

Leadership Development: Strategic Talent Management System for Leaders



Presented to the Faculty, Staff and Student Affairs Committee
by

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Board of Regents
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Questions

1. How does the Talent Management System relate to leadership?
2. How were the competency models that anchor the talent management system developed?
3. How does this help the U of M differentiate itself?

VISION: Improve the Human Condition
Through the Advancement of Knowledge

**Biggest,
most
immediate
impact here**

MISSION: Extraordinary Education • Breakthrough Research • Dynamic Public Engagement

**Culture &
process
changes
impact here**

GOAL: Become one of the Top Three Public Research Universities in the World

**EXCEPTIONAL
STUDENTS**

*Recruit, educate,
challenge,
and graduate
outstanding
students who
become highly
motivated
lifelong learners,
leaders, and
global citizens.*

**Eventual
impact
here**

**EXCEPTIONAL
FACULTY AND
STAFF**

*Recruit, mentor,
reward, and
retain world-
class faculty
and staff who
are innovative,
energetic, and
dedicated to
the highest
standards of
excellence.*

**EXCEPTIONAL
ORGANIZATION**

*Be responsible
stewards of
resources,
focused on
service, driven
by performance,
and known as
the best among
our peers.*

**EXCEPTIONAL
INNOVATION**

*Inspire
exploration of
new ideas and
breakthrough
discoveries that
address the
critical problems
and needs of
the University,
state, nation,
and world.*



MAY 2006

FOUNDATION FOR SUCCESS: Foster Culture of Excellence • Cultivate International Learning
Advance Interdisciplinary Frontiers • Build Diverse Community • Generate Critical Resources • Account for Results

UNIVERSITY OF MINNESOTA

Our Approach

- Develop and enrich leadership through a comprehensive talent management system
- Agree on how we define leadership at the University of Minnesota
- Develop a fully customized competency model to anchor the talent management system
- Shape the competency models:
 - First - feedback from incumbents and people they report to
 - Next - feedback from faculty
- Use Personnel Decisions International's models as guides

Benefits of This Approach?

- Acknowledges University culture
- Does not try to force fit an existing model
- Affords several opportunities for buy-in through involvement
- Uses Deans' and Vice Presidents' descriptions of leadership in their roles

