



Republic of the Philippines  
**Department of Education**  
REGION III  
SCHOOLS DIVISION OF BULACAN

July 18, 2024

**DIVISION MEMORANDUM**

No. 10, s. 2024

**ADOPTION OF THE GUIDELINE FOR SDO BULACAN  
SUCCESSION AND EXIT PLAN**

To: Assistant Schools Division Superintendents  
Division Chiefs  
Unit Heads  
Public Schools District Supervisors  
Elementary and Secondary School Heads  
All Others Concerned

1. Pursuant to Civil Service Commission (CSC) Memorandum Circular No. 3 s. 2012, outlining the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), a key component is the Comprehensive HRM Assistance, Review, and Monitoring (CHARM). This component necessitates succession and exit planning within the institution which is crucial for organizational continuity and effectiveness.
2. This guideline encompasses the succession and exit plan for SDO Bulacan, aiming to ensure seamless transitions and operational continuity.
3. The establishment and implementation of the Succession and Exit Plan for SDO Bulacan are hereby mandated.
4. This division memorandum shall take effect immediately and shall remain in effect unless revoked or modified accordingly.

  
**NORMA P. ESTEBAN, EdD, CESO V**  
Schools Division Superintendent



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# Succession & Exit Plan

## SDO Bulacan



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**THE SUCCESSION & EXIT POLICY  
OF SCHOOLS DIVISION OFFICE OF BULACAN**

**Introduction:**

Succession planning is a strategic process that involves identifying and developing potential future leaders within an organization to fill key roles and positions when current leaders depart due to retirement, resignation, or other reasons. It's about ensuring that there is a smooth transition of leadership and that the organization can continue to operate effectively even in the absence of its current leaders.

Key components of succession planning:

1. **Identifying Key Positions:** Identifying critical roles within the organization that require succession planning, such as executive leadership positions or roles with specialized expertise.
2. **Assessing Talent and Skills:** Identifying individuals within the organization who have the potential to step into these key positions in the future. This often involves evaluating employees' skills, performance, and leadership potential.
3. **Development and Training:** Providing development opportunities and training programs to groom potential successors for future leadership roles. This may include mentoring, coaching, leadership programs, and educational opportunities.
4. **Creating Succession Plans:** Developing formal plans and strategies for each key position, outlining the process for identifying and transitioning successors when needed. These plans may include timelines, criteria for selection, and contingency plans.
5. **Communication and Engagement:** Communicate the succession planning process and its importance to employees at all levels of the organization. Encourage transparency and open communication about career development opportunities and succession plans. Engage employees in the process by soliciting their feedback and input.
6. **Monitoring and Review:** Continuously monitoring and reviewing the succession plan to ensure it remains aligned with the organization's goals and



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evolving needs. This may involve regular assessments of potential successors and adjustments to the plan as needed.

By proactively identifying and developing talent within the organization, succession planning helps to minimize disruptions, maintain continuity, and ensure the long-term success and sustainability of the organization.

The DepEd Schools Division of Bulacan, through the Schools Governance Operations Division-Human Resource Development Section, shall establish mechanisms and localize systems, policies, and guidelines in preparing succession plans for critical/key positions in the division, identify the pool of candidates, and design leadership development programs based on identified needs of potential successors.

**Key Considerations in the Succession Planning Process**

1. Revisiting the strategic plan of the organization.
2. Review of the vision, mission, and values of the organization.
3. Identification of potential people who should be developed for the future.
4. Listing down of key positions that need a succession plan. (Note: not all positions in the organization require a succession plan)
5. Analysis of the core competencies and skills needed to lead the organization.
6. Determining the talents needed for the long term.
7. Creation of a Personnel Committee that shall prepare the work plan.
8. Developing recruitment strategies and selection processes compliant with existing policies and guidelines.
9. Designing a transition plan
10. Conduct the search and hiring process.



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**Creation of the Personnel Development Committee**

The Personnel Development Committee plays a crucial role in promoting the ongoing growth and development of employees, enhancing their skills and capabilities, and ultimately contributing to the overall success of the organization.

