Succession Planning: A Systematic Plan to Develop the Administrative Workforce

In the past, succession planning was something organizations did to plan for replacements of senior leadership positions due to retirement or career change. This dialogue ensured the leadership team was taken care of, but ignored key contributors in lower ranks across the organization that were also critical to success. At the direction of the College leadership, the Human Resources Department has created this document to facilitate the strategic creation of succession plans at the College.

I. Assessing Current Problems

There are current pressures facing Community College of Philadelphia to implement a systematic plan to develop our Administrative staff workforce in preparation for future needs. These pressures include:

- Up to one-third (1/3) of our employees will be eligible to retire in the next few years.
- Key positions are filled only after long delays.
- Key positions can be filled only by hiring from the outside.
- Key positions have few people internal to the College “ready now” to assume them.
- Based on experience at the College, and similar experience across our peer institutions, key positions may be subject to unexpected turnover (e.g., resignation, illness).
- There is significant competition for talent in the higher education greater Philadelphia region.
- In spite of recruitment efforts, certain key positions have ended without a successful hire.
- In some cases, replacements for key positions have been unsuccessful in performing their new duties.
- High performers or high-potential employees have left the College for promotional opportunities elsewhere.
- Individuals have left the College to advance professionally or to achieve their career goals.

II. A Systematic Plan

In an effort to develop a systematic plan to address the above-mentioned pressures, the following proposal will outline a multi-faceted approach to implementing Succession Planning and an Administrative Staff Career Ladder/Lattice. This combined effort will allow the College to
connect succession management and career development processes, as well as roll-out a succession plan beyond the executive level of employees. It will also focus the College leadership on identifying and quantifying critical roles, top performers and “high potential” staff, which is critical to maintaining an administrative staff workforce prepared to address the future needs of the College.

Organizations are faced with the need to develop their workforce and prepare for the future needs for a variety of reasons, including:

- Failure to manage critical roles (e.g., poor oversight of a critical role, employee relations issues)
- Vacancies in key positions (e.g., extended vacancy in a key position)
- Substandard performance in key roles (e.g., less than optimal performance)
- Unplanned turnover (e.g., an individual leaving the College for another position)
- Loss of key talent (e.g., extended absence due to illness or death)
- Chronic skill shortage (e.g., key positions in IT, Financial Aid and Dean level positions)

Succession planning and career ladder/lattice programs are built on the foundation of identifying the key competencies necessary for an employee’s success. Competencies are necessary skills, behaviors and attitudes that an employee must possess to be successful. The identification of these competencies should be based on a foundation that begins with identifying the College’s “core competencies.” In other words, the College must first determine the competencies that are expected for all employees. From there, competencies must be developed that are geared to those required for various levels of management (e.g., senior leadership, manager/supervisor, individual contributor).
Succession planning and career ladder/lattice programs must operate on a cycle that includes all of the following actions: an assessment of the current workforce; an evaluation of the future needs of the institution; development of a systematic growth plan/ladder to attain the destination position; evaluation of employee’s performance; placement of employees in the plan where appropriate; and evaluation of the effectiveness of the program. After completion, the cycle begins anew.
Overview of the Succession Planning Cycle

Step 1: Make the Commitment / Determine the Focus

Step 2: Part A: Build & Finalize Program
Part B: Evaluate Present Organizational/People Requirements

Step 3: Assess Future Organizational/People Requirements

Step 4: Appraise Individual Performance & Assess Future Potential

Step 5: Build & Implement a Systematic Plan to Bridge the Gap

Step 6: Evaluate Individual Performance & Growth

Step 7: Evaluate the Effectiveness of the Succession Plan
Make the Commitment & Determine the Focus

WHO:

College President and Cabinet

WHAT:

- Discuss the opportunity to implement a succession planning and career ladder/lattice process and procedure for administrative staff.
- Determine the scope and focus of the program.

