



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY WORKSHOP SERIES

Developing Individual Contributors

Developing Individual Contributors: Standards, Support and Self-Management

Use the 3S framework to make strong individual contribution visible. Practise discussing work evidence, choosing a meaningful development priority and designing supported practice without assuming that career growth must mean becoming a manager.



01 DAY

Introductory taster

IN-HOUSE

Your people. Your context.

PRACTICAL

Explore, discuss and apply

A PRACTICAL STARTING POINT

Understand the topic. Try it in practice.

Individual contributors influence quality, shared delivery and the organisation's ability to learn. Development becomes more useful when it addresses observable work instead of broad personality impressions or a default route into management. This workshop explores how to recognise strengths, discuss a specific gap and create practical growth within the person's role.

The workshop introduces the HR Delivery 3S Individual Contributor Framework and applies it to an everyday work case. Participants connect Standards, Support and Self-Management to real examples, rehearse an evidence-based conversation and draft a small development experiment with feedback and review.

WHO IS IT FOR?

Individual contributors, team leaders, line managers and HR or learning colleagues who support development conversations, role clarity and meaningful growth for people without formal people-management responsibilities.

BY THE END OF THE DAY, PARTICIPANTS CAN:

- | | |
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| <p>01 Explain contribution</p> <p>Describe how Standards, Support and Self-Management contribute to dependable work, cooperation and personal responsibility in an individual contributor role.</p> | <p>02 Describe expectations</p> <p>Translate a broad performance expectation into a specific behaviour or work standard that fits the person's actual role and context.</p> |
| <p>03 Use work evidence</p> <p>Distinguish recent examples of contribution from impressions, single incidents and assumptions about maturity based on tenure or job title.</p> | <p>04 Choose a development focus</p> <p>Identify one behaviour that would improve contribution and explain why it matters alongside the person's existing strengths and work conditions.</p> |
| <p>05 Rehearse useful feedback</p> <p>Practise a conversation that explores evidence, hears the contributor's perspective and agrees a development action with appropriate manager support.</p> | <p>06 Plan supported practice</p> <p>Draft a realistic practice opportunity with feedback, observable evidence and a review point while keeping growth distinct from promotion promises.</p> |

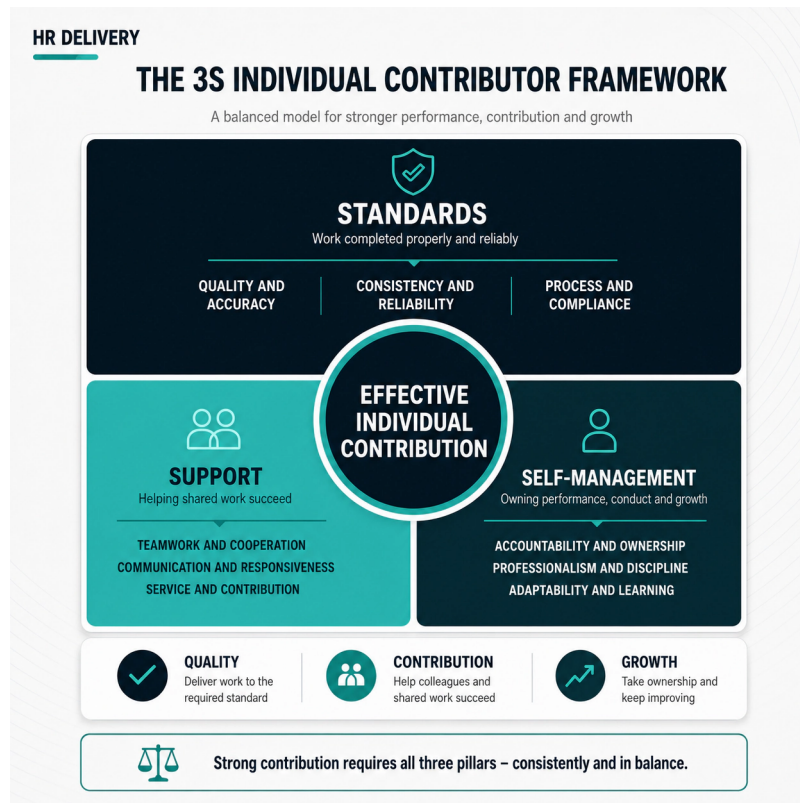
A useful first application

A one-day introduction to practical contributor development. It does not assign validated personal scores, confirm a maturity stage or make promotion decisions; development priorities require further workplace evidence and dialogue.

THE FRAMEWORK / WORKSHOP FOCUS

HR Delivery 3S Individual Contributor Framework

Standards, Support and Self-Management contain nine competencies covering work quality, contribution to others and personal responsibility. Five maturity stages describe consistent contribution, independence and judgement, rather than tenure or automatic progression.



SIX QUESTIONS TO EXPLORE IN THE WORKSHOP

01 Role contribution

What useful outcomes and shared work does this role support?

02 Standards

What evidence shows reliable quality, accuracy and appropriate process use?

03 Support

How does the contributor help colleagues, stakeholders and shared delivery?

04 Self-Management

How does the person show ownership, discipline and learning in work?

05 Development priority

Which observable change would most strengthen contribution in this context?

06 Practice and review

What supported practice and feedback will make progress visible?

The six questions are workshop focus questions for applying the full 3S framework. The day uses work examples and conversation practice; it does not administer a personality instrument or determine an employee's formal development level.

