pHCLE Study Group

Talent Management & Development

Instructor: Danette Meyer

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Tell us what you think!

In the chat please share…

What was your favorite part of last week's study session?

Study Session Outline:

- Introductions
- Preparing for the exam
- How I prepared…
- Checking for baseline understanding: Kahoot!
- Reviewing each quadrant:
  - pHCLE Standards
  - Instructor Examples
  - Q&A
- Final Practice Questions
- Overall Q&A

Study Session Purpose:

1. Gain strategies to prepare for your exam
2. Briefly review four areas of the standards
3. Learn from instructor examples
4. Check your understanding with practice test questions
5. Answer your questions about the exam

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Preparing for your Exam

Reading Reference Guide
The pHCLE Reading Reference Guide is resource to help you engage in a self-study program for the certification exam. The guide defines key terms and provides links to suggested readings to help you further your learning. Topics are organized by the Human Capital Leaders in Education Professional Standards.
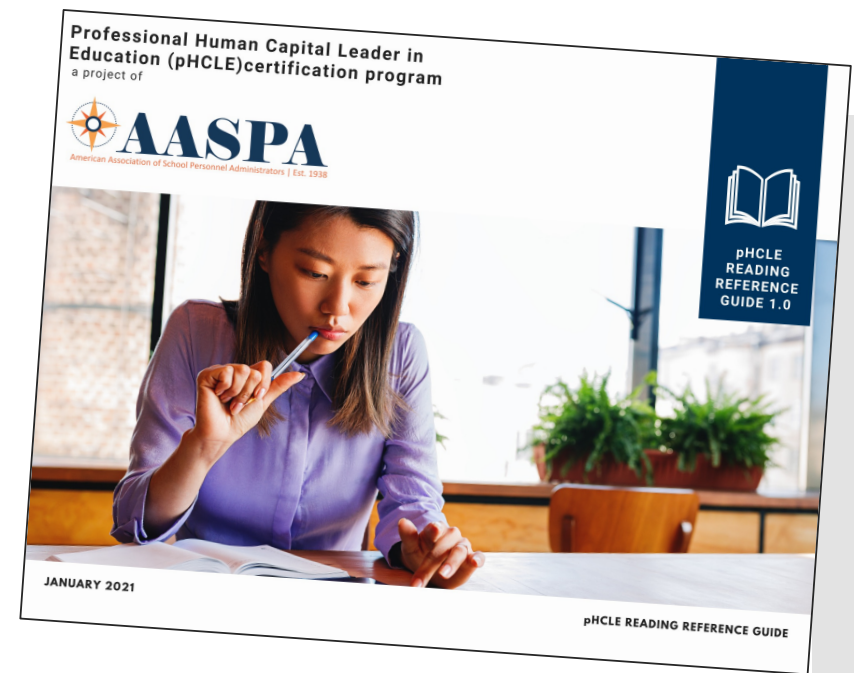
AASPA Recorded Webinars
AASPA offers recorded webinars as an additional resource for our members. Webinar topics are researched, created, and delivered by AASPA members. All webinars align with HCLE standards and some are eligible for HRCI or SHRM re-certification credit.

Study Sessions
These sessions will be recorded and accessible to review after the they are completed.

Other Professional Development Activities
Other growth and development activities such as reading HR books and articles, attending an HR conference, taking classes, etc. will help prepare individuals for the pHCLE exam.

Professional Human Capital Leader in Education (pHCLE) certification program
a project of

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pHCLE READING REFERENCE GUIDE 1.0

JANUARY 2021

pHCLE READING REFERENCE GUIDE

Webinar Title	Recording Date	HCLE Topic 1	HCLE Topic 2
Increasing Your Instructional Candidate Pool When Competition is High!	11/23/2020	Recruiting	Career Ladders
Teacher Internships as a Component of a Viable Teacher Recruitment Pipeline	11/17/2020	Recruiting	Career Ladders
Hire Top Talent Using Standards Based Interview Protocols	11/10/2020	Selection	
Developing a Mentoring Program for Education Support Professionals	7/2/2020	Continous Improvement	Onboarding
How to Engage Education Support Professionals in District-Wide Professional Development	6/30/2020	Strategic Alignment	Training & Development
The New Title IX: Unexpected Consequences for K-12 Labor and Employment	6/2/2020	Sustainability & Risk Management	
At the Top of Your Recruiting Game	4/8/2020	HR Branding	Recruitment
An HR Brand is Not Just a Logo, a Website or your Business Cards…It's an Experience	3/31/2020	HR Branding	Recruitment

