



Resource Guide:

Establishing a Succession Planning/ Talent Management Program

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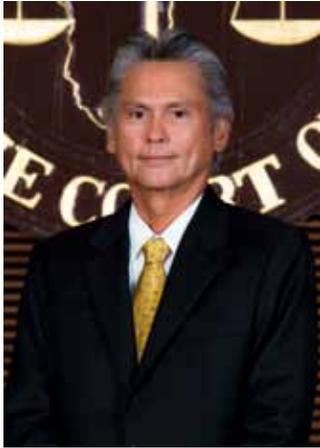
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Bio of Authors:



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Who Will Benefit from this Guide

Anyone responsible for ensuring an organization's high performance when staff leave and during times of staffing transition will benefit from this Resource Guide. It is written to help leaders, managers, human resource directors, consultants, and others implement a succession planning – or talent management – program (TMP). Ultimately, this Guide will help organizations implement a program for systemically developing and retaining high potential staff so they have internal staff ready to fill key leadership and management positions when vacated. The information in this Guide will help leaders proactively plan for their organization's future staffing needs ensuring their organization does not “skip a beat” when key people leave for any reason.

This Resource Guide includes a blueprint for establishing and implementing a Talent Management Program (TMP). Based on contemporary principles and effective practices, it lays out the requisite steps for developing and implementing a TMP. It also includes tips for success based on lessons learned from implementing similar programs in several organizations including the Judiciary of Guam, and sample, replicable templates and forms.

While this Guide will be useful if implementing a new TMP, it also can be useful to those interested in enhancing an existing program. In short, all of the information included is intended to help implement a new succession planning program as well as improve or strengthen existing succession planning efforts.

Are you responsible for: (1) the overall performance of your organization; (2) making sure your organization does not “skip a beat” when staff transitions occur; and/or (3) finding replacements to fill key leadership and management positions when they become vacant?

If so, this Guide is for you. It will help you implement a succession planning program where you are preparing potential leaders for new roles, ultimately ensuring you have a pipeline of internal staff ready to fill key leadership and management positions when incumbents leave.

What is a Talent Management Program (TMP)

A Talent Management Program is a proactive and planned approach to developing and managing internal, high potential staff ensuring an organization has a deep and reliable pipeline of qualified internal candidates to fill key positions as vacancies occur.¹ High potential staff are people able to succeed in bigger roles in the future; they have the ability to grow and to handle responsibilities of greater scale (e.g., larger budget or staff) and greater scope (e.g., areas of substantially more breadth and complexity).² A TMP provides high achieving, rising stars with opportunities to learn, grow, and develop so they are able to succeed in jobs that are bigger, broader, and more complex.

¹B.J. Wagenknecht-Ivey, Ph.D., *The Court Manager* (Volume 25, Issue 4). “From Succession Planning to Talent Management: A Call-to-Action and Blueprint for Success.” 2011, p. 34.

²C. Fernandez-Araoz, B. Groysberg, and N. Nohria, *Harvard Business Review*. “How to Hang on to your High Potentials.” October 2011, p. 78-79.

The purpose of a TMP is to develop and groom the next generation of leaders and managers to fill key positions when vacated. Consequently, TMPs are very different from traditional training and education programs. TMPs are more than glorified, ramped up training and education programs. Whereas training and development programs provide training and educational opportunities to the entire workforce, TMPs should focus exclusively on developing high achieving, high potential staff so they are capable of filling key positions (e.g., leadership and other hard to fill jobs) of greater breadth, depth, and complexity in the future.

High potential staff are the focus of TMPs whereas the entire workforce is the focus of traditional training and education programs. High potential staff are people capable of growing into and succeeding in roles and jobs of greater breadth, depth, and complexity in the future.

The Need is High, the Time is Now

The need for having a succession plan and implementing a talent management program is high and the time is now! There are many reasons for, and benefits to be gained by, implementing a program that systematically prepares future leaders for new roles.

Succession planning is the top challenge identified by Human Resource leaders across the country according to a fall 2012 survey.³ In addition, in tough economic times, many organizations cut back on talent development programs and barely consider succession planning. Additionally, many organizational leaders report they do not proactively prepare for their organization's future staffing needs. They do not have programs in place to systematically develop and retain their best talent and prepare future leaders for new roles.

It's only a matter of time before this lackadaisical approach to succession planning and talent management will haunt even the best leaders and organizations. In fact, the best organizations keep their talent pipelines full no matter what, which may be why they stay on top.⁴

Below are additional reasons why organizations should invest in and develop future leaders, ensuring their talent pipeline is full.

1. **The workforce is aging, potentially leaving organizations vulnerable during staffing transitions.**⁵

It's only a matter of time until baby boomers retire (or other people in key positions resign), leaving key leadership and management positions vacant and organizations potentially vulnerable. Important institutional knowledge will be lost and organizational performance may suffer unless steps are taken to develop the next generation of leaders and managers. Proactive steps to develop successors and prepare future leaders for new roles will help ensure organizations do not "skip a beat" when key people leave.

³Gobloforce/SHRM. Employee Recognition Survey: Fall 2012 Report.

⁴Harvard Business Review, October 2011, p. 65.

⁵When the recession struck in 2007, 29.3 percent of the workforce was age 50 or older. In 2013, almost one-third of the workforce falls into that category. And, by 2019, the Urban Institute predicts the number will rise to 35 percent. Robert J. Grossman, HR Magazine, "Invest in Older Workers." August 2013, p. 22.

2. Win the “war” for top talent.

The U.S. Labor Market is growing more slowly than in past decades. The proportion of younger workers available to replace the aging and soon-to-retire baby boomers is shrinking. Demographers are predicting a shortage of younger workers which will create a “war” for top talent.⁶

Turnover concerns also are on the rise as the economy improves. High performing staff who have stayed put during the recession may be preparing to leave as the job market improves. Thus, there is an increasing emphasis on developing, retaining, and promoting internal, high potential staff.⁷

A Succession Plan or Talent Management Program can help organizations develop and retain their most talented and high performing staff, ultimately winning the war for top talent.

3. Reduce costs and increase the rate of success when filling key leadership positions.

Hiring external people to fill key leadership positions can be costly and is risky business. First, it is expensive to recruit, screen, interview, and hire people for leadership positions. According to some estimates, it can exceed the first year’s salary. In addition, it is risky business because studies have shown that nearly one-half – or 46 percent – of new external hires fail within the first 18 months of employment. Eighty-nine (89) percent of those that failed did so because the new hires were not coachable and they had low levels of social and emotional intelligence, motivation, and temperament. The remaining 11 percent failed because of a lack of skills required to do the job.⁸

Similar results were found in another 2012 study. The rate of success for newly hired front line managers was 50 percent when hiring from the outside. When promoting internally, the rate of success was 60 percent, which is better, but still no guarantee.⁹

Rising stars are high achieving, high potential employees who can have an enormous impact on organizational performance and business results.

