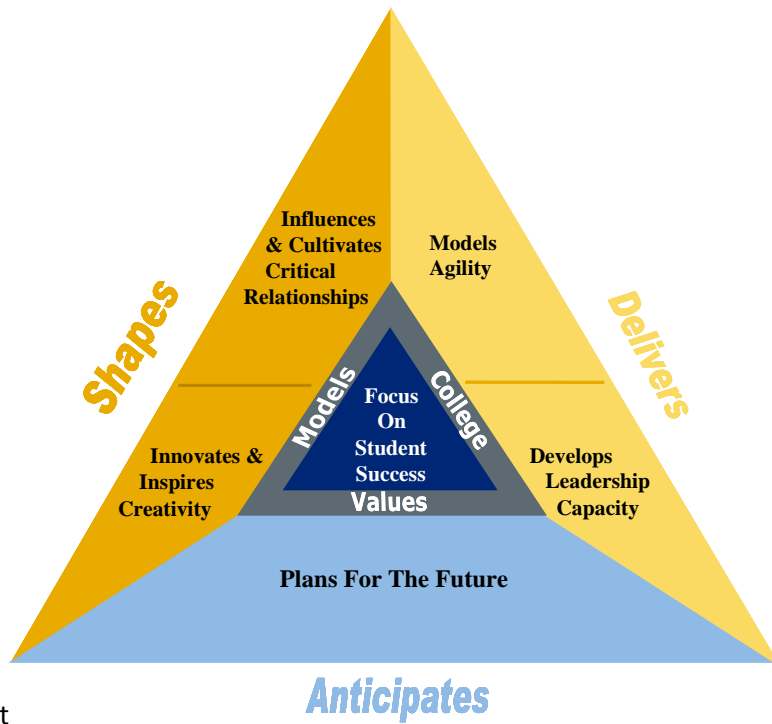




**SUCCESSION PLANNING,
LEADERSHIP DEVELOPMENT
AND
PERFORMANCE EVALUATION**





t

“The PD plan was balanced – it was structured to the extent that it gave us a road map to where we might want to go – but not so structured that it didn’t provide the flexibility to choose what things the employee wanted to focus on first.

The evaluation form also gave us the opportunity to look backward and evaluate the accomplishments over the year – but also to look ahead and set plans/goals to meet the overall needs of the department and the employee”

Marjorie Kinnunen

INTRODUCTION

We believe we’ve found a tool that will support employee personal growth and professional development. Originally Ontario college Presidents engaged the consulting firm Knightsbridge, to *“...identify the priority leadership capabilities of senior leaders across the college system over the next 3 – 5 years in order to realize the strategic goals of the individual institutions and those of the sector as well.”*

The final result was a document that outlines a Leadership Capability Framework for administrative leadership positions in the college system. The Framework included 5 Behaviours – Plans for the Future, Innovates & Inspires Creativity, Influences & Cultivates Critical

Relationships, Models Agility, and Develops Leadership Capability – as well as the characteristics or descriptors of what that behaviour looks like in action.

Serendipitously, we discovered that these same behaviours could be used very effectively to evaluate an administrator's performance and focus professional development and education plans for administrators interested in succession planning.

Ideally this document is used as a framework for discussion with your supervisor, mentor, and/or coach and with College resources such as OCASA and Human Resources, but you can use it anyway that you find helpful; even just to keep a record of activity and as a reference for future resumes and interview preparation.

BACKGROUND

Succession Planning is defined as a process for identifying and developing employees who have the potential to fill key leadership positions. It increases the availability of experienced and capable employees that are prepared to assume key roles.

The benefits of Succession Planning include: development of a comprehensive assessment/inventory of employees; communication of the behaviours that the organization values and that connect directly to the culture and strategic direction of the organization; provides opportunities for employees to develop their strengths – comprehensive plans and opportunities and broaden experience within career streams; and creates stronger employee engagement.¹

Strong, proactive leadership is required because of:²

- ◆ Challenging external environment with fewer high school graduates, shifting demographics and different mix of students (international, retraining, etc.);
- ◆ New and differing student expectations for learning and how it is delivered;
- ◆ Parent, employer and government expectations of college success;
- ◆ Aging demographic profile and lack of succession planning and talent management; and
- ◆ Heightened need to challenge the status quo, innovate and collaborate in a responsible manner.

