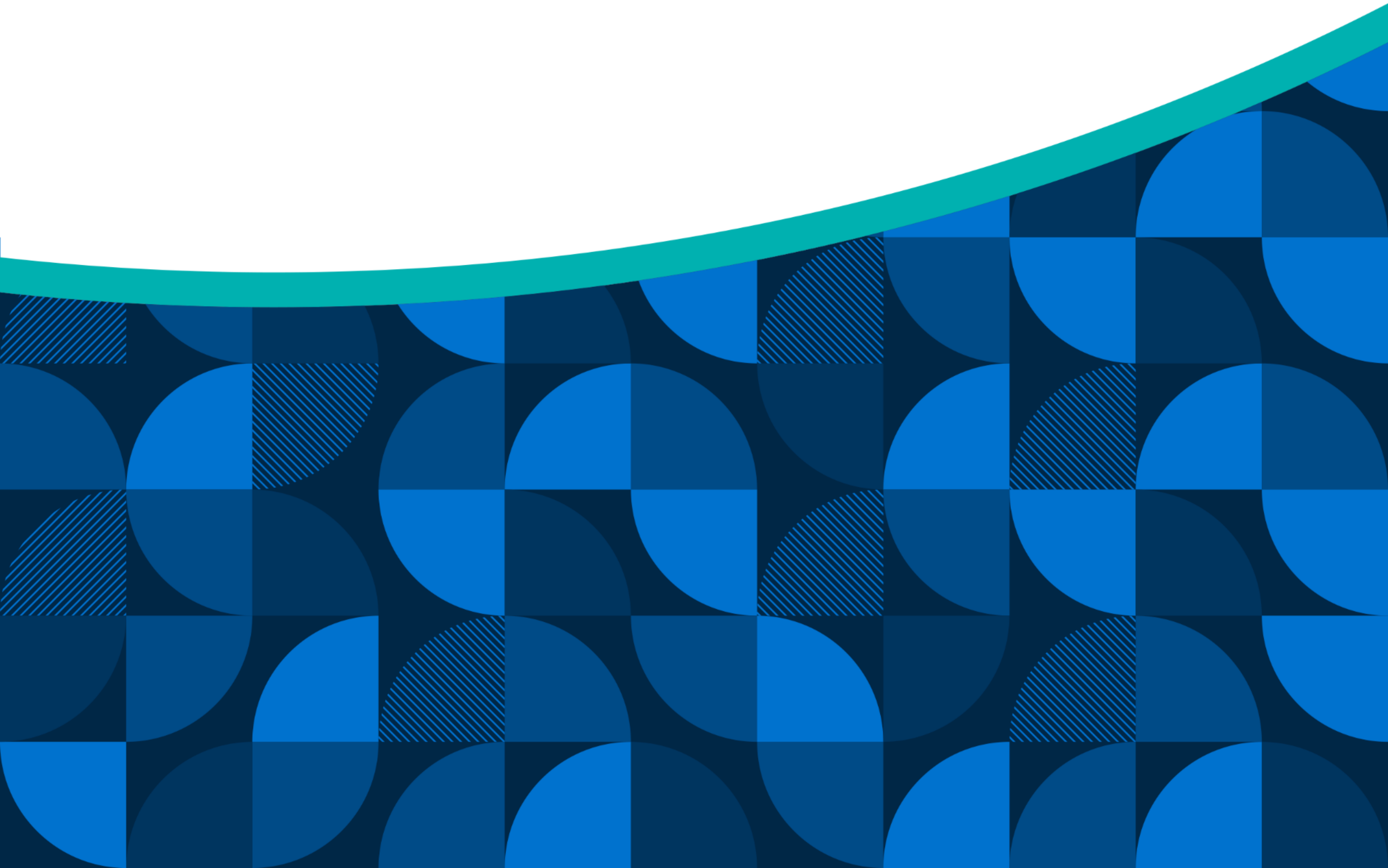
TOOLKIT

Succession Planning Toolkit

Seven Tools to Better Identify and Develop High-Potential Talent for Critical Roles



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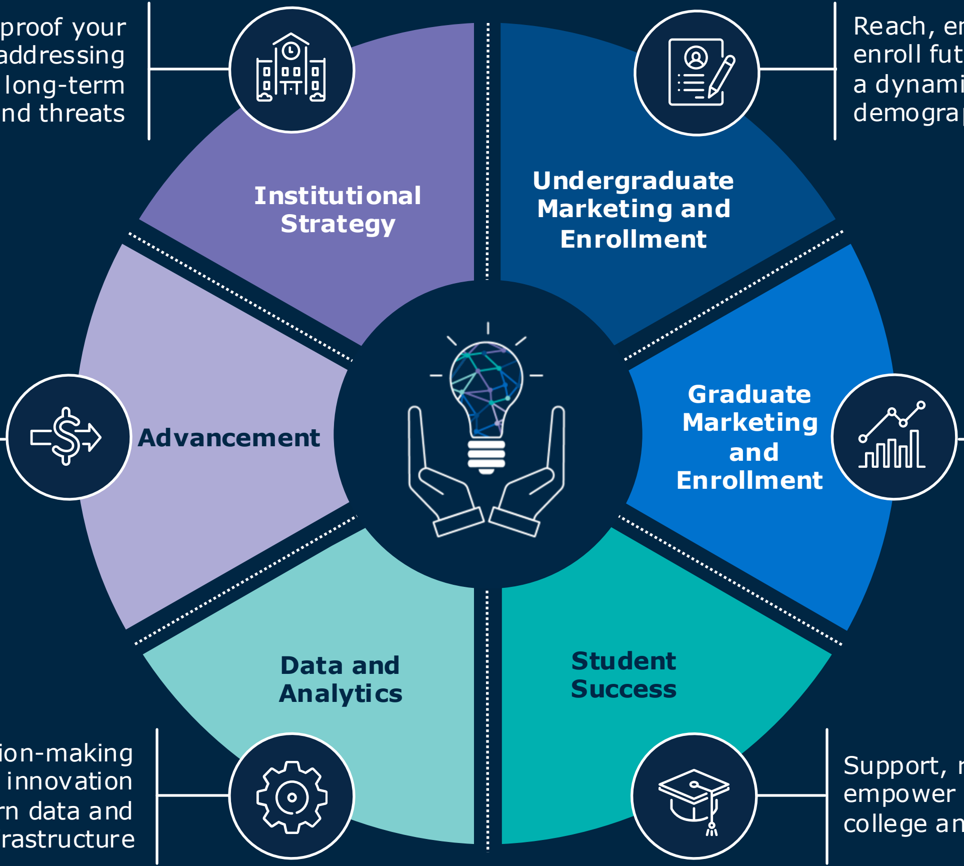

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Executive Summary

All organizations must identify and develop future leaders for business continuity. As higher education institutions face rapid employee turnover and increasing market uncertainty, this is more critical than ever. Succession planning is the key to cultivating the next generation of leaders.

Succession planning involves identifying high-potential employees and building customized development plans to prepare them for continued growth. While often housed in HR, it is not HR's responsibility alone. In fact, the most successful succession planning initiatives involve employees at every level, from executive leadership to frontline managers and staff.

Despite its importance, recent EAB surveys[1] consistently reveal minimal succession planning in higher education. In 2022 and 2023, less than 16% of institutions had succession plans in place. Among large institutions, this figure is even lower at just 3%.[2] When institutions do have these plans in place, they are typically informal and focus only on executive roles.

Many institutions have not started succession planning due to employee misconceptions about its purpose. Some employees view it as a tool that solely benefits the institution or have had negative experiences with the process. To overcome this, leadership teams must first articulate the case for succession planning, beginning with a clear definition and understanding of its purpose, benefits, and misconceptions, as outlined below.

Succession Planning *Is*

Proactive Career Development

Fast-tracks Hi-Po[3] talent into leadership roles with targeted skill building.

Equitable Evaluation

Creates a merit-driven, transparent process to evaluate staff.

Continuous Pipeline Growth

Aligns talent development with long-term goals, fueled by training and mentoring.

Focused on Engagement and Retention

Keeps your best talent by offering clear paths to career advancement and development.

Succession Planning *Is Not*

Promotion Guarantees

Prepares Hi-Po talent for future roles, but roles still require fair, competitive hiring process.

Only Executive-Focused

Empowers Hi-Po talent across the institution to fill critical roles at all levels.

Solely Identification

Focuses on closing skill gaps with proactive growth plans, not just naming potential successors.

Replacement Planning

Builds a versatile talent pool ready to step into critical roles, ensuring institutional resilience.

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1) n=73 institutions; 2023 survey results found that 12% of institutions have succession plans.
2) Institutions with over 12,000 students.
3) High-potential.

Source: EAB interviews and analysis.

Succession Planning Toolkit

How to Effectively Identify and Develop Potential Successors for Critical Roles

Succession planning is a proactive, inclusive strategy that develops and prepares a diverse pool of talent for future critical roles. By addressing common pitfalls and adopting best practices from other sectors, higher education institutions can create a more effective succession planning process. This toolkit provides seven tools to address key challenges in the traditional approach and offers recommendations to enhance succession planning across campus.

EAB's Succession Planning Toolkit

Challenge	*Solution*	*EAB Toolkit Resource*
Leaders assume that succession planning is only HR's job	Clarify roles and responsibilities for institutional stakeholders	1. **Roles and Responsibilities Matrix** (p. 7)
Employees misunderstand succession planning	Use a clear communication strategy to build buy-in, reduce pushback	2. **Campus Messaging Guide** (p. 11)
Institutions only develop succession plans for exec roles	Identify critical roles that are high-risk, specialized, and relationship-driven	3. **Role Criticality Scorecard** (p. 14)
Managers assume that current deputy is best successor	Develop an objective, standard approach to identify potential successors	4. **Potential Successor Identification Checklist** (p. 19)
Managers evaluate potential successors inconsistently	Assess potential successors on their current performance and growth potential	5. **Potential Successor Evaluation Scorecard** (p. 22)
Leaders underinvest in successor preparation	Create development plans to provide support for potential successors	6. **Career Development Plan Template** (p. 26)
Leaders often identify a single successor without a backup plan	Identify multiple potential successors to create an internal talent pipeline	7. **Potential Successors Summary Grid** (p. 32)

Source: EAB interviews and analysis.

Tool 1: Roles and Responsibilities Matrix

Tool in Brief

This tool outlines how each campus leader or stakeholder should support succession planning. Succession planning requires involvement and ownership at all levels, from board and cabinet members to managers and staff. Use this tool to formally assign, clarify, and/or update succession planning responsibilities at your institution.

