



Part 1: Talent Management

Implementation Guide for Baptist Health Leaders



Baptist Health South Florida

ABOUT THIS GUIDE

TOPIC

Talent and Succession Management

READING



30 min.

BEST FOR:

- Directors and above leaders
- HR Practitioners

Review how to:

- Identify top talent using the talent management process
- Pinpoint future leadership gaps

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AT A GLANCE

The Talent Management process at Baptist Health is a part of our business strategy to develop and “Grow Our Own” talent, in order to meet the organization’s current and future business needs.

Through our systematic approach to talent management, we ensure that the right leaders from across the organization are identified and developed to create a robust succession plan. The graphic on the right illustrates Baptist Health’s approach to Talent Management.



► Why Talent Management?

- Baby Boomers are retiring at a fast pace and leaving with institutional knowledge.
- Due to a wide range of challenges and pressures in today’s marketplace, only those with the right talent to execute the business strategy will prevail.
- There is intense competition for individuals who can lead organizations.
- There is a high demand for cognitive complexity, extraordinary strategic thinking skills, and the ability to make high-quality decisions quickly in the face of competitive pressure and uncertainty.

► About the guides:

- Part 1: Ready-to-use tools to conduct talent management reviews
- Part 2: Development guide to assist high potential talent through their development journey

Who Participates in a Talent Management Review?

▶ Roles in a Successful Talent Management Strategy

DEFINITIONS:

Participants – Leaders who **ARE ASSESSED** as part of the Talent Management Review process. In general, managers and above are Participants in the process.

Raters – Leaders who **ASSESS** the capabilities of their direct reports. Typically, includes directors and above.

A leader may be both a Rater and a Participant depending on their level within the organization.

HR Practitioners – Those who help **FACILITATE** and **SUPPORT** the talent management process.

Participants

- Drive their development
- Own their Individual Development Plan (IDP)
- Are receptive to feedback received
- Follow-through on completing the action items on their IDP

Raters

- Assess talent honestly, objectively and factually
- Support and guide strategic talent through their development process
- Identify and assign stretch assignments
- Regularly debrief and provide feedback on the progress of their development
- Promote from the strategic talent pool as indicated

HR Practitioners

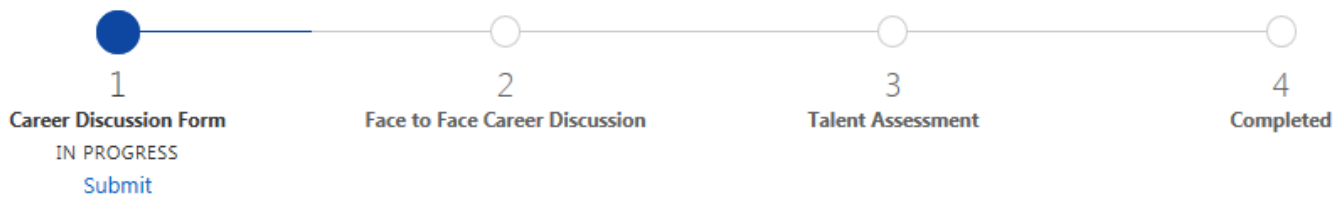
- Partner with line management to link talent to business strategy
- Design and coordinate talent management process
- Design strategic talent development strategy relevant to business needs

Talent Management Process

The talent management process within PeopleSoft is comprised of two separate groups of tasks. The first set of tasks focuses on talent assessment, while the second set of tasks is geared toward the creation of the 4-box performance and potential matrix.

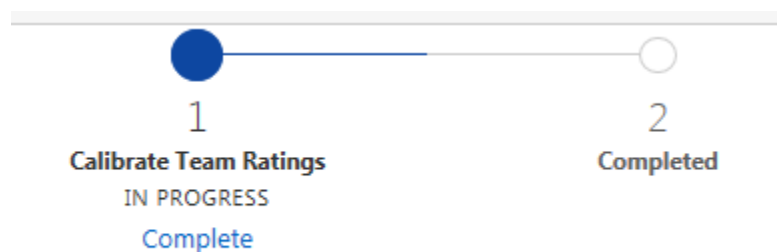
Assessing Talent

1. The process is initiated and the Participant completes their talent profile in PeopleSoft.
2. The Rater and the Participant meet in a face to face meeting to discuss the Participant's career aspirations, strengths, opportunities and development, if appropriate.
3. The Rater assesses the Participant, without the Participant present, by completing the talent assessment online form.



