COUNTY OF
LOS ANGELES

Leadership Development

2021 Guide

Los Angeles County
DEPARTMENT OF
Human Resources

| RECRUITMENT | ENGAGEMENT | DEVELOPMENT | RETENTION |

A Countyide Succession Planning Program Resource

Succession Planning

To enable the County to proactively address leadership turnover by identifying vulnerabilities and providing resources to assist in developing the County's leaders.

Workforce Development MAPP Behavior

…Creates and maintains a succession plan to identify, develop, and retain key talent in order to increase the availability of experienced and capable employees who are prepared to assume management roles as they become available.

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32.

The percent of MAPP employees who require some form of **development** before they can be considered **ready to promote***
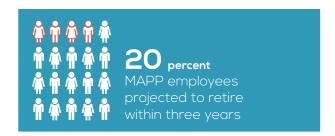
Introduction

Background

Succession planning is an essential strategy for every organization. One of our most important tasks as effective leaders is to prepare our future leaders. The Board of Supervisors reinforced this expectation on January 24, 2012 by issuing the directive to make succession planning a mandatory Management Appraisal and Performance Plan (MAPP) behavior. Additionally, the Board directed that succession planning be added to the County's 2016-2021 Strategic Plan. As succession planning builds the County's overall leadership "bench strength," it will also create the pool of promotion-ready employees needed to respond to retirement and other forms of turnover.

20 percent
MAPP employees projected to retire within three years

The Department of Human Resources (DHR) and line department human resources professionals can orchestrate County- and department-wide approaches to analyzing and strengthening the leadership pipeline. However, as an individual manager, you see firsthand an employee's performance over time and directly observe that employee's ability to handle challenges. Thus, you have the greatest influence to create an environment where employees can be developed for higher-level leadership roles.

Purpose of this Guide

This Guide is a resource for managers seeking to develop the leadership competencies of their MAPP employees. Specifically, this Guide will provide the following:

- Brief guidelines for understanding the Countywide succession planning program and a manager's role in implementing it

- Methods for developing and executing leadership development plans

- An Individual Leadership Development Plan (ILDP) template

Who Should Use This Guide

The information presented in this Guide may be useful for any manager seeking to develop his/her employees. However, it has been written particularly for those who have completed the Leadership Evaluation, which provides a structure for evaluating MAPP employees according to defined leadership competencies needed for success in positions at the next higher-level throughout the County. These leadership competencies have been provided in Appendix A.

The Succession Planning Framework

The following guidelines describe the County's approach to succession planning and provide general information to consider about the leadership development process.

- **The County's succession planning is different from traditional succession planning.**
  Traditional succession planning programs emphasize the *pre-selection* of an employee to fill a higher-level position when it becomes vacant. In contrast, the County's succession planning program emphasizes *development opportunity*. Enhancing the leadership capacity of *all* potential successors is a good practice, as it increases the overall performance of the organization and increases the pool of employees who are prepared for a higher-level position.

- **Succession planning is intricately tied to career planning.**
  Managers and their potential successors must have open, up-front discussions about future career goals. Employees approach development assignments best when those assignments are directly linked to their specific career ambitions. An important part of succession planning is communicating the relevance between a development assignment and the responsibilities of the higher-level position to which a potential successor aspires.

- **Leadership development is different from regular employee development.**
  Managers must *always* be engaged in developing their direct reports for success in their current positions. Development for higher-level positions is distinguished from this day-to-day development because it depends on the needs of the organization, the goals of the employee, and the availability of specific development opportunities (e.g., timing the development of the financial management competency to occur during an actual budget cycle).

- **Leadership development should be carefully assessed from the context of the higher-level position and the employees' ongoing performance in their current positions.**
  Although the purpose of the leadership development effort is to assess employees' performance within the context of the needs of next higher-level positions, managers must be cognizant not to put so much pressure on potential successors that employees are unable to successfully complete the responsibilities of their current positions.

- **Succession planning should incorporate considerations of talent pools.**
  The current model of succession planning and leadership development is based on development for *vertical* advancement (i.e., to the position directly above). However, development for *horizontal* advancement (i.e., to promotional opportunities in other functional units, divisions, or departments) is also important, particularly given that County employees move within the organization.

  Departments are encouraged to develop talent pools for departmental positions that require similar competencies. That is, the department should assess and develop groups of eligible employees – regardless of direct reporting relationships – to potentially advance into one or more higher-level positions.