Who should use this tool:

- Cabinet Sponsor: Chief Human Resource Officer
- Primary Users: Boards, Cabinet Leaders, HR Staff

When to use this tool:

- To socialize the expectation that everyone contributes to succession planning
- To determine which responsibilities to delegate to different stakeholders
- To gut-check your institution's current succession planning policy/procedures

How to use this tool:

- Discuss the roles outlined in this matrix and assign responsibilities to the appropriate individuals or groups.
- Use role-specific guiding questions to encourage stakeholders to actively contribute to succession planning efforts and identify areas for further involvement.

Source: EAB interviews and analysis.

Step 1: Clarify Succession Planning Duties

Instructions: Review EAB's recommendations for succession planning roles and responsibilities in the RACI Matrix below. This matrix categorizes institutional stakeholder responsibilities into four distinct roles:

- ***R = Responsible***: The person who does the work/makes the decision.
- ***A = Accountable***: The person who delegates work to others and reviews the decision.
- ***C = Consulted***: Someone who provides input or feedback. They will be impacted by the decision.
- ***I = Informed***: Someone who should be kept up to date but is not responsible for making any decisions.

Not every decision area requires involvement from all stakeholders so some roles and responsibilities may be left blank. Incorporate EAB's recommendations and adapt to your institution on the blank RACI Matrix on the next page.

EAB Recommended RACI Matrix: Succession Planning Roles and Responsibilities

Decision Area	Board	Pres	CHRO	Senior Leaders[1]	CDO[2]	Deans	Dept Chair	Unit Leaders	HR Staff
Sets and communicates strategy, vision	A	R	R	C	C	I	I	I	
Creates succession plan for own role		R, A	R, A, C	R, A	R, A, C	R, A	R	R, A	
Identifies cross-unit successors for critical roles		A	R	R	R	R	R	R	C
Provides resources and training, monitors data		I	R	C	C	C	C	I	R
Provides feedback in regular PD[3] conversations with staff		R	R	R	R	R	R	R	
Embeds inclusivity in succession planning process	A	C, A	R	C	R	C	C	I	

1) Vice Presidents and Assistant/Associate Vice Presidents.
2) Chief Diversity Officer or similar role.
3) Professional development.

Source: EAB interviews and analysis.

Step 1: Clarify Succession Planning Duties (Cont.)

Instructions: After reviewing EAB's recommendations, complete the RACI Matrix below, customizing it to meet the specific needs of your institution and stakeholders.

RACI is an acronym that stands for:

- ***R = Responsible***: The person who does the work/makes the decision.
- ***A = Accountable***: The person who delegates work to others and reviews the decision.
- ***C = Consulted***: Someone who provides input or feedback. They will be impacted by the decision.
- ***I = Informed***: Someone who should be kept up to date but is not responsible for making any decisions.

RACI Matrix: Succession Planning Roles and Responsibilities

Decision Area	Board	Pres	CHRO	Senior Leaders[1]	CDO[2]	Deans	Dept Chair	Unit Leaders	HR Staff
Sets and communicates strategy, vision									
Creates succession plan for own role									
Identifies cross-unit successors for critical roles									
Provides resources and training, monitors data									
Provides feedback in regular PD[2] conversations with staff									
Embeds inclusivity in succession planning process									

1) Vice Presidents and Assistant/Associate Vice Presidents.
2) Chief Diversity Officer or similar role.
3) Professional development.

Source: EAB interviews and analysis.

Step 2: Guide Succession Planning Conversations

Instructions: Share and discuss the guiding questions below with each stakeholder to drive urgency around their role, clarify any remaining questions, and help them start executing on their responsibilities.

Position	Guiding Questions
Board	✓ Have we set clear expectations and requirements for succession planning with the executive team? ✓ What risks exist in current executive succession plans? What steps are being taken to mitigate these?
President	✓ Have I clearly and consistently emphasized the importance of succession planning to my cabinet and the broader campus community? ✓ How are our succession plans aligned with the institution's long-term strategic goals?
Chief Human Resources Officer (CHRO)	✓ What are the most urgent roles for the institution to develop succession plans for? ✓ What processes do we use to identify high-performing employees and assess their leadership potential?
Senior Leaders (VPs and AVPs)	✓ How do I ensure potential successors are aware of their leadership potential? ✓ How can I elevate top performers within the institution?
Chief Diversity Officer	✓ How can we use succession planning to develop a more diverse leadership pipeline? ✓ What steps have or are we taking to reduce bias in our succession planning process?
Deans	✓ How am I preparing faculty for future leadership roles? ✓ What barriers might exist that prevent faculty from pursuing leadership roles and how can I address them?
Department Chairs	✓ What processes do I have in place to identify high-performing faculty and assess their interest in administrative leadership? ✓ What opportunities can I create for faculty to get exposure to leadership responsibilities?
Unit Leaders	✓ Do I have a sense of who are my high-performing staff, and do I elevate their work to senior leaders? ✓ Do I have a plan in place to ensure direct-reports have ample stretch project opportunities?
HR Staff	✓ How does our people data inform our succession planning priorities? ✓ What tools and resources can we create to reduce the burden of succession planning on campus leaders and staff?
Other Staff	✓ What steps can I take to increase my exposure to other skills and opportunities? ✓ How am I ensuring time and capacity for L&D and stretch opportunities amid my daily responsibilities?

Source: EAB interviews and analysis.

Tool 2: Campus Messaging Guide

Tool in Brief

This tool helps cabinet leaders and managers address employee misconceptions and frequently asked questions about succession planning. By using the conversation guide and website checklist, leaders can create a transparent succession planning process that fosters understanding and secures buy-in across the institution. The resulting resources should be used early in the succession planning process and referenced frequently.

Who should use this tool:

- Cabinet Sponsor: Chief Human Resource Officer
- Primary Users: Cabinet Leaders and their direct reports (e.g., VPs, AVPs), Unit Leaders, HR Business Partners, and Talent Management Directors

When to use this tool:

- Before launching a succession planning initiative to communicate goals, process, and benefits
- During training and development programs related to succession planning
- When responding to employee concerns and questions during 1-on-1 conversations

How to use this tool:

- Review the conversation guide to understand how leaders should respond to frequently asked questions and misconceptions about succession planning.
- Use the web resource checklist to create a comprehensive communication strategy that addresses concerns, outlines the succession planning process, provides resources, and shares success stories.

Source: EAB interviews and analysis.

Step 1: Prepare for Common Staff Questions

Instructions: Before announcing a succession planning initiative, prepare for frequently asked questions and potential concerns. Proactively addressing these issues will help clarify misconceptions and build trust among employees, ensuring broader participation and buy-in. Use the table below to inform your conversations with employees, train managers, and develop content for websites about succession planning initiatives.

Conversation Guide for Common Questions and Pushback

Employee Question	Recommended Manager or Cabinet Leader Response
Why is succession planning necessary if we already have a hiring process in place?	Succession planning is proactive and ensures we have qualified internal candidates ready to step into key roles to reduce time to fill and minimize disruptions caused by vacancies. It complements our hiring process by developing internal talent aligned with our long-term strategic goals.
How do I know the succession planning process is fair and unbiased?	We use structured assessment tools and transparent criteria to evaluate potential candidates. This ensures that all employees are considered fairly, and decisions are based on merit and objective performance indicators.
What criteria will be used to identify potential successors?	Potential candidates are identified based on past performance, current skills, and supervisor recommendations. We use objective, pre-determined criteria and assessments to ensure a fair, comprehensive selection process.
How does succession planning benefit me personally?	Succession planning offers you a clear pathway for career advancement through tailored development plans, mentorship, stretch projects, and shadowing opportunities. It helps you build the skills and experiences needed for future roles at our institution and beyond.
What happens if I am part of the succession plan but decide to leave the organization?	Your development as a potential successor is valuable for your career progression regardless of where your career path takes you.
What support is available for those not immediately identified as potential successors?	We offer institution-wide professional development opportunities for all employees, including leadership training, mentorship programs, and self-service resources to help all employees develop relevant skills.
How does succession planning support diversity and inclusion?	Our succession planning process actively seeks to include employees from diverse backgrounds, ensuring that we develop a rich and varied pool of talent so our leadership reflects the diversity of our workforce, student population, and community.
What resources are available to help me understand and participate in succession planning?	Managers and employees can find tools, resources, trainings, frequently asked questions, and additional information about succession planning on our website. You can also discuss your individual career goals and development needs with your supervisor or HR representative.
How often are succession plans reviewed and updated?	Managers are expected to review and update succession plans annually to reflect changes in organizational goals, personnel, and future needs and to ensure it remains relevant and effective.

Source: EAB interviews and analysis.

Step 2: Make Resources Accessible to Everyone

Instructions: Use the web resource checklist below to clearly outline stakeholder roles, answer common questions, and provide necessary resources, templates, and guides. This list captures what information should be available on the website, not how to organize the information. See page 35 in the Appendix for an example of a central succession planning website at the University of South Carolina.

Succession Planning Web Resource Checklist

What to Include for Comprehensive Succession Planning Support

Content Type	Description
Overview and Definition	☐ Define succession planning for your campus ☐ Explain the importance and benefits of using succession planning ☐ Outline the main goals of succession planning (e.g., leadership continuity, organizational growth) and how it aligns with broader institutional goals
Process and Criteria	☐ Detail the steps involved in succession planning, from identification to development and implementation ☐ Outline the criteria for identifying potential candidates ☐ Explain the roles and responsibilities of employees and managers
Resources and Tools	☐ Provide tools for employees to assess their own skills and career goals ☐ Create succession planning and personal development templates for managers ☐ Link to existing training and resources across campus
Training and Development	☐ Offer training sessions and workshops related to succession planning ☐ List relevant mentorship and professional development programs
FAQs and Common Concerns	☐ Address common questions and concerns that employees might have *(see Step 1)* ☐ Respond to common misconceptions about succession planning
Contact Information and Support	☐ Provide contact details for HR staff responsible for succession planning initiative (e.g., HR Business Partners, Talent Development Managers)
Diversity and Inclusion	☐ Include information on how succession planning supports diversity and inclusion ☐ Highlight initiatives and programs for inclusive development
Success Stories and Testimonials	☐ Share testimonials from employees who have benefited from succession planning ☐ Include examples of successful transitions and leadership development

Source: EAB interviews and analysis.

