

# Developing Yourself and Your Team: Facilitating Career Transitions and Cultivating a Talent Pipeline



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# Presenters

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# Session Aim(s)



- Invest in building bench strength (yours, members of your team)
- Two-pronged approach: How to help faculty transition into leadership roles (developing a leadership pipeline) & knowing when it's time for you as an administrator to pivot in your career

\*\*Rewrite the leadership narrative

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# What is Bench Strength

Depth and level of leadership readiness among talent at an organization



*\*\* Goal -- develop bench strength at every level of the organization*

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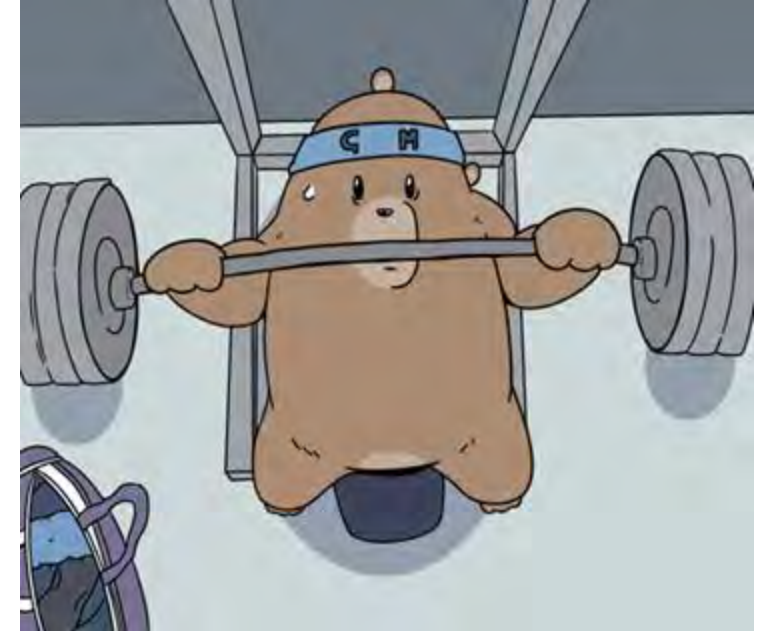
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# Why Bench Strength Matters?

- Maintain work operations
- Support work-process continuity
- Employee retention
- Cultivate a leadership pipeline
- Facilitate career transitions / pivots



Aim: Attract, retain, *and* engage diverse talent

\* Baker, V. L. (June 22, 2023). "A Title Does Not a Leader Make." *Inside HigherEd*

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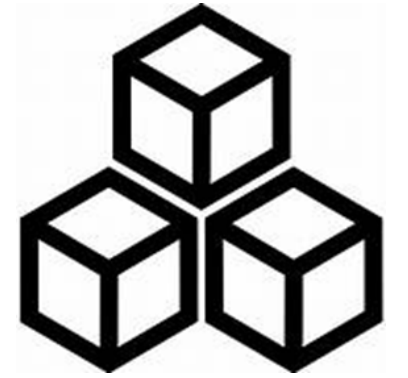
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# Building Bench Strength

Building Blocks:

- Succession planning
- Talent Identification and assessment
- \*\**Leadership Development*
- Coaching



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# Leadership Development



*Critical Guiding Questions - Your Turn*

1. How is success defined (for each position)?
2. Are KPIs (Key Performance Indicators) present; clearly and consistently communicated?
3. **How are KPI's measured (multiple, diverse data points)?**
4. How is success supported?

Why this matters?

*\*\*Alignment - Be sure KPIs and definition of success work in service to unit, department, and institutional priorities*

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# KPI vs Metrics vs Analytics



- KPI is a quantifiable value used to track progress against set goals
- Metrics are about identifying and tracking the right data
- Analytics are about asking the right questions (e.g., decisions about how to move forward)

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# Higher Education Example



## Faculty/Career Development KPI

50% of offerings with 20+ number of attendees

## PD/FD Metrics

# of programs, # of attendees, demographic breakdown of attendees (e.g., career stage, discipline, appointment type, gender, race)

## PD/FD Analytics

What do participation trends tell us about who is (under)served?

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# Action – Post Workshop



Ask each member of your team, individually (then as a group) to note what the KPIs should be for your department/unit. Ask for their input on how to achieve them.

\*Need to have an honest discussion (and subsequent assessment) about the extent to which current KPI's are appropriate and the extent which the team/department/unit is positioned to achieve KPI's.