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Danette Meyer Study Plan

1. Read all the online course content and participated in the learning sessions.

2. Studied the terms by using the 2 pHCLE decks on Quizlet.

3. Made my own examples to practice the formulas.
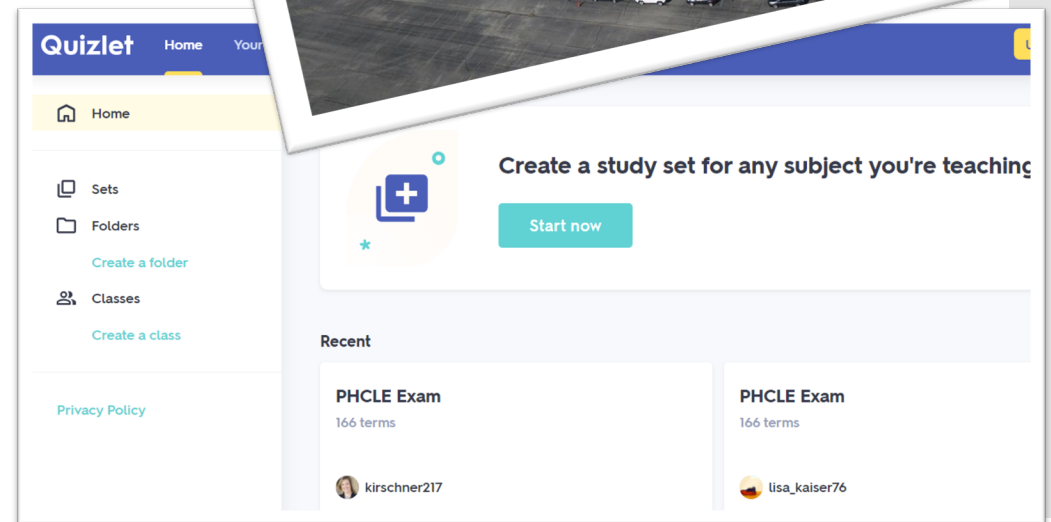
Talent Management & Development
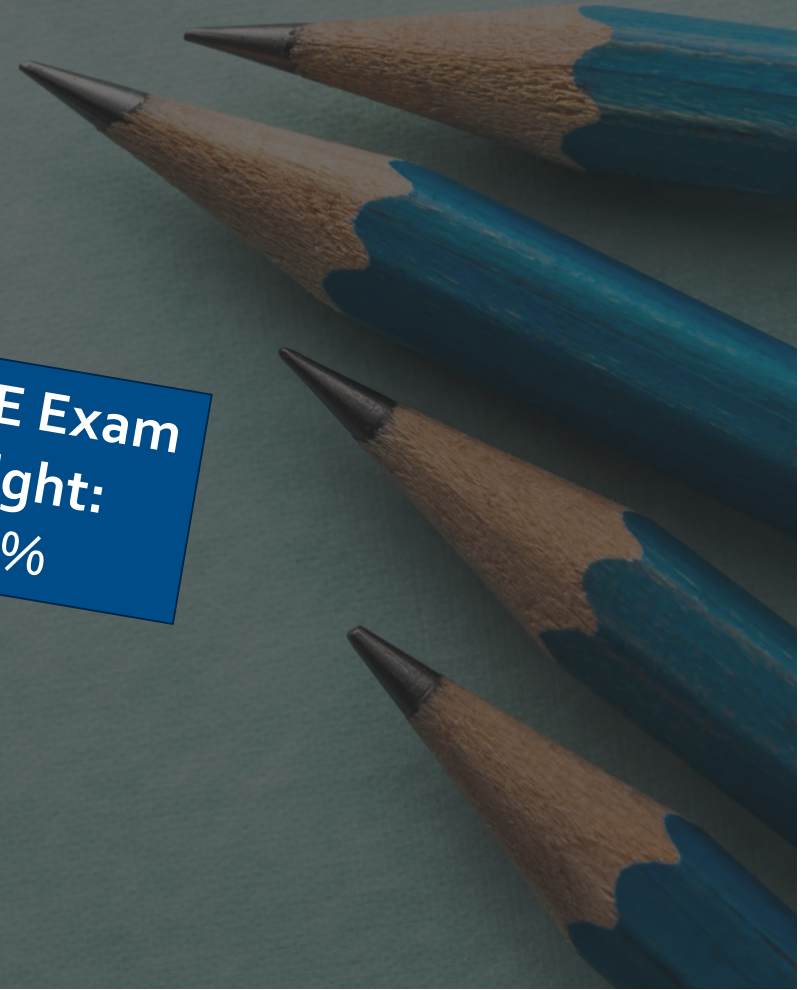
Onboarding
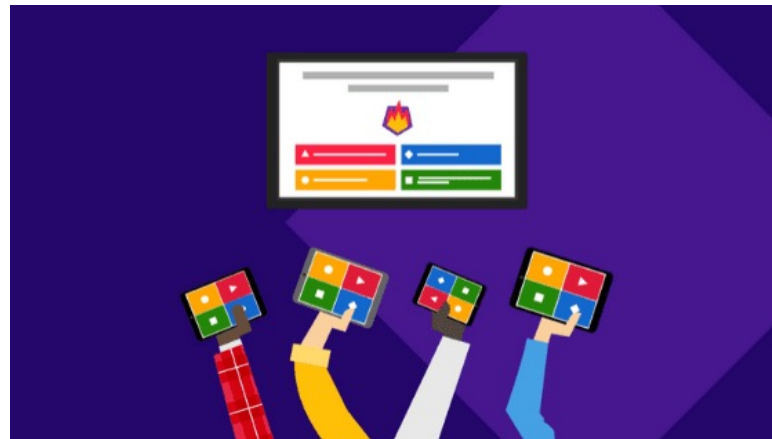
Training & Development

