Strategic Talent Management

Aligning Systems and Structures

the
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center

For Excellence in Education Leadership

Recognition & incentives only one part of strategic talent management

Excellent & Equitable Outcomes for Students

| School climate | Student engagement | Parent engagement |

Staff engagement & retention

OUTCOMES

Identify Future Leaders

Develop Future Leaders

Place Leaders

Support Leaders

PILLARS

| Role definition | Data systems | Evaluation | Communication | Recognition & Incentives |

District-wide Leadership Definition

ENABLERS

District culture

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The emphasis on <u>recognition and</u> incentives is deliberate
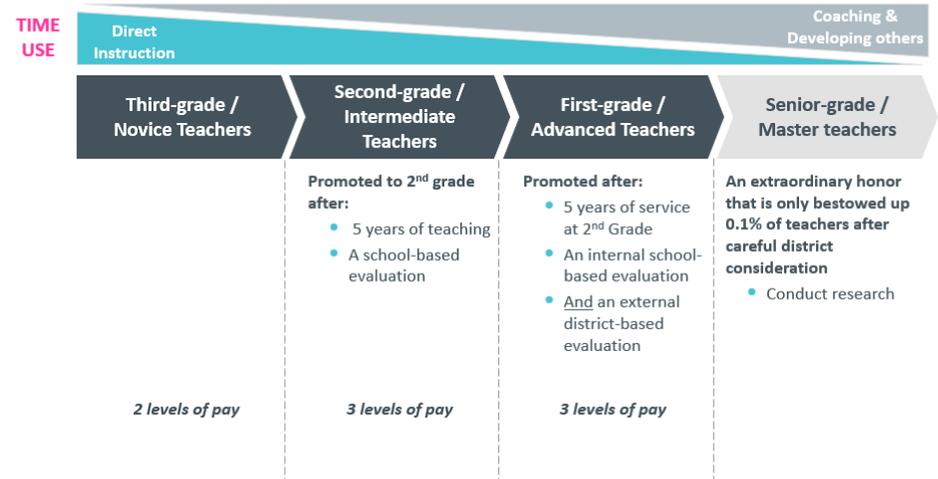

Autonomy

Mastery

Purpose

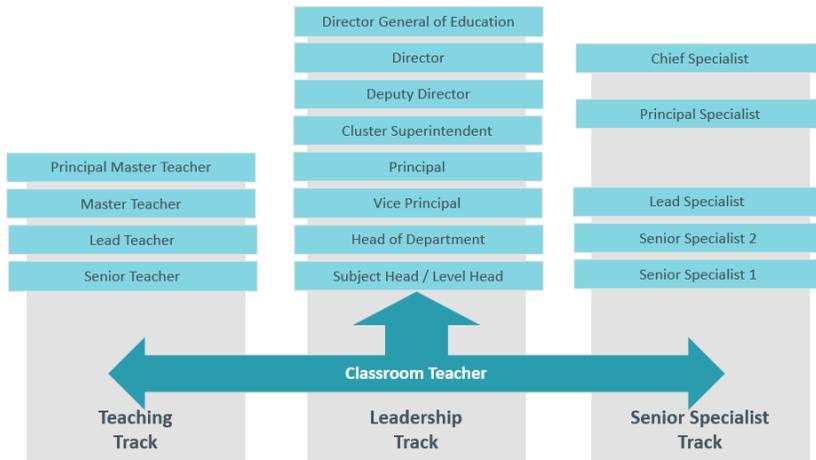**Carrots & sticks (extrinsic motivation):**

- Typically, need to be large in order to have a real impact
- Can have unintended consequences

