



Human Resources Functional Maturity Diagnostic

How to Use this Resource

Overview

The Human Resources functional maturity diagnostic is a self-assessment tool that covers the critical responsibilities overseen by the HR unit to help leaders better understand their unit's operational and strategic maturity.

The diagnostic uses two inputs to calculate its final results: self-evaluations of functional maturity and self-evaluations of functional urgency. For each of 26 functional capabilities, you will assess your institution's maturity based on a four-point scale. Then you will select a level of urgency. The level of maturity minus the level of urgency equals the score for each functional capability. The lower the score, the more important addressing this area becomes to improving your HR functions.

Defining Maturity and Urgency

The maturity of each functional capability for HR is measured on a four-point scale. The characteristics associated with each maturity level differ for each functional capability and are described in detail for each question.

The urgency of each functional capability is also measured on a four-point scale. This scale is the same for each functional capability as described below:

- N/A: HR does not conduct the activity
- Level 1: Not a major area of concern in the next three year
- Level 2: Low-mid urgency
- Level 3: Mid-high urgency
- Level 4: Significant need to update, improve in next three years

Taking the Diagnostic

Step 1: Background Reading

On page 3, read over the Key HR Categories and their corresponding functional capabilities. This provides a general outline of the types of activities assessed by the diagnostic.

Step 2: Assess Maturity

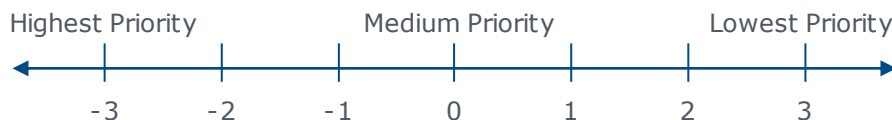
On page 4, read the functional capability. Then read the four descriptions of how this capability can manifest at an institution. Select the description that best describes how your institution's HR consistently operates. The number to the right of that description equals your level of maturity.

Step 3: Assess Urgency

Using the rubric at the bottom of the page, decide how urgent improving this capability is for your institution on a scale of 1-4. This number equals your urgency.

Step 4: Calculate Score

Using the box at the bottom of the page, subtract your urgency from your level of maturity. The result indicates the priority of improving this capability. The lower the number, the higher the priority.



Repeat steps 2-4 for each functional capability

Step 5: Determine Highest Priority Activities

On page 29, use the scorecard to compare the scores for each functional capability. Select the three activities with the lowest score to improve.

Key Categories and Functional Capabilities

HR Categories	Functional Capabilities
Workforce Strategy <i>Links HR to business objectives by promoting workforce capabilities and anticipating the size, type, and quality of workforce necessary for the institution to achieve its objectives</i>	1. Develop Campus-Wide Workforce Planning Capability
	2. Define Employee Value Proposition
	3. Manage Staff and Executive Succession
	4. Elevate Employee Engagement and Accountability
Talent Acquisition <i>Helps the institution successfully compete for limited human resources quickly and cost effectively</i>	5. Source Needed Talent
	6. Facilitate Candidate Assessment and Selection
	7. Hire and Onboard Talent
Employee Development <i>Promotes workforce competencies required to achieve business goals</i>	8. Assess Learning and Development (L&D) Needs, Investments
	9. Design and Implement L&D Solutions
	10. Elevate Leadership Performance
Labor Relations & Performance Management <i>Stabilizes the relationship between staff and institution, sets expectations, and promotes a performance culture</i>	11. Promote Diversity and Inclusion
	12. Manage Employee Bargaining Units
	13. Align Staff Objectives to Institutional Goals
	14. Monitor and Measure Employee Performance
Employee Benefits & Rewards Management <i>Aims to create and efficiently operate a reward structure that incentivizes people fairly, equitably, and consistently in accordance with their value to the organization</i>	15. Design and Deliver Health Benefits/Retirement Plans
	16. Analyze Compensation and Classification
	17. Craft a Total Rewards Strategy
	18. Optimize Wellness Initiatives
Organizational Collaboration <i>Engages the campus community in overcoming people challenges, information sharing, and developing strategic agendas that support organizational objectives</i>	19. Partner with Business Units
	20. Optimize Organizational Design
Internal Operations Management <i>Bolsters internal department processes and operations to enable superior, campus-wide service delivery</i>	21. Devise Unit Vision and Strategy
	22. Optimize Staff Roles and Skills
	23. Leverage Technology and Automated Solutions
	24. Align Central and Decentralized Unit Contributors
	25. Track Unit Performance
	26. Achieve Operational Compliance

1) Workforce Strategy

Functional Capability 1: Develop a campus-wide workforce planning capability

Description	Check the box that best fits your institution	Level
Institution has positioned workforce planning as a tactical activity that is commonly the responsibility of line managers. It is conducted on an 'as-needed' basis in response to more immediate business needs. Institution collects headcounts and basic workforce data to quantify the resources required to support operational status quo. HR office routinely updates position descriptions, standardizing position titles and pay grades across the institution.	<input type="checkbox"/>	1
The HR department typically assumes ownership of planning and staffing activities. Data collection and analysis focus primarily on using aggregate data to get a more accurate picture of the current employee landscape (e.g., areas of workforce growth and shrinkage). Administrators commonly define workforce trends and document descriptive metrics such as turnover rate, which provide historical workforce contexts needed to pinpoint potential staffing gaps and forecast future demand.	<input type="checkbox"/>	2
Workforce planning is recognized as a key strategic business process of the institution and is the explicit job responsibility of one or more HR staff members. Although the responsibility remains largely with the human resources function, workforce planning updates and data reports are considered by the executive-level on a semi-annual basis at minimum. Data analyses attempt to assess workforce supply and pipeline health, giving HR a more nuanced understanding of workforce turnover and retirement trends for specific positions. More granular analysis and the segmentation of workforce data informs recruitment and retention initiatives intended to build up critical, hard-to-fill workforce segments (e.g., senior executives, technical professionals, etc.).	<input type="checkbox"/>	3
Workforce planning is conducted as an integral part of business planning and is an explicit line item in the institution's strategic plan. The HR area is likely to be the custodian of the process, but workforce planning is seen as a collective executive responsibility. The focus is on identifying the contributions of key workforce segments to business performance, understanding the impact of attrition on critical business drivers (e.g., students, safety, revenues, processes, etc.), and forecasting future skill gaps. With a more comprehensive understanding of workforce capabilities, the institution is able to reassign or redeploy staff as necessary to retain and flexibly leverage workforce talent in uncertain times. Workforce strategies target broader talent management areas such as employee engagement, skills acquisition, and capability development. Efforts are also made to quantify the return on the investment made in the workforce in relation to productivity and performance.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\quad}{\text{Level}} - \frac{\quad}{\text{Urgency}} = \frac{\quad}{\text{Score}}$