Confederation College's program:

- ◆ Puts additional leadership training opportunities in place for our employees who have future leadership aspirations;

¹ Algonquin

² Ibid

- ◆ Establishes a pool of strong internal candidates with the right strategic knowledge and experience to take the College into the future; and
- ◆ Seeks individuals who are committed to the future of the College and want to play an integral part in its transformation and future success.

Interested employee can complete the on-line “Expression of Interest Form” and the employee’s manager will be notified that one of his/her employees has self identified. The manager completes the “Manager Talent Assessment Tool” and meets with the employee to give feedback and to discuss/plan future development.³

Alternatively, the manager and employee have discussed the employee’s future goals and aspirations (either at an annual performance review or at the request of the employee, the manager or HRS) and as a result the manager completes the “Manager Talent Assessment Tool” and meets with the employee to give feedback and to discuss/plan future development.

The manager and employee together complete a Career Development Action Plan (CDAP) that captures the proposed development plan for the employee (in consultation with HRS and/or TLC).

HRS will provide quarterly updates of all CDAP activity to the Senior Team.

Career Development Action Plans ⁴

Development options can include:

- One-on-one internal mentoring
- External coaching for strategic, leadership and professional development
- Placement in critical feeder positions
- Cross-functional assignments
- Lead stakeholder research
- Training through internal and external executive programs
- Upgrade formal education

Our Succession Plan Model is also our Leadership Development Model. The College has adopted the Knightsbridge Leadership Capability Framework developed for Ontario colleges (Chart 1). We have adopted the Behaviours identified in the Knightsbridge work as our leadership

³ Ibid

⁴ Ibid

capabilities. Capabilities are the skills, knowledge and behaviours leaders use to support institutional success.

With the support of The Council and under the direction of the Committee of Presidents, Knightsbridge developed the core elements of a cross-college leadership capability framework. Identifying and documenting the priority leadership capabilities of leaders across the college system over the next 3-5 years, the objective was to develop a plan that would realize the strategic goals of each college and the sector as a whole.⁵

⁵ Cross-college Leadership Capability Framework, Knightsbridge, pg.3.

