

Succession Planning: Identifying & Developing High Potential Leadership Talent

Handouts

Many public sector leaders will soon retire in the midst of a worldwide shortage of leadership. The public sector is hardly prepared, and succession planning is urgently needed to meet its need for leadership. Succession planning involves three basic steps: 1) identify, 2) develop, and 3) promote high potential talent. Valid assessment is critical to all three.

This tutorial discusses the Georgia Merit System's model of succession planning and the automated tools and support offered to her customer agencies. It addresses the concepts of leadership levels, the demands of each level, and capacity to meet those demands. It highlights the assessment of bench strength and other pre- and post-measures of succession planning success. The discussion emphasizes the role of multi-rater assessments of competencies and results in 1) identifying high-potential talent for all leadership levels, 2) populating a talent matrix, a.k.a. a potential-performance grid, and 3) structuring accelerated high potential development.

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**Charles Brooks
Georgia Merit System
Workforce Planning
bro@gms.state.ga.us
404-314-1976**

Steps in Georgia's Flexible Model of Succession Planning

With highlights of measurement components

1. **Pre-plan.** This step has several components, which include creating a succession planning team, establishing program objectives, establishing measures of success, establishing program design, and developing an implementation plan.
2. **Communicate Plan.** Inform stakeholders about the purpose and value of succession planning and the objectives and specific contents of the agency's program. The sub-steps include determining communication goals and measures, identifying target audiences, and determining communication methods.
3. **Identify Leadership Characteristics.** Particular emphasis is placed upon the concepts of leadership levels, the demands of each level, and capacity to meet those demands. Each is discussed in terms of competencies and results required of each leadership level. Because leadership is multilevel, different leadership characteristics are needed in order to successfully perform at each level. In this step, three leadership characteristics are identified for each leadership level: competency levels, competency scope of impact, and leadership results. The intensity and impact dimensions of competencies are introduced, and their assessment is explored. A measure of "balanced leadership results" is presented. These characteristics are used as the basis for assessing, developing, and selecting future leaders. The importance of leadership competency models and their use in assessing candidates' match to the demands of leadership is addressed.
4. **Assess Bench Strength and other Pre-Measures.** The concept of bench strength is presented, and its importance as both a primary goal and an assessment of succession planning validity is discussed. Bench strength is defined as the number of critical leadership positions that have at least one person ready to successfully assume the role and responsibilities of each of these positions. Bench strength assessments can serve as a baseline measure of an organization's ability to fill positions from within. In such cases, organizations evaluate the effectiveness of a succession planning program by comparing the number of positions that have someone ready to successfully move into them before and after implementation of the succession planning program. Other pre- and post-measures of succession planning success are suggested.
5. **Assess Talent.** The identification of leadership potential and its measurement is explored in detail. The tutorial introduces "the potential-results matrix" and demonstrates its use in differentiating leadership talent and identifying high potential. This step involves assessing employees on multiple dimensions and comparing them with successful characteristics that have been determined to be associated with a specific leadership level. The results of these assessments provide useful information regarding employees' potential to take on greater leadership responsibilities and their strengths and areas for development. Employees who demonstrate appropriate competency levels, scope of impact, and a history of getting successful results are identified as having high potential and may be selected to participate in a structured set of activities to rapidly prepare them for higher leadership positions.
6. **Develop Talent.** In this step, development strategies are outlined for members of the succession planning pool based upon the results of the assessment in the previous step. Development strategies for each member of the pool should be based on information gathered during the talent assessment process. The potential-results matrix is converted into a "development matrix", and its implications for structuring developmental actions are illustrated. The relative value of various developmental methods is compared, and methods for identifying priority developmental assignments are shared. Different approaches to development may be necessary to address issues related to competency levels versus issues related to scope of impact or results. Although many strategies are available to develop employees, the key is to identify the right combination of strategies that prepares them to successfully take on higher leadership roles within the organization. Effective in developing future leaders are key assignments, developmental feedback, mentoring, coaching, formal classroom training, and professional membership. The pivotal importance of key assignments, their identification, and the removal of blocks to key assignments are emphasized.
7. **Evaluate Succession Planning.** This step involves measuring the impact of the succession planning program upon established objectives. After sufficient time following implementation, program processes and results should be periodically reviewed to assess whether program objectives have been achieved and to identify areas for improvement. Once the evaluation has been completed, modifications to the program should be made as appropriate. There are many approaches to program evaluation, which vary in complexity. Measures used to evaluate the effectiveness of programs may range from simple methods such as an assessment of stakeholder satisfaction to more sophisticated processes, such as a return on investment or cost-benefit analysis.