Creating the 4-Box Grids

Once the Rater has assessed all of his or her Participants, one 4-Box grid per leadership level is created.



STEP 1: Define Your Strategy

IN A SNAPSHOT

Determine the strategic priorities for the next 1 – 3 years

Link talent development and succession plans to strategic priorities

Anticipate challenges your department will face and skills/abilities needed to address them

STEP 1: Define Your Strategy

1. STRATEGIC PRIORITIES:

- What are your department's major business priorities?
- What must you do differently or better?

Consider:

- Growth goals
- Profitability, productivity improvement, business indicators, etc.
- Resources constraints (e.g. talent supply)
- Changes in health care regulations
- Organizational expansion
- New ventures and acquisitions
- New lines of service
- Workforce changes

2. ORGANIZATIONAL/LEADERSHIP IMPLICATIONS:

What changes in the organization's structure, leadership roles, or key talent pools will be required to address these priorities?

Consider:

- New structures in the organization
- New processes or management systems
- New positions/leadership roles to be defined and filled
- Gaps left by turnover in key areas
- New locations/relocations of staff
- Consolidation of business units/leadership roles

3. CRITICAL LEADERSHIP NEEDS:

What are the department's most important development needs or talent gaps?

STEP 2: ASSESS – Career Discussion



IN A SNAPSHOT

Review the talent profile for each Participant including work history, education, mobility and career plan

Pay close attention to career interests, key experiences and strengths/opportunities

Have a career discussion with each Participant

STEP 2: ASSESS – Career Discussion

Review the **talent profile** for each Participant who will be rated, including work history, education & skills, mobility & travel, and career plan.

The screenshot shows a web application interface for reviewing a talent profile. On the left is a vertical navigation menu with the following items: Welcome, Personal Information, Current Position & Organization, **Work History** (highlighted with a red box), Education & Skills, Experience Inventory, Performance, Feedback, Mobility & Travel, Development, Journal, Talent Assessment, Career Plan, and Competencies.

The main content area is divided into three sections:

- Internal Positions:** A table with two columns: Position and Manager. The first row shows 'Dir Leadshp Dev/Tal Mgmt' managed by 'Adriene S McCoy'. Below the table, it indicates '(1 total rows)' and 'Rows per page: 10'.
- Additional Work History:** A table with five columns: Manage, Previous Job Title, Previous Employer, Previous Start Date, and Previous End Date. It contains two rows of data:

Manage	Previous Job Title	Previous Employer	Previous Start Date	Previous End Date
	Laboratory Director	HCA, Richmond, VA	08/08/2011	11/25/2016
	Laboratory Manager	HCA, Richland Hills, TX	04/01/2008	08/01/2011

Below the table, it indicates '(2 total rows)' and 'Rows per page: 10'.
- Years of Relevant Work Experience:** A section with a label 'Years of Experience:' and a dropdown menu currently set to '10 - 15 Years'.

STEP 2: ASSESS – Career Discussion

Review the career plan for listed strengths, opportunities, short and long term career goals. Also view key experiences and career aspirations.

Career Interests

Use this section to highlight your career interests and goals, strengths and areas of opportunity.

What do you consider to be your 3 key strengths? Refer to the leadership competencies.

Strategic Agility - strong ability to think long term, develop vision and purpose
 Dealing with Ambiguity - effectively deal with change, and can shift gears easily with minimal disruption
 Drive for Results - achieve and deliver timely high quality "

What are your long term career goals? (5 years)

Expand knowledge in other areas of the business to be able to lead a broader area of responsibility

What do you consider to be your 3 developmental opportunities? Refer to the leadership competencies.

Business acumen - continue to develop knowledge of health care industry
 Listening - continue to be open minded and listening to others ideas
 Approachability - be more aware of others perceptions; improve ability to build rapport and relationships quickly

What are your short term career goals? (2-3 years)

Continue to build capabilities of my team
 Move to a larger entity

Key Experiences



What key experiences would you like to obtain in order to achieve your career goals?

Key Experiences: Exposure to operations in areas outside my immediate scope of responsibility

Career Aspiration

If you are interested in continuing to grow your career within the organization, use this section to define potential future positions. Select job families, job function management level and other details to better describe the role.

Edit	Job Family	Management Level	Job	Interest Level ↑	Timing	Comments	Delete
	Management	Assistant Vice President					

 Add (1 total rows) Rows per page: 10 

STEP 2: ASSESS – Career Discussion

Review the career plan tab and the information the Participant completed. Hold a career discussion with each Participant prior to completing the talent assessment form. Set aside a minimum of 30 minutes for each conversation.