Performance Management

Career Ladders & Succession Planning

pHCLE Exam Weight: 20%

Check Your Understanding: Talent Management & Development

Onboarding

Process of helping new employees adjust to the performance and cultural aspects of their new roles over an extended period of time

Onboarding

HCLE Standard	Content Outline	Terms & Definitions

T.ON.1 Orient new employees to the organization.	• Orientation
	• How employee handbooks and other communication channels can be used to communicate workplace policies and protocols.
	• Types of information (i.e., organizational, job-specific, community) included in a comprehensive orientation experience.
		❑ **Employee Handbook:** Document used to communicate important workplace policies and expectations to employees.
		❑ **Onboarding:** Process of helping new employees adjust to the performance and cultural aspects of their new roles over an extended period of time (often 6 months or more)
		❑ **Orientation:** Process that focuses on paperwork and other compliance activities for new hires. Typically is a one-time event held before an employee begins their new job.
		❑ **Types of Information:** Comprehensive orientation and onboarding programs introduce new employees to their role and work team and help them learn about the organization and the community it supports.
		   o Organization information: e.g., District overview, Vision, mission, and goals, Facilities, Organizational policies and rules, Benefits and employee support services
		   o Job-specific: e.g., Job duties and expectations, Department or team goals, Introduction to manager and colleagues
		   o Community: e.g., Relocation information, Local businesses, Banking, Transportation

T.ON.2 Onboard new employees.	• Purpose and core components of a job description • Job analysis	❑ **Coaching:** Relationship between two individuals that tends to be short-term and focused on improving performance. ❑ **Mentoring:** Relationship between two individuals focused on long-term development toward career goals and objectives.

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T.ON.1 Orient new employees to the organization.

Onboarding

- Helps new employees acclimate to their job and your organization
- Involves a series of events and ongoing support
- Longer duration (6 mths or longer)