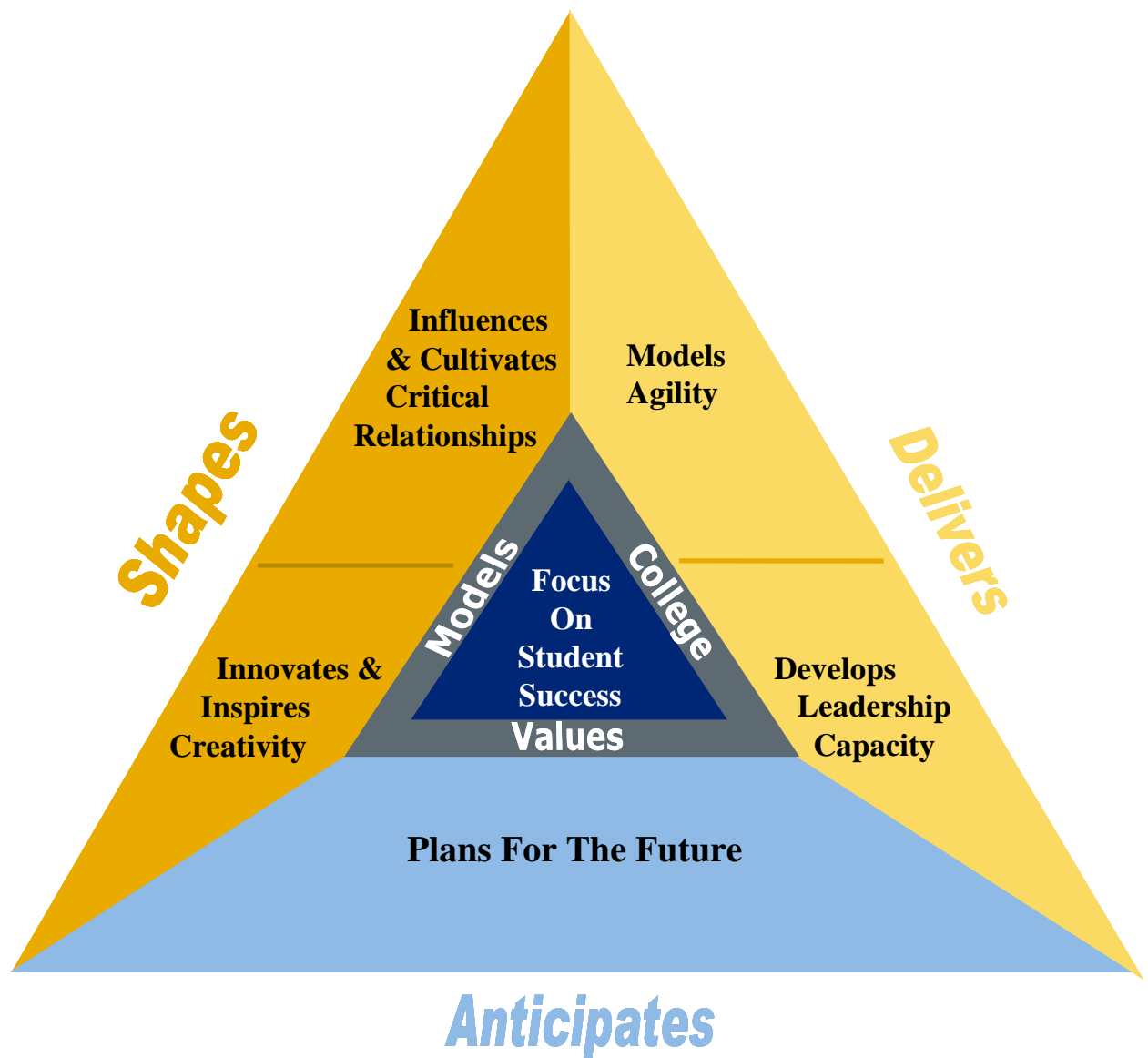


Chart 1

FOCUS ON STUDENT SUCCESS

At the core, leaders must exhibit:

- An unwavering commitment to academic excellence
- Passion for students and the process of learning
- Knowledge of the professional practice of teaching

MODELS COLLEGE VALUES

While College leaders must Anticipate, Shape and Deliver on the strategic goals of the College they must also model our College values of:

Diversity

We celebrate our learners, communities, and college employees in all their diversity.

Respect, Caring and Openness

We value each other as individuals and we act with integrity. We expect active and honest sharing of information and ideas, listening carefully, and respecting the opinions of others. Working together, we achieve our mission through our values, attitudes, and actions.

Learning and Leading

We prepare our learners to live, work, and lead, in northwestern Ontario and beyond.

Excellence

We strive for excellence in all elements of our work including our consultative, collaborative and responsible decision-making processes. We build on our historical strengths of innovation, reasoned risk-taking, and responsiveness.

SUPERVISOR/MANAGER/CHAIR LEADERSHIP CAPABILITY FRAMEWORK

BEHAVIOUR 1 – PLANS FOR THE FUTURE

By taking a longer-term perspective, anticipates the implications of emerging academic and economic trends, and spots promising opportunities that align with the strategic priorities of the college

- Increased expectation to anticipate, lead and be ahead of the curve in supporting and responding to the evolving needs of the province, industry and students
- Given the current funding formula, colleges must identify and/or create new sources of revenue to meet the demands of the new economy
- Opportunity to work as a broader college system to grow and better meet the needs of the stakeholders

SUPERVISOR/MANAGER/CHAIR	EMPLOYEE INPUT	SUPERVISOR'S INPUT
Is aware of academic, industry and relevant external environment trends affecting their team/area		
Contributes to the development of their faculty/department's vision and strategic direction. Sets strategic direction for their own team that aligns with that of the college.		
Clearly communicates the strategic vision, priorities and expectations of the college and how these relate to their team. Instills a sense of purpose in their team members.		
Demonstrates ability to manage priorities while responding to new requests and initiatives		
Takes a fact-based approach to decisions and exercises sound judgement		
Operates on a strategic 1-3 year time horizon		

- A. Demonstrates knowledge of and curiosity about the professional practice of teaching and the learning process
- B. Balances short-term actions with a consideration for longer-term implications

BEHAVIOUR 2 – INNOVATES & INSPIRES CREATIVITY

Champions innovation and continuous improvement by challenging the status quo, presenting new approaches, ideas and solutions, and encouraging others to do the same. Maintains a supportive environment to develop and implement new approaches effectively balancing risk-taking and return on investment.