4. Help “rising stars” succeed.

Many high achieving employees lack the skills needed to succeed in future leadership roles. It is estimated that 70 percent of today’s top performers lack critical attributes essential to success in future roles.¹⁰ Thus, without focused and planned development, it is wrong, dangerous, and costly to assume the high achievers of today will be successful handling future jobs with responsibilities of greater scale and scope.

Further, the rate of failure is high. It is estimated that nearly 40% of internal job moves involving high potential staff – people who are believed to be able to grow into and succeed in bigger roles in the future – end in failure.¹¹

Talent Management Programs can help increase the rate of success. They focus on nurturing and developing rising stars so they have the requisite knowledge, skills, and experience to succeed in bigger and different jobs.

5. Increase employee engagement by providing career development and advancement opportunities to rising stars.

While full engagement in the workplace is on the rise, the proportion of disengaged employees still remains too high. Thus, organizations, in partnership with its workforce, must do a better job helping high-achieving, high potential staff – the next generation of leaders – sustain their passion and drive in order to achieve maximum job satisfaction (i.e., I like my work and do it well) and maximum job contribution (i.e., I help achieve the goals of my organization). Career development and advancement opportunities are engagement drivers according to recent research. Providing a clear career path, career development, and advancement opportunities are effective strategies for increasing job satisfaction and a sense of job contribution.¹²

⁶M. Toossi, Monthly Labor Review, Labor Force Projections to 2018: Older Workers Staying More Active.” November 2009.

⁷Globoforce/SHRM. Employee Recognition Survey: Fall 2012 Report.

⁸Mark Murphy, Forbes, “Hire for Attitude.” January 23, 2012.

⁹Adrienne Fox, HR Magazine, “Upon Further Assessment...” August 2013, p. 42.

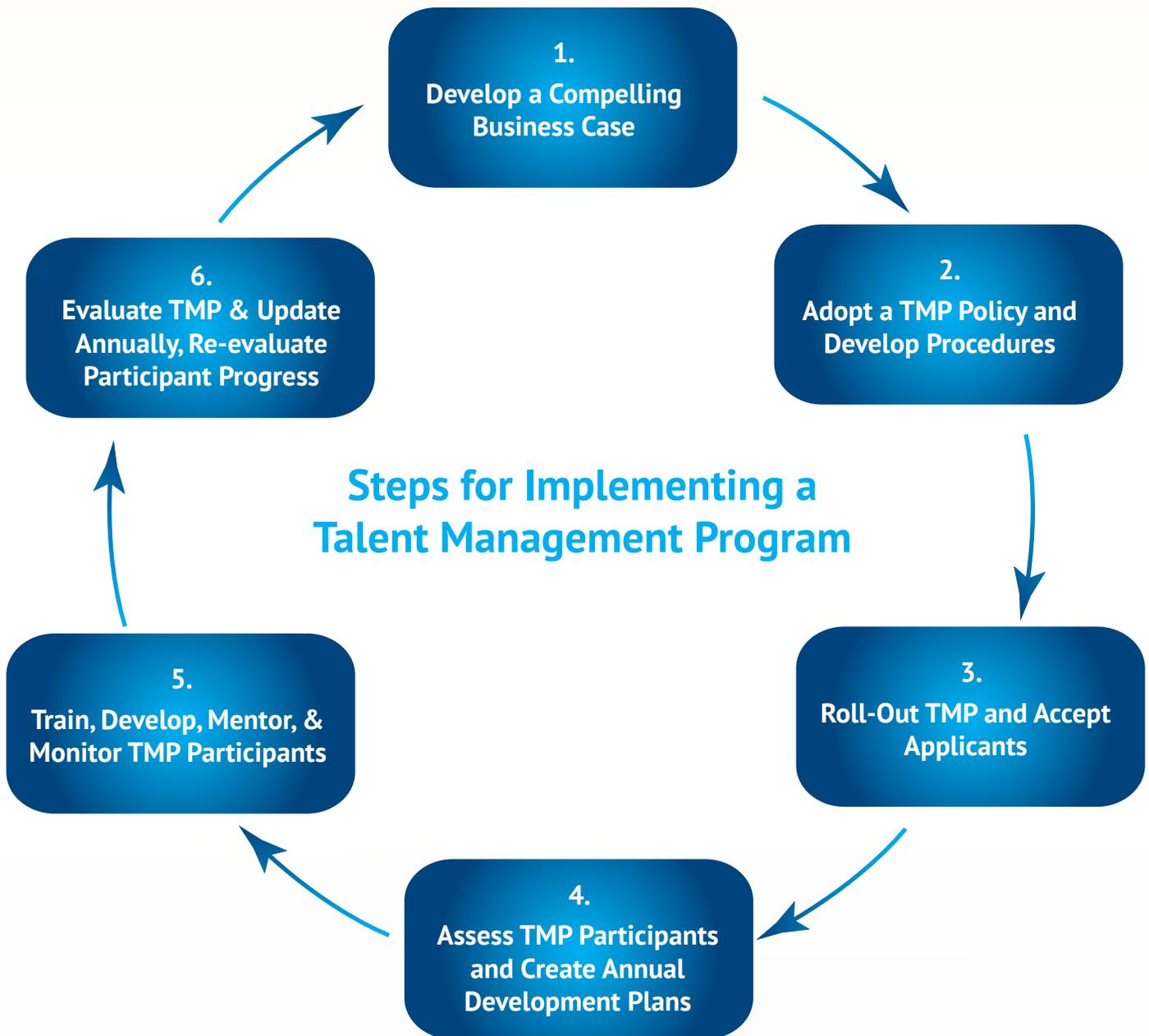
¹⁰Jean Martin and Conrad Schmidt. Harvard Business Review, “How to Keep Your Top Talent.” May 2010, p. 57.

¹¹Ibid, p. 56-57.

¹²BlessingWhite, A Division of GP Strategies. Employee Engagement Research Update. January 2013.