Onboarding
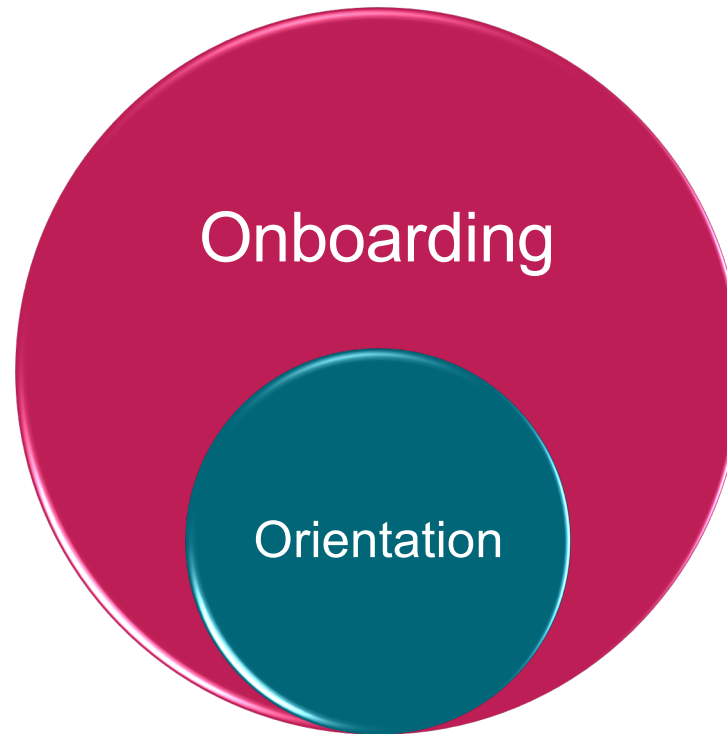
Orientation

Orientation

- Tends to emphasizes transactional activities (e.g. benefits enrollment, paperwork, key policies)
- One-time event typically held before employee's first day
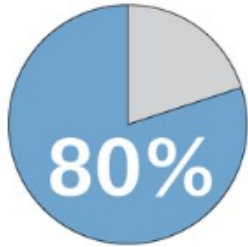- Shorter duration

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Orientation: Maximizing Opportunity

Induction Week: Day 1 Peak Moment

T.ON.2 Onboard new employees.

80%

Strong onboarding processes improve new employee retention by more than 80%.

Source: Brandon Hall Group

88%

of employees don't feel their organization does a great job of onboarding new employees.

Source: Gallup

Most onboarding programs focus on paperwork and processes rather than people, performance, and culture.

Source: Human Capital Institute

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T.ON.2 Onboard new employees.

Coach
Focus: Improving performance in current job

Task-oriented

Short-term relationship

Mentor
Focus: Personal growth & long-term career development

Relationship-oriented

Long-term relationship

Onboarding

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Training & Development

Learning activities that support the acquisition of skills, knowledge, and abilities

Training & Development

HCLE Standard	Content Outline	Terms & Definitions

T.TD.1 Coordinate training and professional development programs.	• Two types of adult development (i.e., horizontal, vertical), and how to support both through training and development.
	• Implications of zones of safety (i.e., risk zone, danger zone) for learning.
	• Principles of adult learning (i.e., self-directed, transferrable, connected, experiential, goal-oriented), and implications for professional development.
		❑ **Adult Learning Principles:**
		  o Self-directed- Provides choice and opportunities to prioritize activities.
		  o Transferrable: Has real-life use in their current role.
		  o Connected: Builds on what learners know and do well while extending their thinking.
		  o Experiential: Provides opportunities for processing, hands-on application, and reflection.
		❑ **Andragogy:** The method and practices of teaching adult learners.
		❑ **Horizontal Development:** Acquiring new knowledge, skills, and competencies.
		❑ **Professional Development:** Learning activities that expand skills, knowledge, and abilities to support personal growth and career advancement; also referred to as professional learning.
		❑ **Training:** A learning activity focused on the acquisition of knowledge and skills required for a particular job or task.
		❑ **Vertical Development:** Advancing the capability to think in more complex, systemic, and interdependent ways.
		❑ **Learning Zone Model:** Model that can be used for designing learning experiences. Divides the experience of learning into three zones.
		  o Comfort Zone- Limited opportunity for learning. Often involves routine tasks that don't require individuals to acquire new knowledge or skills. Can provide a safe space for individuals to reflect and make sense of their experiences.
		  o Risk Zone- Optimal space for learning. Requires individuals to stretch beyond their current capabilities.
		  o Danger/Panic Zone: Learning is blocked by fear and anxiety. Individuals feel overwhelmed by expectations.

Development

- Induction Week

- Building-Based and Full-time Release Instructional Mentors

- Building and District-Based Instructional Coaches

- District sponsored Professional Development Courses

- Summer PD Offerings

- Collaborative Teaming

- Aspiring Administrators Academy
(98% of Admin are hired from within)

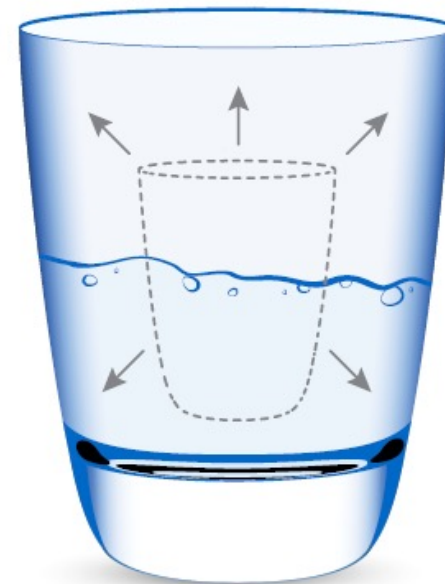# T.TD.1 Coordinate training and professional development programs.