The following table describes the roles of the stakeholders in the succession planning process:

Role	Responsibilities
Department of Human Resources	• Promote succession planning • Provide information, analyses, resources, tools, and guidance to departments • Evaluate progress
Department Head & Executive Management	• Set strategic direction and define succession strategies • Support succession planning efforts (e.g., change management) • Build a thriving culture where employee skills are valued and encouraged to grow
Line Department Human Resources	• Implement department's leadership development plan (e.g. strategies) • Evaluate succession planning leadership development progress and suggest changes • Serve as a resource for line managers implementing *Individual Leadership Development Plans*
MAPP Supervisors	• Understand competency requirements of leadership positions • Evaluate employees and provide them with ongoing feedback • Select leadership development assignments • Implement *Individual Leadership Development Plans* with their MAPP employees
MAPP Employees	• Actively participate in their own development • Engage in self-awareness activities (e.g., self-reflection) • Proactively seek out feedback from peers, managers, and clients

How Leaders Learn

A cornerstone of leadership development is that leadership capability is primarily learned through experience. An estimated 70% of leadership development occurs through experience-based learning.[1] Furthermore, a guideline indicator of having gained the experience and "know how" to be considered an expert in a discipline is the accomplishment of 10,000 hours and/or 10 years of applied work experience.[2] Leadership is a discipline that has its own required competencies, and these competencies are best acquired through hands-on work experiences.

Leadership development happens throughout employees' professional work lives. Traditionally, employees acquire a variety of experiences as work-related needs arise. These work experiences shape employees' understanding of work operations and increase their confidence to effectively handle growing levels of complexity. When employees have demonstrated a high level of competence in a wide-array of challenging work functions and situations, they are deemed ready to move into leadership positions. This experience-based approach to leadership development is effective; however, it can be improved through the implementation of a more structured and guided approach.

The goal of this Guide is to help make leadership development a directed path of actions instead of an unplanned series of events. Employees can and do gain the levels of experience needed to ascend into leadership roles; however, a more defined and guided process helps to ensure employees are fully prepared to promote in less time.

One of the most effective methods to accomplish leadership development is through **stretch assignments**. Stretch assignments are hands-on, competency-specific work experiences that serve as gateways to attaining the experience needed to close competency development gaps. Leading research describes several distinct characteristics that contribute to the effectiveness of stretch assignments. As described below, these characteristics should be incorporated into the leadership development plans for potential successors.

Effective stretch assignments include

- challenging work that forces employees to learn by adjusting (e.g., implementing major organizational change, working across organizational boundaries, influencing people, working with ambiguity, etc.), which can motivate employees by requiring them to demonstrate their ability in new ways. However, the assignment needs to reflect a balance; being too challenging can lead to moments of defeat (e.g., too cognitively demanding; too many restrictions, barriers, or constraints to overcome; too much fear of failure in full view of peers).

- quality work experiences that expand learning by including unfamiliar assignments that are multi-dimensional, have large scale and scope, and have major implications (i.e., high stakes).

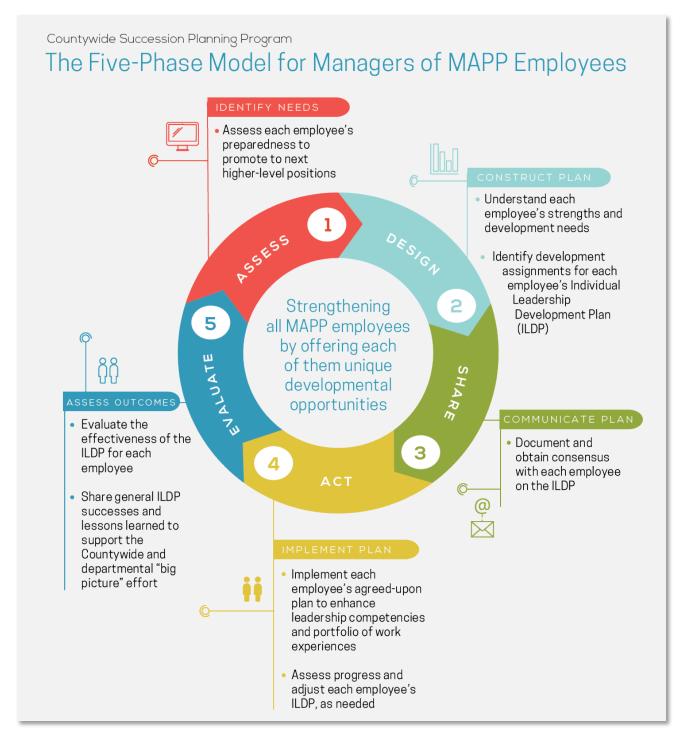[1] McCall, M. W., Jr. (2010b)
[2] Ericsson, K. A., & Charness, N. (1994)

Effective stretch assignments include *(cont'd)*

- multiple opportunities to perform the same or similar work within different contextual environments (i.e., experiencing nuances of the specific work situations), which allows employees to practice, apply previous lessons learned, and reach a higher level of understanding and confidence.