Tool 3: Role Criticality Scorecard

Tool in Brief

This tool helps cabinet leaders, their direct reports (e.g., VPs, AVPs), and/or director-level staff prioritize which roles warrant the time and effort necessary to create a succession plan. Using this standardized scorecard, leaders can expedite the succession planning process, increase consistency across campus, and facilitate more cross-unit comparisons. It will also help leaders prioritize critical non-executive roles such as those that are hard-to-fill, highly specialized, essential for business continuity, and/or impactful for strategic priorities (e.g., student success, safety).

See page 35 in the Appendix for an example of how the University of South Carolina uses a Role Criticality Scorecard.

Who should use this tool:

- Cabinet Sponsor: Chief Human Resource Officer
- Primary Users: Cabinet Leaders and their direct reports (e.g., VPs, AVPs), Unit Leaders, HR Business Partners, and Talent Management Directors

When to use this tool:

- At the start of a campus-wide succession planning initiative
- When high staff turnover is disrupting campus operations
- When trying to decide whether to develop a succession plan for a specific role

How to use this tool:

1. First, decide which and/or how many roles you will evaluate. For example, you could complete a scorecard for every director-level and up role across campus, but this approach is time-intensive. Alternatively, you could start by prioritizing critical functional areas (e.g., those with high turnover or that are hard to fill) or roles identified by you and/or your senior leadership team as critical (e.g., assistant to the president).
2. Second, decide who will fill out the scorecard for each role. At a minimum, you should appoint a dedicated reviewer for each role (e.g., the person who directly manages the role). You might also opt to appoint a second reviewer, such as the cabinet member who oversees the department or division the role is within.

Source: EAB interviews and analysis.

Step 1: Fill Out Role Criticality Scorecard Template

Instructions: First, fill in the top section, noting the role under review, the reviewer, and the reviewer's title. Then, react to each statement for the role under review. Choose a number that aligns with your opinion for all ten statements. One represents "Strongly Disagree" and five is "Strongly Agree".

After you assign a number to each statement, add up the scores and write your total in the Aggregate Score section. Repeat the steps on page 15-16 for each role you assess.

Role: ______________________________

Reviewer: ____________________ ____________________
Name *Title*

Date: ____________________

Indicate the extent to which you agree with the following statements:	*Strongly Disagree* **1**	*Disagree* **2**	*Neutral* **3**	*Agree* **4**	*Strongly Agree* **5**
This role is critical for supporting university operations or frontline student services.	☐	☐	☐	☐	☐
Turnover in this role presents significant risk to the organization (e.g., financial, legal, safety/security).	☐	☐	☐	☐	☐
The incumbent(s) are highly likely to leave the role within the next 1-2 years.	☐	☐	☐	☐	☐
This role directly impacts the institution's critical relationships/partnerships (e.g., marketing agencies, accrediting body).	☐	☐	☐	☐	☐
There is a limited pool of qualified internal candidates who could step up if this role becomes vacant.	☐	☐	☐	☐	☐
This role would be very difficult to fill (e.g., due to highly specialized expertise, unique skillset).	☐	☐	☐	☐	☐
This role tends to have a high turnover rate (i.e., approximately 20%).	☐	☐	☐	☐	☐
The skills/competencies required to perform this role are highly sought after in the labor market.	☐	☐	☐	☐	☐
It would be difficult to delegate the duties assigned to this role to others in the unit and/or on the team.	☐	☐	☐	☐	☐
New hires take a long time (>12 months) to become fully functional in this role.	☐	☐	☐	☐	☐
Aggregate Score:					

Source: EAB interviews and analysis.

Step 2: Calculate Role Criticality Score

Instructions: Match the Aggregate Score from the Role Criticality Scorecard Template on the previous page with the appropriate Aggregate Score Range, as outlined in the table below. Put a checkmark in the corresponding row of the right column ("Evaluated Role Score") to indicate which range the role falls within.

Scorecard Key

Aggregate Score Range	Role Criticality Assessment	Evaluated Role Score *From previous page*
41-50	Vital	☐
31-40	Significant	☐
21-30	Moderate	☐
10-20	Low	☐

Optional Next Step (If Using More Than One Reviewer Per Role): If your institution assigns two or more leaders to review a role, you must compare and reconcile the completed Role Criticality Scorecards.

To reconcile discrepancies between differing Role Criticality Scorecard assessments, reviewers, cabinet leaders, and/or HR may schedule a meeting to justify their selections and collaboratively assign a final score. Alternatively, leaders can average the results of the two role criticality scores.

Use the space below to document any differences in Aggregate Scores and/or notes from follow-up discussions.

Source: EAB interviews and analysis.

Step 3: Prioritize Top 5 Most Critical Roles

Instructions: The final step is to submit scores to HR for analysis. HR staff will use the worksheet below to compile and prioritize the most critical roles overall and/or by functional area.

HR will identify the five roles with the highest Aggregate Scores. Write these in table column 1 in descending order, from most to least critical. Then fill in the remaining columns, pulling directly from each individual Role Criticality Scorecard. HR staff can assess role criticality across the entire institution and in individual functional areas below (e.g., Student Affairs, Information Technology). Once HR staff have completed this worksheet, partner with senior leaders to prioritize developing succession plans for these roles.

Overall (Based on All Role Criticality Scorecards Across Functional Areas)

Role *Fill in based on completed Role Criticality Scorecard (p.16)*	**Aggregate Score** *Fill in based on Aggregate Score in completed Role Criticality Scorecard (p.16)*	**Role Criticality** *Fill in based on Role Criticality Score (e.g., Vital, Significant) in completed Role Criticality Scorecard (p.16)*
1.		
2.		
3.		
4.		
5.		

Functional Area 1: ____

Role *Fill in based on completed Role Criticality Scorecard (p.16)*	**Aggregate Score** *Fill in based on Aggregate Score in completed Role Criticality Scorecard (p.16)*	**Role Criticality** *Fill in based on Role Criticality Score (e.g., Vital, Significant) in completed Role Criticality Scorecard (p.16)*
1.		
2.		
3.		
4.		
5.		

Source: EAB interviews and analysis.

Step 3: Prioritize Top 5 Most Critical Roles (Cont.)

Functional Area 2: ____

Role *Fill in based on completed Role Criticality Scorecard (p.16)*	**Aggregate Score** *Fill in based on Aggregate Score in completed Role Criticality Scorecard (p.16)*	**Role Criticality** *Fill in based on Role Criticality Score (e.g., Vital, Significant) in completed Role Criticality Scorecard (p.16)*
1.		
2.		
3.		
4.		
5.		

Functional Area 3: ____

Role *Fill in based on completed Role Criticality Scorecard (p.16)*	**Aggregate Score** *Fill in based on Aggregate Score in completed Role Criticality Scorecard (p.16)*	**Role Criticality** *Fill in based on Role Criticality Score (e.g., Vital, Significant) in completed Role Criticality Scorecard (p.16)*
1.		
2.		
3.		
4.		
5.		

Source: EAB interviews and analysis.

Tool 4: Potential Successor Identification Checklist

Tool in Brief

This tool helps managers define the key competencies, institutional knowledge, and relationships required for success in each critical role. By using this checklist, managers can follow a consistent and transparent process for identifying potential successors and avoid defaulting to obvious but potentially less suitable candidates. This approach helps managers consider a wider pool of talented individuals for succession.

See page 37 in the Appendix for an example of how the University of Washington determines critical success factors for potential successors.

Who should use this tool:

- Direct supervisors of identified critical roles
- Senior leaders and division heads
- CHRO, HR Business Partners, and Talent Management Directors

When to use this tool:

After identifying critical roles for succession plans

How to use this tool:

- Review job descriptions and performance management criteria to identify essential skills and competencies for success in this role.
- Document the institutional knowledge required for this critical role and which staff already possess it.
- Collaborate with HR and Diversity, Equity, and Inclusion teams to ensure the succession planning process is inclusive and represents a broad range of talent.

Source: EAB interviews and analysis.

Define Essential Skills, Knowledge for Critical Roles

Instructions: Begin by completing the top section, noting the critical role under review, its basic requirements, and the anticipated timeframe for the role's vacancy. Next, select the key competencies and skills needed for success in this role. See the Transferable Skills Compendium on the next page for additional competencies to consider. Then, identify the institutional knowledge and relationships crucial for this role. Finally, brainstorm and list potential successors for this critical role, considering input from across the institution.

Critical Role Information

Critical Role: ____

Required Education: ____

Required Work Experience: ____

Outline the key competencies and skills for success in this critical role.

Core Competencies

- ☐ Accountability
- ☐ Change Management
- ☐ Collaboration
- ☐ Communication
- ☐ Conflict Resolution
- ☐ Delegation
- ☐ People Management
- ☐ Facilitation
- ☐ Negotiation
- ☐ Problem Solving
- ☐ Project Management
- ☐ Public Speaking
- ☐ Relationship Building
- ☐ Strategic Planning

Technical Competencies

- ☐ Academic Advising
- ☐ Assessment and Evaluation
- ☐ Budget Management
- ☐ Data Analysis
- ☐ Grants and Contract Management
- ☐ HR Management
- ☐ Legal Compliance
- ☐ Learning Management Systems
- ☐ Policy Development and Analysis
- ☐ Regulatory Knowledge
- ☐ Technology Proficiency

Other required skills?

Identify the unique institutional knowledge (e.g., internal policies, historical precedent) required for this critical role.

What unique institutional knowledge is essential for success in this position?

Does anyone else at the institution already possess this institutional knowledge? If so, who?

How important is it to document this knowledge with potential successors? ☐ High ☐ Medium ☐ Low

Plan for sharing knowledge: ☐ Process documentation ☐ Mentoring ☐ Other: _________________
☐ Job shadowing ☐ Job rotation _____________________________

Brainstorm potential successors who may possess the competencies, skills, and institutional knowledge needed to fill this critical role in the table below. Seek supplemental nominations from the current supervisor of the critical role, senior leaders/division heads, the current critical role holder, and/or interested employees.

Source: EAB interviews and analysis.

Prioritize Transferable Competencies for Successors

Instructions: Use the transferable skills compendium to replace industry–specific skillsets (e.g., experience communicating with faculty) for broader competencies when considering potential successors. Focusing on transferable skills can expand and diversify the successor pool by considering qualified candidates from outside the hiring unit.