Succession Planning Measures

Program Objectives

- One or more well-qualified internal candidates are prepared and ready to assume each key leadership positions (same as Bench Strength)
- A record of successful promotions (or lateral placements); few people fail
- Few superior performers leave the organization because of lack of opportunity or lack of development
- Turnover rates for high potentials and high performing employees

Additional Measures

- How well does succession planning match up to individual career plans?
- How satisfied is targeted staff with each program component?
- How satisfied with the succession planning program are its chief clients?
- How well are individuals progressing through their developmental experiences in preparation for future advancement into key leadership positions?
- How well is each part of the succession planning program working compared to its stated objectives?
- What savings, if any, can be demonstrated from not filling key positions for which alternate and more innovative approaches were used to maintain equivalent results?
- How quickly are internal replacements for key leadership positions able to perform at the level required for the organization?
- What percentage of vacancies in key leadership positions is the organization able to fill successfully (without avoidable turnover in the first two years in the position)?
- How quickly is the organization able to fill vacancies in key leadership positions?
- What percentages of vacancies in key positions is the organization able to fill internally?
- What organizational successes and failures, if any, can be attributed solely to succession planning?
- How is succession planning contributing to documentable organization results?

Decision Guide

Associated Action Steps	Decisions	Considerations
Pre-plan	<p>Who will serve on succession planning steering committee? Basic timelines</p>	<ul style="list-style-type: none"> • Internal Confidentiality • Known best practices • Multiple perspectives are needed • Program design expertise • Time vs. Resources- The shorter the time, the greater the needed resources
Communicate	<p>Who will facilitate and serve on communications team? Will the succession candidates know they are in the succession pool? OR, will only the succession planning steering committee have access to that information?</p>	<ul style="list-style-type: none"> • Public relations experts, technical experts, and marketing experts needed • Internal confidentiality • Halo effect • Low morale issues for those not selected for succession pool • Management appears “sneaky” if information remains confidential
Identify Leadership Characteristics	<p>Determine Subject Matter Experts (i.e., supervisors and/or incumbents) for selected management level (i.e., executive leadership) to profile. Determine approach for profiling:</p> <ul style="list-style-type: none"> • Survey • Focus Group • Interviews • Hybrid <p>How will leadership results be defined? How will competencies be collected and candidates tracked?</p>	<ul style="list-style-type: none"> • Involve incumbents to partially satisfy the Uniform Guidelines on Selection Procedures • Does your organization want supervisors as Subject Matter Experts? Supervisors may have a different perspective • Interviews: internal confidentiality • Survey & Focus Groups: 50% accuracy • Interviews & Focus Groups: 50%-90% accuracy • Interviews: internal confidentiality; resource and time intensive; training your own people to conduct the interviews • Did results from any projects impact team goals and strategies? Divisional? Organizational? Statewide? • Who will maintain the information? • Who will have access to the information? • Will software be compatible with other widely used software? • Will software be developed in-house or purchased? • How will the transfer of information (knowledge management) be handled?
Assess Bench Strength	<p>How will the agency define who is “ready” now? Will the agency also identify who will be ready in 1-2 years and/or 3-5 years? Determine approach for assessing bench strength</p> <ul style="list-style-type: none"> • Will employees be assessed against all competency models in G-Comps? • Will employees be assessed against identified leadership competencies and selected, relevant competencies for certain positions? • Will agency use a global assessment in identifying bench strength? <p>Evaluate the criteria for determining bench strength</p>	<ul style="list-style-type: none"> • Current possession of all leadership characteristics (or within 6 - 9 months) • Varied percentages of leadership characteristics (e.g. 100% scope of operation demonstrated, 80% competencies and leadership results within 6 months) • Size of agency • Desired level of rigor • Time and resources to devote to a more rigorous process • Lack of credibility in a less rigorous assessment • Pre-determined percentage range for adequate bench strength (i.e. At least 3 different people are currently ready to move into 3 different positions out of 5 available positions—or 60% bench strength.)

