

Talent management In Higher Education Institutes

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Work force trends

- Remote access
- Changing demographics
- Retirements and succession planning
- “Digital Natives” – how in touch are we?
- Changing skill sets (e.g. brokers)
- Work/life balance in a constantly connected environment
- 24 x 7

Trends in Higher education

- 24 x 7 / business continuity
- Research as an engine for economic development
- Entrepreneurism
- Measuring student success
- Risk management
- “Flipped” classroom
- Digital preservation
- Preservation of electronic records (text messages, faculty lectures)
- Consortia-based buying

Talent Management...1

Three key issues relevant to talent management are:

- alignment with strategy
- alignment with performance metrics
- alignment with management

use of the term '**alignment**' is intended to emphasize the critical role talent management can play in coalescing an organization's strategy with performance metrics and the day-to-day management of staff.

Talent Management...2

- Without a clear strategy there is a lack of clarity about how staff can contribute towards the organization's strategically important objectives.
- Without alignment, staff will be motivated, managed and rewarded towards outcomes that are either not strategically important or hinder strategically important objectives.

Talent Management...3

- The implementation of talent management, like many of the fundamental systems and processes within a university, relies on the skills and expertise of professional administrators and academic managers.
- Therefore, a holistic talent management program should also recognize and reward talent throughout all academic, administrative and management roles.

Talent Management...4

- Universities need to critically re-examine organisational and managerial structures from a talent management perspective.
- In this way, not only must a university clearly identify and communicate 'big picture' objectives, it must also devise and implement efficient systems to achieve and reinforce those objectives.

What is talent management?...1

Lewis and Heckman (2006) and Collings and Mellahi (2009) develop frameworks for talent management and defined talent management as an organisational system (or culture) that:

1. Identifies key positions that differentially contribute (add value) to the organisation's competitive advantage;
2. Develops a talent pool of high potential and/or high performing individuals to fill these positions; and
3. Develops human resource systems to facilitate the alignment of talented individuals, key positions and organisational strategy.

Talent Management – What is it?

- Putting the right people with the right skills in the right roles in order to achieve business objectives.
- “Talent management may be defined as the implementation of integrated strategies or systems designed to improve processes for recruiting, developing and retaining people with the required skills and aptitude to meet current and future organizational needs.”

Taleo's website (www.taleo.com)

What is talent management in University?

- Talent management explicitly acknowledges the importance of managing people and positions at multiple levels within the organization (Lewis and Heckman, 2006).
- In the university environment, this is complicated by the fact that there are multiple customers and stakeholders. Therefore, the value-added dimension needs to be specific to the particular position and function.
- For example, an undergraduate teaching position has to clearly add value to learning outcomes and student experience; while a research focused position needs to add value to the university's academic reputation and the societal impact of research outcomes.

What is talent management in University?

Universities must address three key issues related to talent management :

- **Alignment with strategy:** How do they identify the strategically important positions that are critical to the successful implementation of a university's strategy?
- **Alignment with metrics:** How do they identify, reward and promote the (talented) individuals that have the skills, experience and motivation required to perform well in these critical positions? and
- **Alignment with management:** How do they embed talent management into the day-to-day management of a university?

Alignment with strategy..1

- Traditionally universities undertaken two core activities: teaching and research.
- Research performance is the primary driver of global university rankings. Research quality separates top universities from their competitors in terms of public, industry and philanthropic funding. University rankings also contribute to a university's reputation which, along with cost, is in an important factor that impacts student choice of study destination.
- Teaching income, either in the form of upfront fees or public funding and loans, also forms a significant proportion of a university's operational budget, from which staff salaries and on-costs of all continuing staff are paid.
- *Therefore, both teaching and research activities are critically important to a university's strategy and long-term success.*

Alignment with strategy..2

- From a talent management perspective, the importance of both teaching and research activities means that universities need to identify pivotal, high value-added, roles in both teaching and research.
- Typically, at the university level there are deputy vice-chancellors/Deans for both academic (teaching) and research activities. This structure is then carried through to both the faculty and school/departmental level with associate deans and directors for both teaching and research. Clearly, these explicit leadership roles form the core of the pivotal positions required for the successful implementation of a university's strategy.