1) Workforce Strategy

Functional Capability 2: Define employee value proposition

Description	Check the box that best fits your institution	Level
Institution provides a system of rewards and has a developed a recognizable culture and set of behavioral norms. However, the institution has not yet defined the coherent set of factors that make up the value proposition to employees and candidates—employees understand and interpret the organizational value on their own.	<input type="checkbox"/>	1
Institution has established a formal employee value proposition (EVP) and defined EVP objectives. Institution has tied these objectives to reward and talent management programs and made key linkages to broader organizational strategies (e.g., defined employee competencies, hiring processes, learning programs, career paths, compensation plans, etc.).	<input type="checkbox"/>	2
Institution has cogently communicated the employee value proposition and objectives to employees and delivered consistently on their EVP promises. Institution has established an internal brand, sometimes expressed through clever graphics and messages, and communicated it to all employees and candidates. Institution encourages employee involvement in initiatives created to promote the brand and realize stated objectives.	<input type="checkbox"/>	3
Institution has differentiated the employee value proposition from those of their talent-market competitors. Institution has also made significant progress in customizing the EVP for critical workforce segments and is more likely to measure the effectiveness of their rewards programs. The EVP gives the institution a competitive advantage in the employment market because their employee brands are viewed as strong and uniquely attractive.	<input type="checkbox"/>	4

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1) Workforce Strategy

Functional Capability 3: Manage staff and executive succession

Description	Check the box that best fits your institution	Level
Institution focuses succession activities primarily on senior-level positions with highest likelihoods of vacancy. Institution maintains a list of high-potential successors based on informal talent management discussions, but no formal successor selection or development processes are in place.	<input type="checkbox"/>	1
Institution targets succession activities on the most critical senior-level positions. Institution conducts employee talent reviews and formally defines development plans for chosen successors. Structured career ladders provide successors with clear paths for advancing within the institution while incentives (both financial and non-financial) are used to motivate, engage, and retain high-potentials.	<input type="checkbox"/>	2
Institution pinpoints the most critical roles institution-wide on which to target succession activities. Institution assesses the mission criticality of various positions, which, if unfulfilled, present the highest opportunity costs to the organization (usually based on criticality of the role to fulfilling business model and difficulty to fill the position). Institution identifies and clearly defines key leadership criteria required for success in identified roles and uses them as a basis for candidate selection. Institution also assesses potential successor readiness for key roles against exhibited competencies, experience, and performance. Leaders currently in key positions are accountable for the targeted development of successors and for cultivating role-critical attributes.	<input type="checkbox"/>	3
Institution's succession plan assesses the risk of key talent attrition and focuses efforts on critical roles institution-wide. Leadership success criteria and candidate readiness assessments are integrated with other talent management processes (such as performance management, training and organizational learning initiatives). Successor development plans focus on capabilities required to meet emerging market changes and strategic priorities. Employee development programs are designed to cultivate these skills within the existing workforce. Key performance indicators, such as succession pipeline depth and utilization, or internal promotion rate, are measured to ensure initiatives successfully enable workforce continuity.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	_____ - _____ = _____ Level Urgency Score

1) Workforce Strategy

Functional Capability 4: Elevate employee engagement and accountability

Description	Check the box that best fits your institution	Level
Assessments of employee engagement are relatively informal and gauged at the unit level. Dispersed leaders see what is going on within their units and act to appease discontent or adjust expectations accordingly. Whether or not to invest in deeper, ongoing institution-wide engagement efforts is determined on a case-by-case basis.	<input type="checkbox"/>	1
Institutional leadership actively measures engagement itself mainly via survey instruments. Leadership summarizes the results and reports back to employees on the actions they are planning to take to address ideas and concerns shared by employees. Leaders are actively seeking the right engagement framework for the institution.	<input type="checkbox"/>	2
Leadership seeks to gain a deeper understanding of the feedback coming from employees. Using a variety of feedback mechanisms, leadership and engagement administrators ask employees to describe their ideas and concerns in more detail, and ask questions to inform future improvement efforts. Institution has identified several key drivers of engagement and is searching for the best ways to increase engagement levels campus-wide.	<input type="checkbox"/>	3
Beyond employee engagement surveys and other formal feedback mechanisms to facilitate change, employees feel empowered to identify improvement opportunities and present them to leadership for consideration. Employees see themselves as partners with leadership in improving the business and their own day-to-day experience at work. Employees campus-wide not only provide active feedback, but are involved in change efforts (via task forces or implementation teams) and feel accountable for work products and business outcomes.	<input type="checkbox"/>	4

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2) Talent Acquisition

Functional Capability 5: Source Needed Talent

Description	Check the box that best fits your institution	Level
Sourcing efforts are primarily reactive and passive—HR staff wait for requisitions to come in before advertising openings on the institutional website or reaching out to inquiring candidates. The sourcing process is focused mainly on the quantity of applicants, and the institution tends to rely heavily on agencies to help fill staffing gaps.	<input type="checkbox"/>	1
Institutional sourcing methods expand beyond the static institutional website to career portals, social media platforms, and/or staff referrals. Recruiters have built strong relationships with unit managers to better anticipate impending needs and align applicant skills.	<input type="checkbox"/>	2
Institution has built internal sourcing capabilities to establish strong pipelines within known talent communities, such as alumni networks and higher education/academic conference participants. Sourcing processes are continuous with recruiters clearly conveying the institution's employee value proposition to attractive candidates.	<input type="checkbox"/>	3
Institution has cultivated a recruitment and referral culture. Dedicated staffing teams develop and sustain recruitment initiatives, while formal, recurring referral campaigns motivate campus employees to make candidate recommendations. There is a campus-wide focus on building relationships and talent pools around critical roles that have the greatest impact on organizational performance and business strategy. Performance against indicators such as first-year retention (used as a measure of fit or quality of hire) reflects best-in-class recruitment efforts.	<input type="checkbox"/>	4

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2) Talent Acquisition

Functional Capability 6: Facilitate candidate assessment and selection

Description	Check the box that best fits your institution	Level
HR assesses job requirements using previous job descriptions collected from hiring managers. HR has developed standardized interview documents with which to assess most applicants — documents are structured to elicit information on basic competencies, requested qualifications, and job-related factors. Interviewers are careful to avoid the discussion of EEOC characteristics during interviewing and hiring processes.	<input type="checkbox"/>	1
HR facilitates conversations with hiring managers to define current job requirements. While the institution has policies and procedures to ensure consistency and objectivity of interview processes, interview questions and criteria are adapted to fit specific roles and job demands. Interviewers assess experiential, as well as behavioral, analytical, and interpersonal traits to ensure a broader institutional fit. HR collects interviewer feedback centrally.	<input type="checkbox"/>	2
HR utilizes standard intake forms when engaged in staffing-needs discussions with hiring managers. HR works with key stakeholders (e.g., potential supervisors, department heads, etc.) to generate a starting list of relevant questions related directly to the tasks candidates would be expected to perform. HR has also developed a set of screens to prevent the overburdening of interviewer resources. Work samples and reference checks are required to supplement interview conclusions. HR collects interviewer feedback using standardized forms containing uniform quality of hire criteria. Applicant data, decision, and offer information is electronically tracked.	<input type="checkbox"/>	3
HR conducts needs analysis to better understand presumed staffing gaps and help hiring managers prioritize role requirements. HR questions not only determine an applicant's qualifications and general character but expose undesirable traits and reveal inconsistencies. HR works collaboratively with all campus stakeholders, including academic faculties, to coach interviewers on institutional and legal employment policies and ensure interviewing best practices. Further, HR is represented on faculty search committees. Candidate and process quality is evaluated through meaningful metrics (e.g., number of candidate interviews-to-successful-hire ratios, candidate conversion rates, etc.).	<input type="checkbox"/>	4