<p>Assess Talent</p>	<p>Who will conduct or facilitate assessments? Determine approach for assessing candidates:</p> <ul style="list-style-type: none"> • Survey • Focus Group • Interviews • Hybrid <p>Frequency of talent pool identification Will entrance into the program begin with self-nomination? OR, will management nominate succession candidates?</p>	<ul style="list-style-type: none"> • Internal Confidentiality • Survey & Focus Groups: 50% accuracy • Interviews & Focus Groups: 50%-90% accuracy • Interviews: internal confidentiality; resource and time intensive; training your own people to conduct the interviews; too many incumbents to interview • The number of people in the pool • How frequently will people be added to the pool? • Real time update of competency evaluation vs. annual update of competency evaluation • Required resources • Low morale issues for those not selected for succession pool • Management appears “sneaky” if selection process remains confidential • Possibly large numbers of employee self-nominations • Perceptions of management having a “chosen few”
<p>Develop Talent</p>	<p>Who will facilitate and serve on developmental strategy team? Develop succession candidates</p>	<ul style="list-style-type: none"> • Known best practices • Need a structured set of developmental activities • Need multiple developmental strategies • Should everyone go through the same developmental strategies? OR, will developmental strategies be customized based on individual gaps? (Structured, sequential activities vs. cafeteria-style activities; also allows people to “test out” if proficient) • How will annual competency updates be obtained?
<p>Evaluate Succession Planning</p>	<p>Who will serve on the program’s evaluation team? How will the succession planning program be measured (i.e., process and outcome measures)?</p>	<ul style="list-style-type: none"> • Pre and post measurements? Or, post measurements only? • Multiple perspectives are needed • Some instruments/tools may be needed • Who has access to measures? • Who has expertise in creating/ collecting measures? • How many people have been promoted as a result of their being a part of this succession pool? • How many people received a favorable appraisal/feedback after 6 months in their new positions? After 12 months?

Sample Workforce Strategy Action Plan

What is the HR strategy?

Succession Planning

What is the problem?

Fifty-four (54%) percent of our senior managers and sixty-seven (67%) percent of our mid-level managers will be at-risk for retirement by FY 2006

What critical positions in the workforce plan are or will be affected by this problem?

Senior and Mid-Level Managers

Which agency programs are or will be affected if this problem is not addressed? Describe the impact. How will program goals, results measures, and performance measures be affected?

The Business Financial Protection Program and the Business Investment Program will be greatly impacted by retirements in key leadership positions. These positions provide strategic direction and oversight to program areas that forecast Georgia's financial and business needs. Through years of experience in our agency, individuals in these key positions gained great insight about the unique business climate in Georgia. This critical knowledge and leadership help sustain Georgia's existing companies and attract new businesses to our state, thus it has a direct impact on a key result of this program. If we do not begin work now to ensure that effective leaders are in place to assume these key roles, Georgia's ability to attract and retain new business and jobs may become weakened in years to come.

What is the objective of the strategy?

To have one or more qualified internal candidates prepared to assume each key leadership position.

How will success be measured?

The number of qualified internal candidates prepared to assume each leadership position.

What are the five to nine primary action steps to implement, persons responsible for action, and projected completion date?