Implementing a Succession Planning Program

Figure 1:
Steps for Implementing a Succession Planning/Talent Management Program



**Figure 2:
Talent Management Program Logic Model**

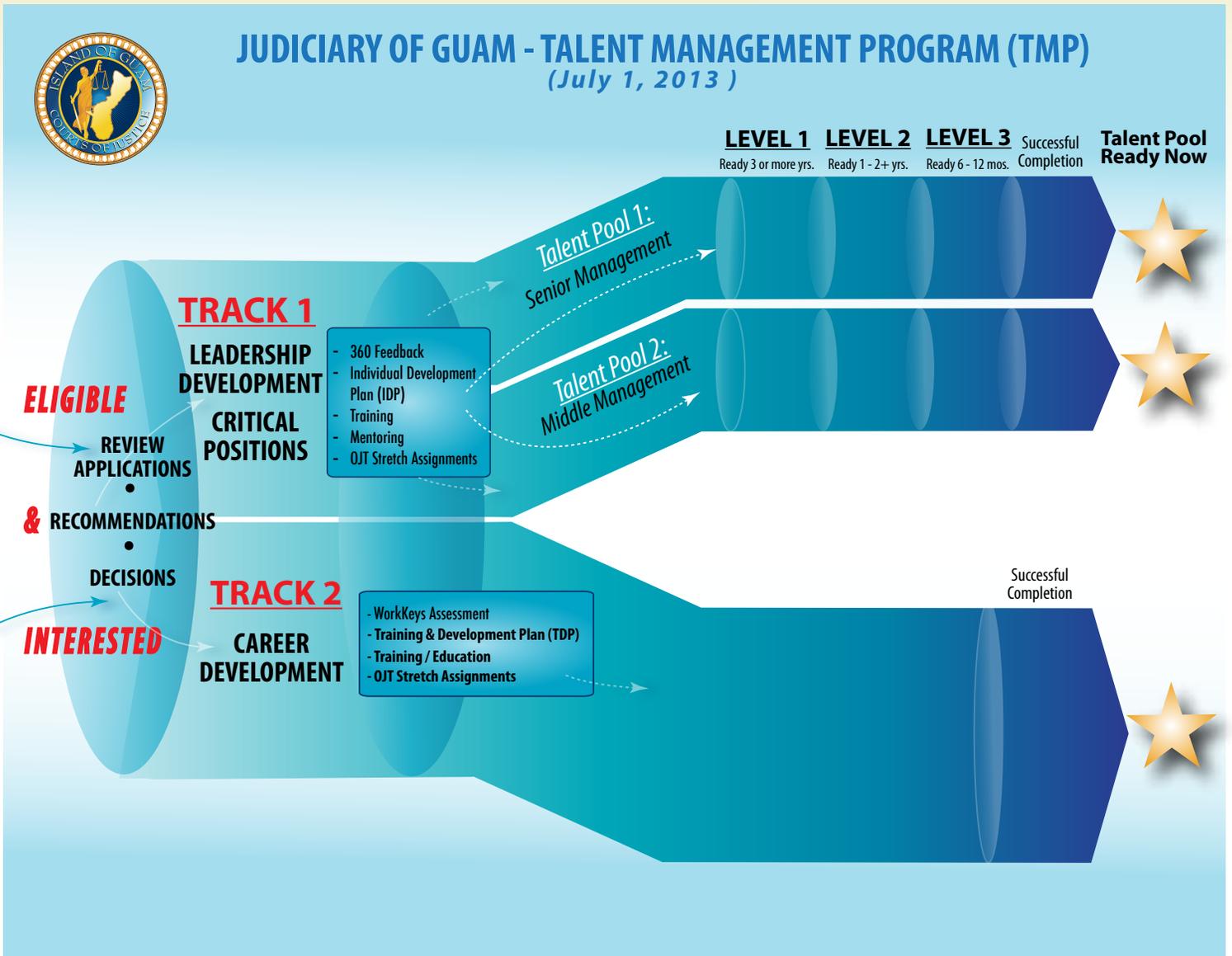


Figure 2 presents a visual of the Judiciary of Guam’s Talent Management Program. It reflects the following important principles.

1. The TMP is open to staff who are interested, meet the eligibility requirements, and willing to complete the application process.
2. Because the TMP is a special program for an organization’s high achieving, high potential staff, there is a critical review process. Applications are reviewed by a TMP Team, the TMP Team makes recommendations for acceptance into the TMP, and the Judiciary’s top leadership makes the final decisions.
3. Applicants apply for and are accepted into one of two tracks. Track 1 focuses on developing the next generation of senior leaders and middle managers. Track 2 provides the organization’s staff with additional career and professional development opportunities.
4. Each track includes an assessment and preparing an individual development plan consisting of formal education and training, on-the-job development, and mentoring. The development path is monitored and updated as needed until participants complete the developmental requirements.

Six Steps

Step 1: Develop a Compelling Business Case.

Developing a compelling rationale for a TMP using data and facts is an important first step in understanding future workforce needs and vulnerabilities, and getting the attention and support of top leadership. Through the use of data and facts, a business case presents a compelling need and well-reasoned argument for a TMP. It is a comprehensive, succinct analysis of workforce demographics, future staffing needs, risks, vulnerabilities, and value and future benefits of a systematic TMP. Analyzing the age demographics of the current workforce, reviewing years of service and retirement eligibility, analyzing average recruitment costs, analyzing attrition and turnover rates, and estimating future staffing needs for your organization's key positions – leadership and other hard to fill jobs – are typically included in a TMP workforce profile and analysis.

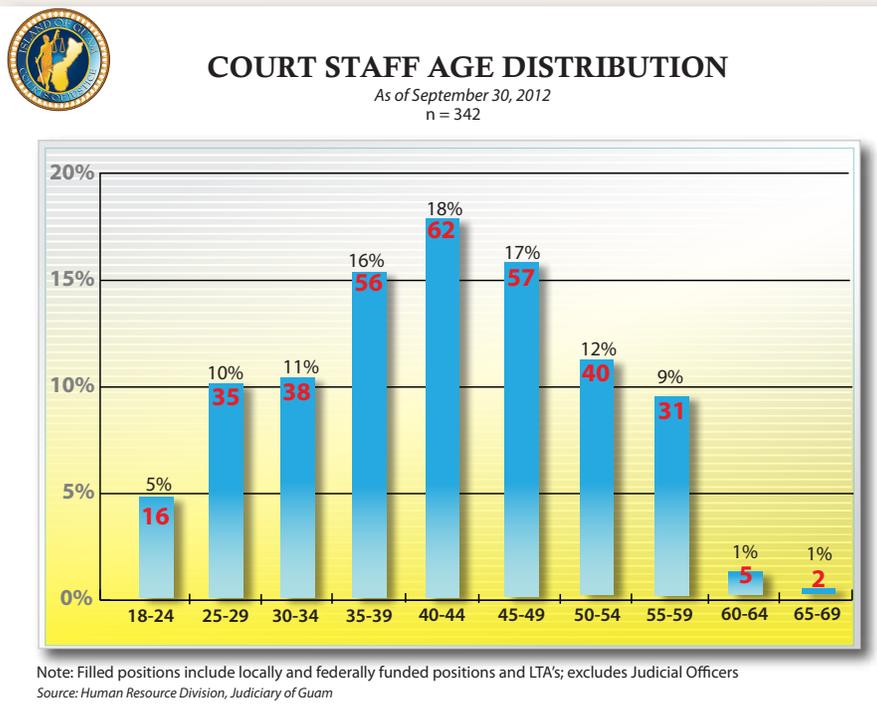


Table 1:
RETIREMENT ELIGIBILITY OF CRITICAL POSITIONS INCLUDED IN THE TMP
(as of September 30, 2012)
2012-2022

POSITIONS (Classified/Unclassified)	Eligible in 2012	Eligible in 2013	Eligible in 2014	Eligible in 2015	Eligible in 2016 - 2017	Eligible in 2018 - 2022	Total
Talent Pool #1: Executives & Division Heads (n=18)	9	+1	+2	-	+1	-	13
Talent Pool #2: Middle Managers (n=10)	4	-	+1		+1	+2	8
TOTAL	13	+1	+3	-	+2	+2	21

Step 2: Adopt TMP Policy and Develop Program Procedures.