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2) Talent Acquisition

Functional Capability 7: Hire and onboard talent

Description	Check the box that best fits your institution	Level
New-employee onboarding/orientation is not centrally organized. HR provides department supervisors with standardized new hire checklists to ensure new hires complete required employment documents, establish network and facility access, and receive general campus guides and departmental contact information.	<input type="checkbox"/>	1
Formalized onboarding centrally owned by HR focuses on the administrative activities required to get new hires ready to begin employment (e.g., paperwork, institutional policy, mandated training, etc.). The vast majority of content is delivered across a single day or week using relatively traditional, didactic formats, such as PPT presentations or paper handouts. Institution collects ad-hoc/informal orientation feedback from new hires in the moment.	<input type="checkbox"/>	2
The onboarding program occurs across the first month of employment. The primary aim is to broadly introduce new hires to the institution and ensure a smooth transition into the organization. Content and materials focus heavily on institutional logistics and operations, and direct new employees to orientation activities, courses, and checklists that will further facilitate integration. The roles and responsibilities of HR, managers, and administrators in the onboarding process are clearly defined. Institution distributes a survey immediately following orientation to gauge general onboarding effectiveness.	<input type="checkbox"/>	3
In addition to ensuring new hires experience a smooth transition into the institution, onboarding is designed to convey the institution's culture and strategy, and provide early career support. Onboarding processes also attempt to socialize new hires by providing in-the-moment resources as well as on-demand support that aid new hire relationship building and acculturation (e.g., peer buddy or mentoring programs, etc.). Content includes developmental components that extend beyond acculturation to promote job readiness skills and role preparation. Content delivery is evenly distributed, beginning before the first day of hire and extending out three to six months. Onboarding-specific metrics (for example, applicability of onboarding resources provided or impact on institutional engagement) are tracked at multiple points across a new hire's tenure, typically, at the one-month, three-month, and six-month marks. Institution assesses the onboarding experience of both the new hire and their supervisor and uses the data, along with first year retention rates, to inform onboarding improvement efforts and focus ongoing employee engagement initiatives.	<input type="checkbox"/>	4

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3) Employee Development

Functional Capability 8: Assess learning and development needs, investments

Description	Check the box that best fits your institution	Level
Skill gaps within the workforce are identified through line supervisors and department managers through informal conversations and day-to-day observations of staff performance.	<input type="checkbox"/>	1
Department managers identify tasks that staff fail to perform or consistently perform poorly. Managers share common skill gaps with HR who use aggregate information to inform the institution's development offerings and allocation of L&D funds.	<input type="checkbox"/>	2
Based on the top objectives outlined by institution executives, HR leaders pinpoint the primary positions and/or skill sets most critical to goal achievement and perform needs analyses to prioritize L&D programs. Employee interviews or small focus groups, in addition to consultations with unit managers, help HR pinpoint the learning goals of specific employee populations and the competencies required to perform in various job roles. HR assesses the needs of various employee groups to determine if comprehensive learning programs are the best approach for addressing skill gaps (as compared to new recruitment strategies, for example). HR tailors both development content and delivery methods to meet the needs of critical segments.	<input type="checkbox"/>	3
HR crafts institutional learning and development priorities by forecasting future needs using both institutional and industry resources. Through regular communication with line managers, analysis of employee performance reviews, development elections, and other applicable data, HR identifies emerging skill gaps within the existing workforce. Further, HR reviews recruitment data to identify hard-to-fill positions and monitors regional and national workforce trends to identify emerging skills or competencies required for specific positions. HR uses information derived from both source types to develop an organizational learning strategy that addresses current and emerging skill and knowledge gaps.	<input type="checkbox"/>	4

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3) Employee Development

Functional Capability 9: Design and implement L&D solutions

Description	Check the box that best fits your institution	Level
<p>Departments run development programs and internal training sessions with minimal collaboration with HR, although HR sometimes coordinates L&D opportunities in response to manager and/or employee requests. L&D programs are assessed through anecdotal feedback from supervisor. Employee development policies ,such as time-off and repayment options, are documented in either HR or the employee handbook. Employees interested in pursuing a learning opportunity typically reach out to HR for policy clarification and enrollment instructions.</p>	<input type="checkbox"/>	1
<p>Instructional tools, design, and delivery are standardized to provide regular, formalized L&D offerings that address general skill building (e.g., technology adoption, project management, problem solving, time management, etc.). Through surveys, HR asks participants to provide feedback on the quality of training content and instruction. L&D opportunities are regularly scheduled and enrollment options, eligibility, and prerequisites are accessible online. Employees are made aware of upcoming opportunities via regular emails, newsletters, websites/intranet, and other forms of internal advertising. Shared spreadsheets or homegrown databases help manage and track development offerings and employee utilization.</p>	<input type="checkbox"/>	2
<p>L&D programs promote general job skills, career-specific skills, as well as leadership development. A variety of L&D formats are available, including on-demand, dynamic learning formats such as mentorships, workshops, internal internships, and embedded learning tools. L&D programs apply an instructional pedagogy—one aimed at demonstrating how skills can be applied in real-world work settings and situations. HR assesses the impact of individual offerings (i.e., the applicability of learned skills to job role, the ability to improve participant job performance) as well as the comprehensiveness of the institution’s training catalogue (i.e., the ability to target diverse employee development needs). Attendance data is also systematically collected to assess participant interest and engagement.</p>	<input type="checkbox"/>	3
<p>Institution utilizes a common platform that integrates the learning management system with other critical talent management systems and processes. Specialized development tracks are available for leadership development, critical talent segments, and high-performing employees in various areas within the institution. New learning and development programs are regularly piloted, and existing offerings are assessed and updated annually. HR regularly reviews L&D programs to ensure the curriculum and method of delivery are tailored to staff preferences, and larger institutional requirements and resource needs. Leaders map unit-specific outcome goals or metrics to learning objectives identified for each functional area. A learning management system manages offerings and tracks completion against target institutional learning objectives.</p>	<input type="checkbox"/>	4

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3) Employee Development

Functional Capability 10: Elevate leadership performance

Description	Check the box that best fits your institution	Level
Institution provides a catalog of on- or off-campus development courses for manager perusal. Courses offered may target a wide range of topics that are broadly differentiated by skill level. Development is not prescribed — managers initiate development and training on their own.	<input type="checkbox"/>	1
Institution course offerings and learning opportunities focus on the development of key leadership skills, for which a core set of competencies has been defined. Although not mandated, leadership development curriculum is structured and designed to build skills sets based on the defined core competencies.	<input type="checkbox"/>	2
Institution has developed a leadership development model on which to base development programs and opportunities (e.g., situational leadership model, etc.). Blended delivery approaches are applied to training in order to prepare emerging leaders to meet future industry demands. Senior management promotes and participates in leadership development activities.	<input type="checkbox"/>	3
Growing leaders internally is an integral part of talent management and considered a core competency within the institution. Structured and specialized individual development plans containing key learning objectives are required for employees in management and senior-level positions hoping to advance in the organization. Leadership development content is frequently adapted to align with strategic priorities and is delivered in comprehensive, dynamic, and experiential learning formats. Senior executives acknowledge leadership development as a strategic imperative.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\quad}{\text{Level}} - \frac{\quad}{\text{Urgency}} = \frac{\quad}{\text{Score}}$