[Explore the full model >](#)

LEARN BY DOING

Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

01 The contribution sorting board

Groups sort work examples across the three pillars, discussing overlaps. They distinguish a visible behaviour from a personal label and rewrite statements that cannot guide useful development.

02 Evidence, impression or gap?

Participants review a manager's notes about two contributors. They highlight unsupported conclusions, recognise strengths across different working styles and identify the missing examples needed for a fair conversation.

03 Development conversation triads

A contributor, manager and observer rehearse a discussion about unreliable handovers. The observer records evidence use, listening and support, then participants repeat the difficult section with changes.

04 Design one practice experiment

Pairs choose a focused behaviour and design a work assignment that exercises it. Peers check role relevance, manageable stretch, access to support and observable evidence for review.

DIAGNOSE BEFORE YOU ACT

Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

ONE CASE, DEVELOPED THROUGH THE DAY

A technically accurate employee completes assigned tasks but often shares updates after colleagues have planned their work. Their manager describes them as unhelpful and suggests leadership training. The employee says priorities change without notice and wants to become a stronger specialist, with clearer agreements about handovers and development opportunities.

Groups interpret the case through all three pillars, separate labels from work evidence and prepare a development conversation leading to one supported handover improvement experiment.

THE FACILITATOR WILL

- Invite different perspectives.**
- Make assumptions visible.**
- Welcome constructive debate.**
- Capture practical learning.**



SAMPLE WORKSHOP AGENDA

A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

09:00-09:20	Welcome and individual contribution Discuss what good contribution looks like beyond task completion and compare role examples that affect quality, colleagues and dependable shared delivery.
09:20-10:15	Explore the complete 3S framework Connect the three pillars and nine competencies with work examples, keeping maturity, job grade and management aspiration as distinct considerations.
10:15-10:30	Break
10:30-11:30	Examine evidence and expectations Rewrite vague descriptions into observable expectations and test whether the case evidence supports a conclusion or leaves an important question open.
11:30-12:30	Choose a relevant development priority Balance recognised strengths with one useful change, examining workload, clarity and opportunity before attributing a work problem solely to the individual.
12:30-13:30	Lunch
13:30-14:30	Practise a developmental conversation Rehearse evidence-based feedback, invite the contributor's perspective and agree a practical action that the person can understand and help shape.
14:30-14:45	Break
14:45-15:30	Design practice within the role Create a manageable assignment or work routine that develops the selected behaviour, with support, feedback and clear evidence of progress.
15:30-16:10	Review and strengthen the plan Use peer challenge to check the draft's relevance, fairness and feasibility, including whether the individual has a realistic opportunity to practise.
16:10-16:30	Agree a first workplace step Prepare a conversation about one contribution priority and record what to validate before trialling a focused development activity with manager support.

Make contribution visible through work evidence, then turn one meaningful priority into supported practice and review.

FROM THE SESSION TO YOUR DESK

Useful models. Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

01 Complete 3S reference

A reference to Standards, Support and Self-Management and their nine competencies, showing how individual contribution includes quality, cooperation and ownership across different specialist roles and situations.

Use it to give development conversations a shared work-focused language.

02 Contribution evidence worksheet

A case record separating observed work, personal interpretation and missing information, with prompts to examine context, consistency and the contributor's own account before reaching a developmental conclusion.

Use it to replace labels with specific examples and questions.

03 Role expectation draft

A short description of one relevant behaviour or work standard, tested against the role's contribution, practical conditions and the evidence needed to understand current performance more clearly.

Use it to explain what useful improvement would look like.

04 Conversation practice notes

Feedback from an observed contributor conversation covering evidence, listening, strengths, barriers and agreement, with a revised opening and one difficult passage rehearsed again after peer feedback.

Use them to prepare a more balanced development discussion.

05 Supported practice card

A draft assignment or routine specifying the behaviour to practise, available support, feedback source and work evidence, with manageable stretch suited to the individual's role and workload.

Use it to turn a development priority into everyday practice.

06 Growth and review plan

A focused plan for an initial development conversation, a small practice opportunity and a dated review, with questions about longer-term specialist growth kept open for further discussion.

Use it to support growth without promising a promotion outcome.

CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)

MAKE THE LEARNING COUNT

A better conversation. A practical next step.

Choose one contribution behaviour that matters in the person's current work. Discuss examples and their perspective, agree a manageable practice opportunity and review the evidence together. Use the conversation to explore specialist growth and any barriers the manager must address.

YOUR FIRST 30 DAYS

01

Days 1-7

Discuss the work evidence

Bring two recent examples to a development conversation, recognise strengths and ask for the contributor's perspective. Agree the role expectation and avoid turning a single incident into a personal label.

02

Days 8-21

Practise one useful behaviour

Trial the agreed work routine or assignment with appropriate support. Ask for specific feedback from a relevant colleague and note whether changing priorities or resources affect the opportunity to improve.

03

Days 22-30

Review contribution

Compare new work examples with the agreed expectation. Recognise what improved, adjust the action or manager support and decide whether to continue the same focus or choose another priority.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

AVAILABLE IN-HOUSE

Shaped around your organisation

Participants bring a sanitised role description and a recent example of effective or difficult contribution. The client identifies relevant work standards and career context; private assessment results or named performance concerns are not needed for group exercises.

PLAN YOUR IN-HOUSE WORKSHOP

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Discuss your workshop

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