Developing High-Potential Leaders

2019 Chicago Leadership Development Meeting

April 26, 2019

District Management Group | Helping Schools and Students Thrive

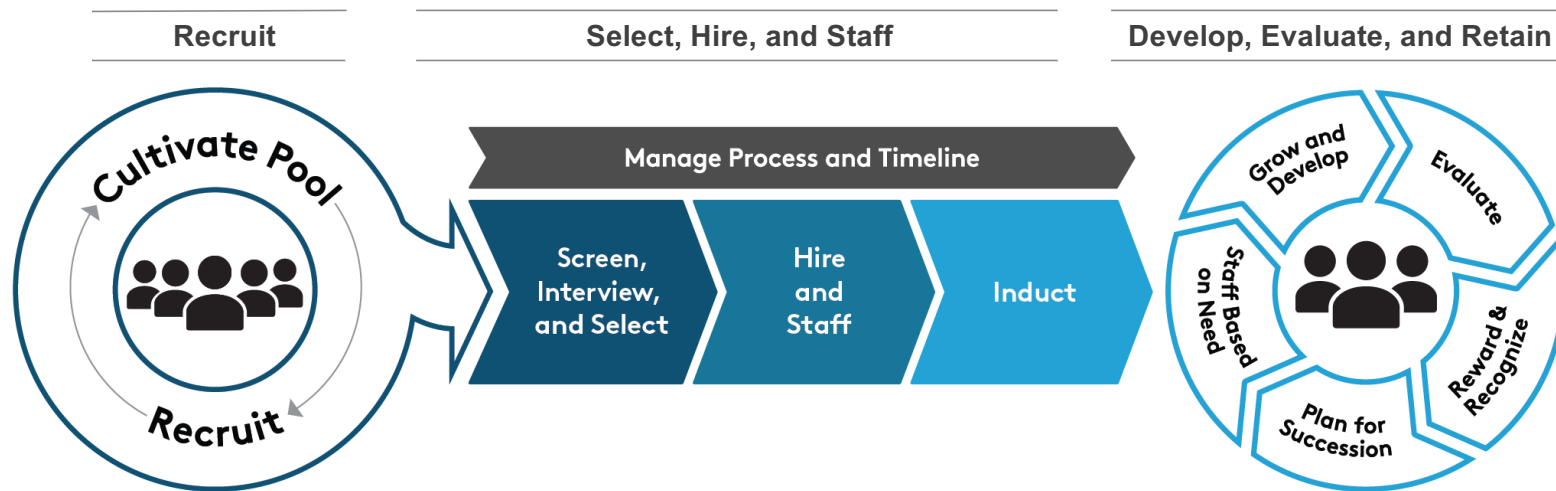# An effective organizational strategy includes human capital management and aligns with district strategy.

DISTRICT STRATEGY
- Mission & Vision
- Theory of Action
- Priorities & Goals
- Implementation

- Clearly define the district strategy and build a business case for HR as a strategic asset
- Theory of Action: fundamental belief about how change will occur and strategic goals will be met
- Positioning relative to competitors

ORGANIZATIONAL STRATEGY
- Recruit
- Staff
- Develop

- Identify organizational capabilities and attributes needed to successfully fulfill district strategy
- Create a strategy alignment "map" including key objectives, success factors, and indicators of performance
- Define organizational design and leadership competencies to develop and sustain organizational capabilities

PERFORMANCE MEASUREMENT

- Design measurement system of leading and lagging indicators of performance and key factors for success
- Implement "management by measurement"
- Widely distribute measures to all levels of the organization
- Regularly test measures against strategy map

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Strengthen your district by aligning HR activities around human capital strategy.

DMGroup's Human Capital Framework

Recruit	Select, Hire, and Staff	Develop, Evaluate, and Retain

Manage Process and Timeline

Cultivate Pool / Recruit

Screen, Interview, and Select → Hire and Staff → Induct

Grow and Develop · Evaluate · Reward & Recognize · Plan for Succession · Staff Based on Need

Example areas where data should be used to answer crucial HR questions:

- **Cultivating a strong candidate pool:** What are our largest current sources of candidates and what is the hire rate from each source?
- **Screening and selecting:** What qualities does our interview process look for, and how well do those qualities predict future success?
- **Hiring and staffing:** What percent of offers made are accepted?
- **Development and retention:** What are the most common reasons for undesired departures? When in a teacher's career do they depart?

Staff retention is a critical strategy for future organizational success that should not be overlooked.
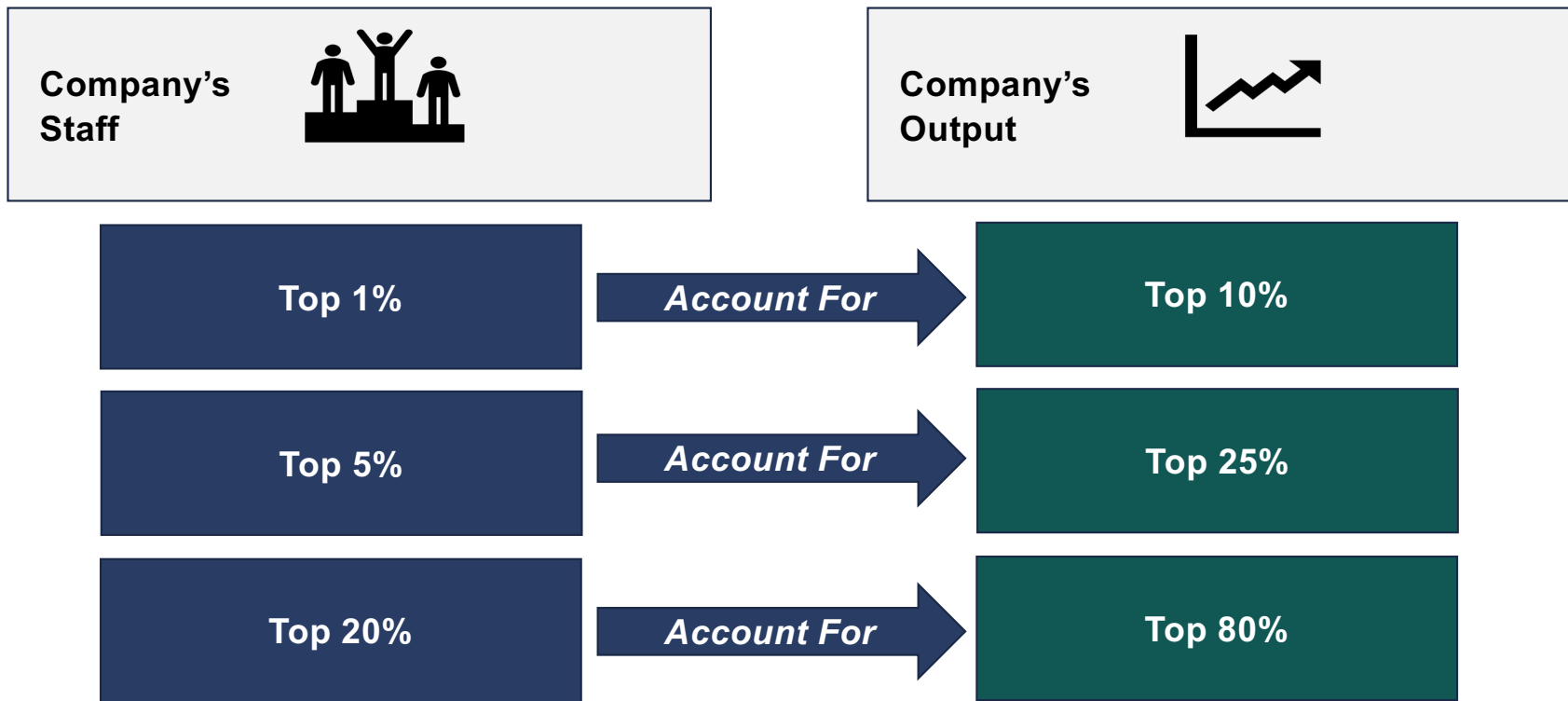
Comparison of External and Internal Hires
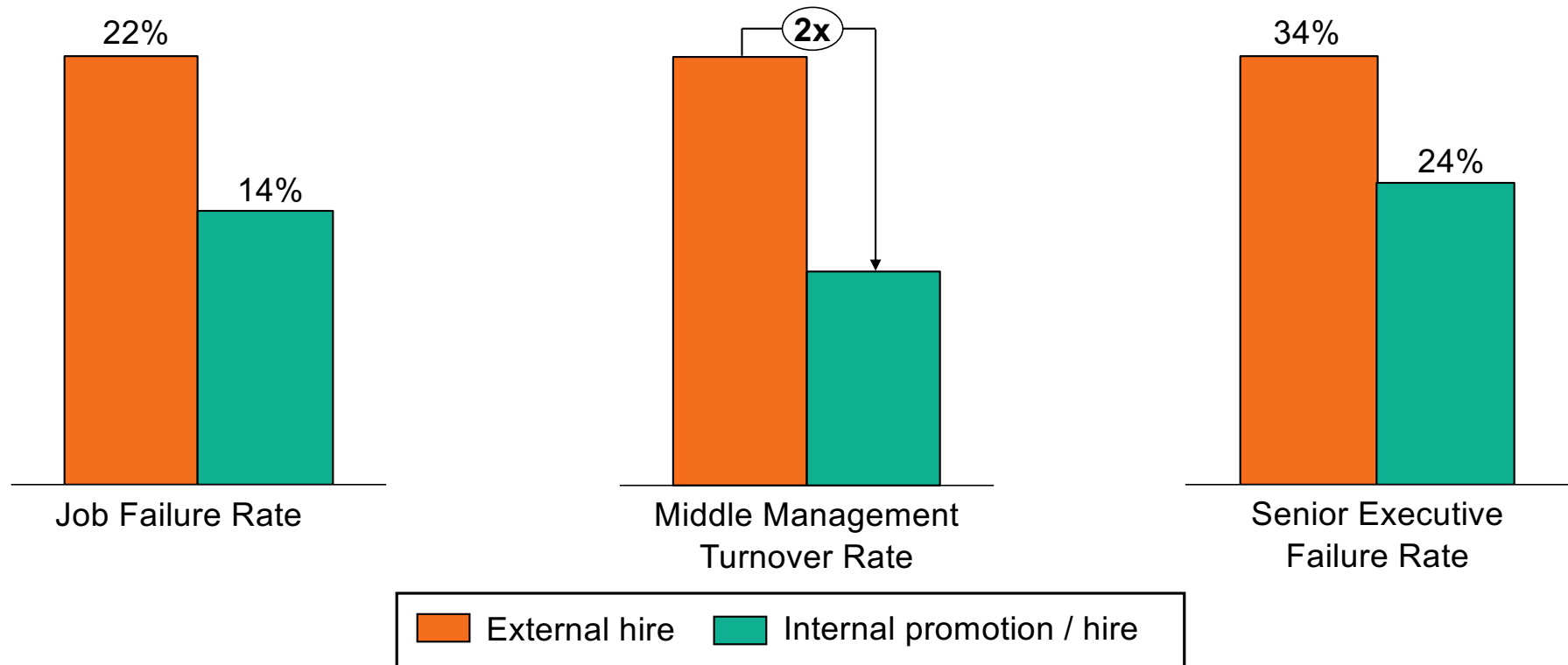
Source: Development Dimensions International

Retention becomes even more important for staff who exhibit the most promise and potential.