- Colleges play a critical role in supporting Ontario’s innovation and productivity agenda
- There is a drive to be an integral part of the province’s business community as a key resource for innovation and productivity
- Innovative services and academic programs are core to strengthening brand reputation and establishing a unique value proposition with all stakeholders

SUPERVISOR/MANAGER/CHAIR	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Encourages innovation and creative thinking within their team		
Guides their team to enhance teaching and learning by bringing innovation and creativity to the classroom		
Active contributor to their faculty/department leadership team. Promotes information sharing and open channels of communication in their team.		
Takes prudent risks and tries new things to benefit their team/area		
Explores and implements best practices to evolve their team/area		

- Identifies creative ways to optimize investments
- Keeps an open mind and is willing to try new things
- Learns from mistakes and encourages others to do so

BEHAVIOUR 3 – INFLUENCES & CULTIVATES CRITICAL RELATIONSHIPS

Builds effective and influential working relationships (internally and externally) and collaborates to achieve mutually beneficial goals

- Environment includes a complex and diverse set of stakeholders who are continually changing and whose expectations continue to grow
- Need to work with government to establish a working relationship that recognizes institutional leadership and values public accountability within a framework that is consultative, responsive and transparent
- Collectively leaders must be stronger than the sum of the individual components (e.g., effective cross-departmental/cross-college collaboration)

SUPERVISOR/MANAGER/CHAIR	EMPLOYEE INPUT	SUPERVISOR'S INPUT
Establishes relationships with relevant external contacts within their scope of responsibility (department, area)		
Leverages collaborative alliances and partnerships that benefit their team/area		
Is open-minded when different perspectives are presented		
Influences to gain commitment on the range of issues pertaining to their team/area		
Recognizes and acts on opportunities for cross-functional collaboration		

A. Places organizational and stakeholder requirements above personal priorities

BEHAVIOUR 4 – MODELS AGILITY

Demonstrates both the focus and flexibility necessary to lead self and others during continuous change and ambiguity, while delivering results and maintaining exceptional levels of service to students and stakeholders

- Critical to maintain forward momentum in spite of inevitable challenges, barriers, negative influences and unanticipated outcomes
- Change is constant and navigating through it effectively is essential for continuing to advance and deliver positive results

SUPERVISOR/MANAGER/CHAIR	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Adapts well to change and helps others through the change process		
Understands the impact of change at the team and individual levels and helps others sustain the pace of change		
Communicates effectively the purpose and benefits of faculty/department and team change initiatives, building the buy-in of their team members		
Makes the necessary tough (and at times unpopular) decisions and demonstrates support for the decisions of the leadership team		
Supports and implements new structures, relationships and processes		
Evaluates the pros and cons of various alternatives, anticipating the internal implications of decisions		
Applies focus and persistence to ensure plans and objectives are achieved		

A. Focuses on the path forward, not the obstacles; perseveres in the face of resistance

BEHAVIOUR 5 – DEVELOPS LEADERSHIP CAPACITY

Identifies and actively develops the leadership talent necessary to realize the college’s vision and successfully execute its strategy

- There is a drive to create a high performance culture and close the leadership gap resulting from pending retirements, skills shortages and competition to attract and retain leadership talent
- Achievement of strategic and longer-term priorities requires a breadth of leadership capabilities unlike ever before; leaders must continuously develop new skills in self and others, coaching for today and for future success

SUPERVISOR/MANAGER/CHAIR	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Actively participates in succession and leadership development processes/programs		
Aligns capabilities with the needs and demands of their team/area		
Provides appropriate upward feedback. Develops direct reports through regular coaching, career planning and proactive performance management.		
Challenges themselves to delegate appropriately and identify opportunities to help their direct reports gain broader exposure and experience		
Focuses on developing as a leader themselves. Identifies and develops leaders of the future.		
Builds a strong, collaborative team		

A. Supports and challenges leaders to demonstrate commitment to excellence in teaching and learning

DEAN/DIRECTOR LEADERSHIP CAPABILITY FRAMEWORK

BEHAVIOUR 1 – PLANS FOR THE FUTURE

By taking a longer-term perspective, anticipates the implications of emerging academic and economic trends, and spots promising opportunities that align with the strategic priorities of the college