In order to tap intrinsic motivation, need to think more broadly:
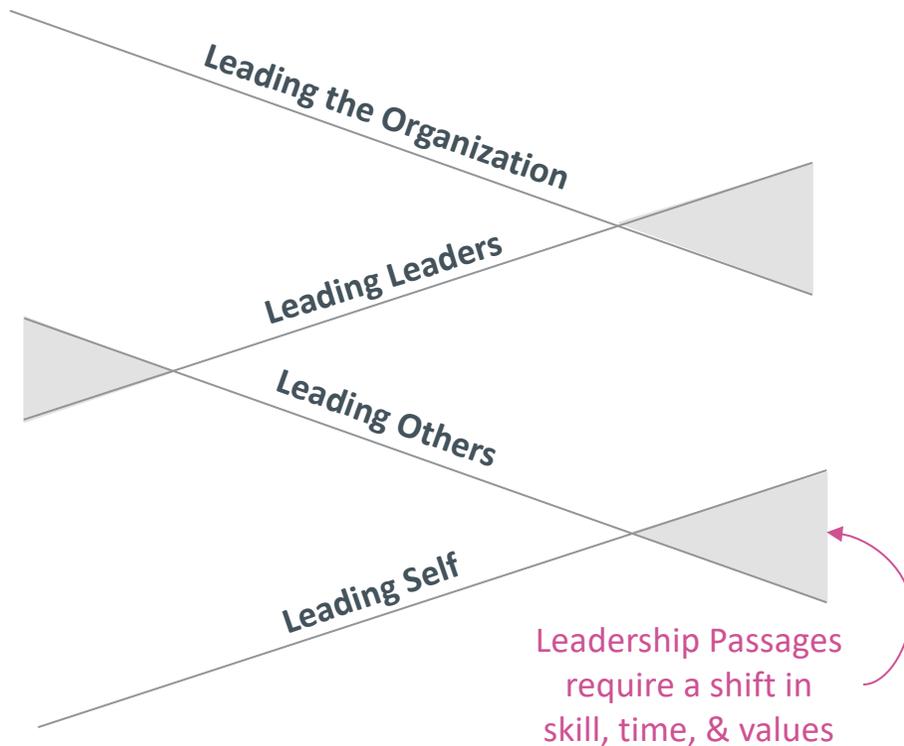
- Tied to a clear standard of performance (mastery) that drives growth & development
- Provides opportunity for broader impact (purpose) and greater leadership (autonomy)

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Career pathways—particularly new roles for teachers—are a popular way of trying to recognize great teachers & broaden their impact

Teaching Track
- Principal Master Teacher
- Master Teacher
- Lead Teacher
- Senior Teacher

Leadership Track
- Director General of Education
- Director
- Deputy Director
- Cluster Superintendent
- Principal
- Vice Principal
- Head of Department
- Subject Head / Level Head

Senior Specialist Track
- Chief Specialist
- Principal Specialist
- Lead Specialist
- Senior Specialist 2
- Senior Specialist 1

Classroom Teacher

TIME USE

Direct Instruction → Coaching & Developing others

Third-grade / Novice Teachers	Second-grade / Intermediate Teachers	First-grade / Advanced Teachers	Senior-grade / Master teachers
	Promoted to 2nd grade after: • 5 years of teaching • A school-based evaluation	**Promoted after:** • 5 years of service at 2nd Grade • An internal school-based evaluation • <u>And</u> an external district-based evaluation	**An extraordinary honor that is only bestowed up 0.1% of teachers after careful district consideration** • Conduct research
2 levels of pay	*3 levels of pay*	*3 levels of pay*	

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However, if differentiated teacher roles are connected to 'leading others' need to think more broadly than current performance

A strong leadership pipeline provides stepping-stone roles that build skill & capacity

Leading the Organization

Leading Leaders

Leading Others

Leading Self

Leadership Passages require a shift in skill, time, & values

Source: Leadership Pipeline, Charan, Drotter, & Noel

Teacher leaders need support in making key shifts

In values…

- The shift from an individual contributor to leading others requires teachers to value delivering results through others as much (or more) than their direct contribution

In skills…

- Opportunities to 'Lead Others' and 'Lead Leaders' require an individual contributor to broaden and deepen technical skills
- It also requires an aptitude for coaching and influencing other adults

In time…

- Skills and values shifts won't occur without changing how individual contributors spend their time

In addition to performance in the classroom, districts need to clarify leadership expectations and key skills

