Developing IT Professional Staff to Keep the Leadership Pipeline Flowing

Michael Cato, Bowdoin College
Debra Howell, Cornell University
Melissa Woo, Stony Brook University
Facilitator Introductions
Your Workshop Facilitators

Debra Howell

Michael Cato

Melissa Woo
Agenda

- Developing Talent
- Pursuing the Diversity Bonus
- Capitalizing on Strengths
- Multi-generational Workplace
- High Potential Employees
- Radical Candor & Candid Culture
- Developing an Approach For Your Campus
Participant Introductions
Now it’s your turn...

- Name
- Role
- Institution
- Why did you sign up for this?
- Where do you keep your ketchup?
Why is this important?

New needs, new opportunities
Lots of room and need for innovation
Exciting time to be in higher ed IT
Need different voices with new ideas
Developing Talent
Cornell’s IT Career Framework
Balance!

Staff/Individual Needs

Organizational Needs
Cornell Case Study

What the hell is going on here?

I don’t know....
So What?

• How do we empower people to lead their own development?
• How do we bridge the skills gaps?
• How do leaders plan and manage their human resources?
Now What?

1. Implement a staff development and career development program to encourage and facilitate staff self-development
2. Develop a process for staffing planning
3. Develop training and development guidelines by IT job family
4. IT Leadership Programs
   a. How do you “keep it going” after the programs end?
5. Role of Resiliency
Pursuing the Diversity Bonus
Diversity, Equity and Inclusion

Diversity - being invited to the dance

Inclusion - being asked to dance
The Diversity Bonus: How Great Teams Pay Off in the Knowledge Economy

Scott E. Page, Ph.D.
Professor of Complex Systems, Political Science, and Economics
The University of Michigan
Where are you from?
If you ran out, what would you use instead?
Identity Diversity

Cognitive Diversity
Cognitive Diversity

“...differences in information, knowledge, representations, mental models and heuristics…”

- Scott Page
Cognitive Diversity

“(linking Cognitive Diversity)...to better outcomes on specific tasks such as problem solving, predicting, and innovating.”

- Scott Page
Developing your ‘top’ people and hiring the ‘best’ candidates
Figure 1.1 Three People and Their Cognitive Tools

- Ann: Ability = 5
- Barry: Ability = 4
- Cam: Ability = 3
Figure 1.2 Two Teams and Their Cognitive Tools

Team Ability = 6

Team Ability = 7
Figure 1.3  Three People Who Produce No Diversity Bonus
How have differences of perspectives and experiences influenced your work and your teams?

Does this make sense?
A — B — C — D — E — F — G — H

Linear Order

A — B — F — G — H

Network Arrangement
Figure 1.4 Linear and Network Arrangements of Cognitive Tools
Figure 1.6 Relationships among Topics in Elementary School Mathematics

- Counting
- Adding/Subtracting
- Multiplying/Dividing
- Fractions
- Trigonometric Functions
Figure 1.7 Relationships among Topics in Graduate Mathematics
(courtesy Tegmark, “Ultimate Ensemble Theory?”)
Mind Bugs and Implicit Bias
Mind Bugs and Implicit Bias
Mind Bugs and Implicit Bias
...it’s not a coincidence that job titles at Google switch from numbers to words at a certain point. That’s precisely the point at which you have, in a way, completed your first apprenticeship: you can operate independently without close supervision. And this is the point where you start doing real engineering.

DEI in the Real World - Part 1
Essentially, engineering is all about cooperation, collaboration, and empathy for both your colleagues and your customers. If someone told you that engineering was a field where you could get away with not dealing with people or feelings, then I’m very sorry to tell you that you have been lied to.
All of these traits which the manifesto described as “female” are the core traits which make someone successful at engineering. Anyone can learn how to write code; hell, by the time someone reaches L7 or so, it’s expected that they have an essentially complete mastery of technique.
All of which is why the conclusions of this manifesto are precisely backwards. It’s true that women are socialized to be better at paying attention to people’s emotional needs and so on—this is something that makes them better engineers, not worse ones.

So, about this Googler’s manifesto
Yonatan Zunger, Formerly a principal engineer at Google and Chief Architect for Social
DEI in the Real World - Part 2

...how AI voice assistants projected as young women perpetuate harmful gender biases.

UNESCO - United Nations Educational, Scientific and Cultural Organization
So how can we get started?
Capitalizing on Strengths
So what can we do?
So what can we do?

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So what can we do?
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Multi-generational Workplace

The Case for Hiring Older Workers
by Josh Bersin and Tomas Chamorro-Premuzic
Harvard Business Review

Your Professional Decline Is Coming (Much) Sooner Than You Think: Here’s how to make the most of it.
by Arthur Brooks
The Atlantic
Navigating HR

• What if your institution and/or HR department doesn’t think staff recruitment/development is their job?
• How could we get creative to pursue these goals?
Assess Professional Experiences

- What experiences or resources were most important to your professional growth?
- What did someone see and develop in you?
- What have you seen and developed in others?
- What traits or skill do you find the hardest to identify/develop?
Identifying and Developing High Potential Employees
Only one in seven high performers are actually high-potential employees
High performer vs. high potential

A high potential (HiPo) employee is a proven high performer with distinguishing attributes that allow them to rise and succeed in more senior, critical positions.
Identifying HiPos*

**Aspiration** to rise to senior roles

**Ability** to be effective in more responsible and senior roles

**Engagement** to commit to the organization and remain in challenging roles

* According to the Corporate Executive Board (CEB)
Identifying HiPos (* according to HBR)

**Ability** - able to do the job

**Social Skills** - the ability to manage oneself and manage others

**Drive** - will and motivation to work hard; ability to remain dissatisfied with one’s achievements
Assessing HiPos Take-aways

- Assess for aspiration, critical career management behaviors
- Assess for future managerial and leadership ability, emotional intelligence
- Evaluate engagement to know whether the employee is committed to the organization/higher education
Radical Candor & Candid Culture
Radical Candor: Be a Kickass Boss Without Losing Your Humanity

by Kim Scott
Obnoxious Aggression™

is what happens when you challenge but don’t care.
Ruinous Empathy™

is what happens when you care but don’t challenge.
Manipulative Insincerity™

is what happens when you neither care nor challenge.
Radical Candor™

is the ability to Challenge Directly and show you Care Personally.

It’s saying what you think while also giving a damn about the person you’re saying it to.
Be more kind

Be more clear

CARE PERSONALLY

RUINOUS EMPATHY

RADICAL CANDOR

MANIPULATIVE INSINCERITY

OBNOXIOUS AGGRESSION

CHALLENGE DIRECTLY

Be more kind and clear

Be more kind
How to roll out Radical Candor

1. Create a shared vocabulary
2. Lead by example
3. Commit to the journey
8-Step Feedback Formula (Candid Culture)

1. Introduce the conversation
2. State your motive
3. Describe the behavior - “I’ve noticed…”
4. State the impact of the behavior
5. Ask the other person for their perception of the situation
6. Make a suggestion or request - if they knew another way to do it, they would do it that way
7. Build an agreement on next steps
8. Say “Thank You”
Radical Candor
Developing An Approach for Your Campus
Pulling it all together

Development Planning
Strategies to address DEI
Creating a culture of Radical Candor
Session Evaluations

There are two ways to access the session and presenter evaluations:

1. In the online agenda, click on the “Evaluate Session” link.

2. From the mobile app, click on the session you want from the schedule > then scroll down or click on the associated resources > and the evaluation will pop up in the list.

#EDU19
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