Below is the proposed composition of the Personnel Development Committee:

Consultants:

**NORMA P. ESTEBAN, EdD, CESO V**  
Schools Division Superintendent

**MARIA CELINA L. VEGA, CESO VI**  
Assistant Schools Division Superintendent

**Atty. BRYAN M. SANTOS, CESO**  
OIC- Assistant Schools Division Superintendent

Chairperson:

**CECILIA S. CUSTODIO, PhD**  
Chief Education Supervisor, SGOD

Co-Chairperson:

**GREGORIO C. QUINTO, JR., EdD**  
Chief Education Supervisor, CID

Members: Education Program Supervisors (concerned learning area)

**VIRGILIO L. LAGGUI, PhD**  
Education Program Supervisor-President

**DANIEL V. ORTEGA, EdD**  
Public Schools District Supervisor-President

**JOSEFINA S. PEDROCHE**  
Administrative Officer V

**MARILENE G. RAMOS, LPT, MAT**  
Senior Education Program Specialist-HRD

**MA. LOURDES J. PATAG**  
Senior Education Program Specialist-SMME

**VICTORIA O. MADRIGAL**  
Administrative Officer IV- Personnel

**REVELYN L. MANIEDO, EdD**  
President, PESPA





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NANCYLITA CUBOL, PhD.  
President, PASSPA

Secretariat:

MA. BELLA S. FAJARDO  
Education Program Specialist II-HRD

LORADEL PASCO  
Administrative Officer II

The selection criteria for choosing participants for training should include among others educational background, training, experience, eligibility, performance rating, and potential of employees. A comprehensive and inclusive succession plan implies that attendance to training and giving of scholarship grants would not be exclusive to a particular functional division or unit. In other words, participants in trainings may also come from other functional divisions or units as long as they meet the selection criteria set by the Personnel Development Committee.

**Suggested Human Resource Job Immersion Plans/Interventions**

In anticipation of possible vacancies due to the retirement or resignation of some personnel occupying key positions, SDO Bulacan, through the Human Resource Development Section, proposes the following Job Immersion Plans to ensure that there is a supply of qualified employees to fill up possible vacancies. The job immersion plans/interventions should be implemented at least six (6) months before the vacancy exists.

1. Assigning High-Value Tasks to Potential Successors. The Functional Division Chiefs or Unit Heads may assign high-value tasks to their subordinates who are potential successors. High-value tasks refer to those tasks that are normally performed by their immediate superiors or by their co-workers of higher rank. The objective of this immersion plan is to gradually expose the potential successors to a set of more complex or more challenging tasks to upgrade their competencies to



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address possible need in the future. This could be done when the incumbent superiors are out for official business, or when they are on leave. While this may be interpreted as job delegation, it is important that the Chief or Head supervises and checks how the high-value tasks are performed, so as not to compromise the standard in the delivery of basic services.

2. **One-Day/One-Week Boss.** This immersion plan is a simulation activity that aims to develop the decision-making skills of potential employees. The Functional Division Chief or the Unit Head does not need to be out of the Office when somebody is designated as the Boss for the Day or Boss for the Week. The potential successor is usually given a factual or imaginary situation that challenges him or her use his or his wisdom and prudence in making decisions such as risks management or crisis management.

3. **Job Rotation.** A job design technique in which employees are moved between two or more jobs in a planned manner. The objective is to expose the employees to different experiences and a wide variety of skills to enhance job satisfaction and to cross-train them.

4. **Think-Tank Experience.** This is a situation in an organization wherein a group of people with experience or knowledge of a particular subject, work to produce ideas and give advice to the office concerned (right-wing/liberal/economic etc. think tank)

5. **Formal Education/E-Learning.** With this HR method, the prospective successor is advised to enroll in a school to obtain a bachelor/masteral/doctoral degree to meet the qualification standard for the eyed position. He/She may also study through E-learning modalities such as online education, virtual learning, distance learning, and the like.

6. **Training/Seminars, Workshops & Conferences.** The potential successor is allowed to attend relevant training, seminars, workshops, and conferences to upgrade his/her knowledge, skills, and values to meet the required level of competence and confidence in the position.

