

# TALENT MANAGEMENT

*Human Resources  
University of Denver*

## Transitions

- *Evaluate Alignment with Strategic Needs*
- *Transfers*
- *Exits*

## Acquisition

- *Sourcing*
- *Posting*
- *Interview / Selection*
- *Offer*

## Development

- *Individual*
- *Unit*
- *Organization*

## Orientation

- *Pre-arrival*
- *Arriving at DU / Thriving at DU*
- *5 day / 5 wk / 5mo Check-in*

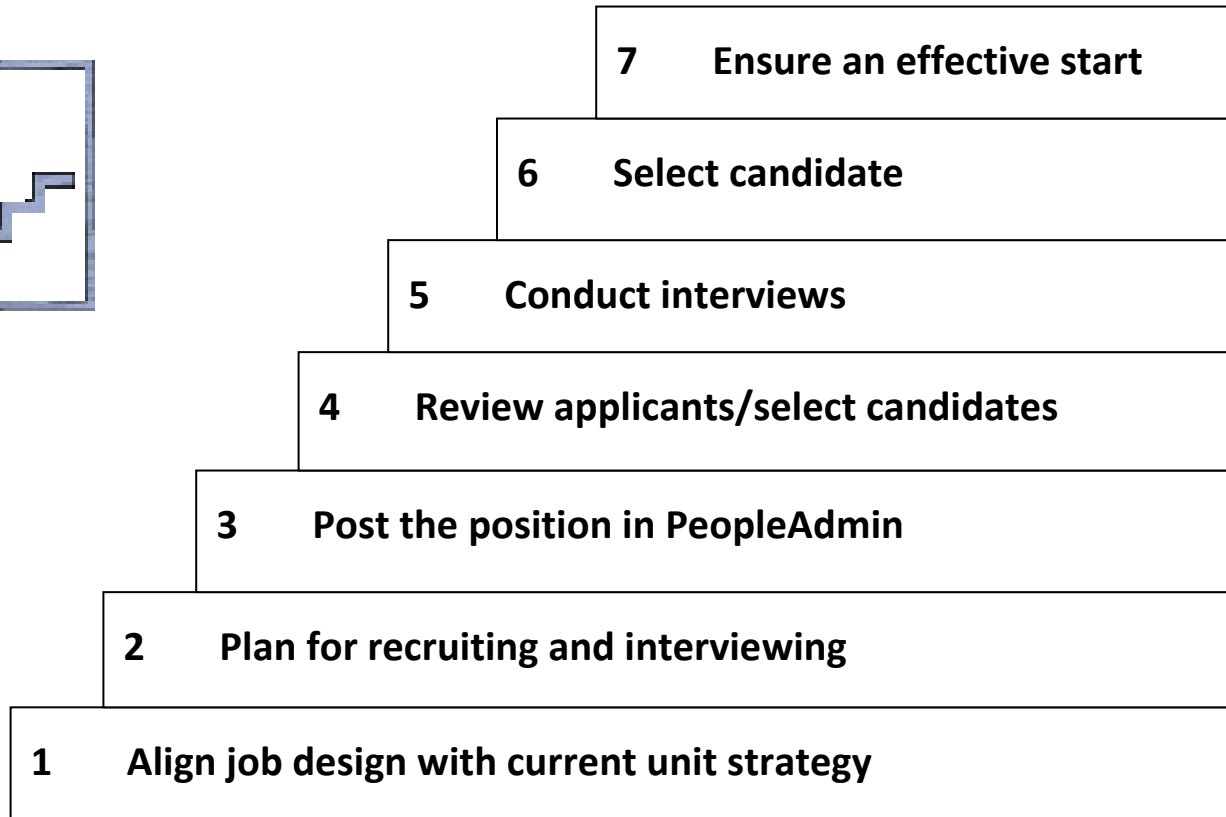
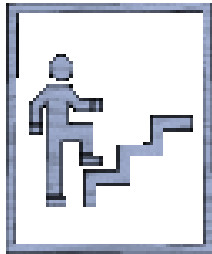
## Retention

- *Engagement*
- *Diversity*

8/1/2011



## Recruiting Philosophy



## Recruiting Philosophy

The University of Denver recognizes that to fulfill its mission it requires a diverse group of highly qualified employees – educators, researchers, administrators and support staff. To ensure that the best possible candidate is identified for every open position the University supports a recruiting program that:

- ***Provides support to managers*** at every stage of the recruitment and hiring process.
- Supports a ***consistent, systematic hiring process*** to eliminate the possibility of discriminatory actions.
- Ensures that all ***applicable affirmative action and equal opportunity laws and practices are met.***
- Advances the Chancellor's ***commitment to Diversity*** as presented in the University Diversity Statement.
- Utilizes tools that ***reach the broadest possible range of diverse candidates.***
- ***Supports the University's retention efforts*** in the areas of compensation, benefits, training and development.
- ***Encourages promotion from within when appropriate.***
- ***Provides quality services to hiring managers*** in a timely fashion to ensure the process is both effective and efficient.
- Requires due diligence in the review of candidate's background to ensure a workforce that is both ***highly qualified and a proper fit to the University environment.***

**University of Denver**  
**Office of Affirmative Action and Equal Employment Opportunity**  
**\*Waivers of Posting for Benefited, Appointed Staff\***

The University of Denver is an Equal Employment Opportunity Employer committed to diversity and fair employment practices. Waivers of posting are granted sparingly and only under exceptional circumstances.

Typically, exceptional circumstances are found when a waiver would:

- 1) Provide a promotional opportunity to a woman or a member of a minority group that has historically been under-represented in employment and is now under-represented in your department;
- 2) Provide a promotional opportunity to an appointed/benefitted employee who possesses at least the minimum qualifications for the position;
- 3) Allow the hiring unit to use the applicant pool from a similar position that has been posted within the prior 90 days;
- 4) Place a current non-appointed/non-benefitted employee into an appointed/benefitted position, but only if that person was selected for the original position after an open and competitive search and the original position had a similar set of qualifications;
- 5) Allow an employee, who previously separated the University in good standing, be returned to the same department to fill their former position that has not yet been filled;
- 6) Place an individual named in a grant that a PI brought to the University. The Division must provide the face sheet and section of the grant within which the donor names the employee.

## **Thriving at DU: New Employee Orientation**

In this session, new employees will learn about the University’s organizational structure, vision, leadership, history, and University culture. We will also explore the factors that will make employees successful in DU’s various work environments, and will introduce new employees to representatives of key administrative units that support the University’s operations.

### *Agenda:*

Welcome and Introductions
Vision, Values, Mission, Identity
History
DU 101: People, Programs, Places and Culture of DU
DU Culture
Roadmap: Performance Evaluation and Development
Key Unit Speakers: <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Campus Safety</li> <li>• Risk Management</li> <li>• Registrar’s Office (FERPA)</li> <li>• Purchasing</li> <li>• University Technology Services (UTS)</li> <li>• Conference and Event Services</li> <li>• Sustainability at DU</li> <li>• Center for Multicultural Excellence</li> <li>• Athletics and Recreation</li> </ul>
Close

### **Upcoming *Thriving at DU* sessions –**

Please have new employees register online through webCentral (Employee tab):

Wednesday	8/10/2011	10:30a – 12:30p
Wednesday	8/31/2011	10:30a – 12:30p
Wednesday	9/14/2011	10:30a – 12:30p
Wednesday	10/12/2011	10:30a – 12:30p

***Coming in September: Workplace Law for New DU Employees***  
**Friday, 30 September from 9:00a – 11:00a**

# PERFORMANCE MANAGEMENT and PEDS

## Year-End Reviews are Coming in October...!

### Why Performance Management?

The goal of performance management is to ensure that supervisors and benefited, staff employees communicate openly about:

- Expectations and commitment to goals
- Job performance
- Accomplishments
- Removing obstacles to success
- Opportunities for future improvement and growth

### How is this done at DU?

Throughout the year, both supervisors and benefited employees should set performance goals and communicate about performance goal status and standards. The typical cycle is from October 1<sup>st</sup> through September 30<sup>th</sup> (though some units end their cycle a bit earlier – ask your Division PEDS Lead for details).

The performance review process is conducted using the University's online Performance Evaluation and Development System (PEDS). Supervisors and employees should have regular 'check-in' discussions to monitor progress towards goal completion. The year-end review is required for all benefited staff, and is the basis for annual merit salary recommendations.

**\* Friday, October 14, 2011 is the DUE date for 2010-2011 reviews to be completed. \***

### What are your responsibilities?

To ensure a clear and shared understanding, as a DU staff employee it is your responsibility to prepare for performance discussions. Here's a checklist that will help you prepare:

- Review your performance goals and objectives. These should be outlined in your PEDS form.
- Reflect on your accomplishments and also the challenges you encountered in striving to complete these goals.
- Identify assignments you have worked on that are not specifically included on your PEDS form.
- Consider examples of how tasks have been successfully demonstrated within the current cycle.
  - Did you achieve defined results?
  - What are you particularly proud of accomplishing?
  - What were the challenges that you faced?
  - How can your supervisor help you be successful?
- Identify what you can do (and your supervisor can help with) to develop your skills and abilities:
  - Additional training?
  - Experiential opportunities?
  - Other?

