PROGRAM OVERVIEW

About the Training Program

This program is intended to improve a manager’s ability to contribute to an organization’s succession-planning process. Succession planning (SP) contributes to an organization’s continued survival and success by ensuring that replacements have been prepared to fill key vacancies on short notice, that individuals are groomed to assume greater responsibility, and that individuals are prepared for exercising increased technical proficiency in their work. Without SP, an organization may operate in a crisis mode whenever key workers are unexpectedly absent from critical positions due to illness, retirement, resignation, or termination.

In many organizations, the succession plan is focused only on the chief executive officer and those reporting directly to him or her. However, the decision about what groups to include in the succession plan rests with the organization’s decision makers. Indeed, a succession plan may include middle managers, supervisors, technical workers, professional workers, salespersons, clerical employees, and even hourly (nonexempt) workers.

As a contributor to succession planning, each manager must work in concert with others in the organization to do the following:

- Identify key replacement needs and the high-potential people and critical positions to include in the succession plan;
- Clarify present and future work activities and work results;
- Compare present individual performance and future individual potential; and
- Establish individual-development plans (IDPs) to prepare replacements and to develop high-potential workers.

Designed by William J. Rothwell.
Although succession planning should be double-checked against individual career plans so that individuals are prepared for work opportunities to which they genuinely aspire, managers engaged in succession planning place primary emphasis on organizational (rather than individual) needs.

This program gives participants an opportunity to reflect on their own roles in succession planning. It does not assume that the participants’ organizations have established succession plans. However, if an organization has established a succession plan, use the procedures and forms from that program to substitute for the procedures and forms provided in this program.

**Training Objectives**

Participants will have the following opportunities:

- To understand the manager’s role in succession planning;
- To clarify the importance of an organization’s SP program;
- To identify and analyze critical positions requiring backups on a temporary or permanent basis;
- To learn how to compare individual appraisals of past and present performance with assessments of future individual potential; and
- To examine methods of grooming high-potential employees for advancement by narrowing developmental gaps between present performance and future potential.
## PROGRAM OUTLINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Method</th>
<th>Forms Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Opening Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Initial Questions About the Manager’s Role</td>
<td>20 minutes</td>
<td>Writing Task</td>
<td></td>
</tr>
<tr>
<td>B. Program Overview</td>
<td>15 minutes</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>C. Organizational Assessment</td>
<td>20 minutes</td>
<td>Questionnaire</td>
<td>A</td>
</tr>
<tr>
<td>D. Essential Components of Succession Plans</td>
<td>20 minutes</td>
<td>Jigsaw</td>
<td>B</td>
</tr>
<tr>
<td><strong>II. Identifying Replacement Needs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Who Does What?</td>
<td>20 minutes</td>
<td>Writing Task</td>
<td>C</td>
</tr>
<tr>
<td>B. Is It Enough to Manage Replacement Needs?</td>
<td>20 minutes</td>
<td>Subgroup Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>III. Critical Positions and High-Potential Workers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identifying Critical Positions and High-Potential Workers</td>
<td>20 minutes</td>
<td>Lecturette</td>
<td></td>
</tr>
<tr>
<td>B. Practicing Identification of Critical Positions and High-Potential Workers</td>
<td>20 minutes</td>
<td>Writing Task</td>
<td>D</td>
</tr>
<tr>
<td>C. Dangers of Identification</td>
<td>25 minutes</td>
<td>Subgroup Discussion</td>
<td></td>
</tr>
<tr>
<td>D. Assessing Present Performance and Future Potential</td>
<td>15 minutes</td>
<td>Lecturette</td>
<td></td>
</tr>
<tr>
<td><strong>IV. Grooming High-Potential Workers to Meet Succession Needs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Preparing Individual-Development Plans</td>
<td>15 minutes</td>
<td>Subgroup Discussion</td>
<td>E</td>
</tr>
<tr>
<td>B. Monitoring Individual-Development Plans</td>
<td>20 minutes</td>
<td>Role Play</td>
<td>F</td>
</tr>
<tr>
<td><strong>V. Closing Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Steps to Ensure Succession Plans Are Kept Current</td>
<td>10 minutes</td>
<td>Lecturette</td>
<td></td>
</tr>
<tr>
<td>B. Conducting Quarterly and Annual Succession-Planning Meetings</td>
<td>15 minutes</td>
<td>Dyadic Discussion</td>
<td>G, H</td>
</tr>
<tr>
<td>C. Developing an Action Plan</td>
<td>15 minutes</td>
<td>Writing Activity</td>
<td></td>
</tr>
</tbody>
</table>
I. Opening Activities

A. Initial Questions About the Manager’s Role (Writing Task; Materials: Index Cards)

1. Explain to participants that succession plans typically have several essential components that will be reviewed in this program and that each of these components serves an important purpose.

