Building Talent Pipelines

Donnell Kay Foundation Hot Lunch Series
February 6, 2015
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## Summary

**Design Principles of Winning Talent Pipelines**

| Scale-ability                  | • Modular and flexible  
|                               | • Sustainable economic model |
| Job embedded                  | • Personalized / hyper relevant  
|                               | • Practitioner led  
|                               | • Imbued with peer learning |
| Foster continuous learning    | • Feedback cycles  
|                               | • Communities of practice |
| Reinforce organizational culture | • Meaningful organization / individual intersections |
Agenda

Landscape + Trends \rightarrow Models with promise
50/50 Split Between Teaching and Non-Teaching Positions in K12 Education

Public K-12 Personnel by Role

- USA School Districts
  - Non-Instructional: 6.2m
  - Instructional Support: 111.5k
  - Principals: 10.6k

- Colorado Public Schools
  - Non-Instructional: 6.2m
  - Instructional Support: 111.5k
  - Principals: 10.6k

- Denver Public Schools
  - Non-Instructional: 6.2m
  - Instructional Support: 111.5k
  - Principals: 10.6k

(Fordham Institute, *Hidden Half*, 2014)
Historical Context (I): 2x Spending Increase Without Improved Outcomes

Per-pupil expenditures have doubled since 1970

Despite more than doubling per-student expenditures...


...reading scores in U.S. schools have remained relatively flat.

American Student NAEP Reading Scores, 1971–2004

(NCES, National Trends in Reading by Average Scale Scores, 2005)
(NCES, Digest of Education Statistics 2007, 2008)
Historical Context (II): Staffing Increases Drive Incremental Investment, Esp. Non-Teachers

From 1970-2010, staffing in US public schools grew from 3.4 million to 6.2 million (84%), outpacing the increase in student enrollment (8.6%).

(Fordham Institute, *Hidden Half*)
Colorado Slightly Below National Average For Non-Teaching Staff Positions

Non-Teaching Staff per 1,000 Students by State (2010)

National Average = 67
Colorado = 63

(Fordham Institute, Hidden Half, 2014)
But Colorado’s Recent Staff Growth Rate Outpaces National Avg., Esp. for Non-Teachers

(Forham Institute, *Hidden Half*, 2014)
Retention is a key issue which varies significantly by location and type of role.

<table>
<thead>
<tr>
<th></th>
<th>USA</th>
<th>Colorado</th>
<th>Denver</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public School Teachers</strong></td>
<td>3,385,200</td>
<td>51,917</td>
<td>5,501</td>
</tr>
<tr>
<td>Average Salary</td>
<td>$53,070</td>
<td>$49,606</td>
<td>$49,345</td>
</tr>
<tr>
<td>Annual Turnover</td>
<td><strong>15.8%</strong></td>
<td><strong>17%</strong></td>
<td><strong>21%</strong></td>
</tr>
<tr>
<td><strong>Public School Principals</strong></td>
<td>165,000</td>
<td>2,946</td>
<td>405</td>
</tr>
<tr>
<td>Average Salary</td>
<td>$92,170</td>
<td>$81,559</td>
<td>$80,778</td>
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<tr>
<td>Annual Turnover</td>
<td><strong>22%</strong></td>
<td><strong>18%</strong></td>
<td><strong>19%</strong></td>
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<tr>
<td><strong>Non-Instructional</strong></td>
<td>2,189,000</td>
<td>51,133</td>
<td>3,790</td>
</tr>
<tr>
<td>Annual Turnover</td>
<td>-</td>
<td><strong>23%</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td><strong>Instructional Support</strong></td>
<td>732,000</td>
<td>5,506</td>
<td>932</td>
</tr>
<tr>
<td>Annual Turnover</td>
<td>-</td>
<td><strong>27%</strong></td>
<td><strong>38%</strong></td>
</tr>
</tbody>
</table>

(NCES, *Digest of Education Statistics*, 2013 Digest Tables)
Two Turnover Costs: $$ and Programmatic

Case Study: Principals

Typical Principal Pipeline Costs

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Preparation</td>
<td>$40,000</td>
</tr>
<tr>
<td>Hiring</td>
<td>$6,000</td>
</tr>
<tr>
<td>Signing</td>
<td>$12,500</td>
</tr>
<tr>
<td>Mentoring</td>
<td>$12,500</td>
</tr>
<tr>
<td>Continuing Ed</td>
<td>$4,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$75,000</strong></td>
</tr>
</tbody>
</table>

25% reduction in turnover = $370MM annual savings nationally ($10MM / yr in CO)

(School Leaders Network, *Churn: The High Cost of Principal Turnover*, 2014)
Two Turnover Costs: $$ and Programmatic
Case Study: Principals

Tenure of Principal at School by Student Demographics

Low income students are 10x as likely to have a first-year principal.