- active, timely, constructive feedback provided by the manager to guide learning and reduce uncertainty about how to best accomplish the work.

- employee self-reflection on the work experience through a systematic review of behaviors and outcomes. Reflection or after-event reviews provide a means for employees to evaluate the work situation and then discuss it with their manager to receive guidance. These reviews help to ensure the appropriate lessons were understood, which can help maximize the learning potential from each work assignment.

- consideration of the timing for giving the assignment. Timing in this case represents a moment when employees are
  - in a *ready* learning state (e.g., willing, able, and in possession of the foundational knowledge to accomplish the challenge);
  - accepting of the challenge and willing to accomplish it;
  - carrying a regular workload that enables time to focus on accomplishing the stretch assignment; and
  - given support via resources and the manager's guidance to clear barriers to the successful accomplishment of the assignment.

- the manager's promotion of a learning environment by
  - involving employees in the stretch assignment and goal-setting decision-making process (i.e., creating a participative, mutually-agreeable process);
  - defining effective and well-communicated learning goals;
  - encouraging employees to be willing and open to receive constructive feedback and receive support (e.g., motivating the employee to rise to new levels of accomplishment);
  - creating a supportive work environment that encourages success and positive movement forward while reducing employees' feelings of uncertainty, exposure (being "out there on their own"), and having to prove themselves again in a new environment; and
  - making employee development a cultural value and a strategic priority shown through daily work decisions and actions.

- recognition that leadership development is long-term and requires commitment. Leadership development is not an absolute, continuous linear process. There will be ups and downs with plateaus as employees' accomplishments accrue.

- tracking of employees' growth across their entire career at the organization, which involves building a portfolio of accomplished work experiences and maintaining a record of the employees' leadership competency development levels.
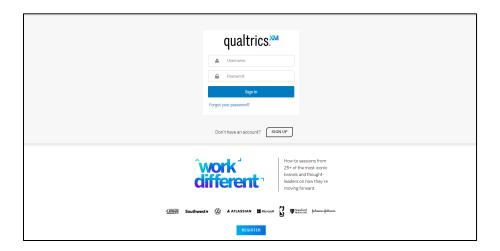
Leadership Development Process

The Succession Planning Program operates with a Five-Phase Model (Model) for leadership development, which is adaptable for County-, department-, and manager-level implementations. Provided below is a summary of the Model from the manager-level implementation perspective. At this point in the implementation of the Model, you are at Phase 1 and are moving into Phase 2.
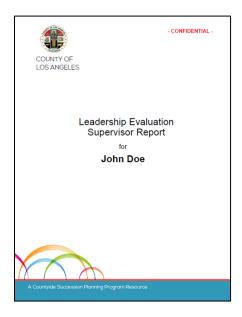
Countywide Succession Planning Program

The Five-Phase Model for Managers of MAPP Employees

IDENTIFY NEEDS
- Assess each employee's preparedness to promote to next higher-level positions

CONSTRUCT PLAN
- Understand each employee's strengths and development needs
- Identify development assignments for each employee's Individual Leadership Development Plan (ILDP)

COMMUNICATE PLAN
- Document and obtain consensus with each employee on the ILDP

IMPLEMENT PLAN
- Implement each employee's agreed-upon plan to enhance leadership competencies and portfolio of work experiences
- Assess progress and adjust each employee's ILDP, as needed

ASSESS OUTCOMES
- Evaluate the effectiveness of the ILDP for each employee
- Share general ILDP successes and lessons learned to support the Countywide and departmental "big picture" effort

1 ASSESS
2 DESIGN
3 SHARE
4 ACT
5 EVALUATE

Strengthening all MAPP employees by offering each of them unique developmental opportunities

The following section provides detailed information for completing the Phases of this Model.

Goal: Assess each employee's preparedness to promote to next higher-level positions

1. Complete the *Leadership Evaluation* via your Qualtrics portal.

2. Proceed with completing Phases 2-5 for each employee who requests a 1-on-1 leadership development meeting with you. You can identify these employees by reviewing each employee's *Leadership Evaluation Supervisor Report*, which is accessible in your Qualtrics portal.

