

STEP 1: Identify Critical Positions *Cont'd...*

Position Inventory Categories / Definitions / Questions

1. **Single Incumbent:** only one person can perform unique positions and duties in the office. What are the unique duties and why did you identify them as such? Can anyone else complete these functions if the incumbent is absent?
2. **Specialized Knowledge and Expertise:** incumbent has specialized knowledge and/or experience that is only acquired over time or through specialized education and training. Does the agency have the capacity to provide the required training or development to grow the specialized knowledge? Is there limited bench strength of individuals that can perform the function(s) that utilize this expertise?
3. **Difficult to replace from inside or Outside of the Agency:** position or classification for which the agency has difficulty finding qualified candidates, despite recruitment efforts. Is a skill set needed that can only be gained by working within the agency? Has it historically been difficult to attract a qualified applicant pool?
4. **Difficult to Retain:** position or classification for which the agency has difficulty retaining employees due to factors such as environment, position stressors, wage issues, shift issues, travel or type of client base. Is there a high amount of turnover in the position? Is the position entry level and used to get a "foot in the door"? Is this position used as a "feeder pool" for other positions?
5. **Risk of Attrition:** individuals that are at risk of leaving the agency due to a lack of developmental and/or promotional opportunities. Are there high performers or critical functions that are at risk of leaving due to role dissatisfaction or have high demand skill sets? Are their retirement vulnerable individuals who have expressed intent to retire?
6. **Retirement Vulnerable:** employees are or will become eligible to retire within five years. Has the employee started the retirement process or provided notice of retirement?

STEP 1: Identify Critical Positions *Cont'd...*

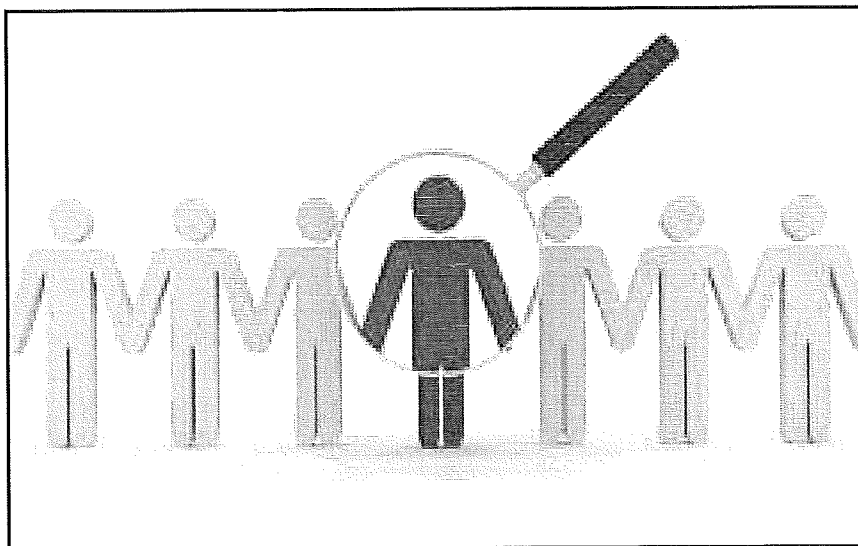
Interpretation of Position Inventory Data

The interpretation of the position inventory data needs to be viewed and considered in light of factors such as agency strategic priorities, challenges and trends. In general, the following interpretations can be made about critical positions:

- Single Incumbents
- Specialized Knowledge
- Retirement Vulnerable
- Risk of Attrition

Succession Planning Priorities

- Single incumbent with specialized knowledge and risk of attrition.
- Trend of high retirement eligibility and/or risk of attrition within one functional area.



STEP 2: Assess Leadership Talent

Purpose

Assessing employees against critical competencies will help focus individual learning and development opportunities in order to prepare the person for future roles in the agency. It is also important for management to identify success factors for critical positions to assess position impact and vacancy risks. Determining whether there are one or more succession candidates ready to successfully assume the role and responsibilities is *the* primary function of assessing leadership talent.

Instructions

Review the critical positions identified from the Position Inventory and complete critical position success profile. Document all education, experiences, key competencies and other factors necessary for success of each critical position. The position success profile will be used to evaluate current and potential successors and the types of development that will be needed for successful transition.