Succession Planning:

Action Steps, Persons Responsible, Projected Completion Date, and Progress/Updates

Step 1:

Preplan:

Identify succession planning team members, determine methods for establishing competency profiles, employee assessments, development and evaluating succession planning program

Persons Responsible

Succession Planning Team

Projected Completion Date

3/1/XX

Progress/Update

Completed – Identified team. Conducted a series of meeting to establish methods for administering and evaluating the program

Step 2:

Communicates Plan:

Develop a communications strategy, which describes when and how the program will be unveiled

Persons Responsible

Marketing/Public Relations Team

Projected Completion Date

5/12/XX

Progress/Update

Completed – Developed a communication plan and materials that are targeted towards each stakeholder group

Step 2:

Identify Leader Characteristics:

Identify Leadership positions and competencies

Persons Responsible

Executive Team/HR Staff

Projected Completion Date

6/12/XX

Progress/Update

Meeting scheduled for 5/28/XX to identify leadership results and competencies for senior leadership positions. Meeting scheduled for 6/3/XX to identify leadership competencies for mid-level leadership positions.

Step 3:

Assess Bench Strength:

Determine the # of people who are able and ready to assume each critical leadership position

Persons Responsible

Executive Team

Projected Completion Date

8/15/XX

Progress/Update

Step 4:

Assess Talent:

Collect and evaluate assessment data, identify members of succession pool

Persons Responsible

HR Staff/Line Managers

Projected Completion Date

9/12/XX

Progress/Update

Step 5:

Develop Talent:

Determine set of developmental activities, track progress

Persons Responsible

Executive Team/HR Staff

Projected Completion Date

9/12/XX

Progress/Update

Step 6:

Evaluate Succession Planning: Examine competency improvements. Measure employee perceptions

Persons Responsible

Executive Team/HR Staff

Projected Completion Date

4/2/XX

Progress/Update

Levels of Leadership Accountability

Growth Horizon 3
Strategic Investments To Secure Long Term Future and Enterprise Sustainability

Growth Horizon 2
Build New Business For Medium Term Mission Success

Growth Horizon 1
Defend & Extend Core Business

	Innovation Level	Planning Horizon	Resource Management	Results	Leadership	Customer
VII	Global Enterprise Purpose	20 to 50 years	Allocate investment among BU groups	Purpose	Entire Enterprise	Future Global Society
VI	Stewardship / Citizenship	10 to 20 years	Allocate investment among BUs	Prioritized Allocation	Giant Agency, Group of Agencies	Future Regional Society
V	New Business Models	5 to 10 years	Allocate investment among functions	Unified Business System	Entire Business Unit	Future Community
IV	Develop Future Business Systems	2 to 5 years	Allocation of old & new functional investments	Future Services, Products, Technologies, Customers,	Multiple Functions	Future & Current Segments
III	Create Current Processes & Systems	1 to 2 years	Allocation of people, equip., premises	Best Practice	Function / Groups / Teams	Current Groups
II	Quality / Continuous Improvement	Up to 1 year	Others' material, equip, time	Continuous Improvement	Others	Current group
I	Service	Up to 3 months	Self, use of expertise	Quality	Self	Current single