7. **Cross-Training.** This immersion plan helps increase employee flexibility, presents opportunities for individuals to grow with an agency or organization, and is less expensive than hiring new staff members to perform the tasks. Once training process is complete, the employees can start working on different tasks. However, they



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should still be given any updates to procedures, staff meetings, or other important information to minimize time lost due to old information.

**Tasks in Succession Management:**

Managing a Succession Plan involves the following tasks to ensure its effective implementation.

**A. Identifying possible successors for leadership positions:** The immediate superior, in this case, the Division Chief or the Unit Head is the best person to be able to identify potential successors for leadership positions since he/she has the first-hand information and actual assessment of the performance, values and attitudes of employees in the workplace.

**B. Assessing development needs and potentials.** Through proper analysis and diagnosis of employee's performance, the Chief could assess the areas for development of his/her leadership potential.

**C. Ensuring the development of those with high potential for leadership positions.** As part of talent management, the head of the office should ensure the development of employees who have exhibited a marked degree of leadership potential by giving them more challenging and complex tasks for their professional growth.

**Elements of Successful Succession Management**

1. Process for Identifying High Potentials. The Chiefs of Functional and Unit Heads shall assist in the identification of employees with high leadership potentials based on their performance assessment as evidence by their outputs, creative initiatives, and significant contributions to the overall productivity of the organization.

2. Clear Competency Requirements for Leadership Positions. The basis or reference for the competency requirements is the list of the core functions and major tasks inherent in the position, as articulated in the new organizational structure of the DepEd Rationalization Program.





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3. Opportunities for Coaching, Mentoring, and Development. Despite the demonstration of leadership skills and potentials, promising successors may still need some coaching, and mentoring on complex and high-value tasks of high positions.

4. Fairness and Objectivity of the System for Selection of Leaders. This element poses a great challenge in any office as fairness and objectivity in selecting leaders are sometimes swayed by subjectivity and other weaknesses of human nature. Job fitness should always be the prime consideration in the selection of leaders.



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**Succession Plan for the SDO Personnel (SG 16-24)**

Retirees (from 2024 to 2030)

Possible Position to be vacated	Potential Successor
Chief Education Program Supervisor (by 2028)	Division Education Program Supervisors
Public School District Supervisor 2024 (1) 2025 (0) 2026 (0) 2027 (1) 2028 (2) 2029 (1) 2030 (5)	Principals Head Teachers Master Teachers
Division Education Program Supervisor 2029 (1) 2030 (1)	Principals Head Teachers Master Teachers (learning area of specialization)
Administrative Officer V 2026 (1)	Administrative Officer IV Administrative Officer II
Nurse II 2029 (1) 2030 (1)	Private Hospital Nurse Open

*Reference: 2022 System Ranking of Position (SRP), Central Office (BHROD)*



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Ranking of SDO Baliwag

Possible Position to be vacated	Potential Successor
Education Program Supervisor (learning area of specialization)	Principals Head Teachers Master Teachers (learning area of specialization)
Senior Education Program Specialist	Education Program Specialist II
Education Program Specialist II	Project Development Officer I Administrative Officer II open
Administrative Officer IV	Project Development Officer I Administrative Officer II open

*Reference: 2022 System Ranking of Position (SRP), Central Office (BHROD)*



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**EXIT PLAN FOR TEACHERS AND EMPLOYEES OF SDO BULACAN**

<https://bit.ly/SDOBulacan-Exit-Inteview>



The Department of Education (DepEd)-SDO Bulacan is committed to providing quality education and fostering a positive work environment for its teachers and employees. As part of this commitment, it is crucial to ensure that any transitions within the organization, including the departure of staff, are handled smoothly and professionally.

Over the years, the education sector in Bulacan has seen significant growth and changes, leading to the need for a structured exit plan to address various aspects of employee departures. This plan covers administrative procedures, financial settlements, knowledge transfer, and post-exit support, ensuring that all departing employees are treated fairly and respectfully.

The implementation of this exit plan aims to:

1. **Maintain Organizational Continuity:** By ensuring a smooth transition of duties and responsibilities, the organization can continue to function efficiently without disruption.
2. **Protect Organizational Assets:** Properly managing the return of school property, documents, and other assets helps protect the organization's resources.
3. **Support Departing Employees:** Providing clear procedures and support for employees as they leave helps maintain positive relationships and uphold the reputation of DepEd Bulacan.
4. **Gather Valuable Feedback:** Exit interviews and feedback can provide insights into potential areas of improvement within the organization.