HOW:

As a relatively small and flat organization, there are few opportunities for promotion at the College. Based on information obtained in the most recent exit interview survey, the College has lost strong performers and high potential staff due to this deficit. In the recent exit interview survey 37.04% identified that they left the College because they “secured a better job” and 33.33% identified “lack of promotional opportunities” as a key reason for leaving. However, there are opportunities to internally grow our own next generation of leaders, particularly in hard to fill positions. For example, in Student Affairs we had difficulties filling the Dean Enrollment Management position. There are similar examples throughout the College. Of course, it may not be appropriate to consider every vacancy as a succession planning/career ladder opportunity. Organizations also benefit from recruiting and hiring individuals external to the institution that bring fresh ideas, methods and skills. A successful succession planning/career ladder program requires working through a parallel process to identify the high potential staff and identify the targeted position for which each will be groomed.

In order to commit to a succession planning/career ladder program, the College leadership must recognize that not every position will be filled in the same manner.
Three types of processes will be needed to fill critical positions, depending upon circumstances:

1. an external search process;
2. a waiver to hire someone directly into the destination position; or
3. an identified succession planning/career ladder opportunity.

In order for a succession planning process to be effective, College leadership must maintain a strong commitment to a consistent campus-wide performance management scale/system that is full, complete and accurate. While average, mediocre performance is not generally a “bad” thing, determining who to select for a succession planning/career ladder position must be focused on the College’s star performers/high performers. This evaluative process can be mapped through the use a variety of tools, one of which is the 9 Box Performance-Potential Matrix (see Exhibit B).
Part A: Build & Finalize the Program
Part B: Evaluate Present Organizational/People Requirements

WHO:

Part A: College President, Cabinet and Human Resources

WHAT:

- Develop and finalize the model processes and procedures for College-wide succession plan and career ladder/lattice programs.
- Assess budget considerations and authorize capital and budget expenditures.
- Approve a succession planning and career ladder/lattice program.
- Authorize the implementation of the program, which will move forward in a “pilot” mode.

WHO:

Part B: College President, Vice Presidents and Human Resources

WHAT:

- Define College core, management, division/department and functional/technical level competencies
- Evaluate current division/departmental organizational structure
- Discuss division strategy, business objectives and goals
- Identify strengths, opportunities, weaknesses and threats
- Identify key positions
• Determine positions to include in the pilot program

**HOW:**

With an integrated, rather than “just-in-time”, approach to succession planning, the College should experience higher retention rates, increased employee morale and an environment that stimulates innovation and organizational change. A successful succession plan should place a high priority on planning for a smooth change in key positions. Components of an integrated succession planning approach include: workforce planning, succession planning, knowledge management practices, and recruitment and retention practices.

Without a formal plan, workforce/succession planning tends to take place in a haphazard fashion. A formal plan must identify risks and strategies, thereby providing a guiding framework for specific succession initiatives, including how employees are eligible to participate and what being part of the succession plan means. The plan must be thoughtfully articulated and communicated to the College community in order to be successful. Additionally, having a formal plan indicates both organizational and leadership commitment to the succession plan, which is critical for success.

Once the College has made their initial commitment in Step 1, a systematic succession planning/career ladder model must be developed and implemented. This is a business model that has been in place for many years in the corporate environment, but is relatively new to the higher education environment. Many academic institutions are discussing succession planning, some are in the process of developing a strategy, but few have implemented this type of program. One institution that has introduced a model is Eastern Michigan University.

Step 2 in the process will entail two (2) parallel efforts. In concert with the President and Cabinet, Human Resources will build a College-wide succession planning/career ladder model framework. This will require working through the details of defining competencies, clarifying the vision of success and constructing the steps to accomplish the goal. The evaluation of time, resources and fiscal budgetary needs must be determined and approved by College leadership.

