Identifying and Aligning Talent: Implementing a Strategic Succession Planning Process in Higher Education

Presented by:

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PACE UNIVERSITY
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CUPA-HR has recognized succession planning as an emerging issue and the importance of a strategic approach to talent management.
Definition

“a process for identifying and developing internal people with the potential to fill key business leadership positions in an organization...”
Session Objectives

• Understand what is required to design and gain acceptance to a leadership program for high potential staff and administration.

• Be able to design a comprehensive and competency based leadership development program that is a foundational component of a strategic talent management process.

• Learn how to engage staff and administration in a successful collaborative effort to identify and select candidates for the Fast Paced Leadership Development program.

• Hear how senior leaders, including deans and the Provost, actively participated in the program and mentored program participants.

• Be better able to understand and avoid the pitfalls and missteps in designing a high potential leadership program for high performer, high potentials.
The Charge

The primary objective was to initiate a process that provided a strategic, planned approach to leadership continuity and ensured that the right people are in the right positions when needed, both short and long term.
This succession planning and talent management process requires focused energies on the identification and development of its key human resources, which encompasses administration, faculty, and staff. It also requires preparation and planning for organization change and succession.
Designed To

- Ensure that the right people are in the right positions when needed, short and long term
- Assess current leadership skill level and bench strength
- Provide extra focus to retain and motivate high potential, high performers.
The Process Design

In order to achieve these goals, the process and outcomes include:

• Assessing current leadership skill level and bench strength
• Identifying and development of high performing, high potentials
• Ensuring cultural, behavioral, and competency alignment
• Strategic plan alignment
• A bi-annual process
• Organizing to meet current and future business objectives
• Process is management driven, with Human Resources managing and facilitating
Historical Timeline

• Presentation to Operations Committee, September 2010
• College of Health Professions pilot, January 2012
• ITS pilot, January 2012
• Program overview, process, and tools discussion, Senior school/division leadership, Spring 2012
• Management meetings and data analysis, Spring-Summer 2012
• Talent management plans submitted, Summer-Fall 2012
• CHP and ITS plan progress update, April and September 2013
• Enrollment Management and Seidenberg school agree to complete Talent Management process, Spring 2013
• Enrollment Management and Seidenberg school complete Talent Management process, Fall 2013
The Organization Review

**Today**

- Identify critical positions (trouble if we have no Plan “B”)
- Create a Plan “B” and succession plan

**Future**

- Anticipated changes in the organization
- What does my organization need in the future?
- Where are the gaps?
- Individual development planning with high potential/high performers
Decisions for the Pace Talent Management Process

- **Population discussed:**
  - all managers to AVP/Associate Dean level

- **9-Box Tool: (Optional)**
  - prepared by division heads and Deans, in collaboration with appropriate staff and assistance by Human Resources
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- **Readiness level for succession:**
  - Ready now
  - Ready in 1-2 years
  - Ready 2+ years

- **Treatment of identified staff:**
  - Management initiated career discussion
  - Development opportunities (Fast Paced Leadership Program, special assignments, focused coaching, 360° feedback)
  - Compensation

• **Potential Defined:**
  
  – High:
    • They figure out how to get things done, no matter what you give them
    • Exhibit behaviors and competencies of higher level management
    • Others see them as “de facto” leaders
    • Eager to learn and do more
    • Has the skill set needed for the future (as needed by future organization)
  
  – Medium:
    • Has capacity to succeed in one level higher level or different role
  
  – Low:
    • Likely to stay in place or move laterally
Deliverables

University-wide management talent management information summarized. Included in the summary are:

- Planned organization changes
- Critical position succession candidates
- Bench strength analysis
- Summary of high performer list
- Summary of high potential list
- Summary of critical resources
- Development need priorities
- Leadership issues and risks
- Recommended next steps
Metrics

• IDP’s completed
• Turnover of identified vs. non-identified staff
  – Successors
  – HiPos
  – Critical resources
• Number of positions filled by identified successors vs. others
Manager’s Guide

Pace University Manager’s Guide
to the Talent Management Planning Process

Pace University Manager’s Guide to the Talent Management Planning Process
Manager’s Guide

• PHILOSOPHY
• PURPOSE
• PROCESS
• COMPLETING THE PROCESS
• PLANNING FOR THE PROCESS
  – Sample Meeting Agenda
    • Current Organization Structure, Staffing and Succession Readiness
    • Future Organization and Staffing
    • Identification of High Performers and High Potentials
    • Identification of Critical Resources
    • Individual Development Plan
• FORM TEMPLATES
  – Current Organization Structure, Staffing, and Succession Readiness
  – Identification of High Potential Employees and Development Action Plans
  – Identification of Critical Resources
Planning For The Process: Key Questions

• The Strategy
  – What does the strategy demand from your organization at the end of next year? Five years? What will be different?