The conversation should be conducted during an uninterrupted time period. It is important for the conversation to be interactive. That way, as you pose questions to the Participant, you also refer to your own self-questions and interject your thoughts throughout the discussion.

Questions to ask Participants

- **What are your short-term and long-term career goals?**
- **Why did you select those?**
- **How do you believe your strengths will help you accomplish your career goals?**
- **What areas of development would you like to focus on to accomplish your career goals?**
- **What support do you need from me?**

Self-Questions for Raters

- **What do I see as this person’s ultimate potential?**
The response should focus on the highest level that you believe the employee can attain and the behaviors to support your thinking.
- **What do I think the employee needs to do to get there?**
Think through the development options available to help the Participant, whether it’s through an expanded role or formal education and training.
- **What do I feel are the employee’s key strengths?**
These should be the strengths that will help the employee continue growing in their career.
- **What do I know about this employee’s immediate key developmental needs?**
This response is about the short-term development goals as opposed to what was referred to in the second bullet above. This might be something such as “needs additional senior level exposure” so others inside the company get to know this individual, or “needs presentation skills training in the next 12 months.”

STEP 2: ASSESS – Career Discussion



1. Assess whether the Participant is a **LOW** performer or **TOO NEW** (less than 3 months) with the organization. If so, use the drop down menu to make a selection.
2. Participants who are **LOW** or **POOR** performers will not be assessed further during this talent management review. You are done with their assessment and should move on to the next Participant to assess.
3. Assess **Performance** and **Potential** as either High or Moderate (*see page 14 for more details using this tool*).
4. Assess **Readiness** and **Future Potential Position** if Participant is assessed as High Potential (*see pages 15-16 for more details using this tool*).
5. Assess **Risk**, actions to **Mitigate Risk**, and assess **Mobility** (*see page 16-18 for more details using this tool*).
6. Assess the targeted positions to identify critical positions (*see page 19 for more details using this tool*).
7. List Accomplishments, Key Strengths and Opportunities for Improvement.

-
- | | |
|---|--|
| <ul style="list-style-type: none">• Performance: ability to consistently deliver results over the last three years• Potential: ability to move up within the organization• Readiness: timeline defining when the leader will be ready for next position• Risk: likelihood that the leader will leave the organization | <ul style="list-style-type: none">• Mitigate Risk: development actions required to neutralize the risk of the leader leaving the organization• Target Position(s): next position that the leader will likely be able to fill• Mobility: Is the leader willing to work anywhere within the system? |
|---|--|
-

STEP 2: ASSESS – Talent Assessment and Tools

Tool: Evaluating Performance and Potential

Evaluating Performance:

When evaluating performance, look for consistency and sustainability over time. The focus is more on what a person has accomplished over the past 3 years, not one specific action or accomplishment. Take into consideration LEM data over the last performance review cycles and other key business indicators.

High Performance (H)

- Over-delivers on performance targets
- Requires little or no direction

Moderate Performance (M)

- Consistently meets performance targets
- Requires a moderate level of direction

Questions to Evaluate Performance

- Who are the top performers? Has their performance been consistently high for the last few years? What does the performance review data, e.g. LEM, show over a 3-year period?
- How well does the leader plan, organize, control and motivate to consistently produce results over time?
- What are the key business indicators he/she influences at or above expected performance? For how long?
- How well does he/she contribute to the overall success of the department on a daily basis?
- What specific behaviors and examples demonstrate the Baptist Health Leadership Core Competencies?

Evaluating Potential:

Potential is more difficult to assess than performance. It is predicting the future by looking at past behaviors to determine the probability of success in higher level roles. Research shows that nearly 50% of the workforce has a less than 5% chance of being a top performer at the next level.

High Potential (H)

- Capable of performing a broad range of cross-functional assignments
- High levels of leadership capabilities, cognitive capabilities, relationship building, learning agility and cultural fit
- Broadest range of leadership and technical competencies

Moderate Potential (M)

- Capable of advancing one level
- Moderate levels of leadership capabilities, cognitive capabilities, relationship building, learning agility and cultural fit Possesses sufficient range of leadership and technical competencies

Questions to Evaluate Potential

- How quickly does this person grasp difficult concepts? Makes connections that others miss?
- How good is he or she at generating multiple scenarios?
- How effective is this person in difficult people situations?
- How well does this person take charge of change efforts? Can he or she take the heat while moving ahead with change?
- Have you seen this person learn to do something differently?
- How easily does this person learn new functions? How well would this person do in a new function?