Alignment with strategy..3

- Of course, not all university strategies are identical. Therefore, it is important for individual universities to identify additional roles critical to the implementation of their specific strategy.
- Recently, a number of new roles have been developed, especially at the executive level, to manage emerging portfolios of strategic importance, such as international development and external engagement.

Alignment with metrics...1

- Metrics are both important and commonly used in universities
- McCormack *et al.* (2014) showed that incentives used for attracting, retaining and rewarding talent were the strongest predictors of university performance as measured on the combined university guide, research assessment exercise and student satisfaction scores.
- metrics should be estimated over a longer (3-5 year) period of time and used as indicators to guide the development of individuals or groups of researchers. Importantly, it must be remembered that metrics do not remove subjectivity, they just move it to a distance (Ter Bogt & Scapens, 2012). Therefore, it is recommended that metrics, such as bibliometric indicators, should always be combined with peer review. In this way, metrics can improve the peer review process by making it both more objective and transparent (Van Raan, 2005).

Alignment with metrics ...2

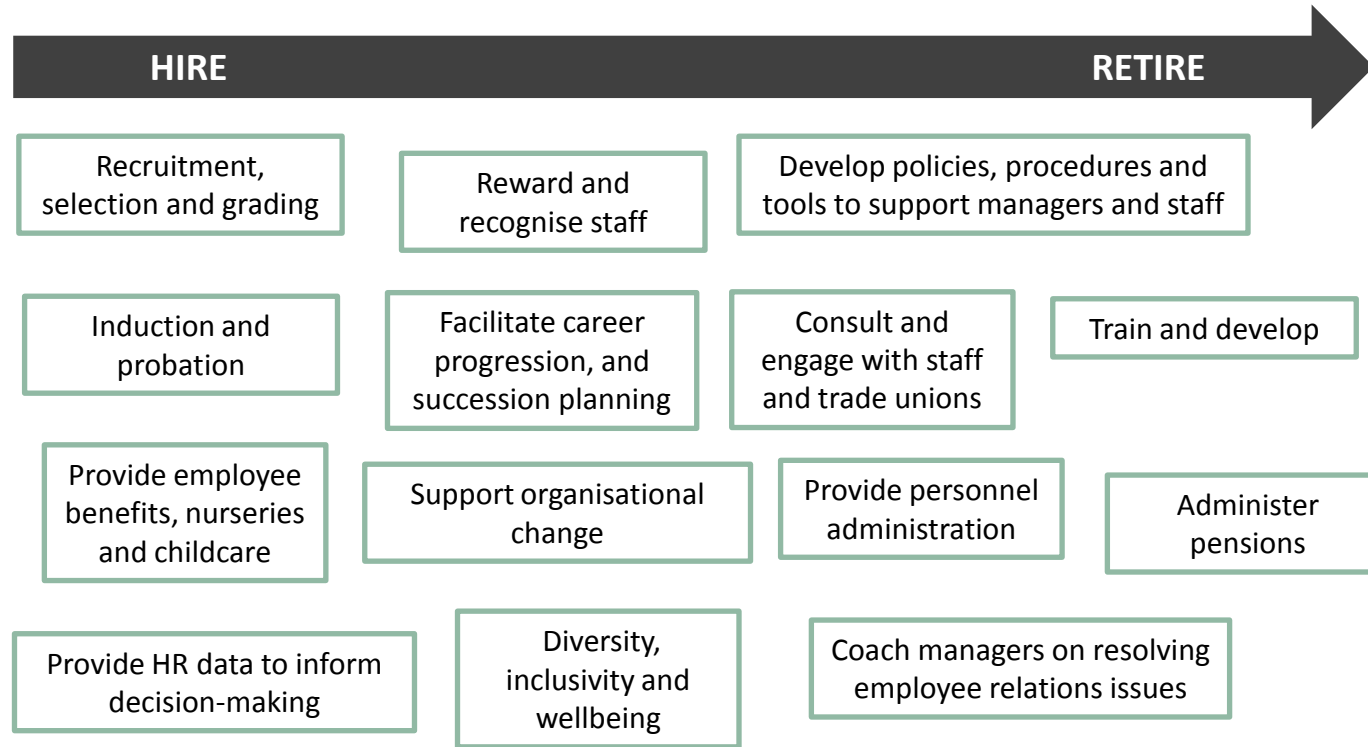
- It is important to distinguish metrics that can differentiate the quantity, quality and efficiency of both teaching and research activities. For example, expert researchers need to do more than just publish a large number of papers (Goodall, 2006). Rather the quality, or societal impact, of their research is of primary importance.
- Finally, it is also necessary to distinguish the metrics required to identify the high-value individuals and pivotal roles from the metrics that measure the effectiveness and efficiency of the enabling human resource systems.