VERTICAL DEVELOPMENT

Ability to think in more complex, systemic, and interdependent ways

HORIZONTAL DEVELOPMENT

Adding new knowledge and skills

Source: Petrie, N. (2014)

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Implications for training & development

HORIZONTAL DEVELOPMENT

- Increase technical competencies and content knowledge
- What you know
- Skills training

Competence
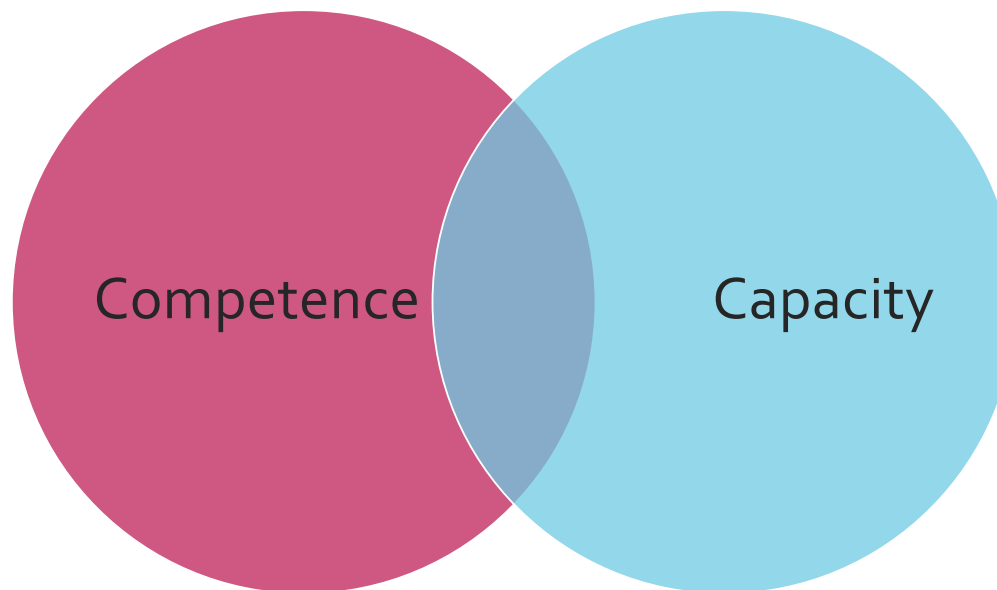
Capacity

VERTICAL DEVELOPMENT

- Increase ability to handle complexity and uncertainty
- How you think
- Transformational learning experiences

LEADERSHIP DEVELOPMENT

	Instructional Capacity	Leadership Capacity
Years 1 and 2	**Build Classroom Competence** Work with your instructional mentor, PLC, and building leaders to develop your competence in planning, classroom management, instructional delivery and working with your school team.	**Develop as a professional** Develop communication skills with parents and teammates Participate in committees to begin understanding school systems beyond your classroom and grade level Attend SD54 Symposium
Years 3-4	**Develop expertise in instructional practice** Attend Salary lane courses or begin a master's program to build your knowledge in literacy, a content area, EL, or special education Expand your grade level or content experiences (program, classroom or support)	**Develop as a leader** Take on roles of influence with your team Begin to lead projects and committees at the school level Mentor a student teacher or become building level mentor for new hires Present at the symposium Seek two way feedback from your principal about leadership
Years 4-7	**Broaden your expertise in instructional roles and practices** Consider attending the Transfair in order to experience a different age group of students or special D54 program Presenting within building level staff development Serve as a literacy coach, PBIS team leader, or department chair	**Prepare for Building Leadership.** Participate in the Leadership Academy Consider applying for a district coaching role, dean, behavior support role Enter a principal preparation program

How are you building experience from day 1 for next level leadership?

T.TD.1 Coordinate training and professional development programs.