STEP 2: ASSESS – Talent Assessment and Tools

Tool: Leadership Potential Diagnostic

This short tool will help you assess your leaders' future leadership potential. You should use this tool on your own. It should not be completed with the leaders you are assessing.

Instructions: Respond “Yes” or “No” whether each statement describes your leader.

Leadership Capabilities	Responses	
1. Exhibits excellence in leading people, fostering development, and influencing others.	Yes	No
2. Challenges the status quo, innovates and demonstrates a facility for change management.	Yes	No
3. Greater capability to inspire others.	Yes	No
4. Greater proficiency at articulating and defending ideas.	Yes	No
5. Is individually motivated to be evaluated against his or her accomplishments, rather than shying away from accountability.	Yes	No
Cognitive Capabilities	Responses	
6. Demonstrates excellent conceptual and strategic thinking.	Yes	No
7. Effectively and quickly grasps complex issues.	Yes	No
8. Is a strategic thinker.	Yes	No
Relationship Building	Responses	
9. Exercises superior interpersonal skills and sociability.	Yes	No
10. Shows resiliency, emotional stability, and self-awareness.	Yes	No
11. Competent at reading others and responding appropriately.	Yes	No
12. Greater facility to manage difficult employees.	Yes	No

STEP 2: ASSESS – Talent Assessment and Tools

Tool: Leadership Potential Diagnostic - continued

Learning Agility	Responses	
13. Adapts quickly, exemplifies a learning orientation, and succeeds in first time situations.	Yes	No
14. Actively seeks out, absorbs, and constructively responds to feedback.	Yes	No
15. Superior skills to work with unclear, contradictory, and inconsistent information.	Yes	No
16. Shows the ability to handle an increase in responsibilities.	Yes	No
Cultural Fit	Responses	
17. Embodies the values and norms of Baptist Health South Florida.	Yes	No
18. Looks for opportunities to learn, develop, and advance.	Yes	No
19. Speaks highly of the organization.	Yes	No
20. Proud to work for the organization.	Yes	No
21. Thinks the organization is the best for career.	Yes	No

SCORING: Any individual scoring four (4) or more “yes” responses in all the categories should be considered as HIGH potential. If so, use your responses here, along with specific examples that support your responses, to prepare to present your Participant as a High Potential candidate.

Use the next page summarize your assessment and capture examples that support your evaluation.



Use the online version of this assessment.

https://baptisthealth.qualtrics.com/jfe/form/SV_eyqYhlebQLHmEv3

Notes:

STEP 2: ASSESS – Talent Assessment and Tools

Tool: Assigning Readiness and Risk

Readiness

Readiness refers to amount of time the Participant needs to develop the skills and competencies necessary to be able to step into a higher role. If a Participant is not identified as having potential to move into a different role, the Well-Placed rating is used.

READINESS DESCRIPTIONS

(RN) Ready Now – This person has developed suitably in his/her current role and can assume greater responsibility NOW.

(RD) Ready with Development – This person has reasonably developed in current role and with SOME DEVELOPMENT can assume greater responsibility in the next 1-2 years.

(RL) Ready Later – This person is developing in the current role and with LONG-TERM DEVELOPMENT can assume a role of greater responsibility in the next 3-5 years.

(WP) Well Placed – This person has not yet developed suitably in current role OR is well-placed in the role for the long term.

Assessing and Mitigating Risk

Many factors influence the risk of a leader leaving the organization. These range from personal circumstances, desire to move ahead with little opportunity, cultural fit, compensation and many more.

The Rater uses information he/she has learned from previous conversations with the Participant to determine the reason for the risk and the likelihood of the Participant leaving the organization.

RISK DESCRIPTIONS

High Risk: Potential to leave within 12 months

Medium Risk: Potential to leave within 1 - 3 years

Low Risk: Potential to leave 3+ years

Once reasons for risk are identified, actions to minimize the risk are determined and recorded.

STEP 2: ASSESS – Talent Assessment and Tools

Tool: Risk Assessment

FLIGHT RISK ASSESSMENT

Instructions: To use as an individual exercise, please complete the following tool to determine or identify how at risk your leaders are of leaving the organization. This is an individual exercise and should not be used as a questionnaire with your leader.