Leadership Brand Model



Adapted from the RBL Group

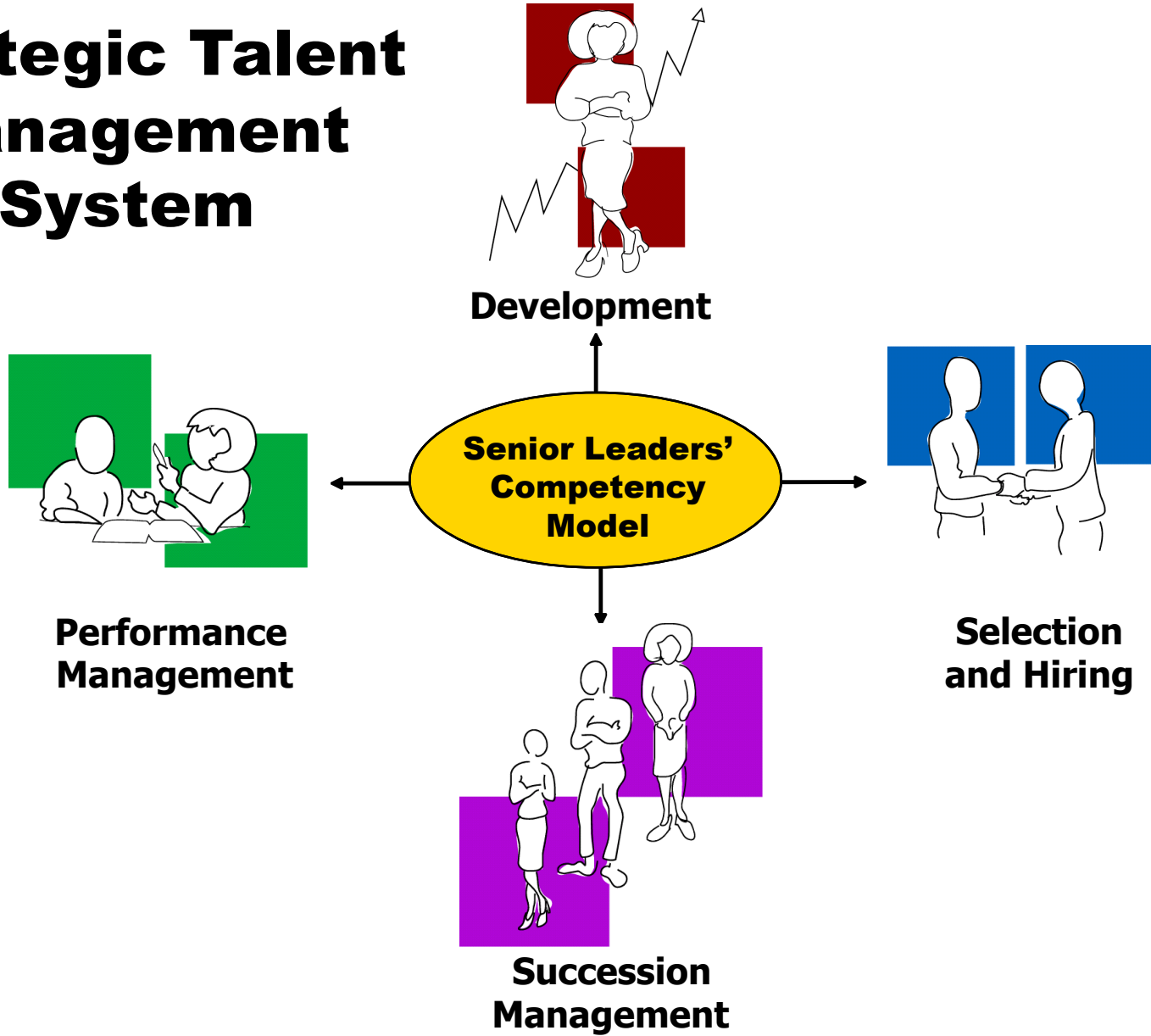
Competency Model Development Processes

- Held focus groups and interviews with Deans, Vice Presidents, Chancellors, Senior Vice Presidents, President
- Combined, distilled, and categorized data
- Identified themes and behaviors
- Developed behavioral anchors
- Developed brief definitions
- Reviewed by a small subgroups

The result

- The foundation for a customized talent management system that will enable us to select, hire, develop, support performance, and support the succession of leaders at the U of M