Conditions for Vertical Development

1. The What. Initiates. Reveals that our current way of making sense of the world is inadequate.

1. Heat Experiences

The sweet spot for vertical development
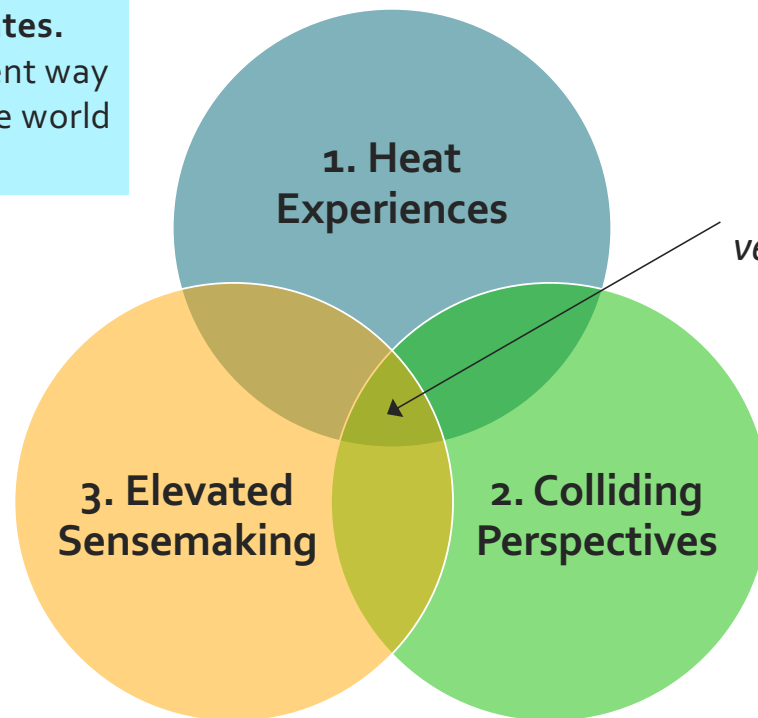
3. The How. Integrates. Uses process or coach to integrate and make sense of perspectives and experiences

3. Elevated Sensemaking

2. Colliding Perspectives

2. The Who. Enables. Exposure to people with different worldviews, opinions, backgrounds, and training.

Source: Center for Creative Leadership

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T.TD.1 Coordinate training and professional development programs.

Self-directed
Adults need choice and opportunities to prioritize the work.

Transferrable
Adults need learning that has real life, immediate use and is useful for their unique circumstances.
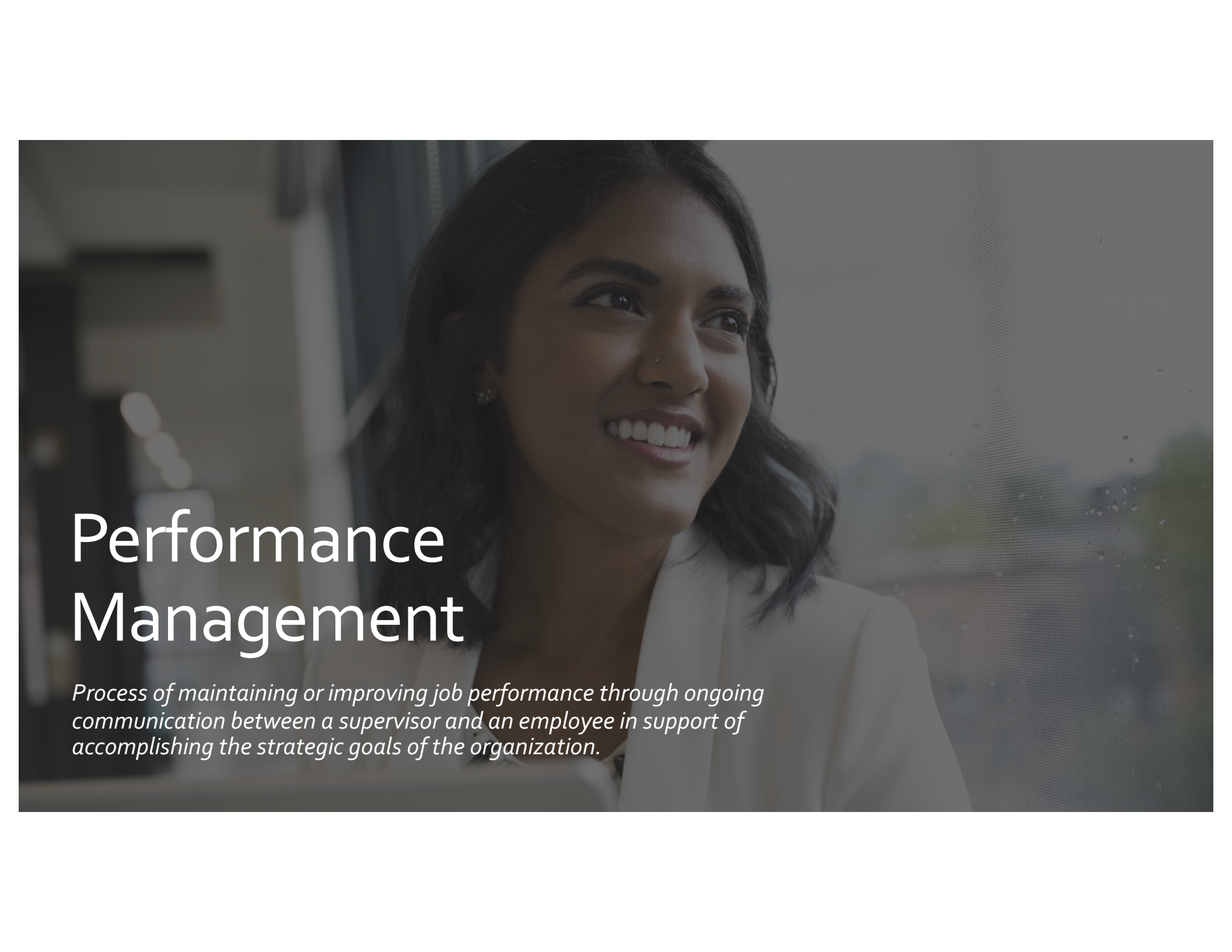
Adult Learning Principles