Leader Name:	Position:
Department:	Reports To:
Evaluation Rate:	Flight Risk – Level:
HRK Definite risk to leave the company	
MRK Probable flight risk within next 1-3 years	
LRK Low probability, of leaving BHSF within next 3 years	

Organizational Effectiveness (Scale 1=Strongly Agree - 5=Strongly Disagree)					
1	<u>The leader demonstrates behaviors that fit the culture at Baptist Health</u>	1	2	3	4 5
2	The leader seems satisfied with his or her work situation (projects, colleagues, reputation, learning, etc.)	1	2	3	4 5
3	The leader works in a well-staffed department	1	2	3	4 5
4	The leader is being challenged by their work	1	2	3	4 5
5	Balance exists between the leader's responsibility and authority in work	1	2	3	4 5
6	You have done everything within your control to provide your leader with the tools required for him/her to do the job.	1	2	3	4 5
Career Development (Scale 1=Strongly Agree - 5=Strongly Disagree)					
7	The leader has a promising career outlook with Baptist Health	1	2	3	4 5
8	You know the leader's long-term goals and are actively supporting him or her	1	2	3	4 5
9	The leader knows you will actively promote his or her development via training, challenging projects and learning opportunities	1	2	3	4 5
Work Relationships (Scale 1=Strongly Agree - 5=Strongly Disagree)					
10	<u>A good relationship exists between the leader and their direct report(s)</u>	1	2	3	4 5
11	The leader has a positive relationship with their colleagues	1	2	3	4 5
12	The leader understands how decisions which impact them are made and in what context they are made	1	2	3	4 5
13	The leader's co-workers are capable of doing their jobs efficiently	1	2	3	4 5
Personal Factors (Scale 1=not likely-5=very likely)					
14	<u>How likely is the leader to relocate?</u>	1	2	3	4 5
15	<u>How likely is the leader to look for further career advancement?</u>	1	2	3	4 5

Risk Level	Point Total
HRK	87-115
MRK	41-86
LRK	23-40

of "Bold" Answers _____ x 3 = _____
 +
 All other points _____ x 1 = _____
 Point Total = _____

Analyzing Your Results

Risk Level	What To Do
HRK	<p>If a leader is a high risk, try the following ideas to re-engage them:</p> <ul style="list-style-type: none">• Realign their personal vision with the company's vision – Most leaders are internally driven. They have personal visions in addition to the vision of the organization• Look to engage the leader in strategy and decision making – Work with the leader to explore their ideas on business strategy and operation• Provide recognition and appreciation of their abilities – Find opportunities to reiterate the value they bring to the organization• Offer opportunities for them to voice their input – Listen to new ideas that the leader wants to bring to the department• Provide development opportunities - Give stretch assignments and create challenging development experiences
MRK	<p>If a leader is a middle risk, try the following:</p> <ul style="list-style-type: none">• Provide more job flexibility - Allow for flexible work arrangements and foster work/life balance• Give clarity to the direction of the organization and to the leader's position - Make sure the leader understands the direction of the organization and help them discover their part in it.• Use the concepts from the "HRK" box as well
LRK	<p>That's great. If the leader is a low flight risk, begin to assess their potential and begin to provide them stretch assignments and help them grow within the company.</p>



You can take the **Flight Risk Assessment** online and rate up to three Participants:
https://baptisthealth.qualtrics.com/jfe/form/SV_4ILEPqb7oav43CR

STEP 2: ASSESS – Talent Assessment and Tools

Tool: Identify Target Positions

Mission-Critical Roles	
<p>What are the mission-critical roles for meeting the strategic business objectives in the short-term (6–12 months), mid-term (1–3 years), and long-term (3+ years)?</p>	<p>Sample roles include:</p> <ul style="list-style-type: none"> • Key strategic roles • Roles that lack talent in the pipeline • Roles where people have the talent but not breadth, depth, and experience yet • Roles that are experiencing attraction issues • Roles that are experiencing retention issues
<p>What are the critical competencies for these roles?</p>	
<p>Is the employee ready to move into a new role?</p>	
<p>Which role(s) can the employee assume now?</p>	
<p>Which role(s) can the employee assume with development?</p>	

STEP 2: ASSESS – 4-Box Matrix



IN A SNAPSHOT

Once all Participants have been rated, complete a 4-Box grid per leadership level.

The 4-Box Talent Matrix is a 4-cell box with horizontal and vertical axis, reflecting performance and potential.