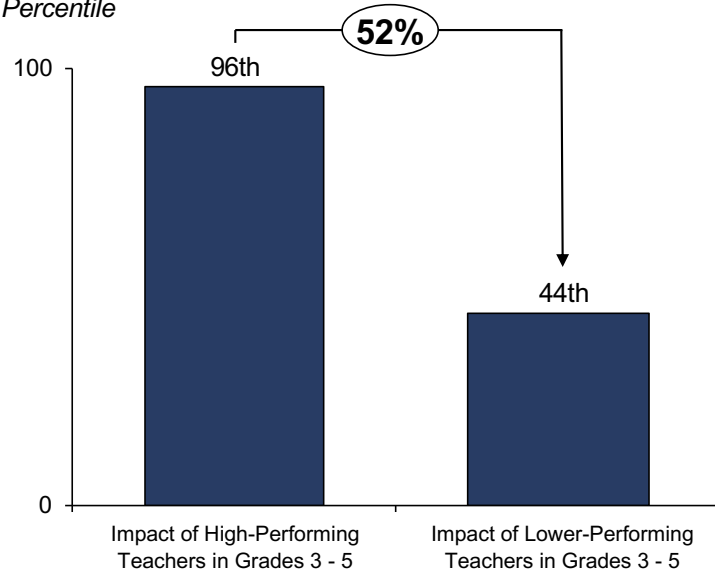**Staff Performance and Organizational Output**

Company's Staff		Company's Output
Top 1%	Account For	Top 10%
Top 5%	Account For	Top 25%
Top 20%	Account For	Top 80%

Source: Tomas Chamorro-Premuzic, Seymour Adler, and Robert B. Kaiser, "What Science Says About Identifying High-Potential Employees," *Harvard Business Review*, October 3, 2017.

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We recognize the impact that our star performers have on our key "outputs" measures.

Impact of Key Positions

Impact of Teachers on Student Learning	Impact of Principals on Teacher Retention

Tennessee Math Assessment (Grade 5)
Percentile

52%

100 — 96th

44th

0 —

Impact of High-Performing Teachers in Grades 3 - 5

Impact of Lower-Performing Teachers in Grades 3 - 5

Change in Teacher Turnover Rates
Percentage

2.5 —

+2.3

0.0 —

-1.3

-2.5 —

High-performer Turnover

Lower-performer Turnover
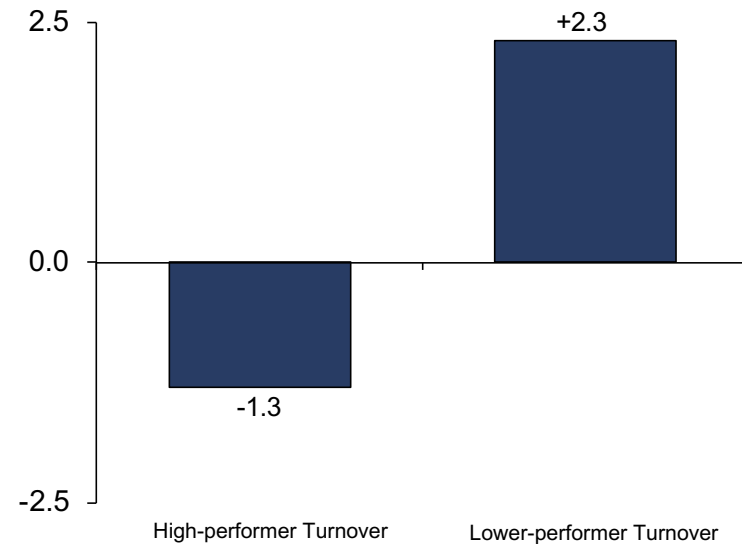
Source: Pamela D. Tucker and James H. Stronge, "The Power of an Effective Teacher and Why We Should Assess It," online excerpt from *Linking Teacher Evaluation and Student Learning* (ASCD Member Book, 2005); (Right) Jason A. Grissom and Brendan Bartanen, "Strategic Retention: Principal Effectiveness and Teacher Turnover in Multiple-Measure Teacher Evaluation Systems," *American Educational Research Journal* (September 27, 2018).

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Yet the nurturing and development of High-Potential talent can often be at odds with some aspects of our K-12 culture.

- Union and teacher culture encourage system homogeneity

  - Collective bargaining agreements

  - Convergence of teacher evaluation ratings

  - Pushback against incorporating student outcomes to differentiate performance

- We as leaders do not always proactively or deliberately identify high performers

  - Do not consistently communicate to individuals that they are on a fast-track

  - Principals may even be disincentivized to identify their best staff (for fear of losing them to another school / assignment)

  - Principals themselves may feel threatened by high performers

Most of us do not pay incentives to reward our strong performers.

Is your district able (e.g., allowed by law) to offer pay incentives or differentiated pay to teachers (e.g., cash bonuses, salary increases, or different steps on the salary schedule) to reward or recruit teachers?

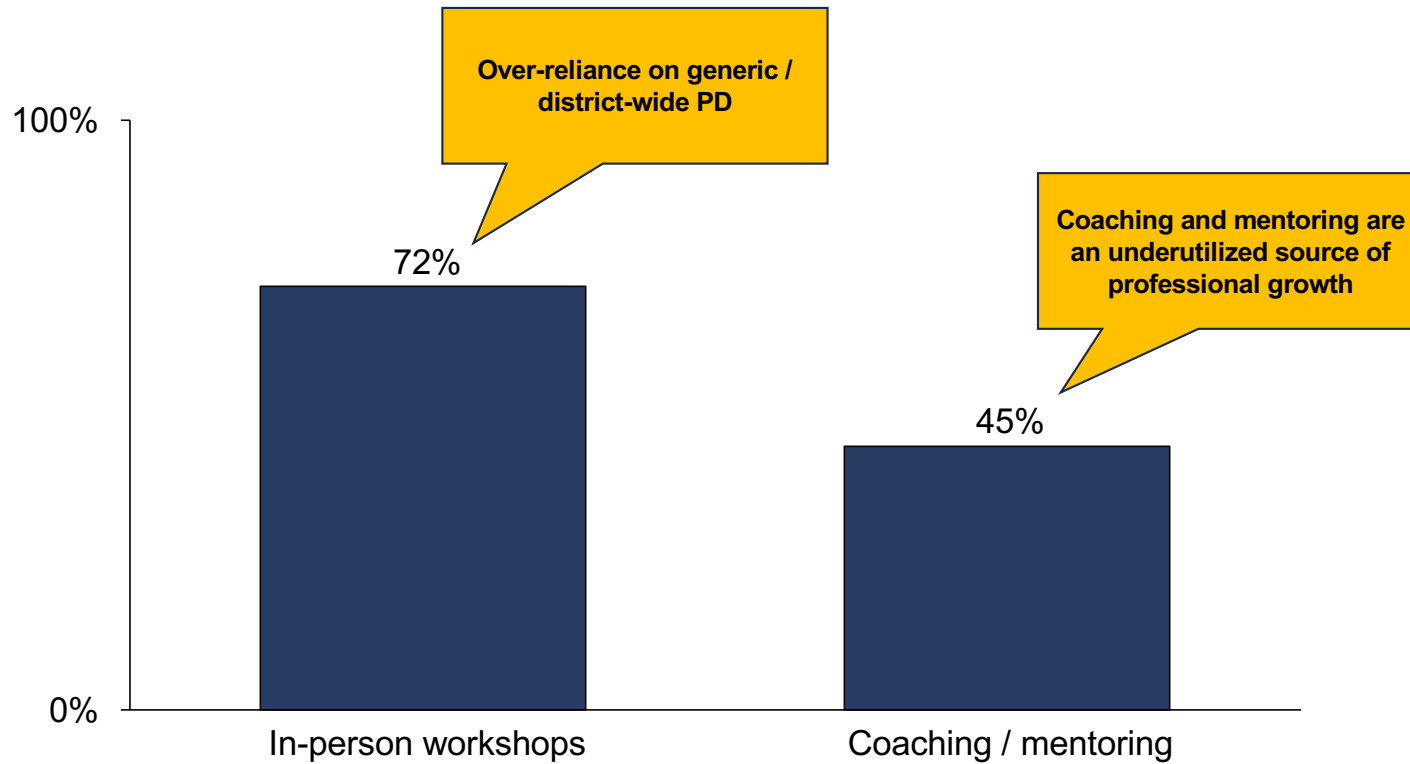|			
Differentiated pay to reward teachers	66%	29%	5%
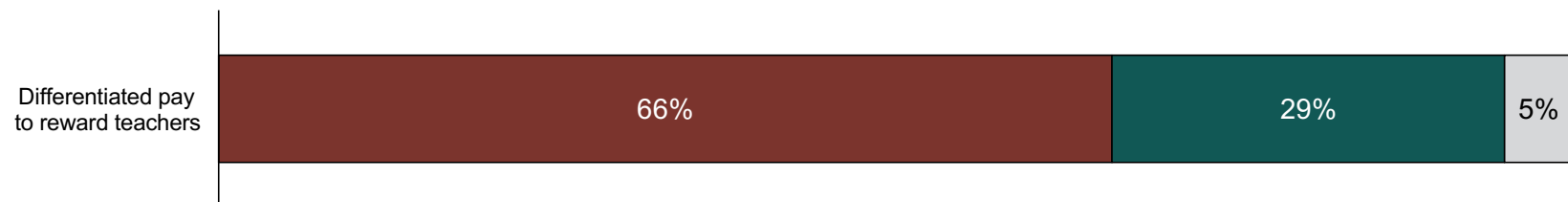
Does your district currently use any pay incentives (e.g., cash bonuses, salary increases, or different steps on the salary schedule) for the following purposes?