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5. **Ensure Legal Compliance:** Adhering to legal requirements and organizational policies during exit helps mitigate risks and avoid potential legal issues.

Regardless of the reason the employee why he/she is quitting the job, there be an exit interview to be conducted. Ideally, a face-to-face meeting must be planned for an exit interview.

However, the employee may be given a written exit survey first, then followed by an in-person interview to be conducted by the Human Resource Development Section.

The exit interview should be conducted during the employee's final two weeks before retirement, resignation, or transfer. The interview should focus on organizational and management aspects.

Here are some key points on how to conduct an exit interview:

**A. Plan the Exit Interview**

Ideally, a face-to-face meeting must be planned for an exit interview. Employees will appreciate the gesture, and it will generally result in more productive conversations. Another option is to give employees a written exit survey first, and then follow up with an in-person meeting. Some employees may prefer the chance to gather their thoughts in advance.

However, it was found that the responses tend to be a little less candid in this case. The interview must be planned at the very end of an employee's time with the organization – during the last two days of employment. Doing the exit interview must be explained to the leaving employee, and questions must be prepared.

**B. What to Ask**

While it is discouraged that the conversation would appear scripted, there are key questions suggested during the conduct of exit interviews. Some of the same questions may be asked across the board in the exit interview. This way, answers could be compared, and common responses could be noted. The interview may be





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opened by telling the employee that he or she doesn't have to answer all or any of the questions.

Moreover, the interviewer may ask permission if the answers could be shared with the head of office for some feedback. If the employee doesn't grant the permission, especially when there is important feedback throughout the interview, the remark may be paraphrased and permission to share it may be sought again.

Here are some important questions to ask:

1. Why are you leaving? (Note: if the reason for leaving is not compulsory retirement)
2. How was your work experience in the office?
3. How could conditions be improved?
4. What isn't the office currently doing that would improve things?
5. What were three things you enjoyed most about working here?
6. If you could change three things, what would they be?
7. Are there ideas things that you wish you could have implemented?
8. Please describe the three best things about working with your supervisor.
9. Who are the three people who have made the most positive impact on you and your career in this office?
10. What advice do you have for the next person in your position?

**C. What Not to Ask**

While it is important to be on alert for harassment or discrimination complaints that the exiting employee may point out, the fire must not be fueled. Of course, if the employee mentions hostility or harassment issues during an exit interview, the standard HR investigation procedure must be followed and any complaint must be normally addressed.

Exit interviews should focus on the organization and management, and the information gathered should be helpful. Constructive feedback may be used to move the office employees and processes forward. These conversations also give employees



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an opportunity to provide their opinions and share what led to their decision to leave. However, it is advised not to encourage negativity in any of the following ways:

1. Don't ask targeted questions about specific people or issues.
2. Don't feed office gossip. It's never constructive and won't be reliable information.
3. Don't say anything that could be construed as slander.
4. Don't speak like you are setting someone for termination.
5. Don't get into personal issues. Keep the conversation professional and work-related.

The conduct of an exit interview is indispensable particularly if the leaving employee who is an asset to the organization is planning to transfer to another parallel organization, without an expected promotion. While it may be his right to transfer to other offices, such an attempt is a caveat or a sign of an alarming situation in an organization.

#### **D. Processing Employee Feedback**

Every exit interview should help you identify opportunities for improvement within the organization. Key points from the interview must be shared with an employee's immediate supervisor or to the next level up when the feedback is relevant. Patterns in feedback from outgoing employees should be analyzed to identify possible organizational issues.

It may be helpful to put the scribbled notes into a spreadsheet to allow quick scanning of the information, particularly the similar comments. If a trend is noticed, it may be brought to the attention of the leadership team, and appropriate actions may be taken to avoid losing additional employees.

For example, if it is heard that many employees have left because the job was not what they expected to do when hired, it may be an indicator that there is a need to audit the job descriptions and/or hiring practices.