- Increased expectation to anticipate, lead and be ahead of the curve in supporting and responding to the evolving needs of the province, industry and students
- Given the current funding formula, colleges must identify and/or create new sources of revenue to meet the demands of the new economy
- Opportunity to work as a broader college system to grow and better meet the needs of the stakeholders

DEAN/DIRECTOR	EMPLOYEE INPUT	SUPERVISOR'S INPUT
Remains current with emerging academic, industry and relevant external environment trends affecting their faculty/department		
Contributes to the development of their function's vision and strategic direction. Sets a vision and strategic direction for their faculty/department that aligns with that of the college.		
Clearly communicates the strategic vision, priorities and expectations of the college and their faculty/department. Instills a sense of purpose in their teams.		
Refocuses priorities in response to additional requests and new initiatives; shows an ability to balance the important with the urgent		
Involves the "right" people in making decisions, and leverages relationships and resources to get things done within their faculty/department		
Operates on a strategic 1-3 year time horizon		

- A. Demonstrates knowledge of and curiosity about the professional practice of teaching and the learning process
- B. Balances short-term actions with a consideration for longer-term implications

BEHAVIOUR 2 – INNOVATES & INSPIRES CREATIVITY

Champions innovation and continuous improvement by challenging the status quo, presenting new approaches, ideas and solutions, and encouraging others to do the same. Maintains a supportive environment to develop and implement new approaches effectively balancing risk-taking and return on investment.

- Colleges play a critical role in supporting Ontario’s innovation and productivity agenda
- There is a drive to be an integral part of the province’s business community as a key resource for innovation and productivity
- Innovative services and academic programs are core to strengthening brand reputation and establishing a unique value proposition with all stakeholders

DEAN/DIRECTOR	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Promotes innovation and creative thinking within their faculty/ department		
Supports their faculty/department to enhance teaching and learning by bringing innovation and creativity to the classroom		
Active contributor to their function's leadership team. Promotes information sharing and open channels of communication in their team.		
Takes prudent risks to benefit their faculty/department and the broader college		
Develops ideas to evolve their faculty/department		

- A. Identifies creative ways to optimize investments
- B. Keeps an open mind and is willing to try new things
- C. Learns from mistakes and encourages others to do so

BEHAVIOUR 3 – INFLUENCES & CULTIVATES CRITICAL RELATIONSHIPS

Builds effective and influential working relationships (internally and externally) and collaborates to achieve mutually beneficial goals

- Environment includes a complex and diverse set of stakeholders who are continually changing and whose expectations continue to grow
- Need to work with government to establish a working relationship that recognizes institutional leadership and values public accountability within a framework that is consultative, responsive and transparent
- Collectively leaders must be stronger than the sum of the individual components (e.g., effective cross-departmental/cross-college collaboration)

DEAN/DIRECTOR	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Establishes relationships with relevant external contacts within their scope of responsibility (faculty, department)		
Nurtures collaborative alliances and partnerships that benefit their faculty/department		
Appreciates how diverse perspectives can benefit their faculty/department		
Influences to gain commitment on the range of issues pertaining to their faculty/department		
Actively seeks out and establishes cross-functional relationships		

A. Places organizational and stakeholder requirements above personal priorities

BEHAVIOUR 4 – MODELS AGILITY

Demonstrates both the focus and flexibility necessary to lead self and others during continuous change and ambiguity, while delivering results and maintaining exceptional levels of service to students and stakeholders

- Critical to maintain forward momentum in spite of inevitable challenges, barriers, negative influences and unanticipated outcomes
- Change is constant and navigating through it effectively is essential for continuing to advance and deliver positive results

DEAN/DIRECTOR	EMPLOYEE INPUT	SUPERVISOR'S INPUT
Reinforces change messages across teams and helps others adapt to different ways of doing business		
Understands the impact of change at the faculty/department and individual levels and implements strategies to build capacity and sustain the pace of change		
Communicates effectively the purpose and benefits of functional and faculty/department change initiatives, building the buy-in of a range of stakeholder groups		
Makes the necessary tough (and at times unpopular) decisions and demonstrates support for the decisions of the leadership team		
Supports others to understand and implement new structures, relationships and processes		
Solicits and evaluates the pros and cons of various alternatives, anticipating the internal and external implications of decisions		

Applies focus and persistence to ensure plans and objectives are achieved		
---	--	--

- A. Focuses on the path forward, not the obstacles; perseveres in the face of resistance