Connected
Adults need learning that connects to what they know and do well and extends their thinking.

Experiential
Adults need learning that is hands-on, engaging, or gives them an opportunity for reflection or processing.

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Performance Management

Process of maintaining or improving job performance through ongoing communication between a supervisor and an employee in support of accomplishing the strategic goals of the organization.

Performance Management

HCLE Standard	Content Outline	Terms & Definitions
T.PM.1 Implement a comprehensive evaluation system.	• Components of a comprehensive evaluation system • Strategies for improving validity and reliability in evaluation systems.	❑ **Comprehensive Evaluation:** The ongoing process of using multiple measures to assess individual or group performance relative to clearly defined standards and provide opportunities for reflection, feedback, and support. ❑ **Performance Management:** Process of maintaining or improving job performance through ongoing communication between a supervisor and an employee in support of accomplishing the strategic goals of the organization.
T.PM.2 Address employee discipline and ensure due process.	• Seven tests for just cause, as part of due process. • How to respond to discipline issues.	❑ **Due Process:** Requirement to respect the legal rights afforded to individuals ❑ **Seven Tests for Just Cause**
T.PM.3 Manage employee transitions.	• Difference between voluntary and involuntary employee exit • Difference between stay interviews and exit interviews • Federal legislation and guidelines that have implications for performance mgt	❑ **Exit Interview:** A conversation held with an employee to learn about their motivations for leaving the organization. ❑ **Involuntary Turnover:** Occurs when the decision to end employment is made by the organization. Common reasons include layoffs or reductions in force and performance issues. ❑ **Stay Interview:** A regular, informal conversation between a supervisor and an employee about the employee's level of job satisfaction and specific ways the supervisor can maintain or improve it. ❑ **Voluntary Turnover:** Occurs when the decision to end employment is made by the employee such as a resignation or retirement.

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Components of a comprehensive evaluation system

T.PM.1 Implement a comprehensive evaluation system.

	Performance Standards	Assessment & Feedback	Monitor
Improving the reliability & validity of evaluations	Establish clear expectations	Collect multiple measures of performance	Training to calibrate evaluators
	Develop common understanding	Establish standards for documenting performance	

	Performance Standards	Assessment & Feedback	Monitor
Avoiding discrimination in evaluations	Communicate expectations	Provide factual evidence	Monitor for adverse impact (4/5ths rule)
	Apply standards consistently	Conduct bias training	

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Linking HCLE Standards:
See also P.CI.3 Improve the HCMS

T.PM.2 Address employee discipline and ensure due process.

7 Tests of Just Cause

Adequate warning
Employee informed of the policy AND consequences for violating.

Reasonable Policy
Related to orderly, efficient, and safe operations

Sufficient Investigation
Investigation conducted before deciding on disciplinary action

Objectivity
Fair and objective investigation

Evidence
Proof of misconduct or policy violation

Uniformity
Have rules been applied equally, without discrimination?

Reasonable Discipline
Discipline appropriate for the situation.

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Career Ladders & Succession Planning

Professional pathways through which individuals can more broadly impact and expand their role in the organization.