Communication

- Active listening
- Communication
- Data Storytelling
- Facilitation
- Nonverbal communication
- Persuasion
- Presentation
- Storytelling
- Verbal Communication
- Written Communication

Leadership

- Change management
- Conflict Management
- Conflict resolution
- Decision Making
- Delegation
- Employee development
- Influence
- Leadership
- Management
- Mentorship
- Negotiation
- Performance management
- Strategic planning

Team

- Collaboration
- Flexibility
- Initiative
- Interpersonal skills
- Networking
- Open to feedback
- Planning
- Project Management
- Positive attitude
- Relationship building
- Teamwork
- Values diversity

Technology

- Computer literacy
- Excel
- PowerPoint
- Word
- Proficient with technology

Problem Solving

- Analytical thinking
- Creativity
- Critical thinking
- Innovative
- Inquisitive
- Interested in learning
- Problem solving
- Product knowledge
- Reasoning
- Research

Professional

- Adaptability
- Budgeting
- Client engagement
- Customer service
- Detail-oriented
- Editing
- Empathetic
- Ethical
- Goal-oriented
- Independent
- Integrity
- Intrapersonal skills
- Motivation
- Multitasking
- Organization
- Patience
- Perseverance
- Prioritization
- Proofreading
- Responsible
- Results-oriented
- Self-management
- Self-motivated
- Setting goals
- Trustworthiness
- Strong work ethic
- Time management

Source: EAB interviews and analysis.

Tool 5: Potential Successor Evaluation Scorecard

Tool in Brief

This tool provides managers with a structured and objective framework to evaluate their employee's current performance, predict future potential, and compare candidates across the institution. By using standardized criteria and metrics, the scorecard ensures that the assessment process is fair, transparent, and consistent, thereby reducing the risk of bias and favoritism.

Who should use this tool:

- Direct managers of potential successors identified in Tool 4

When to use this tool:

- After identifying critical roles for succession plans
- When evaluating candidates across different roles and levels
- During annual performance management processes

How to use this tool:

Assess employees based on their current performance level and their future growth potential to identify and select best-fit candidates for succession.

Source: EAB interviews and analysis.

Step 1: Assess Potential Succession Candidates

Instructions: First, fill in the top section, noting the employee's current and past positions in addition to critical role and its competencies. Then, react to each statement in the Current Performance Criteria and Growth Potential Criteria tables. Choose a number that aligns with your opinion for all twenty statements. One represents "Strongly Disagree" and five is "Strongly Agree".

After you assign a number to the statements on the Current Performance Criteria and the Growth Potential Criteria, add up the individual scores and write the total in the Aggregate Score section at the bottom of each scorecard.

Employee Information	Name: ____________________ Current Position: ____________________ Past Role(s), if applicable: ____________________
Critical Role Information	Critical Role: ____________________ Critical Role Competencies:

Current Performance Criteria

Indicate the extent to which you agree with the following criteria:	*Strongly Disagree* **1**	*Disagree* **2**	*Neutral* **3**	*Agree* **4**	*Strongly Agree* **5**
Consistently produces work that meets or exceeds established standards	☐	☐	☐	☐	☐
Completes tasks promptly and uses resources effectively	☐	☐	☐	☐	☐
Demonstrates dependability in executing responsibilities and meeting deadlines	☐	☐	☐	☐	☐
Effectively collaborates with others to achieve results and contributes to group objectives	☐	☐	☐	☐	☐
Clearly conveys information and actively listens to others	☐	☐	☐	☐	☐
Effectively identifies problems and implements viable solutions	☐	☐	☐	☐	☐
Engages team or colleagues in common goals and objectives through strong communication and interpersonal skills	☐	☐	☐	☐	☐
Takes a proactive approach to enhancing their team's level of service and quality of work	☐	☐	☐	☐	☐
Possesses ability to manage and motivate self	☐	☐	☐	☐	☐
Has a positive, engaged attitude about work	☐	☐	☐	☐	☐
Aggregate Score:					

Source: EAB interviews and analysis.

Step 1: Assess Potential Succession Candidates (Cont.)

Growth Potential Criteria

Indicate the extent to which you agree with the following criteria:	*Strongly Disagree* **1**	*Disagree* **2**	*Neutral* **3**	*Agree* **4**	*Strongly Agree* **5**
Could perform at a higher level, in a different position or with increased responsibilities, within the next year	☐	☐	☐	☐	☐
Desires a variety of tasks and new challenges	☐	☐	☐	☐	☐
Shows capability and willingness to assume leadership roles	☐	☐	☐	☐	☐
Quickly adjusts to new situations and embraces change	☐	☐	☐	☐	☐
Continuously seeks to learn and apply new skills and knowledge	☐	☐	☐	☐	☐
Generates creative solutions and novel ideas for improvement	☐	☐	☐	☐	☐
Maintains performance and motivation under pressure and setbacks	☐	☐	☐	☐	☐
Demonstrates comfort with a broader institution perspective beyond the level currently required	☐	☐	☐	☐	☐
Highly satisfied with their experience, intending to stay and grow their career at our institution	☐	☐	☐	☐	☐
Demonstrates initiative and takes responsibility for outcomes	☐	☐	☐	☐	☐
Aggregate Score:					

Source: EAB interviews and analysis.

Step 2: Evaluate Scores to Select Right-Fit Candidate

Instructions: Write the total scores for Current Performance and Growth Potential from Step 1 in the table below. Then, sort the employee into one of the nine boxes below that corresponds with their individual scores. Circle or outline the box that matches the range the role falls within. For example, if an employee scores 25 on Growth Potential and 42 on Current Performance, they would be considered a High Performer. **Starred boxes indicate good candidates for future succession plans.**

Employee Information	Name: ______________________ Current Position: ______________________ Past Role(s), if applicable: ______________________
Current Performance Total Score	__________
Growth Potential Total Score	__________

Input scores from Step 1

Growth Potential Total Score

41-50	**Untapped Talent** *High Potential, Low Performance* Traits: not accomplishing major tasks, acknowledged as team player and role model Goal: determine root cause of performance issues Provide: performance plan, discuss job fit and career	**Rising Star*** *High Potential, Moderate Performance* Traits: proficient in current role, acknowledged as leader and role model Goal: retention, development Provide: stretch assignments, coaching, frequent and specific feedback	**Exceptional Talent*** *High Potential, High Performance* Traits: exhibits capabilities beyond current role, excels at relationship building Goal: retention, promotion Provide: stretch assignments, accelerated leadership development, shadowing
21-40	**Inconsistent Performer** *Moderate Potential, Low Performance* Traits: not accomplishing major tasks, capable of making higher contributions Goal: diagnose lack of success, improve performance Provide: performance plan, frequent and specific feedback	**Core Teammate*** *Moderate Potential, Moderate Performance* Traits: proficient in current role, may not be interested in advancement opportunities Goal: retention, development Provide: leadership training, coaching, special projects	**High Performer*** *Moderate Potential, High Performance* Traits: exhibits capability beyond current role, needs leadership development Goal: retention, development Provide: leadership training, stretch assignments, shadowing
10-20	**Underperformer** *Low Potential, Low Performance* Traits: not accomplishing major tasks, not meeting standard of current role Goal: performance plan, lateral move or demotion, or exit Provide: performance plan, coaching, or assist in finding a better-fit role	**Average Performer** *Low Potential, Moderate Performance* Traits: proficient in current role, not viewed as a leader in their area Goal: ensure success in current role, lateral move Provide: coaching, frequent and specific feedback	**Individual Contributor** *Low Potential, High Performance* Traits: considered a subject matter expert, good fit in role Goal: retention, knowledge management Provide: development opportunities in their area, recognition for work
	10-20	**21-40**	**41-50**

Current Performance Total Score

Source: Society for Human Resource Management, 9-Box Grid; EAB interviews and analysis.

Tool 6: Career Development Plan Template

Tool in Brief

This tool provides a structured approach for managers and employees to identify skill gaps, set development goals, and outline specific actions to achieve those goals.

See page 37 and 39 in the Appendix for examples of how the University of Washington and Florida A&M University use Career Development Plan Templates, respectively.

Who should use this tool:

Direct managers of employees evaluated as potential successors in Tool 5

When to use this tool:

- During performance review conversations to identify development needs and align career goals with organizational objectives
- In one-on-one check ins to discuss progress, adjust goals, and provide ongoing support
- To create a tailored development plan addressing specific skill gaps

How to use this tool:

- Discuss employee career goals and interest in being part of a succession plan.
- Evaluate employee’s current skills, strengths, and areas for improvement to assess their readiness to become a successor and inform future development planning.
- Create an individualized development plan for your employee, including target skillsets, development activities, and milestones to monitor progress.

Source: EAB interviews and analysis.

Step 1: Test Employee Interest in Future Roles

Instructions: Use the conversation guide below with identified high-potential candidates to understand their career goals and interest in specific roles. This interview guide includes both the questions managers should ask their employees, as well as guidance to help the manager conduct the interview. Users can adopt the guide as-is or adapt to their institutional context.

Guiding Questions	Guidance for Leading the Discussion
Current Role and Expectations	
1. What aspects of your current role do you find most fulfilling and why?	
2. Can you describe any recent projects or tasks where you felt particularly challenged or motivated?	This information can be used to align their career trajectory with projects that maintain engagement and address their professional development needs.
3. What skills or knowledge have you developed in your current position that you believe are essential for your growth?	Recognizing these skills can help in setting realistic career objectives and development milestones.
Development Goals	
4. What are your short-term career goals for the next 1-2 years?	Setting short- and long-term objectives provides a clear focus for development activities and helps track progress.
5. What are your long-term career goals for the next 3-5 years?	
6. Are there specific skills or competencies you want to develop for career advancement?	Identifying desired skills helps create a targeted development plan that addresses specific competencies for career growth.
7. How do you envision your professional development aligning with the institution's strategic goals?	
Career Goals	
8. What specific roles are you interested in learning more about at our institution?	
9. For these specific roles, what new responsibilities or challenges would excite you the most?	Pinpointing what drives motivation helps managers align future roles with personal interests.
10. What parts of these roles do you anticipate finding most frustrating or challenging?	This information helps managers set realistic expectations and prepare for potential risks.
11. Is there anything that concerns you about potentially progressing to these roles?	Discussing concerns provides an opportunity to address potential issues and prepare for successful role transitions.

Source: EAB interviews and analysis.

Step 2: Assess Gaps in Required Competencies

Instructions: Use the template below to evaluate an employee's skill gaps for the critical role you are creating a succession plan for. For each employee, identify the critical role and its core competencies. Next, assess the proficiency level needed for each competency and the employee's current skill level in that area. Then, estimate the time required for the employee to be ready for the critical role. The first row is filled out as an example.