A policy statement provides the basis for a TMP. It officially endorses the program, conveys the support of leadership for implementing a TMP program, and provides the framework for developing the Program.

TMP procedures, on the other hand, lay out the scope of the program and explain how the Program works. We recommend the TMP procedures include the following components:

- Appoint a Team to develop and lead the TMP.
- Develop Program goals.
- Identify key positions.
- Determine the number of talent pools needed.
- Develop competency models for each talent pool.
- Determine eligibility requirements and develop an application process.
- Layout the process and timeline for assessing TMP participants and developing Individual Development Plans.

SAMPLE POLICY STATEMENTS:

Sample 1: First Judicial District of Pennsylvania

The District recognizes the managerial talent of its employees and seeks to develop future leaders from among its staff. The Administrative Governing Board will promote this administrative congruity through the establishment of a management development program, which will develop the skills necessary for leadership.

Sample 2: Judiciary of Guam (approved by the Judicial Council on February 26, 2013 and amended on July 18, 2013):

The Judiciary is committed to operating efficiently and effectively and providing the highest quality of services to the people of Guam. Qualified, talented personnel are necessary to achieve the goals of the Judiciary.

The Judiciary acknowledges the skills and capabilities of its workforce. Therefore, it is implementing a TMP with two tracks. Track 1 focuses on developing talent pools to increase the number of qualified internal candidates for key positions from which future successors may be selected. Track 2 provides eligible and interested staff with additional training and career enhancement opportunities to ensure a skilled workforce. The TMP will adhere to and complement the Government of Guam's merit system in the following way:

Pursuant to the merit system, the Judicial Council of Guam will establish the TMP. The Judicial Council may provide additional compensation to those participants who complete the program, which for Track 1, shall be known as the TMP Readiness Salary Adjustment, and for Track 2, shall be known as a one time, lump sum payment. Such compensation may be in addition to any other compensation currently being paid. However, such compensation shall be administered pursuant to the merit system in the Organic Act.

a. Appoint a team to develop and lead the TMP.

A TMP Team, with a clear purpose and comprised of the right individuals, should be formed to develop the Program and lead and monitor the Program once implemented. Human resource representatives, executives, managers, and front line staff from throughout the organization should be included.

b. Develop Program goals.

Program goals provide guidance on the scope and breadth of the Program and are the basis for evaluating the results of the Program.

SAMPLE GOALS:

Sample 1: First Judicial District of Pennsylvania – Philadelphia

The goal of the Management Development Program is to develop and cultivate internal talent so that the District has a "talent pool" of knowledgeable and skilled staff ready to be promoted into managerial and leadership positions when positions are vacated. The goal is to develop a pool of competent managers from among the Court's existing staff from which future leaders and managers can be selected.

Sample 2: Judiciary of Guam:

Track 1 – Leadership Development Goals:

1. 75% or more of the Judiciary's critical positions will be filled by internal staff participating in the TMP (from the internal talent pools).
2. The Judiciary will have at least 2 internal staff in the talent pipeline for all critical positions.
3. If any internal staff is selected to fill critical positions, he or she will meet expectations and thus, perform satisfactorily in their jobs.
4. If any staff is selected from the internal talent pools to fill critical positions, he or she will remain in the position for at least 2 years (unless they retire and/or are promoted to the next level).

Track 2 – Professional Development Goals:

1. 90% of high performing staff accepted into Track 2 of the TMP will successfully complete their intermediate, advanced and/or specialized training pursuant to one's Training and Development Plan (TDP).
2. The Judiciary will provide at least 5 employees with opportunities for additional training each year, contingent upon budget.
3. 75% of participants will stay with the Judiciary at least two years.

c. Identify your organization’s key positions.

All positions within an organization are important; each serves an important function. For purposes of a TMP, however, key positions are only those positions that will leave an organization vulnerable when vacated, are integral to an organization’s success, require specialized knowledge, skills, or abilities, and/or are difficult to fill.

- EXAMPLES OF KEY POSITIONS:**
1. State Court Administrator
 2. Trial Court Administrator
 3. Clerk of Court
 4. Director of Court Operations
 5. Director of Human Resources
 6. Public Information Officer
 7. IT/MIS Director
 8. Psychologist

d. Determine the number of talent pools needed.

Depending on size, an organization may need only one or two talent pools. A talent pool is a group of high achieving, high potential staff from which to develop and select future leaders who are qualified to fill critical positions.

- EXAMPLE OF EXECUTIVE/SENIOR LEADERSHIP TALENT POOL:**
1. Administrator of the Courts
 2. Deputy Administrator of the Courts
 3. Executive Officer/Court Administrator
 4. Deputy Court Administrators – Criminal, Civil, Family, Juvenile, Probate
 5. Policy Director
 6. Public Information Officer
 7. Chief Probation Officer
 8. Clerk of Court (Superior Court and Supreme Court)
 9. Controller/Fiscal Director
 10. Human Resources Director
 11. Management Information Systems Director
 12. Marshal of the Courts
 13. Procurement and Facilities Management Director

- EXAMPLES OF TALENT POOLS:**
1. Executive/Senior Leadership
 2. Manager
 3. Specialized Talent Pool (for hard to fill positions)

e. Develop competency models for each talent pool.

This step includes identifying, defining, and validating the essential skills, behaviors, and personal attributes/ characteristics linked (or correlated) to outstanding performance in the key positions for an organization.¹³ Once developed, a competency model serves as the basis for assessing high achieving staff and customizing a development plan aligning the needs of staff with what is important in the organization.

There are a variety of ways to develop a competency model. One way is to use the competencies developed by national research organizations (e.g., the Center for Creative Leadership) or consulting companies that specialize in talent management programs and/or developing and validating competencies. Another way is to develop your own competency model through interviews, focus groups, and validation activities. Using a hybrid approach is a third way to develop a competency model. Building on validated competencies from other organizations (national organizations, other courts), refine and customize the competency model to match what is important in your organization.

The Judiciary of Guam used the hybrid approach. It included researching leadership and management competency models, conducting focus groups with court leaders and managers to refine the set of core and leadership competencies, drafting behavioral indicators, and vetting and finalizing the competency model with a small work group.

Two sample competency models are provided below. While not included here, each of the samples include a brief description of each competency and several statements describing the desired behaviors.