BEHAVIOUR 5 – DEVELOPS LEADERSHIP CAPACITY

Identifies and actively develops the leadership talent necessary to realize the college’s vision and successfully execute its strategy

- There is a drive to create a high performance culture and close the leadership gap resulting from pending retirements, skills shortages and competition to attract and retain leadership talent
- Achievement of strategic and longer-term priorities requires a breadth of leadership capabilities unlike ever before; leaders must continuously develop new skills in self and others, coaching for today and for future success

DEAN/DIRECTOR	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Actively participates in succession and leadership development processes/programs		
Aligns capabilities with the needs and demands of their faculty/department		
Provides appropriate upward feedback. Develops direct reports through regular coaching, career planning and proactive performance management.		
Challenges themselves to delegate appropriately and identify opportunities to help their direct reports gain broader exposure and experience		
Focuses on developing as a leader themselves. Identifies and develops leaders of the future. Expects the leaders who report to them to do the same.		
Builds strong, collaborative teams		

A. Supports and challenges leaders to demonstrate commitment to excellence in teaching and learning

VICE PRESIDENT LEADERSHIP CAPABILITY FRAMEWORK

BEHAVIOUR 1 – PLANS FOR THE FUTURE

By taking a longer-term perspective, anticipates the implications of emerging academic and economic trends, and spots promising opportunities that align with the strategic priorities of the college

- Increased expectation to anticipate, lead and be ahead of the curve in supporting and responding to the evolving needs of the province, industry and students
- Given the current funding formula, colleges must identify and/or create new sources of revenue to meet the demands of the new economy
- Opportunity to work as a broader college system to grow and better meet the needs of the stakeholders

VICE PRESIDENT	EMPLOYEE INPUT	SUPERVISOR'S INPUT
Understands potential implications of emerging academic, industry and relevant external environment trends affecting their functional organization		
Contributes to the development of the college's vision and strategic direction. Sets a vision and strategic direction for their functional organization that aligns with that of the college.		
Clearly communicates the strategic vision, priorities and expectations of the college and their functional organization. Instills a sense of purpose in their teams.		
Refines strategies and priorities in response to emerging issues while maintaining a focus on academic excellence; shows an ability to balance the important with the urgent		
Uses principles, organizational values and business experience in decision making		

Operates on a strategic 3-5 year time horizon		
---	--	--

- A. Demonstrates knowledge of and curiosity about the professional practice of teaching and the learning process
- B. Balances short-term actions with a consideration for longer-term implications

BEHAVIOUR 2 – INNOVATES & INSPIRES CREATIVITY

Champions innovation and continuous improvement by challenging the status quo, presenting new approaches, ideas and solutions, and encouraging others to do the same. Maintains a supportive environment to develop and implement new approaches effectively balancing risk-taking and return on investment.

- Colleges play a critical role in supporting Ontario’s innovation and productivity agenda
- There is a drive to be an integral part of the province’s business community as a key resource for innovation and productivity
- Innovative services and academic programs are core to strengthening brand reputation and establishing a unique value proposition with all stakeholders

VICE PRESIDENT	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Nurtures and rewards innovation and creative thinking within their functional organization		
Enables their functional organization to enhance teaching and learning by bringing innovation and creativity to the classroom		
Active contributor on the executive team. Promotes information sharing and open channels of communication in their leadership team.		
Takes prudent risks to benefit their functional organization and the broader college		
Develops ideas to reshape and evolve their functional organization		

- A. Identifies creative ways to optimize investments
- B. Keeps an open mind and is willing to try new things
- C. Learns from mistakes and encourages others to do so

BEHAVIOUR 3 – INFLUENCES & CULTIVATES CRITICAL RELATIONSHIPS

Builds effective and influential working relationships (internally and externally) and collaborates to achieve mutually beneficial goals

- Environment includes a complex and diverse set of stakeholders who are continually changing and whose expectations continue to grow
- Need to work with government to establish a working relationship that recognizes institutional leadership and values public accountability within a framework that is consultative, responsive and transparent
- Collectively leaders must be stronger than the sum of the individual components (e.g., effective cross-departmental/cross-college collaboration)

VICE PRESIDENT	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Builds a network of external contacts, including key decision-makers and influencers at the local and provincial levels (private and public sectors)		
Optimizes collaborative alliances and partnerships that benefit their functional organization		
Seeks out and incorporates diverse perspectives to benefit their functional organization		
Influences to gain commitment on the range of issues pertaining to their functional organization and the broader college		
Creates a climate of collaboration within their functional organization		

