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9 Box Grid

EAE Learning objectives for this lesson

'Talent' - practice vocabulary and discussion questions, Learn and practice using the passive voice. Learn and practice some new phrasal verbs.



Activity One - Discuss with your teacher.

1. Do you know what a 9 Box Grid is?
2. Explain what it is to your teacher and how it works.
3. Do you use this tool in your job?
4. Do you think it is used properly? Could it be better used?
5. What other tools do you use for reviewing talent and progression?

Activity Two - The Grid

Study the example of the 9 box grid here. Answer the following questions.

9-Box Grid for Company ABC

Potential	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
High	May be an individual who has recently been promoted and hasn't had the opportunity to demonstrate higher performance. Focus on coaching and a solid development plan. If an individual has been in the role for some time, there may be a serious issue (derailer). **Develop**	A valuable asset for the future. There is still room for maximizing performance in current role; potential many not be fully realized yet. Focus on increasing performance contribution to high, after which greater challenge and/or broader scope are likely. **Stretch/Develop**	Has mastered current role and is ready (and anticipating) a new challenge. Next steps are to provide greater scale and/or scope or a new assignment which will stretch them in a significant way or will provide new or missing skills. Retention is critical. These are future leaders of the company. **Stretch**
	Shows some potential but performance is considered low. Focus on reasons for low performance and actions to improve it. If there isn't an improvement, potential should be reassessed and a performance improvement plan put in place. **Observe**	Has potential for increased accountabilities and is meeting current performance expectations. Development focus: Increase performance contribution to "high" with further assessment of potential growth. **Develop**	Is exceeding performance expectations and is a good candidate for growth and development. Employee development should focus on specific gaps – i.e. what is needed to broaden or to move to the next level of responsibility. **Stretch/Develop**
Low	Not meeting performance expectations and demonstrates limited potential. Focus should be on significant performance improvement or finding a more suitable role (internal or external) **Observe/Exit**	Consistent contributor, but shows limited potential. Focus on maximizing performance while assessing future potential and/or a more suitable role. May need a plan for a successor. In some cases, if performance declines or is blocked, retention may be reviewed. **Observe**	A strong performer but unlikely to move to a higher-level role. Engagement will be important for continued motivation and retention. May be of real value for developing others. Professional, business, or content experts may fall into this box. **Develop**
	Low	Performance (based on current job)	High

Potential:

The ability to assume increasingly broad or complex accountabilities as business needs change during the next 12-18 months.

Performance (based on current job):

The extent to which the individual:

a) Delivers business/functional results
b) Demonstrates core competencies
c) Acts in the spirit of the company's values

Activity Three - Discussion.

1. How does your company define "potential"?
2. How is potential defined in this example?
3. Do you think that potential can be objectively assessed? Explain why or why not.
4. How is "performance" measured in your company?
5. How is performance measured in this example?
6. Do you think the 9 point grid serves as a motivator for employees? Why or why not?
7. Do you think the 9 point grid is more a more accurate assessment of an employee than just one person's opinion? Explain your answer.

Pronunciation exercise. Repeat with your teacher the pronunciations of these words that you saw in the text.

Focus - Development - Asset - Assess - Suitable - Specific

Use each word in a sentence to describe your current priorities at work.

Activity Four - The passive voice.

The passive voice is a specific grammatical construction. The essential components, in English, are a form of the auxiliary verb to be (or sometimes get[) and the past participle of the main verb denoting the action. The subjects of the verbs in the passive voice appear at the end of the sentence.

Examples of the passive voice : The task will be completed by the workers.
The grid was filled out by the managers.
Our work gets done each day.

Examples of the active voice : The workers will complete the task.
The managers filled out the grid.
We do our work each day.

In active voice constructions, the subject appears at the beginning of the sentence

Put the following sentences in the active voice. Pay attention to the tenses of the auxiliary verbs.