Goal: Understand your employee's strengths and development needs

1. Review the *Leadership Evaluation Supervisor Report* to obtain an understanding of your employee's development needs. This review should be two-fold. First consider your employee's specific competency strengths and shortcomings. Then consider the overall placement of your employee within the *Leadership Evaluation* "Three-Box" categories. Appendix B provides general guidelines on the development approach to take with employees based on their Three-Box rating.

2. Meet with your employee to obtain a common understanding of the higher-level leadership competencies and any development gaps that exist. This shared understanding can be achieved by discussing the results of the *Leadership Evaluation*, *Leadership Self-Evaluation*, and other self-assessments taken. The conversation may reveal and provide opportunity to correct misperceptions about your employee's performance and/or potential. Example questions to address:

   - Are there any competencies on which the two sets of ratings (i.e., manager and employee) substantially differ (e.g. more than 1 rating level above or below)?
   - How can the responsibilities of the next higher-level position and the specific *Leadership Evaluation* ratings be communicated to your employee while also considering your employee's perspective?

Although the conversation should focus on identifying and addressing leadership development gaps, it is also essential to discuss strengths your employee already possesses in relation to the higher-level position. This can highlight the fairness of the evaluation process and boost your employee's openness to constructive criticism about other competency areas.

After agreeing on the competencies to be developed, prioritize and narrow them down to a reasonable number on which to focus.

Appendix C provides sample questions for you to use when engaging your employee in development planning conversations.

> **Appendix Tools**
> B. Development Approaches
> C. Conducting Development Conversations

Goal: Identify development assignments for each employee's Individual Leadership Development Plan (ILDP)

3. Consider potential assignments that will develop the targeted competencies.[3] These assignments should stimulate learning and "stretch" your employee beyond his/her current level of expertise. Effective development assignments incorporate one or more of the challenging characteristics described below.

Characteristics of Effective Development Assignments

Unfamiliar Responsibilities
managing new or different areas of work

New Directions
creating and managing strategic changes

Inherited Problems
fixing problems that previously existed

Broad Scope
managing work with multiple functions or services

Large Scale
managing work of great size (e.g., workload, locations, employees)

High Stakes
managing work with critical outcomes or high pressure/visibility

Responsibility Without Authority
influencing peers, higher-level management, and other stakeholders

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MAPP employees have most likely already experienced projects and assignments that feature these characteristics. However, tackling assignments with these challenging characteristics *multiple times* will strengthen employees' ability to conquer those challenges and equip them to be better leaders. Additionally, keep in mind that a *challenging* assignment is not necessarily a *developmental* assignment. Employees could use existing strengths to successfully complete challenging projects. True leadership development assignments are challenging and stretch employees beyond their comfort zones.

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[3] There may be instances in which a single stretch assignment could benefit multiple employees. If the assignment cannot accommodate all of your employees, consider which employee should be assigned the development opportunity based upon developmental need, interest, career goal, and/or perceived likelihood of achieving success.

Goal: Identify development assignments for each employee's ILDP (cont'd)

4. Brainstorm on the *specific* assignments to include in the ILDP. The following questions can help in this step:

- Which assignments have the most promise for learning?
- What other stakeholders (e.g., managers of other divisions or departments) would need to be involved to make the stretch assignment happen?
- Which assignments are most appropriate and feasible given current responsibilities?
- How can the current position be modified to accommodate a challenging, higher-level stretch assignment (e.g., rotational or temporary assignments)?

Using this intentional approach, an employee who needs to develop negotiation, conflict management, and flexibility competencies could be given the following stretch assignment:

Negotiate a new contract for a major new department program with an existing service provider that has been pushing for large price increases for existing services and keep costs within a 15% increase of current contract expenditures.

Successful completion of this assignment requires a full-range of leadership competencies. However, you would *emphasize* to your employee the three competencies the goal is intended to develop. Note that stretch assignments can also fulfill MAPP stretch goal requirements.

Appendix D lists examples of development assignments. These examples may serve as inspiration to identify potential assignments.

Appendix Tool

D. Sample Development Assignments

Goal: Document and obtain consensus with each employee on the ILDP

1. Discuss the stretch assignments with your employee to obtain agreement. Be open to negotiate with your employee, as your employee must have a voice in the process to take ownership of his/her development.

2. Document the agreed-upon assignment in a formal ILDP. The plan should consist of the following major elements:

- A definition of the assignment in terms of what will be accomplished or attempted
- A specific timeframe for completing the assignment
- The development target or goal (e.g., the specific competency or challenging characteristic to experience)
- The resources available to your employee
- The proposed specific actions or strategies for accomplishing the assignment
- The feedback methods (e.g., progress meetings)

Appendix E provides a sample paper-format ILDP template. Appendix F provides information on using the County's *PerformanceNet* to document and manage ILDPs. However, note that completing forms is not the focus of succession planning or leadership development efforts. Your interactions with your employee drive the success of the succession planning leadership development effort.