4) Labor Relations and Performance Management

Functional Capability 11: Promote diversity and inclusion

Description	Check the box that best fits your institution	Level
Growing leaders internally is an integral part of talent management and considered a core competency within the institution. Structured and specialized individual development plans containing key learning objectives are required for employees in management and senior-level positions hoping to advance in the organization. Leadership development content is frequently adapted to align with strategic priorities and is delivered in comprehensive, dynamic, and experiential learning formats. Senior executives acknowledge leadership development as a strategic imperative.	<input type="checkbox"/>	1
Institution has a documented, enterprise-wide business case for building a long-term diversity strategy and has established high-level diversity goals. Leadership has communicated the diversity "vision" to campus stakeholders and drives momentum by integrating diversity curriculum focused on cross-cultural and multi-generational acceptance into new employee orientation. Diversity task forces and/or multicultural sub-units are specifically charged with handling cross-campus diversity-related matters, engaging the campus community, and developing training content. Institution periodically reports on demographic shifts, leadership goals, and proposed activities intended to promote the diversity agenda.	<input type="checkbox"/>	2
Institution has an implementation plan for diversity goals that includes action items, initiatives, timelines, and expected outcomes. The plan identifies the resources and support required, prescribes roles and responsibilities for top-level leaders, and encourages the involvement of all campus stakeholders in an attempt to positively impact the community at large. A communication plan describes target audiences and their needs, key messages, and timing and sequencing of communications. Institution has established a governance structure (executive diversity council or committee) to provide campus-wide oversight of diversity initiatives. Surveys are used to gather information about the demographic composition of a workforce, gauge employee attitudes and perceptions, and assess progress towards inclusivity. Town hall meetings and annual reports engage the campus community and create opportunities for dialogue between the campus community and institutional decision makers.	<input type="checkbox"/>	3
<p>Creating an environment of diversity and inclusion has become a part of the institutional brand and has been incorporated into marketing, recruitment, outreach, and press materials while ensuring alignment between internal communications and external brand positioning. Institution-level plans are accompanied by decentralized diversity goals specific to business function and business needs, which define and operationalize diversity at the local-level for schools, colleges, departments, and units. An institutional scorecard with quantitative and qualitative measures provides a multi-dimensional management and measurement tool that simultaneously drives and assesses change in four key diversity areas:</p> <ul style="list-style-type: none"> • Access and equity • Campus climate • Diversity in (formal and informal) curriculum • Staff learning and development <p>Institution has also established a senior-level "Chief Diversity Officer" role to guide the institutional change effort and be accountable for diversity goals.</p>	<input type="checkbox"/>	4

How urgent is this activity?				Score
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4) Labor Relations and Performance Management

Functional Capability 12: Manage employee bargaining units

Description	Check the box that best fits your institution	Level
Institution utilizes a compliance strategy for labor relations, focusing on the legality of bargaining issues (i.e., what is mandatory or permissive). The management-labor relations approach relies on the enforcement of rights and obligations created by a union contract, and the extent of bargaining is limited to deciding the term of the contract. The process is normally driven by leadership on both sides, and union membership involvement is often restricted to the pre- and post-negotiations.	<input type="checkbox"/>	1
Institution labor relations strategy focuses on improving the everyday dealings between labor and management, with the goal of preventing overly contentious contractual and/or grievance battles. In addition to negotiating CBAs, labor relations specialists try to make institutional leadership and the human resources function more accessible to employees—leaders regularly round on staff units to better understand their daily activities and campus contributions, interact with employees at their worksites to obtain first-hand feedback on improvement opportunities, and modify HR department hours to accommodate employee schedules.	<input type="checkbox"/>	2
Institution employs a collaborative labor relations strategy, with the goal of elevating the relationship between labor and management. The approach relies on the expressed interests of both the parties, not the requirements of regulatory and contractual statutes. Labor and management, often with the help of a mediator, proactively analyze common sources of contention and agree on common objectives that extend beyond contractual obligations. Joint labor-management committees consisting of both labor and management representatives at various levels meet regularly to voice concerns, propose remedial solutions, create implementation plans and action steps, and ensure open lines of communication. Experienced and mutually respected mediators are on hand to facilitate joint-committee sessions when issues raised pose a heightened risk of dispute.	<input type="checkbox"/>	3
HR utilizes survey tools, focus groups, and/or labor audits to assess the level of labor satisfaction and dissatisfaction with the work environment, and proactively diagnoses the likelihood of trade union formation within the organization. Labor relations leaders evaluate employer policies alongside employees' policy expectations to identify gaps that contribute to the majority of employee grievances, unwanted union attention, and workforce disruptions. HR cultivates informal, trust-based relationships with employees, managers, and union leaders, allowing for the resolution of conflicts prior to union arbitration or negotiations. Labor relations leaders work together with union and non-union employees to mitigate these gaps. Employees and union representatives (if applicable) are involved early in institutional decision-making processes, prior to final management workforce changes or decisions.	<input type="checkbox"/>	4

How urgent is this activity?				Score
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4) Labor Relations and Performance Management

Functional Capability 13: Align staff objectives to institutional goals

Description	Check the box that best fits your institution	Level
Employee roles and responsibilities are detailed in staff job descriptions. Competencies needed to successfully fulfill institutional goals are implicit but not explicitly defined for positions within each functional unit.	<input type="checkbox"/>	1
Leaders communicate strategic business objectives across the institution; however, written job descriptions only provide the general basis for defining staff goals and objectives. Staff goal setting focuses on personal and professional development, prescribing activities needed to improve in one's given role, and the acquisition of new skills. Goals align employees with advancement opportunities that may benefit the institution in the long-run, but are less effective at strengthening connections between employees' day-to-day contributions and larger, institution-wide strategic priorities.	<input type="checkbox"/>	2
After institution-wide goals have been established for the year, department heads, in consultation with institutional leaders, identify department-level goals that align to one or more of the institution's strategic objectives. Department leaders choose unit-level metrics that their staff can directly impact and set targets for each. Metrics and targets are clearly displayed for staff, typically through departmental dashboards or scorecards. Progress toward goals is regularly monitored, tracked, and shared with staff during department meetings. Methods such as marketing collateral, leadership rounding, and email campaigns also highlight how meeting department-level goals reinforces the institution's top strategic priorities.	<input type="checkbox"/>	3
<p>HR facilitates a structured goal cascading process to provide a literal "line of sight" for staff to trace their individual impact on strategic goals at the team, department, division, and institutional levels. Goal cascades deconstruct and translate large, institution-wide goals or strategic pillars into more tangible, staff-level objectives. Employees at all levels craft between two and four "SMART" goals—goals that are specific, measurable, attainable, relevant, and timely—on an annual basis. HR provides manager guidance for helping staff develop goals, which includes:</p> <ul style="list-style-type: none"> • Clearly articulating the institution's top priorities • Developing sample goal menus • Discouraging lofty, non-actionable goals • Recommending proper time frames for goal achievement • Helping clarify actions steps • Ensuring employees have the tools, resources, and access required to get their work done <p>Team and/or individual staff goals are captured in performance management tools and managers formally assess each employee's progress goals during an annual review process. Goal performance counts for a fixed percentage of employees' overall review scores.</p>	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\quad}{\text{Level}} - \frac{\quad}{\text{Urgency}} = \frac{\quad}{\text{Score}}$