Reward excellence in teaching	66%	31%	3%

■ No ■ Yes □ Don't Know

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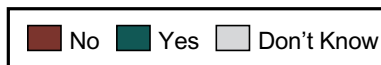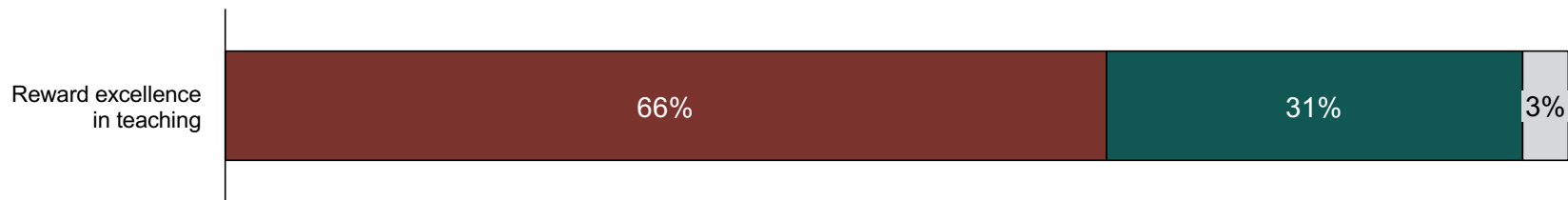
And our approach to developing strong performers is too generic to help them reach their full potential or to address our biggest leadership gaps.

Types of Professional Development – Mandatory Participation

Over-reliance on generic / district-wide PD

Coaching and mentoring are an underutilized source of professional growth

100%

72%

45%

0%

In-person workshops

Coaching / mentoring

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Please discuss the following question with your neighbors.

Turn & Talk Activity

1. What challenges do you face in retaining and developing promising performers in your district?

2. What strategies and tactics have you found to be successful?

Framework for more effectively managing the High Potential pipeline.

Developing High Potentials
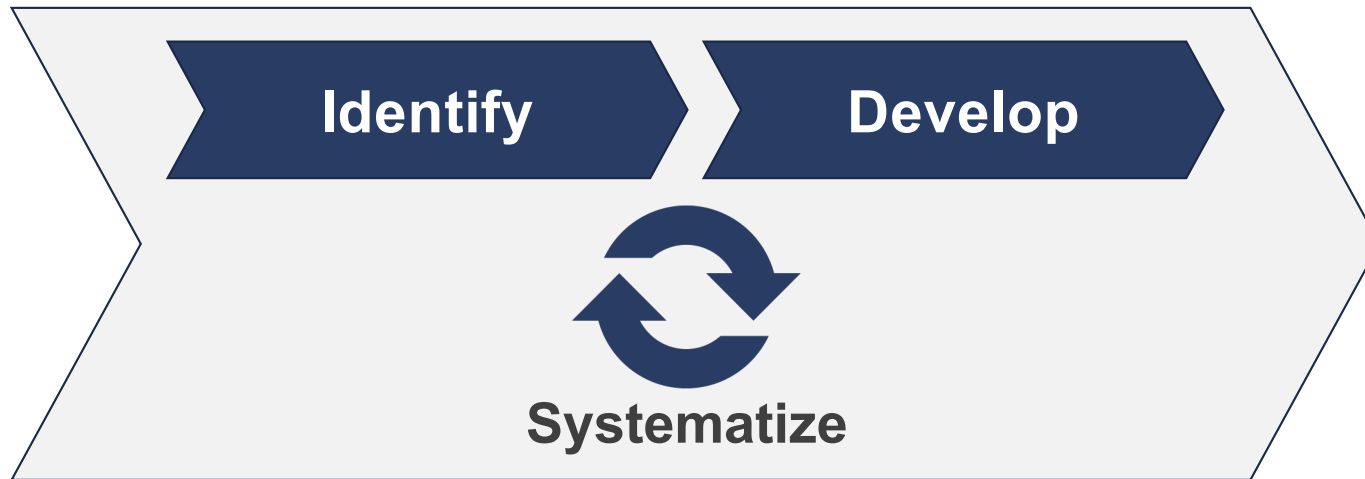
How should we define a High Potential?

Definition of High Potential

An employee who is assessed as having the ability, organizational commitment, and motivation to rise to and succeed in more senior positions in the organization.
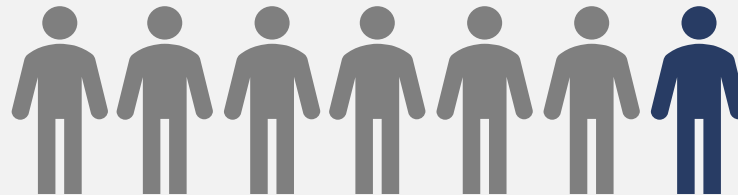
Source: Corporate Leadership Council

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Exercise

High Performers are not necessarily the same as High Potentials.

High Performers	≠	High Potentials

Only one in seven high performers …

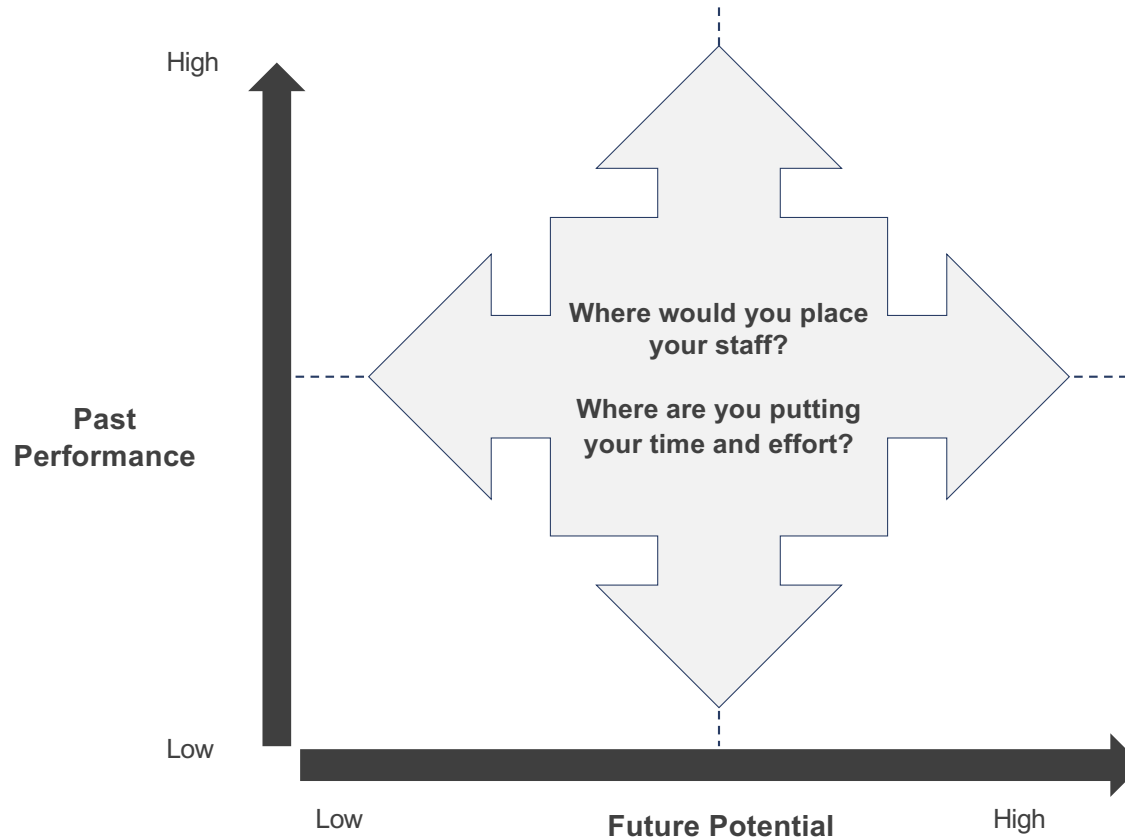**… are actually high-potential employees**

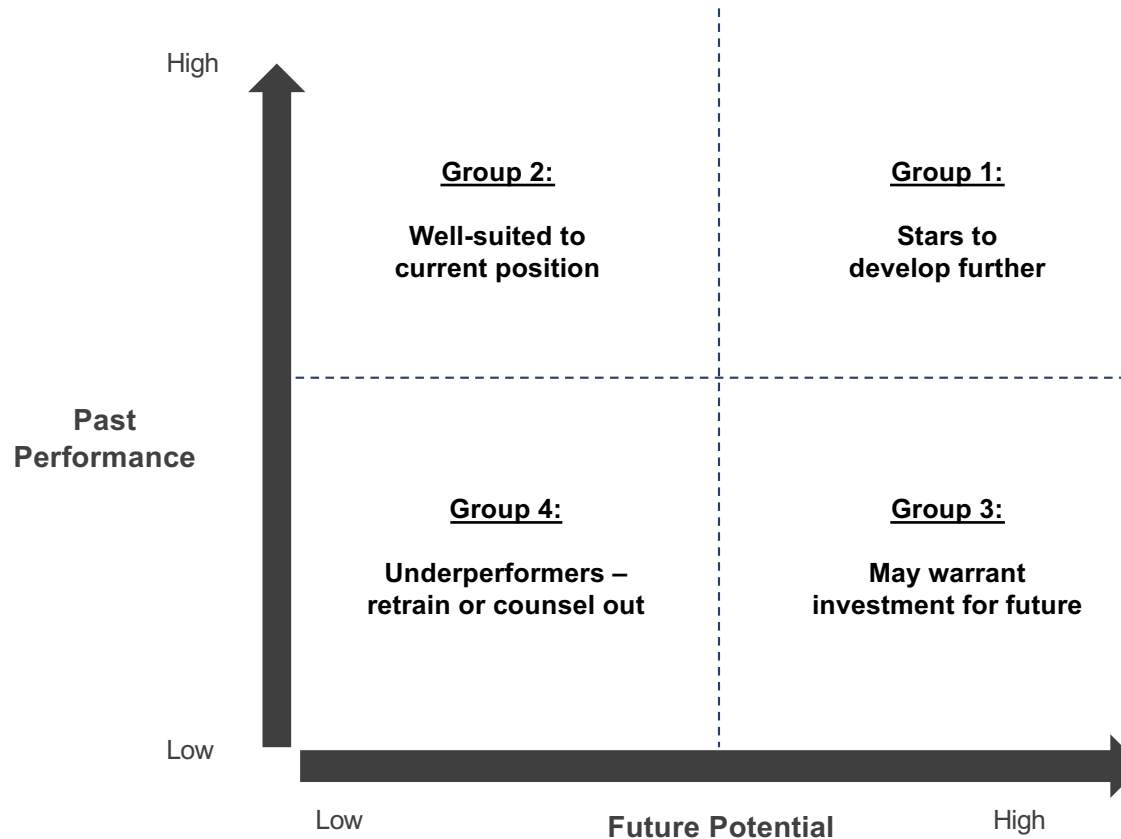Source: *How to Reduce Risk and Realize More Value from Your HIPO Program*, SHL ebook, 2018, https://www.shl.com/wp-content/uploads/en-hipo-ebook.pdf.

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Past performance and future potential should be assessed initially as two distinct dimensions.

Performance vs. Potential Matrix

Where would you place your staff?