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**E. What To Do With the Results of the Exit Interview**

Results of the exit interview shall be analyzed and interpreted by the Human Resource Development Section and shall be given a conclusion and recommendations to be submitted to the Head of Office as a basis for crafting the professional growth of employees. They may also be used as inputs to the transformation of the organization that may result in the improvement of business processes and ethical management in accordance with the standards.

The Human Resource Development Division shall observe “confidentiality” of the information gathered from the exit interview for ethical considerations. This pledge of confidentiality shall be assured to the interviewee and that the information obtained shall be handled properly. Highly confidential matters may be sealed in an envelope and be kept in a safe cabinet for security purposes, which shall be subsequently forwarded to the Head of Office (Directorate) for appropriate action as the need arises.

However, with the permission of the interviewee, the Human Resource Development Division may share with the Head of Office some feedback, both positive and negative. Giving positive feedback about an employee, whether he/she is his/her immediate superior, a co-worker, or a subordinate may further inspire the person to sustain those qualities and practices. On the other hand, negative feedback would pave the way for the betterment of the person concerned or further improvement of his/her productivity.

Aside from the personal assessment and evaluation of the Chiefs of Functional Divisions/ Unit Heads of their subordinates, feedback obtained from the exit interview may be used as the baseline for the development and intervention plans in the HRDD Performance Management Implementation Plan.

**F. To Whom the Exit Interview Results Be Reported**

After doing the analysis and interpretation of the results of the exit interview, the Human Resource Development Section shall submit summary, conclusions and recommendations to the Head of Office. The HRDS must share the highlights of the



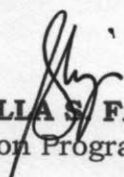
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interview with the employee's immediate superior through written communication (as MOV) for information. If the key points of the interview concern the Unit Head of the employee, the HRDS must bring the matter to the Chief of Functional Division; and to the Directorate if it concerns the Chief of Functional Division, for appropriate action.

Since the exit interview may provide information that is highly confidential, the Human Resource Development Division being the facilitator of the interview shall observe prudence in matters that pertain to the integrity and reputation of the Division Office.

Prepared by:


  
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Reviewed by:


  
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Recommending Approval:

  
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Assistant Schools Division Superintendent

  
**ATTY. BRYAN M. SANTOS**  
OIC-Assistant Schools Division  
Superintendent

Approved by:

  
**NORMA P. ESTEBAN, EdD, CESO V**  
Schools Division Superintendent





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**Pool Nomination Form for Succession Planning**  
**(To be accomplished by the Chief)**

Nominee's Name:  
 Name of Chief:

Functional Division:  
 Date:

Direction: Put a check (/) mark inside the box that corresponds to your rating for each indicator.

Leadership Area	Strength (has the ability)	Proficient (has the expertise)	Developmental Need (weakness)
Support of Agency Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaves consistently with values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays respect for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a good team player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies with management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is motivated to lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts leadership responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobilizes resources/people to action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leads teams that have high morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes effective presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates diplomacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is trusted and respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration of Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows positive team/unit results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays objective indicators of success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accomplishes major assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has accurate self-insight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is coachable; accepts feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has history of learning from experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quickly learns new tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-initiates development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Byham, William C., Audrey B. Smith, Matthew J. Paese. 2002. *Grow Your Own Leaders. Acceleration Pools: A New Method of Succession Management*. Upper Saddle River, NJ: Prentice-Hall Inc.





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**Pool Applicant Profile for Succession Planning**

<b>Employee Information</b>			
Name:			
Position/Title:			
Functional Division:			
Length of Service in DepEd:			
Length of Service in Current Position:			
Immediate Supervisor:			
<b>Career Goals</b>			
1 to 3 Years:			
3 to 5 Years:			
Beyond 5 Years:			
<b>Educational History</b>			
Institution:	College Degree:	Area of Study:	Years:
Institution:	Masteral Degree:	Area of Study:	Years:
Institution:	Doctoral Degree:	Area of Study:	Years:
<b>Special Skills/Expertise</b>			
Languages:			
Technology:			
Professional Expertise:			
Others:			
<b>Developmental Experiences for the Past 3 Years</b>			
Formal Training:		Competencies/Skills Developed:	
Special Assignments:		Competencies/Skills Developed:	