In concert with the program development phase is completion of an assessment with each vice president of the current organizational structure, identification of key positions, completion of a division SWOT analysis, and development of a vision of the division strategy, organizational objectives and goals. This assessment process must be in place to facilitate an understanding of the competency gaps to be addressed so that the College can achieve its strategic goals. The assessment process will typically include documenting workforce demographics; a study of administrative operations and mapping work processes; calculating the current and projected needs for key positions; developing strategies for building the human capital needed to successfully achieve future mission and
goals; and evaluating progress, making mid-course corrections and fixing accountability for achieving the desired outcomes.

**Capital Investment Needs – Acquisition of Necessary Software Solutions**

Succession planning and career ladder programs are an integral component of an overall “talent management” framework. All of these components must be viewed in concert and not in separate silos. A successful plan will highlight the connections between all aspects of talent management, from recruitment to competency assessment, learning and professional development, performance management, retention strategies and succession planning.

Once the process of assessing and identifying employees at all levels of the College has taken place, management should have a good idea of the depth and scope of available talent. The next most critical step is discipline. While succession planning can effectively guide identification, development and retention, the process breaks down if the data is not analyzed, evaluated and updated continuously.

One way to reinforce a consistent succession planning process is to tie a talent review process to performance management/reviews. This allows you to build on an already-defined event and adds important insight: simultaneous measurement of current performance against a talent assessment helps validate decisions and planning for those employees the College feels will be of most value to the organization.
In order to maintain the complexity of the succession plan/career ladder elements, define development/action plans for both under performers and high potential staff, and to manage and track individual efforts toward meeting plans and goals, the College will need to invest in a talent management/succession planning computer module and a performance management system. These two (2) systems, in concert with the applicant system, must work together in collaboration to build a cohesive, systematic talent management process.

An integrated system will ensure a consistent framework for the planning and development process, ease of assessment toward identified goals, mutual access to information by both the individual in the development plan and that individual’s management, and reporting tools. A paper-based system is not viable because there are simply too many variables to be assessed. Once information is collected, keeping it current centralized and easily accessible to managers with the right permissions is very difficult when documents are kept in binders or file drawers throughout the College.

Applying a comprehensive technology tool allows managers to have intuitive and easy to understand views of their team – including readiness and risks of someone leaving – as well as greater access to bench strengths and successor candidate pools.
Assess Future Organizational/People Requirements

**WHO:**

Vice Presidents, Senior Department Leader and Human Resources

**WHAT:**

- Develop a proposed “future” organizational structure tied to the Division and the College strategic plans (see “Strategic Long-Term Staffing” process and procedure attached as Exhibit A).
- Clarify workforce needs, including the number and type of staffing the College needs to retain and hire in order to support both the Division’s short- and long-term strategic goals.
- Develop a detailed outline that articulates the future need for positions in the Division. This outline must define the key duties and responsibilities for each future position, including the necessary skills, competencies, experience and education/degrees/licenses needed in order to be successful.
- Create common College-wide definitions of performance and potential, by establishing consensus around which competencies, skills and experiences are critical to support College strategies, mission and culture.
- Review current and proposed job descriptions.
HOW:

Building the New Organizational Structure

Having mapped the current organizational structure in Step 2, the vice presidents will individually collaborate with Human Resources to use the College’s “Strategic Long-Term Staffing” model to build the “future” vision for their organizational structure. This vision must be developed based on the foundation work built through the SWOT analysis and future goals and objectives as identified in Step 2. This new model must include a systematic plan to move the Division from the current to the future organizational structure, including mapping staffing into the new model, identifying gaps and road blocks to success, and developing plans to bridge the gaps and remove the road blocks.