Employee Information	Name: ____ Reviewer/Supervisor: ____ Current Position: ____ Time in Position: ____ Past Role(s), if applicable: ____
Critical Role Information	Critical Role: ____ Critical Role Competencies:

Core Competencies Assessment

Behavioral Competencies	**Level Needed (i.e., Basic, Proficient, Advanced, Expert)**	**Employee's Current Skill Level**			
		Basic	Proficient	Advanced	Expert
Written Communication	*Advanced*		X		

Technical Competences	**Level Needed (i.e., Basic, Proficient, Advanced, Expert)**	**Employee's Current Skill Level**			
		Basic	Proficient	Advanced	Expert
Data Analysis	*Expert*				X

Readiness Assessment

Based on the above skill assessment, the evaluated employee should be ready for the target position (check one):

☐ Now ☐ Within 1 year ☐ Within 2 years ☐ Within 3-5 years

Source: EAB interviews and analysis.

Step 3: Discuss Development Goals and Activities

Instructions: After managers understand their direct report's goals (Step 1) and assess their competency gaps (Step 2), they must identify development activities to address these gaps. Collaborate with direct reports using the template below to create an individualized development plan. Target skillsets should align with the critical role competences from Step 2. Review and update this plan at least every six months, adjusting as needed based on progress and changing priorities. See pages 30-31 for examples of development activities for key competencies.

Employee Overview	Name: ____________________ Current Position: ____________________ Manager: ____________________ Prioritized Skillsets: ____________________

Development Goals

Long-Term Goals *What are your career goals across the next 3-5 years?*	**Short-Term Goals** *What are your career goals for the next 1-2 years?*

Development Activities

Target Skillset *What skill is the employee developing?*	**Development Steps** *What activities and/or training will help develop this skill?*	**Progress Measures** *What progress metric(s) will we track? What is the target end date?*	**Stakeholders** *What is the manager's role? Will this involve other teams or require approval?*	**Results** *How has this improved skill development?*
		Progress Metric: *Target Completion Date:*	*Manager's Role:* *Other Stakeholder Roles:*	
		Progress Metric: *Target Completion Date:*	*Manager's Role:* *Other Stakeholder Roles:*	
		Progress Metric: *Target Completion Date:*	*Manager's Role:* *Other Stakeholder Roles:*	

Source: EAB interviews and analysis.

Sample Development Activities

Instructions: Use the list of development activities below and on the next page to brainstorm strategies to for building the key competencies required for critical roles.

	Mentoring	**Shadowing**	**Lateral Job Movements**
Description	Guidance from senior leaders or role models to develop specific competencies	Time-limited observation of senior leaders or other functions	Permanent or interim transition to larger, more complex department with expanded responsibilities
Key Competencies Developed	• Initiative • Motivating and influencing • Financial acumen • Process management • Communicating effectively • Giving feedback	• Communicating effectively • Prioritizing and delegating • Service-orientation and customer focus • Managing vision, purpose • Building and strengthening relationships • Upward management	• Accountability • Service orientation and customer focus • Financial acumen • Building and strengthening relationships
Benefits	• Individual attention allows for targeted development of specific behaviors • Mentor can help leader navigate personal challenges and obstacles • Interacting with experts helps leaders avoid pitfalls by learning from others' experiences	• Limited work disruption • Direct exposure to decision-making and/or day-to-day responsibilities • Effective for exposing Hi-Pos[1] to management careers • Develops intangible competencies, behaviors that are difficult to explicitly communicate	• Increases Hi-Po familiarity with other business areas • Enables development of new skills and cross-departmental relationships • Potential retention strategy in face of limited promotional opportunities
Limitations	• Can be difficult to match mentors with mentees for a productive relationship • Difficult to find leaders who are willing, capable, and effective mentors	Observation method does not require shadowee to practice competencies or learn from own mistakes/successes	• Opportunities often limited to vacant positions • Most applicable to mid-level leaders whose next promotion requires mastery of several areas • More appropriate for larger universities • Success hinges on institutional willingness to move talent across traditional boundaries
Critical Success Factors	• Match participants based on competency, rather than self-selection • Ensure mentor has relevant expertise and can effectively communicate it • Secure long-term commitment from both mentor and mentee	Ensure shadowing occurs during meetings and events where needed competencies can be observed (e.g., strategic planning sessions, union negotiations)	• Provide Hi-Po support from experts in their new area • Assess the move's impact on business outcomes, department disruption, and Hi-Po well-being

[1] High-potential.

Source: EAB interviews and analysis.

Sample Development Activities (Cont.)

	Classroom Training	Executive Exposure	Projects
Description	Training designed around clearly identified critical skill gaps, targeted competencies	Dedicated time for Hi-Po[1] leaders to meet and interact with cabinet leaders, board	High-impact assignments requiring cross-departmental coordination and senior leader collaboration
Key Competencies Developed	• Process management • Constructive thinking • Financial acumen • Communicating effectively • Identifying and recruiting talent	• Managing vision and purpose • Motivating and influencing • Financial acumen • Prioritizing and delegating • Developing and retaining talent • Building and strengthening relationships • Upward management	• Managing vision and purpose • Accountability • Process management • Initiative • Service orientation and customer focus • Constructive thinking • Financial acumen • Prioritizing and delegating • Building and strengthening relationships • Upward management
Benefits	• Low cost, due to existing training resources • Efficient, as same concepts can be taught repeatedly • Effective for teaching tangible concepts, behaviors, or skills	• Only substantive cost is leader's time and capacity • Offers Hi-Pos senior-level insights into leadership challenges, decisions, and ideas	• Real-time learning and application allows leaders to see successes, failures • Increases Hi-Po's visibility across siloes • Institution directly benefits from successful projects • Fastest (and most customizable) method to develop and practice broad range of skills beyond current job scope
Limitations	• May not accommodate individual learning styles, schedules, or topic understanding • Effectiveness decreases at higher leadership levels	• Provides broad but shallow development across many competencies • More useful for networking, recognition than for skill development	Requires Hi-Pos to take time away from work or add onto day-to-day responsibilities
Critical Success Factors	• Tailor courses to individual needs rather than using one-size-fits-all curriculum • Provide leaders with dedicated time, coverage to prevent distractions while attending courses • Place Hi-Pos in same session to facilitate networking	• Schedule series of meetings or interactions with a variety of senior leaders rather than one-time event • If possible, arrange one-on-one lunches, sessions to personalize experience	• Provide support during project to maximize success for the employee and institution • Select projects based on employe's unique strengths and development areas • Backfill day-to-day responsibilities to free up time for project

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1) High-potential.

Source: EAB interviews and analysis.

Tool 7: Potential Successors Summary Grid

Tool in Brief

This tool helps managers outline a robust pipeline of potential successors for critical positions, from those ready immediately to those who will be ready in 1-3+ years. While an organized list of potential successors is not the end goal of succession planning, institutions must outline succession candidates and highlight the priority development activities they must invest in.

Who should use this tool:

Managers of critical roles identified in Tool 3

When to use this tool:

- After identifying and evaluating potential successors for critical roles
- After outlining development activities for potential successors

How to use this tool:

- Compare potential successors across campus based on readiness and needed development activities.
- Identify pipeline of potential successors across the next three years and beyond.

Source: EAB interviews and analysis.

Tool 7: Potential Successors Summary Grid

Map Potential Talent Pool for Critical Roles

Instructions: The final step is to map out the succession pipeline for each critical position. Categorize candidates based on their current readiness: those ready to assume the role today, in 1-3 years, and who require over three years of development activity. When a position becomes vacant, use this list to quickly prioritize a successor. Update this worksheet annually, or as needed, to remain accurate and relevant for workforce/succession planning.

Critical Position: ______________________________

Currently Held By: ______________________________

Date: ____________________ **Anticipated Vacancy Date:** ____________________

	Name	Key Development Activities
Candidates Most Ready Today		
Near Term Candidates *Potential in 1-3 years*		
Future Candidates *Potential in 3+ years*		

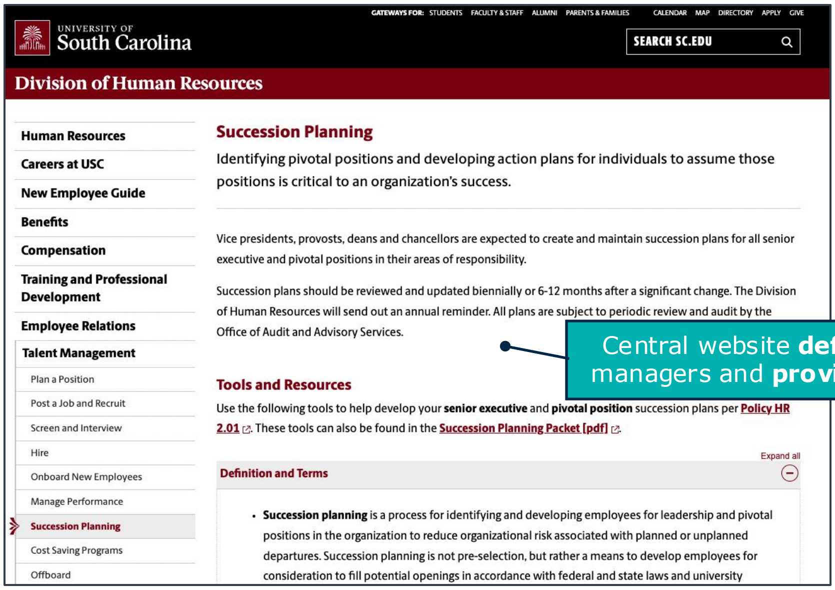
Reflect: Does this worksheet reflect a diverse talent pool that represents our employee/student population?

Source: EAB interviews and analysis.

Appendix: Succession Planning Toolkit Examples

Appendix: Succession Planning Toolkit Examples

University of South Carolina Provides Comprehensive Tools for Managers



Division of Human Resources

- Human Resources
- Careers at USC
- New Employee Guide
- Benefits
- Compensation
- Training and Professional Development
- Employee Relations
- Talent Management
  - Plan a Position
  - Post a Job and Recruit
  - Screen and Interview
  - Hire
  - Onboard New Employees
  - Manage Performance
  - Succession Planning
  - Cost Saving Programs
  - Offboard

Succession Planning

Identifying pivotal positions and developing action plans for individuals to assume those positions is critical to an organization's success.

Vice presidents, provosts, deans and chancellors are expected to create and maintain succession plans for all senior executive and pivotal positions in their areas of responsibility.