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**Sample Pool Nomination Summary for Succession Planning**

Name	Support of Agency Values	Leadership Promise	Interpersonal Skills	Demonstration of Results	Developmental Orientation
Applicant A					
Applicant B					
Applicant C					
Applicant D					
Applicant E					
Applicant F					

S = Strength: Has the ability to do something (physical, mental, emotional)

P = Proficiency: Has demonstrated expertise

D = Developmental Need: Area for growth and development

**Note: Analysis & Interpretation:**

*\*Therefore, applicant E seems to be the most qualified since he/she is "Proficient" in the 4 out of 5 indicators; while applicant F, though "Proficient" in the 4 out of 5 indicators, seems "Deficient" in the indicator "Support of Agency Values" which would be the focus of his/her development.*



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**EXIT INTERVIEW TEMPLATE**

NAME:
JOB TITLE:
DIVISION / UNIT:
START DATE WITH ORGANIZATION:
START DATE IN POSITION:
SEPARATION DATE:
TOTAL LENGTH OF SERVICE:
OTHER POSITIONS HELD WITH ORGANIZATION:

<b>1. Please state the primary reason(s) why you are leaving your current position.</b>

<b>2. Did dissatisfaction with any of the following factors influence your decision to leave?</b>	YES	NO
a. Type of work		
b. Working conditions (setting, schedule, travel, flexibility)		
c. Pay		
d. Supervisor		
e. Location		
f. Cost of living in area		
g. Commute/Transportation		

<b>3. Please rate the following aspects of the job you are vacating. Use the 1 - 5 scale below.</b>					
	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
a. Type of work performed					
b. Fairness of workload					
c. Salary					
d. Working conditions					
e. Tools and equipment provided					
f. Training received					
g. Co-workers					
h. Supervision received					
i. Level of input in decisions that affected you					



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<b>4. Please rate the following aspects of the organization overall. Use the 1 - 5 scale below.</b>					
ORGANIZATIONAL INDICATORS	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
a. Recruitment process					
b. New employee orientation					
c. Training opportunities					
d. Career development opportunities					
e. Employee morale					
f. Fair treatment of employees					
g. Recognition for a job well done					
h. Support of work-life balance					
i. Cooperation within the agency					
j. Communication between management/employees					
k. Performance and development planning & evaluation					
l. Interest and investment in employees					
m. Commitment to customer service					
n. Concern with quality and excellence					
o. Administrative policies/procedures					

<b>5. Please rate your supervisor on the following factors. Use the 1 - 5 scale below.</b>					
INDICATORS	1 Never	2 Seldom	3 Often	4 Usually	5 Always
a. Gave usable performance feedback					
b. Recognized accomplishments					
c. Clearly communicated expectations					
d. Treated you fairly and respectfully					
e. Coached, trained, & developed you					
f. Provided leadership					
g. Encouraged teamwork & cooperation					
h. Resolved concerns promptly					
i. Listened to suggestions & feedback					
j. Kept employees informed					
k. Supported work-life balance					
l. Provided appropriate & challenging assignments					





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<b>1. If you accepted another job, please complete the following.</b>	<b>Note: If your answer is "NO" to this question, there is no need to answer this question.</b>
a. Name of new employer	
b. Location of position	
c. Title of position	
d. Nature of work of position	
e. Salary of position	
f. What the new position and/or organization offer(s) that we do not?	

**ADDITIONAL QUESTIONS THAT MAY BE ASKED**

1. What led you to accept your current position with our organization?
2. Were your expectations of the job and this organization met? If not, why?
3. How well were your talents and skills used in the completion of projects?
4. Was your career path and future with our organization made clear to you?
5. What were the positive aspects about your job, and/or the organization that caused you to stay as long as you did?
6. In your opinion, what were the top three barriers to productivity in your job or work?
7. What would you suggest to management to make our organization a better place to work?
8. Would you recommend this organization to others as a place to work? Why or why not?
9. Would you consider re-employment?
10. What, if anything, could have been done to prevent you from leaving?
11. Do you have any objection to our sharing your comments with management?
12. Did you witness any violations of laws or policies?
13. Were you a victim of any harassment?
14. Do you have any other comments or suggestions?

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