Appendix Tools
E. Individual Leadership Development Plan
F. Using *PerformanceNet*

Goal: **Implement your employee's agreed-upon plan to enhance the leadership competencies and portfolio of work experiences**

1. Provide support to your employee, which is a key element influencing the success of developmental experiences. As employees are engaged in implementing or executing development assignments, you can demonstrate support by

   - showing willingness to provide the resources to fulfill the assignment.
   - communicating confidence in your employee's ability to achieve the learning goal.
   - acknowledging and helping your employee manage any uncertainty associated with the assignment.

2. Provide feedback to your employee, which is another key element influencing the success of a developmental experience. Numerous types of feedback can be provided:

   - *Manager feedback.* Performance feedback from managers often focuses on whether employees successfully carry out their responsibilities. However, development assignments require feedback on *how* employees approach their development assignments. Work with employees to understand how they are carrying out their assignments and help them identify more effective practices and approaches. Conduct after-event reviews throughout various stages of the assignment to provide timely feedback and guidance.

   - *Other employees' feedback*. Individuals directly involved in or impacted by the development assignment (e.g., direct reports, committee co-chairs, other managers, etc.) can provide valuable feedback that helps to pinpoint specific areas to prepare employees for their future leadership roles. Additionally, your employee can consult with peers and colleagues who have met similar challenges to receive insight and guidance.

   - *Self-reflection*. Encourage employees to keep a written record (i.e., work journal) of new knowledge and insights gained, and how they may apply them to future experiences. Additionally, employees should compare the current challenge to past experiences, looking for parallels, contrasts, and new approaches. Help employees recognize that what worked in the past may not work at higher levels. These reflections can occur at various increments and/or pivotal points in the assignment timeline.

Goal: **Assess progress and adjust your employee's ILDP, as needed**

3. Complete and review the results of the mid-cycle *Bridge Assessment*

Goal: Evaluate the effectiveness of the ILDP

1. Determine whether your employee developed the target leadership competencies and strengthened the leadership pipeline by achieving the developmental goal. If you determine that your employee has not successfully developed the targeted leadership competencies, the development assignment can be revisited and the ILDP modified.

   The progression of an employee's development should be noted in the ILDP document and/or the County's *PerformanceNet*. In addition, communicate directly with your employee about his/her development progress at multiple times throughout the year. This continual feedback will help your employee to be aware of his/her progress.

Goal: Share general ILDP successes and lessons learned to support the Countywide and departmental "big picture" effort

2. Participate in DHR's periodic surveys to provide your feedback on the ILDPs you have implemented with your MAPP employees.

3. Contribute your feedback on the department-level leadership development program to your department's executive and administrative stakeholders.

Provided below is a summary checklist of the goals and actions of each phase.

Phase	Goal(s)	Actions
1 **ASSESS** Identify Needs	Assess each employee's preparedness to promote to next higher-level positions	☐ Complete the *Leadership Evaluation* ☐ Proceed with Phases 2-5 for each employee who requests a 1-on-1 development meeting with you
2 **DESIGN** Construct Plan	Understand your employee's strengths and development needs	☐ Review the *Leadership Evaluation Supervisor Report* ☐ Meet with your employee to obtain a common understanding
	Identify assignments for the *Individual Leadership Development Plan* (ILDP)	☐ Consider <u>potential</u> assignments that will develop the targeted competencies ☐ Brainstorm on the <u>specific</u> assignments to include in the ILDP
3 **SHARE** Communicate Plan	Document and obtain consensus on the ILDP	☐ Discuss the stretch assignments with your employee to obtain agreement ☐ Document the agreed-upon assignment in a formal ILDP
4 **ACT** Implement Plan	Implement your employee's agreed-upon ILDP	☐ Provide support to your employee ☐ Provide feedback to your employee
	Assess progress and adjust your employee's ILDP	☐ Complete and review the results of the mid-cycle *Bridge Assessment*
5 **EVALUATE** Assess Outcomes	Evaluate the effectiveness of the ILDP	☐ Determine whether your employee developed the target leadership competencies
	Share general ILDP successes and lessons learned	☐ Participate in DHR's periodic surveys ☐ Contribute your feedback on the department-level leadership development program

Conclusion

Succession planning and leadership development are ongoing Countywide commitments. They provide valuable insight into the County's "bench strength" and leadership pipelines. Managers play a critical role in these processes by endeavoring to help potential successors prepare for future leadership roles. However, it is ultimately up to MAPP employees to perform well in their jobs while simultaneously equipping themselves to meet the challenges of higher-level positions. You can help them by

- fostering a work environment that promotes learning,
- increasing opportunities for development assignments,
- nurturing an organizational culture that values feedback,
- using learning goals to measure progress,
- encouraging experimentation and learning from mistakes, and
- providing ongoing support.