Leadership Levels and Scope of Impact

Leadership Levels	Accountability	Scope of Operation
Executive Manager	Manages entire mid-or-large-sized agency or major division of the largest, complex multi-mission agencies (e.g., DHR, DOL, DNR)	<ul style="list-style-type: none"> • Drives entire organization, agency, or strategic group of businesses. • Actions impact entire stakeholder, customer, and employee populations. • Establishes strategic vision for programs, operations, and initiatives of an entire organization. • Transforms business models, systems, products, services, and customer markets. • Causes overall organizational performance and results realized in the long-term (i.e., 5-10 years in the future).
Senior Manager	Integrates or manages various programs, functional groups, or multi-disciplinary project teams.	<ul style="list-style-type: none"> • Actions affect several large, and/or diverse, stakeholder, customer, and employee segments. • Resolves highly complex and far-reaching problems; influences business strategies, allocation of resources, and interactions of multiple work groups, functional units, projects, or programs. • Creates major innovations in operations, services, or products. • Integrates multiple interactive complex plans and initiatives spanning a 2-5 year time frame.
Mid-Level Manager	Oversees discrete function or program, multiple work units, or a multi-unit project team. Manages other managers. Creates processes.	<ul style="list-style-type: none"> • Influences the behavior and activities of two or more closely related employee, customer, or stakeholder groups, work teams, programmatic sections, task forces, and/or functional work units. • Develops and implements standard practices and solutions for uncommon, diverse, and complex problems. • Provides expert advice or guidance in specialized technical and professional areas to employees, customers, and stakeholders. • Plans and completes complex projects spanning a 1-2 year time frame.
Front-Line Manager	Full-performance professional, first-line supervisor; team/project leader. Accountable for results of a single work unit. Instructs others on processes.	<ul style="list-style-type: none"> • Actions and work results affect several employees in a small work team, task force, functional unit, programmatic section, or a small group of customers. • Adapts or modifies standard practices to address exceptions to the rule or uncommon situations. • Applies specialized body of knowledge to improve existing processes, to diagnose and resolve non-routine problems, or to teach and guide others. • Plans and completes short-term projects within a 1 year time frame.
Individual Performer	Strict control; no variation, judgment, or decision-making	<ul style="list-style-type: none"> • Takes individual actions to fulfill team responsibilities and work results affect a few other customers, peers, or stakeholders. • Applies standard practices, procedures, and resources assigned by supervisor. • Executes assigned tasks and resolves routine problems. • Plans and completes short-term assignments within a 3 month or less time frame.

G-COMPS
 GEORGIA'S COMPETENCY DICTIONARY
 For Workforce Planning

Creative Thinking

Ability to look at situations from multiple perspectives. Tendency or ability of individual to do something or create something new. Creates solutions to problems using novel methods and processes.

Breadth and Impact

Level	Behavioral Descriptions
1 Impacts Personal Work	<p><u>Finds ways to improve personal execution of routine tasks</u></p> <ul style="list-style-type: none"> • Improves individual processes. • Uses and/or adapts existing processes in one's job or local function. • Thinks of solutions to problems affecting one's assigned work or customers.
2 Impacts Team or Group	<p>Improves processes that affect a single team or a small group of customers</p> <ul style="list-style-type: none"> • Modifies design, process or application to improve the output or performance of a work team or several individuals. • Adapts existing processes or procedures to account for unusual circumstances. • Applies basic processes flexibly as the situation demands
3 Impacts Multiple Related Groups	<p>Creates processes, products, or services used by multiple groups</p> <ul style="list-style-type: none"> • Generates ideas that influence more than one work group, program segment, or subset of existing customers. • Introduces external processes for use by a cross-functional team, a task force, a small program, multiple caseloads, etc. • Creates business procedures, practices, or systems to deliver services and products affecting multiple subordinate teams or small customer groups.
4 Impacts Multiple Functions or a Division	<p>Introduces changes affecting a major area of organizational operations</p> <ul style="list-style-type: none"> • Introduces new concepts or strategies that improve performance in a major program, functional area, operation, or division of the organization. • Presents ideas that significantly affect relationships, services, and outcomes for relevant stakeholders, customer organizations, and the public affected by a major area of business. • Improves performance of a functional or operational area by introducing concepts or practices that are new to the area.
5 Impacts Agency or Mega Division	<p>Revolutionizes overall organizational business</p> <ul style="list-style-type: none"> • Originates systems or strategies that significantly improve or revise the way an entire organization does business. • Develops solutions that transform an organization's business model. • Implements new programs affecting cost savings, revenue, or service improvements for an entire organization, large divisions, or an entire range of customer and stakeholder groups. • Creates new classes of business, products, services, or customers for an entire organization.

Leadership Competency Model

Senior Manager

Based on GMS Training and Organization Development Statewide Leadership Learning Needs Assessment. Competencies and Levels have been adapted for G-Comps: Georgia's Competency Dictionary.

