



PMI-SVC's

Succession Planning Model

- developing project managers who make a difference -

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Introduction

Succession planning is a systematic effort and process of identifying and developing volunteer candidates for key leadership and professional positions over time to ensure the continuity of management and leadership in an organization. PMI-SVC has determined that this succession planning and the accompanying leadership development are crucial to the continued success of the chapter.

Succession Planning and Volunteer Planning

The ultimate goal of both volunteer and succession planning are the same – to have the right people in the right place at the right time. However, succession planning involves having the right leadership – right people with the right skills and mindset to guide others - in place at every level of the organization.

Succession Planning vs. Replacement Planning

Replacement planning involves designating successors in the event of a sudden, unexpected loss of key job incumbents. It is compatible with and often overlaps with succession planning. Replacement planning is not to be confused with a fully developed succession planning process that develops new leadership. Succession planning is viewed as a proactive process, whereas replacement planning may be viewed as more reactive.

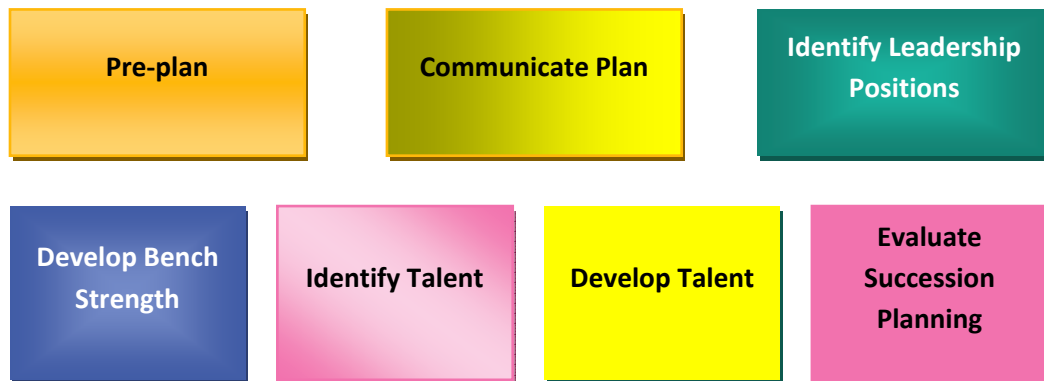
Succession Planning vs. Pre-Selection

Pre-selection involves the “anointing” of a successor without a formal interview and/or selection process. Pre-selection may or may not be based on job-related criteria. The process of Flexible Succession Planning involves a formal selection process and/or interview in conjunction with assessment tools to determine the skills and abilities of candidates. This allows for development of a plan to work on any areas of weakness while emphasizing the individual candidate’s strengths. This plan could be used by the candidate regardless of their being selected for a particular leadership role. This will encourage those who may not pass an initial screening to try again the next time a position is available.

Succession Planning Best Practices

- Open process
- Talent Pools
- Based on Potential
- Individual Assessments
- Multiple Development Strategies
- Targeted Interventions
- Top-Down Approach
- Automation

PMI-SVC's Succession Planning Model



Pre-plan – Pre-planning is the planning done before the creation of the action plan. It involves identifying members to serve on the succession planning team, establishing the objectives of the succession planning program, and designing the program. An action plan is created after these elements have been established.

Communicate Plan – A communication strategy is established to inform stakeholders about the purpose and value of succession planning and the objectives and specific contents of the organization's program.

Identify Leadership Characteristics – The scope, competencies and proficiency levels, and results required for each leadership level (e.g., senior, mid-level, front-line) are identified. These characteristics will be used as the basis for assessing, developing, and selecting future leaders.

Assess Bench Strength – The reviewing manager determines the number of critical leadership positions that have at least one person ready to successfully assume the role and responsibilities of each position.

Identify Talent – Each individual is assessed against leadership characteristics (e.g., scope, competency proficiency, and results) to determine who will participate in the leadership development pool and identify individual learning needs.

Develop Talent – Development activities are identified to address organizational and individual learning needs.

Evaluate Succession Planning – The design, implementation, and outcomes of the program are assessed to determine how well the program is working.

Pre-plan

Pre-planning helps the organization organize its resources, guard against crises, and address any legal concerns before implementing the succession planning and leadership development program.

Pre-plan Process

1. Select Succession Planning Team

Executives should have a visible role on the succession planning team, which demonstrates their commitment to the program. Additionally, strategic planners should serve on the team to ensure that the program is aligned with strategic goals and objectives. People with institutional knowledge should be members of the team to provide historical insight about the organization.

2. Establish Program Objectives

When establishing the objectives of the succession planning program, the organization should consider its mission, strategic goals, relevant workforce planning data, and the impact of the program on volunteer practices.

Program objectives should be:

- Specific
- Measurable

3. Develop Program Design

The PMI-SVC Flexible Succession Planning Model provides a basic framework for implementing the leadership development program.

4. Create Workforce Strategy Action Plan

The workforce strategy action plan is similar to an implementation or action plan. It is a formal plan that identifies specific actions to be taken, persons responsible, and timeframes for completing each step in the succession planning process. Progress on the workforce strategy action plan should be reported on an annual basis. It is expected that this action plan will be updated and change from year to year as new volunteers are entered into the program.

Communicate Plan

The communication plan helps stakeholders understand the definition of succession planning, why it is important, the intent of the program, and how it will be implemented. The plan also informs stakeholders (the leadership team, our community and business partners as well as the entire membership of PMI-SVC) how the succession planning program will be implemented.

Plan Communication Process

1. Identify Target Audiences

In most cases, the succession planning program will have four target stakeholders: chapter executives, governance managers, volunteers, and community executives. An effective communication plan should consider each audience's level of awareness related to succession planning, key issues and concerns, and relevant benefits of the program. In order to formulate an appropriate communication strategy, organizational climate surveys and/or focus groups can be used to identify concerns and benefits for each of the targeted audiences.

2. Choose Communication Channels

Numerous communication methods are available within the organization. The key is to choose the most effective method(s) for each targeted audience.

Communication Channels

_ Website Posting	_____
_ Email Contact	_____
_ Regular Mail	_____
_ Telephone	_____
_ Online Conference	_____
_ Live Meeting	_____
_ Print - .pdf (Ad, brochure, article)	_____

3. Evaluate Communication Plan

The succession plan effectiveness will be evaluated on the following measures:

- # Of people attending forums
- # Of requests for information packets given out
- # Of hits to succession planning page on Intranet
- Survey volunteers' Succession Planning awareness