A. Places organizational and stakeholder requirements above personal priorities

BEHAVIOUR 4 – MODELS AGILITY

Demonstrates both the focus and flexibility necessary to lead self and others during continuous change and ambiguity, while delivering results and maintaining exceptional levels of service to students and stakeholders

- Critical to maintain forward momentum in spite of inevitable challenges, barriers, negative influences and unanticipated outcomes

- Change is constant and navigating through it effectively is essential for continuing to advance and deliver positive results

VICE PRESIDENT	EMPLOYEE INPUT	SUPERVISOR'S INPUT
Integrates & motivates resources and demonstrates how to efficiently adapt and guide others through change		
Assesses the impact of change at the organizational, functional, and individual levels and implements strategies to build capacity and sustain the pace of change		
Communicates effectively the purpose and benefits of institutional and functional change initiatives, building the buy-in of a wide range of stakeholder groups		
Makes the necessary tough (and at times unpopular) decisions and demonstrates support for the decisions of the leadership team		
Guides others to understand and implement new structures, relationships and processes		
Solicits and evaluates the pros and cons of various alternatives, anticipating the internal and external implications of decisions		
Demonstrates focus and discipline in adapting to change and managing related pressure		

A. Focuses on the path forward, not the obstacles; perseveres in the face of resistance

BEHAVIOUR 5 – DEVELOPS LEADERSHIP CAPACITY

Identifies and actively develops the leadership talent necessary to realize the college’s vision and successfully execute its strategy

- There is a drive to create a high performance culture and close the leadership gap resulting from pending retirements, skills shortages and competition to attract and retain leadership talent
- Achievement of strategic and longer-term priorities requires a breadth of leadership capabilities unlike ever before; leaders must continuously develop new skills in self and others, coaching for today and for future success

VICE PRESIDENT	EMPLOYEE INPUT	SUPERVISOR’S INPUT
Sponsors and actively participates in succession and leadership development processes/programs		
Aligns capabilities with the needs and demands of their functional organization to ensure the right people are in the right leadership roles		
Provides appropriate upward feedback. Develops direct reports through regular coaching, career planning and proactive performance management.		
Delegates appropriately and identifies opportunities to help their direct reports gain broader exposure and experience		
Focuses on their own development and the development of future leaders. Expects the leaders who report to them to do the same.		
Builds a strong, collaborative leadership team		

A. Supports and challenges leaders to demonstrate commitment to excellence in teaching and learning

AN EXAMPLE OF A PROFESSIONAL DEVELOPMENT PLAN FOR A MANAGER'S POSITION

Employee name: *John Doe*

Last updated: *April 1, 2013*

Current Position: *Senior Systems Designer*

Possible position(s): *Manager, IT Customer Service, Senior Manager, Information Technology*

Current Education:

Computer Programmer Analyst Diploma

Next Education:

Business Degree- enrolled in LU program September 2013

Leadership Development Plan

Short Term (> 1 year)

1. Find a Mentor – *Jane Smith has agreed to be my mentor from April 2013 to April 2015*
2. MBIT – *done, results reviewed with J. Lees June 10th, 2013*
3. Emotional Intelligence – *done, awaiting results*
4. Self directed – OCASA and/or CHERD – *enrolled in Strategic Planning course through OCASA*
5. Participate in/attendance at College events – *guest speakers, academic showcase, Confederation Day, orientation, town hall meetings – list of activities recorded in professional development portfolio/journal*
6. Participate in/attendance at College leadership programming – *list of activities recorded in professional development portfolio/journal*

Medium Term (1 to 3 years)

1. Degree in a related field - *Business Degree- enrolled in LU program September 2013, completion by April 2015*
2. Conference in related field
3. Volunteer on a Community Board – *United Way sponsored employee for 2012*
4. Participate on a College committee
5. Participate in/attendance at College events – *guest speakers, academic showcase, Confederation Day, orientation, town hall meetings*
6. Continue to participate in/attendance at College leadership programming

Long Term (+3 years)

1. Aboriginal Canadian Relations Certificate – *2 courses completed and enrolled in 3rd*
2. Leadership Development Institute – *put name forward to participate in 2015*
3. Secondment

NOTES: (optional)

i.e. PD Spending Account balance \$750 as of April 2013 – plan to use it to take Alternate Dispute Resolution course in the spring of 2014.