Building the Succession Plan Model

One succession planning approach that has been successfully used in both higher education and corporate is the “Lominger” system. The Lominger succession planning/career ladder system is built on a competency model. It provides a wide variety of clearly defined competencies and the College would then select from this list those competencies that are keys to success for three (3) differentiated levels of staffing:

1. Senior administrative/executive leadership
2. Manager/supervisor
3. Individual contributor

At the top level, the College needs to identify “core” College competencies that are needed for an employee in each of the levels identified above. The Lominger system competencies include, for example: Decision quality, timely decision making, building effective teams, motivating others, conflict management, integrity and trust, managing diversity. In turn, each of these “core competencies” are evaluated by examining three (3) separate components:

- **College component:** Competencies key to improving individual and organizational performance. Enable the organization to highlight and focus on behavior it would like to encourage and reward. Distinguishes good from great.
- **Customer (students, faculty and staff, other internal and external constituencies) component:** Competencies key to ensuring sustainable, long-term relationships with internal and external customers. Provide a common language so customers understand the behaviors that are valued and expected.
- **Individual component:** Competencies key to enabling specific training and development needs. Critical in the assessment of an employee’s potential, performance and career development.
After determining the College “core” competencies, the next level down would identify competencies that are specific to the position level. Using the Lominger system model, competencies for senior administrator/executive leadership positions might include:

- **Negotiating**: Can negotiate skillfully in tough situations with both internal and external groups; can settle differences with minimum noise; can win concessions without damaging relationships; can be both direct and forceful as well as diplomatic; gains trust quickly of other parties to the negotiations; has a good sense of timing.
- **Managing vision and purpose**: Communicates a compelling and inspired vision or sense of core purpose; talks beyond today; talks about possibilities; is optimistic; creates mileposts and symbols to rally support behind the vision; makes the vision sharable by everyone; can inspire and motivate entire units or organization.
- **Dealing with ambiguity**: Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn’t upset when things are up in the air; doesn’t have to finish things before moving on; can comfortably handle risk and uncertainty.
- **Strategic agility**: Sees ahead clearly; can anticipate future consequences and trends accurately; has broad knowledge and perspective; is future oriented; can articulately paint credible pictures and visions of possibilities and likelihoods; can create competitive and breakthrough strategies and plans.
- **Managerial courage**: Doesn’t hold back anything that needs to be said; provides current, direct, complete and “actionable” positive and corrective feedback to others; lets people know where they stand; faces up to people problems on any person or situation quickly and directly; is not afraid to take negative action when necessary.

Examples of competencies for manager/supervisor level positions in the Lominger system might include:

- **Business acumen**: Knows how businesses work; knowledgeable in current and possible future policies, practices, trends, technology and information affecting his/her business and organization; knows the competition, is aware of how strategies and tactics work in the marketplace.
- **Problem solving**: Uses rigorous logic and methods to solve difficult problems with effective solutions; probes all fruitfull sources for answers; can see hidden problems; is excellent at honest analysis; looks beyond the obvious and doesn’t stop at the first answer.
- **Fairness to direct reports**: Treats direct reports equitably; acts fairly; has candid discussions; doesn’t have agenda; doesn’t give preferential treatment.
- **Confronting direct reports**: Deals with problem direct reports firmly and in a timely manner; doesn’t allow problems to fester; regularly reviews performance and holds
timely discussions; can make negative decisions when all other efforts fail; deals effectively with troublemakers.

Examples of competencies for an **individual contributor** level in the Lominger system might include:

- **Functional/technical skills:** Has the functional and technical knowledge and skills to do the job at a high level of accomplishment.
- **Drive for results:** Can be counted on to exceed goals successfully; is constantly and consistently one of the top performers; very bottom-line oriented; steadfastly pushed self and others for results.
- **Customer focus:** Is dedicated to meeting the expectations and requirements of internal and external customers; gets first-hand customer information and uses it for improvements in products and service; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust.
- **Time management:** Uses his/her time effectively and efficiently; values time; concentrates his/her efforts on the more important priorities; gets more done in less time than others; can attend to a broader range of activities.
Appraise Individual Performance & Assess Future Potential

WHO:

Vice Presidents, Senior Department Leader and Human Resources

WHAT:

