Talent Management System - *Operational Plan*

The talent management team uses data and feedback to continuously improve processes related to the talent management system.

PRACTICE 4

PREPARATION

GETTING AWARE

District and building leaders inventory data from talent management processes. District leaders might engage in a needs assessment using a data analysis protocol both to identify potential root cause issues around the talent management system and to acquaint leaders with data and indicators that are reviewed in the talent management system.

GETTING READY

District leaders develop a logic model or framework to use in designing a data analysis and decision process for addressing talent management processes and systems. Using a data inventory of the talent management system, leaders identify processes, actions, and relevant data that will inform system decisions and set up the logistical protocols for gathering and analyzing data. Leaders use this model and begin to map out and implement improvement cycles around practices and processes of the implementation of the talent management system to identify baseline data for monitoring.

PROGRESS INDICATORS

GETTING STARTED

The talent management team engages in regular reviews of academic and behavioral data to inform needs regarding programming and personnel support.

GETTING BETTER

The talent management team plans time for reviews of academic, behavioral, observation, and perception data to inform needs regarding programming and personnel support, coaching needs, and personnel placement. Reviews are held 1-2 times per month by decision-making groups at the district and building levels.

KEEP IMPROVING

District and building leaders, building and district network teams, and teacher collaborative teams all engage in regular (at least once a month) data reviews of academic, behavioral, observation, and perception data to inform needs and determine actions for continuous improvement, including specific support for professional learning, coaching, mentoring, and social emotional supports for staff.

RESEARCH REFERENCES FOR THIS PRACTICE:

Berger, L. A., & Berger, D. (2017). The talent management handbook: Making culture a competitive advantage by acquiring, identifying, developing, and promoting the best people. McGraw Hill Professional.

Collings, D. G., Mellahi, K., & Cascio, W. F. (Eds.). (2017). The Oxford handbook of talent management. Oxford University Press.

Davies, B. J., & Davies, B. (2011). Talent Management in Education: Doing Research for School Improvement. Talent Management in Education, 1-200.

Davies, B., & Davies, B. J. (2010). Talent management in academies. International Journal of Educational Management, 24(5), 418-426.

Fullan, M. (2007). Educational reform as continuous improvement. The keys to effective schools: Educational reform as continuous improvement, 1-12.

Grissom, J. A., Rubin, M., Neumerski, C. M., Cannata, M., Drake, T. A., Goldring, E., & Schuermann, P. (2017). Central office supports for data-driven talent management decisions: Evidence from the implementation of new systems for measuring teacher effectiveness. Educational Researcher, 46(1), 21-32.

Holcombe, A. A. (2020). Strategic Talent Leadership for Educators: A Practical Toolkit. Routledge.

Jekiel, C. M. (2020). Lean human resources: redesigning HR processes for a culture of continuous improvement. CRC Press.

Jørgensen, F., Laugen, B. T., & Boer, H. (2007). Human resource management for continuous improvement. Creativity and innovation management, 16(4), 363-375.

Minarik, M. M., Thornton, B., & Perreault, G. (2003). Systems thinking can improve teacher retention. The Clearing House, 76(5), 230-234.

Sanchez, L., & Blanco, B. (2014). Three decades of continuous improvement. Total Quality Management & Business Excellence, 25(9-10), 986-1001.