SAMPLE COMPETENCY MODEL Ventura County Superior Court (California)	
Core Competencies apply to all court personnel	Management Competencies
<ol style="list-style-type: none"> 1. Integrity/Honesty 2. Personal Effectiveness 3. Knowledge of the Court and Job/Quality of Work 4. Customer Services/Customer Focused (internal and external) 5. Interpersonal/Communication Skills 	<ol style="list-style-type: none"> 1. Manages Multiple Priorities 2. Continuous Improvement/Results Oriented 3. Builds Effective Relationships 4. Leads and Manages People 5. Politically Astute 6. Strategic Thinking 7. Knowledge of Court Business/Operations

¹³ For purposes of a TMP, a competency model should **not** list the job tasks, duties, or knowledge, skills, and abilities (KSAs) needed to do the job. These lists are for the job description or job analysis questionnaire. Rather, a TMP competency model should include a few (e.g., 8-12) of the most important characteristics of outstanding performers and the behaviors that set outstanding performers apart from average performers. Personal characteristics and behaviors of outstanding performers are most important as studies have shown they are better determinants of success than traditional KSAs, which are used in job descriptions and training curricula. B. Wagenknecht-Ivey, Ph.D. The Court Manager (Volume 25, Issue 4). From Succession Planning to Talent Management. 2011.

SAMPLE COMPETENCY MODEL
Judiciary of Guam – Talent Management Program

6 Core Competencies (Apply to all Judiciary staff)	8 Middle Management Competencies (TMP - Track 1 – Talent Pool #2)	8 Senior Management Competencies (TMP - Track 1 – Talent Pool #1)
1. Professionalism	1. Excellent Leadership and Management Skills	1. Visionary Leader and Strategist
2. Integrity	2. Manages and Resolves Conflict	2. Innovative and Resourceful
3. Excellence in Work	3. Commitment to Continuous Improvement	3. Results Driven
4. Excellent Interpersonal Communication Skills	4. Excellent Communication and Relationship Skills	4. Diplomatic and Politically Astute
5. Adaptable/Flexible	5. Manages and Implements Change	5. Initiates and Leads Change
6. Excellence in Customer Service (internal & external)	6. Knowledge of Court Operations & Stakeholders	6. Exceptional Business Acumen
	7. Develops and Motivates Teams	7. Motivates and Inspires Others
	8. Manages Multiple Priorities	8. Establishes and Executes on Multiple Priorities

f. Determine eligibility requirements and develop an application process.

Because a TMP is targeted to high achieving, high potential staff, it is critically important to define eligibility requirements and establish an application process. Organizations need a way to communicate who is eligible to apply for the TMP, screen applicants for participation in the TMP, and make decisions. As a reminder, all organizations should provide traditional, core training and education opportunities to its entire workforce ensuring they have the requisite skills to do their jobs well. The TMP is separate and apart from those programs.

Below are sample eligibility requirements established by the Judiciary of Guam. Sample application forms are provided in the Replicable Resources section of this Guide.

SAMPLE ELIGIBILITY REQUIREMENTS – Judiciary of Guam

Track 1 – Leadership Development: Eligibility standards. Employees must meet the following eligibility standards to apply to Track 1 of the TMP.

- Be employed by the Judiciary one year or more;
- Exceed current job standards and expectations (i.e., be demonstrating exemplary performance);
- Be in good standing as an employee (e.g., adherence to work rules and policies such as good attendance and punctuality, no disciplinary actions within the last 12 months);
- Demonstrate other “high potential and committed employee” attributes and characteristics such as being a team player, eager to learn and advance, willing to put in extra discretionary effort; and
- Agree to the terms and conditions of participation in the TMP (e.g., complete the application process, participate in the 360-degree feedback process,¹⁴ participate in training and/or developmental opportunities such as complete “stretch” assignments, etc.).

Track 2 – Professional Development: Eligibility Standards. Employees must meet the following eligibility standards to apply to the TMP Track 2.

- Hold a full-time permanent (classified and unclassified) position for at least a year with a rating of superior or better.
- Be in good standing as an employee (e.g., adherence to work rules and policies such as good attendance and punctuality, no disciplinary actions within the last 12 months).
- Be meeting or exceeding current job requirements (e.g., demonstrate superior performance).
- Must have completed basic/core training currently offered (e.g., new employee orientation, EEO/Sexual Harassment, ethics, customer service).
- Must have completed necessary prerequisites of the training requested and provide copies of Certificates of Completion attached to the application, or reference dates of training completion in the application.
- Agree to the terms and conditions of participation in the TMP (e.g., complete the application process, pay back if they leave, complete WorkKeys® assessment, etc.).

¹⁴ 360-degree assessment, or multi source assessment, is feedback that comes from an employee’s immediate work circle. It will include direct feedback from an employee’s subordinates, peers, supervisors, as well as a self-evaluation. It can also include in some cases, feedback from external sources, such as community partners, court users, or other interested stakeholders. The results from a 360 degree evaluation are often used to plan and map specific paths in an employee’s leadership and career development.

SAMPLE ELIGIBILITY REQUIREMENTS/CHECKLISTS – 20th Judicial Circuit Court – Michigan

Phase I – Self Nomination: Checklist

- Completed Application with Supervisor
- In Good Standing With Court - No disciplinary action within the past 12 months; Not on probationary status
- Performance evaluation updated (including goals)
- Personal Development Plan Prepared
- Actively Participates in Strategic Planning
- Experience Plan in Place (Job Shadowing, Stretch Assignments, Special Projects)
- Supervisor Submitted Application to the Courts' Leadership Team

Phase 2 – Management Track: Checklist

- Completed Application with Supervisor
- In Good Standing with Court - No disciplinary action within the past 12 months; Not on probationary status
- Performance evaluation updated (including goals)
- Personal Development Plan Prepared
- Actively Participates in Strategic Planning
- Experience Plan in Place (Job Shadowing, Stretch Assignments, Special Projects)
- Member of a Court-Related Professional Organization – State, Regional
- Demonstrated Good Presentation Skills (oral and written)
- Successful Completion of GOLD Training

Phase 2 – Professional Track: Checklist

- Completed Application with Supervisor
- In Good Standing with Court - No disciplinary action with the past 12 months; Not on probationary status
- Performance evaluation updated (including goals)
- Personal Development Plan Prepared
- Actively Participates in Strategic Planning
- Experience Plan in Place (Job Shadowing, Stretch Assignments, Special Projects)
- Member of a Court-Related Professional Organization – State, Regional
- Demonstrated Good Presentation Skills (oral and written)
- Completed BBS© Phase I
- Supervisor Submitted Application to the Courts' Leadership Team

Phase 3 – Administrative Track: Checklist

- Completed Application with Supervisor
- In Good Standing with Court - No disciplinary action within the past 12 months; Not on probationary status
- Performance evaluation updated (including goals)
- Personal Development Plan Prepared
- Actively Participates in Strategic Planning
- Experience Plan in Place (Job Shadowing, Stretch Assignments, Special Projects)
- Member of a Court-Related Professional Organization – National
- Demonstrated Good Presentation Skills (oral and written)
- Completed BBS© Phase II Management Track
- Completed Minimum Degree Requirement for Administrative Positions
- Supervisor Submitted Application to the Courts' Leadership Team - Including Essay
- Receive Approval from Courts' Leadership Team
- Receive Approval from the Chief Judge

g. Lay out the process for assessing TMP participants and developing Individual Development Plans (IDPs).