- Evaluate current staffing in the Division using the format and criteria established in Step 3
- Identify top performing staff [As defined in Exhibit B: 9 Box Performance-Potential Matrix]
- Identify high potential staff [As defined in Exhibit B: 9 Box Performance-Potential Matrix]
- Assess bench strength identifying staff that could potentially fill key roles in the organization and what it will take for them to be ready to perform these roles
- Develop a “performance-potential” matrix to diagram/quantify employee performance and to clearly identify top and under performers [Exhibit B: 9 Box Performance-Potential Matrix]
- Map people to positions into the future organizational structure
- Select staff for placement into a succession plan, career ladder or career lattice program [PILOT PROGRAM]
  - Career ladder refers to the growth of an employee in an organization. It is the various positions an employee moves to as s/he grows in an organization. The employee may move vertically, horizontally or cross-functionally.
Succession planning is a process whereby an organization ensures that employees are recruited and developed to fill each key role within the organization. Through the succession planning process, the College would target recruitment of superior employees, develop their knowledge, skills, and abilities, and prepare them for advancement or promotion into ever more challenging roles.

**HOW:**

**Evaluating Individual Performance against Competencies**

Once the competencies have been identified, an individual can be evaluated to determine if he/she is “unskilled”, “skilled” or if the competency is “overused”. Using the Lominger system, an example of this might be as follows:

**Competency: Negotiating**

- **Unskilled**
  - Not a good deal maker; doesn’t come away with much
  - May use ineffective tactics – too hard or too soft, may have to win every battle or gives away too much to get the agreement
  - Poor conflict manager, trouble dealing with attack, contention or non-negotiable points
  - May hold back and be afraid to take tough stands
  - Poor listener
  - May not seek or know how to find common ground
  - May be too noisy and do too much damage to relationships
  - May not know how to be diplomatic, direct and polite

- **Skilled**
  - Can negotiate skillfully in tough situations with both internal and external groups
  - Can settle differences with minimum noise
  - Can win concessions without damaging relationships
  - Can be both direct and forceful as well as diplomatic
  - Gains trust quickly of other parties to the negotiations
  - Has a good sense of timing

- **Overused Skill**
  - May leave people damage in his/her wake
  - May walk over people’s feelings
  - May always need to win
  - May hang on to a position too long
  - May become overly accommodating and be reluctant to walk away
Once the individual’s skill level is assessed for each competency, a development/action plan can be built to appropriately address the specific need toward meeting full “skilled” performance for each competency.

**Evaluating Position Specific Knowledge, Skills and Abilities**

In addition to competency specific capacity, the individual on a succession planning or career ladder path may also have a need to acquire position specific knowledge, licensures or certifications. This can be evaluated through a careful analysis of the knowledge, skills and abilities required for success for a specific position vs. the individual’s documented knowledge skills and abilities. A development/action plan can be built to appropriately address gaps.

**Career Discussion Planning Tool**

As a component of the regular annual Administrative Staff Performance Evaluation process, the vice president and/or senior department leader might build a development plan for high potential staff for those individuals in a succession plan or career ladder/lattice plan. A tool of this nature might look like the following:
Build a Systematic Plan to Bridge the Gap

**WHO:**
Vice Presidents, Senior Department Leader and Human Resources

**WHAT:**
- Link future staffing needs to high potential/top performing staff
- Identify the gaps between position definition and current staff capacity
- Develop an actionable plan to “grow” the individual high potential staff member into the future position. This plan must provide a detailed description of each step from the starting point to completion. That might include, for example, mentoring, work experience, a learning experience, training, education (degree and/or certification). The plan should provide a timeframe within which each step must be completed. The consequences of either failure or not completing a step within the defined timeframe must be articulated.
- Identify the potential “domino effect” that could take place when a succession plan is put into effect.
- Implement PILOT PROGRAM

**HOW:**

**Individual Development/Action Plan**

Whether gaps have been identified through an assessment of competencies or position specific knowledge, skills and abilities, there will be gaps that must be addressed in the
development/ action plan. A customized development/action plan must be prepared that is specific to the individual, the division/department and position. This plan must identify 4 components:

1. **Identification of the specific competency, position specific knowledge/skill/ability or licensure/certification required, but lacking**
   a. What does the individual need to learn to do?
   b. What does success look like?
   c. How will developing this competency or knowledge/skill/ability impact the department/division/the College’s results?