Math and reading achievement are less during the first year after leader turnover.*

Low income not low income Black Hispanic White

Four or more years tenure Less than 4 years tenure

(Branch et. al, Principal Turnover and Effectiveness, 2008)

*Two-hundredths of a standard deviation less. While small, can lead to a serious deficit in schools that repeatedly bring in new principals.
Aligning PD With Needs / Outcomes

Case Study: Principals

Principals who reported receiving *no professional development* during the previous year left their school 1.4x more often than principals who had some form of professional development.

Typical Principal Investment

- Peer-to-peer on the job
- Mentoring
- Preparation
- Internship

Where Principals Report Their Capacity Develops

- Preparation
- Not sure
- Previous job experience
- Mentoring and peer-to-peer

(School Leaders Network, *Churn: The High Cost of Principal Turnover*, 2014)
Significant $ Investment in PD, But Arguably Still Underfunded Given Size of Labor Force

Annual PD $ (2012)

Fed Govt $2.3B

State ed budgets (~2-3%) $6.8B

Total $9.1B

~$1,460 / staff member / year

(Center for Public Education, *Teaching the Teachers*, 2013)
Philanthropic Support Fills Some Of The Gaps, Often With A Focus On Teacher Development

2012 Survey of K12 Education Philanthropy
Grantmaking Priorities in the Human Capital Space

Teacher centered initiatives

- Teacher PD: 34% Major, 46% Some
- Teacher Prep / Certification: 11% Major, 35% Some
- Teacher Performance & Compensation Systems: 9% Major, 22% Some
- Teacher Voice Initiatives: 4% Major, 15% Some
- School/District Leadership: 27% Major, 37% Some

(Grantmakers in Education, Benchmarking, 2012)
(IUPUI, Giving USA, 2014)
Agenda

Landscape + Trends → Models with promise
Trend #1: New Governance Models Are Reshaping the K12 Landscape

Top Ten School Districts for Charter School Enrollment Share, Enrollment, and Growth (2013-2014 School Year)

(National Alliance for Public Charter Schools, A Growing Movement, 2014)
Local Governance Systems Vary Significantly

Student Enrollment and the Range of Different Governance Types

(Baltimore, MD)

(Cleveland, OH)

(Denver, CO)

(Detroit, MI)

(Indianapolis, IN)

(Philadelphia, PA)

(New Orleans, LA)

(Washington, DC)

Traditional Districts

Charter Authorizers

Charters Sponsored by Districts

(CRPE, How Parents Experience Public School Choice, 2014)
Education Ecosystems Increasingly Complex; More Organizations, Roles, and Dimensions

((EdFuel, Map the Gap, 2014))
Trend #2: Technology Reshaping How We Learn And How Our Students Live

Devices or Users in Millions; Logarithmic Scale

(Meeker, Internet Trends Report, 2014)
Rapid Innovation Requires New Sources of Talent and Shorter Development Cycles

Education may be at a technological inflection point due to increased personalization and lowering costs.

  - Role and competencies of teachers and instructional leaders
  - Use of student data by teachers / students / parents
  - Economics of schools and scale
  - Pace and scope of change management

(International Association for K12 Online Learning, A National Primer, 2010)
(Bellwether, A New Frontier, 2014)
Trend #3: Workforce Attitudes Towards Careers Are Fundamentally Changing

Attitudes toward Job, Career
% of each generation who say it is likely they will...

- Switch careers sometime in their work life
  - Millennial: 66%
  - Gen X: 55%
  - Boomer: 31%

- Stay at current job rest of working life
  - Millennial: 42%
  - Gen X: 62%
  - Boomer: 84%

Note: Based on those who are employed full time or part time.