Review and update position description to identify specific technical competencies. Define competencies and identify behaviors that demonstrate them. A few points to remember when identifying competencies are:

- Do not inflate preparedness assessment;
- Do not rely on same person for bench strength for multiple critical positions; and
- Employees should demonstrate appropriate competency level and scope of impact with a history of achieving successful results.

As the agency leaders consider the practical scope of any position, valid identification of competencies is necessary for:

- Establishing minimum requirements success;
- Creating a baseline for assessing potential candidates; and
- Identifying appropriate learning and development opportunities.

The following is a sample competency assessment profile to get started in identifying, assessing, and documenting common competencies possessed by potential leaders:

STEP 2: Assess Leadership Talent *Cont'd...*

Sample Template Competency Assessment Profile

Position Title:	Classification / Level:
Agency:	Division / Bureau:
Location:	City, State:
Education (degrees, certifications, licensure):	
Work Experiences:	
Core Competencies	
Technical Competencies	
<ul style="list-style-type: none"> ▪ Communication 	<ul style="list-style-type: none"> ▪ Project Management
<ul style="list-style-type: none"> ▪ Strategic Planning 	<ul style="list-style-type: none"> ▪ Policy Development and Analysis
<ul style="list-style-type: none"> ▪ Building Productive Relationships 	<ul style="list-style-type: none"> ▪ Budget and Fiscal Management
<ul style="list-style-type: none"> ▪ Continuously Improving Quality 	<ul style="list-style-type: none"> ▪ Human Resources Management
<ul style="list-style-type: none"> ▪ Developing Self 	<ul style="list-style-type: none"> ▪ Legal Compliance
<ul style="list-style-type: none"> ▪ Focusing on Customers 	<ul style="list-style-type: none"> ▪ Computer Systems & Technology
<ul style="list-style-type: none"> ▪ Valuing Cultural Diversity 	<ul style="list-style-type: none"> ▪ Program Development
<ul style="list-style-type: none"> ▪ Managing Change 	<ul style="list-style-type: none"> ▪ Data Analysis
<ul style="list-style-type: none"> ▪ Developing and Coaching Others 	<ul style="list-style-type: none"> ▪ Grants and Contract Management

STEP 3: Develop / Retain Talent

Purpose

This step outlines the development strategies for identified talent pool based on required business needs and leadership potential. Development of strategies for each member of the “*talent pool*” should be based on information gathered during the assessing of leaders (Step #2) process.

Different approaches may be used to address issues related to determining competency levels. Although many strategies are available to develop employees, the intent is to identify the right combination of strategies that prepares succession candidates to successfully take on higher leadership/ business roles within the agency. To be effective in developing future leaders, key assignments, developmental feedback, mentoring, coaching, formal classroom training, and professional memberships must be made available. Identifying key assignments and the removal of blocks to assignments are highly emphasized and must be supported at the executive leadership level.

Instructions

Design and implement career development strategies. Work with the employee to create a career development plan to close the gaps and/or strengthen existing skills and competencies. The following are essential actions to be considered when implementing career development plans:

- Individual takes ownership for career and prepare a formal career developmental plan;
- Provide development opportunities;
- Formalize objectives/long term and short term goals (define stretch assignments);
- Identify developmental needs, activities, target dates and resources;
- Offer cross-agency job rotation, enhancement, shadowing, action and experiential assignments;
- Tailor opportunities to develop necessary competencies required;
- Document competencies developed;
- Hold ongoing coaching sessions between managers and employee to assess progress; and
- Ensure that annual performance review process is integrated with succession planning goals.

Using the career development plan will help track, monitor and facilitate development discussions with the succession candidate (see sample career development plan).