1. The workers will be evaluated by the manager.

2. The employee was promoted yesterday by the manager.

3. The goals are met by the team.

4. The email was sent by the secretary.

5. The presentation of the 9 point grid will be made tomorrow by the manager.

Activity Five - Discussion about work evaluations. Use the passive voice in your answers whenever possible.

First of all ….. Secondly ….. Basically …. The process ….. Essentially ….. Then …. Consequently ….. Finally

1. Have you ever been evaluated at work? Describe the process in as much detail as possible. Use linking words and the words above to help you.



2. How frequently are employees evaluated in your office?

3. Are the evaluations written up or transmitted to employees orally?

4. Is the evaluation completed by managers in your office or by someone from another part of the company?

Activity Six - **Role plays** - imagine the following conversations. Play out the scenarios with your teacher.

Scenario 1 : After determining on the 9 box grid that you are star in your company, your boss offers you a huge raise! You are not sure what to do with this newfound money. You want to buy a new house while your spouse wants to give a significant part of the money to the Red Cross. Discuss the possibilities and come to a decision together.

Scenario 2 : As you are a star on the 9 box grid, your boss chooses you to work for the company in Wallis and Futuna for five years. The move has many advantages. You will be well paid and you will be provided with a home and other supplies while living in the islands. However, your spouse does not wish to leave France. Discuss the pros and cons of moving to Wallis and Futuna for the company.

Activity Seven - Phrasal verbs are verbs that are followed by prepositions. They are very common in English. In this exercise, you will learn some phrasal verbs associated with the verbs follow, set and get.

Follow-up - to make further communication.
Follow up on - to investigate
Set apart - to distinguish
Set back - to block or hinder

Set down - to place an object on something
Get back - to move backwards
Get ahead - to advance in a career
Get along - to have a good relationship with someone

Activity Eight - Fill in the gaps with the correct phrasal verb.

It is a wonderful office to work in! The boss and all of the employees _____ very well!
_____! There is a bus coming towards you!
After the interview, I emailed the recruiter in order to _____.
Please _____ the payment on the table before you leave.

I was very proud of my promotion! I work hard in order to _____ in my career.
Because of the rail workers' strike, our work was _____ two weeks!
We found a broken window in the office this morning when we arrived. Can you _____ that and find out what happened?
She is a great employee! You can see on the 9 box grid that her dedication and great performance really _____ her _____ from her colleagues.

Activity Nine - Song - Pink Floyd - Have a cigar
You can see it here : https://www.youtube.com/watch?v=LBfHpIRm5Qk

In this song, the group Pink Floyd reflects on their relationship with their record company managers. Read the lyrics as a monologue given by one of the managers to the group.

Come in here, dear boy, have a cigar
You're gonna go far, you're gonna fly
You're never gonna die
You're gonna make it if you try
They're gonna love you
Well I've always had a deep respect
And I mean that most sincere
The band is just fantastic
That is really what I think
Oh by the way, which one's pink?
And did we tell you the name of the game, boy
We call it 'riding the gravy train'

We're just knocked out
We heard about the sell out
You gotta get an album out
You owe it to the people
We're so happy we can hardly count
Everybody else is just green
Have you seen the chart?
It's a helluva start
It could be made into a monster
If we all pull together as a team
And did we tell you the name of the game, boy
We call it 'riding the gravy train'

Activity Ten.
1. Cite the lines of the song that show that the record company manager thinks that Pink Floyd is a star on his 9 point grid.

2. Do you think that the record company manager knows the group Pink Floyd personally? Cite the line in the song that justifies your answer.

3. Gravy train is defined as "a job where no work is involved. To get paid for doing nothing. Standing around at work and talking all day". In this song, is the musical group or the record company manager riding the gravy train? Explain your answer.

4. Cite the clichés that the record company manager uses to motivate Pink Floyd.

5. In your opinion, did the group Pink Floyd enjoy a positive relationship with the record company manager? Explain your answer.