Where are you putting your time and effort?

High

Past Performance

Low

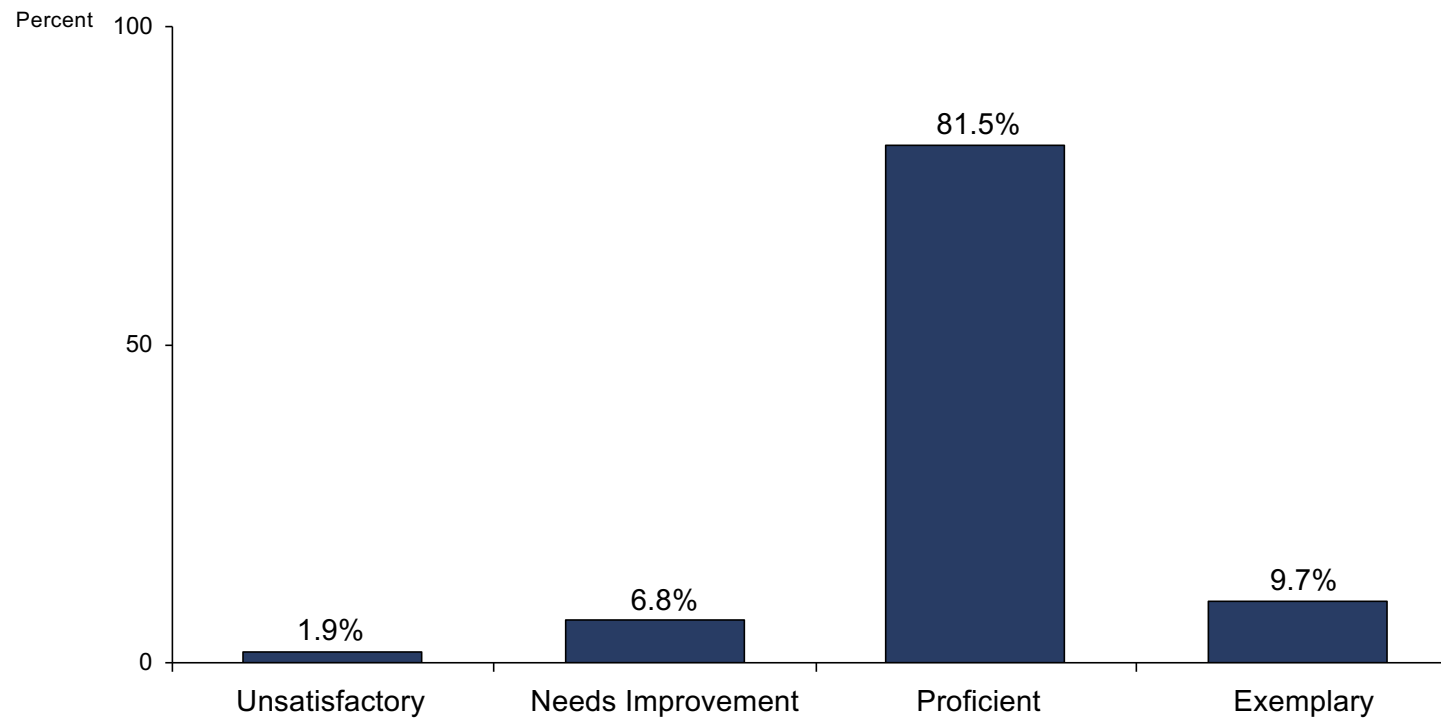Low   Future Potential   High

This mapping enables better focus of time and resources towards the most promising employees to become future leaders of the organization.

Performance vs. Potential Matrix

High

Group 2:

**Well-suited to
current position**

Group 1:

**Stars to
develop further**

**Past
Performance**

Group 4:

**Underperformers –
retrain or counsel out**

Group 3:

**May warrant
investment for future**

Low

Low   **Future Potential**   High

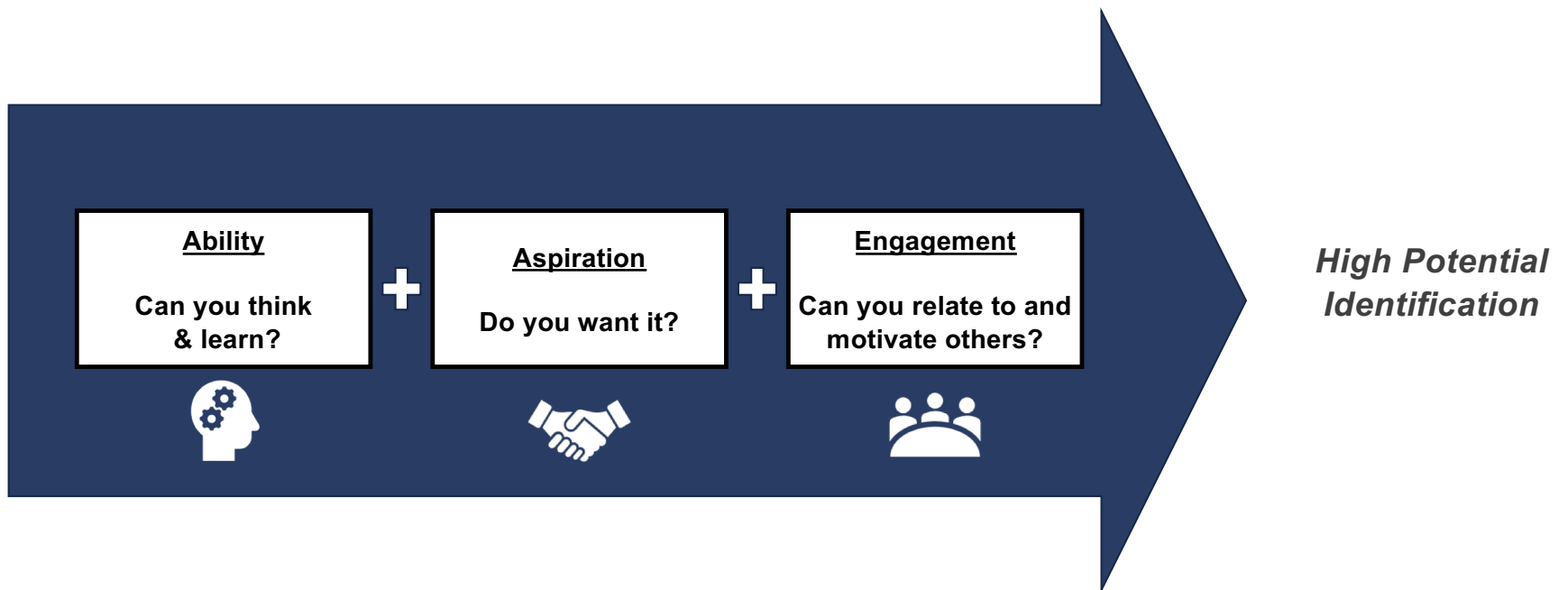# At least we can identify our high performers…*right?*

Distribution of Teacher Evaluation Ratings

Source: Matthew A. Kraft and Allison F. Gilmour, "Revisiting the Widget Effect: Teacher Evaluations and the Distribution of Teacher Effectiveness," Educational Researcher 46, no. 5 (2017).

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Future potential is more challenging to assess; there are three key themes that should be considered.

Assessing Future Potential

Ability	Aspiration	Engagement	High Potential

Ability — Can you think & learn?

+ Aspiration — Do you want it?

+ Engagement — Can you relate to and motivate others?

High Potential Identification

"… Leadership and learning are indispensable to each other …"

- John F. Kennedy

Ability Dimension

Indicators of Ability

Cognitive Ability

- Ability for conceptual and strategic thinking and thought leadership – *raw analytical horsepower*

- Effective construction of fundamental logic, underlying issues, and hypotheses

- Consistent in creative and innovative thinking and problem solving

Learning Skill

- Routinely demonstrates capability to learn and master new knowledge and skills of greater complexity

- Able to gain insights quickly and flexibly (e.g., any time and place, not only in one or two preferred learning settings)

- Pattern recognition to enable anticipation and resolution of analytic roadblocks

Source: SHL, HBR, DMGroup analysis

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Aspiration Dimension

Indicators of Aspiration

- Strong work ethic

- Resilience

- Ambition to advance higher in the organization

- Enjoyment from working in fast-paced, multi-tasking environments

- Eagerness for more responsibility

- Opportunity to exercise, influence, and shape how things get done

- Desire for increased autonomy

- Will and motivation to work hard, do whatever it takes to get the job done – *willingness to sacrifice*

- Willingness to take on extra duties or assignments without being prompted to do so

Source: SHL, HBR, DMGroup analysis

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Engagement Dimension

Indicators of Engagement

Engagement with Others

- Strong interpersonal and social skills

- Able to build and maintain strong network of contacts and alliances

- Able to be influential and persuasive with a range of different stakeholders

- Social EQ and understanding of what drives other individuals

- Humility

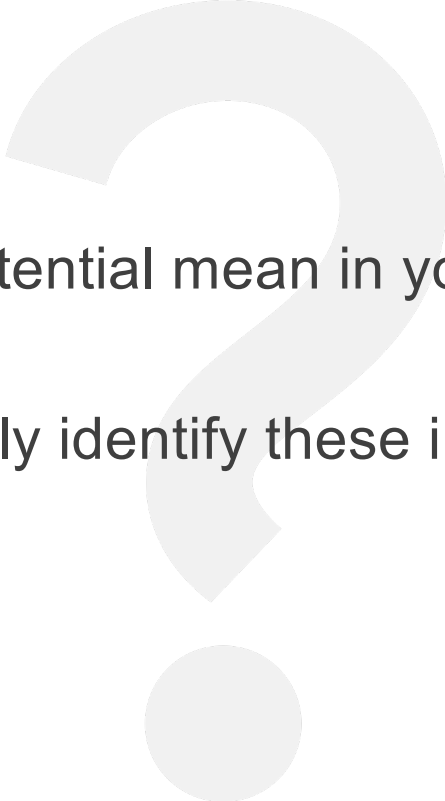- Cultural competency skills

Engagement with Organization

- Current engagement – healthy perceptions of the individual's past and current experiences

- Future engagement – perceptions of the organization and alignment with mission, values, and direction

