



MANAGING INTERNAL TALENT: Lifting as We Climb!

Adapted from the Leadership Machine
Directors' Council – October 8, 2024
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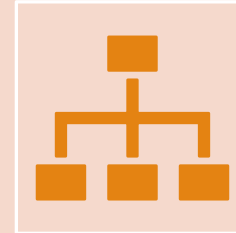
Why Focus on Internal Talent?

The Importance of Talent Management

“If you want to go fast, go alone. If you want to go far, go together.” African Proverb



ARE YOU TRULY ENGAGING IN STRATEGIC AND SUSTAINABLE LONG-TERM PLANNING, OR JUST PURSUING A QUICK FIX/BACKFILL (REPLACEMENT HIRING)?



WHILE APPROACHES TO SUCCESSION PLANNING VARY, THEY TEND TO TAKE A LONGER-TERM PERSPECTIVE THAN REPLACEMENT HIRING, WHICH FOCUSES ON FILLING VACANCIES AS THEY ARISE.

Succession Planning vs. Replacement Hiring

Two Approaches to Talent Management

- Replacement Hiring:** Focuses on filling immediate needs for critical roles with less emphasis on long-term development.

- Succession Planning:** Builds a bench of talent, ensuring readiness to fill roles in the future. Key to long-term organizational success by developing high-potential employees in advance.

Leader's Ownership of Managing Internal Talent

Leaders with a Talent Mindset



*Leaders must make **talent management** a **priority** and commit to developing their team's potential*



***Ownership of Succession Planning:** Managers must actively assess, develop, and create action plans for talent, particularly key talent, as part of their daily leadership responsibilities.*

Managing Internal Talent

What Leaders Can Do

Understand	Give	Encourage and coach	Look	Be
Understand direct reports' greatest strengths and assess what holds them back from being more effective.	Give them honest, meaningful feedback.	Encourage and coach them to improve their performance; accelerate development, where needed.	While developing current talent, look for new talent to bring into your function	Be a "magnet" for attracting highly talented people with diverse perspectives inside and outside the organization

Managing Internal Talent

What Managers Can Do

Assess

Objectively assess the performance of individuals within area of responsibility:

Make

Make well-informed decisions and recommendations regarding employee promotability and growth potential.

Provide

Provide developmental opportunities for future growth.

Communicate

Communicate strategy to develop and promote internal talent

Recognize and reward

Recognize and reward individual accomplishments and team performance.

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Performance – Potential Matrix



Performance

The ability for individuals to consistently achieve results over the past three (3) years either in the same job or multiple jobs.

Potential



The capability of individuals to handle new and different kinds of jobs and be successful in these first-time situations.

		POTENTIAL		
		Lowest	Middle	Highest
PERFORMANCE	Highest	4	7	9
	Middle	2	5	8
	Lowest	1	3	6

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Cell 9: “Consistent Star” Rating

HIGHEST performer with the *highest* potential:

- Consistently perform successfully in “new” and different assignments/roles.
- Seen as highly valuable for the future organizational strategies with the ability to take on roles of significantly increasing responsibilities.
- Typically, they are in the top 5-10%.

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Cell 8: “Future Star” Rating

MIDDLE performer with the *highest* potential

- Consistently meet performance expectations and are viewed as highly valuable for future University growth strategies.
- Can take on roles of increasing responsibility.
- May be new to the University or position.

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Confirmation of “Consistent and Future Stars”

Do individuals demonstrate...

- a proven performance track record?
- a high learning agility?
- the ability to handle assignments both in and out of their expertise?
- the capability to handle new and different jobs and be successful the first time?



Are individuals viewed as being highly valuable to our future University growth strategies?

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“Take Action” Rating

LOWEST performer with the lowest potential:

- Does the individual know a problem exists?
- How coaching occurred in area of concern previously?
- Do they know and understand your expectations?
- Does the person have clear written goals and measures?
- Do they have the knowledge/skills to perform?
- Have past trends been documented?
- Has their performance been consistent in the past?
- Is the individual in the right role?