2. Distribute an index card to each participant and ask each participant to write on it one question he or she has about succession planning.

3. Pass the index cards around the group in a clockwise direction, directing participants to place a check on the cards that identify additional questions that are relevant to them.

4. Identify the questions that receive the most votes and respond to each by one of the following actions:

   • Giving an immediate but brief answer;
   • Postponing the question to a later, more appropriate time in the program; or
   • Noting that the program will not be able to address the question. (Promise a personal response, if possible.)

B. Program Overview (Presentation)

1. Briefly define succession planning as “any effort designed to ensure the continued effective performance of an organization, division, department, or work group by making provisions for the development and replacement of key people for key positions and work activities over time”.

2. Explain that without succession planning, an organization will probably operate in a crisis mode as managers scurry around madly trying to find spur-of-the-moment replacements whenever critical positions become vacant, either temporarily or permanently.

3. Point out that succession planning can take three forms:

   • Simple replacement planning—a process that indicates possible internal replacements for critical positions.
• Developmental succession planning—A process that indicates not only possible internal replacements for critical positions but also provides for developing individuals to meet the challenges of future organizational change by grooming them to advance to higher levels of responsibility or to exercise increased technical proficiency in their current jobs.

• Talent pool planning—A process that indicates a group of possible internal replacements for critical positions and also provides for developing groups of people to meet the challenges of future organizational change.

4. Share the following objectives for this module:

• To understand the manager’s role in succession planning,
• To clarify the importance of an organization’s SP program,
• To identify and analyze critical positions requiring backups on a temporary or permanent basis,
• To compare present individual performance with future individual potential, and
• To examine methods of grooming high-potential employees for advancement by narrowing developmental gaps between present performance and future potential.

■ C. Organizational Assessment (Questionnaire; Materials: Form A)

1. Distribute copies of Form A to the participants.

2. Ask each participant to read the directions on the instrument about succession-planning practices in his or her organization, to fill out the instrument, and to score it himself or herself.

3. Ask each participant to mark one item on the instrument that he or she feels is the most important to the organization now.

4. Go around the room and ask each participant to list his or her high-priority item from the instrument. List the items on a flip chart.

5. Note any common patterns emerging from the list on the chart. (It is likely that one or two items will emerge as high priority for the entire group.) Ask participants why they feel that item (or those items) are of highest priority to the organization now.

■ D. Essential Components of Succession Plans (Jigsaw; Materials: Form B)

1. Explain that succession plans typically have several essential components and that each serves an important purpose.
2. Divide the participants into six subgroups. Distribute Form B, which describes the six components of a succession plan, assigning one component to each subgroup. Ask each subgroup to read and discuss the assigned component.

3. After the study period, form cooperative learning subgroups comprised of one member from each of the original study groups. Ask the members of the cooperative learning subgroups to teach one another what they have learned.

4. Reconvene the full group for review and to answer remaining questions to ensure accurate understanding.

5. Emphasize that replacement charts provide a way to tell, at one glance, what critical positions need replacements—and who the likely internal successors are. Also point out that each critical-position profile and each high-potential profile is keyed to positions and individuals listed on replacement charts. Employee-performance appraisals indicate how well successors have been meeting the responsibilities of their present positions; individual-potential assessments indicate how well successors are prepared to assume the responsibilities at higher levels; individual-development plans provide a means to prepare individuals systematically for exercising higher-level responsibilities in a new position or exercising increased technical proficiency in a current position.