COMPETENCY	LEVEL
<p>Applies Technology to Tasks The use of technology in the performance of one's job. Includes the integration and acceptance of new technology.</p>	<p>Level 5: Proficient in multiple applications. Develops and implements strategies to integrate technology into multiple business areas. Proficient in use of multiple technology applications.</p>
<p>Collects and Organizes Information Manner by which an individual addresses and handles the flow of information. Ability to identify, systematically collect, and organize information for use by self or others in an organization. Information may be new or updated procedures and policies, business contacts, etc.</p>	<p>Level 5: Synthesizes and applies information. Synthesizes and applies information from multiple sources. Determines procedures for maintaining and evaluating information. Develops methods for information sharing.</p>
<p>External Awareness Understanding the impact of external trends and influences on organizational functioning.</p>	<p>Level 5: Extensive knowledge and insight. Extensive knowledge and insight into external environment and its impact on the organization. Develops formal procedures for tracking/evaluating trends and influences. Is recognized as the point-of-contact for external items affecting organization.</p>
<p>Human Resource Management The effective distribution of employee assignments with respect to ability and overall goals. Management of influences which effect performance and motivation.</p>	<p>Level 4: Assess staff abilities when assigning/delegating tasks. Utilizes reinforcement strategies. Implements comprehensive staff-development strategies.</p>
<p>Leadership Ability to effectively manage and guide group efforts. Includes providing appropriate level of feedback concerning group progress.</p>	<p>Level 5: Challenges others to succeed. Inspires others to exceed expectations. Maintains organizational objectives in guiding others. Creates positive morale among all employees.</p>
<p>Manages Resources Ability to appropriately allocate a variety of resources, which may include, materials, money, facilities, and equipment. Requires the ability to assess needs and track progress.</p>	<p>Level 4: Resource allocation determined by analysis. Performs analysis to determine proper allocation of resources. Continually monitors resource needs in relationship to overall goals.</p>
<p>Oral Communication Ability to communicate ideas, thoughts, and facts orally. Speaking using correct grammar, appropriate body language, proper tone and inflection, recognizing non-verbal cues, and respecting the audience to effectively communicate ideas.</p>	<p>Level 4: Effectively communicates thoughts, ideas and facts orally. Considers audience, subject matter, etc., when preparing oral presentations.</p>
<p>Organizational Awareness Understanding of the formal and informal structures within an organization, and the ability to operate effectively within them.</p>	<p>Level 4: Forms alliances to achieve goals. Uses formal and informal organizational systems to meet objectives. Uses political networks to initiate and cause change.</p>
<p>Planning and Evaluation The concurrent management of projects, time, self, and other resources including prioritizing, planning, goal setting, and coordinating with respect to goals and objectives. Ability to create and follow a set path in order to achieve a goal. Ability to determine the effectiveness of a given plan.</p>	<p>Level 5: Considers organizational goals in planning process. Considers current and future goals in developing and coordinating plans. Evaluates outcomes in relation to organizational goals.</p>
<p>Teaching Others Overall concern for the developmental level of an individual or group. Takes steps to explain and provide guidance.</p>	<p>Level 5: Develops others using personal mentoring. Creates learning environment. Challenges others to seek opportunities to learn. Uses assessment to identify short and long term developmental needs.</p>
<p>Teamwork Ability to effectively work and complete assignments in group settings. Works cooperatively with others to achieve common goals.</p>	<p>Level 5: Manages group dynamics. Cultivates unity and commitment among team members. Forms positive relationships with team members. Unselfishly gives credit to others for accomplishments.</p>
<p>Vision Understanding of where an organization is headed in light of internal and external trends and influences.</p>	<p>Level 5: Maintains long-range perspective. Maintains dynamic vision of the organization's long-range perspective. Understands both internal and external elements, which effect the organization. Communicates direction to all levels of the organization.</p>
<p>Career Specific Expertise Extent to which an individual possesses and applies job-related knowledge in the completion of work tasks and activities. Includes knowledge gained through formal and informal education or training.</p>	<p>Level 3: Proficient knowledge. Has proficient knowledge and abilities required for the job. Independently applies skills in completing job tasks. Stays current on new information, which applies to job. Demonstrates a depth of knowledge within a specific area.</p>