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“Consistent and Future Stars” in Mission-Critical Roles

What is the individual's readiness for advancement?

Next Position (where you see them in the future);

Readiness (and when);

Development Need;

For “Consistent Stars” Only:

- Possible Coach/Mentor

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“Consistent/Future Stars” in Mission-Critical Roles



What is the replacement plan in these roles?

Potential Successor(s);
Readiness; and
Development Needs



How do we retain key talent?

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Movement Matrix

Cell 1: Take Action:

Lowest performer, lowest potential – not doing well now or in the past and doing significantly better in the future is not likely. It would take a major skill building program.

Possible Action:

Probably need to take some action, remove from organization or find a role that better suits their skill set; place on PIP.

	Lowest 1/3	Middle 1/3	Highest 1/3
Highest 1/3	4 Deep Pro	7 Utility Pro	9 Consistent Star
Middle 1/3	2 Future Pro	5 Utility Player	8 Future Star
Lowest 1/3	1 Take Action	3 Future Utility	6 Rough Diamond

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Movement Matrix

Cell 2: Future Pro:

Middle performer, lowest potential – probably solid performer in current role. Could progress higher in specialty and become a 4. Could enhance potential and become a 5.

Possible Action:

Steep in their technology.

	Lowest 1/3	Middle 1/3	Highest 1/3
Highest 1/3	4 Deep Pro	7 Utility Pro	9 Consistent Star
Middle 1/3	2 Future Pro	5 Utility Player	8 Future Star
Lowest 1/3	1 Take Action	3 Future Utility	6 Rough Diamond

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Movement Matrix

Cell 3: Future Utility

Lowest performer, middle potential – may be in a new assignment, may not be well known, may be new to University. Has some potential, possible 5 in the near-term future.

Possible Action

Carefully plan next assignment to increase performance and some learning enhancement to improve potential.

	Lowest 1/3	Middle 1/3	Highest 1/3
Highest 1/3	4 Deep Pro	7 Utility Pro	9 Consistent Star
Middle 1/3	2 Future Pro	5 Utility Player	8 Future Star
Lowest 1/3	1 Take Action	3 Future Utility	6 Rough Diamond

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Movement Matrix

Cell 4: Deep Pro

Highest performer, lowest potential – usually this cell contains the very deep technical professionals or unit or functional managers who do what they do extremely well but don't want to or can't do anything else. These pros are very valuable to the University as long as that technology or unit or function is mission critical. If there is a shift in technology or emphasis, the people in this cell would be in jeopardy to move to cell 2 or even cell 1.

Possible Action

Help keep current in specialty and have a treatment and retention plan.

	Lowest 1/3	Middle 1/3	Highest 1/3
Highest 1/3	4 Deep Pro	7 Utility Pro	9 Consistent Star
Middle 1/3	2 Future Pro	5 Utility Player	8 Future Star
Lowest 1/3	1 Take Action	3 Future Utility	6 Rough Diamond

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Movement Matrix

Cell 5: Utility Player

Middle performer, middle potential – can probably fill a number of roles at a reasonable level of performance. Could become a 7 or move to the 8-9 path.

Possible Action

Use in temporary and key positions until a 7, 8, or 9 becomes available. Have a person work on a learning enhancement plan to try to move over to an 8 or develop deeper skill and knowledge in their field to move to a 7.

	Lowest 1/3	Middle 1/3	Highest 1/3
Highest 1/3	4 Deep Pro	7 Utility Pro	9 Consistent Star
Middle 1/3	2 Future Pro	5 Utility Player	8 Future Star
Lowest 1/3	1 Take Action	3 Future Utility	6 Rough Diamond

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Movement Matrix

Cell 8: Future Star

Middle performer, highest potential – this person may also be new to the University or new to the job.