# Professional Skills Inventory Exercise

<u>Importance to my professional success</u>			<u>My skill level</u>					
<b>People Skills: Leading Others</b>								
1	2	3	4	Establishing Focus: Developing and communicating goals in support of the business mission	1	2	3	4
1	2	3	4	Providing Motivational Support: Enhancing others' commitment to their work	1	2	3	4
1	2	3	4	Fostering Teamwork: Getting groups to learn to work together cooperatively	1	2	3	4
1	2	3	4	Empowering Others: Conveying confidence in others' ability to be successful, allowing others freedom to decide how they will accomplish their goals and resolve issues	1	2	3	4
1	2	3	4	Managing Change: Initiating, sponsoring, or championing organizational change; helping others to successfully manage organizational change	1	2	3	4
1	2	3	4	Developing Others: Delegating responsibility and coaching others to develop their capabilities	1	2	3	4
1	2	3	4	Managing Performance: Taking responsibility for one's own or one's employees' performance by setting clear goals and expectations	1	2	3	4
<b>People Skills: Communicating and Influencing</b>								
1	2	3	4	Attention To Communication: Ensuring that information is passed on to others who should be kept informed	1	2	3	4
1	2	3	4	Oral Communication: Expressing oneself clearly in conversations and interactions with others	1	2	3	4
1	2	3	4	Written Communication: Expressing oneself clearly in business writing	1	2	3	4
1	2	3	4	Persuasive Communication: Planning and delivering oral and written communications that persuade intended audiences	1	2	3	4
1	2	3	4	Interpersonal Awareness: Noticing, interpreting and anticipating others' concerns and feelings, and communicating this awareness empathetically to others	1	2	3	4
1	2	3	4	Influence Skill: Gaining others' support for ideas, proposals, projects, and solutions	1	2	3	4
1	2	3	4	Building Collaborative Relationships: Developing and maintaining partnerships with others	1	2	3	4
1	2	3	4	Customer Orientation: Demonstrating concern for satisfying one's external and internal customers	1	2	3	4
<b>Business Skills: Preventing and Solving Problems</b>								
1	2	3	4	Diagnostic Information Gathering: Identifying the information needed to clarify a situation, seeking that information from appropriate sources, and using skillful questioning to draw out the information	1	2	3	4
1	2	3	4	Analytical Thinking: Approaching a problem by using a logical, systematic, sequential approach	1	2	3	4
1	2	3	4	Forward Thinking: Anticipating the implications and consequences of situations and taking appropriate action to be prepared for possible contingencies	1	2	3	4
1	2	3	4	Conceptual Thinking: Finding effective solutions by taking a holistic, abstract or theoretical perspective	1	2	3	4
1	2	3	4	Strategic Thinking: Analyzing your competitive position by considering market and industry trends, existing and potential customers, and strengths and weaknesses as compared to competitors	1	2	3	4
1	2	3	4	Technical Expertise: Depth of knowledge and skill in a technical area	1	2	3	4
<b>Business Skills: Achieving Results</b>								
1	2	3	4	Initiative: Identifying what needs to be done and doing it before being asked or before the situation requires it	1	2	3	4
1	2	3	4	Entrepreneurial Orientation: Looking for and seizing profitable business opportunities; taking calculated risks to achieve business goals	1	2	3	4
1	2	3	4	Fostering Innovation: Demonstrating support for innovation and for organizational changes needed to improve the organization's effectiveness	1	2	3	4
1	2	3	4	Results Orientation: Focusing on the desired result of one's own or one's unit's work; setting challenging goals, focusing effort on the goals, and meeting or exceeding them	1	2	3	4
1	2	3	4	Thoroughness: Ensuring that one's own and others' work and information are complete and accurate; careful preparation for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled	1	2	3	4
1	2	3	4	Decisiveness: Making difficult decisions in a timely manner	1	2	3	4
<b>Self-Management Skills</b>								
1	2	3	4	Self Confidence: Faith in one's own ideas and ability to be successful; taking an independent position in the face of opposition	1	2	3	4
1	2	3	4	Stress Management: Functioning effectively when under pressure and maintaining self control in the face of hostility or provocation	1	2	3	4
1	2	3	4	Personal Credibility: Demonstrating concern that one be perceived as responsible, reliable, and trustworthy	1	2	3	4
1	2	3	4	Flexibility: Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things	1	2	3	4

*Adapted by Sharon Gabel - DU Talent Management*

*Source: Cripe, Edward and Richard Mansfield. The Value-Added Employee. Houston: Gulf Publishing Co. 1999.*