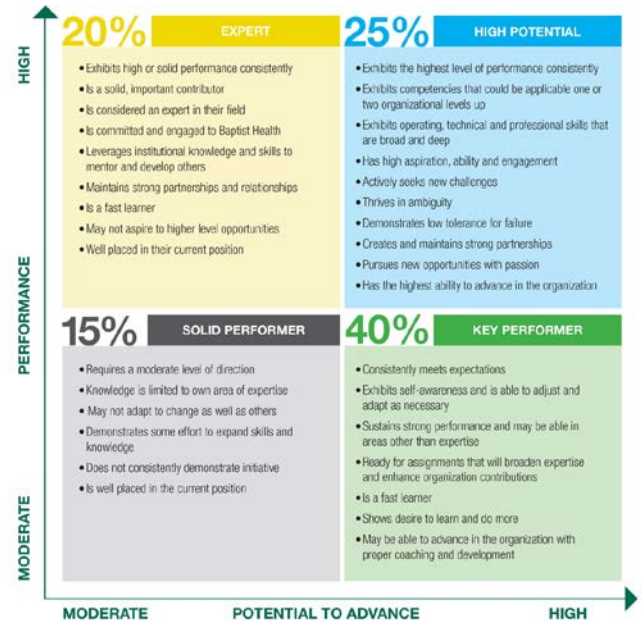
Leaders are automatically assigned to one of the four boxes depending on the performance and potential assessment completed in the system.

STEP 2: ASSESS – 4-Box Matrix

What is the 4-Box Matrix?

The 4-Box Matrix (shown on page 22) will help you identify your Participants in preparation for the calibration meeting. Use the steps below to assess each Participant as you enter your results in the talent management system:

- Use the tools provided in Step 2 on page 14 to identify if your Participant has a moderate or high **PERFORMANCE**.
- Use the tools provided in Step 2 on page 14 to identify if your Participant has a moderate or high **POTENTIAL TO ADVANCE**.
- Plot the results of their performance and potential to advance in the 4-box matrix.
- Review the definitions of each of the descriptors: **High Potential, Key Performer, Expert and Solid Performer**.