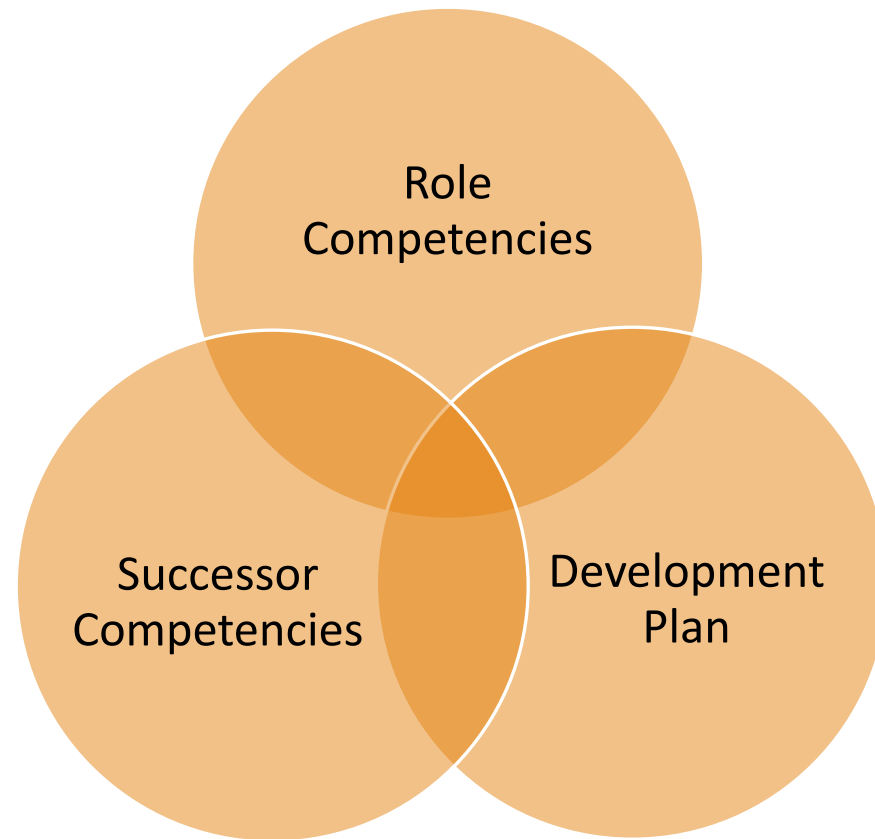
Possible Action

Continue to move through diverse developmental assignments and apply a retention plan to make sure the person stays with the University.

	Lowest 1/3	Middle 1/3	Highest 1/3
Highest 1/3	4 Deep Pro	7 Utility Pro	9 Consistent Star
Middle 1/3	2 Future Pro	5 Utility Player	8 Future Star
Lowest 1/3	1 Take Action	3 Future Utility	6 Rough Diamond

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Development Planning



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DEVELOPMENT PLANS

P E R F O R M A N C E	DEEP PRO <ul style="list-style-type: none"> <input type="checkbox"/> Invest in development to remain current in technical/functional area <input type="checkbox"/> May broaden role at current level <input type="checkbox"/> May mentor others <input type="checkbox"/> Develop a retention plan 	UTILITY PRO <ul style="list-style-type: none"> <input type="checkbox"/> Provide new professional development opportunities (task forces, project teams) to test potential <input type="checkbox"/> Job rotation may be in order <input type="checkbox"/> Develop a retention plan 	CONSISTENT STAR <ul style="list-style-type: none"> <input type="checkbox"/> Develop plan should be in place with a focus on potential career paths <input type="checkbox"/> Assign diverse developmental experiences <input type="checkbox"/> Rotate every 18-36 months as part of development plan and provide exposure to senior team <input type="checkbox"/> Support with mentor and coach <input type="checkbox"/> Develop a retention plan
	FUTURE PRO <ul style="list-style-type: none"> <input type="checkbox"/> Interest in development to remain current in technical/functional area <input type="checkbox"/> Coaching and feedback from manager to improve performance 	UTILITY PLAYER <ul style="list-style-type: none"> <input type="checkbox"/> Provide new professional development opportunities to test potential <input type="checkbox"/> Interest in development to remain current in technical/functional area <input type="checkbox"/> Coaching and feedback from manager to improve performance may also be necessary 	FUTURE STAR <ul style="list-style-type: none"> <input type="checkbox"/> Develop plan should be in place with a focus on potential career paths <input type="checkbox"/> Assign diverse developmental experiences <input type="checkbox"/> Rotate every 18-36 months as part of development plan and provide exposure to senior team <input type="checkbox"/> Coaching and feedback from manager to improve performance <input type="checkbox"/> Develop a retention plan
	TAKE ACTION <ul style="list-style-type: none"> <input type="checkbox"/> Immediate action is required <input type="checkbox"/> Organization exit, redeployment or major skill-building effort 	FUTURE UTILITY <ul style="list-style-type: none"> <input type="checkbox"/> Ensure is not a “blocker” <input type="checkbox"/> Coaching and feedback from manager to improve performance <input type="checkbox"/> A new assignment may be necessary to increase potential 	ROUGH DIAMOND <ul style="list-style-type: none"> <input type="checkbox"/> Ensure not a “blocker” <input type="checkbox"/> Career management or coaching conversation to improve performance <input type="checkbox"/> May need a lateral position change but do not move up

