to increase effectiveness.
- The process should be interculturally competent so that the needs of everyone are met, no matter their race, ethnicity, gender, sexual orientation, economic status, or any other factor that affects how they work (see Guide 3 for more information).
- All leadership should champion the efforts; this is a sign of a healthy learning culture, and trust us, staff will notice.
- Talk about and evaluate the Platform regularly to ensure the process is working well and can be adapted as necessary.

### EXHIBIT 1.2

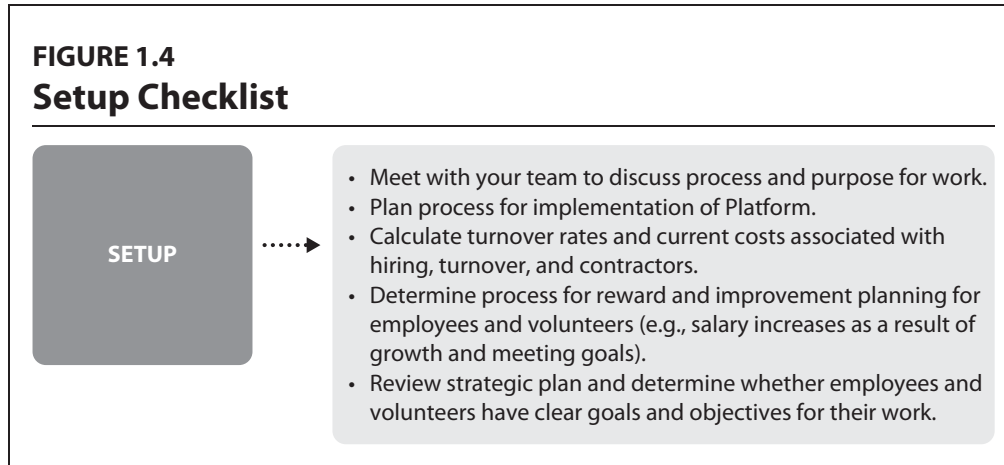
#### Professional Development for Volunteers and Boards

Intentional professional development for volunteers and boards is much less prevalent than professional development for employees of social change organizations. This makes sense considering the environment many social change organizations function in (low resources and high volume of output) and the fact that we are asking volunteers and board members to give us their time and knowledge for free. We ask that you flip the switch on this common ideal. In the case of volunteers and board members, professional development may be more hyperfocused to their particular role, but it equips them with the tools they need to do their particular role better, such as direct service, supporting yearly budget planning, or managing the organization’s strategic vision.

In order to make professional development probable for volunteers and board members, you also have to get beyond the idea that board members and volunteers are more skilled than your employees at something. You did ask them to represent the organization because they are excellent at a particular skill, but in most cases they have a lot to learn about how their particular skills work in the social change sector and how the functions and culture of your organization may affect their work. You have plenty to teach them too; don’t forget that.



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## Conclusion

In this chapter, we discussed the intricacies of what makes a strong talent development system tick and explained the research behind why we believe it is so vital to the sustainability and competitiveness of the social change sector. Now it is time for you to get started in your organization with the Organizational Learning Assessment. Before you do that, though, run through the checklist in figure 1.4 to set up your Talent Development Platform process.