Identify Leadership Positions

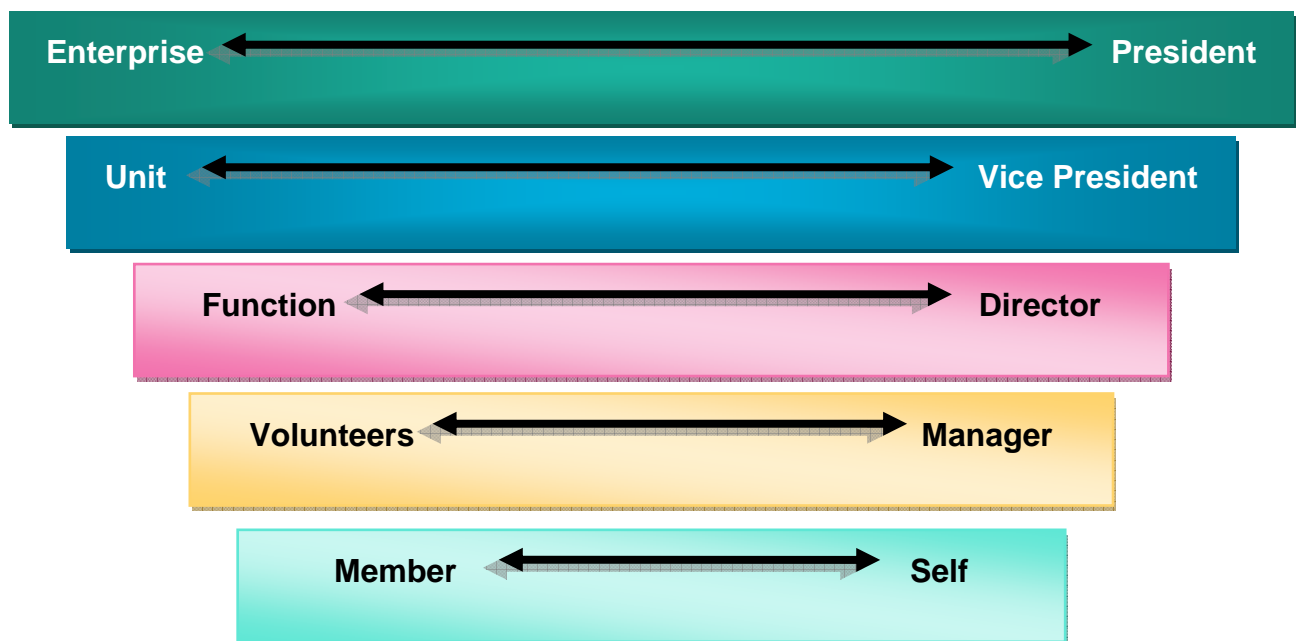
There are different levels of leadership and to be successful at each level, a different set of leadership characteristics are required. The scope of operation, competencies, proficiency levels, leadership results, and behavioral benchmarks are identified for each leadership level. This information is captured in the position job description.

Leadership Position Identification Process

4. Assign Positions to Leadership Levels

Using the information contained in the following table, leadership positions should be evaluated based on its responsibilities to determine the appropriate leadership level the position equates to within the organization.

Assigning positions to a specific leadership level is a very important process since the characteristics for each leadership level will be used to assess, develop, and select individuals for key leadership positions.



5. Determine Scope of Operation

Scope of Operation refers to the magnitude and complexity of information, problems, plans, tasks, projects or resources that must be handled within appropriate timeframes. To be successful at each leadership level, a different scope of operation is required. The five (5) general leadership levels and their corresponding scope of operation requirements are detailed in the leadership level section. Succession planning efforts will focus on front-line, mid-level, and senior leadership positions.

6. Identify Competencies and Proficiency Levels

Competencies are defined as underlying technical skills and characteristics such as knowledge, skills, abilities, motives, traits, self-concept, and behaviors that allow people to effectively perform on the job.

Competencies may be:

- Technical or position specific (job or career specific knowledge)
- Characteristics (common areas across jobs or careers)

7. Establish Leadership Results

Leadership results are outcomes that leaders must achieve in order for the organization to meet its strategic goals and objectives. Key leadership results may be applicable across all leadership levels. Leadership results may be identified in the following areas:

Volunteer Team Member:

- High Performing Teams
- Increased Capability of Others
- High Employee Performance Levels
- Confidence in Others
- Volunteers That Are Inspired to Perform Beyond Normal
- Form Trust with Others
- Motivated volunteers

Process:

- Positive change
- Improved Business Strategies
- More Effective Implementation of Change
- Innovative Products and Services
- Work that is High in Quality
- Effective Solutions to Process Problems

Customer:

- Increased Customer Satisfaction
- Increased Number of Customers
- Decreased Customer Complaints
- Increased Customer Retention Rates

Business:

- Positive Impact on Business Results
- High Value to Achievement of Results
- Objectives Under Tough Conditions
- Results with Limited Resources
- Greater Goal Contribution Levels
- Regular Results That Exceed the Typical
- Goal Completion in Less Time and with Less Cost

Leadership Position Summary

(Attachment A)

Leadership Level	Scope	Competency	Proficiency	Results
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8. Benchmark Job

All jobs have unique requirements for behavior as well as inherent rewards and a predominant culture that drive performance excellence. When the job's required behaviors, rewards and culture are aligned with the behaviors and values of the employee, performance will excel. The benchmarking process involves key stakeholders who assess the job based on its key accountabilities, which describe why it truly exists. After completing a questionnaire, the Job Insights Analysis will uncover the job-related behaviors and values and provide feedback to help understand why the behaviors are necessary for

superior performance. In addition, behavioral interview questions can be used as a guide in writing job-specific questions for an interview.

People have unique behaviors and values that can be matched to jobs. When a person's behaviors and values are aligned with those required by the job, the result is increased performance and retention. The job applicants who complete the assessments respond to questions that uncover these unique behaviors and values. The result is the Talent Insights Report that indicates where the applicant falls within the scale of common job-related behaviors. When the job's rewards and culture are in line with the person performing the job, the result is performance excellence. The right talent in the right job equals top performance and employee satisfaction, which leads to the high volunteer retention levels.

Job Benchmarking Process

(See Appendix B)

- 1) Identify Job to be benchmarked
- 2) Identify Key Subject Matter Experts
- 3) Subject Matter Experts Meet and Identify Key Accountabilities
- 4) Prioritize Key Accountabilities
- 5) Assign Approximate Percentage of Time per Week to be Spent on Each Key Assignment
- 6) All Subject Matter Experts Complete JOB FIT PLUS - combine into multi-respondent report
- 7) Produce Multi-respondent Job Report
- 8) Subject Matter Experts Meet and Discuss Results then Determine Target Scores
- 9) Produce Finalized Job Report with Ranges for Hiring

9. Describe Job

The primary purpose of a job description is to identify the duties, essential functions and requirements of the position. A good job description can assess work flow and eliminate duplication of effort and also help assist in the evaluation of the employees' job performance. It should be a statement of what duties and responsibilities the employee is expected to complete and a means for achieving them. (See Appendix C)

Job descriptions are based on objective information obtained through job analysis, an understanding of the competencies and skills required to accomplish needed tasks, and the needs of the organization to produce work.

Job descriptions clearly identify and spell out the responsibilities of a specific job. Job descriptions also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions. Job descriptions statements describe the following:

- Job title:
- Basic Function:
- Reporting/working Relationships:
 - Manager:
 - Customers:
 - Team members:
 - Co-workers:
- Authority:
- Responsibility:
- Principle Duties:
- Education & Experience:
- Desired Competencies:
- Benefits:

Develop Bench Strength

Bench strength is an organization's ability to fill key leadership positions from within. Bench strength assessments help organizations to identify strengths and areas where talent gaps are currently or will exist in the future

Developing Bench Strength Process

1. Assessing Bench Strength

Something to consider when assessing your bench strength is that an individual can only be assigned as the **primary person to one position** at any given time. Counting an individual against more than one position is called stacking. To "stack" an individual as being deemed ready for more than one position artificially inflates bench strength because a person can only hold one position at a time. Coordination of any volunteers who might be available to more than one area needs to also occur so that again, a person is not stacked. The leadership group can allocate those who are initially stacked to positions according to their strengths and experience to smooth out the bench strength assessment. This should be reviewed periodically as people move and gain experience. The bench strength assessment described above should be used for planning purposes only. (See Appendix D) **This process is not used to select individuals for positions.**

Position	Position number	Leadership level	No. of people	No. of people ready now
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10. Develop Succession Action Plan

The Succession Action Plan (Appendix E) is the responsibility of each Vice President to assess organizational bench strength and the volunteer developmental needs. The succession plan of action will be developed and reviewed for results against objectives.