II. Identifying Replacement Needs

A. Who Does What? (Writing Task; Materials: Form C)

1. Give the following directions to the participants:

   We are going to complete an exercise that will give you an idea of what it is like to identify replacements for critical positions in the organization. Using Form C, prepare a replacement chart for any division, department, or work unit of your choosing. If you are a manager, you may prefer to work with your own area. If you are not a manager, complete the replacement chart on any work area with which you are sufficiently familiar to be able to complete the chart. Do not share your responses with other participants. Work silently.

2. Ask participants to respond to these questions:

   • What is easy about completing a replacement chart?
   • What is difficult about completing a replacement chart?
   • For how many critical positions were you unable to identify possible internal successors? (These are called holes.)
3. Point out to the group that replacement charts do have their limitations. Among the limitations are the following:

- They assume that the organizational structure is relatively static and unchanging.
- They often lead managers to believe that vacancies in critical positions should be filled from within.
- They focus on positions (jobs) rather than the work activities and results desired.

4. Point out to the group that replacement charts also have their advantages. Among them are the following:

- They provide a focus and a starting point for planning for key backups and replacements.
- They help managers plan staffing for important positions rather than react to vacancies out of desperation.
- They allow managers to make decisions based on careful thought and planning rather than expediency.

B. Is It Enough to Manage Replacement Needs? (Subgroup Discussion)

1. Indicate that replacement planning, while a form of risk management much like segregating accounting duties or planning for backup computer disks in the event of a catastrophe, can be the foundation for more sophisticated succession-planning efforts.

2. Emphasize that replacement planning, at its simplest, does not require employee involvement—or require anything more complicated than periodically filling out a chart.

3. Ask participants to describe the organization’s present approach to succession planning and have them categorize it as one (and only one) of the following approaches (outlined earlier):

- Simple replacement planning—A process that indicates possible internal replacements for critical positions.
- Developmental succession planning—A process that indicates not only possible internal replacements for critical positions but also provides for developing individuals to meet the challenges of future organizational change by grooming them for advancement possibilities and for exercising increasing technical proficiency.
- Talent pool planning—A process that indicates a group of possible internal replacements for critical positions and also provides for developing groups of people to meet the challenges of future organizational change.
If participants are unable to categorize the organization’s approach to succession planning as one of the three above, then point out that there is a fourth approach to succession planning called expediency. It is not a process; rather, it is a desperate effort that stems from lack of planning. Typically, managers who rely on expediency tend to assume that every position requires a replacement and that the chief aim is to devote as little time as possible to filling an important position because otherwise the manager may end up doing the work. (Point out that, in downsized organizations, managers are already doing the work of several people and will not usually be able to absorb many additional duties and do them well.)

4. Divide the participants into subgroups of three to four members each. Invite the subgroup members to share problems based on recent experiences with losing people (temporarily or permanently) in critically important positions. Ask participants to describe how the crises were handled and to identify better ways to handle such important staffing problems. Ask them to consider whether their organization might profit from using another approach.

III. Critical Positions and High-Potential Workers

A. Identifying Critical Positions and High-Potential Workers

1. Explain to participants that an important role for managers in succession planning is identifying critical positions and high-potential workers.

2. Explain that a critical position is one that is essential for the organization, division, department, work unit, or team to achieve necessary work results.

3. Explain that a high-potential worker is a worker who has the capability to advance to one of the following:

   • A critical position
   • A higher level of responsibility (that is, to assume responsibility for managing others)
   • A higher level of technical proficiency (that is, to assume more technically challenging work duties than he or she is presently performing)

B. Practicing the Identification of Critical Positions and High-Potential Workers (Writing Task; Materials: Form D)

1. Distribute copies of Form D to participants and give them the following directions:
Identifying critical positions and work activities can be a highly subjective process. Take a few minutes to complete the first part of Form D for your division, department, work unit, or team. Classify the positions, not the individuals in them, according to the following dimensions:

- **Present performance**—Rate the importance of the position to the present success of the organizational unit
- **Future potential**—Rate the importance of the position to the future development and future success of the organizational unit

2. Review the results with participants. Without asking them to share the precise results of their activity with others, ask what percentage of positions were classified in the upper-left quadrant of the grid on Form D.

3. Emphasize to participants that no more than 25 percent of all positions in their organizational units should appear in the upper-left quadrant of the chart on Form D.