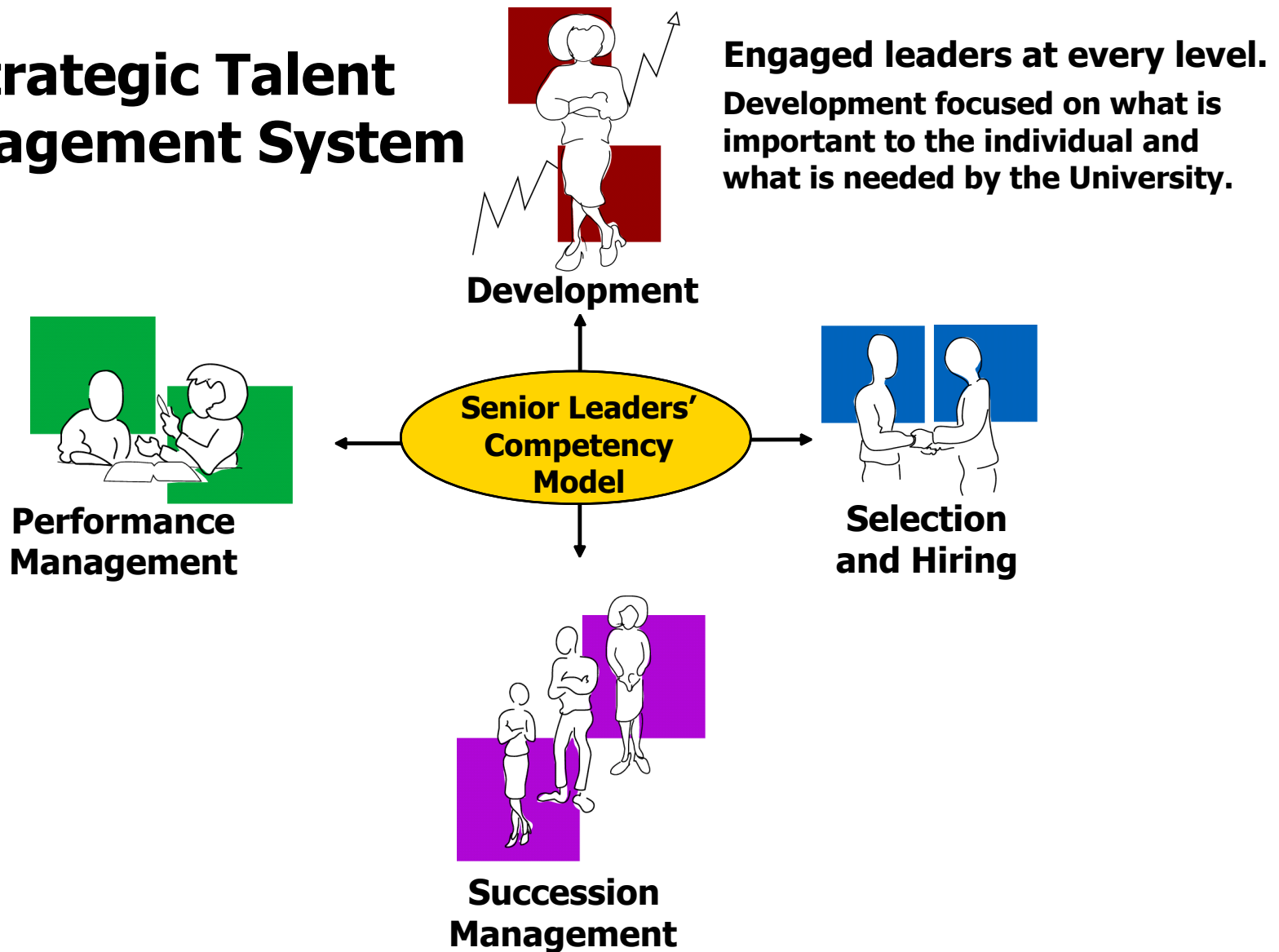
Strategic Talent Management System



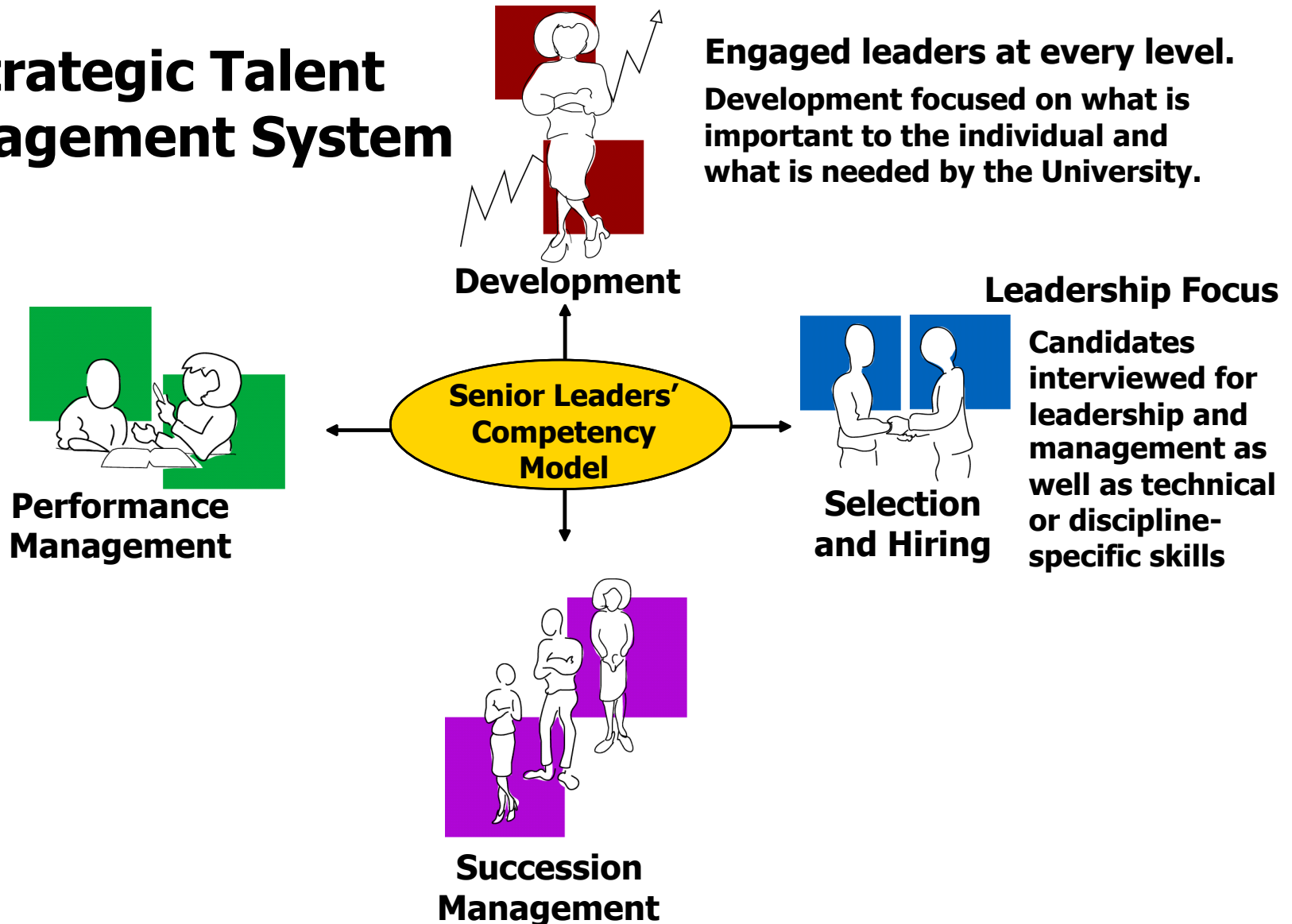
Competency Models

- 4 leadership dimensions
- Vice Presidents - 11 leadership competencies
- Deans - 10 leadership competencies
- Brief definition for each competency
- 3 to 6 behavioral descriptors per competency
- Performance anchors for each behavioral descriptor