- Putting the success of the organization above individual goals

- Commitment to the future and desire to be a part of it
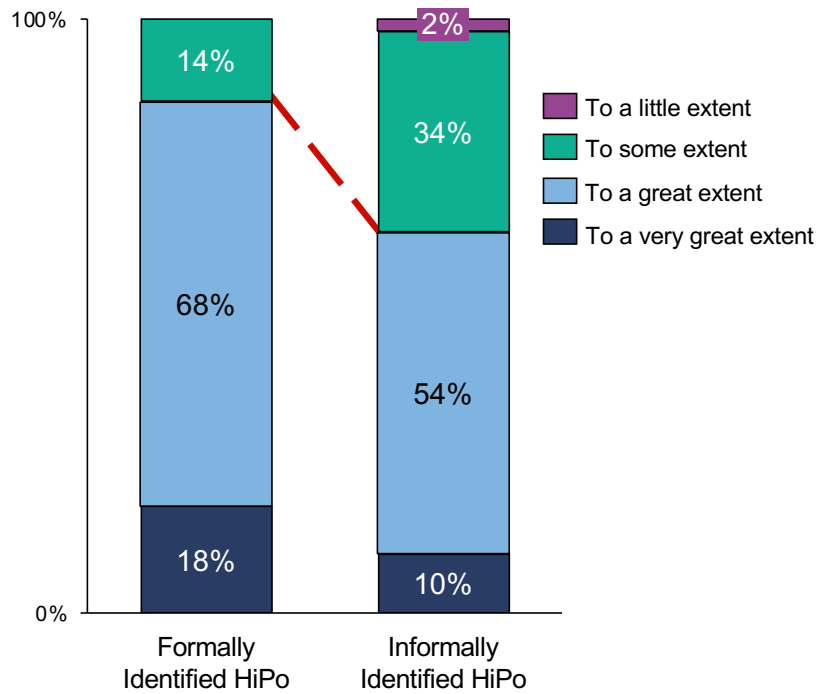
Source: SHL, HBR, DMGroup analysis

Turn & Talk Activity

1. What does High Potential mean in your district?

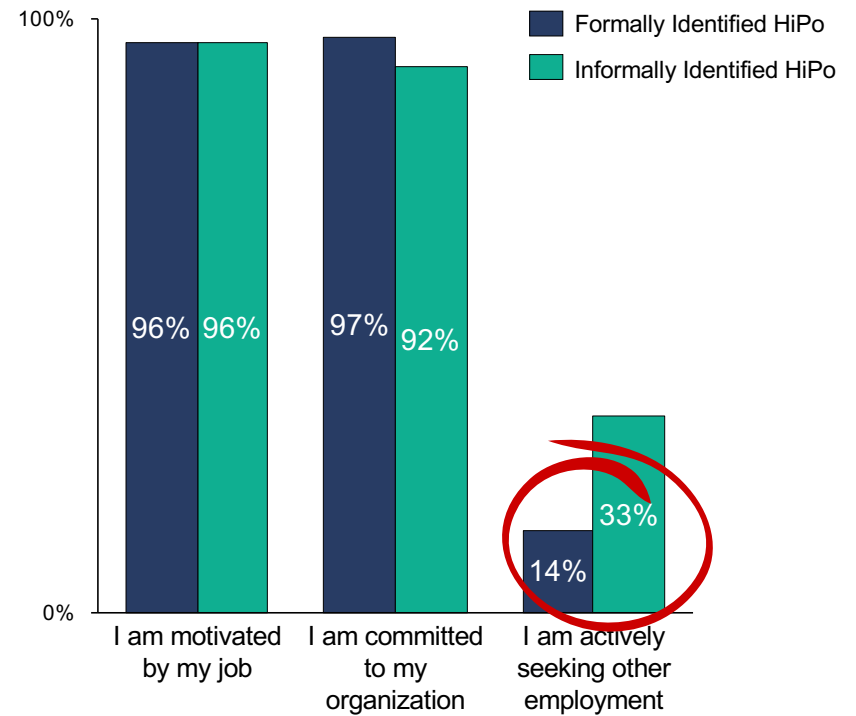2. How do you currently identify these individuals?

Should you let High Potentials *know* they are High Potentials?

## Impact of High Potential Identification

Do you consider yourself a HiPo?

Formally Identified HiPo:
- To some extent: 14%
- To a great extent: 68%
- To a very great extent: 18%

Informally Identified HiPo:
- To a little extent: 2%
- To some extent: 34%
- To a great extent: 54%
- To a very great extent: 10%

Legend:
- To a little extent
- To some extent
- To a great extent
- To a very great extent

Commitment and Engagement

Legend:
- Formally Identified HiPo
- Informally Identified HiPo

- I am motivated by my job: 96% / 96%
- I am committed to my organization: 97% / 92%
- I am actively seeking other employment: 14% / 33%
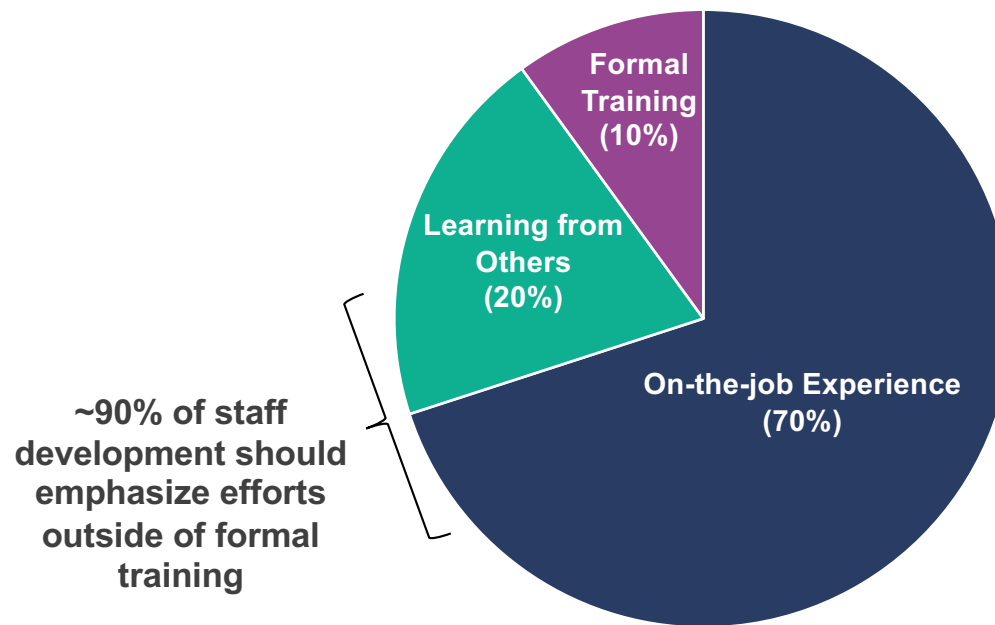
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Now that High Potentials have been identified, organizations need to proactively develop them into their full potential.

Developing High Potentials
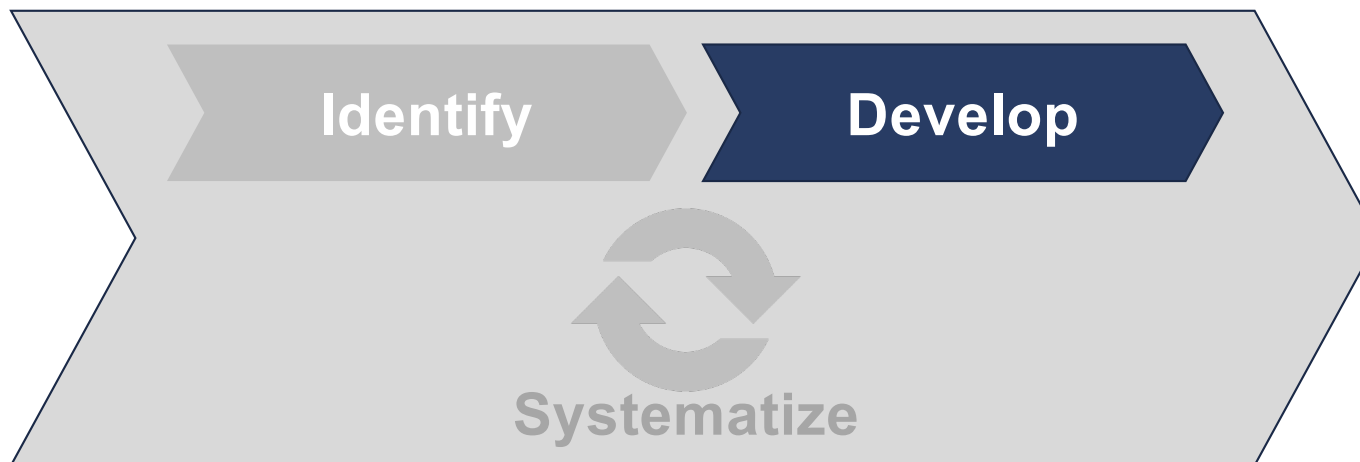
The most common approach when developing individuals is to rely on formal training; however, this is not necessarily the best approach.

More Effective Approach to Staff Development

Formal
Training
(10%)

Learning from
Others
(20%)

On-the-job Experience
(70%)

~90% of staff
development should
emphasize efforts
outside of formal
training

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"… Experience is the teacher of all things …"

- Julius Caesar

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But this could present a problem when facing a near-term leadership need, as learning and gaining wisdom from experience typically takes time.

Development Curves

EXPERIENCE

What's Needed?

Experienced and capable individuals now

Anticipated Requirement:
Experienced leader / capability in next 12 – 36 months

Typical Development:

Experience gained in incremental steps over extended time

TIME

Source: DMGroup analysis

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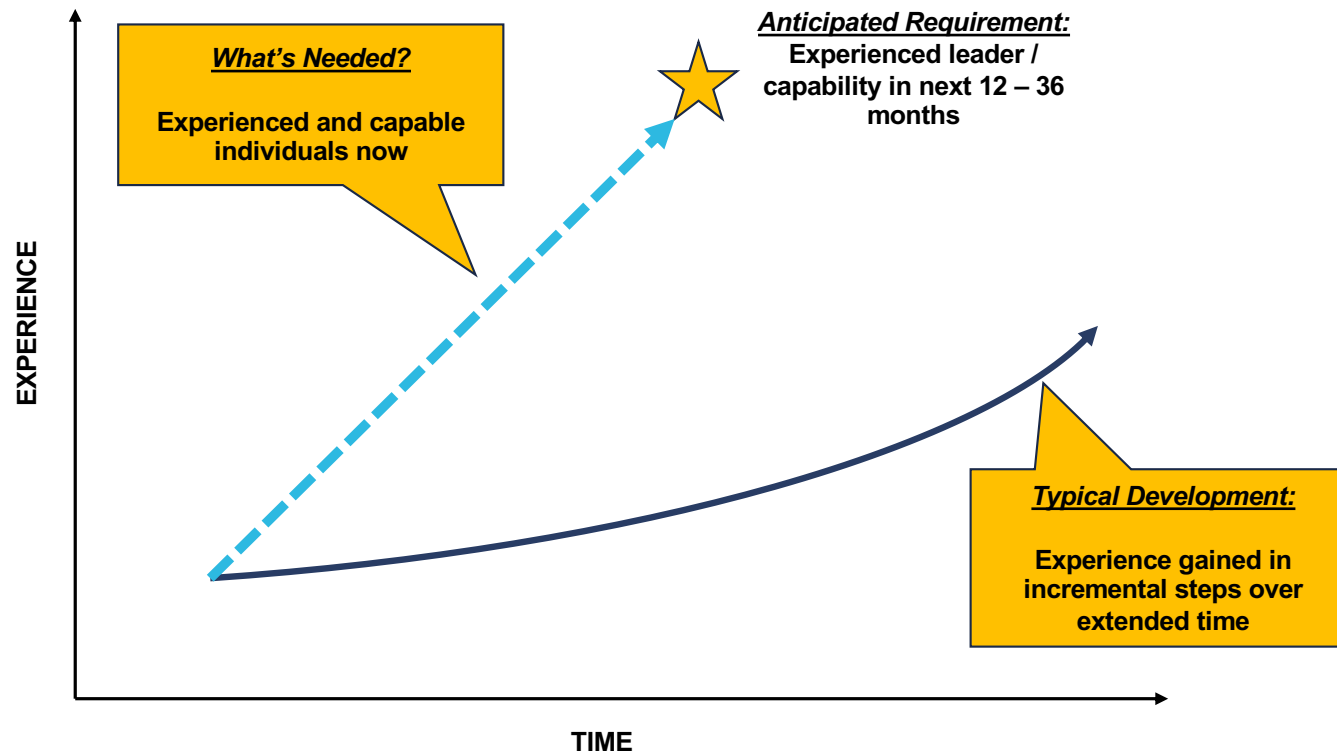
A Human Capital dilemma.