TMP procedures should layout an assessment process (e.g., conducting a 360-degree feedback survey) and process for developing Individual Development Plans. The procedures should include details for administering and delivering 360-degree feedback and for developing IDPs.

A 360-degree feedback survey is a tool used by many Fortune 1000 organizations to develop future leaders. It provides TMP participants with feedback from supervisors, peers, direct reports, and other internal and external customers on specific competencies and key behaviors (per the competency model). It helps TMP participants identify their strengths and areas for future development, all of which is used when completing an IDP.

We also recommend using the Center for Creative Leadership's 70-20-10 rule when coaching TMP participants in the development of their IDP. See Step 4 below for more information on the 70-20-10 rule on leadership development.

Step 3: Roll-Out TMP and Accept Applicants.

This step has 2 parts. First, an effective Communication Plan and Strategies are needed to inform existing managers and the workforce about the TMP, answer questions, and encourage high achieving, high potential staff to apply. Rolling out the TMP includes educating and informing managers and personnel about the program as well as recruiting applicants. Communication strategies include email announcements, intranet postings, announcements at staff meetings, Question and Answer Forums, articles in newsletters, and the like.

Second, this step includes evaluating applicants and making decisions about those accepted into the TMP. We recommend evaluating TMP applicants on the following three attributes:¹⁵

1. **Ability** = possessing the intellectual, technical, and emotional skills (both innate and learned) to do (or learn how to do) the key job. This includes: (a) the applicant meeting or exceeding expectations/requirements of his/her current job/position? and (b) has the applicant demonstrated potential to do (or learn how to do) the additional competencies as outlined in the competency model for the key job?
2. **Engagement** = (a) the level of personal satisfaction the applicant demonstrates from his/her job or role (i.e., the applicant "likes his/her work and does it well") and (b) the applicant's contribution to the organization's success (i.e., the applicant "helps achieve the goals of the organization").
3. **Aspiration** = assess (a) the applicant's levels of aspiration and (b) the degree to which what the applicant wants aligns with what the organization needs and wants for him/her. Aspirations might include the desire for advancement, recognition, future rewards such as better pay, office, perks, etc. It is important to ask the applicant pointed questions about what he/she aspires to and at what price, and then to assess responses based on what the organization needs and can deliver.

Note: shortcomings in even one of the three attributes can dramatically reduce an applicant's chance for ultimate success. And, the cost of misidentifying high potential talent can be high.

A sample evaluation form is provided in the Replicable Resources section of this Guide.

¹⁵ The three attributes (ability, engagement level, and aspirations) are from research conducted by the Corporate Leadership Council and published in the Harvard Business Review (original publication May 2010). "How to Keep Your Top Talent," p. 59.

Step 4: Assess TMP Participants and Create Individual Development Plans.

Before establishing individual goals and creating an Individual Development Plan (IDP), we recommend conducting a 360-degree feedback survey on TMP participants according to the TMP procedures (described above). The results of the 360-degree feedback survey should be used in developing the IDP.

When coaching TMP participants in the development of their annual IDP, we recommend using the 70-20-10 Rule for Leadership Development. The 70-20-10 rule was developed by the Center for Creative Leadership. It comes from 30 years of lessons learned through experience and research about how executives learn, grow, and change over the course of their careers.

70-20-10 Rule:

- 70% of learning, growing, and changing comes from challenging assignments;
- 20% comes from developmental relationships (managers, mentors, others); and
- 10% comes from coursework and training.

The Center for Creative Leadership suggests the following, on-the-job, real time experiences and challenging assignments for developing future leaders.

1. **Bosses and superiors** – the people who matter most are bosses and superiors. They are influential and impactful in a variety of ways: positive role model, teacher, catalyst, mentor, and negative role model.
2. **Turnarounds** – involve fixing a failing or underperforming operation.
3. **Increases in job scope**- this may or may not include a promotion, but always includes an increase in responsibilities and visibility.
4. **Horizontal moves** – include horizontal transitions to other functions, locations, etc. They are not promotions but build new expertise.
5. **New Initiatives** – involve opportunities to develop or implement a new program/service, adopt new technologies, craft a new policy or process, create a new business entity, etc.
6. **Ethical Dilemmas** – Value-laden experiences create long-lasting learning.
7. **Mistakes** – include errors that can derail an individual or team or impede an organization's goals. Mistakes can be strategic, operational, technical, or professional (e.g., errors in judgment). Learning from mistakes contributes significantly to growth and development.

To summarize, it's highly recommended that IDPs include specific goals and developmental activities based in part from the 360-degree feedback survey results and include a range of challenging experiences and assignments, mentoring by other leaders, and formal training and education to help participants learn and grow (per the 70-20-10 rule).

Finally, the IDP is annual development plan. Consequently, it should be reviewed and revised at least annually, or as needed in order to ensure it remains relevant and current. The IDP also is used to "place" each TMP participant at the correct level in the program. That is, some participants may be on a multi-year developmental path while others may be "ready" in 6 months. The TMP Review Team should review the IDPs and appropriately place participants in the TMP. The TMP Review Team also should develop and seek approval of a budget to support TMP participants in their development.

Step 5: Educate, Train, Develop, Mentor, & Monitor TMP Participants.

TMP participants, with the assistance and support of the TMP Review Team, managers, and mentors, should work on their IDPs in this step. They are encouraged to take the initiative to gain the training and on-the-job experiences that will help groom them for future leadership positions. They also are encouraged to seek out and work with a network of mentors in the organization, a group of skilled leaders trained in coaching and counseling TMP participants.

A TMP data base is needed to provide basic information about each TMP participant, document goals and progress, and record accomplishments. TMP participants should update the TMP data base as they make progress and complete goals and activities. The TMP Review Team should continually assess and monitor the progress of TMP participants.

Step 6: Evaluate TMP & Update Annually, Re-evaluate Participant Progress.

A TMP program needs constant monitoring and refinement. It is a dynamic program with many parts that should be evaluated and updated annually. An annual evaluation is needed to determine if it is achieving the stated goals and the organization is reaping the desired benefits.

Additionally, each year, the progress of TMP participants also needs to be reviewed and evaluated. Refinements will likely be needed to ensure each person is progressing, ultimately providing the organization with a pipeline of internal talent ready (or soon to be ready) to fill key positions when they become vacant.

Finally, each year new applicants should be recruited and accepted into the TMP ensuring a steady supply of “ready-now” candidates for key positions.

Tips for Success – The Judiciary of Guam’s Experience

1. Involve and secure commitment from leadership before proceeding. A Talent Management Program (TMP) needs a top level champion (or champions). The Judiciary of Guam’s TMP succeeded largely because of the involvement, commitment, and ongoing support from both Judicial and Administrative leaders namely Chief Justice F. Philip Carbullido, Associate Justice Katherine A. Maraman, and Administrator of the Courts, Mr. Perry C. Taitano. The Judicial Council of Guam – the policy-making body of the Judiciary – also supported the TMP and adopted a Judiciary-wide policy, which provided the foundation and framework needed to develop and implement the Program. All understood the need and benefits, and had the vision and commitment for implementing the TMP.