P O T E N T I A L

Managing Internal Talent

High Potential Questions to Consider

THEIR CAREER ASPIRATIONS

Do you understand the person's career aspirations?

Are they interested in more senior level roles and responsibility?

WHAT'S NEXT

Increased scope and responsibility

Different role. Name that role. Name the readiness.

EXPERIENCES ASSOCIATED WITH HIGH POTENTIAL TALENT

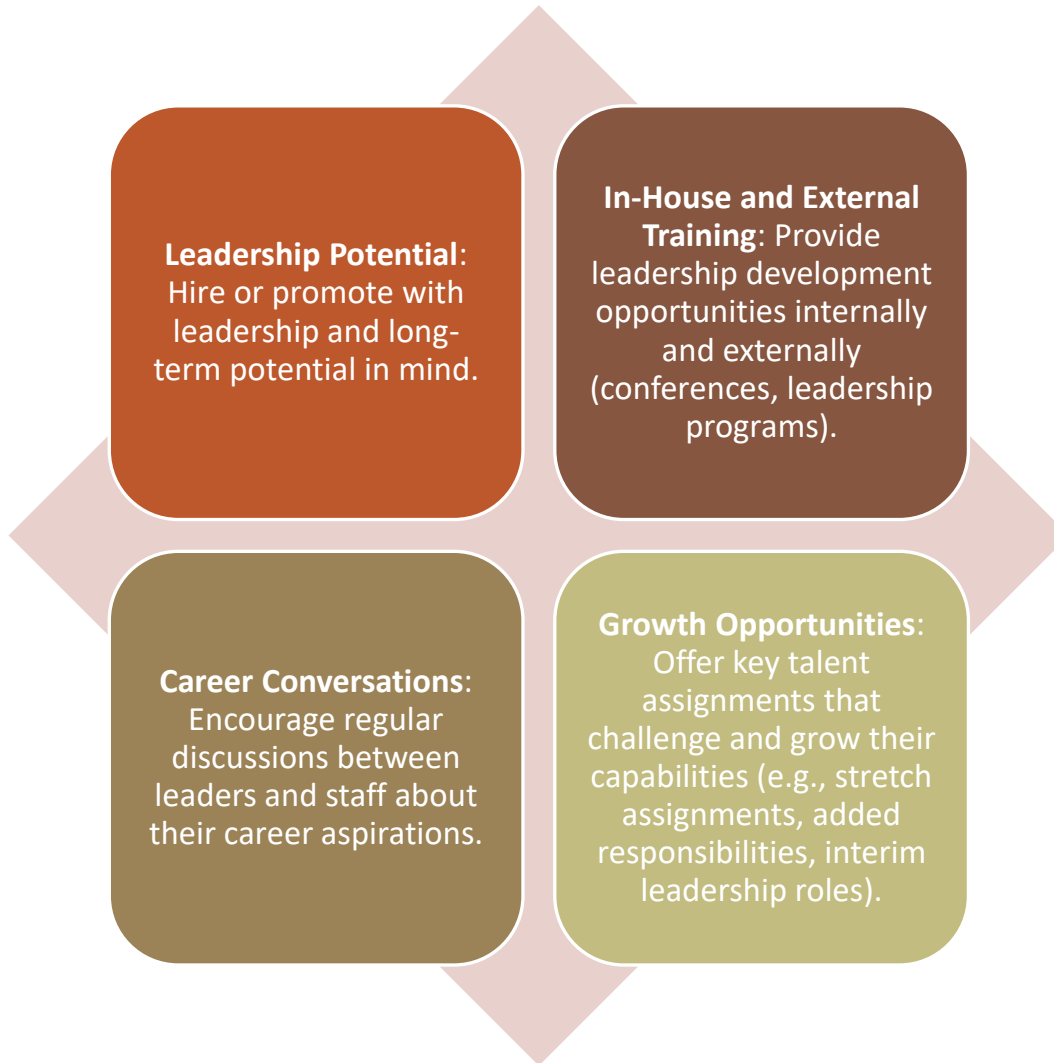
When has the person been successful in an ambiguous situation?