External Hire

Advantage:

- Potential to fill position sooner with someone who appears ready

Disadvantage:

- Unknown candidate

- External hires have overall higher failure rates

VS.

Promote High Performer

Advantage:

- Potential to fill position sooner with someone known who seems ready

Disadvantage:

- Past performance does not equate to future performance

- May not be able to grow new required skillsets

Develop High Potential

Advantage:

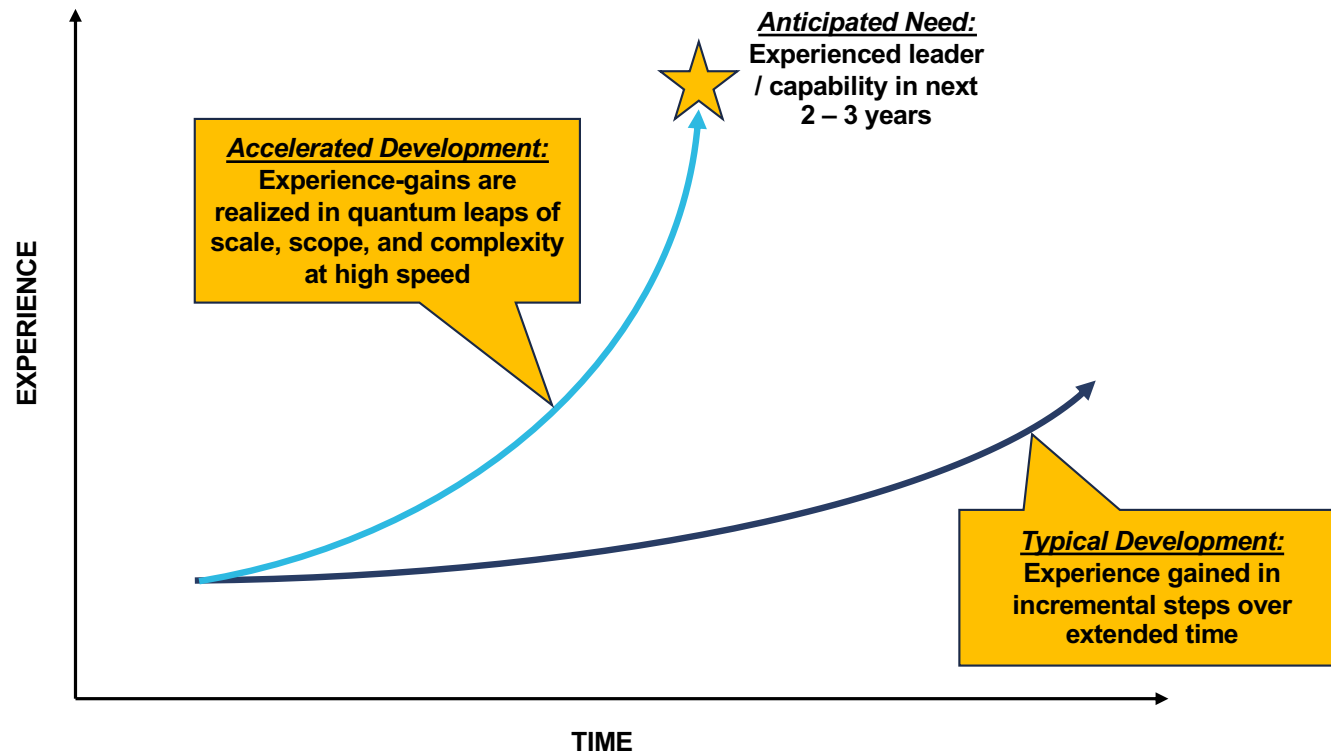- Internal hire that can be shaped into future leader

Disadvantage:

- Takes time and investment to prepare individual

Feels naturally at odds with achieving short-term performance and gains

There are strategies that can accelerate this growth for High Potentials to effectively prepare them for positions of greater responsibility sooner.
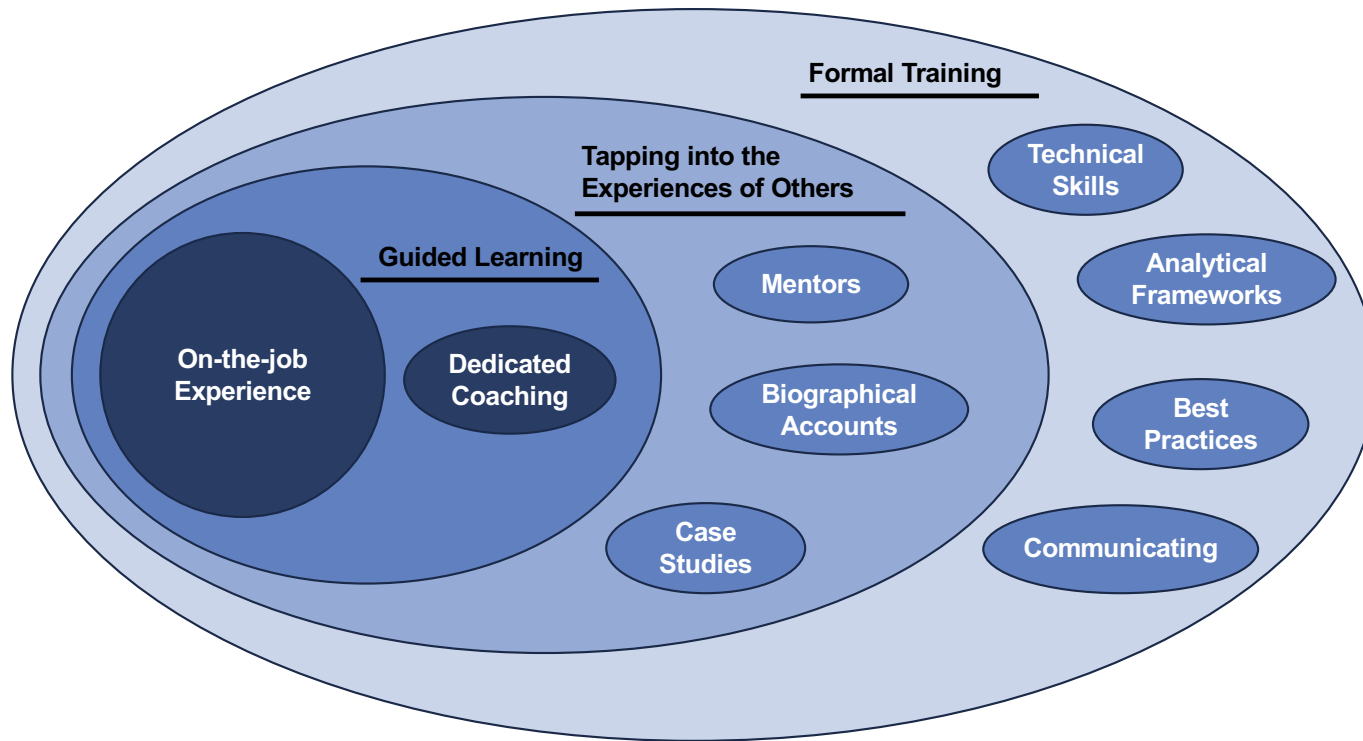
Development Curves

EXPERIENCE

Accelerated Development:
Experience-gains are realized in quantum leaps of scale, scope, and complexity at high speed

Anticipated Need:
Experienced leader / capability in next 2 – 3 years

Typical Development:
Experience gained in incremental steps over extended time

TIME

Source: DMGroup analysis

High Potentials benefit from a comprehensive, controlled learning and development environment.

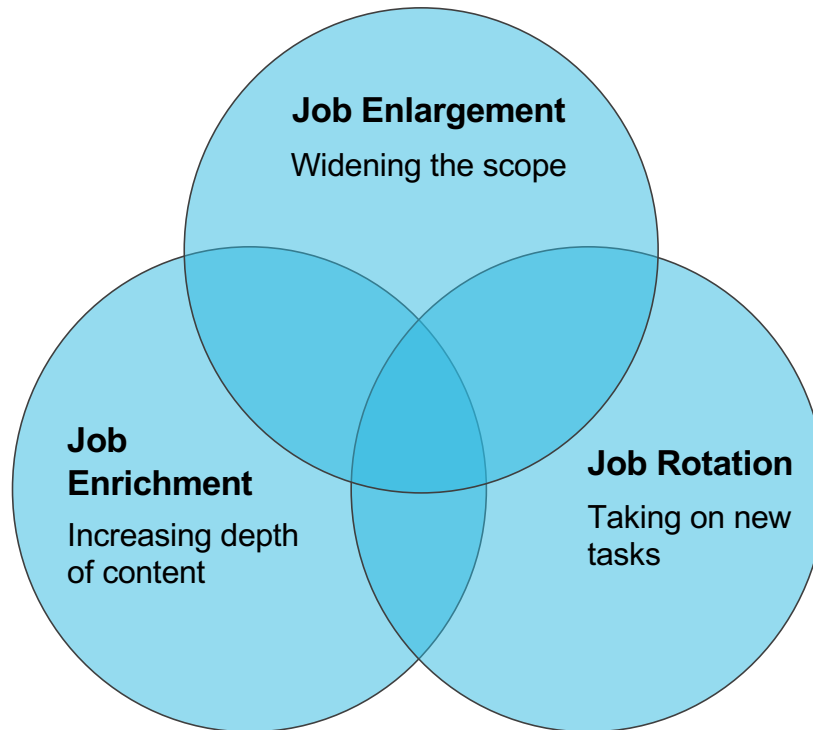## Components of High Potential Development

Formal Training

Tapping into the Experiences of Others

Guided Learning

On-the-job Experience

Dedicated Coaching

Mentors

Biographical Accounts

Case Studies

Technical Skills

Analytical Frameworks

Best Practices

Communicating

Districts can use three categories of approaches to grow on-the-job responsibilities.