4. Direct participants to examine the second part of Form D and give them the following directions:

Identifying high-potential workers can also be a highly subjective process. Take a few minutes to complete Form D for the individuals in your division, department, work unit, or team. Classify individuals, not positions, according to the following dimensions:

- **Present performance**—Rate individuals by their performance, distinguishing between high and low performers
- **Future potential**—Rate individuals by their potential for advancement, distinguishing between those who have high and low potential

5. Review the results with participants. Without asking them to share the precise results of their activity with others, ask what percentage of individuals were classified in the upper-left quadrant of the chart in Form D.

■ **C. Dangers of Identification (Subgroup Discussion)**

1. Indicate that, while the approaches described above can be helpful in identifying replacements and successors, there are limitations to them.

2. List several “dangers” that can exist when only one manager identifies high-potential workers for his or her respective organizational unit:
• **Pigeonholing**—A manager forms an impression of an individual based on one event and his or her opinion is not easily subject to change. This can result in pigeonholing, in which an individual is (often unfairly) classified.

• **Homeostatic reproduction**—Managers tend to want to promote people who are like themselves and to underestimate the potential or performance of those who are unlike themselves. This tendency has been called homeostatic reproduction, which means that managers tend to favor those who resemble themselves. This can be a pernicious problem and can only be overcome by utilizing multiple, trained raters who themselves represent a diverse group of successful performers and high-potential workers.

• **Differing perceptions of “high potential”**—Different managers can entertain different opinions of what a high-potential worker is. That can only be rectified by an organization-wide effort to establish a common, uniform definition of a high-potential worker. It should not be confused with someone who is merely a successful performer on the present job, because that person is a high performer.

3. Divide the participants into subgroups of three to four members each. Invite subgroup members to identify possible ways to overcome the dangers identified above. Suggest that they list each problem—and other problems they can identify—and suggest possible solutions.

4. Reconvene the entire group and ask subgroup members to share the problems and solutions they identified with others in the session.

**D. Assessing Present Performance and Future Potential (Lecturette)**

1. Explain to participants that, in most organizations, performance appraisal can be an excellent way to assess current performance, which is one indicator of individuals who can be considered high-potential workers.

2. Explain that potential assessment is necessary to make a clear link between the requirements for advancement (vertical movement) or increased technical responsibility (horizontal advancement) and the individual. (One way to distinguish a potential assessment from a performance appraisal is to think of a potential assessment as reviewing an individual’s capabilities against his or her immediate boss’s job responsibilities and duties. That may be a simplistic way to think of it, but it does help to clarify how potential assessment differs from employee-performance appraisal.)

3. Further explain that advancement in the organization is linked to critical success factors that every organization may identify. These success factors may include competencies of high-potential employees, such as intellectual versatility, flexibility, and initiative. Performance appraisal and potential assessment should include these critical success factors.
IV. Grooming High-Potential Workers to Meet Succession Needs

A. Preparing Individual-Development Plans (Subgroup Discussion; Materials: Form E)

1. Explain to participants that an individual-development plan narrows the gap between what an individual can already do (based on current job responsibilities, experience, and performance) and what he or she needs to do to qualify for advancement or exercise increased technical proficiency.

2. Distribute copies of Form E to participants. Ask participants to fill out the form on an individual of their choice from their organizational unit. Emphasize to participants that various methods may be used to prepare individuals for advancement or for increased technical proficiency. Examples of such methods may include the following:

   - Off-the-job training
   - On-the-job training
   - Job rotation
   - Position assignments (such as filling in for vacationing workers)
   - External education (such as off-site college degree programs)

3. Divide participants into subgroups of four to five members each and ask the subgroups to suggest some ways that individuals can be prepared to advance or to exercise increased technical proficiency.

4. After the subgroups have completed their discussions, ask one subgroup to share its suggestions with the whole group.

B. Monitoring Individual-Development Plans (Role Play; Materials: Form F)

1. Obtain two volunteers to undertake the role-playing situation on Form F in front of the group. Direct the role-play volunteers to conduct a five-minute meeting to address the issues identified by the role-play scenario.