Process for identifying and developing high-performing internal staff to assume critical positions within an organization

Career Ladders & Succession Planning

HCLE Standard	Content Outline	Terms & Definitions
T.CL.1 Support high-performing employees in increasing their organizational impact.	• Goals of career ladders • History of career ladders in education. • Difference between career ladder and career lattice.	❑ **Career Ladders:** Professional pathways through which individuals can more broadly impact and expand their role in the organization. Also referred to as career pathways, career lattices, and career tracks.
T.CL.2 Plan for the succession of employees.	• Goals of succession planning. • Types of positions that are well suited for succession planning. Succession planning processes and tools (e.g., candidate slate, nine-cell chart). • Knowledge transfer strategies to support succession planning and ensure smooth transitions as employees change roles or leave the organization.	❑ **Succession Planning:** Process for identifying and developing high-performing internal staff to assume critical positions within an organization. ❑ **Candidate Slate:** This simple organizational tool helps identity future candidates for identified roles in an organization, as part of the succession planning process. ❑ **Nine-Cell Chart:** This succession planning tool uses two parameters to assess employees' readiness to assume new positions in the organization. It involves a three-step process: 1) Use evaluations and other data to plot employees based on (a) their performance and (b) extent to which their actions/behaviors align with organizational values; 2) Have managers review and suggest adjustments; and 3) Finalize charts and use for further development and decision-making.

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Career Ladders

Provide opportunities for employees to expand their impact and role.

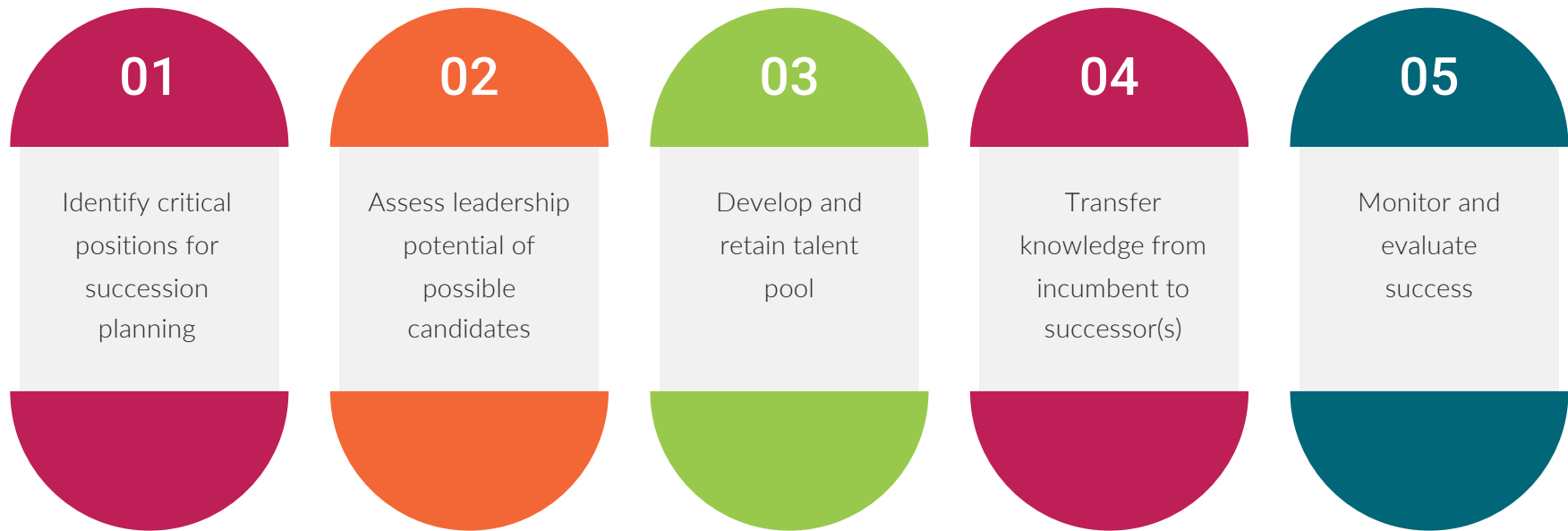| Characteristics of Career Ladders	NOT Career Ladders
✓ Involved vertical movement between jobs (career advancement)	✘ Payment for additional duties (e.g., lunch duty)
✓ May allow for horizontal movement (breadth of skills)	✘ Attending district leadership or department meetings
✓ May provide expanded roles outside traditional supervisory or managerial responsibilities.	✘ Participating in training or leadership development programs
	✘ Rotating or temporary assignments

T.CL.2 Plan for the succession of employees.

Succession Planning Process

01
Identify critical positions for succession planning

02
Assess leadership potential of possible candidates

03
Develop and retain talent pool

04
Transfer knowledge from incumbent to successor(s)

05
Monitor and evaluate success

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