Broadening On-the-job Experiences

Job Enlargement
Widening the scope

Job Enrichment
Increasing depth of content

Job Rotation
Taking on new tasks

- Categories are not mutually exclusive

- Districts can create innovative combinations to stretch and motivate High Potentials

Desired objective is to design job experiences in order to promote development of skills, experiences, and knowledge for the *desired future role*

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On-the-job development examples.

Enlargement

- **Widening the scope of the job:**
  - Adding additional responsibilities for operations or finance staff
  - Adding additional grade levels or geographies to responsibilities
  - Coaching, data team, or curriculum leadership positions for teachers (perhaps with stipends)

Rotation

- **Taking on new tasks (perhaps temporarily):**
  - School rotation
  - Geographic rotation
  - Grade level rotation

Enrichment

- **Increasing the depth of job content:**
  - Grade-level expansion (for instance, from K-5 to K-8)
  - Operations expansion (for instance, from food service operations to procurement or finance)

Many of these options are approaches that have no incremental cost to the district

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The Breakthrough Approach's fast-paced tempo is another way to activate an accelerated on-the-job learning environment.

On-the-Job Experiences using the Breakthrough Approach

"… Experience is a hard teacher because she gives the test first, the lesson afterward …"

- Vernon Law

"… We should be careful to get out of an experience all the wisdom that is in it – not like the cat that sits on a hot stove lid. She will never sit down on a hot lid again – and that is well; but also she will never sit down on a cold one anymore …"

- Mark Twain

Coaching has proven to be a strong tool for improving learning and retention of critical lessons encountered through experience.

Learning and Retention Rates – Impact of Coaching
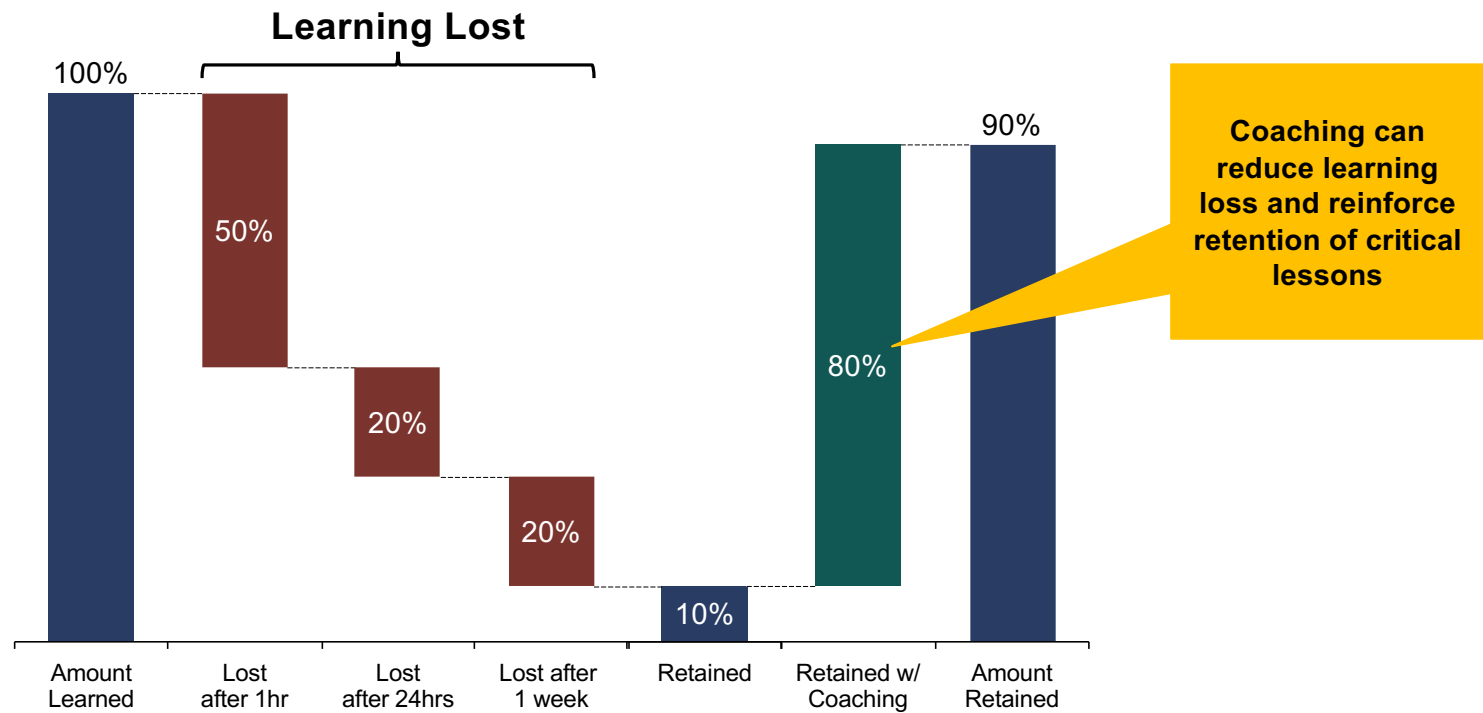
Learning Lost

Amount Learned	Lost after 1hr	Lost after 24hrs	Lost after 1 week	Retained	Retained w/ Coaching	Amount Retained
100%	50%	20%	20%	10%	80%	90%

Coaching can reduce learning loss and reinforce retention of critical lessons

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Coaching of High Potentials requires thoughtful planning and commitment from the coach to maximize effectiveness.

Sample Coaching Cycle

IDENTIFY
Use data, observations, or other measures to determine strengths and challenges

PLAN
Develop a coaching strategy based on the results of observation and assessment and set initial goals

COACH
Break down specific steps of tasks, model desired behaviors, but avoid solving the problem

OBSERVE
Observe and assess HiPo in action to provide specific, relevant, and substantive feedback

REFLECT
Review outcomes, discuss successes, and identify development needs and next steps

The Coaching Cycle
A structured approach to coaching that enables coaches to provide identified High Potentials with the support required to target their specific needs, reinforce learning, and achieve success.

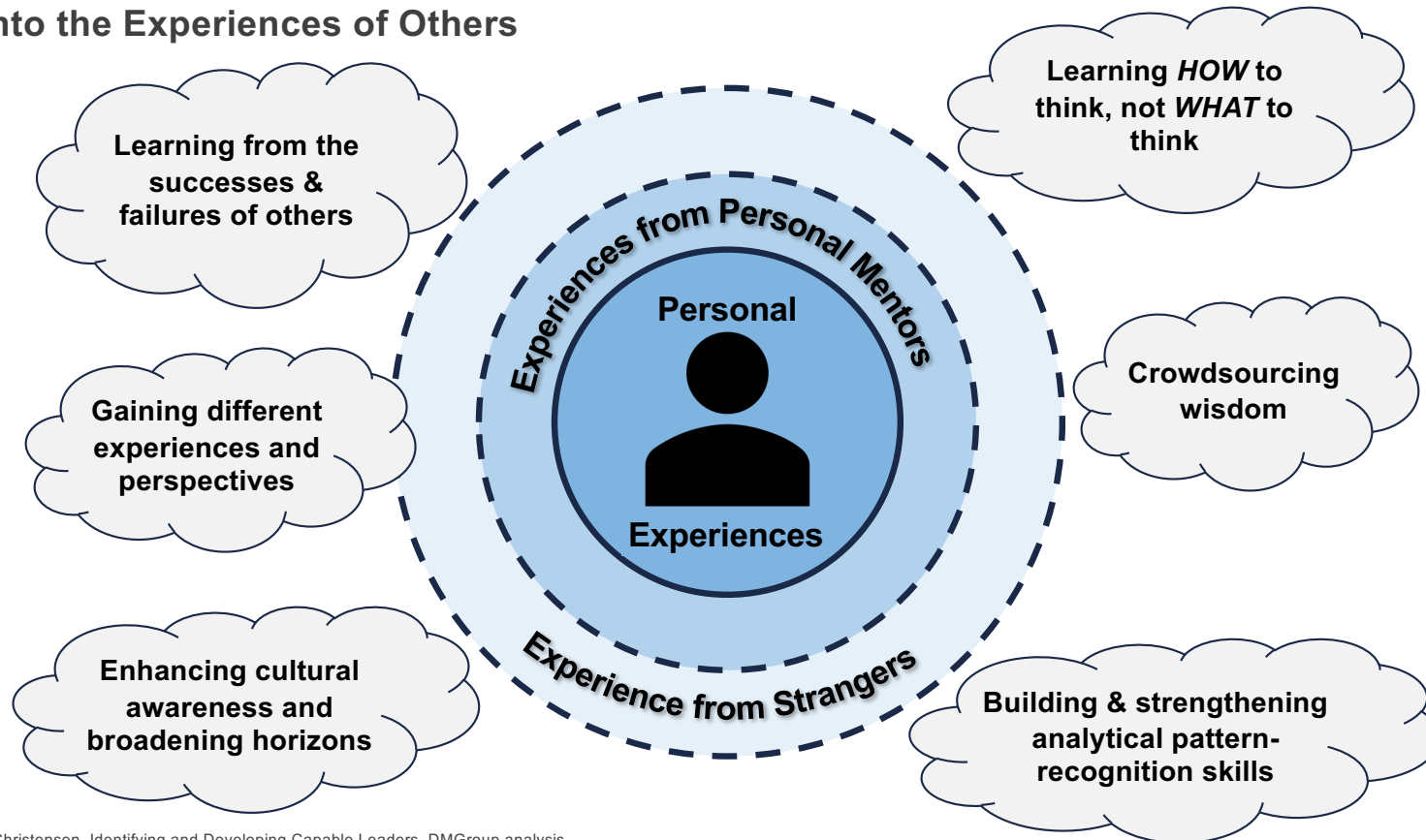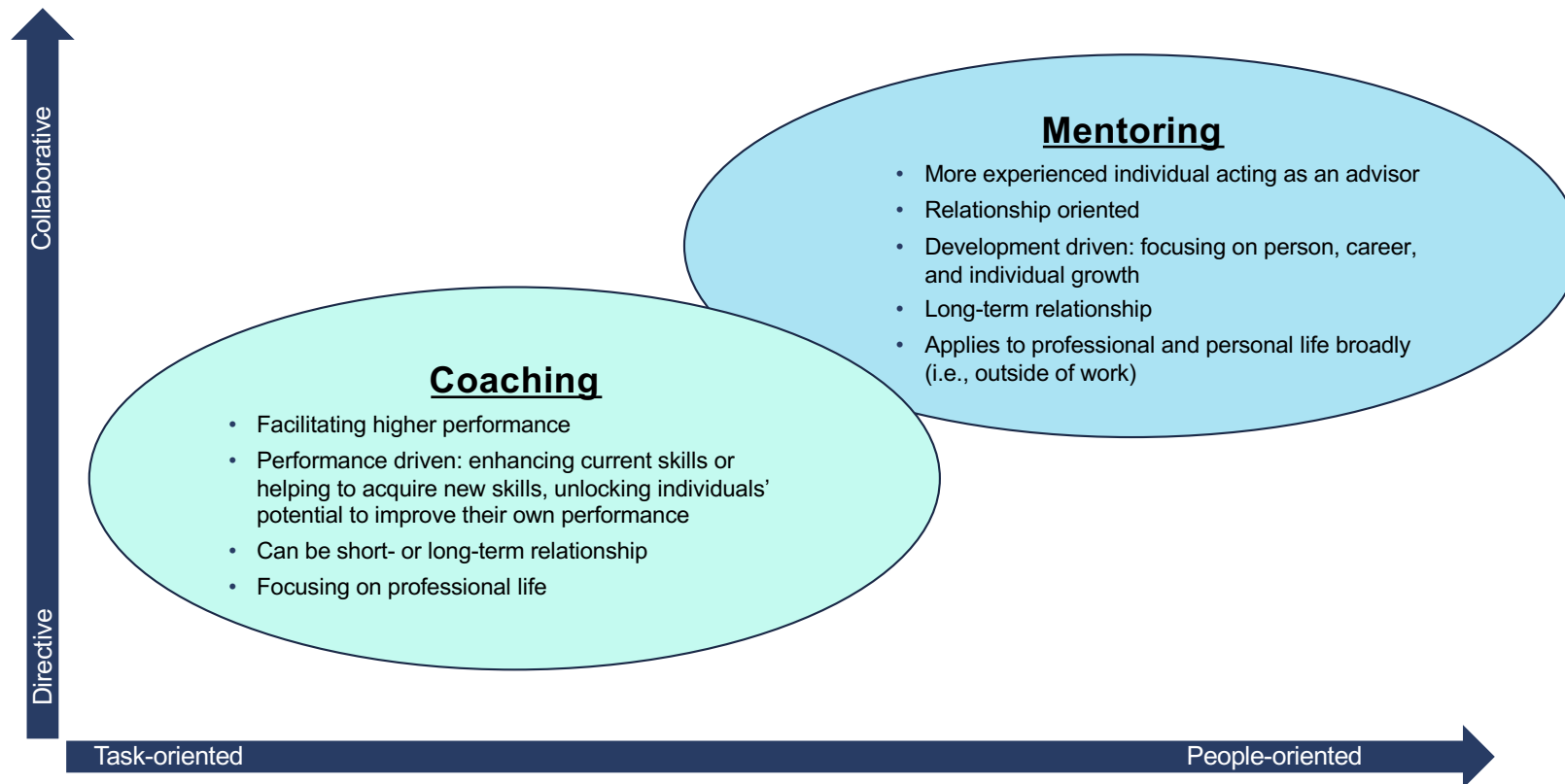District Management Group