Succession plans should be reviewed and updated biennially or 6-12 months after a significant change. The Division of Human Resources will send out an annual reminder. All plans are subject to periodic review and audit by the Office of Audit and Advisory Services.

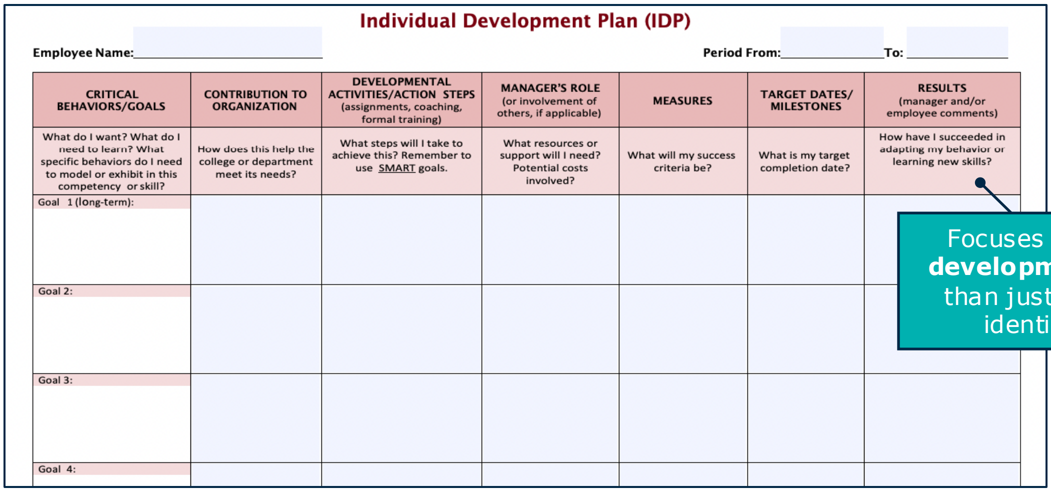
Tools and Resources

Use the following tools to help develop your **senior executive** and **pivotal position** succession plans per Policy HR 2.01. These tools can also be found in the Succession Planning Packet [pdf].

Definition and Terms

- **Succession planning** is a process for identifying and developing employees for leadership and pivotal positions in the organization to reduce organizational risk associated with planned or unplanned departures. Succession planning is not pre-selection, but rather a means to develop employees for consideration to fill potential openings in accordance with federal and state laws and university

Central website **defines terms** and for managers and **provides resources** staff

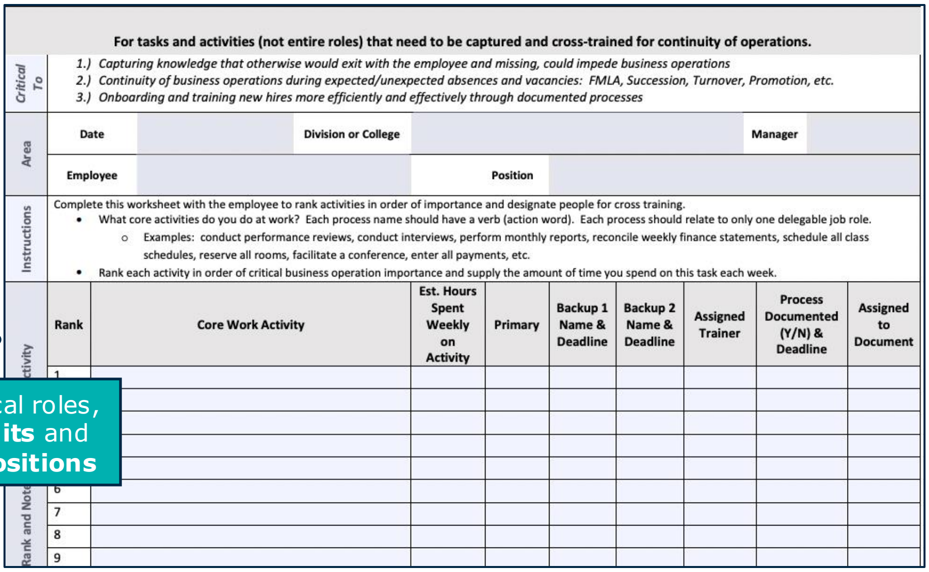


Individual Development Plan (IDP)

Employee Name:________________ Period From:__________To: __________

CRITICAL BEHAVIORS/GOALS	CONTRIBUTION TO ORGANIZATION	DEVELOPMENTAL ACTIVITIES/ACTION STEPS (assignments, coaching, formal training)	MANAGER'S ROLE (or involvement of others, if applicable)	MEASURES	TARGET DATES/ MILESTONES	RESULTS (manager and/or employee comments)
What do I want? What do I need to learn? What specific behaviors do I need to model or exhibit in this competency or skill?	How does this help the college or department meet its needs?	What steps will I take to achieve this? Remember to use SMART goals.	What resources or support will I need? Potential costs involved?	What will my success criteria be?	What is my target completion date?	How have I succeeded in adapting my behavior or learning new skills?
Goal 1 (long-term):						
Goal 2:						
Goal 3:						
Goal 4:						

Focuses on **career development**, rather than just successor identification



For tasks and activities (not entire roles) that need to be captured and cross-trained for continuity of operations.

Critical To

1.) *Capturing knowledge that otherwise would exit with the employee and missing, could impede business operations*
2.) *Continuity of business operations during expected/unexpected absences and vacancies: FMLA, Succession, Turnover, Promotion, etc.*
3.) *Onboarding and training new hires more efficiently and effectively through documented processes*

Area

Date **Division or College** **Manager**
Employee **Position**

Instructions

Complete this worksheet with the employee to rank activities in order of importance and designate people for cross training.

- What core activities do you do at work? Each process name should have a verb (action word). Each process should relate to only one delegable job role.
  - Examples: conduct performance reviews, conduct interviews, perform monthly reports, reconcile weekly finance statements, schedule all class schedules, reserve all rooms, facilitate a conference, enter all payments, etc.
- Rank each activity in order of critical business operation importance and supply the amount of time you spend on this task each week.

Rank and Notes Activity

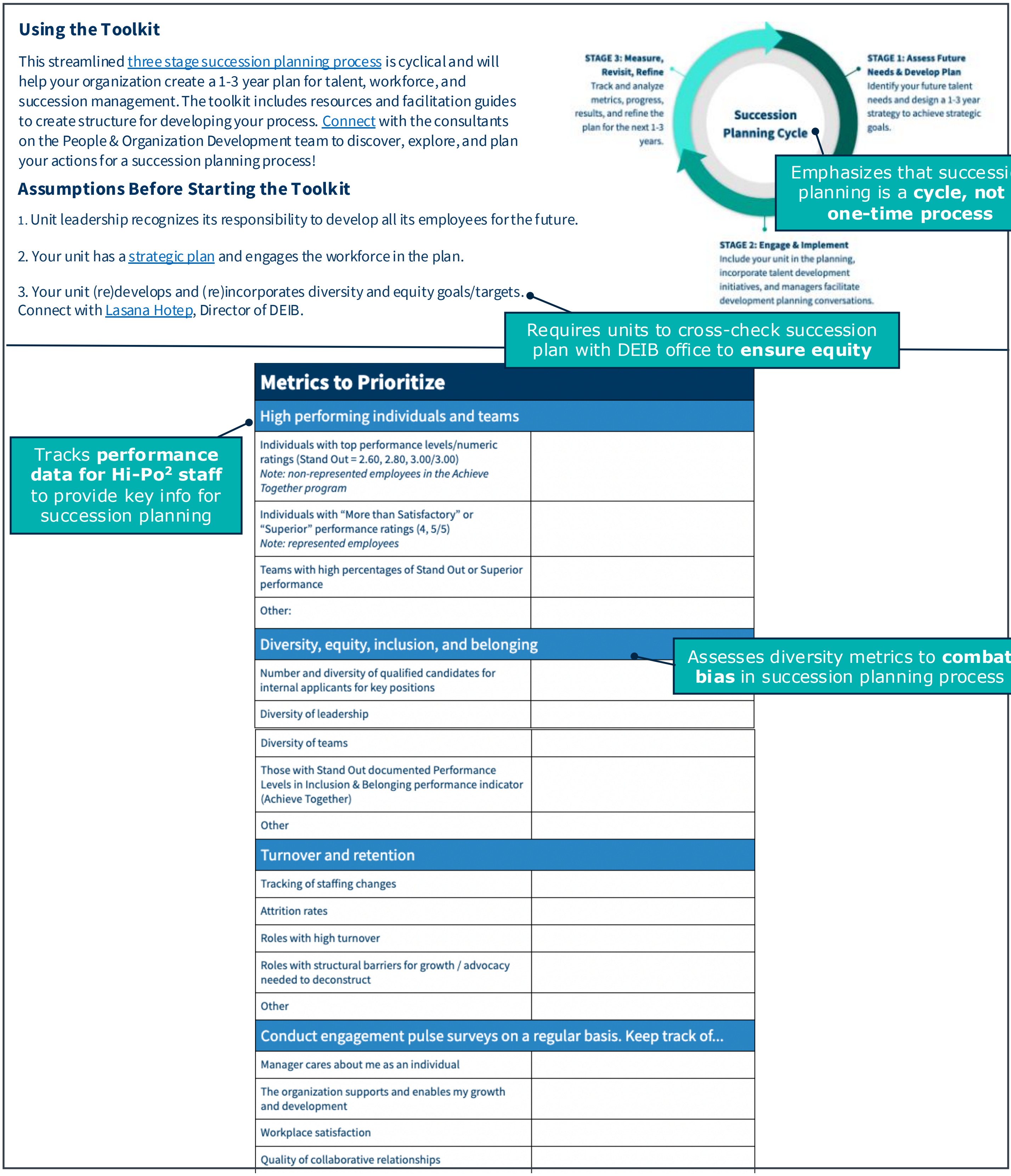
Rank	Core Work Activity	Est. Hours Spent Weekly on Activity	Primary	Backup 1 Name & Deadline	Backup 2 Name & Deadline	Assigned Trainer	Process Documented (Y/N) & Deadline	Assigned to Document
1								
6								
7								
8								
9								

Emphasizes critical roles, skills **across units** and **beyond exec positions**

Source: University of South Carolina, Succession Planning Website, Succession Planning Packet; EAB interviews and analysis.

Appendix: Succession Planning Toolkit Examples (Cont.)