Additionally, the succession planning and leadership development process should seek to not only prepare leaders for the future, but also reward them today as part of a bigger drive for retention. Your genuine efforts to recognize your employees for their development successes will also help to retain them and preserve the County's leadership bench strength.

Succession Planning is about strengthening all MAPP employees
by offering each of them unique developmental opportunities.

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Leadership Competencies

Fundamental Competencies

1. **Flexibility** – Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

2. **Resilience** – Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

3. **Continual Learning** – Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

4. **Integrity/Honesty** – Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

5. **Oral Communication** – Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.

6. **Written Communication** – Expresses facts and ideas in writing in a clear, convincing and organized manner.

7. **Interpersonal Skills** – Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

Leading and Managing Change

8. **Leveraging Diversity** – Initiates and guides the planning, implementation, and evaluation of the change process. Creates a comprehensive roadmap prior to implementing a major change initiative. Anticipates and addresses risks and structural, procedural, or social barriers to change. Facilitates buy-in and involvement among appropriate stakeholders, and communicates regularly throughout the change process.

9. **Creativity/Innovation** – Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

10. **Vision** – Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

11. **External Awareness** – Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.

12. **Strategic Thinking** – Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

Leading and Managing People

13. **Cultural Awareness** – Initiates and manages cultural change within the organization to impact organizational effectiveness. Values cultural diversity and other individual differences in the workforce. Ensures that the organization builds on these differences and that employees are treated in a fair and equitable manner.

14. **Conflict Management** – Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

15. **Team Building** – Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

16. **Public Service Motivation** – Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

Focusing on Outcomes

17. **Data Fluency** – Identifies appropriate data needed to address a problem. Ensures data is accurate, reliable, timely, and comprehensive. Leverages available data to guide decision making. Identifies patterns, trends, and their implications. Facilitates the collection of data to measure the effectiveness of processes, products, or services.

18. **Project Management** – Establishes clear project scope and feasible project timelines. Realistically evaluates costs and availability of necessary resources. Uses appropriate metrics for assessing progress and completion. Clarifies roles and responsibilities, and maintains proactive communication with stakeholders.

19. **Decisiveness** – Exercises good judgment by making sound and well informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

20. **Customer Service** – Balancing interests of a variety of clients, readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end products; is committed to continuous improvement of services.

21. **Entrepreneurship** – Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

22. **Professional Expertise** – Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

23. **Problem Solving** – Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

24. **Accountability** – Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.

Managing Operations

25. **Human Resources Management** – Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.

26. **Financial Management** – Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

27. **Technology Management** – Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision-making. Understands the impact of technological changes on the organization.

Building Relationships

28. **Influencing/Negotiating** – Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

29. **Partnering** – Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

30. **Political Savvy** – Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

Development Approaches Based on
Leadership Evaluation "Three-Box" Categories

	Employee Definition	Development Approach/Actions
PREPARED TO ADVANCE	• **Most suited** for higher-level positions. • Need specific development to enhance and maintain their capabilities.	• Challenging stretch assignments reflecting the **more complex** work of the higher-level position. • Work will be supervised, guided, and these employees are **fully accountable**, but they do not have the ultimate ownership of the outcome.
DEVELOPMENT NEEDED	• **Solid performers** • **May** have potential to advance, but they need an opportunity to demonstrate their real potential. • **Need a fair amount** of specific development to enhance their capabilities to become suitable for higher-level positions.	• **Less complex** stretch assignments that allow these employees to perform the **more routine** work of the higher-level position. • Stretch assignments will be supervised, guided, and these employees do **not** have the ultimate ownership of the outcome. • Assign the **most** challenging work of their current position to develop **full mastery**.
SUBSTANTIAL DEVELOPMENT NEEDED	These employees most likely require development to effectively perform in their current positions. Note: Employees will need to demonstrate stronger performance at their current position before they are given stretch assignments.	• Development activities are related to enhancing these employees' abilities to prove themselves in their current positions. • After these employees' performance improves, reassess the Three-Box leadership potential rating and implement the appropriate development activities.

Conducting Development Conversations

Development planning is a shared responsibility between you and your employee that is driven through open *discussion*. Provided below are example questions to spark meaningful dialogue in this regard.