2. Distribute copies of Form F to the rest of the participants.

3. After the volunteers complete the scenario, process the role play. Evaluate whether the interview effectively served to monitor the individual-development plan in the
sense of determining whether the individual is being efficiently and effectively prepared for advancement to a higher level of responsibility and/or prepared for exercising increased technical proficiency.

4. Ask participants the following question:

   Should high-potential employees be *told* when they are being groomed for a critical position?

5. Ask participants to list the advantages and disadvantages of telling a high-potential employee when he or she is being groomed for a critical position. (Among the likely advantages you hear will probably be such phrases as these: “it will motivate people”; “it will encourage people to stay if they were considering leaving the organization.” Among the likely disadvantages you will hear are “individuals will quit working hard because they will feel that they ‘have it made’” and “other employees will be demotivated because it will be impossible for those identified as ‘heirs apparent’ to keep it secret.”)

6. Discuss the issue of openness with participants. Ask them to describe how they feel the organization is presently functioning in that respect in its succession-planning efforts.

V. Closing Activities

A. Steps to Ensure Succession Plans Are Kept Current (Lecturette)

1. Point out that the organization should establish its own policy and procedures for succession planning if the process is to be conducted with fairness and consistency across the organization. However, even if the organization has not established a succession-planning program, each manager has a responsibility to ensure that critical positions are staffed. Each manager also has an important role to play in grooming individuals for advancement and for preparing successors. (Some organizations make it a policy that no manager can be promoted until he or she has developed a successor for his or her own position.)

2. Emphasize that succession plans will become outdated unless they are regularly updated. There are several ways to keep them up-to-date:

   - *Establish an organization-wide policy to update succession plans for every organizational unit at least annually.* Place someone in charge of monitoring the updates. (Typically, updates should be kept confidential and access should be restricted unless the organization has a policy of complete openness on such issues.)

   - *Conduct quarterly monitoring sessions.* Ask each manager to bring in his or her IDPs for quarterly monitoring to ensure that they are being implemented.
• Track the use of the succession-planning program against every vacancy. (As a rule of thumb, consider a 40- to 60-percent use rate as successful. Other staff openings should be filled from outside the organization to prevent inbreeding.)

■ B. Conducting Quarterly and Annual Succession-Planning Meetings (Dyadic Discussion; Materials: Forms G and H)

1. Divide participants into pairs and distribute Form G to one half of each pair and Form H to the other half of each pair. Instruct each participant to read the handout and to discuss with his or her partner the different points of view contained on each handout.

2. Emphasize that a goal of succession planning includes reconciling varying roles and perspectives within the organization. Ask the pairs to focus on suggestions for achieving this through quarterly and annual succession meetings with the chief executive officer and managers.

3. After sufficient discussion, ask for volunteers to share some suggestions. Record these suggestions on a flip chart.

■ C. Developing an Action Plan (Writing Activity)

1. Ask participants to prepare an action plan. Explain that participants should think about what they will do when they return to their jobs to improve succession-planning practices in their organizations and/or their organizational units. The action plan may be constructed as a simple “to do” list.

2. Instruct participants to identify one step of their action plans that they plan to implement and to share that step with the group as a whole. Direct each participant to call on the next speaker until all participants have spoken.

3. Thank the participants for their contributions.
Organizational Assessment

Directions: Complete the following questionnaire to determine how well your organization is presently conducting succession planning. Read each item in the questionnaire below. Circle (Y) for Yes, (N/A) for Not Applicable, or (N) for No in the left column opposite each item. Spend about fifteen minutes on the questionnaire. When you finish, score and interpret the results using the instructions appearing at the end of the questionnaire. Then share your completed questionnaire with others in the session. Use the questionnaire as a starting point to determine the need for a more systematic approach to succession planning in your organization.