University of California-Berkeley Embeds DEIB[1] Goals and Metrics into the Process



Using the Toolkit

This streamlined three stage succession planning process is cyclical and will help your organization create a 1-3 year plan for talent, workforce, and succession management. The toolkit includes resources and facilitation guides to create structure for developing your process. Connect with the consultants on the People & Organization Development team to discover, explore, and plan your actions for a succession planning process!

Assumptions Before Starting the Toolkit

1. Unit leadership recognizes its responsibility to develop all its employees for the future.
2. Your unit has a strategic plan and engages the workforce in the plan.
3. Your unit (re)develops and (re)incorporates diversity and equity goals/targets. Connect with Lasana Hotep, Director of DEIB.

Succession Planning Cycle

STAGE 1: Assess Future Needs & Develop Plan
Identify your future talent needs and design a 1-3 year strategy to achieve strategic goals.

STAGE 2: Engage & Implement
Include your unit in the planning, incorporate talent development initiatives, and managers facilitate development planning conversations.

STAGE 3: Measure, Revisit, Refine
Track and analyze metrics, progress, results, and refine the plan for the next 1-3 years.

Metrics to Prioritize	
High performing individuals and teams	
Individuals with top performance levels/numeric ratings (Stand Out = 2.60, 2.80, 3.00/3.00) *Note: non-represented employees in the Achieve Together program*	
Individuals with "More than Satisfactory" or "Superior" performance ratings (4, 5/5) *Note: represented employees*	
Teams with high percentages of Stand Out or Superior performance	
Other:	
Diversity, equity, inclusion, and belonging	
Number and diversity of qualified candidates for internal applicants for key positions	
Diversity of leadership	
Diversity of teams	
Those with Stand Out documented Performance Levels in Inclusion & Belonging performance indicator (Achieve Together)	
Other	
Turnover and retention	
Tracking of staffing changes	
Attrition rates	
Roles with high turnover	
Roles with structural barriers for growth / advocacy needed to deconstruct	
Other	
Conduct engagement pulse surveys on a regular basis. Keep track of...	
Manager cares about me as an individual	
The organization supports and enables my growth and development	
Workplace satisfaction	
Quality of collaborative relationships	

Emphasizes that succession planning is a **cycle, not a one-time process**

Requires units to cross-check succession plan with DEIB office to **ensure equity**

Tracks **performance data for Hi-Po[2] staff** to provide key info for succession planning

Assesses diversity metrics to **combat bias** in succession planning process

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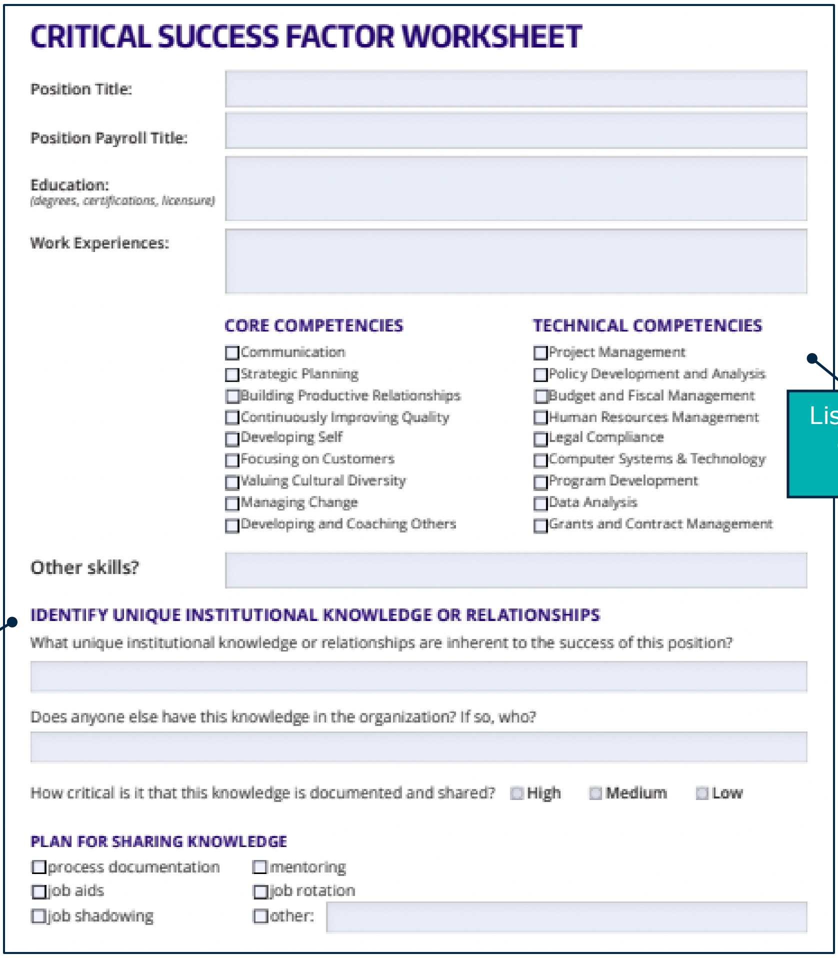
1) Diversity, Equity, Inclusion, and Belonging.
2) High-potential.

Source: University of California at Berkeley, Succession Planning Toolkit; EAB interviews and analysis.

Appendix: Succession Planning Toolkit Examples (Cont.)

UNIVERSITY *of* WASHINGTON

University of Washington Makes Resources User-Friendly for Managers



CRITICAL SUCCESS FACTOR WORKSHEET

Position Title:

Position Payroll Title:

Education:
(degrees, certifications, licensure)

Work Experiences:

CORE COMPETENCIES

- ☐ Communication
- ☐ Strategic Planning
- ☐ Building Productive Relationships
- ☐ Continuously Improving Quality
- ☐ Developing Self
- ☐ Focusing on Customers
- ☐ Valuing Cultural Diversity
- ☐ Managing Change
- ☐ Developing and Coaching Others

TECHNICAL COMPETENCIES

- ☐ Project Management
- ☐ Policy Development and Analysis
- ☐ Budget and Fiscal Management
- ☐ Human Resources Management
- ☐ Legal Compliance
- ☐ Computer Systems & Technology
- ☐ Program Development
- ☐ Data Analysis
- ☐ Grants and Contract Management

Other skills?

IDENTIFY UNIQUE INSTITUTIONAL KNOWLEDGE OR RELATIONSHIPS

What unique institutional knowledge or relationships are inherent to the success of this position?

Does anyone else have this knowledge in the organization? If so, who?

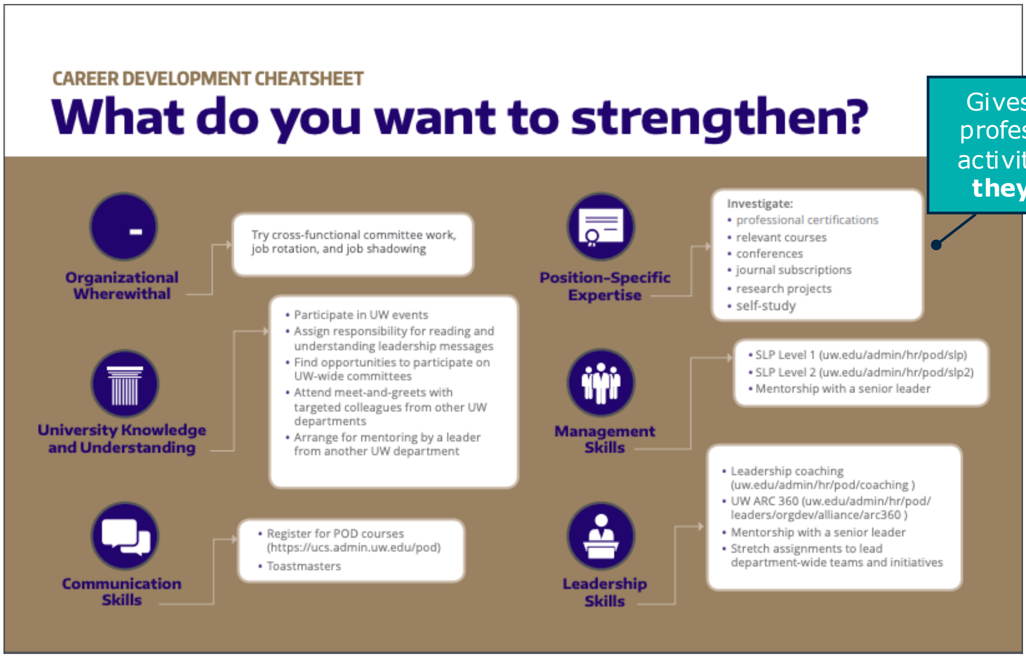
How critical is it that this knowledge is documented and shared? ☐ High ☐ Medium ☐ Low

PLAN FOR SHARING KNOWLEDGE

- ☐ process documentation
- ☐ job aids
- ☐ job shadowing
- ☐ mentoring
- ☐ job rotation
- ☐ other:

Lists **most common skills, competences** to make resources easy to use

Acknowledges importance of **institutional knowledge**



CAREER DEVELOPMENT CHEATSHEET

What do you want to strengthen?