STEP 3: Develop / Retain Talent *Cont'd...*

Ohio's Talent for Tomorrow and Beyond
Succession Planning for Ohio Agencies

CAREER DEVELOPMENT PLAN					
Employee's Name		Class Title		Employee's Signature/Date	
Agency		Employee Number		Supervisor's Signature/Date	
Section A: Long Term Goals What are your long-term goals for employment over the next five years?					
1.					
2.					
What skills and competencies do you need to accomplish these long term goals? How do your goals fit in with future needs and direction of the agency?					
Section B: Short Term Goals What specific goals would you like to accomplish w/in the next year in your current position?					
1					
2					
What skills and competencies do you need to accomplish these short term goals?					
Section C: Reaching Goals & Timeline How/when do you plan to reach your goals (classes, training, reading, activities, mentoring, etc.)?					
Developmental Needs	Activities	Target Date	Provider/Source	Competency Developed	Results (Date Completed)
1					
2					
Note: Training and development that includes travel expenses is contingent upon the availability of funds and management approval.					

Agency leaders should work with HR staff to choose appropriate career development activities for the employee. Examples of activities include:

- On-the-job training/cross training / participation in projects;
- Participation on teams, task forces, or committees;
- Computer-based training and course work from external providers;
- Attending work-related conferences;
- Membership affiliation with industry specific associations and societies;
- Working with a mentor, coaching or consulting others; and
- Leadership development programs and training courses.

Benefits of Developing Succession Candidates

- Reduces agency risk: increases leadership readiness by identifying successors for critical positions and helping agencies proactively develop talent.
- Improves employee morale and engagement: enables employees to take ownership of their careers.
- Improves employee development and retention: clearly defines development goals and provides targeted learning activities.
-

STEP 4: Capture/Transfer Knowledge *Cont'd...*

Purpose

To provide tools and resources to capture, retain, and transfer institutional knowledge. This ensures that key institutional knowledge and information is transferred appropriately to successors.

Instructions for Templates

Identify the positions from the Position Inventory that are the greatest priority for knowledge transfer (e.g., single incumbents with extensive knowledge and retirement vulnerable, etc) and complete the following actions:

- Employee retain copy of this form and provides a copy to manager;
- Manager and employee independently rate importance for each area; and
- Employee discusses with manager specific priorities, difference of opinions and agrees to target transfer dates.

Sample Template Knowledge Identification

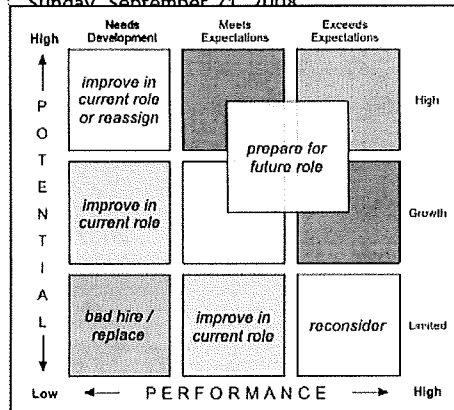
Name of Knowledge Holder:			
Projected Separation Date:			
Areas of expertise and/or knowledge	Who else has this expertise?	Priority Rating (Consider complexity of task, urgency to have knowledge transferred, etc) 1 = Highest priority 2 = Mid level priority 3 = Lowest priority	Target Transfer Date
1.			
2.			
3.			
4.			
5.			
6.			

Great Leadership

Opinions and Information on leadership and leadership development by Dan McCarthy

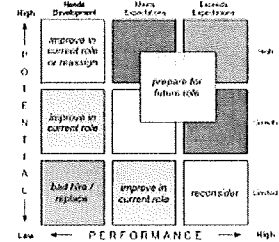
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Sunday, September 21, 2008



Development Strategies for a Matrix

Performance and
Strategies to use



I'm often asked for more specific information and development strategies for each of the nine boxes on the grid.

Here's a breakdown for each of the nine boxes. These are of course just general guidelines, and judgement needs to be applied depending on context and the unique needs of the individual leader.