Alignment with management

- The work performance (P) of an individual is a function of their ability (A), motivation (M) and opportunity (O).
- Thus, while an individual comes to a role with previously acquired abilities and a certain level of intrinsic motivation, it is the role of a good manager to assist that individual to develop new skills and abilities, whilst maintaining or enhancing their motivation and providing them with new opportunities.
- Great managers discover what is unique about each person and how to capitalise on that talent to enable enhanced performance.

Case example

Cambridge university case study



People Strategy

- The next 5 years are likely to bring profound changes to the HE sector due to IT and social Media.
- Developed in consultation with institutions, the People Strategy and Action Plan set out the projects and initiatives that will aim to:
 - provide a stimulating and rewarding environment for staff at all levels
 - support institutions in preparing for the people challenges they will face
 - provide a competitive advantage to the University

The People Strategy has **8 goals under 4 key themes** (see next slide). Many of the projects are already underway.

People Strategy - Key themes



1. Recruitment

To attract and retain the best talent from across the world and give them the best possible start

- Review current procedures to ensure recruitment is fair, rigorous, agile and professional
- High end academic Standing Appointments Committees / selection committees
- Develop training for all those involved in recruitment.
- Introduce new improved further particulars to support all recruitment campaigns
- Develop new Recruitment Policy and revised recruitment guidelines

2. Talent Management

To offer personal and professional development to all staff and progression routes to enable them to fully contribute to the University and reach their full potential

- Develop career pathways for academic staff, including review of promotions process, consideration of teaching and research career strands and probation arrangements
- Develop career paths for professional services staff
- Introduce a range of apprenticeships, funded by the Apprenticeship Levy
- Increase access to mentoring opportunities
- Continue to develop the new Cambridge Centre for Teaching and Learning
- Launch new range of On Demand web-enabled learning resources
- Develop suite of HR policies and case management tools for effective people management

3. Reward

To reward fairly and competitively and to recognise and retain outstanding staff at all levels (Goal 6)

- Develop and deliver sustainable reward strategy
- Develop and deliver a robust benefits strategy
- Improve reward data and benchmarking to inform institution decision making
- Develop staff housing and accommodation initiatives eg rental deposit loan scheme
- Improve communication of total reward package to staff eg annual reward statements and financial education

4. a) Thriving and inclusive environment - Diversity

Embed supportive, inclusive culture with effective leadership (Goal 7)

Equality and Diversity Strategy Action Plan

- Increase diversity at senior levels
- Progress gender equality and tackle gender pay gap
- Address student attainment differentials
- Embed inclusion and family friendly practice
- Maintain compliance, engagement and best practice

4. b) Thriving and inclusive community - Wellbeing

To actively promote health and wellbeing so our people are engaged and feel valued (Goal 8)

- Overall, to develop initiatives for a more comprehensive health and wellbeing provision
 - Mental health awareness, including local, trained Wellbeing Advocates
 - Managing work demands, including Academic Leadership Essentials
 - Lunchtime sessions on topics related to the above themes
 - Website development for information and making bookings

Building on existing good practice and allowing local flexibility to accommodate proposals within existing wellbeing provision.