2. **Action steps**
   a. What does the individual need to do?
   b. How will he/she accomplish this goal?
   c. What types of activities or actions should he/she take?
   d. What resources will be needed?
   e. Leverage the use of the LMS (Skillsoft) or other College resources or courses

3. **Metrics – How will you measure progress?**
   a. How will the individual demonstrate acquisition of the competency or knowledge/skill/ability?
   b. What obstacles might inhibit the individual from achieving his/her goal?

4. **Timeline**
   a. What is the completion date for each item in the action plan?
   b. What is the overall completion date?

Ultimately, the College must determine what will happen if an individual is not successful in accomplishing his/her step in the succession development plan, overall goal, or completion within the identified timeframe. Similarly, as the individual moves through the succession plan or career ladder/lattice, how will the original position be covered. Will coverage of that position be backfilled on a temporary or permanent basis?
Evaluate Individual Performance & Growth

WHO:

Senior Department Leader and Human Resources

WHAT:

- Ongoing assessment and evaluation of individual performance toward goals established in growth plan
  - Succession plan assessment against the Development/Action Plan
  - Annual Administrative Performance Evaluation
- Ongoing and regular communication with the staff member concerning his/her performance toward meeting the action steps within identified timeframes toward meeting their established growth plan (Individual Development/Action Plan)
- Recalibration of the growth plan (Individual Development/Action Plan), if necessary due to changing College environment, division/department needs and individual staff member capacity

HOW:

The individual working through the succession plan/career ladder must be assessed and evaluated on an ongoing and regular basis using the Individual Development/Action Plan built in Step 5. The relationship between the individual and his/her leader creates an interest in a junior person’s career development, guiding and sponsoring that person for advancement. The leader must be a proactive coach, a challenger, a good listener, a cheerleader and a skillful teacher of organizational wisdom. Guiding and counseling an employee through this process will encourage the development of the College’s leadership
competencies, as these competencies are often more easily gained through example, guided practice and experience, rather than education and training.

As a result of utilizing this approach, the employee who is on the development/action plan will:

- Make a smoother transition
- Further his/her development as a professional
- Gain the capacity to translate values and strategies into productive actions
- Develop new and/or different perspectives
- Get assistance with ideas
- Demonstrate strengths and explore potential
- Increase networking both internal and external to the College
- Increase morale and retention

Ensuring that the individual stays on track, and is meeting goals fully, completely and in a timely manner is an essential component to success.
Evaluate the Effectiveness of the Succession Plan

WHO:

College President, Cabinet and Human Resources

WHAT:

- Following initial “pilot” of the processes and procedures of the program, a report will be presented by Human Resources for the President and Cabinet which evaluates success and recommends potential modifications/improvements to the program.

HOW:

- Assessment of the pilot program will incorporate feedback and analysis from:
  - Vice President of the division
  - Senior department director responsible for implementing and carrying out the pilot program
  - Individual participant in the pilot program

A comprehensive data assessment of the pilot program will inform the evaluation of the succession planning pilot effort to determine if it “worked”. Did this pilot program accomplish the stated goals? In addition, this assessment should also include an analysis of the strengths, weaknesses and opportunities, and a determination of LBNT – “Like Best; Next Time.” What did the participants like best about the program; what would they recommend that we do differently the next time.

This cycle of developing the program → implementation → analysis → remodeling should be ongoing throughout the life of the succession plan/career ladder program.
Bringing it All Together

A successful plan will highlight the connections between all aspects of talent management, from recruitment to professional development, performance management, retention strategies and succession planning. Done well, succession planning drives an ongoing, proactive dialogue between managers and leadership that identifies and tracks the individual talents in key positions.

Strengthen the Talent Pool

By helping managers identify potential skills and competency gaps, the College can proactively train and groom talent across all key positions in the organization. Succession planning provides proactive identification of important “go-to” employees who can be further groomed for the future without the loss of knowledge-base that the College depends on.