4) Labor Relations and Performance Management

Functional Capability 14: Monitor and measure employee performance

Description	Check the box that best fits your institution	Level
<p>Units independently assess staff performance against a set of job-related duties and competencies specified by unit leaders. Employee appraisal processes and timelines are not mandated by an institution-wide performance management requirement or standard. The performance appraisal process is typically paper- or excel-based and employee review documents are housed within each unit. Units independently handle performance issues and involve HR only in cases for which termination is recommended.</p>	<input type="checkbox"/>	1
<p>Institution has a formal, centrally managed performance appraisal process in which employee job performance is rated on an annual basis. The process utilizes standardized assessment formats and scoring methodologies that are communicated by HR to the institution prior to each assessment period. The appraisal process mandates managers review employees on a set of unit-specific criteria predetermined by leadership, which are adapted and modified on an as-needed basis. Managers typically record assessment data for each employee in home-grown electronic templates or purchased performance management systems. Unit managers document and keep HR abreast of employee performance issues; HR offers informal guidance for managers to help manage low-performers.</p>	<input type="checkbox"/>	2
<p>The employee appraisal process allows employees to provide self-assessments and upward manager evaluations in addition to standardized downward reviews by managers. A consolidated appraisal containing both the manager assessment and the employee's self-review serves as the foundation for performance conversations required as part of the institutional appraisal process. HR provides templates and timeframes for the delivery of employee reviews and offers training for new managers on how to effectively deliver performance feedback. The appraisal process recommends individual development plans (IDP) for employees whose assessments fall below a pre-determined performance score or threshold. Managers track performance against prescribed development plans and consult HR for appropriate next steps.</p>	<input type="checkbox"/>	3
<p>Institution's formal performance appraisal process provides a framework for accountability to both individual performance and team/unit contribution—in addition to job-based competencies and behaviors, managers evaluate each employee against quantitative, outcomes-based, team- and individual-level goals. The performance appraisal process requires 360-degree reviews for director and executive-level staff, which includes performance feedback from direct reports, peers/colleagues, and supervisor(s), as well as a self-evaluation. For most staff, appraisal performance is directly tied to incentive structures—mainly, annual merit increases and/or bonus payments.</p> <p>After completing performance reviews, managers convene to pressure test the ratings of highest- and lowest-rated direct reports with unit peers to promote the consistent application of performance criteria, moderate manager bias, and ensure the equitable distribution of performance ratings.</p> <p>In addition to hosting and housing individual evaluations, the institution's automated performance management system:</p> <ul style="list-style-type: none"> • Tracks manager and employee progress through the review process and prompts users to complete missed/required process steps according to established performance management timelines • Aggregates performance data across like employment groups to inform the development of new and ongoing training and career building initiatives. 	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	_____ - _____ = _____ Level Urgency Score

5) Employee Benefits and Rewards Management

Functional Capability 15: Design and deliver health benefits/retirement plans

Description	Check the box that best fits your institution	Level
Institution automatically enrolls all full-time employees and faculty members in the institutional health plan. Employees can elect single coverage or include their spouse, domestic partner, and/or dependent children. The HR team is responsible for reviewing the health provider bid annually and maintaining a contract with one or two retirement plan vendors. Institution and vendor relationship is limited to plan negotiation and purchase transactions.	<input type="checkbox"/>	1
Institution provides employees with at least two health plan choices and expands retirement offerings to include 401(a), 401(k), and 457(b) plans. Employees engage in individual plan selection process and participate in open enrollment. Institution enables self-service options and provides guidance on the HR website to help employees select the plans that meet their current and long-term needs. Clear insurance and investment policy statements are available to all employees. Institution actively prepares for annual bidding of health and retirement plans by communicating changes to employee demographics, new service requirements, and cost considerations to current and prospective vendors.	<input type="checkbox"/>	2
Health plans give employees additional, opt-in coverage options (e.g., vision, dental, etc.). Defined contribution plans give employees a choice of Roth or Traditional contribution options and offer at least 25 investment options. HR builds flexibility into vendor policies, allowing the institution to modify the retirement plan according to market, regulatory, demographic, or participant objective changes. The HR team collaborates with retirement plan vendors to resolve compliance issues or address underperforming funds. Similarly, the HR team's active management of the health care vendor has created a trustful and communicative partnership built on a written business case and proven governance practices. The HR office maintains an online portal with benefit details, hosts webinars and information sessions specific to offered retirement and health care plans, and makes representatives available to answer questions to ensure employees are aware of all options and opportunities.	<input type="checkbox"/>	3
The institution has achieved vendor relationships that control and mitigate risk, create vendor performance accountability, and drive pricing competition. Benefits leaders consider employee preferences, cost effectiveness, and peer benchmarks when deciding upon health and retirement plan options and vendors. An advisory committee comprised of representatives from the faculty, staff, and administration meet semi-annually to review and recommend benefit plans. The committee serves as a liaison between HR leadership and the workforce, and recommends specific plan amendments such as expanding health plan coverage or retirement investment objectives. A dedicated internal group or taskforce appointed by the CBO, and, in some cases, an external vendor, are responsible for investment recommendations, evaluating investment option performance, devising employee communication and education strategies, and regulating fiduciary requirements. HR leadership meets quarterly with vendors, CBO, and benefits managers to evaluate vendor performance against established, documented targets and assess plan applicability to shifting campus demographics.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\text{Level}}{\text{Urgency}} = \text{Score}$