Balanced Results Survey

Area of results					
	Bottom 15%	Lower 20%	Middle 30%	Upper 20%	Top 15%
Impact on Employees					
Build high performing teams					
Builds capability					
Drives performance					
Builds confidence in others					
Inspires others to perform beyond normal					
Earns more trust					
Others are motivated					
Example of the best in the company					
Very difficult to replace					
Impact on Processes					
Produces innovative products, services					
Develop better business strategies					
Implement change more effectively					
Causes or brings about change					
Deliver higher quality work					
Top performer in current assignment					
Solve problems to make processes better					
Impact on Customers					
Increases customer satisfaction					
Increases number of customers					
Increases customer usage or purchase					
Decreases customer complaints					
Increases customer retention rates					
Impact on Business Results, Costs					
Has impact on business					
Is critical to results					
Gets results under tough conditions					
Pulls off things with limited resources					
Contributes more,					
Often exceed typical results on a regular basis					
Gets the job done in less time and with less cost.					

Development Grid

HIGH
POTENTIALS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HIGH</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Potential – Competencies & Scope</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">HIGH</p>	<p>“C” Players Provide Feedback to Participants</p> <ul style="list-style-type: none"> Encourage self directed growth & development Provide coach to help achieve better results Identify smaller role in assignments or special projects at current level Provide opportunities for development or training 	<p>Cell 3 “A” Player <i>Actively Develop For Next Level Of Leadership</i></p> <ul style="list-style-type: none"> Identify active role (but not leader) within key assignments. Stretch at a different pace than participants in cell #'s 1 & 2. Engage participants to function at greater level of scope (than current position) Provide coach to help achieve better results <p>For example: Serve as a subcommittee chair on a multi-functional team</p>	<p>Cell 1 “A” Player <i>Actively Develop For Next Level Of Leadership</i></p> <ul style="list-style-type: none"> Identify lead roles within key assignments (<i>there are only a select few of these</i>) to engage participants in functioning at greater level of scope (i.e., magnitude, time & complexity) than current position. <p>For example: job rotations, action learning, task force leader, agency committee chair</p>	
	<p>“C” Players Provide Feedback to Participants</p> <ul style="list-style-type: none"> Encourage self directed growth & development Coach to help achieve better results Identify smaller role in assignments or special projects at current level Encourage participant to find a mentor to improve proficiency levels of competencies 	<p>“B” Players Provide Feedback to Participants</p> <ul style="list-style-type: none"> Encourage self directed growth & development Identify a coach to help achieve results & mentor to improve proficiency levels of competencies Identify assignments, special projects with broader/bigger role than current level Provide other development opportunities <p><i>Keep Motivated</i></p>	<p>Cell 2 “A” Player <i>Actively Develop For Next Level Of Leadership</i></p> <ul style="list-style-type: none"> Identify active role (but not leader) within key assignments. Stretch at a different pace than participants in cell #1. Engage participants to function at greater level of scope (than current position). Provide coach to help achieve results and mentor to improve proficiency levels of competencies 	
	<p>“C” Players Provide Feedback to Participants</p> <ul style="list-style-type: none"> Encourage self directed growth & development Mentor & train to improve proficiency levels of competencies. Provide additional learning/ development opportunities at current level (e.g., seminars, workshops) Provide opportunities for involvement in special projects 	<p>“B” Players Provide Feedback to Participants</p> <ul style="list-style-type: none"> Encourage self directed growth & development Mentor & train to improve proficiency levels of competencies. Provide additional learning/ development opportunities at current level (e.g., seminars, workshops) Provide opportunities for involvement in special projects <p><i>Keep Motivated</i></p>	<p>“B” Players Provide Feedback to Participants</p> <ul style="list-style-type: none"> Encourage self directed growth & development Mentor & train to improve proficiency levels of competencies. Provide additional learning/ development opportunities at current level (e.g., seminars, workshops) Provide opportunities for involvement in special projects <p><i>Keep Motivated</i></p>	
	LOW	RESULTS	HIGH	

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¹ **Bold** print indicates primary sources for the development of the GMS Flexible Model of Succession Planning For Georgia Agencies.

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