(Pew Research Center, Millennials, 2010)
Shift Has Meaningful Implications for Organization Design and Career Pathways

Millennial responses to career and job decisions

- 72% consider having “a job where I can make an impact” to be very important
- 71% want their coworkers to be their “second family”
- 45% of Millennials choose workplace flexibility over pay
- The primary indicator of whether Millennials stay at a organization is if there is a “good culture fit”

(Forbes, *Why Millennials are Ending the 9-to-5*, 2013)
In Colorado, 1MM People Will Age Out Of The Workforce In The Next 20 Years

(Computed Department of Local Affairs, *Fiscal Impact of Baby Boomers in Colorado, 2010*)
Trend #4: Racial Diversity Of Communities Increasing

Colorado Population Growth by Race/Ethnicity and Age (2000-10)

- Hispanic
- White non Hispanic
- Other Minority
- Total

Source: Census 2010

(Colorado Department of Local Affairs, Fiscal Impact of Baby Boomers in Colorado, 2010)
Growing Gap Between Diversity of Student Populations and Diversity of Educators

Fall 2014 Estimates of Public K-12 Education Diversity

Students/Teachers of Color (%)

- U.S. Public School Students: ~50%
- U.S. Public School Teachers: ~18%

(Boser, *Teacher Diversity Revisited*, 2014)
Diversity Gap Exists At All Levels Of Leadership...

STUDENTS OF COLOR IN US AND LEADERS OF COLOR IN SURVEYED EDUCATION ORGANIZATIONS

Students: 48%*
Directors: 39%
Vice Presidents: 18%
C-Level Execs: 25%

(Education Pioneers, From Intention to Action, 2014)
...And Governance

RACES REPRESENTED ON SURVEYED ORGANIZATIONS’ GOVERNANCE AND ADVISORY BOARDS

Governance Board
- 59% Caucasian

Advisory Board
- 85% Caucasian

- Caucasian
- African American
- Asian American
- Latino
- Multiracial

(Education Pioneers, *From Intention to Action*, 2014)
Agenda

Landscape + Trends → Models with promise
Revisiting the Framework
*Design Principles of Winning Talent Pipelines*

| Scale-ability                          | • Modular and flexible  
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|                                       | • Imbued with peer learning |
| Foster continuous learning             | • Feedback cycles  
|                                       | • Communities of practice |
| Reinforce organizational culture       | • Meaningful organization / individual intersections |
## Relay / GSE Teaching Masters Degree

### What it is

- Two year, part-time masters program that accelerates teachers’ ability to drive student achievement
- Designed for current teachers who have full-time teaching roles (online / nights / weekends / summer sessions)
- Modules often taught by outstanding full-time teachers
- Video review and critique of classroom practice

### How it stacks up

<table>
<thead>
<tr>
<th>Scale-ability</th>
<th>Green Circle</th>
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<tbody>
<tr>
<td>Job embedded</td>
<td>Green Circle</td>
</tr>
<tr>
<td>Continuous learning</td>
<td>Yellow Circle</td>
</tr>
<tr>
<td>Reinforces culture</td>
<td>Question Mark</td>
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</table>
# CityBridge Education Innovation Fellowship

## What it is

- One year fellowship for teachers to learn about, design, and test personalized learning in their classrooms
- 18-22 Fellows selected annually
- $5K teacher stipend + $2.5K grant to fund classroom innovation
- Supported by local foundations (CityBridge, NewSchools D.C. Fund) and corporate (Microsoft)

## How it stacks up

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<thead>
<tr>
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<tr>
<td><strong>Reinforces culture</strong></td>
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</table>
Innovation Fellowship Calendar

DECEMBER 15 & 16
Finalist interview nights

DECEMBER 19
2015 Education Innovation Fellows announced

JANUARY 7
Welcome dinner

JANUARY 13
Monthly Program Day*

FEBRUARY 15-21
Trip #1: Bay Area and Los Angeles, CA

MARCH 16
Monthly Program Day

APRIL 12-15
Trip #2: Chicago, IL

MAY 4
Monthly Program Day
Summer pilot proposals due (draft 1)

MAY 25
Summer pilot proposals due (draft 2)

JUNE 1
Monthly Program Day*

JUNE 19
Summer pilot proposals due (final)

JULY 13
Monthly Program Day (afternoon only)

AUGUST 3
Monthly Program Day

SEPTEMBER 21
Monthly Program Day (afternoon only)
2015-16 school year pilot proposals due (final)

OCTOBER 19
Monthly Program Day*

NOVEMBER 9
Monthly Program Day

DECEMBER 5
2015 Education Innovation Summit

DECEMBER 10
Graduation dinner

* Principals included in the afternoon.
Leading Educators

**What it is**

- Holistic development program that scaffolds approach for teachers to assume meaningful instructional leadership roles
- Programmatic focus on coaching others, leading teams, and driving initiatives
- Individual and team-based coaching and PD for teacher leaders