Identify Talent

A systematic leadership talent assessment process will provide information regarding a volunteer's potential for greater leadership, strengths, and areas for development. The primary goal of the talent assessment process is to identify "high potentials".

High potentials are volunteers who currently or in the near future are capable of advancing beyond their present position in the chapter. They are exemplary performers in their current positions, capable of undertaking greater responsibilities, and interested in becoming future leaders.

Talent assessments provide information regarding: potential for greater leadership, strengths and areas for development. Assessing leadership talent involves evaluating volunteers on multiple dimensions and comparing them with characteristics of successful leadership that have been determined to be associated with a specific leadership level.

Talent Identification Process

1. Pre-Screen Candidates

Pre-screening is an initial assessment of candidates based on minimum requirements conducted by each Chapter Vice President. The purpose of this assessment is to screen out candidates who do not meet the minimum criteria for entry into the leadership development pool. Well written minimum entry requirements identify a diversified pool of qualified candidates for formal assessment which is step two of the process.

Minimum Requirements: **Thoughts here?**

1. PMI-SVC Member
2. Current chapter volunteer
- 3.
- 4.

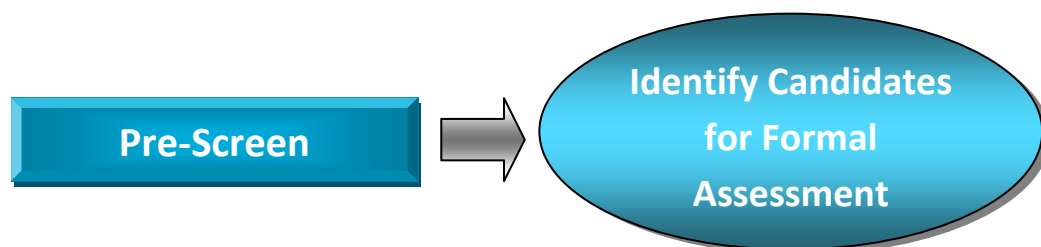
Prescreening can be conducted through self-nominations or management nominations.

Self-Nomination

In the self-nomination process, candidates express their interest in participating in the succession planning program by submitting an application, letter of interest or recommendation, or other relevant information.

Management Nomination

Chapter units determine the number of volunteers who will participate in the leadership development pool during the pre-planning phase. The total leadership development pool for a calendar year will not exceed twelve with a maximum of two positions allocated to the Board of Directors.



Applicants who have the minimum entry requirements are formally assessed against pre-established leadership characteristics (e.g., competency proficiency, scope of operation, and leadership results) associated with a specific leadership level. Formal assessments will be conducted by select chapter Trustees.



The leadership questionnaire measures current knowledge or skills related to leadership. This assessment will be the primary appraisal (Appendix F) for leadership development planning and is used to evaluate the following key leadership factors:

- The leadership assessment will be compiled by the following:

- Individual assessment
- Supervisor assessment
- On-line assessment

Chapter sponsored training

Volunteer sponsored training

Individual study

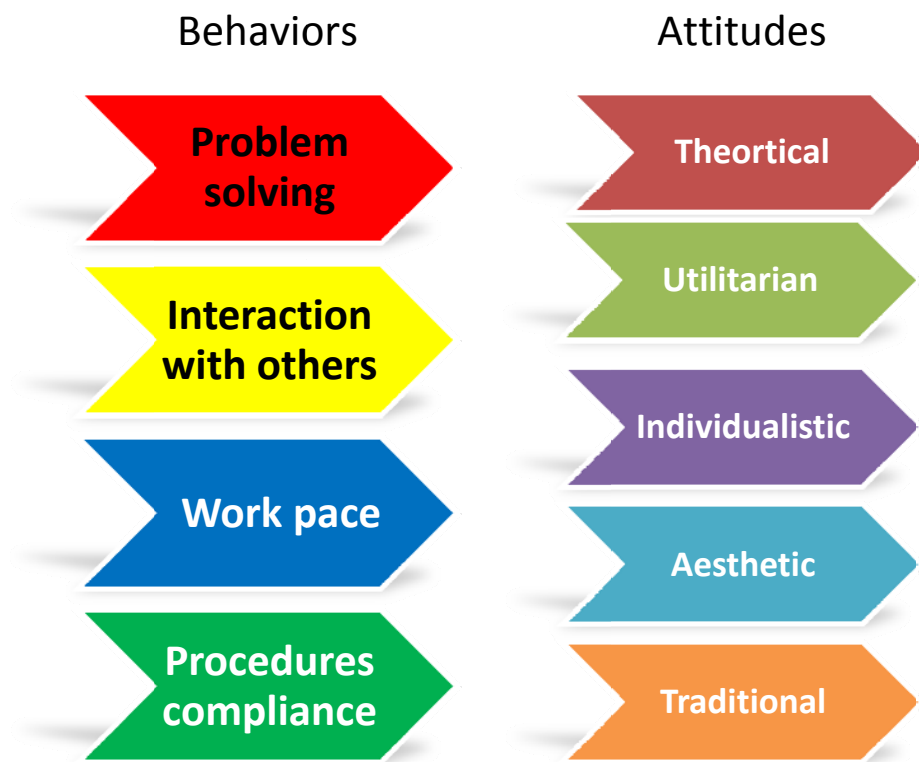
	Transactional					Transformational				
Participative										
Autocratic										

Interviews

Structured or unstructured discussion.

Behavioral inventories

Behavioral assessments evaluate characteristics such as problem solving, pace, compliance and interaction with others. The DISC and PIAV profiles alignment provide insights into the following:



Multi Rater [360] Surveys

Provides different perspectives about candidate's ability to be successful at next level