A shared definition of leadership is a critical step...
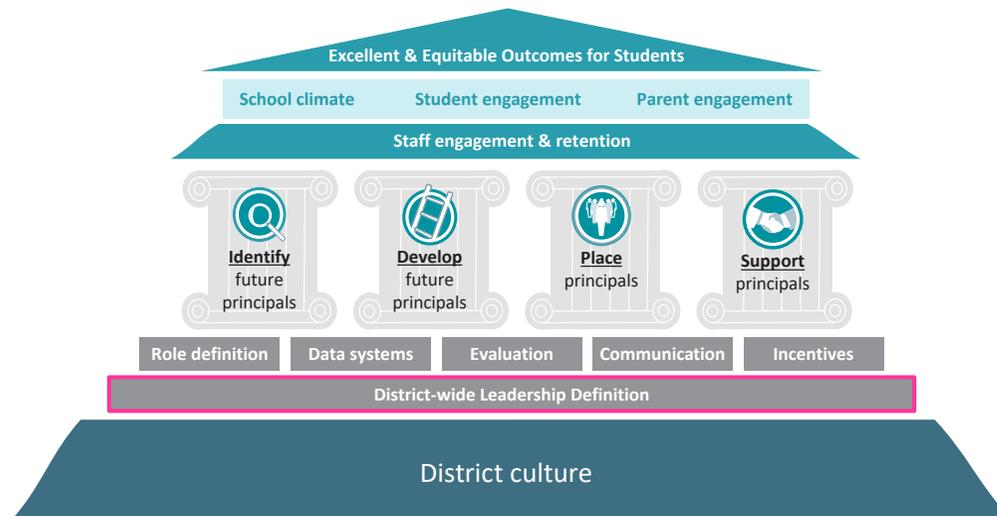
...because it is the foundation for alignment throughout the system

Future leaders:

- Understand how leaders in the system are identified and selected
- Drive their own development based on their career goals & feedback and coaching aligned to the leadership definition
- Receive targeted professional development which addresses highest-priority skills

Sitting leaders:

- Use a clear and consistent standard to identify and coach high-potential leaders
- Receive tailored coaching & support to address personal growth opportunities
- Participate in purposeful professional learning linked to system-wide development needs

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At Holdsworth, the leadership definition is the foundation of aligned talent management systems

First, broadly define leadership

Defined what great leadership looks like in the district

- Applies to every leader
- Aspirational and ambitious
- Practical, clarifies focus