2. Assemble the right team to develop the TMP and follow a project plan. A TMP program is not simple and it is challenging to sustain. Designing and implementing a TMP is not for the “faint of heart.” Therefore, to succeed, a strong – dedicated, hard-working, and persistent – team is essential. Important things to consider when forming the team are: (1) the strengths and experiences of each team member and how they will complement one another; (2) the composition and size of the team, which ideally should be representative across the Judiciary and a manageable size (e.g., 8-10 people); and (3) whether team members have the time to be an engaged and productive team member given other work responsibilities and demands. Effective meetings, which included brainstorming sessions, proved very helpful as a way to explore a wide range of ideas, vet issues, and overcome challenges. Finally, developing and following a realistic project plan with goals, objectives and timelines helped the team stay the course. Appointing a skilled team leader – someone organized and able to keep the team and project on track – was essential for success.

Tips for Success – The Judiciary of Guam’s Experience

3. Seek creative solutions; don’t avoid or automatically acquiesce to challenging dilemmas. Some elements of a TMP will challenge existing policies, procedures, and practices. When this happens, it is critically important to look beyond the current boundaries – explore innovative and different solutions – to overcome barriers. For example, the Judiciary of Guam was required to develop its TMP within the guidelines and requirements of the government of Guam merit system. It was no easy feat. Just as the merit system must be adhered to when hiring for all positions, the TMP found a creative way to build the TMP program within the merit system requirements. The TMP Team, with support of the Judiciary’s leadership, established a financial incentive to TMP program participants (that was permissible within the existing merit system) upon successful completion of the program.

4. Develop a creative and engaging communication strategy. Getting the word out and mobilizing interest around the newly developed TMP proved challenging. The Judiciary’s workforce was hesitant and ambivalent initially; yours may be, too. For example, when the TMP Team scheduled Question and Answer Forums for the Judiciary’s new TMP, the turnout was low despite Intranet announcements, e-mail reminders, and posted flyers. Consequently, the TMP Team regrouped and instituted a new/different approach to reaching the workforce. It ultimately decided to take the Question and Answer Forums to the workforce. The TMP Team went to the offices of staff to make presentations, facilitate discussion, and answer questions. This approach was more successful in the Judiciary’s work environment.

5. Prepare for long-term sustainability. TMP programs are complex; they have many parts and require ongoing monitoring and attention. Long-term sustainability is challenging under the best of circumstances. To ensure a TMP program is sustainable over the long-term and thus, not abandoned as another passing fad, the following are recommended: (1) appoint and empower a small team with a designated team leader to lead, track, and monitor the TMP (as described above); (2) establish routine quarterly meetings to review the activities of TMP participants; (3) conduct an annual meeting to evaluate and refine the TMP program as needed (is it achieving the desired goals) and re-assess and set new developmental plans/goals for TMP participants; (4) engage current managers in the TMP and develop them to spot high potential talent and mentor TMP participants; and (5) build a sound infrastructure (e.g., use standardized forms, build a TMP data base with easy tracking and updating).

6. Develop a TMP Budget. While many developmental activities of TMP participants will not cost money, some will. Therefore, it’s important to plan ahead and develop and secure a budget for the TMP. Establishing a budget for the TMP will ensure there are some resources to support formal education, coursework, training, and travel costs as appropriate.



Talent Management Program

#1: Application Form – Track 1 Leadership & Management Positions

Employee Name: _____ Date: _____

Current Job/Position: _____ Current Division/Area: _____

Telephone Number: _____

Please indicate to which Track 1 - Talent Pool you are applying:

Talent Pool 1: Senior Management ____ Yes ____ No

(For people currently in management or professional positions who are interested in pursuing a senior management position)

OR

Talent Pool 2: Middle Management ____ Yes ____ No

(For people currently in line or supervisory positions who are interested in pursuing a middle management position)

Minimum Eligibility Criteria

Applicants to the TMP must meet the following eligibility requirements to apply to the TMP.

1. Employed by the Judiciary one year or more
2. In good standing as an employee of the Judiciary (e.g., adhering to work rules and policies such as good attendance and punctuality, no disciplinary actions within the last 12 months, etc.)
3. Exceeding current job standards and expectations (i.e., demonstrating exemplary performance)
4. Agrees to the terms and conditions of participating in the TMP (e.g., complete the application process, participate in the 360-degree feedback process, participate in training and/or developmental opportunities such "stretch" assignments or special projects, etc., while continuing to excel at current job duties; cost share on some developmental expenses as warranted; reimburse the Judiciary in the event I leave within 2 years; etc.).

High Potential Abilities & Fit

5. Demonstrating other "high potential" attributes and characteristics such as:
 - a. Exhibits the skills and attributes as listed in the respective competency model - has shown potential in these key areas (e.g., is a team player, is resilient)
 - b. Demonstrates personal satisfaction in one's job (e.g., is willing to put in discretionary effort)
 - c. Is making a significant contribution to the Judiciary's success
 - d. Has demonstrated an interest in learning new skills and assuming greater responsibilities (e.g., is eager to learn and advance)
 - e. The Judiciary's staffing needs and the interests of the applicant are aligned, consistent, or complementary



Talent Management Program

Complete by Applicant

1. Date of Hire: _____
2. I am in good standing as a Judiciary employee: _____ Yes _____ No
3. I am exceeding current job standards and expectations as documented in my last performance evaluation (within the last 12 months) _____ Yes _____ No
4. I agree to the terms and conditions of the Judiciary's TMP. _____ Yes _____ No
5. Briefly explain why you want to participate in the Judiciary's TMP (limit - 200 words)
6. Briefly describe the benefits to the Judiciary (of your participation in the TMP) (limit - 200 words)
7. I possess other skills, attributes, and characteristics that demonstrate my abilities, level of engagement and commitment to the Judiciary, and I am a good fit to participate in the TMP as described below.
 - a. Describe what you have done/are doing to advance your career or assume greater job responsibilities (suggestion: see the competencies in the applicable competency model). (limit – 300 words)
 - b. Describe what you have done/are doing to learn new skills and perform them on the job (suggestion: see the competencies in the applicable competency model). (limit – 300 words)
 - c. Explain your personal level of satisfaction with your job and/or provide examples of your level of engagement. (limit – 300 words)
 - d. Describe your greatest contributions to the Judiciary over the past year (e.g., how you have helped the Judiciary achieve its goals). (limit – 300 words)
 - e. What are your job/career aspirations or interests? That is, what (if any) specific positions are you interested in pursuing or being considered for within the Judiciary? (word limit? 100)
 - f. Explain how your aspirations/interests are aligned with or complement the Judiciary's future staffing needs. (word limit – 200)
8. Provide a summary of relevant work experience, education, special credentials, and/or qualifications. Feel free to attach a resume (2 page limit).