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# Mentoring: conversation Starters



As a supervisor, have you / Has your supervisor:

- Collaboratively reviewed position/unit KPIs? Invested in professional development to meet KPIs?
- Discussed future directions you plan for yourself professionally and/or personally to achieve the next level of excellence?
- Revisited goals? Priorities? (individually, collectively)

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# Mentoring: Conversation Starters



- What are your greatest leadership assets?
- What are your greatest leadership challenges?
- What efforts have you pursued to date to improve your leadership abilities?
- What lessons/strategies did you learn AND implement?

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# Building Bench Strength: Additional Readings and Resources



[5 Ways to Make Your One-on-One Meetings More Effective \(MIT, J. Wisdom\)](#)

[The Department Chair Triumvirate \(IHE, V. Baker\)](#)

[Overcoming Academe's Addiction to Addition \(IHE, V. Baker\)](#)

[Coaching vs. Mentoring: Choosing the Right Leadership Development Program \(execonline\)](#)

[Patching Up the "Leaking Leadership Pipeline": Fostering Mid-Career Faculty Succession Management \(RHE, Baker, Lunsford, & Pifer\)](#)



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# Career Transition/Pivots



## Two-Pronged Approach:

1. Helping faculty transition into leadership roles (developing a leadership pipeline)
2. Knowing when it's time for you as an administrator to pivot in your career

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# Helping Faculty Transition into Leadership Roles



**WHY** might a faculty member consider transitioning/pivoting to a leadership position?

- Perceived necessity
- Genuine desire

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# Helping Faculty Transition into Leadership Roles



**Perceived necessity** - not a great place to lead from nor a good reason alone to pivot

- “The Heir Apparent”
- “The Escape Hatch”

→ Why are these two examples problematic?

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# Helping Faculty Transition into Leadership Roles

**Genuine desire** - a better place to begin and grow leadership skills/acumen

- Outgrown current role, stopped learning, or wants a new challenge
- Unique skillset and wants to have a broader impact
- Reached mid-career and searching for career advancement or reinvention



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# Helping Faculty Transition into Leadership Roles

**HOW** can supervisors help faculty transition into leadership?




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- 
1. Normalize career growth and change by helping to shift the culture around these transitions.
  2. Keep a pulse on your people.
  3. **Practice “stability management.”**
  4. Insist on and assist with building a Board of Advisors (developmental network) for faculty interested in pursuing a leadership role.
  5. Talk openly about your transition to leadership.

Lunsford, L. G., & Baker, V. L. (2024). “Effective Mentoring Conversations with Faculty: A Guide for Department Chairs, Directors, and Deans.” In *Building Your Academic Mid-Career Toolkit: Cultivating Career Advancement* (Editors: Vicki L Baker, Aimee LaPointe Terosky, Laura Gail Lunsford). Routledge (Taylor & Francis).

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# Knowing When It's Time For You To Transition/Pivot

As an administrator, take inventory of your options:

- What brings you the most fulfillment in your work? Does your current role provide that fulfillment or if there is something else you would rather be doing?
- What would you need to do to move up?
- Can you remain in your current administrative role?
- What would it mean to step down and become a regular faculty member again (return to a teaching and research position)?

Jaskinski, L. (2023, August 25). *8 Dos and Don'ts of Stepping Away From Administration*. The Chronicle of Higher Education. <https://www.chronicle.com/article/8-dos-and-donts-of-stepping-away-from-administration>

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# Knowing When It's Time For You To Transition/Pivot



Two critical truths:

1. Just because you want to move up does not mean that you will at the time/place you might envision.
2. Even when you get the chance, the job is probably not intended to last forever.

Pardun, C. (2013, October 1). *Why I Am Dropping Out of Academic Administration*. The Chronicle of Higher Education. <https://www.chronicle.com/article/why-i-am-dropping-out-of-administration/>.

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# Knowing When It's Time For You To Transition/Pivot

If you're thinking about a job transition, consider:

1. Identifying areas for professional skill development
2. Working with a mentor or coach
3. Participating in internal or external professional development programs
4. Engaging in intentional networking to expand your horizon of professional contacts and/or job possibilities
5. Expanding your presence in your field via conferences, publications or online networks

Sutton, Bethany Zecher (2019, July 4). *Six Strategies for Navigating Leadership Transitions*. Inside Higher Ed. <https://www.insidehighered.com/advice/2019/07/05/how-cope-and-succeed-through-leadership-transitions-opinion>

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# Q&A



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Thank you for attending  
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