**Preamble**

**Optimizing Talent – Succession Planning Process**

**Winter 2013**

Please find attached a document that outlines our succession planning process. The document identifies the rationale and purpose of succession planning, and outlines a simple process for completion. Included in the appendix is our career development template.

This type of process is pretty standard across private and public organizations and can be as complicated or simple as an organization chooses. Our thinking is to make the process simple and focus on the themes coming out of the discussions with senior leaders and the President, such as breadth and depth of talent willingness and availability to take part in key initiatives, gaps within areas/across the College, potential developmental options, etc.

**IMPORTANT INFORMATION:**

* **Timing for completion of Individual Development Plans: March 4th – April 12th**
* **Completion of the entire process: June 28th**

**Rationale:**

A critical focus for Fleming over the next four years is to create an environment that engages employees, maximizes their strengths and ensures consistent high performance so that we can successfully achieve our strategic priorities. Consistent high performance starts at the recruitment and selection stage and continues through on-boarding, performance management and career development concluding with a knowledge transfer when an employee leaves the organization. Many initiatives make up what is termed ‘talent management processes’. The focus of this paper will be on **Succession Planning.**

Succession Planning is a strategic imperative that helps organizations develop their existing employees for senior, cross-functional and critical roles. It helps organizations ensure that they have ‘ready’ capabilities to face the changes that are imminent and to achieve the long-term strategic goals.

**Purpose:**

More specifically, the purpose of an effective succession planning process is two-fold. One purpose is to serve the **needs of the organization** by helping to provide a continuous, deep supply of talent to use for critical projects, secondments and full-time positions. Today, many of the talent gaps in organizations are associated, to some extent, with the fundamental shifts in the external environment that create the need for new capabilities. Rather than move people into roles they are not fully-prepared for or hire from outside, which creates other problems, a strong succession planning process is a way to anticipate and plan for emerging needs. This type of process also, assists the organization in sending clear messages about the type of performance and behaviors that are valued.

The second aim of a strong succession planning process is to **serve the employees**. Individual high performers will have opportunities to leave and a strong process helps to keep them challenged, motivated and retained. We have now and will certainly have in the future, a number of critical projects where we can place talent so that they can get broad experience and enhance their own learning. Succession planning helps the organization to better match individual capabilities to specific projects. This benefits the projects worked on as well as the individuals who do the work.

In summary, the best succession planning process helps individuals to develop potential, helps the organization build the capabilities needed to be successful and deals appropriately with performance that consistently does not meet expectations.

**Overall Succession Process:**

The steps involved in the process are as follows:

**Step 1: Employees/Manager Conversation**

* The first step is for the manager to extend an invitation to direct reports to have a conversation identifying future career objectives, and collaboratively completing a potential development plan. This conversation will help an organization understand short and longer-term career goals of employees, the level of responsibility direct reports aspire to and the type of development plan that is realistic. If an employee decides not to participate in this conversation, the appropriate development options will still be provided so that he/she can continue to grow and their enhance capabilities. To assist the manager in holding these conversations, an attached template provides possible questions to consider as well as space to record employee aspirations and managerial assessment. Once the manager knows who is interested in participating in this process, he/she can set up individual meetings. Managers must ensure that the employee’s individual accessibility needs are taken into consideration to enable them to fully participate in this process

**Step 2: Manager Assessment**

* Following the meeting identified in step 1, the manager completes the assessment piece of the template in collaboration with the appropriate HR consultant.

**Step 3: ELT Assessment**

* The manager will submit his/her assessment to the appropriate ELT member for review. Appropriate ELT member will review and also complete a one-page summary (a template for this summary will be provided to ELT members prior to the start of the succession planning process). To effectively complete this summary ELT should have a dialogue with the HR consultant. This provides a method of ensuring that there is consistency across departments.

**Step 4: Discussion with President and VP Human Resources & Student Services**

* ELT members will discuss the results with the President and V.P. Human Resources & Student Services so that an organizational perspective can be developed.

**Step 5: Completion of Talent Review Summary Assessment**

* VP Human Resources will complete a Talent Review Summary that identifies bench strength, gaps and recommendations to enhance the capabilities of the college’s leadership. This summary will be reviewed and discussed with ELT. Also the general themes can potentially be shared with the Board.

**Step 6: Wrap Up Employee Discussions**

* Once this assessment is completed, ELT members/appropriate managers will have the opportunity for a wrap-up developmental discussion with the direct reports, if needed; to help them understand what is needed to successfully move towards their career goals. This discussion will also allow them to finalize their specific development/learning plan.

By consistently executing focused succession planning, the organization can ready candidates for critical leadership positions and individuals can receive the ongoing feedback and development opportunities needed to grow within a learning college, (e.g. task force participation, special projects, etc.).