• The Positions
  – How will you need to reorganize given changes in your customers’ needs

• The Employees
  – Which “future competencies” are already present in your management talent pool? Which are missing?
Staffing and Succession Readiness

⇒ List candidates order of ultimate potential, not readiness for promotion.
⇒ Candidates should be exhibiting success behaviors.
⇒ Ready now (R), or will be ready in one (1) or two (2) years.
⇒ List candidates from outside their own school or division.
⇒ No suitable succession candidates
⇒ Key positions with succession concerns asterisked (*).
Future Organization & Staffing

If any organization changes are anticipated or planned that would impact the names or development action plans being presented, the proposed organization, with names and titles, as appropriate, and rationale for changes is to be shown.
Identification of High Performers and High Potentials

• Names and titles and levels of up to three employees in the presenter’s organization who show potential for significantly broader contributions.

• High Potential employees should have the potential to move into a more senior position within approximately three years.
Identification of Critical Resources

These individuals should possess a skill, knowledge, or some other competency that, if lost, would have a significant or material impact on the University’s operations or strategic success.
Individual Development Plan

• An IDP should be completed and submitted for identified individuals during PMDP goal setting and/or in conjunction with the Talent Management submission.

• This process represents a good faith effort between the employee and the Pace to establish and achieve mutually agreed upon career objectives.
Pace University Competencies

➢ Management

➢ Leadership
Form Templates

• Current Organization Structure, Staffing, and Succession Readiness
• Identification of High Potential Employees and Development Action Plans
• Identification of Critical Resources
Current Organization Structure, Staffing, and Succession Readiness

Administrative Computing

Person H
Manager, Banner/Oracle Sys Prog

Person N (2)

Person F
Director, Admin Sys

Person I
Senior Systems Programmer

Person O (2)

Person P (2)

Person L
Sr. Prog. Analyst

Person K
Mgr, Internet App.

Person Q (0)

Person S (3)

Person J
SR. Prog. Analyst

Person R (2)

Person M (0)

Person N (2)

Person O (2)

Person P (2)

Person Q (0)

Person S (3)
Identification of High Potential Employees and Development Action Plans

**Administrative Computing**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Level</th>
<th>Target Position/Level</th>
<th>Readiness Date (Mo/Yr.)</th>
<th>Development Action Plans (For Next Two Years)</th>
<th>Expected Completion Date (Mo/Yr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person T</td>
<td>Senior Application Programmer</td>
<td>XXX/ Manager</td>
<td>December 2012</td>
<td>Partner with XXX to and be a backup for Help desk and Project lists. This will entail understanding the current staff project and technical expertise to efficiently handle tickets or projects.</td>
<td>December 2014</td>
</tr>
<tr>
<td>Person U</td>
<td>Data Base Administrator</td>
<td>AAA/ Manager</td>
<td>December 2014</td>
<td>Partner with AAA on Banner XE and related Third Party products. To continue to expand Oracle knowledge as it relates to Banner and Banner related products.</td>
<td>December 2014</td>
</tr>
</tbody>
</table>
## Identification of Critical Resources
### ITS Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Action Plan</th>
</tr>
</thead>
</table>
| Person B | Director, User Services                  | - Provide opportunities to participate in university-level initiatives  
- Continue to offer training and professional development opportunities (NERCOMP SIGs, conferences, etc.)  
- Expand responsibilities to include Mobile Application oversight, PC Replacement Program, and KPIs |
| Person C | Exec. Director, Academic Technology    | - Provide opportunities to participate in university-level initiatives  
- Continue to offer training and professional development opportunities (Sloan/ ePortfolio/ EDUCAUSE conferences)  
- Expand responsibilities to include Social Media and Educational Media |
| Person D | Director, Administrative Computing        | - Provide opportunities to participate in university-level initiatives  
- Continue to offer training and professional development opportunities (Oracle/ Ellucian conferences)  
- Expand responsibilities to include Web Services |
| Person E | Director, Technical Services             | - Provide opportunities to participate in university-level initiatives  
- Continue to offer training and professional development opportunities (NERCOMP conference) |
Lessons Learned

• Talent Management vs. Succession Planning
• The process take longer than planned
• Senior leadership needs to be visibly supportive
• Senior level reporting and accountability is needed
• Scheduled follow-up, monitoring, and reporting is crucial
• Compliance is not commitment
Where Are We Now?

• Two schools and two divisions completed
• Initial report provided to senior management
• Follow-up and monitoring scheduled for Spring 2014. Select a third school and division for Spring 2014
Questions
APPENDIX I

Talent Management
Demographic Analysis for ITS
Information Technology Services
FY2011 Performance Ratings

Year 2011

Exceeded Expectations: 45.3%
Met Expectations: 53.3%
Met Some Expectations: 1.3%
Did Not Meet Expectations: 0.0%

Total number of FY2011 ratings = 75
Information Technology Services
Total Number and Percentage Distribution of Staff

- FT Staff (Exempt): 71, 76%
- FT Staff (Non-exempt): 16, 17%
- Part-Time Staff: 6, 7%
Information Technology Services
FT and PT Staff: Average Years of Service

FT Staff (Exempt): 10.8 years
FT Staff (Non-exempt): 10.1 years
Part-Time Staff: 2.0 years
Information Technology Services
FT and PT Staff: Gender Distribution