The Assessment Questionnaire

Circle your response below:

<table>
<thead>
<tr>
<th>Y</th>
<th>N/A</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>N/A</td>
<td>N</td>
</tr>
</tbody>
</table>

1. Enjoys top-management participation, involvement, and support?

2. Is geared to meeting the unique needs of the organization?

3. Has been benchmarked with best-in-class organizations?

4. Is a major focus of top-management attention?

5. Is the dedicated responsibility of at least one high-level management employee?

6. Extends to all levels rather than being restricted to top positions only?

7. Is carried out systematically?

8. Is heavily influenced by a comparison of present performance and future potential?

9. Is influenced by identification of high-level replacement needs?

10. Has sensitized each executive to an obligation to identify and prepare successors?

11. Has prompted the organization to establish and conduct specific developmental programs that are designed to accelerate the development of high-potential employees?
Y  N/A  N  12. Is guided by a philosophy that high-potential employees should be developed while working rather than by being developed primarily through off-the-job experiences?

Y  N/A  N  13. Has prompted the organization to focus developmental programs on increasing the familiarity of high-potential employees with who does what, when they do it, where they do it, why they do it, and how they do it?

Y  N/A  N  14. Has prompted the organization to focus developmental programs on the critical questioning of “the way things have always been done”?

Y  N/A  N  15. Emphasizes qualities to surpass movement to the next higher level job?

Y  N/A  N  16. Has prompted your organization to examine, and perhaps use, formal mentoring?

Y  N/A  N  17. Is conducted through a systematic rather than anecdotal way?

Y  N/A  N  18. Encourages the cross-divisional sharing of people and information?

Y  N/A  N  19. Is reinforced by a leadership that actively rewards managers for promoting (rather than holding on to) their best employees?

Y  N/A  N  20. Is supported by career paths that move not just up a specialized ladder but across the company?

Y  N/A  N  21. Is supported by frequent opportunities for employees to accept new challenges?

Y  N/A  N  22. Is driven, in part, by recognition that employees have a stake in the organization and share its successes?

Y  N/A  N  23. Has prompted an explicit policy favoring promotion from within?

__________  Total

Scoring and Interpreting the Assessment Questionnaire

Give your organization 1 point for each Y and a 0 for each N or N/A listed above. Total the points from the Y column and place the sum on the line opposite the word “Total.” Then interpret your score in the following way:
Score

Above 20 points = Succession planning appears to be handled in an exemplary manner in your organization.

18 to 20 points = The succession-planning efforts of your organization could stand improvement. However, succession planning is being handled effectively, for the most part.

14 to 17 points = Succession planning is a problem in your organization. It deserves more attention.

Below 14 points = Your organization is handling succession planning in a crisis mode. It is very likely that high-potential workers and successors for critical positions have not been identified and are not systematically developed. Immediate corrective action is warranted—and necessary.

Excerpted by permission of the publisher, from EFFECTIVE SUCCESSION PLANNING by William Rothwell. © 1994 AMACOM, a division of American Management Association. All rights reserved.
### Essential Components of Succession Plans

<table>
<thead>
<tr>
<th>Component</th>
<th>What is it?</th>
<th>What purpose does it serve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement charts</td>
<td>An organization chart that depicts internal successors for each critical position in the organization.</td>
<td>Depicts possible internal successors for each critical position, describes “how ready” they are to replace the key job incumbent (the person presently doing the job) and how long it will take to prepare each successor for advancement.</td>
</tr>
<tr>
<td>Critical-position profile</td>
<td>Similar to a job description, a critical-position profile is typically written on a single page.</td>
<td>Lists key responsibilities, duties, and activities for each critical position in the organization.</td>
</tr>
<tr>
<td>High-potential profile</td>
<td>Similar to a résumé, a high-potential profile is usually written on a single page and lists important biographical information about a key job incumbent and those individuals identified on replacement charts.</td>
<td>Lists an individual’s education, work experience, performance rating, career goals (when possible), and other important work-related information that has a bearing on advancement potential and/or present performance.</td>
</tr>
<tr>
<td>Employee-performance appraisal</td>
<td>Rates the individual’s performance on his or her present job. (Advancement is usually dependent on an employee performing at least competently on the present job.)</td>
<td>Assesses an individual’s present work performance.</td>
</tr>
<tr>
<td>Individual-potential assessment</td>
<td>Rates the individual’s potential for advancement, either to one critically important position or to higher levels of responsibility or technical proficiency.</td>
<td>Assesses an individual’s potential for advancement or for exercising increased technical proficiency in his or her current position.</td>
</tr>
<tr>
<td>Individual-development plan (IDP)</td>
<td>A plan to narrow the developmental gap between what the individual presently knows or does on his or her current job and what he or she needs to know or to do to advance to a future, critically important position or to a higher level of responsibility.</td>
<td>Although individuals are sometimes promoted on the strength of their performance on a previous job, an IDP assumes that higher-level positions demand special preparation. An IDP, though usually updated annually, is typically long-term (lasting over several years) and may include various training and work assignment requirements to help an individual qualify for succession, achieve a higher level of responsibility, or exercise increased technical proficiency.</td>
</tr>
</tbody>
</table>
Replacement Chart