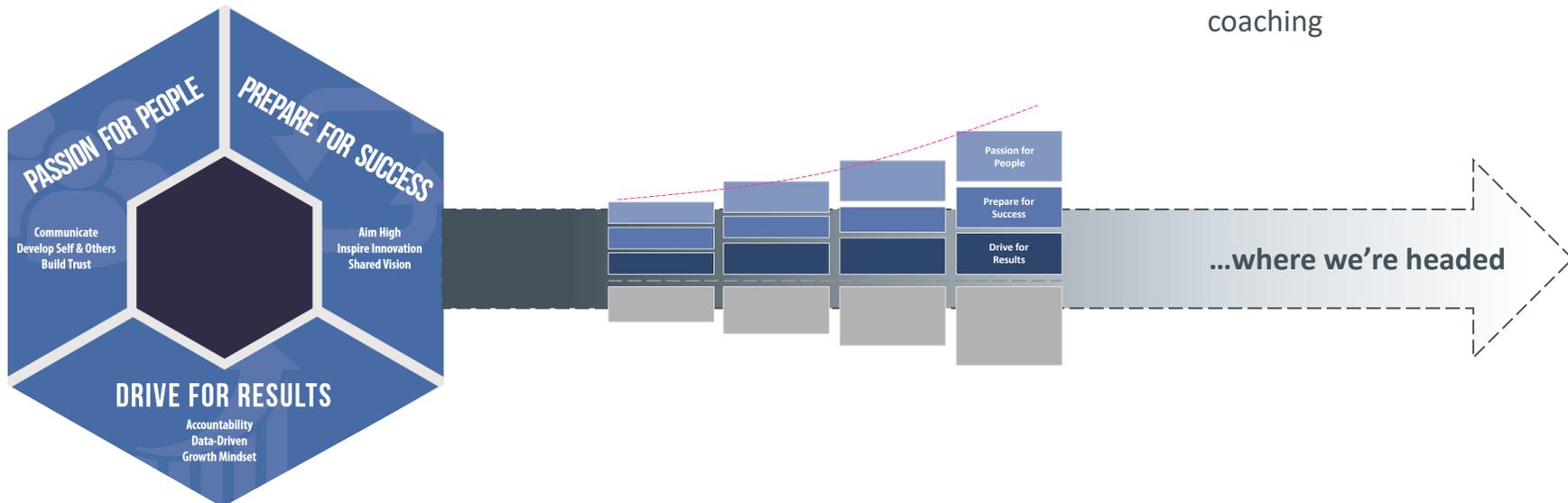**Then, clarify expectations by role**

Specify what broad definition looks like across roles—school and district

- Provide a tool for self-reflection
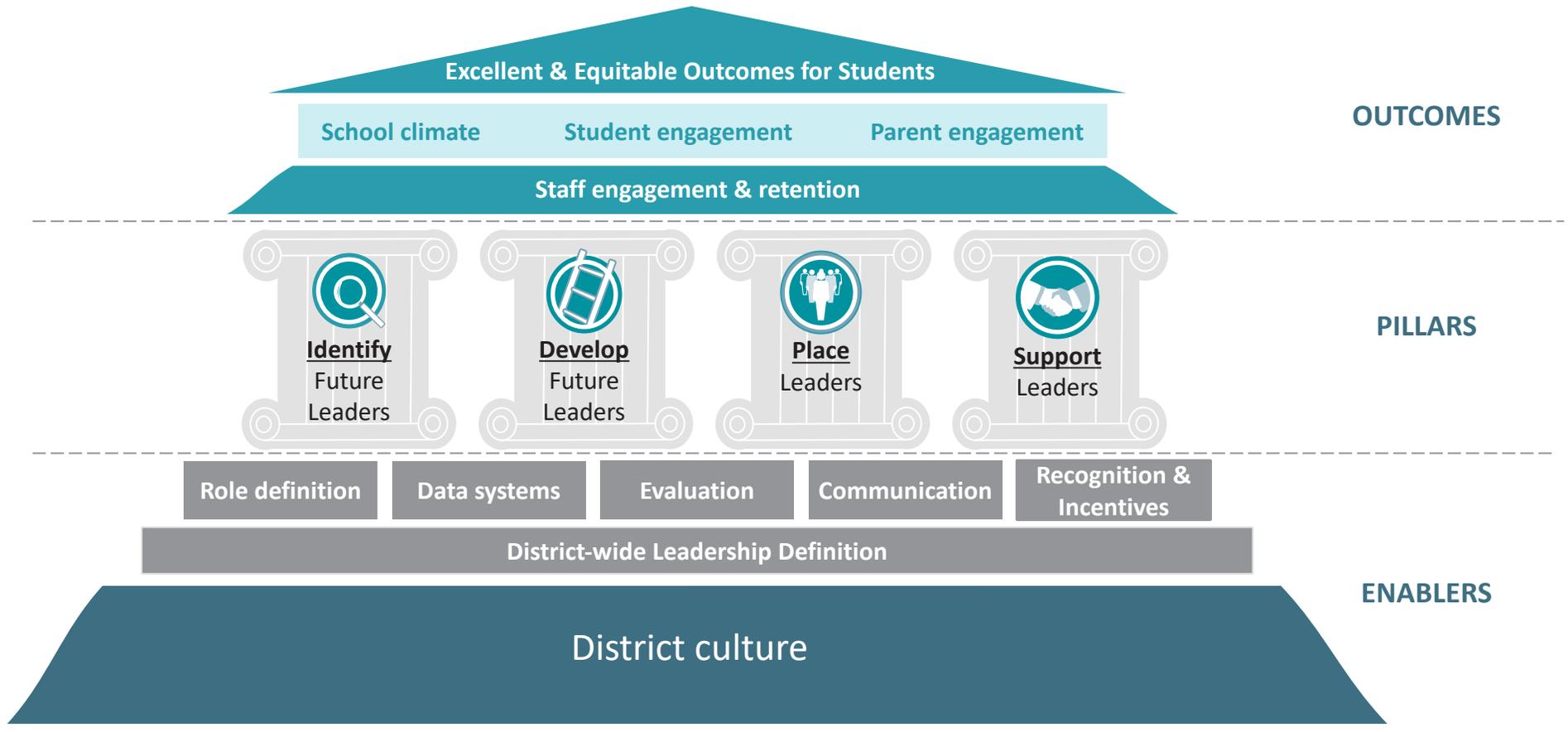- Clearly articulate development expectations to be ready for the next role

Finally, aligned systems

Consistently use leadership definition and role-specific expectations to guide all leadership development, including:

- Selection processes & decisions
- Professional development
- Evaluations, feedback, & coaching