Conversation Topic and Objective	Example Questions To Ask
Employee's Career Perspective *Understand your employee's short and long-term career goals and expectations*	• What are your career and professional development goals? • What are your short- and long-term career expectations? • What is important to you in terms of work? • How are you defining "success"? • What do you enjoy most and least about your current role?
Organizational Context for Development *Ensure your employee understands any organizational environment changes that could influence development planning (e.g., reorganization)*	*[After discussing the organizational environment changes]* • How do you think this may impact you? • Do you have any questions about the direction of the organization? • Is there anything about the organization I have not discussed that you feel has bearing on your development?
Strengths to Leverage *Emphasize the importance of leveraging strengths in development planning and obtain agreement on your employee's strengths to leverage*	• In what ways do you think you have contributed to the goals, strategy, and objectives of our team? Department? Organization? • What are some examples of your greatest success? • Which strengths would you like to further leverage to enable your readiness for advancement?

Development Needs
 Understand your employee's perspective and reach consensus on the target competencies to develop
	• Where do you see growth opportunities for yourself?
	 • In what specific areas do you perceive that you…
	    – have development needs?
	    – would benefit from new knowledge/work experience?
	    – need exposure to different functions?
	    – need to modify individual professional behaviors?

Development Assignments *Identify and reach consensus on the assignments that could develop the target competencies*	• Considering both strengths and development needs, what assignments do you think should be in your development plan? • What work experiences will help you develop? • What resources will you need? • What barriers to development might occur?
Development Relationships *Identify opportunities for your employee to work with individuals who are strong in a particular competency*	• From whom might you learn new skills and acquire knowledge? • With whom would you like to collaborate on a project?

Sample Development Assignments

1. Conduct a feasibility study (e.g., conduct a study on enhancing current services or investigate the possibility of outsourcing a function or service)

2. Develop an efficiency initiative (e.g., redesign a work process, identify a new technology, evaluate a policy, etc.)

3. Develop a new, complex training program

4. Lead the preliminary development of the department's strategic plan

5. Establish or maintain a functional work-group that spans across departments (e.g., develop or maintain a quality assurance program)

6. Take responsibility for a failing/faltering project

7. Take on the responsibility for developing a group of high potential employees

8. Establish an inter-agency consortium to solve a common problem

9. Add a work responsibility that is "falling through the cracks" in a work group or pick up a neglected but needed work function

10. Handle the press or external political entity

11. Develop a budget proposal

12. Conduct a system-based review of all policies or procedures related to a major work function

13. Manage a department-wide customer service improvement initiative

14. Lead a high-profile, publicly visible project that requires working with multiple external organizations

15. Write high-profile reports covering sensitive or complex information/work situations

16. Implement a new IT system

17. Mediate a dispute between organizational units

18. Evaluate a new law's impact on a major departmental function

19. Redesign a major departmental function

20. Manage an annual organizational event

21. Establish a new satellite office

22. Develop and negotiate a new service contract

23. Develop a forecasting model to predict an outcome of interest

24. Represent the organization during an audit

25. Take on any responsibility of the higher-level MAPP position

Individual Leadership Development Plan (ILDP)

Your Name, Title

Your Supervisor's Name, Title

Title of Stretch Assignment

Period Covered   **1**

Developmental/Stretch Assignment Description	Target Competencies to Develop	Competency Strengths to Leverage
2	**3**	**4**

Major Sub-Activity*	Completion Date	Feedback Method(s)
1.		
2.		
3.		
4. **5**	**6**	**7**
5.		
6.		

Resources Needed	**8**

* There may be additional sub-activities NOT listed that are necessary for the successful completion of the development/stretch assignment. Only those sub-activities that directly relate to development of the target competencies are listed. You should engage in <u>all</u> activities necessary to successfully complete the development/stretch assignment.

Instructions for Using the Template:

1 – Describe the duration of the plan (e.g., 3-12 months)

2 – Define the assignment in terms of what will be accomplished or attempted

3 – List the target competencies to develop

4 – List the strengths to leverage in completing the assignment

5 – Outline the major sub-activities needed to complete the assignment

6 – List the proposed completion dates for each sub-activity

7 – List the feedback methods that will be used

8 – Describe/list the resources needed/available to complete the assignment

Appendix E

Individual Leadership Development Plan (ILDP)

Alison Jones, Assistant Manager

Your Name, Title

Adrianna Gutierrez, Deputy

Your Supervisor's Name, Title

Title of Stretch Assignment **Training Program Proposal**

Period Covered **September 13, 2021 – January 31, 2022**

Developmental/Stretch Assignment Description	Target Competencies to Develop	Competency Strengths to Leverage
Lead a team to develop a comprehensive proposal to augment the existing training program to include value-added training skill sets that would enable employees to meet the needs of the changing public service environment	**Creativity/Innovation** **Strategic Thinking** **HR Management** **Team Building**	Decisiveness Problem Solving Partnering