Prepare a replacement chart for any division, department, or work unit of your choosing. If you are a manager, you may prefer to work with your own area of responsibility. If you are not a manager, complete the replacement chart below on any work area with which you are sufficiently familiar to be able to supply names to complete the chart. Do not share your responses with other participants. Work silently and spend only a few minutes on this activity.

On the chart, begin by filling in the names of the manager and the supervisors. Then provide, in the boxes labeled “Manager’s Replacements” and “Supervisor’s Replacements,” the names of likely replacements or successors for the manager and for the supervisors. Identify possible successors from inside or outside the organizational unit. Opposite each replacement’s name, indicate under “Status” whether the individual is ready now (RN), will be ready within one year (1 yr.), ready within two years (2 yrs.), and so on. Under “Ready,” indicate the estimated year when the individual will be completely ready to assume responsibilities for the critical position.

When you finish, be prepared to discuss this activity.
**SUCCESSION PLANNING**

**FORM D**

**Classifying Positions**

Identifying critical positions and work activities can be a highly subjective process. Take a few minutes to complete this form for your division, department, work unit, or team. Classify the *positions*, not the individuals in them, according to the following dimensions:

- **Present performance**
  
  Rate the importance of each position in your division, department, work unit, or team to the present success of the organizational unit.

- **Future potential**
  
  Rate the importance of each position in your division, department, work unit, or team to the future development and success of the organizational unit.

Use a dot (•) to represent *each position* on the grid below:

![Grid Diagram](image-url)
**Classifying Individuals**

Identifying high-potential workers can also be a highly subjective process. Take a few minutes to complete this form for individuals in your division, department, work unit, or team. Classify *individuals*, not positions, according to the following dimensions:

- **Present performance** Rate individuals by their performance, distinguishing between high and low performers.
- **Future potential** Rate individuals by their potential for advancement, distinguishing between those with high and low potential.

Use a dot (•) to represent *each individual* on the grid below:

<table>
<thead>
<tr>
<th>Present Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
<tr>
<td>Low</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
<tr>
<td>Low</td>
</tr>
</tbody>
</table>

*Note:* Individuals who are represented in the high-performance/high-potential quadrant are “stars” and represent “high potentials.” Those who are represented in the high-performance/low-potential quadrant are “workhorses.” Those who are represented in the low-performance/high-potential quadrant are “problem children.” Those who are represented in the low-performance/low-potential quadrant are “deadwood.”

SUCCESSION PLANNING
FORM E

Individual-Development Plan

Fill out the following form on an individual of your choice from your organizational unit. (That person should be a “high potential,” someone who has the capability to advance to higher levels of responsibility and/or to exercise increased technical proficiency.) Remember that the form should indicate how you will help the individual narrow the gap between what he or she presently does and how he or she presently performs and what he or she must be able to do to qualify for advancement to a critical position of your choice.

Individual-Development Plan

Employee’s Name __________________________ Job Title __________________________
Department __________________________ Dept. Code __________________________
Today’s Date __________________________

Directions: Describe below how you will help the individual qualify for future challenges. In the first part, summarize what you feel the individual needs. Then, in the second part, indicate how the individual should be developed to meet those needs, what methods should be used to help meet those needs, and the time schedule for completion of developmental activities. Add paper as necessary.

Part I. What Does the Individual Need?

1. What does the individual need to qualify for future challenges? (List work experiences or other needs.)

Part II. How Should the Individual Be Developed?

2. How should the individual be developed to meet those needs, what methods should be used to help meet those needs, and on what time schedule should developmental activities be completed?