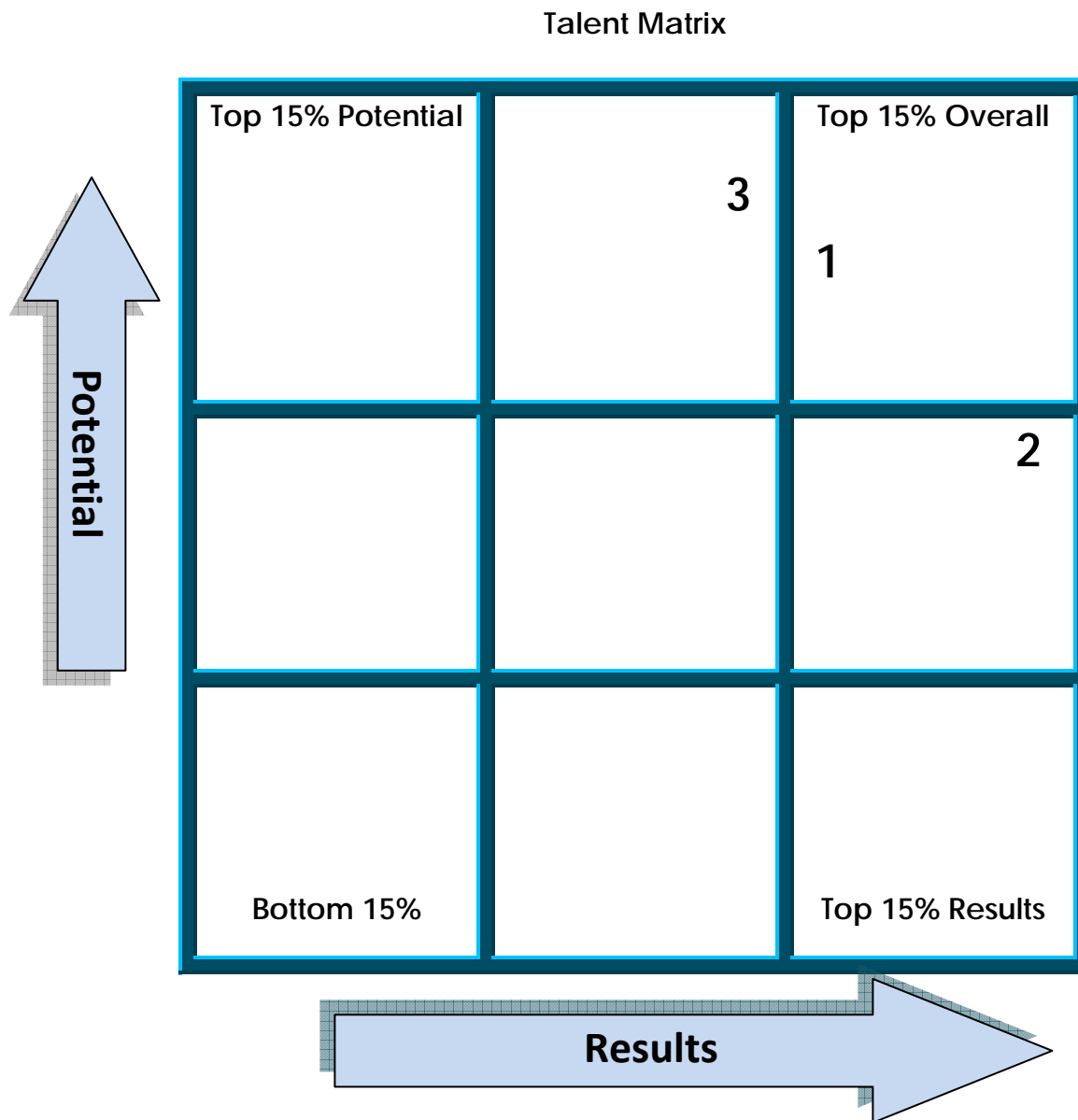
Emotional Intelligence Assessment

Emotional Intelligence (EI), measured as an Emotional Intelligence Quotient (EQ), describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups.

12. Create Talent Matrix

A Talent Matrix will be created for each leadership level and volunteers are placed in one of nine cells based upon their potential score, which is the product of their proficiency and scope of operation score and their results score. The Talent Matrix provides a basis for identifying candidates for entry into the leadership development pool, which is based upon their placement in the matrix. The most effective use of chapter resources is to focus development efforts on volunteers who closely match the characteristics that are needed to be successful at the next leadership level.

According to the Talent Matrix individuals fall in the upper-right hand cell (numbered 1) due to their overall high competency, scope of operation, and results score rank. Individuals who fall into cells 2 and 3 demonstrate the capacity to take on higher leadership responsibilities, while not in the immediate future.



13. Conduct Formal Discussion

The Succession Planning Team (chapter Board of Directors) will twice yearly review volunteer placement within the Talent Matrix and any other relevant criteria in order to establish a list of volunteers who will enter the leadership development pool. Factors that may warrant discussion may include written reprimands or performance problems that arise during the assessment period.

Goodness of fit to job behaviors and attitudes:

- Each key position and potential volunteer will be evaluated on the following criteria:
 - Work behaviors
 - Problem solving
 - Interaction with others
 - Work pace alignment
 - Procedure compliance

- Attitudes
 - Theoretical
 - Utilitarian
 - Individualistic
 - Social
 - Traditional
 - Esthetic

Consider the existence of derailers. **Derailers are:**

- Characteristics those normal measures (such as coaching or disciplinary actions) will not fix
- These are dysfunctional behavioral patterns that are disruptive to work or working relationships

Develop Talent

Development strategies are identified for members of the leadership development pool to increase competency levels, improve leadership results and increase pool participants' capacity to think and function at a greater level of responsibility. A systematic development approach ensures that your program will focus on helping your organization to achieve the overall objectives of your succession planning program – a readied supply of capable leaders. There are basic elements to guide you through the creation of a leadership development program that should enable pool participants to achieve the desired results of your succession planning program. The process starts off broadly focusing on the needs of the pool; ultimately focusing on the individual participant.

Talent Development Process

1. Develop Goals

Learning goals are generally broad in nature and specify what participants will be able to do as a result of engaging in a set of development activities.

Example: Senior-level managers will be capable of leading multiple teams or functions

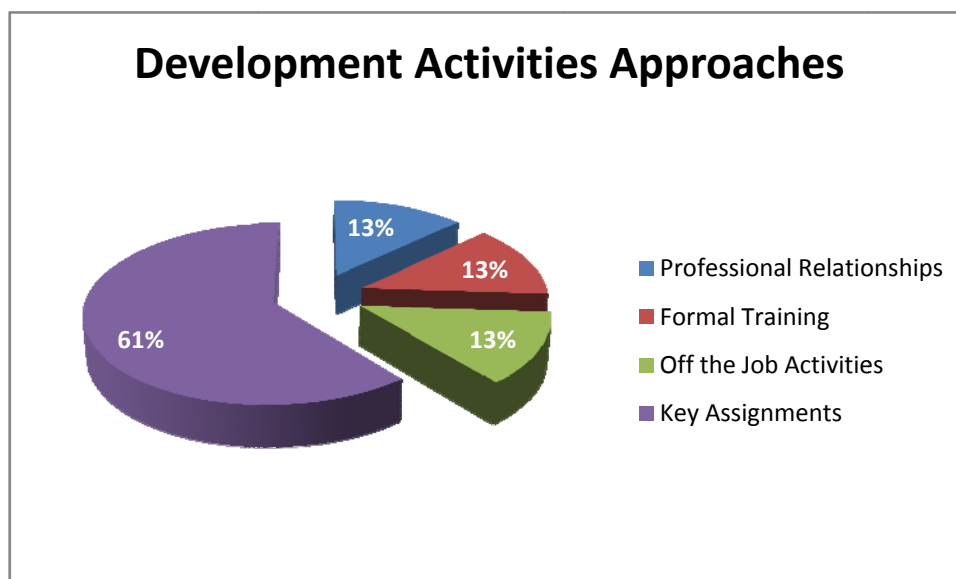
14. Identify Development Activities

Development activities should be:

- Directed towards closing critical gaps and leveraging strengths
- Focused on preparing for the next level of leadership
- Structured to create a logical sequence of learning

Identifying Critical Development Activities

1. Select specific developmental goals
2. Identify relevant experiences, events, training, professional relationships
3. List the challenges and benefits
4. Specify critical &/or mandatory activities



Key Assignments

Research has shown that key assignments are where the greatest amount of leadership development takes place. Key assignments expose individuals to challenging projects or activities. Key assignments may include position rotations, task force memberships, managing without authority, or taking on roles that involve a higher level of responsibility. Since key assignments are performed on the job, they may play a significant role in the leadership development process – particularly for organizations with limited training dollars.