Better Career Development

Succession planning will facilitate genuine development of employees – for both their own benefit and that of the College. This will serve three (3) purposes:

1. The College will help train and support the individual in a way that moves their career forward.
2. Open development also compels employees to go the extra mile and stick around longer with the understanding that they have a future with the College. In other words, they are fully engaged.
3. Succession planning will help support morale and retention – both for the individual selected and for the College-community as a whole.

Time Savings

The time and stress involved with recruiting, interviewing, hiring, onboarding and “ramping up” a new employee is a time burden to any organization. Effective succession planning translates to a definitive plan – and reassurance – that the College can reduce the effort to replace key contributors by literally having the right replacement strategically engaged and ready to step in.

Cost Savings

There are two primary ways that succession planning delivers measurable cost savings. The first – and most obvious – is in avoiding out-of-pocket expenses incurred if the College uses a third-party search firm. The second way is more subtle, and often unrecognized: the cost of reactively focusing on hiring and ramping-up a new employee. When a key contributor leaves it can often take 6-9 months to recruit, hire and bring a replacement up to speed. This represents a deficit to productivity and a cost associated with staff time spent on trying to fill a position and fully integrate the new hire, instead of the focus on their own work responsibilities.
### 9 Box Performance-Potential Matrix

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C Poor Performance High Potential</td>
<td>1B Good Performance High Potential</td>
<td>1A Outstanding Performance High Potential</td>
</tr>
<tr>
<td>2C Poor Performance Moderate Potential (new role)</td>
<td>2B Good Performance Moderate Potential</td>
<td>2A Outstanding Performance Moderate Potential</td>
</tr>
<tr>
<td>3C Poor Performance Limited Potential</td>
<td>3B Good Performance Limited Potential</td>
<td>3A Outstanding Performance Limited Potential</td>
</tr>
</tbody>
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**Performance:** Technical skills, abilities and subject matter knowledge in job-related field; ability to develop and maintain working relationships.

**Potential:** The ability or capacity for growth and development into a leadership role

**Leader:** One who guides, directs, influences and shows the way to others
**Definitions**

1A: **Outstanding Performance/High Potentials**  
Individual is developing faster than the demands of his/her current position and/or division. Individual has been given additional assignments and has demonstrated high-level commitment/achieved significant results. Individual is ready to broaden his/her skill set and take on significantly greater scope and responsibility.

2A: **Outstanding Performance/Moderate Potential**  
Individual performs exceptionally well in his/her current job, makes valuable contributions and consistently demonstrates competencies required. May be ready to take on greater scope and responsibility in the next 12 months.

3A: **Outstanding Performance/Limited Potential**  
Individual is performing exceptionally well in his/her current job but needs to continue development in current role, or may have valuable technical skills but has not exhibited leadership potential. Individual has not demonstrated willingness to take on significantly greater scope and responsibility in the next 12 months.

1B: **Good Performance/High Potential**  
Individual is contributing as expected and is meeting performance expectations. Individual may be ready to take on greater technical and/or leadership responsibility in the next 24 months.

2B: **Good Performance/Moderate Potential**  
Individual is currently meeting expectations but may not be willing or able to advance; may not be ready to absorb additional scope or complexity in the next 24 months.

3B: **Good Performance/Limited Potential**  
Individual is currently meeting the expectations of his/her role. Individual is not prepared or willing to absorb additional scope or complexity.

1C: **Poor Performance/High Potential**  
Individual is not meeting the requirements of his/her current role. It is possible the individual could be more successful in the current role with more direction or in another role or division that more appropriately suits his/her skill set.

2C: **Poor Performance/Moderate Potential**  
Individual has not been in the position long enough to adequately demonstrate his/her technical abilities (e.g., learning period), or may have lost pace with changes in the organization.
3C: **Poor Performance/Limited Potential**
Individual is not meeting performance expectations and there is still more to learn in the current position. There are questions about his/her ability to succeed in the current role long-term.