Organizational Wherewithal

Try cross-functional committee work, job rotation, and job shadowing

University Knowledge and Understanding

- Participate in UW events
- Assign responsibility for reading and understanding leadership messages
- Find opportunities to participate on UW-wide committees
- Attend meet-and-greets with targeted colleagues from other UW departments
- Arrange for mentoring by a leader from another UW department

Communication Skills

- Register for POD courses (https://ucs.admin.uw.edu/pod)
- Toastmasters

Position-Specific Expertise

Investigate:
- professional certifications
- relevant courses
- conferences
- journal subscriptions
- research projects
- self-study

Management Skills

- SLP Level 1 (uw.edu/admin/hr/pod/slp)
- SLP Level 2 (uw.edu/admin/hr/pod/slp2)
- Mentorship with a senior leader

Leadership Skills

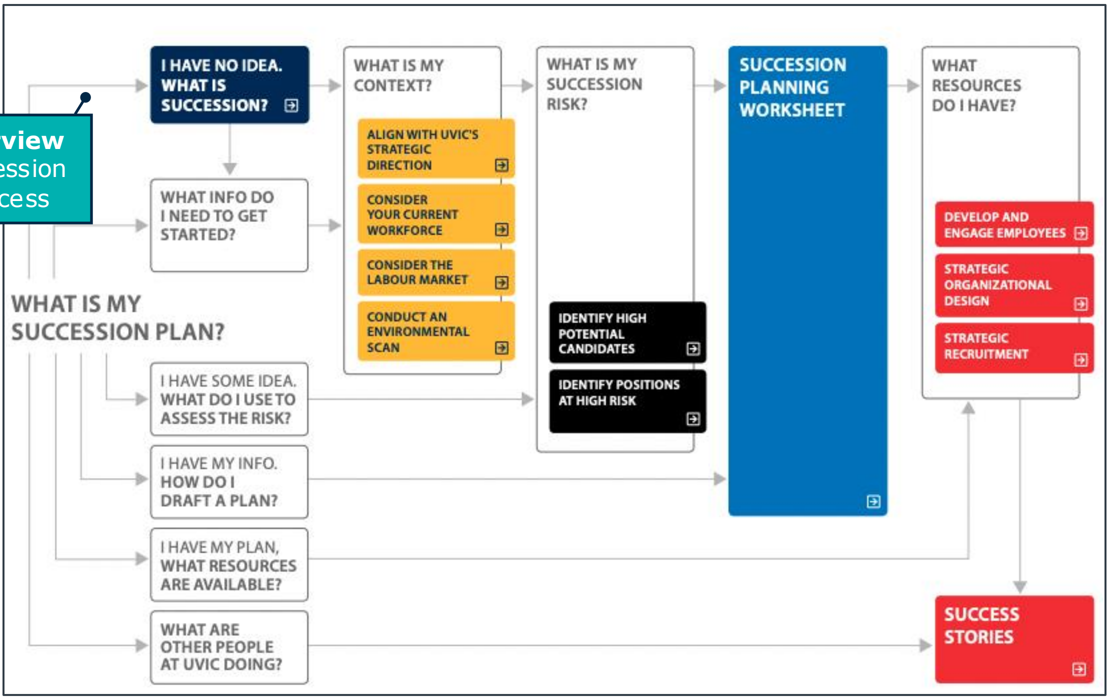
- Leadership coaching (uw.edu/admin/hr/pod/coaching)
- UW ARC 360 (uw.edu/admin/hr/pod/leaders/orgdev/alliance/arc360)
- Mentorship with a senior leader
- Stretch assignments to lead department-wide teams and initiatives

Gives managers ideas of professional development activities **based on skills they want to develop**

Source: University of Washington, Succession Planning Toolkit; EAB interviews and analysis.

Appendix: Succession Planning Toolkit Examples (Cont.)

University of Victoria Maps Out Succession Planning Process from Start to Finish



Provides **overview** of entire succession planning process

RESOURCES

Strategic Recruitment Success Stories 3 of 4

Overfilling Director Role to Mitigate Risk

CONTACT: Kristi Simpson, AVP Financial Planning and Operations

What happens when the Director of Budgets is retiring and the Financial Planning Analyst is on maternity leave—at the same time as collective bargaining? You have a three-person department in jeopardy and a mission-critical risk to the university.

What do you do? The opposite of standard practice: you hire a new director to temporarily fill the analyst's position—at a director's salary.

BACKGROUND: Two of the Budget department's positions were going to be vacant—right at the time of collective bargaining, which is a fast-moving, dynamic time for the department. We had to be creative to mitigate the risk for the university.

The Director of Budgets position is hard to fill; it requires extensive knowledge and, as a small unit, the need to do detailed, hands-on work. Additionally, finding someone to temporarily fill a financial analyst's position is difficult in today's labour market.

PLAN: The 18-month plan came from brainstorming sessions with the outgoing director.

1. Place the new director in the analyst's position to learn that role and support collective bargaining.
2. Slowly introduce the new director to the director's portfolio and begin sharing responsibilities.
3. At around the mid-way point, slowly transition the new director into the role full-time and transition the outgoing director to analyst responsibilities.
4. Coordinate the outgoing director's retirement with the return of the analyst.

This plan hinged on the outgoing director's enthusiasm for the idea and her willingness to share authority during the transitions. Also, it was only possible because she gave a full two years' notice of retirement.

RESULTS: As a result of this plan, we mitigated risk to the university by providing seamless service during collective bargaining.

In overfilling the director position, we had the benefit of their combined experiences and enhanced capacities; as such, they produced a high volume of work.

We chose the right person to fill the director's position; someone who was willing to do detailed work and who could see the benefits of this short-term plan for everyone concerned.

KEY LEARNING POINTS

- Talking to each candidate before the interview about the plan was critical in recruiting the right person. If a candidate was hesitant to do an analyst's job for a year, they would likely not be the right person for the director position. This department of three needs a director willing to do hands-on work.
- This arrangement took more management and communication than expected (more meetings, clarifying duties, managing the transition). However this extra effort was far outweighed by the benefits.
- The UVic Performance Planning tools helped us become aware of the upcoming vacancies. Those meetings are a safe place to have these types of conversations.

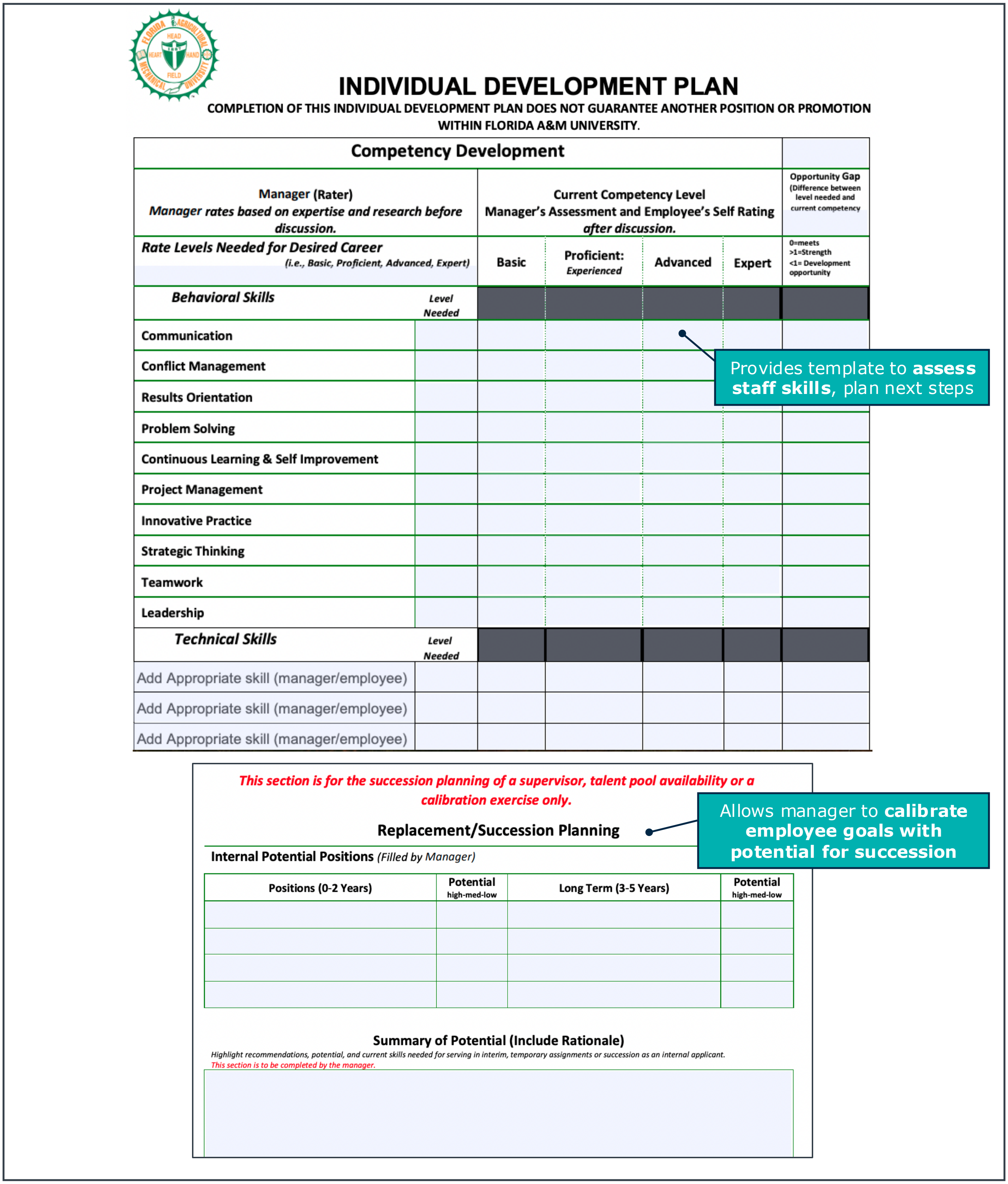
Outlines **success stories** and **lessons learned**

Source: University of Victoria, Think Succession Tool Kit; EAB interviews and analysis.

Appendix: Succession Planning Toolkit Examples (Cont.)

FAMU FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Florida A&M University Provides Manager-Specific Tools to Assess Employees



INDIVIDUAL DEVELOPMENT PLAN

COMPLETION OF THIS INDIVIDUAL DEVELOPMENT PLAN DOES NOT GUARANTEE ANOTHER POSITION OR PROMOTION WITHIN FLORIDA A&M UNIVERSITY.

Competency Development						
Manager (Rater) *Manager rates based on expertise and research before discussion.*		Current Competency Level Manager's Assessment and Employee's Self Rating *after discussion.*				Opportunity Gap (Difference between level needed and current competency
Rate Levels Needed for Desired Career *(i.e., Basic, Proficient, Advanced, Expert)*		Basic	Proficient: *Experienced*	Advanced	Expert	0=meets >1=Strength <1= Development opportunity
Behavioral Skills	***Level Needed***					
Communication						
Conflict Management						
Results Orientation						
Problem Solving						
Continuous Learning & Self Improvement						
Project Management						
Innovative Practice						
Strategic Thinking						
Teamwork						
Leadership						
Technical Skills	***Level Needed***					
Add Appropriate skill (manager/employee)						
Add Appropriate skill (manager/employee)						
Add Appropriate skill (manager/employee)						

Provides template to **assess staff skills**, plan next steps

This section is for the succession planning of a supervisor, talent pool availability or a calibration exercise only.

Replacement/Succession Planning

Allows manager to **calibrate employee goals with potential for succession**

Internal Potential Positions *(Filled by Manager)*

Positions (0-2 Years)	Potential high-med-low	Long Term (3-5 Years)	Potential high-med-low

Summary of Potential (Include Rationale)

Highlight recommendations, potential, and current skills needed for serving in interim, temporary assignments or succession as an internal applicant.

This section is to be completed by the manager.

Source: Florida Agricultural and Mechanical University, Individual Development Plan; EAB interviews and analysis.