5) Employee Benefits and Rewards Management

Functional Capability 16: Analyze compensation and classification

Description	Check the box that best fits your institution	Level
Institution provides fair, competitive, and equitable pay for all employees regardless of race, color, religion, gender, age, sexual orientation, national origin, or disability. Compensation includes fixed base pay and, for eligible employees, supplemental pay, paid and unpaid time off, compensatory time, overtime, and variable pay. The job classification system categorizes, assigns, and maintains job titles and pay ranges for non-faculty employees based on job duties, responsibilities, and authority level through a basic documentation database. The HR department administers salaries in compliance with federal and state regulations.	<input type="checkbox"/>	1
Institution makes available to all employees a job classification manual that defines the objectives, policies, and procedures of the job classification system. This manual establishes pay transparency to mediate employees' perceptions of pay. Upon annual review of the classification system, senior leadership provides written approval of any changes or amendments.	<input type="checkbox"/>	2
Employee pay structure and salary ranges reflect internal equity and external market competitiveness. All non-faculty jobs are bundled into groups of similar position descriptions with appropriate salary ranges, and pay range midpoints represent positions' market value. Institution accounts for an employee's experience, education, skills, existing employee salaries, and existing rates of full-time equivalents when determining salary. The HR department conducts external salary surveys and consults university departments regarding appropriate job design and fair-rate compensation. The institution has established clear descriptions of what constitutes successful employee performance for each position; the compensation strategy reflects that criteria and rewards employees accordingly.	<input type="checkbox"/>	3
Compensation plan and philosophy are firmly rooted in the institution's employee value proposition. Compensation and classification structures and policies are flexible (e.g., designed to both manage talent outcomes and efficiently manage costs) and are continuously monitored and adapted as necessary to weather internal and external market conditions. The compensation strategy includes a "red circle" policy that identifies and freezes salary increases for overpaid employees. In addition to determining job pay and title, the classification system outlines defined career ladders to foster career advancement and development. Institution systematically measures the success of compensation plan through employing annual surveys for minor adjustments and conducting comprehensive reviews at least every five years.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\quad}{\text{Level}} - \frac{\quad}{\text{Urgency}} = \frac{\quad}{\text{Score}}$

5) Employee Benefits and Rewards Management

Functional Capability 17: Craft a total reward strategy

Description	Check the box that best fits your institution	Level
The institution's total rewards strategy includes compensation and basic benefits such as paid time off, life insurance, retirement plans, and performance incentives. The total rewards strategy is indistinguishable from the institution's fundamental compensation and benefits strategy.	<input type="checkbox"/>	1
Institution assesses the needs of employees through surveys when crafting a total rewards strategy. Rewards packages are expanded based on employee preferences and might include fringe benefits such as tuition assistance, subsidized childcare, and flexible spending reimbursement accounts. Work-life programs are integral to the total rewards strategy, motivating the inclusion of non-traditional benefits such as gym discounts and paid leave for volunteering.	<input type="checkbox"/>	2
The institution's total rewards philosophy is rooted in the equitable distribution of rewards — fundamental to which is a compensation strategy that uses market midpoints as the foundation for total employee compensation. Departments are permitted to expand upon the institutional rewards package as they see fit to engage employees and elevate the institution's value proposition. HR regularly updates these benefits and notifies employees of any changes or additions through email and website announcements. Similarly, HR communicates the value of reward components to all new employees during the onboarding process.	<input type="checkbox"/>	3
The institution has achieved a balanced value exchange in which both institution and employee perceive the benefits of the relationship to be equitable to their respective contributions. This exchange relies on clear performance and subsequent reward expectations. The total rewards strategy is engrained in the institution's value proposition for attracting, motivating, and retaining employees, and institutional leadership considers the total rewards strategy in concert with talent acquisition goals. HR assesses employee satisfaction with total rewards and has established that the strategy meets the needs of employees at various levels and across a diversity of roles on campus. This is evidenced through increased employee retention, and employee survey and interview data demonstrating that the types of rewards offered align with employee needs and preferences.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\text{Level}}{\text{Urgency}} = \text{Score}$

5) Employee Benefits and Rewards Management

Functional Capability 18: Optimize wellness initiatives

Description	Check the box that best fits your institution	Level
The institution generally promotes employee adoption of healthy lifestyles. Employees have access to health-risk information and support resources on the HR website. Employees can participate in sponsored and/or unsponsored programs voluntarily.	<input type="checkbox"/>	1
The institution has established clear, health-related workplace policies. Wellness programs sponsor individual wellness coaching in addition to educational and behavioral-change resources (e.g., fitness classes, nutrition information, smoking cessation programs, etc.). Preventative screenings and health assessments are offered on campus to provide employees with tangible feedback regarding potential health risks. The institution provides environmental support for healthy lifestyles, such as smoke free facilities and nutritious dining options.	<input type="checkbox"/>	2
The institution has established an effective wellness committee that creates a brand and vision for wellness initiatives on an annual basis and communicates the program's philosophy campus-wide. Methods of communication include webinars, health fairs, and myriad online resources. If a wellness program is purchased from a vendor, specific program elements are customized to meet institution's health goals. These goals are determined by the top health priorities of the workforce and are tied to financial incentives to encourage participation. Employees receive reductions in healthcare premiums, gym rebates, or other discounts for achieving targets and/or enrolling in specific programs. Additionally, institution aligns incentives, such as maintenance drug discounts, with mandated biometric screens and preventative/primary care visits.	<input type="checkbox"/>	3
The institution prioritizes wellness programs in order to influence the lifestyle of the employee population. Wellness is a prominent component of the institution's employment value proposition, helping to attract, recruit, and retain like-minded employees. The institution creates a workplace environment conducive to wellness activities and flexible for employees who want to exercise healthy living options during work hours. Wellness initiatives are integrated with health plan offerings and aim to be cost-neutral, with the ultimate goal of achieving healthcare savings. Wellness program vendors partner with health insurance vendors to evaluate the institution's return on wellness investment by cross-referencing employee data (such as engagement in wellness programs and health care spend). Senior leadership reviews data periodically to ensure the program is moving the institution toward its employee health goals.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	_____ - _____ = _____ Level Urgency Score

6) Organizational Collaboration

Functional Capability 19: Partner with business units

Description	Check the box that best fits your institution	Level
HR staff serve as administrative experts, or generalists, for all functions performed within the HR unit. HR staff's primary goal is to ensure the effective and efficient operation of personnel action processing (and at some institutions, payroll) and activities. HR staff members disseminate requested personnel, training, benefits, and staffing information across the institution on an as-needed basis. Additionally, HR ensures that all business units and their staff are fully compliant with HR-related, regulatory, and institutional policies and procedures.	<input type="checkbox"/>	1
Select HR staff expand functional priorities to include engagement and campus climate efforts. HR staff administer and analyze employee surveys, and use results to inform initiatives that meaningfully impact the employee experience, including reward and recognition programs, resource allocation, and career development. HR staff also collect employee feedback regarding HR offerings and services through surveys, HR training sessions, user-group meetings, and/or complaint tracking tools to identify HR areas in need of improvement or redesign.	<input type="checkbox"/>	2
Select HR staff serve as change agents, supporting business units with change management components of institution-wide or unit-specific project implementations. HR staff have key roles in the creation and deployment of initiatives that prepare campus employees for evolving processes and work environments, including communication strategies, training sessions, employee feedback forums, and general efforts made to gain project buy-in and facilitate change acceptance. HR staff inform and influence adjustments to project scope, resources, involvement, timelines, and rollout as needed to lessen potentially harmful effects on employee morale. HR staff also offer tangible support to unit managers, often expected to be the driving force for sustainable change among employees. Manager resources include FAQs, new process guides, or training sessions, and offer helpful coaching methods and communication techniques to help alleviate staff concerns.	<input type="checkbox"/>	3
Select members of HR staff serve as relationship managers or business-unit partners. HR staff are embedded in business units and build relationships with business managers—the key enablers of the institution's strategy on the ground—to help units understand the personnel implications of strategic business events, needs, and challenges, and deliver on key strategic objectives. HR partners have deep knowledge of their internal clients, key employees, and business processes, and provide business leaders with adapted guidance on a diverse range of human resource functions. HR partners participate in the unit-level strategic planning process, stay ahead of human capital trends within and outside the institution, and proactively raise human capital concerns and opportunities with business leaders. They identify and share actionable learning opportunities that help unit staff build job-specific competencies and adapt to shifting business environments. They also develop close working relationships with cross-functional unit leaders that influence talent availability and outcomes (e.g., IT/Legal/ Finance).	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	_____ - _____ = _____ Level Urgency Score