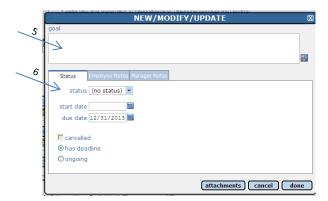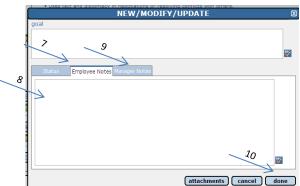| Major Sub-Activity*	Completion Date	Feedback Method(s)
1. Assemble a project team and create a project plan	10/7/21	• Weekly development meetings with Deputy Gutierrez • Project team feedback • Self-reflection
2. Evaluate the current training program, including course topics, curricula, student evaluations and test scores, manager feedback, etc.	10/21/21	
3. Determine needed skill sets and understand changing public service needs (e.g., internal/external surveys, focus groups, other research)	11/18/21	
4. Conduct a benchmarking study of training programs in other departments and public agencies	12/9/21	
5. Develop an employee training plan (e.g., topics, delivery method, how training is provided, cost, timeline) to equip the department to meet changing needs of the public	12/30/21	
6. Develop and present a 10-page proposal to the department executives	1/31/22	Department executive feedback

Resources Needed	Timely and appropriate input from Paul Stevens, Training Manager; surveying system or resources

* There may be additional sub-activities NOT listed that are necessary for the successful completion of the development/stretch assignment. Only those sub-activities that directly relate to development of the target competencies are listed. You should engage in <u>all</u> activities necessary to successfully complete the development/stretch assignment.

Using *PerformanceNet* to Document Leadership Development Goals

1. After logging in to *PerformanceNet*, click on the **Goals/Work Plan** section

2. Click on **Developmental Goals (Not Rated)**, which is the last section at the bottom of the screen

3. Click on **Click Here to Add New Goals**

4. Click on **Add A Goal**

5. Enter the goal in the **Goal** section of the screen that opens
   a. Define the assignment in terms of what will be accomplished or attempted

6. In the **Status** tab, select the status of the goal and enter the start and due dates

7. Click on the **Employee Notes** tab

8. Enter the following information on the goal:
   a. The development target or goal (e.g., the specific competency or challenging characteristic to experience)
   b. The resources available
   c. The proposed specific actions or strategies for accomplishing the assignment
   d. The feedback methods (e.g., progress meetings)

9. Click on the **Manager Notes** tab to view any notes from the manager

10. Click **Done**

11. Click **Save**

For additional information on using *PerformanceNet* to manage development goals, please refer to the "Performance Net Basics - For MAPP Participants" online training course on the LearningNet

Succession Planing Program Team

Marc C. Shartzer, Principal Analyst, HR
Marc holds an M.S. in Industrial/Organizational Psychology and professional certificates in Human Resources Management, Project Management, Technical Writing, and Business Management. He has earned a SHRM-SCP certification. Marc has over 21 years of experience in public, private, and consulting organizations. His areas of practice include succession and workforce planning, selection research and test development, strategic organizational initiatives, workforce analytics, organizational surveys, coaching, training program development, recruitment, career guidance, workforce reduction, compensation administration, and other human resources activities. He has presented at regional and international conferences and has been published in professional journals. Marc was a recipient of a 2018 GCN Government Innovation Award.

Angela C. Hawkins, HR Analyst IV
Angela holds an MBA and has 19 years of public-sector human resources experience involving succession and workforce planning; communication design; recruitment and selection; survey and training program development and implementation; career guidance; workforce reduction; and other human resources activities. She has presented at a regional conference sponsored by the International Public Management Association – Human Resources and has been published in its publication. Angela was a recipient of a 2018 GCN Government Innovation Award.

George A. Miranda Jr., HR Analyst IV
George holds an MPA in Public Sector Management and Leadership and has over 11 years of public sector experience involving data science, quality improvement initiatives, strategic planning activities, and survey development. He has presented at an international data science conference hosted by Stanford. George was a recipient of a 2018 GCN Government Innovation Award.

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Matt holds an M.S. in Industrial/Organizational Psychology and has over 9 years of public and private sector human resources experience involving succession and workforce planning, recruitment, selection, classification, career and development coaching, training, survey research, and data analytics. He has presented at several regional conferences on the topics of resume building and effective interviewing.

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