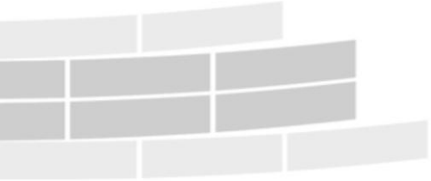
Critical Steps Taken

- Developed Talent Management business plan
- Formed Talent Management Ivy+ group
- Used outside sources (i.e., Deloitte's Talent Management model)
- Inventory of work; context within Talent Management framework
- Organizational Development consultant
- Talent Management certification program
- Timing

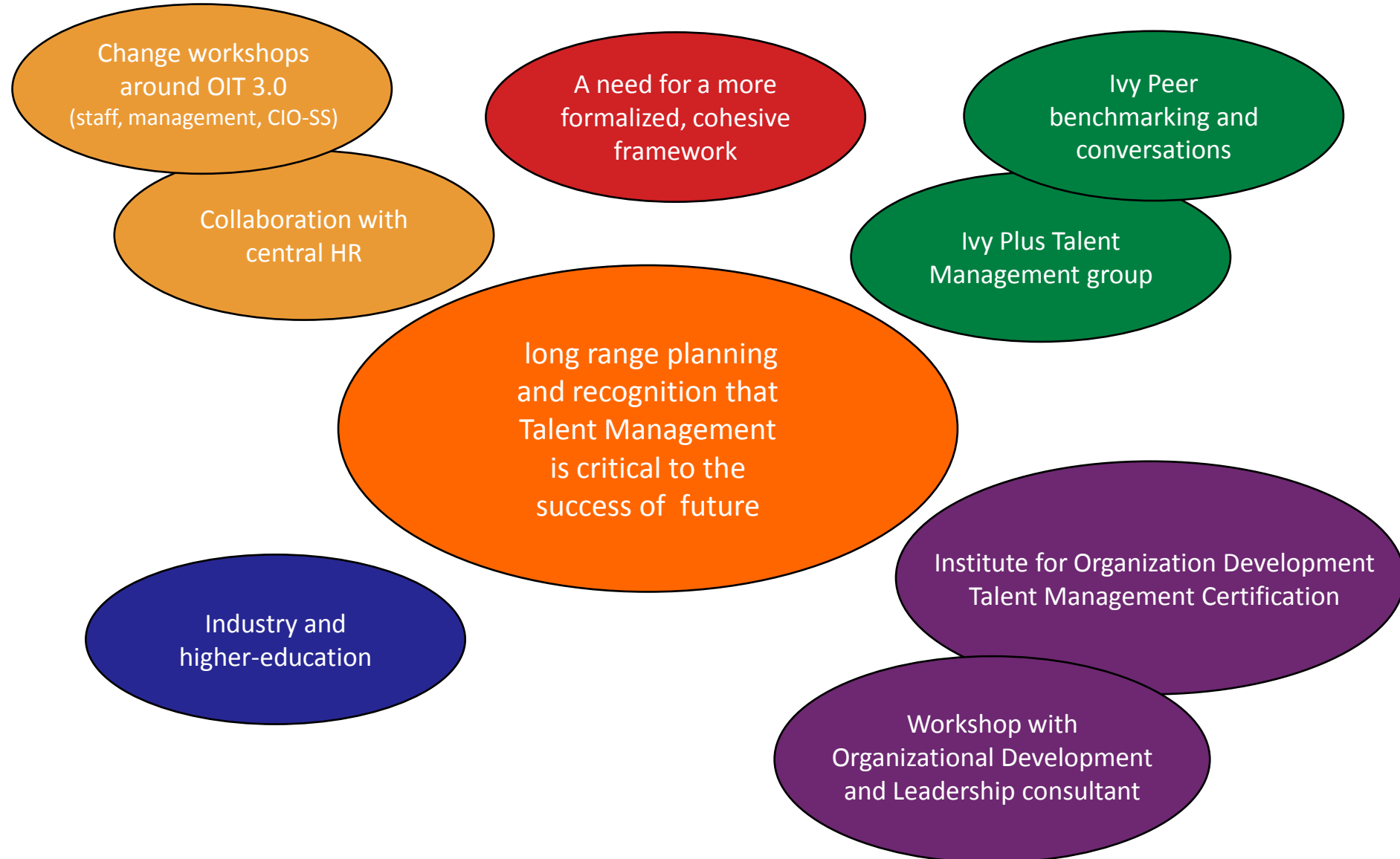


Our Talent Management Mission

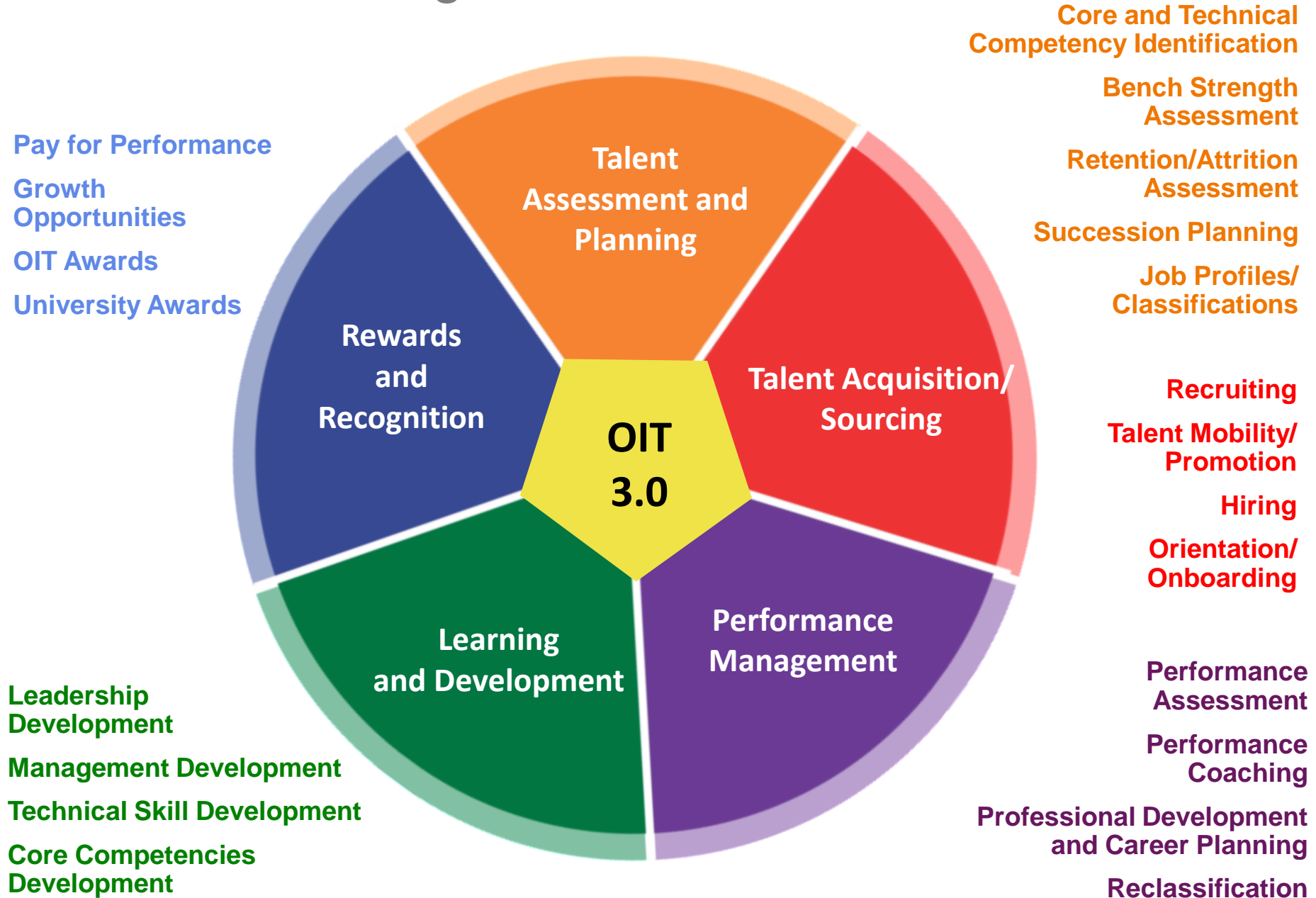
Realizing our people are our most important resource in supporting the goals of OIT, our mission is to:

- manage a talent portfolio that provides the right mix of people to perform the work of OIT as it changes
 - recruit the best talent (find the right people, team players, diversity...)
 - elicit the best performance
 - recognize and reward outstanding performance and outcomes
 - provide opportunity for professional development
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The foundation for our plan



Our Talent Management Framework



Talent Assessment and Planning

Provide our leaders with the information needed to assure an effective talent management strategy.

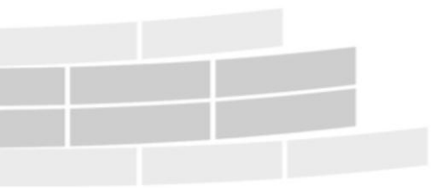
What we currently do:


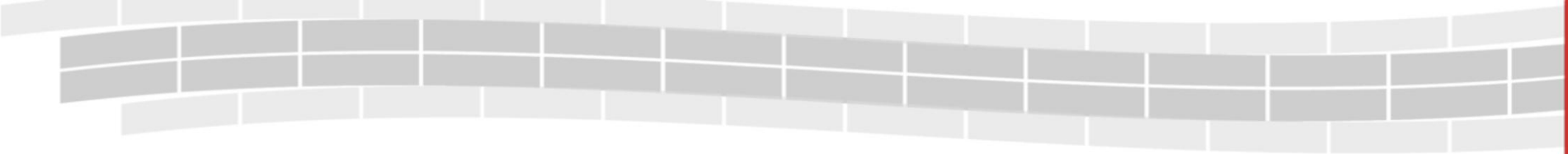
- Job description repository
- Senior Staff level planning
- Vacancy opportunities assessment

Year 1	Year 2	Year 3
Retention/attrition analysis	OIT climate survey	Identify high potentials and high/low performers
Compensation Pilot	Identify technical competencies essential for current and future roles	Update job descriptions to identify essential skills
	Succession Planning and bench strength assessment	Market analysis

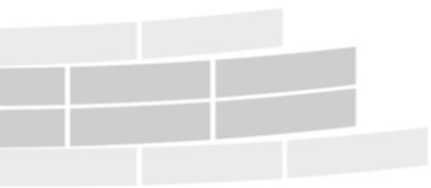


After two bosses have watched them in two different jobs.

- Being a high potential involves a combination of having foundational characteristics of achievers plus the ability and willingness to learn from life and job experiences.
 - Learning from experience is highly related to later success because later success depends on different competencies and skills than current success.
 - People who stay in the same job are less successful over time because times and jobs
- 



differences in how much people learn from experience.

- When recruiting, grade point average isn't a good predictor of how well they will learn new behavior over time.
 - Learning new behavior/skills is tougher than factual or technical learning; fewer people do this well.
 - If you hire people who learn well from experience, they must have the right experience.
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Talent Acquisition and Sourcing

Ensure we attract and hire the right people, provide an engaging/welcoming onboarding process, and create opportunities for talent mobility and promotions.