Professional Relationships

Coaching and mentoring involve the establishment of personal relationships. Coaching focuses on equipping the participant with the tools, knowledge and skills they needed to enhance a person's performance. Coaching addresses a specific set of problems. Mentoring is an on-going relationship between an employee and a senior employee that provides general support, advice, guidance, and career direction.

Formal Training

Classroom training, lectures, computer-based learning and e-learning are all examples of formal training. Formal training is typically used to introduce a new concept or theory or to explain the importance of a particular topic. This type of training is most effective when coupled with experience sharing and role-playing.

Off-the-Job Activities

Learning that takes place in a non-job related environment is considered an off-the-job learning activity. Examples of off –the –job activities where learning may take place include participation in professional and /or community organizations or involvement in activities of personal growth and interest.

Factors to consider when identifying your development activities....

High Potentials...

- Like challenges
- Are motivated
- Enjoy learning
- Are capable

Adult Learners...

15. Conduct Development Coaching

Identify optional and mandatory experiences for participants.

Management Development

Universal participation will provide excellent opportunity for volunteers to work together. This type of learning experience should provide opportunity for those with greater knowledge and experiences to share with others. The development grid (Appendix H) provides each manager a strategy framework to conduct the development coaching session.

Leadership Development

Leadership effectiveness is measured through the results achieved by a team. To inspire and motivate team members in ways that values their contributions while guiding them in a cohesive direction takes strong leadership skills. Effective leadership at any level demands that you be able to gain the trust of others, both one-on-one and in groups. Organizations depend on their leaders to have a vision, see possibilities and work with them to create and achieve mutual goals.

Leadership Skills

Interpersonal: The ability to interact with others in a positive manner

Self-Management: the ability to deliver timely results and the ability to manage stress

Personal accountability: the ability to answer for personal actions

Influencing others: the ability to personally affect other's actions, decisions, opinions or thinking

Goal achievement: the ability to set, and attain achievable personal, professional and team goals



16. Manage Performance

Create a Personal Performance Plan (PPP)

Now the focus turns to the individual pool participant. Organizations should identify activities that will guide participant towards reaching development goals. A PPP is a uniquely tailored action plan that contains developmental activities aimed at enhancing a person's capacity to take on broader leadership responsibilities. The PPP may also take into consideration a person's career aspirations, where activities are also aimed at enhancing technical/professional expertise in specific areas. The responsibility for developing and implementing the scope of activities should be shared with the participant, his or her manager and other stakeholders in the succession planning program.

The PPP document:

(See Appendix H – Personal Performance Plan)

- Objectives for the participant
 - Routine essential
 - Problem solving
 - Innovative
 - Professional development
- Learning methods & activities
- Time frames
- Review process & dates

Monitoring participants should be done during, and after participants enter the leadership development. During their participation identify process measures to verify that the program is working for the candidates. Periodic assessments determine how well participants are progressing through their PPP and whether or not the development activities are challenging.

After sufficient time has passed, re-assess your pool participants to determine if learning has occurred and if participants are ready to assume greater leadership responsibilities.

Conduct Periodic Performance Reviews

(See Appendix I – Performance Review Template)

Volunteers are the chapter's most valuable asset. To realize this potential, the work of volunteers must be aligned with and further the goals of the chapter.

The purposes of the performance evaluation process are to promote communication and provide useful feedback about assignment performance, to facilitate better working relationships, to provide an historical record of performance and to contribute to professional development.

The best performance reviews let managers and employees communicate -- share ideas, opinions, and information. Evaluations will be oriented towards growth, development, and communication. The most important aspect in every case is communication between the volunteer and other people on the team.

The PMI-SVC performance approach is focused on primarily review on a volunteer's work based on quantity and quality relative to the job description. Secondary considerations will focus on attitude, willingness to help other team members and the chapter when appropriate, and a volunteer's ability to collaborate and get along with others.

A performance review includes:

- Characteristics Review
- Review of Objectives
 - Routine essential
 - Problem solving
 - Innovative
 - Professional development
- Leadership Skills
 - Interpersonal
 - Self Management
 - Personal Accountability
 - Influencing Others
 - Goal Achievement
- Key Leadership Factors Review
 - Interpersonal
 - Planning and Organizing
 - Managing Change
 - Leadership
 - Results Orientation



(Appendix J – Leadership skills, factors, and dimensions relationship chart)

Evaluate Succession Plan

Evaluation is a systematic process that examines the design, implementation, improvement or outcomes of a program. In other words, it assesses how well the program is working.

Evaluate Succession Planning Process

1. Assemble your evaluation team

Your team should be composed of objective stakeholders with varying levels of perspective, skills and concerns. Team members could include HR staff/Volunteer Recruiters, Key line managers, and executive staff.

17. Review Measures

Measures for evaluating the effectiveness of the succession planning program should have been identified during the Pre-planning phase.

Measures are needed in order to establish a point of reference for program objectives. Identify measures that are meaningful to your organization.

Measures typically fall into one of two categories – process or outcome. Process measures evaluate “how the program is evolving” and outcome measures evaluate “what happened at the end.”

Process Measures

- Components of the program
- Progress of the program
- **How are planning and implementation proceeding?**
- What is going well (and why)?
- What is not going well (and why)?
- Member/Employee perceptions initially

Outcome Measures

- Components of the program
- Has your bench strength increased?
- How many successful promotions?
- How many failures?
- Changes in turnover rates
- Member/Employee perceptions any variation
- Morale

18. Gather Information

There are several data collection methods available. What you collect and from what sources depend on what you want to measure or what are the stated outcomes. Some of the most common methods include questionnaires, surveys, interviews, focus groups, tests, and existing data.

19. Analyze information

Data analysis techniques will be determined for the most part by the type of evaluation questions that are to be answered. Whenever possible automate the process.

- Start with evaluation goals - Note goals not met and any exceeding goals for areas of opportunity

- Categorize the information –For overall and specific focus areas of the leadership team

- Identify patterns or relationships - Causal factors should be identified as a part of the results

- Summarize the information – Final report to the Board may be requested periodically

20. Communicate Findings and Recommendations

The results of an evaluation can be verbal or written. The evaluation should be objective and tailored to the needs of each type of stakeholder.

Evaluations should include a report of both successes and areas for improvement. Good evaluations include recommendations that are direct, feasible, and attack problems, not symptoms.

21. Implement recommendations

Determine the priority and any interdependencies of recommendations given.

Identify an action plan to make program improvements. Develop and implement practical and cost effective processes. Identify and implement improvements that incorporate industry standards and best practices.

In summary:

Keys to Successful Evaluations

- Begin the evaluation process early

- Identify and engage stakeholders (up front)

- Make sure you ask the right questions

- Listen to responses, including those to questions not asked

- Implement practical and cost effective processes

Better evaluations ensure a better basis for decision-making.