OPTIONAL:

9. Are you interested in pursuing or are you aspiring to a specific leadership or management position in the Judiciary (e.g., a specific position listed in Talent Pool 1 or 2 in the TMP Procedures)? _____ Yes _____ No

If yes, please specify: _____
(By knowing your interests/aspirations, HR will be able to help make sure your Individual Development Plan addresses specific job requirements/qualifications).

I verify the above information is accurate, I agree to the terms and conditions of the Judiciary's TMP, and I give consent to the TMP Review Team to review my Personnel File for purposes of reviewing my TMP application and considering me for the TMP Program.

Signature of Applicant

Date



Talent Management Program

#2: Evaluation Form: Assessing Abilities & Fit

Anonymous TMP Applicant: _____

Date: _____

Below is a checklist for assessing the abilities and fit of TMP applicants. The criteria are provided to help evaluate TMP applicants and make decisions about those accepted into the TMP. Based on research conducted by the Corporate Leadership Council and published in the Harvard Business Review (2010), the criteria are organized around (1) abilities; (2) level of engagement; and (3) aspirations and fit.

Minimum Eligibility Requirements	YES	NO
1. The applicant has worked for the Judiciary for one year or more.		
2. The applicant is in good standing as an employee of the Judiciary.		
3. The applicant is exceeding current job standards and expectations.		
4. The applicant agrees to the terms and conditions of participating in the Judiciary's TMP.		

Evaluation of High Potential Attributes and Fit	HIGH LEVEL		MOD. LEVEL		LOW LEVEL
	5	4	3	2	1
5. The applicant has demonstrated a commitment to advance his/her career or to assume greater job responsibilities (e.g., he/she has demonstrated some or all of the skills needed to assume greater job responsibilities per the applicable competency model) (Abilities)					
6. The applicant has demonstrated commitment/a potential to learn new skills and perform new and different job competencies (refer to the competency model for the respective key position or talent pool). (Abilities)					
7. The applicant demonstrates personal satisfaction from his/her job and is actively engaged (i.e., the applicant likes his/her work and does it well.) (Level of Engagement - Part 1)					
8. The applicant contributes significantly to the Judiciary's success (i.e., the applicant helps achieve the goals of his/her division/work area). (Level of Engagement - Part 2)					
9. The applicant has aspirations to advance, learn new skills, or assume new responsibilities at the Judiciary. (Aspirations/Fit)					
10. The applicant's aspirations are aligned with and/or complement the Judiciary's staffing needs. (Aspirations/Fit)					
TOTAL	0	0	0	0	0

NOTE: shortcomings in any of the above can dramatically reduce an applicant's chance for success. And, the cost of misidentifying high potential talent can be high according to leading experts.

TOTAL 0

Comments:

Recommendation for acceptance into the TMP: Yes No

Signature of TMP Review Team Member

Date



**TALENT MANAGEMENT PROGRAM (TMP)
FORM 3: INDIVIDUAL DEVELOPMENT PLAN (IDP)
TRACK 1 - LEADERSHIP DEVELOPMENT**

Name: _____

Date: _____

PART I: SUMMARY OF STRENGTHS AND DEVELOPMENT AREAS:

Summary of Strengths (themes from my feedback):

Summary of Development Areas (themes from my feedback):

Attach Form 9 – Worksheet – Summary of 360 Feedback

PART II: CREATE SUPPORTING RELATIONSHIPS

Identifying people who can help you achieve your goals is critical to your overall success. Specifically, CCL's (Center for Creative Leadership) research shows that creating supporting relationships increases the likelihood of reaching your goals and effecting personal change. Thus, please identify people who will provide you with: (1) assessment (e.g., continuous feedback); (2) new challenges (e.g., push you outside your comfort zone); and (3) support (e.g. encourage and support you) as you participate in the TMP Program.

1. Assessment: Includes identifying someone who will provide you with continuous and instant feedback about your performance or work, can be a sounding board for ideas, and will provide you with direct, honest, and specific feedback. Identify one or more individuals you can depend on to provide you with ongoing assessment.

2. Challenge: Includes identifying someone who will push you beyond your comfort zone, can provide you with challenging assignments that stretch your capabilities, and will hold you accountable for the goals you set in your IDP. Identify one of more individuals you can depend on to provide challenge.

3. Support: Includes identifying someone who supports your development, will provide you with moral support, shows confidence in your abilities, and encourages you. Identify one of more individuals you can depend on to provide support.

**TALENT MANAGEMENT PROGRAM (TMP)
FORM 3: INDIVIDUAL DEVELOPMENT PLAN (IDP)
TRACK 1 - LEADERSHIP DEVELOPMENT**

PART III: INDIVIDUAL DEVELOPMENT PLAN

Areas for Development/My Developmental Goals:	What I will do to achieve my developmental goals/further my "development/readiness:"	Timeline/ Complete By/ Key Dates:	Support, assistance, and/or resources needed (include fiscal impact):	How I (or others) will know if I am succeeding:
1.				
2.				
3.				
4.				

Reminder: Attach Form 9 – Worksheet – Summary of 360 Feedback



BUILDING BENCH STRENGTH © EMPLOYEE APPLICATION
(20th Judicial Circuit and Ottawa County Probate Courts – 2013)

I wish to be considered for participation in the BBS© Program as follows (check one):

- Phase I – Self Nomination – Application Required
- Phase II – Professional Track - Application Required
- Phase II – Management Track - Application Required
- Phase III – Administrative – Application and One Page Essay Required

Attach a copy of your most recent Performance Review or Performance Review Update to this application.

Employee Name: _____

Current Position: _____

Qualifications: _____

Professional Affiliations _____

Community Involvement: _____

Employee Signature: _____ **Date:** _____

Supervisor’s Response:

APPROVED

DENIED

Supervisor’s Name: _____

Supervisor’s Signature: _____ **Date:** _____

Supervisor’s Comments: _____

BUILDING BENCH STRENGTH©

20th Judicial Circuit and Ottawa County Probate Courts – 2013

PERSONAL DEVELOPMENT PLAN

(Four Components)

EMPLOYEE NAME: _____

CURRENT POSITION: _____

DATE: _____

SUPERVISOR'S NAME: _____

STRATEGIC PLANNING

(Participation)

Goal:

Steps:	
Actions:	
Constraints:	
Resources Needed:	
Progress:	
Completion:	

EDUCATION

(Seminars, Webinars, Self-Study, Professional Associations, Presentation Skills, GOLD Standard Training, Human Resources Training, etc.)

Goal:

Steps:	
Actions:	
Constraints:	
Resources Needed:	
Progress:	
Completion:	

EXPERIENCE

(Job Shadowing, Stretch Assignments, Special Projects, Professional Associations, etc.)

Goal:

Steps:	
Actions:	
Constraints:	
Resources Needed:	
Progress:	
Completion:	

APPLICATION OF KNOWLEDGE

PHASE III participants must also include a written essay demonstrating mastery on a subject of value to the employee and the Court.

Goal:

Steps:	
Actions:	
Constraints:	
Resources Needed:	
Progress:	
Completion:	

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