What we currently do:

- Orientation/Onboarding program
- New employee orientation and tour
- Buddy Program
- Referral Program

Year 1	Year 2	Year 3
Improve onboarding program	Develop a practice to assess internal candidates for open positions	Expand capability to hire contract employees
	Improve/reduce time to recruit and hire (possibly add technical recruitment consultant) (\$)	Market OIT as an employer of choice
	Expand social media outlets for job searches (\$)	

Feed back

- Face-to-face feedback can improve by focusing on agreed-upon competencies needed to reach work goals.
- Low performers consistently overrate themselves, so having them track their own performance helps them gain a more accurate view of their contribution.

Measuring how well they learn from experience is one of the most important for predicting future performance and potential

- Feedback intervention must be accompanied with goal setting. Tied to a goal or purpose, feedback helps people improve.

Performance Management

Provide timely and accurate feedback to ensure that OIT staff fully understand the performance standards expected for their roles and to provide a framework to drive performance so that standards can be met and exceeded.

What we currently do:

- Annual performance review
- Performance Improvement and Coaching Plans
- Management Coaching
- Reclassification process

Year 1	Year 2	Year 3
Revise Annual Performance Reviews (APRs)	Improve APRs per feedback	Map competencies and performance factors to APR
Train managers and staff to do quality performance reviews	Change culture on giving and receiving feedback	
Establish a schedule for reclassifications	Explore options for smaller, abbreviated reviews	

Learning and Development

Recognize staff as our greatest resource and provide a culture of continuous learning through professional training and work assignments that enable our staff to grow, develop and excel.

What we currently do:

- HR Coaching Program
- HR Management Program
- HR Learning Curriculum
- Conferences
- Core competencies identified
- Performance development training
- Vendor-supported technical training
- Lynda.com

Year 1	Year 2	Year 3
Core competencies gap analysis	Create structured discussions for professional development and career planning	Evaluate additional feedback mechanisms such as 360° feedback
Establish curriculum and begin rolling out a program to develop core competencies in managers/staff/non-central IT staff (\$)	Enhance managers' coaching and mentoring abilities	
MOR National Leaders Program (\$)	Enhance management development opportunities	
Expand use of HR Executive Coaching (\$)		

Rewards and Recognition

The goal of these activities is to creatively reward and recognize staff for their outstanding performance, contributions to OIT 3.0, as well as their mastery of OIT's core competencies.

What we currently do:

- Pay for performance
- CIO Award
- On the Spot awards
- Special Performance Recognition Awards
- President's and Griffin Awards
- Community building activities

Year 1	Year 2	Year 3
OIT Tiger of the Week	Implement Tiger, Stripe and On-The-Spot awards	Develop more "cool" (but low cost) recognition programs (\$)
Better recognition of staff promotions	Better recognition/communication around project successes	
	Reward and publicly recognize departmental stretch goals	

Risks to success

Risks	Mitigation
Adoption Lack of buy in by managers and staff	<ul style="list-style-type: none">• Clear communication• Top-down support from OIT Senior Staff• Accountability at the management level• Conduct successful training that generates interest in more training and justifies time and financial investment
Funding Lack of available funds to support organization-wide program costs	<ul style="list-style-type: none">• Obtain contributions from departmental budgets• Dedicate a portion of central funds to support programs
OIT staff bandwidth Competing organizational priorities and required time to 'sharpen the saw'	<ul style="list-style-type: none">• Work with OIT leadership to adopt Talent Management as a priority and consider TM activities in resource planning.• Program should be nimble enough to adjust schedule to changing priorities
Team bandwidth Organizational Effectiveness team has numerous competing priorities	<ul style="list-style-type: none">• Reprioritize• Use consultants to augment staff

Thank you