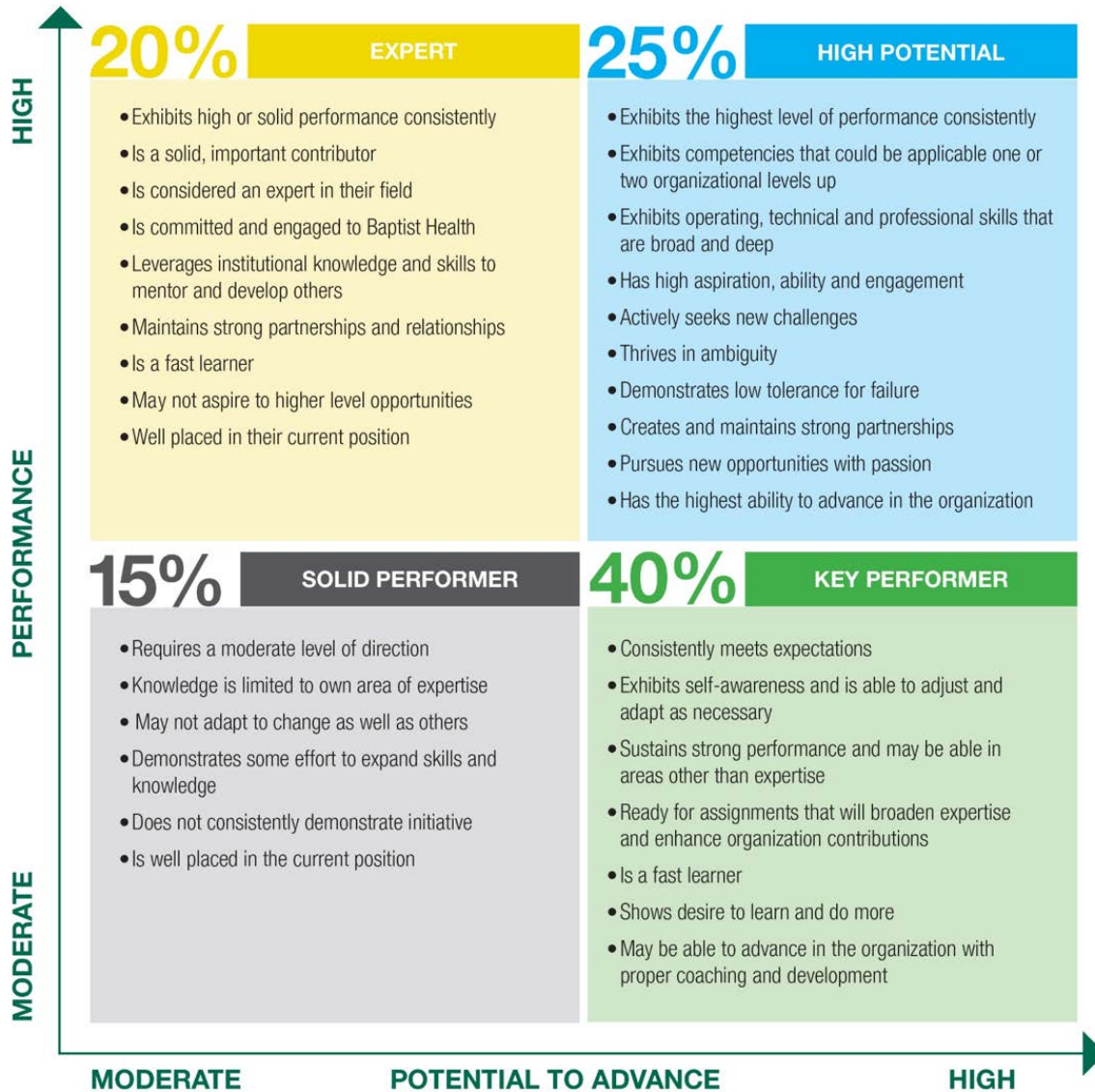


How many High Potentials should I have?

- The percentages assigned to each of the boxes are a guide to how many Participants you should have in each of the categories. Evidence based research indicates this is the typical distribution within a team and/or organization.
- Use the percentages as a guideline in distributing your Participants.

STEP 2: ASSESS – 4-Box Matrix

The 4-Box Matrix



In addition to the above points, High Potential individuals also meet the following criteria:

1. Able to be promoted two levels within the organization
2. Ready for one level promotion within 18 months
3. Willing to work anywhere in the system
4. Committed to a career with Baptist Health

STEP 3: Calibrate

IN A SNAPSHOT

A facilitated discussion of Raters in the same department, functional area, or organization, to share the talent evaluation of all Participants, and build an agreed upon 4-Box Matrix

OPEN AND HONEST DIALOG

Ensure that the same measurements of potential and performance are applied consistently throughout the Baptist Health system

Calibration meeting held system-wide helps to align practices that in turn build commitment to the succession plan.

STEP 3: Calibrate

- A Rater presents his or her talent using the calibration guidelines and tips focusing on performance, potential and readiness based on observable behaviors.
- The Rater explains the Participant's placement in the 4-Box.
- Other Raters ask questions concerning results, examples of performance and potential assessment.
- Based on discussions, the 4-Box selection and ratings may change.

What to Say

- Focus on specific examples of sustained performance
- Highlight behaviors that reinforce the Baptist Health leadership competencies
- Use results from the Leadership Potential Diagnostic (page 15) to talk about specific aspects of potential (leadership capabilities, cognitive capabilities, relationship building, learning agility, and cultural fit)
- Talk through the leader's interest in advancing their career
- Define the value you place on the individual's contribution
- The outcome of this leader's impact on the unit or organization
- Relevant accomplishment(s)

Calibration Tips

- Speak to each other with respect
- Deal with facts and state opinions and assumptions as opinions and assumptions, not facts
- Ask questions to clarify for understanding
- Listen to understand other viewpoints
- Don't comment on every leader presented by others; it's okay if you don't have anything to add
- Limit discussion on each Participant to about 5 minutes, depending on available time

Calibration Discussion Flow



TOOL: Presenting High-Potential Talent

When assessing and presenting high-potential talent, answering the following questions will help you articulate how your candidate qualifies as high-potential. Use the available space to provide specific points to support your assessment.