<table>
<thead>
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<th>How it stacks up</th>
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<tr>
<td>Reinforces culture</td>
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</tbody>
</table>
## Re-defining Teacher Leadership At Scale

<table>
<thead>
<tr>
<th>OLD TEACHER LEADERSHIP</th>
<th>NEW TEACHER LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ROLE</strong></td>
<td><strong>ROLE</strong></td>
</tr>
<tr>
<td>Teacher takes on responsibilities for administrative tasks (e.g., the ordering and distribution of supplies) or events outside of the classroom (e.g., family night or field trips).</td>
<td>Teacher observes and coaches other teachers, models best practices, and leads team meetings.</td>
</tr>
<tr>
<td><strong>AUTHORITY</strong></td>
<td><strong>AUTHORITY</strong></td>
</tr>
<tr>
<td>District administrator or principal sets meeting agendas.</td>
<td>Teacher sets meeting agendas.</td>
</tr>
<tr>
<td>Teacher rarely participates in formally evaluating or coaching other teachers.</td>
<td>Teacher may participate in formally evaluating or hiring other teachers.</td>
</tr>
<tr>
<td><strong>TIME AND COMPENSATION</strong></td>
<td><strong>TIME AND COMPENSATION</strong></td>
</tr>
<tr>
<td>Teacher lacks time to observe and work with colleagues on their instructional practice.</td>
<td>Teacher receives release time and training to observe and work with colleagues on their instructional practice.</td>
</tr>
<tr>
<td>Teacher may or may not receive additional compensation.</td>
<td>Teacher receives additional compensation in exchange for increased responsibility and authority.</td>
</tr>
<tr>
<td><strong>SELECTION AND TRAINING</strong></td>
<td><strong>SELECTION AND TRAINING</strong></td>
</tr>
<tr>
<td>Selection is based on seniority or personal relationships.</td>
<td>Selection and training are based on competencies aligned to leadership role.</td>
</tr>
<tr>
<td>Limited professional development on leadership.</td>
<td>Significant professional development on leadership.</td>
</tr>
<tr>
<td><strong>FORM AND FUNCTION</strong></td>
<td><strong>FORM AND FUNCTION</strong></td>
</tr>
<tr>
<td>Teacher has no defined role relating to giving other teachers feedback or helping them improve.</td>
<td>Teacher has specific duties that drive key system-wide goals (e.g., improving instructional quality, building aspirational student and staff cultures).</td>
</tr>
</tbody>
</table>
# TNTP Pathway to Leadership in Urban Schools

## What it is

- 1 year fast track to certification for urban school principals
- Job embedded residency with true leadership responsibility
- Cohort learning model with 12-15 residents/leadership coach
- One-on-one weekly coaching and professional development for 2 years

## How it stacks up

<table>
<thead>
<tr>
<th>Scale-ability</th>
<th>Job embedded</th>
<th>Continuous learning</th>
<th>Reinforces culture</th>
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</tbody>
</table>
TNTP PLUS Program Resident Feedback Cycle Dashboard

<table>
<thead>
<tr>
<th>Resident</th>
<th>Culturally Responsive Leadership</th>
<th>Reflective Leadership</th>
<th>Influential Leadership</th>
<th>Vision for Achievement</th>
<th>Drives Teacher Growth</th>
<th>Ensures Effective Implementation of Curriculum and Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron Baynes</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Robyne McCleod</td>
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<td>Janine Casella</td>
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<td>Tia McIntosh</td>
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<td>Emily</td>
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<td>Shakeera</td>
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</tbody>
</table>

**Going Well: Reflective Leadership**

Resident is able to self-identify areas for growth and articulate next steps to drive improvement.

**Needs Improvement: Drives Teacher Growth**

Resident receives extra support in the school with co-observations of teachers and role-playing feedback conversations.
EdFuel Approach to Non-Instructional Leadership

Student Achievement & Mission Aligned Results

Organizational Systems & Accountability
Planning, Process Improvement, Talent Management, Communications, Role Alignment

Individual Leadership Competencies

**Analytical**
- Strategic Mindset
- Innovation
- Prioritization
- Data-Driven
- Critical Analysis

**Relational**
- Relationship-Centered
- Effective Communication
- Culturally Competent
- Stakeholder Navigator
- People Developer

**Functional**
- Role-Specific Expertise and Skillset

Organizational Culture
Mission & Values, Diversity, High Expectations, Growth Mindset
# Individual Leadership Competency Model