PMI-SVC Succession Planning Tool-kit

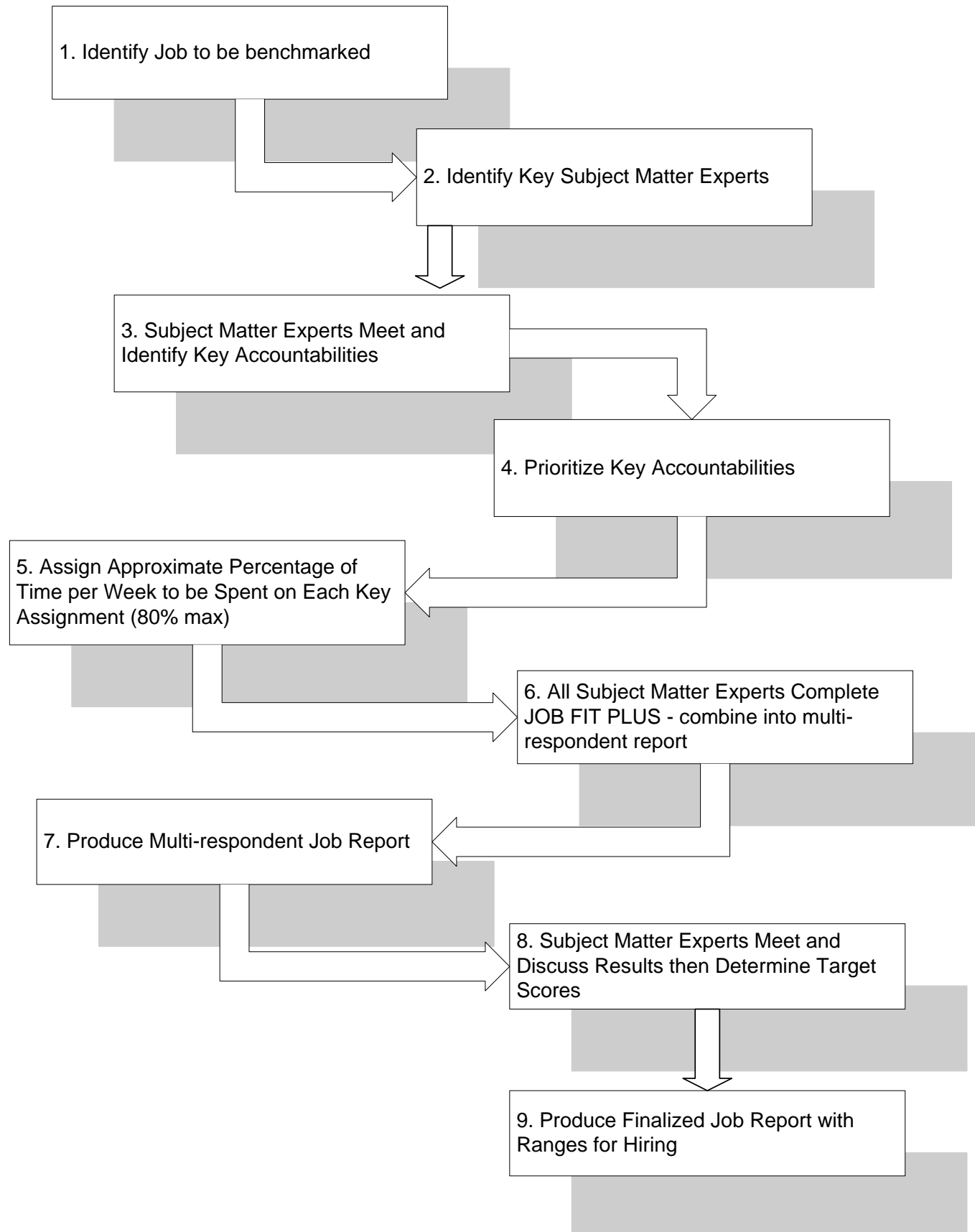
APPENDIX A – Leadership Position Summary

Leadership Level	Scope	Competency	Proficiency	Results
Volunteer: Collaborates with team members and supports volunteer co-workers	<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. 	<ul style="list-style-type: none"> • Adaptability/Flexibility • Communication • Decision Making/Judgment • Leadership • Managing Performance • Meeting Management • Planning • Problem Solving/Analysis • Results Focus 		
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 volunteers 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. 	<ul style="list-style-type: none"> • Adaptability/Flexibility • Communication • Decision Making/Judgment • Leadership • Managing Performance • Meeting Management • Planning • Problem Solving/Analysis • Results Focus 		

Leadership Level	Scope	Competency	Proficiency	Results
Director 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 volunteer, 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 volunteers, customers, and stakeholders. • Plans and completes complex projects. 	<ul style="list-style-type: none"> • Adaptability/Flexibility • Communication • Decision Making/Judgment • Leadership • Managing Performance • Meeting Management • Planning • Problem Solving/Analysis • Results Focus 		
Vice President 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 volunteer 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. 	<ul style="list-style-type: none"> • Adaptability/Flexibility • Communication • Decision Making/Judgment • Leadership • Managing Performance • Meeting Management • Planning • Problem Solving/Analysis • Results Focus 		

Leadership Level	Scope	Competency	Proficiency	Results
President Manages entire chapter	<ul style="list-style-type: none"> • Drives entire organization, 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. 	<ul style="list-style-type: none"> • Adaptability/Flexibility • Communication • Decision Making/Judgment • Leadership • Managing Performance • Meeting Management • Planning • Problem Solving/Analysis • Results Focus 		

APPENDIX B – Job Benchmarking



APPENDIX C – Job Description Template

Job title:

Basic Function:

Reporting/working Relationships:

- Manager:
- Customers:
- Team members:
- Co-workers:

Authority:

-
-

Responsibility:

-
-

Principle Duties:

-
-
-

Standards and measures:

-
-

Education & Experience:

-
-

Leadership Characteristics:

-
-

Benefits:

-
-

JOB DESCRIPTION INSTRUCTIONS

	Description	Example
Job Title:	Title of position.	Director, Leadership Development
Basic Function:	Actions to be taken in the content area and the high-level strategies/approaches to produce results.	Develop, recommend, and implement leadership skills through strategic planning, periodic performance reviews, and succession planning.
Reporting/ working Relationships:	Person(s) to whom one: <u>Manager</u> : is accountable to and reports results <u>Customers</u> : delivers results-internal/external <u>Team members</u> : helps, keeps commitments, shares load <u>Co-workers</u> : encourages, supports, helps grow relationships	<ul style="list-style-type: none">• Manager: VP, Strategic Planning• Customers: President, Board of Directors, Governance• Team members: Leadership development volunteers• Co-workers: PMI-SVC volunteers
Authority:	Areas one has control or influence over as a result of his/her basic function.	<ul style="list-style-type: none">• Provide feedback and coaching• Develop and implement processes for:<div><div>÷ Succession planning</div><div>÷ Personal performance reviews</div><div>÷ Leadership development</div><div>÷ Leadership transitions</div></div>
Responsibility:	Results one is answerable or accountable for.	<ul style="list-style-type: none">• Develop skills and processes that improve collaborative teamwork• Increase the trained leadership base
Principle Duties:	Something one is expected or required to do. An action or task required by a persons position	<ul style="list-style-type: none">• Facilitate the development of the chapter strategic plan for the President & BOD• Facilitate periodic performance reviews for the President & BOD• Facilitate chapter succession plan for the President & BOD• Facilitate leadership transition meetings for the BOD• Conduct leadership development training for the BOD
Standards and measures:	Standards are the results expected and measures are the quantifiable and graphical display of planned vs actual.	<div><div>Periodic Performance reviews</div><div><ul style="list-style-type: none">• Personal performance plans for BOD & Governance• 2xyear personal performance plans review</div></div> <div><div>Succession plan-BOD in 2008; Governance 2009</div><div><ul style="list-style-type: none">• Job descriptions• Leadership skills assessments'• Personal development plans</div></div> <div><div>Leadership Training</div><div><ul style="list-style-type: none">• Leadership skills assessments (as required)• Leadership workshops (6)</div></div>