But it is impossible to learn everything from first-hand experience, and growth-minded individuals often tap into the experiences of others.

Tapping into the Experiences of Others

Learning from the successes & failures of others

Learning *HOW* to think, not *WHAT* to think

Gaining different experiences and perspectives

Crowdsourcing wisdom

Enhancing cultural awareness and broadening horizons

Building & strengthening analytical pattern-recognition skills

Experiences from Personal Mentors

Experience from Strangers

Personal

Experiences

Source: Clayton Christensen, Identifying and Developing Capable Leaders, DMGroup analysis

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One note to consider - while there is some overlap, mentorship serves a different role than coaching.

Collaborative ↑

Directive

Task-oriented → **People-oriented**

Mentoring
- More experienced individual acting as an advisor
- Relationship oriented
- Development driven: focusing on person, career, and individual growth
- Long-term relationship
- Applies to professional and personal life broadly (i.e., outside of work)

Coaching
- Facilitating higher performance
- Performance driven: enhancing current skills or helping to acquire new skills, unlocking individuals' potential to improve their own performance
- Can be short- or long-term relationship
- Focusing on professional life

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Turn & Talk Activity

1. Which development strategies do you use in your district to develop and grow your future leaders?

2. Which strategies present the biggest challenges in executing currently and why?
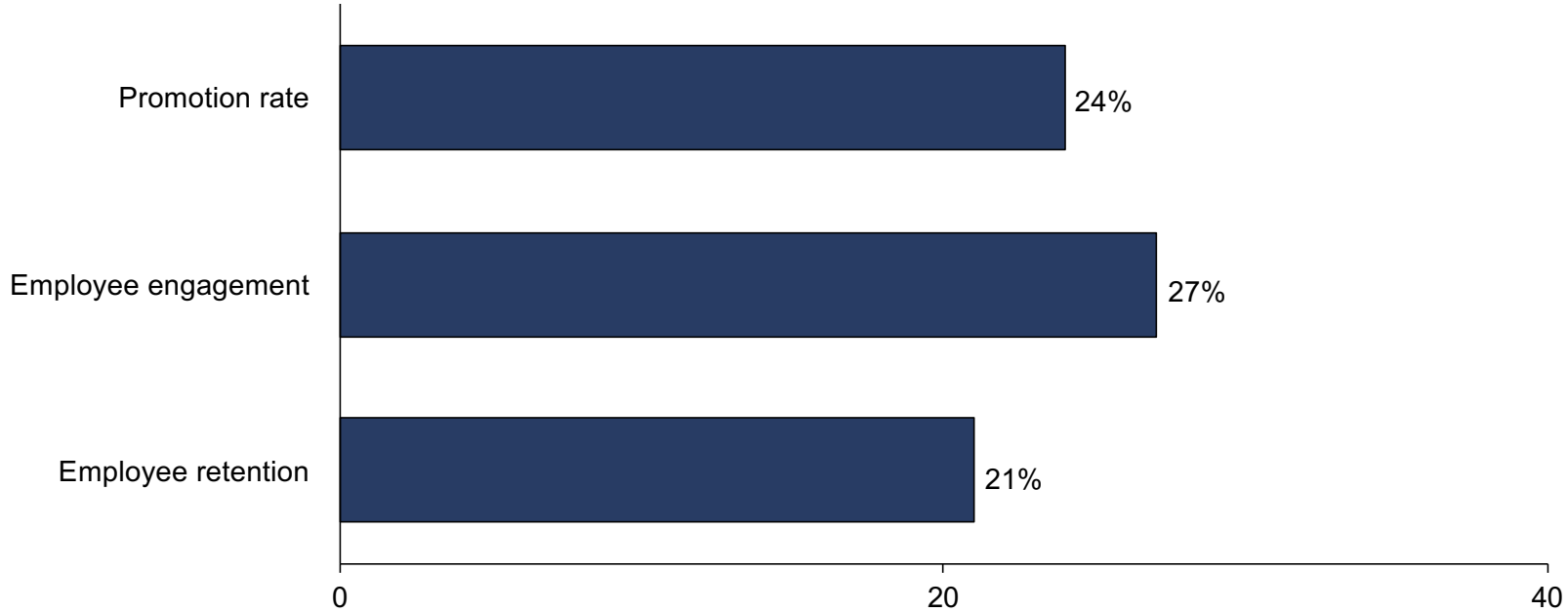
Identification and development of High Potentials must be systematized in order to support and sustain the long-term success of the organization.

Developing High Potentials
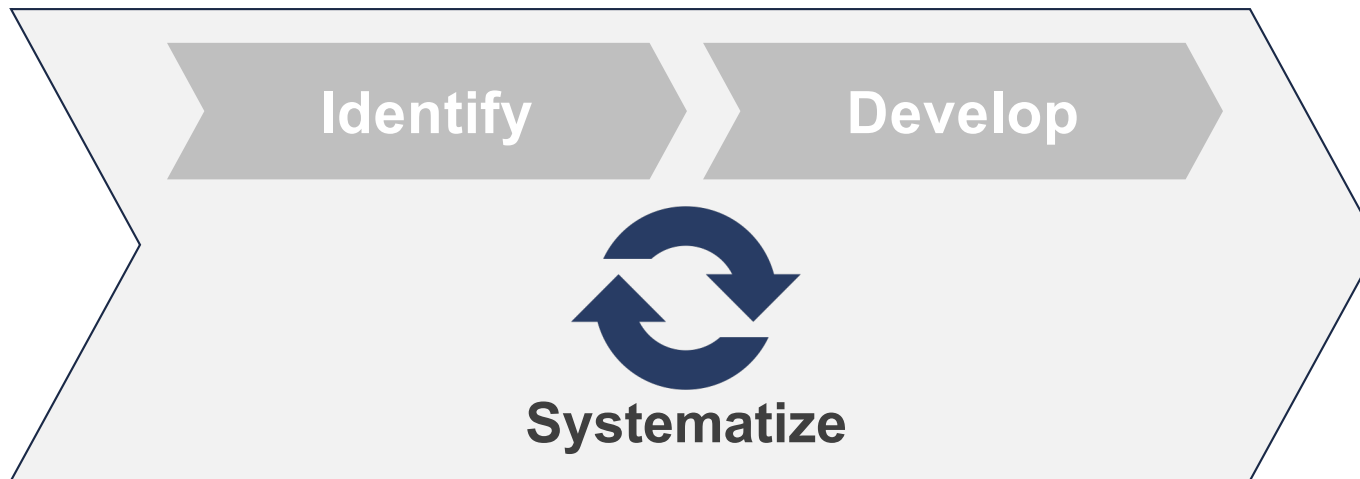
However, approximately 25% of organizations continue to fail to measure the impact and success of their High Potential programs.

Percent of organizations that do not measure the impact of HiPo programs on:

Promotion rate — 24%

Employee engagement — 27%

Employee retention — 21%

Source: Gartner

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Final Thoughts

1   Identify High Potentials by assessing not only past & current performance but also future potential

2   Employ a comprehensive approach to developing High Potentials that incorporates efforts beyond formal training

3   Systematize High Potential identification and development to build a strong bench of capable leaders for tomorrow

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If you have any comments or questions about the contents of this document, please contact District Management Group:

Tel: (877) 362-3500
Email: info@dmgroupK12.com
Fax: (617) 491-5266
Web: www.dmgroupK12.com
Mail: 133 Federal Street, Boston, MA 02110