High-Potential Talking Points	
<p>Leadership Capabilities Does your candidate...</p> <ul style="list-style-type: none"> • Exhibit excellence in leading people, fostering development, and influencing others? • Challenge the status quo, innovate and demonstrate a facility for change management? 	
<p>Cognitive Capabilities Does your candidate...</p> <ul style="list-style-type: none"> • Demonstrate excellent conceptual and strategic thinking? • Effectively and quickly grasp complex issues? 	
<p>Relationship Building Does your candidate...</p> <ul style="list-style-type: none"> • Exercise superior interpersonal skills and sociability? • Show resiliency, emotional stability, and self-awareness? 	
<p>Learning Agility Does your candidate...</p> <ul style="list-style-type: none"> • Adapt quickly, exemplify a learning orientation, and succeed in first time situations? • Actively seek out, absorb, and constructively respond to feedback? 	
<p>Cultural Fit Does your candidate...</p> <ul style="list-style-type: none"> • Embody the values and norms of Baptist Health South Florida? • Look for opportunities to learn, develop, and advance? 	

TOOL: **Sample Tips to Present Talent**

The person I will be discussing is **(name and title)** and has been in the position for **(years and months)**. He/she has **(number of years)** of experience in **(include background)** including a background in **(include additional industries, etc.)**.

His/her education and certifications that are applicable are **(list certifications and education)**. He/she has previous leadership experience at **(list previous organizations)** where he or she was **(list previous positions held)**.

(Name) has achieved the following goals over the past 6-12 months:
(List accomplished goals, projects, KPIs, including LEM score, engagement score, patient satisfaction, quality measures, etc.).

His/her current level of performance is **(Moderate or High)**.

(Name) strongest competencies are **(focus on Baptist Health Leadership Competencies)**:
I have observed these competencies in the following specific examples:
(List examples)

His/her areas for development are **(focus on Baptist Health Leadership Competencies)**:
I've observed these leadership competencies in the following specific examples:
(List examples)

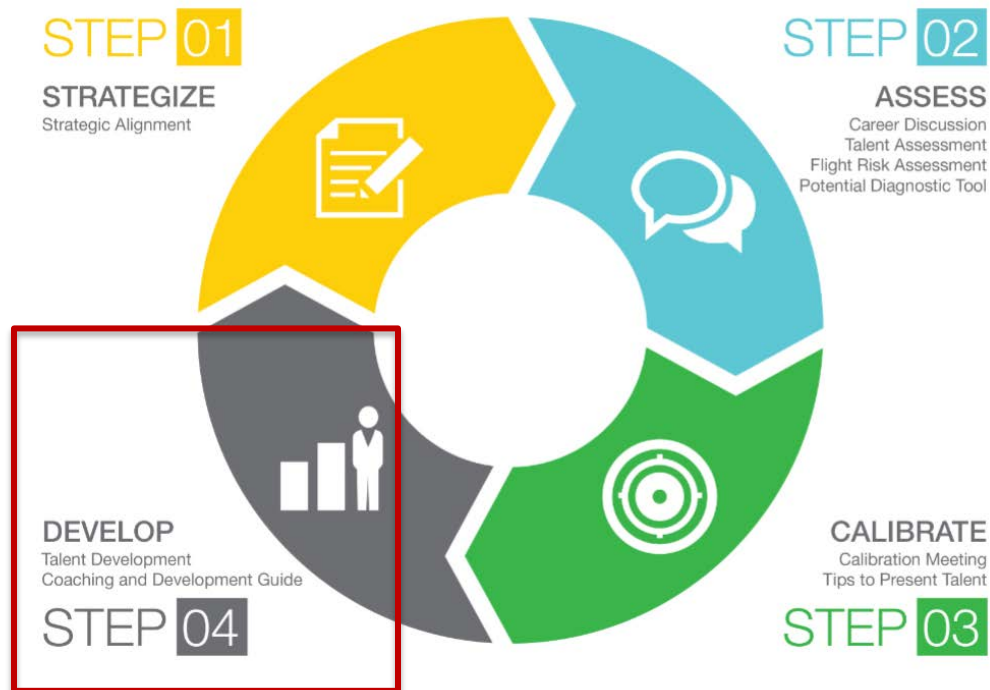
His/her Potential can be described as **(Moderate or High)**. I've observed his/her potential in the following specific examples **(focus on leadership capabilities, cognitive capabilities, relationship building, learning agility, and cultural fit)**:

Based on all that I have mentioned I have placed him/her in box **(list box name)**.

One of the best potential next assignments or roles for him/her might be **(specific title and entity)**.

What Comes Next?

Customized High Potential Development



Once the calibration process has been completed and you have identified your talent, the next step of the process is the Development Phase.

In this phase leaders will be offered impactful developmental opportunities depending upon cell placement.

You can explore the development guide to assist high potential talent through their development journey.