Strategic Talent Management

Aligning Systems and Structures
Recognition & incentives only one part of strategic talent management

Excellent & Equitable Outcomes for Students

- School climate
- Student engagement
- Parent engagement

Staff engagement & retention

Identify Future Leaders
Develop Future Leaders
Place Leaders
Support Leaders

OUTCOMES

Excellent & Equitable Outcomes for Students

Staff engagement & retention

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PILLARS

District-wide Leadership Definition

Role definition
Data systems
Evaluation
Communication
Recognition & Incentives

ENABLERs

District culture

Staff engagement & retention

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PILLARS

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ENABLERs

District culture
The emphasis on recognition and incentives is deliberate

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

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

Source: *Leadership Pipeline*, Charan, Drotter, & Noel
In addition to performance in the classroom, districts need to clarify leadership expectations and key skills.

**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

...because it is the foundation for alignment throughout the system.

A shared definition of leadership is a critical step...

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A shared definition of leadership is a critical step...
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

...where we’re headed

Passion for People
- Communicate
- Develop Self & Others
- Build Trust

Prepare for Success
- Aim High
- Innovate
- Shared Vision

Drive for Results
- Accountability
- Data-Driven Growth Mindset
Building aligned, strategic talent management systems is not easy work—it takes time and districts need support.

Outcomes:
- Excellent & Equitable Outcomes for Students
  - School climate
  - Student engagement
  - Parent engagement
  - Staff engagement & retention

Pillars:
- Identify Future Leaders
- Develop Future Leaders
- Place Leaders
- Support Leaders

Enablers:
- Role definition
- Data systems
- Evaluation
- Communication
- Recognition & Incentives

District-wide Leadership Definition:

District culture
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

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

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

Usability and utilization
- Data is organized and reported in a usable format
- Use of data is formalized into processes
Lack of connection—in terms of data and organization—between hiring, evaluation, and development will be a challenge.