6) Organizational Collaboration

Functional Capability 20: Optimize organizational design

Description	Check the box that best fits your institution	Level
HR staff assume basic organizational development (OD) roles and responsibilities. HR staff propose reactive, micro-level fixes in response to performance issues and operational inefficiencies raised by staff or department leaders. For more complex, more broadly-scope issues, institutional units sporadically utilize the services of external OD consultants. HR has little influence over when and what type of OD services are provided to the institution, or the quality of those services.	<input type="checkbox"/>	1
Institution has an established OD sub-unit within HR or pool of OD-skilled resources knowledgeable in common organizational design and development practices. OD staff define the critical success factors that influence institutional and unit-specific performance, and then identify relevant indicators/measures for evaluating outcomes. OD staff primarily serve as process consultants, ensuring activities across the institution are coordinated and standardized (where applicable), workflows are efficient, information is accessible, roles are clearly defined, and talent needs are fulfilled.	<input type="checkbox"/>	2
Institution conducts enterprise and/or business unit assessments to gauge the current operational state and forecast institutional design needs to improve strategy execution. OD staff, in collaboration with business units and/or redesign stakeholders, utilize multi-faceted theoretical models (e.g., The McKinsey 7S Model, Galbraith's STAR Model, etc.) that target critical organizational elements (e.g., people, processes, strategy, structure, etc.) to uncover root-cause performance challenges. OD staff identify gaps between the current and "ideal" organizational designs and evaluate potential recommendations against clear design criteria (e.g., resource availability, risk, implementation costs, participation, timeframes, etc.) to ensure fit with both short- and long-term interests of the institution. Final design recommendations are reviewed and accepted by senior leadership to ensure they align with larger service delivery strategies. OD specialists create comprehensive implementation plans that provide clear action steps and milestones needed to successfully redesign institutional workflows, structures, or systems.	<input type="checkbox"/>	3
OD specialists ensure transition activities such as employee communication, leadership training, reallocating staffing resources, and garnering stakeholder buy-in occur prior to the implementation of new organizational models. OD staff proactively engage and gather feedback from key stakeholders at various levels to inform redesign efforts, respond to imminent risks, and neutralize resistance in advance. Organizational design assessments and redesign considerations go well beyond broad-level structural changes (e.g., centralizing staff or functions, modifying organizational charts, examining spans of control, etc.) to include role redesign and finer adjustments to job descriptions. OD specialists also refine information, decision-making, performance, and talent development systems as needed, to ensure all institutional policies and strategy are coordinated and align to business objectives defined by new models. To ensure the institution is nimble and able to adapt to industry changes, institutional leaders in collaboration with OD specialists identify and monitor performance metrics, and set financial and unit-specific operational thresholds that trigger further institutional or unit design assessments.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\text{Level}}{\text{Urgency}} = \text{Score}$

7) Internal Operations Management

Functional Capability 21: Devise unit vision and strategy

Description	Check the box that best fits your institution	Level
Unit leaders draw on personal knowledge and familiarity with unit operations to draft a unit vision with broad qualitative goals (e.g., better customer service, improved reputation on campus, expanded service offerings). Some goals may be supported by concrete strategies to guide the unit to success, but success is often undefined. The unit communicates its vision to staff and key stakeholders in form emails or on the unit website, but recipients are unlikely to understand how their day-to-day activities meaningfully help the unit achieve its vision.	<input type="checkbox"/>	1
Unit leaders seek feedback from unit staff and key stakeholders in the creation of the unit vision. Based on the unit vision, leaders develop a strategic plan that prioritizes goals, includes concrete objectives, and outlines actionable next steps. The unit vision and strategic plan are shared with unit staff and key external stakeholders. Unit leaders also highlight specific goals and initiatives highly relevant to particular stakeholders.	<input type="checkbox"/>	2
Unit leaders formally consult with key stakeholders, unit staff, and institution executives to develop a unit vision and strategic plan that align with institutional initiatives. The unit strategic plan defines success and identifies key performance metrics to track progress. Unit leaders work with staff across campus to identify barriers to improvement and develop strategies to address those barriers. Both the unit vision and strategic plan are referenced when making resource allocation decisions.	<input type="checkbox"/>	3
The unit vision and strategic plan are revisited and updated annually to reflect unit progress and changing unit and institutional priorities. Unit managers create both team and individual performance objectives based on the strategic plan. Unit leaders, critical staff, and institutional leadership have access to dashboards tracking the unit's progress against the objectives outlined in the unit and institutional strategic plans. Dashboard metrics include both baseline targets and stretch performance goals. Unit leadership holds reoccurring meetings with key stakeholders and unit staff to identify and respond to emerging issues.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\quad}{\text{Level}} - \frac{\quad}{\text{Urgency}} = \frac{\quad}{\text{Score}}$

7) Internal Operations Management

Functional Capability 22: Optimize staff roles and skills

Description	Check the box that best fits your institution	Level
Unit staff nominally complete tasks historically associated with their positions, but all staff take on a fluctuating range of tasks from across the unit based on individual capacity to absorb additional work. High-skill and senior-level staff spend significant amounts of time working on lower-level transactional or administrative tasks. The unit provides skills trainings in response to perceived performance shortfalls by unit staff.	<input type="checkbox"/>	1
Unit leaders update and redesign vacant positions to reflect changing work-demands and skill-needs, and to better distribute work across positions so staff spend less time working outside of their official roles. Though staff must still absorb unassigned or surplus tasks, unit leaders assign these tasks based on employee interests, strengths, and content expertise. Staff are encouraged to attend professional development opportunities. Most development opportunities focus on general skills needed to successfully perform in their current roles.	<input type="checkbox"/>	2
Employee roles are codified, defining ownership of specific tasks and responsibilities. In addition to consistently completing role tasks, employees are cross-trained to formally absorb designated surplus tasks as necessary. This allows high-skill and senior-level staff to spend the majority of their time working on high-value activities. Unit leaders work with individual employees to identify and develop advanced professional development opportunities. Opportunities are role-specific and aim to help staff improve in their current positions as well as advance professionally into more senior-level roles.	<input type="checkbox"/>	3
Unit leaders create internal processing roles devoted to completing transactional or processing related activities, allowing highly-paid, senior-level staff to spend the entirety of their time working on high-value activities. Unit leaders solicit staff input to continually streamline and redesign positions even while occupied. Leaders also review job descriptions annually to update tasks and skills to reflect evolving unit priorities. Unit leaders use skill mapping to identify emerging and future skill gaps within their units.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\quad}{\text{Level}} - \frac{\quad}{\text{Urgency}} = \frac{\quad}{\text{Score}}$