**Appendix A**

# **Fleming Career Development Template**

# **Employee Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | Type your name here | **Current assignment/role:** | Type your information here |
| **Location/department** | Type your information here. | **Manager** (current) | Type your information here |
| **Relevant Credentials** | Type your information here | Type your information here | Type your information here |

# **Employee Conversation with Manager**

**Examples of Questions to Consider**:

1. What is your short-term (next year) career objective?
2. What is your longer term (next 2 to 3 year) career objective?
3. Please identify your three strengths as they relate to our leader competencies and the 2 areas of improvement.
4. What possible development options might we consider to help you achieve your objectives?

|  |  |
| --- | --- |
| **Short term career objective**  Type your information here | **Longer-term career objective**  Type your information here. |

## CAPABILITY/DEVELOPMENT ASSESSMENT (use Fleming Competencies to assist)

|  |  |
| --- | --- |
| **Demonstrated Strengths/Capabilities**  ***(limit 4)*** | **Key Development Areas**  ***(limit 4)*** |
| 1)Type your information here. | 1)Type your information here. |
| 2)Type your information here. | 2)Type your information here. |
| 3)Type your information here.. | 3)Type your information here. |

### When completing this plan, please consider your individual PD plan established during your performance evaluation.

**DEVELOPMENT PLAN (to address a need / expand a strength)**

|  |  |  |
| --- | --- | --- |
| **Development Focus Area** | **Development Plan including formal education/credentials and specific timing** | **Coach/Advisor if needed** |
| Type your information here | Type your information here | Type your information here |
| Type your information here | Type your information here | Type your information here |
| Type your information here | Type your information here | Type your information here |

**Developmental Options:**

There are a number of developmental options to consider for a developmental plan. Some of these options are:

* An external coach
* Formal education and/or specific project assignments in the area or cross-functionally
* developmental/seconded positions
* tasks or initiatives that enhance current role
* mentors
* peer learning circles
* step-in’s for manager (acting assignments)

## Manager to Complete

### \*SUMMARY Assessment

Type your information here

*\*1 or 2 sentences to highlight key conclusions regarding strengths, performance, challenges, development needs and prior demonstrated performance. Also identify the type of potential “readiness” quotient for potential assignments in terms of completely ready in next year/two years, 75% ready or not ready to move within the next year.*

**Appendix B**

**Leadership Behavioural Competencies**

**Context**

**Vision:**

Students succeeding through personalized learning

Innovation and achievement **powered by people**

Leadership at all levels is critical to effectively deliver our strategic objectives. Effective leadership is made up of both “fundamental” and what we will term “driver” competencies. By “driver” competencies we mean those behaviours, skills and attitudes that if demonstrated on a regular basis are the ones that lead to dynamic leadership at Fleming. They are the competencies that differentiate good from great leadership. What follows is the identification of “driver” competencies for Leadership at Fleming. The behaviours highlighted through grid training are bolded and italics so that the connection to this development and our overall competencies can be easily understood.

**Competencies:**

1. **Self Awareness and Personal Growth:**

* ***Applies learning***, seeks and uses feedback appropriately
* Exhibits ***emotional balance*** and resilience under pressure
* Understands and acknowledges personal strengths and weaknesses
* Teaches and learns from others
* Is ***authentic***

**2.** **Collaborative Relationships and Teamwork:**

* *Sets* ***high expectations*** and supports for self and others
* Attracts, coaches, ***influences*** and ***develops*** others
* Mobilizes & motivates team to achieve objectives
* Is an effective team member who ***inquires*, *advocates, listens*** and works to create joint solutions
* Removes barriers that affect effective collaboration
* Engages in *productive* ***conflict resolution*** to continually arrive at a better outcome
* Removes barriers to ***collaboration***

**3.** **Innovates and Takes Risks:**

* Is forward thinking and ***anticipatory*** in actions relating to emerging trends
* See the “big picture” considering and weighing the risks and opportunities
* Is ***agile*** *and* ***adaptive***
* Encourages strategic and reasonable risk taking
* Analyzes setbacks and seeks honest feedback to learn from mistakes
* Is ***inventive*** *and* ***creative***

**4. Critique/Continuous Improvement:**

* *Gives* ***clear, honest feedback****,* and manages non performance
* *Gives &* ***receives feedback*** effectively
* Demonstrates ***openness, effective candour****,* and manages non-performance
* ***Recognizes*** *and* ***rewards*** *results* and celebrates successes
* Offers observations in the spirit of neutral *trust and respect*
* Advocates with an attitude that ***all ideas and initiatives can be improved***

**5.**  **Decision Making:**

* Anticipates changing conditions and develops strategies to seize opportunities
* Exchanges relevant ideas, opinions and facts
* Analyzes problems from multiple perspectives, challenges and encourages debate from relevant stakeholders
* Organizes the most relevant stakeholders to work on initiatives

**6.** **Ownership and Accountability**

* ***Takes personal responsibility*** to deliver results
* Continually demonstrates ***higher levels of effectiveness*** and outcomes
* Achieves our core promise to students
* Models and builds a culture that balances respect for people and achievement of results
* Implements strategies to achieve operational efficiencies and fiscal responsibility
* Creates an excellent working environment for staff