Education & Experience:	Education & Experience incumbent is expected to have to be successful in the position.	<ul style="list-style-type: none"> • Organizational development 3-5 yrs • Strategic plan implementation 2-5 yrs • Group facilitation & problem solving • Communications skills (writing and presentation)
Leadership Characteristics	Expected position competencies	<ul style="list-style-type: none"> • Communications • Problem solving
Benefits:	Benefits available to the incumbent.	<ul style="list-style-type: none"> • X PDU's annually • Leadership development • Direct networking with chapter BOD and governance team

APPENDIX D –Bench Strength Chart

Position	Position Number	Leadership level	No. of people	No. of people ready now
President			30 (Governance)	2
Marketing			20	
VP Marketing			1	1
Director, Outreach			1	0
Brand Manager			1	0
Data Analyst/Tech			1	0
Strategy			6	
VP Strategy			1	0
Director, Leadership Development			1	1
Director, Knowledge Management			1	0
Director, Policies and Process			1	0



PMI-SVC

Succession Plan Submission 2008

Strategies and Action Plan

VOLUNTEER WORKFORCE PLANNING

Name	Title
VP Name	Organization

Step I - Identify Target Jobs

Critical Position

These positions should be noted in the chapter's workforce plan. In addition to any critical professional positions (e.g., Volunteer database manager, Assistant Web Master), positions of leadership, management and/or supervisory levels should be identified for succession planning. These positions should be critical to achieving your strategic goals/objectives and/or your mission.

Position (s) _____

Gap related to critical Position (s)

Step III – Develop High Potential

Identify strategies to close the identified gaps

- Recruitment strategy (e.g., Advertise in a on Chapter website, dinner meeting announcement)
- Development strategy (e.g., Enroll in chapter leadership developmental program)
- Retention strategy (e.g., Provide flexible work schedule)

Strategy Definitions

Recruitment –

- Specialized and strategically planned approach to acquire the right people who will meet the needs of your organization

Development –

- Effectively maintaining the workforce to perform current duties and responsibilities AND
- A process that effectively prepares the workforce to assume greater roles and responsibilities at different levels in the organization for continued success

Retention –

- Strategies that create, cultivate and communicate that your organization is a good place to work, which in turns keeps the right people in the right place for the achievement of your organization's objectives

Strategy to close the gap

Identify the category of strategy

Recruitment

Development

Retention

☐☐☐

Proposed Outcome of this strategy

Step IV – Evaluate Succession Planning

Evaluate progress towards closing known gaps

Link this succession strategy to achievement of organizational goals

How will success of succession plan be measured? How will you know that the plan is succeeding?

Timeline for implementation?

Step V – Review and Validate Job Descriptions

Identify critical competencies, expectations, and characteristics

Provide current job description to Operations for Volunteer Management System

Action Plan

What are the, five to nine, primary action steps to implement your Succession Planning strategy? Identify persons responsible for action, achievable time frames and projected dates (of completion, of update, etc.)

Action (for strategy) - (e.g., create a in house leadership development program)				
<u>Key Action Step or activities</u>		<u>Target Completion Date</u>	<u>Persons responsible</u>	<u>Status / Progress Update</u>
1				
2				
3				
4				

<u>Key Action Step or activities</u>		<u>Target Completion Date</u>	<u>Persons responsible</u>	<u>Status / Progress Update</u>
<u>5</u>				
<u>6</u>				
<u>7</u>				
<u>8</u>				
<u>9</u>				

APPENDIX F – Leadership Assessment

Dimension	1	2	3	4	5	6	7	8	9	10	Description	
Initiative											Show initiative, has positive attitude, self starter	Managing Change
Risk Taking											Takes risks, challenges accepted practices, bend rules to make progress	
Creating & innovating											Originates change, makes things better, produces creative ideas and solutions	
Adaptability											Adapts quickly to change, responds flexibly to people and situations	Planning & Organizing
Analytical Thinking											Analysis situations carefully, makes rational judgments, and logical decisions	
Decision Making											Decides quickly, displays confidence, acts independently when necessary	
Planning											Plans and prioritizes work activities, manages time effectively	Interpersonal Skills
Quality Management											Takes pride in work, does job well, gets the detail correct	
Communicating											Expresses views clearly, makes impact with presentations	
Listening & Supporting											Sensitive to people's needs, involves people in plans and decisions	Results Orientation
Relating & Networking											Develops strong working relationships, builds rapport quickly	
Teamwork											Strong team player, works effectively with people	
Achieving Goals											Self motivated, driven to get ahead, prepared to do what ever it takes	Leadership
Customer Focus											Applies customer concepts, focuses on quality and service	
Business Awareness											Focuses on the bottom line, controls costs, sets ambitious targets	
Learning Orientation											Exploits opportunities for self development, energetic, self aware	
Authority & Influence											Has presence and authority, enjoys being in charge, takes lead	
Motivating & Empowering											Empowers and motivates team members, delegates tasks effectively	
Developing Others											Coaches and develops team, gives regular feedback	
Coping with Pressure											Handles pressure and stress, stays calm and in control	
Key Factors	1	2	3	4	5	6	7	8	9	10	Description	
Managing Change											Initiative, Taking Risks, Creativity & Innovation, Adaptability	
Planning & Organizing											Analytical thinking, Decision Making, Planning, Quality Management	
Interpersonal Skills											Communicating, Listening & Supporting, Relating & Networking, Teamwork	
Results orientation											Achieving Goals, Customer Focus, Business Awareness, Learning Orientation	
Leadership											Authority & Influence, Motivating & Empowering, Developing Others, Coping with Pressure	

Leadership Key Factors

Leadership Dimensions

Interpersonal

- Initiative
- Risk Taking
- Creating & innovating
- Adaptability

Planning & Organizing

- Analytical Thinking
- Decision Making
- Planning
- Quality Management

Managing Change

- Communicating
- Listening & Supporting
- Relating & Networking
- Teamwork

Results Orientation

- Achieving Goals
- Customer Focus
- Business Awareness
- Learning Orientation

Leadership

- Authority & Influence
- Motivating & Empowering
- Developing Others
- Coping with Pressure