7) Internal Operations Management

Functional Capability 23: Leverage technology and automated solutions

Description	Check the box that best fits your institution	Level
The unit maintains its current automated solutions. When funding allows, unit leaders invest in additional technologies that represent industry standards. Automated solutions replace paper-based processes with electronic documents and workflows, though staff must still manually complete all process tasks.	<input type="checkbox"/>	1
The unit consistently allocates resources for technology investments, and selects solutions that reduce the processing burden on unit staff. Funds are directed towards purchasing new technologies or upgrading existing solutions. In addition to replacing paper-based workflows with electronic workflows, automated solutions have some processing capacity, reducing the amount of work staff must manually complete.	<input type="checkbox"/>	2
The unit invests in technologies that most significantly impacts unit goals and institutional priorities. Unit staff meet with campus customers to inform which processes would most benefit from a technological upgrade or automated solution. Prior to introducing technology to a given process, the unit formally redesigns and streamlines the process. Unit leaders seek feedback from unit staff and campus customers to improve user experience and inform future investment decisions. Adapted technology not only facilitates unit processes, but also enables unit staff to collect, monitor, and analyze solution data. For instance, unit leaders are able to track the completion progress of individual tasks, identify bottlenecks, and monitor performance.	<input type="checkbox"/>	3
Prior to investing in new technology, the unit predicts ROI by modeling how the solutions will affect unit outcomes and resources. When unit leaders anticipate strong ROI, they make a business case to institution executives to secure funding. The unit closely collaborates with central IT to optimize or customize solutions and integrate them with the broader ERP system. Integrated data systems allow staff members to easily run queries and collect data from multiple sources. The unit analyzes system data to better understand usage patterns and user preferences, while simultaneously uncovering capability and requirement gaps as they relate to the unit's specific technologies.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\quad}{\text{Level}} - \frac{\quad}{\text{Urgency}} = \frac{\quad}{\text{Score}}$

7) Internal Operations Management

Functional Capability 24: Align central and decentralized unit contributors

Description	Check the box that best fits your institution	Level
The roles decentralized support staff play in recurring unit processes are broadly defined, and may vary dramatically across the institution. Decentralized support staff receive limited training, or receive trainings on broad topics not specific to their process responsibilities. Central staff fix decentralized support staff processing errors as they are received.	<input type="checkbox"/>	1
The roles decentralized support staff play in key, recurring unit processes are standardized across the institution. As central staff encounter processing errors made by decentralized support staff, they contact the individual staff member to explain the error, clarify process procedures, and work with the individual to correctly complete necessary steps.	<input type="checkbox"/>	2
The roles of both central staff and decentralized support staff in key, recurring processes are clearly defined. Decentralized support staff receive documentation that outlines their role in each unit process, provides directions for completing particular tasks, specifies to whom completed tasks should be passed, and prescribes timelines for task completion. Central staff document all decentralized support staff errors to determine where to provide additional, process-specific training and support.	<input type="checkbox"/>	3
Central staff provide in-depth training on the most cumbersome, error-prone processes to a select group of highly-skilled decentralized support staff, who subsequently provide on-demand troubleshooting for other decentralized support staff in their respective units. These highly-skilled decentralized support staff also relay support staff confusion and concerns back to central staff. Central staff proactively work with highly-skilled decentralized support staff to redesign and streamline process roles and responsibilities. Central staff measure the impact of trainings and professional development opportunities for decentralized support staff. Key performance metrics include error rates, process completion speed, and participant satisfaction. Unit leaders present the data to executive leadership to justify requests for additional training funds.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	$\frac{\text{Level}}{\text{Urgency}} = \text{Score}$

7) Internal Operations Management

Functional Capability 25: Track unit performance

Description	Check the box that best fits your institution	Level
The unit produces performance reports intermittently, often in response to specific executive leadership or stakeholder requests. The unit relies on voluntary user feedback (e.g., survey results, user complaints, anecdotal evidence) to gauge unit performance.	<input type="checkbox"/>	1
Unit leaders assess the unit against a host of key performance indicators (KPIs) relevant to the unit's core functions. The measures are collected consistently year-over-year. The unit compiles an annual performance report and shares it with key stakeholders and unit employees. Unit leaders develop broad-based improvement plans to address performance at the unit-level.	<input type="checkbox"/>	2
Unit performance assessments are designed to help unit leaders identify areas for improvement and develop concrete, actionable improvement strategies. The unit selects performance measures that align to specific performance goals for the year. Measures are quantitative (e.g., percentage of work completed accurately and on time) as well as qualitative (e.g., customer satisfaction survey results). Most data is collected through unit software systems that generate performance report templates; however, units rely on staff analysis to uncover more in-depth data trends and performance insights.	<input type="checkbox"/>	3
In addition to tracking overall unit-level performance, unit leaders closely examine performance data to monitor staff-level contributions toward established performance goals. Where possible, unit leaders define and track individual KPIs and provide targeted performance feedback to employees. Unit leaders use dashboards and reports as tools to engage staff and stakeholders in unit performance improvements. The unit regularly posts performance reports with graphs and KPI trends. Employees have access to team or personalized dashboards that track their performance in real time.	<input type="checkbox"/>	4

How urgent is this activity?				Score
1 Not a major area of concern in the next three years	2 Low-mid urgency	3 Mid-high urgency	4 Significant need to update, improve in next 3 years	_____ - _____ = _____ Level Urgency Score

Scorecard

Determine the Highest Priority Activities to Improve

HR Categories	Functional Capabilities	Score
Workforce Strategy	1. Develop Campus-Wide Workforce Planning Capability	
	2. Define Employee Value Proposition	
	3. Manage Staff and Executive Succession	
	4. Elevate Employee Engagement and Accountability	
Talent Acquisition	5. Source Needed Talent	
	6. Facilitate Candidate Assessment and Selection	
	7. Hire and Onboard Talent	
Employee Development	8. Assess Learning and Development (L&D) Needs, Investments	
	9. Design and Implement L&D Solutions	
	10. Elevate Leadership Performance	
Labor Relations & Performance Management	11. Promote Diversity and Inclusion	
	12. Manage Employee Bargaining Units	
	13. Align Staff Objectives to Institutional Goals	
	14. Monitor and Measure Employee Performance	
Employee Benefits & Rewards Management	15. Design and Deliver Health Benefits/Retirement Plans	
	16. Analyze Compensation and Classification	
	17. Craft a Total Rewards Strategy	
	18. Optimize Wellness Initiatives	
Organizational Collaboration	19. Partner with Business Units	
	20. Optimize Organizational Design	
Internal Operations Management	21. Devise Unit Vision and Strategy	
	22. Optimize Staff Roles and Skills	
	23. Leverage Technology and Automated Solutions	
	24. Align Central and Decentralized Unit Contributors	
	25. Track Unit Performance	
	26. Achieve Operational Compliance	

Top Three Priorities		
1 _____	2 _____	3 _____



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