PASSION FOR PEOPLE
Communicate
Develop Self & Others
Build Trust

PREPARE FOR SUCCESS
Aim High
Inspire Innovation
Shared Vision

DRIVE FOR RESULTS
Accountability
Data-Driven
Growth Mindset

Passion for People
Prepare for Success
Drive for Results

...where we're headed

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Building aligned, strategic talent management systems is not easy work—it takes time and districts need support

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Effective human capital data systems are critical to this work

Centralized
- Human capital data is organized in a coordinated system
- Viewing unified data reveals connections and allows leaders to draw critical conclusions

Human use capacity
- Ability to analyze data among leaders is robust and consistent
- Leaders understand how data can be used to gain insights and inform proactive HR decisions

Reliable
- Management and quality of data consistent across system
- Integrating data from multiple systems is simple and results and reports are accurate

Usability and utilization
- Data is organized and reported in a usable format
- Use of data is formalized into processes

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Lack of connection—in terms of data and organization—between hiring, evaluation, and development will be a challenge
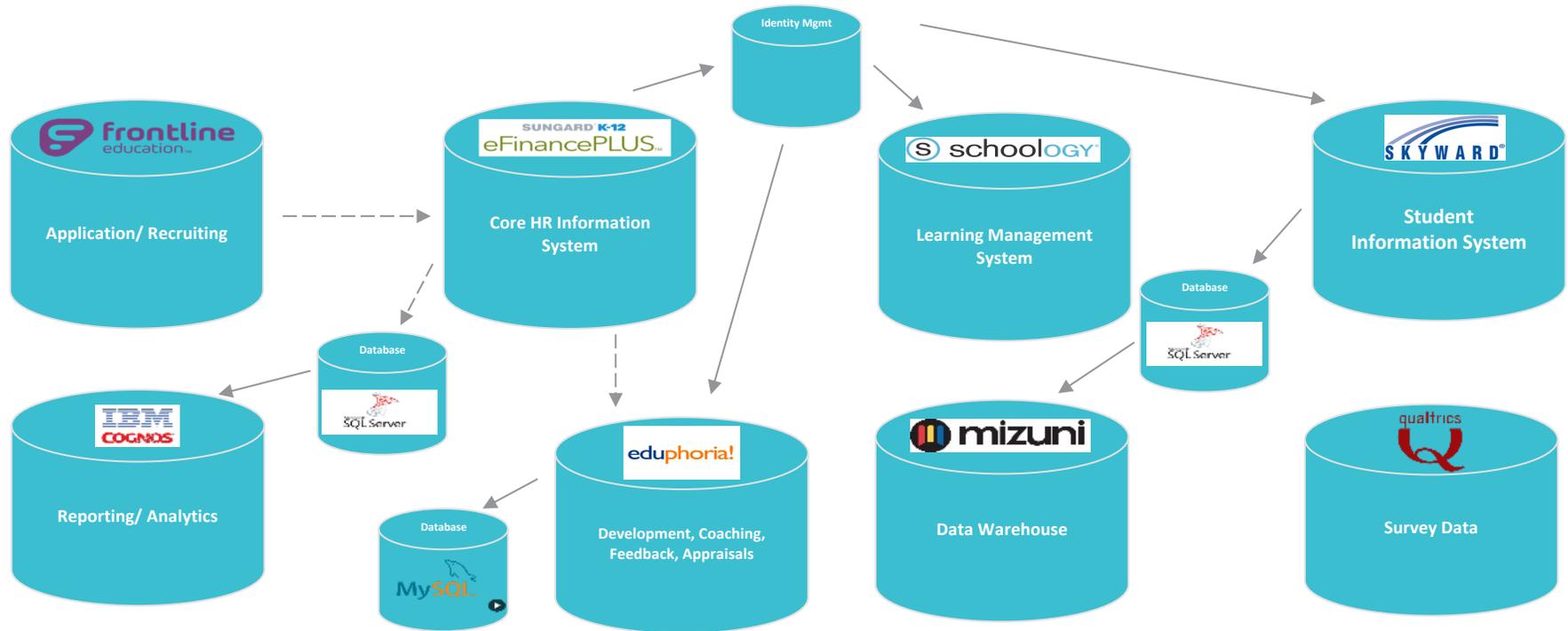
People & data need to be efficiently organized to realize the benefits of strategic talent management

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