Nationally relevant; deeply articulated; Final version May 2015

<table>
<thead>
<tr>
<th>LEVELS OF TECHNICAL EXPERTISE</th>
<th>FINANCE</th>
<th>MARKETING</th>
<th>FACILITIES</th>
<th>TECHNOLOGY</th>
<th>HR</th>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Financial audit req.</td>
<td>External affairs</td>
<td>Construction prj. mgt.</td>
<td>Tech strategy planning</td>
<td>Human Capital system design</td>
<td>Instructional model design</td>
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<tr>
<td>4</td>
<td>Enterprise budgeting</td>
<td>Program space design</td>
<td>Network design and security</td>
<td>Performance mgt systems</td>
<td>Managing instructional teams</td>
<td>Blended learning strategies</td>
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<tr>
<td>3</td>
<td>Contract negotiation</td>
<td>Integrated campaign planning</td>
<td>LEED standards</td>
<td>Blended learning tools</td>
<td>Process design</td>
<td>Curriculum design &amp; dev.</td>
</tr>
<tr>
<td>2</td>
<td>Insurance and risk planning</td>
<td>Online optimization</td>
<td>Contractor management</td>
<td>Data management</td>
<td>Benefit design</td>
<td>Instructional coaching</td>
</tr>
<tr>
<td>1</td>
<td>Local/federal funding</td>
<td>Storytelling</td>
<td>Data infrastructure</td>
<td>Culture building</td>
<td>Effective instructional practices</td>
<td>Academic partnerships</td>
</tr>
<tr>
<td></td>
<td>Reporting requirements</td>
<td>Social media</td>
<td>IT infrastructure</td>
<td>Benefit design</td>
<td>Data &amp; assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dept. / prj budgeting</td>
<td>Style training</td>
<td>Contractor management</td>
<td>IT infrastructure</td>
<td>Benefit design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numerical analysis</td>
<td>Business writing</td>
<td>Data management</td>
<td>Culture building</td>
<td>Effective instructional practices</td>
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<td></td>
<td></td>
<td>Traditional &amp; online tactics</td>
<td>OSHA &amp; safety stds</td>
<td>Benefit design</td>
<td>Data &amp; assessments</td>
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<tr>
<td></td>
<td></td>
<td>Maintenance best practices</td>
<td>Productivity/collaboration tools</td>
<td>Help desk f(x)</td>
<td>Interviewing</td>
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<tr>
<td></td>
<td></td>
<td>OSHA &amp; safety stds</td>
<td>Help desk f(x)</td>
<td>Help desk f(x)</td>
<td>Training / PD</td>
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<tr>
<td></td>
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<td></td>
<td>Help desk f(x)</td>
<td>Help desk f(x)</td>
<td>Professional feedback</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Help desk f(x)</td>
<td>Help desk f(x)</td>
<td>Curriculum/lesson planning</td>
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<td></td>
<td></td>
<td>Help desk f(x)</td>
<td>Help desk f(x)</td>
<td>Behavior management</td>
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Cultural fit, relationship-oriented, Effective communicator, Strategic mindset, innovation mindset, prioritization and results-oriented
Competency Research Team: NSVF, Broad, Harvard GSE, Bridgespan + Working Group members
Linking System Level Leadership Development With Organizational Effectiveness

Leadership team coaching and accountability

Bi-annual organizational effectiveness diagnostic

Individual leader coaching & development

Leadership team coaching and accountability
EdFuel 2015 Service Offering

Programs for Individuals

• **Executive Coaching**
  • For mid to senior level managers; all system level roles

• **Peer Learning Communities**
  • Functional groups (e.g., finance) and affinity groups (e.g., new mgrs.)

• **Career Mentoring**

• **Leadership Workshops**
  • In-person
  • Online

• **Design Weekend: Increasing Diversity in Talent Pipelines**

Tools & Resources

• **Diagnostic assessments**
  • Organizational effectiveness
  • Individual/role effectiveness

• **Special projects**
  • Compensation/benefits benchmarking study

• **Best practice content**
### Group Discussion

*Design Principles of Winning Talent Pipelines*

| Scale-ability          | • Modular and flexible  
                          | • Sustainable economic model |
|------------------------|---------------------------------------------|
| Job embedded           | • Personalized / hyper relevant  
                          | • Practitioner led  
                          | • Imbued with peer learning |
| Foster continuous      | • Feedback cycles  
                          | • Communities of practice |
| learning               |                              |
| Reinforce organizational culture | • Meaningful organization / individual intersections|
THANK YOU!