When has the person been resilient in a high - pressure situation?

When was the last time the person received constructive feedback and applied the feedback to overcome a challenging situation?

Is the person coachable? Does the person appropriately respond to coaching?

Key Elements of Talent Development



Integrating Talent Development

Objective Assessment and Selection Criteria

1

Readiness Evaluation:

Use **objective tools** (e.g., 360-degree feedback) to assess whether employees are ready for leadership roles.

2

Stakeholder

Involvement: Include senior leaders and department heads in the evaluation and decision-making process.

3

Diversity of Experience:

Ensure candidates are selected based on a variety of factors, not just similarity to current leader(s).

Making Data-Driven Decisions

Measuring Talent Success and Growth



TALENT RETENTION: ARE WE
RETAINING TOP TALENT
WITHIN THE UNIVERSITY?



EMPLOYEE GROWTH: ARE
EMPLOYEES SHOWING
GROWTH AND SKILL
DEVELOPMENT?



INTERNAL PROMOTIONS: ARE
INTERNAL CANDIDATES BEING
IDENTIFIED AND PROMOTED
TO LEADERSHIP ROLES?



LONG TERM ALIGNMENT: DO
PROMOTED EMPLOYEES ALIGN
WITH THE UNIVERSITY'S
STRATEGIC GOALS AND
DIRECTION?

Tracking Success and Growth

Focus on “Consistent Stars” and “Future Stars”



Ensuring Leadership Pipeline Readiness



Focus on identifying and developing
“Consistent Stars” (high performers with high potential) and **“Future Stars”** (mid-performers with high potential).



Ensure they are ready for critical roles when vacancies arise



Next Steps: Develop action plans for each star employee to enhance their readiness for future leadership.

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One of the things we often miss in succession planning is that it should be gradual and thoughtful, with lots of sharing of information and knowledge and perspective, so that it's almost a non-event when it happens.

– Anne M. Mulcahy



While 71% of organizations say they have a leadership bench prepared for continuity of a position, only 30% say they have a bench prepared with options.

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Action Plan

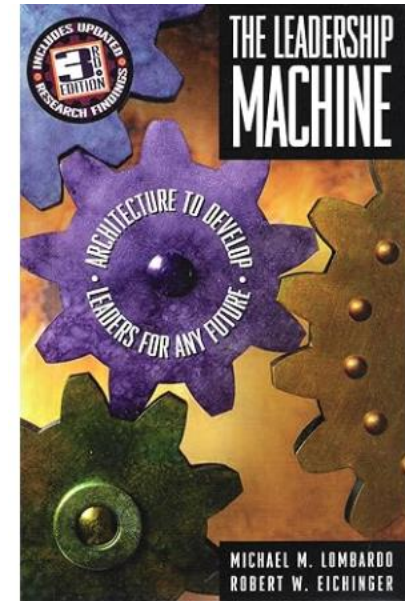
Call to Action: Think about succession planning proactively.

Integrate these principles into everyday management to ensure the university has a robust leadership pipeline for the future.

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QUESTIONS?

Adapted from:



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Addendum

Competencies