1A (high potential, high performance):

- Stretch assignments, things they don't already know how to do, assignments that take them beyond their current role; high profile, where stakes are high
- Give them a "start-up" assignment, something no one has done, a new product, process, territory, etc...
- Give them a "fix-it" assignment, a chance to step in and solve a problem or repair someone else's mess
- Job change, rotations, job swaps, - an opportunity to experience a brand new role, short term or long term
- Help them build cross-functional relationships with other A players
- Find them a mentor - at least one level up. Provide an internal or external coach
- Access to exclusive training opportunities
- Access to meetings, committees, etc... one level up; exposure to senior managers, VPs; advisory Councils
- Watch out for signs of burnout
- Watch for signs of retention risks; know how to "save" a hi-po
- Next level up exposure, responsibilities, shadowing

2A (high performance, moderate potential):

- Development activities similar to 1A
- Difference is often degree of "readiness" for larger roles. Development is preparation for longer term opportunities

3A (high performance, limited potential):

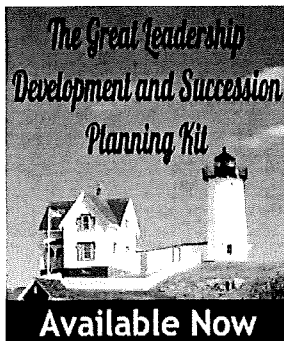
- Ask what motivates them and how they want to develop
- Provide recognition, praise, and rewards
- Provide opportunities to develop in current role, to grow deeper and broader capabilities and knowledge
- Provide honest feedback about their opportunities for advancement if asked
- Watch for signs of retention risks; know how to "save" a "hi-pro" (high professional)
- Ask them to mentor, teach, and coach others
- Allow them to share what they know, presentations at company meetings, external conferences, to be "the highly valued expert"

1B (good/average performance, high potential):

- Development activities similar to 1A
- Difference is current performance level
- Focus more on competency gaps that will move them from B to A performance; good to great performance

2B: (good/average performance, moderate potential):

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Awards and Rankings



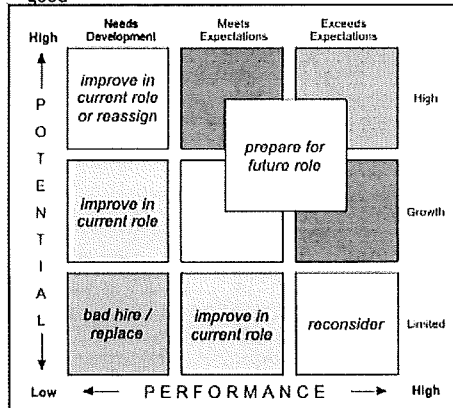
Career Rocketeer 2014 Top 150



- May not be eager or able to advance; don't push them, allow them to stay where they are
- Continuously check-in regarding willingness to advance, relocate
- Provide occasional opportunities to "test" them
- Provide stretch assignments
- Provide coaching and training
- Help them move from "good to great"
- Tell them they are valued
- Listen to their ideas
- Praise their accomplishments
- Trust them

3B (good/average performance, limited potential):

- Combination of performance management, training, and coaching to help them move from "OK to good"



for advancement if asked

together develop an action plan to improve role (may have been a poor fit)

ce does not improve, then re-examine your

lding

developmental approach

- Clarify expectations
- Identify and remove "blockers", poor performers that are standing in the way of high potentials
- Provide clearly defined goals
- Be explicit about the ways in which they must improve
- Provide remedial coaching and feedback
- After trying all of the above, after a "reasonable" amount of time, move the person out of the role. Dismiss or move to individual contributor role

This post was sponsored by [Atlantic Global](#), experts in developing and delivering cost-effective [project management software](#).

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Posted by Dan McCarthy at 7:25:00 AM

Labels: 9 box matrix, leadership assessment, leadership growth, performance potential matrix

14 comments:

Anonymous said...

Dan,

I hope you will continue to write about talent management using these specific examples and models.

Since this is where you and I live our lives each day, it becomes almost second nature to think about organizations using models like these.

Traveling around the world and introducing systematic talent management to different companies has reminded me that it's *not* second nature to most; and, that clear models showing "what," "why," and "how" are exceedingly important.

I'm seeing some assumptions made by top managers regarding their HR folks. One of those is: They are in HR so they must know all about managing talent from beginning to end. That's not necessarily true. There are terrific HR people who have specialized in other aspects of the profession for years but haven't been schooled in talent management processes.

You are providing an important body of information to many who need it right now.

Sunday, September 21, 2008 at 11:28:00 AM EDT

Dan McCarthy said...

Steve -

Thanks, that's rewarding come from a pro like you. Glad to hear the model may be useful to our colleagues.