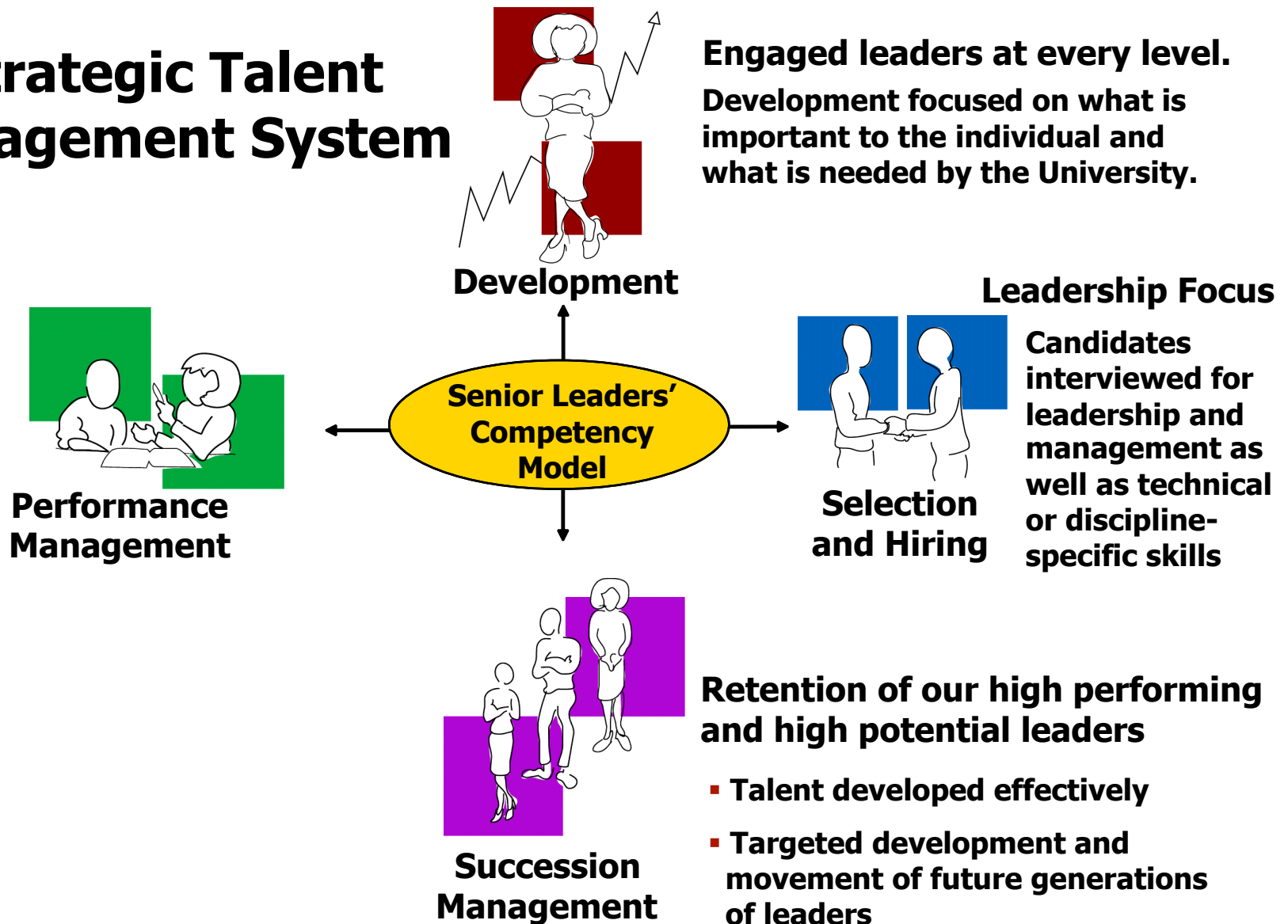
Strategic Talent Management System



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Strategic Talent Management System



Development

Engaged leaders at every level.
Development focused on what is important to the individual and what is needed by the University.

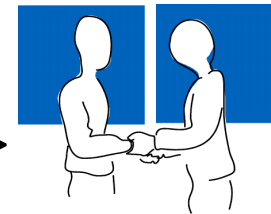


Performance Management

Increased Productivity

Extraordinary performance identified and rewarded

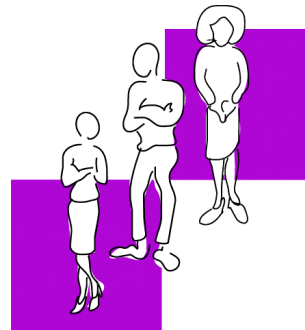
Poor performance identified and managed



Selection and Hiring

Leadership Focus

Candidates interviewed for leadership and management as well as technical or discipline-specific skills



Succession Management

Retention of our high performing and high potential leaders

- Talent identified systematically
- Purposeful development of our next generation of senior leaders

Challenges

- How much weight should we give these competencies in the evaluation of candidates?
- Does everyone have to be skilled in all of the competencies?
- What is the University's philosophy about where future leaders should come from?
- How much should we weigh exhibiting leadership competencies vs. achieving performance results?
- What is the best approach for strengthening succession management at the University?

Succession Management

Modest Approach

Informal succession discussions among senior leaders



Creating a talent snapshot of the University using information from every college and unit

Full-Blown Approach

Identifying individuals with “high potential” for leadership roles. Forming talent review teams