APPENDIX G – Leadership Development Grid

<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 Actively Develop For Next Level Of Leadership</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 better results <p>For example: “Serve as a team lead on a multi-functional team</p>	<p>Cell 1 “A” Player Actively Develop For Next Level of Leadership</p> <ul style="list-style-type: none"> • Identify lead roles within key assignments (there are only a select few of these) 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, chapter event lead</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>Keep Motivated</p>	<p>Cell 2 “A” Player Actively Develop For Next Level of Leadership</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 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>Keep Motivated</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>Keep Motivated</p>

APPENDIX H- Personal Development Plan (PPP)



PMI-SVC Personal Performance Plan

Worksheet

Volunteer	Supervisor
<p><i>Identify your strengths/weaknesses in job skills and knowledge.</i></p>	<p><i>Identify your employee's strengths/weaknesses in job skills and knowledge.</i></p>
Plan	Plan
<p><i>Identify what you need to improve.</i></p>	<p><i>Identify what your employee needs to do to improve.</i></p>

Personal Performance Plan

OBJECTIVES:

Objective 1: Essential Routine

Objective 2: Problem Solving:

Objective 3: Innovative:

Objective 4: Professional Development:

LEADERSHIP RESULTS AREAS:

Volunteer Team Member:

Process:

Customer:

Business:

Objective Defined:

Objective 1: Essential Routine: Written to provide a focus on a key process and performance indicator that is critical to on-going operational success.

Objective 2: Problem Solving: Written to focus on an operational problem that may need a cross-functional team to resolve and implement a solution. Typically, when the solution is implemented, the result will:

- Increase customer loyalty
- Improve sales
- Reduce operational costs
- Improve quality

Objective 3: Innovative: Written to focus the development and implementation of a product, service, or tool that provides a significant competitive edge for the company. When implemented, this objective differentiates your company from other companies.

Objective 4: Professional Development: Written to create a plan of professional/personal skill development. When implemented the employee has new capabilities that directly improve job performance.

Leadership Results Areas Defined:

Volunteer Team Member:

- High Performing Teams
- Increased Capability of Others
- High Employee Performance Levels
- Confidence in Others
- Volunteers That Are Inspired to Perform Beyond Normal
- Form Trust with Others
- Motivated volunteers

Process:

- Positive change
- Improved Business Strategies
- More Effective Implementation of Change
- Innovative Products and Services
- Work that is High in Quality
- Effective Solutions to Process Problems

Customer:

- Increased Customer Satisfaction
- Increased Number of Customers
- Decreased Customer Complaints
- Increased Customer Retention Rates

Business:

- Positive Impact on Business Results
- High Value to Achievement of Results
- Objectives Under Tough Conditions
- Results with Limited Resources
- Greater Goal Contribution Levels
- Regular Results That Exceed the Typical
- Goal Completion in Less Time and with Less Cost



PMI-SVC Performance Review

Volunteer Name: PMI-SVC Management ver 01

Job Title: Position

Department: Department

Supervisor/Manager: Manager's Name

Review Period: Review Start Date to Review End Date

Date:

Type of Review: ☐ Annual ☐ 6 month ☐ Other

INTRODUCTION

All areas of this template may be customized. You may edit the current rating guide as needed, or copy and paste a different rating guide from the document C:\Program Files\Volunteer Appraiser\forms\samples\ratings1.apr. To insert additional performance topics, choose Topic... from the Insert menu. Once all changes have been made, delete this paragraph and save this form as a template (choose Save as Template in the File menu).

Rating Guide:

[1]	[2]	[3]	[4]	[5]
Unsatisfactory Performance	Improvement Desired	Meets Expectations	Exceeds Expectations	Outstanding Performance

REVIEW OF OBJECTIVES

Record objectives from the previous review period in the space below and discuss the extent to which each objective was fulfilled. Also describe changes (if any) to original objectives.

Objective 1:

Objective 2:

Objective 3:

Objective 4:

VOLUNTEER PERFORMANCE

Use this section to describe Volunteer performance in the following competencies.

Adaptability/Flexibility: Adapts to change, is open to new ideas, takes on new responsibilities, handles pressure, and adjusts plans to meet changing needs.	Rating: []
Comments:	

Communication: Communicates well both verbally and in writing, creates accurate and punctual reports, delivers presentations, shares information and ideas with others, has good listening skills.	Rating: []
Comments:	

Decision Making/Judgment: Recognizes problems and responds, systematically gathers information, sorts through complex issues, seeks input from others, addresses root cause of issues, makes timely decisions, can make difficult decisions, uses consensus when possible, communicates decisions to others.	Rating: []
Comments:	

Hiring: Defines position requirements and necessary skills, recruits large applicant pool, prepares for and conducts good interviews, values both experience and potential, selects appropriate candidates, builds teams with complementary skills, promotes diversity in hiring.	Rating: []
Comments:	

Leadership: Leads through change and adversity, makes the tough call when needed, builds consensus when appropriate, motivates and encourages others.	Rating: []
Comments:	

Managing Performance: Applies clear/consistent performance standards, handles performance problems decisively and objectively, is direct but tactful, provides guidance and assistance to improve performance.	Rating: []
Comments:	

Meeting Management: Holds appropriate number of meetings, develops a meeting agenda, sets clear goals for meetings, involves appropriate people, encourages and balances input.	Rating: []
Comments:	

People Development: Provides feedback and coaching, rewards hard work and risk taking, takes mentoring role, challenges and develops Volunteers, accepts mistakes, provides visibility/opportunity.	Rating: []
Comments:	

People Management: Defines roles and responsibilities, motivates and challenges Volunteers, delegates effectively, rewards contributions, manages collaboratively.	Rating: []
Comments:	

Planning: Develops realistic plans, sets goals, aligns plans with company goals, plans for and manages resources, creates contingency plans, coordinates/cooperates with others.	Rating: []
Comments:	

Problem Solving/Analysis: Breaks down problems into smaller components, understands underlying issues, can simplify and process complex issues, understands the difference between critical details and unimportant facts.	Rating: []
Comments:	

Results Focus: Targets and achieves results, sets challenging goals, prioritizes tasks, overcomes obstacles, accepts accountability, sets team standards and responsibilities, provides leadership/motivation.	Rating: []
Comments:	

Vision and Values: Supports values and daily actions and decisions, communicates vision and values to others, generates enthusiasm, incorporates vision when planning.	Rating: []
Comments:	

PERFORMANCE SUMMARY

Use this section to summarize the Volunteer's performance in the last review period, and to provide an overall rating if applicable. When providing comments, consider the Volunteer's performance against objectives, key issues from the Volunteer Performance section above, and strengths/potential improvements.

Summary:	Overall Performance Rating: []
Comments:	

VOLUNTEER COMMENTS

Use the space below to make comments regarding your performance evaluation. Or, attach a separate comment sheet or self appraisal document.

Comments:

OBJECTIVES FOR NEXT REVIEW PERIOD
--

Use the following section to record objectives for the next review period.

Objective 1:

Objective 2:

Objective 3:

Objective 4:

VOLUNTEER DEVELOPMENT PLAN

This section should be completed after Volunteer and manager have agreed upon desired areas of improvement and development needs related to upcoming goals. It should include developmental objectives, corresponding development activities (on the job, formal training, etc.), and measurements and time frames for completion.

Developmental Objective 1:

Developmental Objective 2:

SIGNATURE SECTION

Volunteer Signature

Date

Manager Signature

Date

Second-Level Review Signature

Date

APPENDIX J - Leadership skills, factors, and dimensions relationship

