



Succession Planning

Brenda Holmes, Training Coordinator
City of Winston-Salem

What is Succession Planning?

- A process for
 - Ensuring a supply of highly qualified candidates
 - Identifying critical positions and their competencies and anticipating gaps
 - Knowledge transfer
 - Ensuring that supportive strategies are in place to retain and fully engage employees



Why is Succession Planning Important?



- Baby Boomer retirements
- Demographic and labor market trends which are contributing to skill shortages
- Need to develop ability to compete successfully for scarce talent



Critical Positions

WHAT IS A CRITICAL POSITION?

- Instrumental for delivery of the organization's commitments and priorities
- Exert a critical influence on achieving operations and strategic goals

WHY SHOULD WE IDENTIFY THEM?

- Prioritize allocation of resources and focus efforts where they are most needed
- Ensure leadership continuity
- Ensure strategic and operational capacity is sustained

FACTORS TO TAKE INTO CONSIDERATION

- Organizational impact
- Likelihood of a vacancy
- Difficulty to fill
- Loss of "institutional memory"



Succession Plan Objectives

- Identify critical positions and develop a pool of potential successors
- Encourage a culture that supports knowledge transfer and employee development
- Build human resource programs that attract and retain qualified individuals
- Implement a framework that identifies the competency requirements of critical positions, assesses potential candidates, and develops required competencies



Succession Plan Guiding Principles

- Support the mission, vision, and values of the organization
- Conduct in accordance with the policies and procedures of the organization
- Strike a balance between the values of fairness, accessibility, transparency, and efficient use of government resources for current and future needs
- Assess candidates using competency-based methods free from favoritism
- Communicate openly and transparently
- Align with current and future strategic plans



How its done



Components

PLANNING

- Employee Driven
- Input from Managers
- Project team develops tracks, designs classes, & advertises program

FRAMEWORK

- Four tracks: Administrative; Supervisory; Professional/Technical; Senior Staff
- Nominations or self referrals for participation
- Recommendations from supervisors + 1
- Participation approved by senior mgmt.
- Limited to 72

IMPLEMENTATION

- Year 1 – Class work
 - Participants
 - Interactive class work ranging from 40 hours to 96 hours
 - Mentors
 - Interactive class work – 24 hours
- Year 2 – Required Mentoring with shadowing
- Year 3 – Optional Mentoring



Unique Elements

- Depth and breadth of class work for participants and mentors
- Use of various inventories such as DiSC, MBTI, Strength Finders, IAT, and Emotional Intelligence
- Length of program
- Number of participants
- Repetition of cycle
- Emphasis on creating mentor-mentee pairings between different departments
 - Networking
 - True mentoring rather than coaching
- Job shadowing requirements



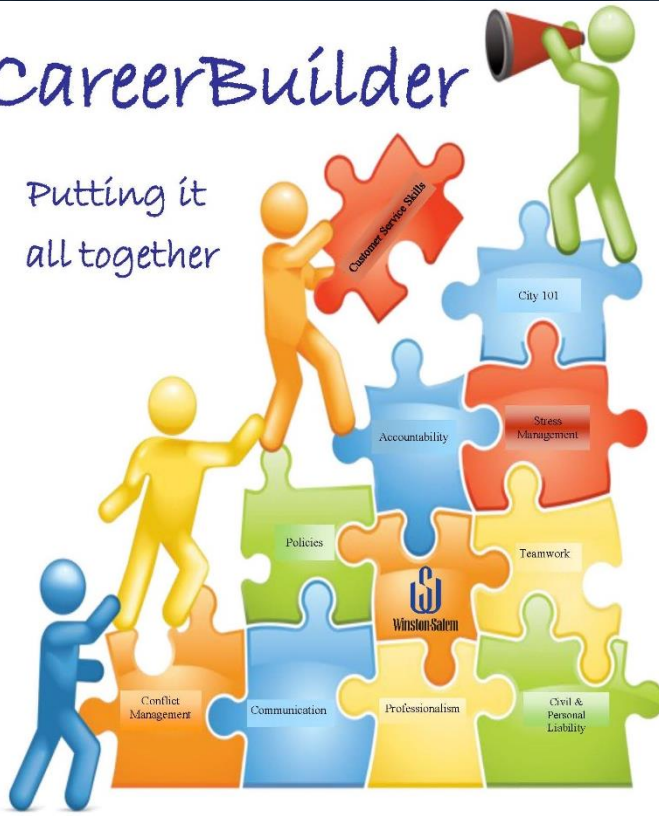
How do we know it works

- Program evaluation
- Participant promotions
- Program demand – participants and mentors
- Requests to use components of the program as mini-training programs for departments
- Support of management
- Acknowledgement of program by other organizations



CareerBuilder

Putting it
all together



CareerBuilder