Recommended reading:

1. *Good to Great – Collins*
2. *Servant Leadership - Anything by Greenleaf*

REMEMBER TO UPDATE YOUR LEADERSHIP/PROFESSIONAL DEVELOPMENT PORTFOLIO/JOURNAL

PROFESSIONAL DEVELOPMENT PLAN FOR SUPERVISORS, MANAGERS, AND CHAIRS POSITIONS

Employee name:

Last updated:

Current Position:

Possible position(s): Manager, Senior Manager

Current Education:

Next Education:

Leadership Development Plan

Short Term (> 1 year)

1. Find a Mentor
2. MBIT
3. Emotional Intelligence
4. Self directed – OCASA and/or CHERD
5. Participate in/attendance at College events – guest speakers, academic showcase, Confederation Day, orientation, town hall meetings
6. Participate in/attendance at College leadership programming

Medium Term (1 to 3 years)

1. Degree in a related field
2. Conference in related field
3. Volunteer on a Community Board
4. Participate on a College committee
5. Participate in/attendance at College events – guest speakers, academic showcase, Confederation Day, orientation, town hall meetings
6. Participate in/attendance at College leadership programming

Long Term (+3 years)

1. Aboriginal Canadian Relations Certificate
2. LDI
3. Secondment

REMEMBER TO UPDATE YOUR LEADERSHIP/PROFESSIONAL DEVELOPMENT PORTFOLIO/JOURNAL

PROFESSIONAL DEVELOPMENT PLAN FOR DEANS AND DIRECTORS POSITIONS

Employee name:

Last updated:

Current Position: Manager,

Possible position(s): Dean, Director

Current Education:

Next Education:

Leadership Development Plan

Short Term (> 1 year)

1. Find a Mentor
2. MBIT
3. Emotional Intelligence
4. Self directed – OCASA and/or CHERD
5. Participate in/attendance at College events – guest speakers, academic showcase, Confederation Day, orientation, town hall meetings
6. Participate in/attendance at College leadership programming

Medium Term (1 to 3 years)

1. Aboriginal Canadian Relations Certificate
2. Conference
3. LDI
4. ADR
5. Teach a course
6. Secondment
7. Volunteer on a Community Board
8. Participate on a College committee
9. Participate in/attendance at College events – guest speakers, academic showcase, Confederation Day, orientation, town hall meetings
10. Participate in/attendance at College leadership programming

Long Term (+3 years)

1. Masters
2. VP NELI
3. Chair a Community Board
4. Mentor someone

REMEMBER TO UPDATE YOUR LEADERSHIP/PROFESSIONAL DEVELOPMENT PORTFOLIO/JOURNAL

PROFESSIONAL DEVELOPMENT PLAN FOR SENIOR TEAM POSITIONS

Employee name:

Last updated:

Current Position: Dean, Director

Possible position(s): Vice President, Executive Director

Current Education:

Next Education:

Leadership Development Plan

Short Term (> 1 year)

1. Find a Mentor
2. MBIT
3. Emotional Intelligence
4. Self directed – OCASA and/or CHERD
5. Participate in/attendance at College events – guest speakers, academic showcase, Confederation Day, orientation, town hall meetings
6. Participate in/attendance at College leadership programming
7. Masters

Medium Term (1 to 3 years)

1. Be a Mentor
2. Aboriginal Canadian Relations Certificate
3. Conference
4. VP NELI
5. Change Management
6. ADR
7. Strategic Planning
8. Provincial College Committee participation
9. Teach a course
10. Secondment
11. Volunteer on a Community Board
12. Participate on a College committee
13. Participate in/attendance at College events – guest speakers, academic showcase, Confederation Day, orientation, town hall meetings
14. Participate in/attendance at College leadership programming
15. Be a Mentor

Long Term (+3 years)

1. Be a Mentor
2. Chair a Community Board
3. Provincial College Committee participation

4. Chair a College committee
5. Participate in/attendance at College events – guest speakers, academic showcase, Confederation Day, orientation, town hall meetings
6. Participate in/attendance at College leadership programming

REMEMBER TO UPDATE YOUR LEADERSHIP/PROFESSIONAL DEVELOPMENT PORTFOLIO/JOURNAL