<table>
<thead>
<tr>
<th>Needs</th>
<th>Development Methods</th>
<th>Time Schedule</th>
</tr>
</thead>
</table>
**SUCCESION PLANNING**

**FORM F**

**Manager's Role**

You have been with the organization for ten years as manager in charge of your organizational unit. Currently you manage fifteen employees, including two supervisors. One supervisor is new to the organization but has a master’s degree in a field related to the work she performs. The other supervisor was promoted from within the organization, does not possess a college degree, and has fifteen years of work experience in various capacities in the organization.

You established individual-development plans (IDPs) for both supervisors. The new supervisor is being placed on various organizational committees to give her exposure to other people and activities in the organization. You feel she is on the fast track and is definitely a high-potential employee. The other supervisor does not aspire to advancement but does a terrific job where he is. You have given him various assignments in your department so that he gains exposure to various parts of your work. Currently, he also fills in for you while you are on vacation.

You have requested a meeting with both supervisors to monitor their development activities against the IDPs you established. For purposes of this role play, assume that you are holding the meeting with only one of the supervisors—the individual who does not aspire to advance. (You feel strongly that he has the potential to advance and want to encourage him to consider attending night school to get a college degree.)

**Employee's Role**

You were promoted from within, do not possess a college degree, and have fifteen years of work experience in various capacities in the organization. (You have been with the organization five years longer than your manager.)

You are aware that your manager has established an individual-development plan for you, even though you do not aspire to advance. You are aware that your manager feels you have strong potential for advancement and wants to encourage you to consider it. However, you feel insecure compared to the other supervisor in the department, who has a master’s degree. You are aware that your manager has been developing you by giving you various assignments in the department and by asking you to fill in for him when he is on vacation.

You are aware that the manager will try to convince you to consider attending night school to earn a college degree. However, you are unable to make the time commitment to do that because of intense work pressures on your present job and family commitments to ailing elderly relatives.
Chief Executive Officer’s Role

You are the chief executive officer (CEO) of the organization. Both annually and quarterly, you meet with top managers to review the organization’s succession plan to ensure that it is consistent with the organization’s strategic business plan and with other needs of the organization. As part of that process you call in each top manager individually to do the following:

- Review the existing replacement chart for his or her organizational unit,
- Examine performance appraisals of high-potential employees in the organizational unit,
- Examine potential assessment forms of high-potential employees in the organizational unit, and
- Examine individual-development plans of high-potential employees in the organizational unit.

This year you are meeting with a newly promoted top manager who does not believe that succession planning is worth the effort. This manager has told you (and this is a direct quote) that “the organization should not plan for succession because it takes away the flexibility of managers like myself to do damn well whatever we please to get the job done in our organizational units and fill vacancies with people we know we can depend on to get the work done.”

Your goal is twofold:

- To review what this manager has done to develop her high-potential employees in preparation for advancement to critical positions in the organization.
- To convince this manager that human resources represent a company asset and not a personal asset to be managed with expediency. You know the stakes are high in this meeting because this manager is well-respected by others in the organization and many others will follow her lead.
Manager’s Role

You are a newly promoted-from-within top manager who is being called in for the annual succession-planning meeting with the chief executive officer (CEO) of the organization. Both annually and quarterly, the CEO meets with top managers like yourself to review the organization’s succession plan to ensure that it is consistent with the organization’s strategic business plan and with other needs of the organization. As part of that process you are invited into the CEO’s office to do the following:

- Review the existing replacement chart for your organizational unit,
- Examine performance appraisals of high-potential employees in your organizational unit,
- Examine potential assessment forms of high-potential employees in the organizational unit, and
- Examine individual-development plans of high-potential employees in your organizational unit.

You have made it quite clear that you do not like the idea of succession planning. In fact, just recently you told the CEO (and this is a direct quote) that “the organization should not plan for succession because it takes away the flexibility of managers like myself to do damn well whatever we please to get the job done in our organizational units and fill vacancies with people we know we can depend on to get the work done.”

Your goal is to make your efforts “look good to the CEO” without demonstrating any real commitment to the effort. (In other words, you want to do a masterful job of window-dressing to get the CEO “off your back” so that you can go right on doing what you have always done.) Prepare yourself for that effort.