- **FT Staff (Exempt)**
  - Female: 21
  - Male: 50

- **FT Staff (Non-exempt)**
  - Female: 7
  - Male: 9

- **Part-Time Staff**
  - Female: 2
  - Male: 4
Information Technology Services

Total Number Staff by Department

- **FT Staff (Exempt)**
- **FT Staff (Non-exempt)**
- **Part-Time Staff**

Bar chart showing the distribution of staff across different departments at Pace University.
Information Technology Services

Total Number of Staff by Age-Band

- 20-29
- 30-39
- 40-49
- 50-59
- 60-69

FT Staff (Exempt)
- 19
- 21
- 17
- 13

FT Staff (Non-exempt)
- 1
- 3
- 5
- 5

Part-Time Staff
- 3
- 2
- 1
APPENDIX II

Competency Lists

- Management Competencies
- Leadership Competencies
Management Competencies

Manages Performance and Develops Staff
• Effectively communicates to staff the expectations for the performance of their job duties and responsibilities.
• Monitors performance and develop plans of staff and provides appropriate feedback.
• Conducts annual performance reviews for staff in accordance with University policy and procedure.
• Demonstrates commitment to staff learning and self-development.

Continuous Improvement Focus
• Champions new ideas and initiatives.
• Creates an environment that inspires and supports innovation.
• Identifies ineffective procedures and takes appropriate action to improve the effectiveness of processes and procedures.

Accountability
• Accepts responsibility for consequences of own actions.
• Takes initiative to fulfill responsibilities, meet performance goals, and address and resolve problems.
• Results driven; Persists despite obstacles and setbacks.
• Follows through on tasks and assignments.
• Accepts additional responsibilities in order to meet the changing needs of the workplace.
Management Competencies, cont.

Service Focus

• Develops productive working relationships with co-workers, faculty, staff, administrators, and others such as independent contractors.
• Identifies and meets the needs of students, students’ families, guests and visitors, and University faculty and staff, as appropriate.
• Responds to requests for assistance or information in a timely manner.
• Acts courteously and professionally in all interactions.

Communications

• Effectively communicates orally and in writing, that is, communications are well organized, clear and appropriate for the intended audience.
• Uses technology (such as voice mail, email and videoconferencing) effectively in communications.
• Requests clarification to ensure understanding of other’s communication.
• Demonstrates cultural awareness and acts without bias in all interactions.
Continuous Learner

- Deals constructively with own mistakes and failures.
- Adapts appropriately to new situations.
- Solicits performance feedback and takes appropriate action to correct deficiencies.
- Recognizes own strengths and weaknesses; pursues self-development.

Job Specific Competencies

- **Knowledge**: The staff member possesses and exhibits the functional knowledge needed to perform the duties and satisfy the responsibilities of their position.
- **Skill**: The staff member possesses and exhibits the skills required to perform the duties and satisfy the responsibilities of their position.
- **Behavior**: The staff member exhibits the behaviors necessary to successfully perform the duties and satisfy the responsibilities of their position.
Leadership Competencies

Visionary and Strategic Thinking
• Establishes and communicates a vision and strategy for their area, in support of the University’s mission, vision, and strategic plan.
• Aligns staff performance goals to the vision.
• Anticipates future needs and trends and pursues new opportunities within the context of the strategy.
• Prioritizes strategic opportunities.
• Identifies and works to remove obstacles to achieving strategic goals.

Inspires
• Encourages staff/faculty to share and contribute to the University’s vision and helps staff understand their role in achieving success.
• Gains the trust and respect of others
• Takes a leadership role in addressing and resolving difficult issues.
• Creates a high level of staff enthusiasm, commitment, and a desire to excel.

Continuous Learner
• Proactively seeks feedback from others.
• Engages in self-reflection and assessment.
• Adapts behavior, as appropriate, to successfully meet situational needs to ensure success.
• Demonstrates commitment to learning and self-development.
Leadership Competencies, *cont.*

**Communications and Influence**
- Provides supportive and constructive communications that result in productive working relationships with others.
- Communicates in many venues, both orally and written, in a clear, organized, and effective manner.
- Adapts communications and influence strategy and style to ensure understanding and commitment.
- Engages in collaborative problem solving.
- Respects and maintains confidentiality.

**Change Leader**
- Initiates and leads change efforts that support the University’s strategic plan.
- Understands the external demographic, cultural, and economic factors that create change for the University.
- Introduces new ideas, innovative solutions to problems, and challenges the status quo.
- Adjusts to changing priorities and shows flexibility when confronted with unexpected obstacles.
Leadership Competencies, cont.

Decisiveness and Risk-Taking
• Makes difficult decisions and takes decisive action, including taking unpopular stands, when necessary.
• Confronts issues and problems in discussions with management.
• Trusts own judgment and exercises good judgment

Manages Effectively
• Maximizes the use of the University’s financial, capital, and staff assets.
• Maximizes staff productivity and effectiveness through performance management and feedback.

Represents Pace University to the External Community
• Accepts invitations to and presents at professional/higher education conferences.
• Provides leadership and guidance to the external community, as appropriate.
• Maintains a positive professional and leadership image to the external community.
Thank You

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