Succession Planning –

Fostering Future Leaders From Within

Purpose

Succession planning is a critical means of managing and retaining talent within an organization. It can assist an organization by fostering and growing the internal talent necessary to achieve organizational goals. Congruent with Southern Health-Santé Sud Core Values, this manual outlines how to implement "What Matters To You" conversations to better employee interests and foster better working relationships with the ultimate goal of retaining staff.

Developing Successors from Internal Sources

1. Identify Interested Staff Using WMTY Conversations

- Follow the What Matters to you guide (located on the Health Providers Site – Staff Resources – What Matters to You)

2. Communicate Possible Opportunities

- Inform employees of the possible job opportunities that are anticipated
- Utilize the leadership competency self-assessment sheets to communicate what key competencies are needed for those jobs. (Appendix A)

3. Provide Development Opportunities

- Encourage employee to create a development plan with career goals/competencies and training options. Provide ongoing support to assist employee in reaching their goals.
- The employee should also take personal responsibility in seeking out activities that will help develop the targeted goals/competencies.

Leadership Education Opportunities

Internal Leadership Opportunities include:

Leadership for Today's Nurse	All Leadership / Mentoring Southern Health-Santé Sud education events are found here (Staff Resources / Staff Education Events) Subscribe to these events and find out when they are available - By Location - By category
Leadership Development Phase I	
Leadership Development Phase II	
Leadership Development Phase III: Managing Organizational Change	

External Leadership Opportunities include:

Resource	Information	Online Access for Additional Information
Coursera.org	Online courses from top universities like Yale, Michigan, Stanford and leading companies like Google and IBM. Courses are available for free (non-credentialing) or paid (credentialing)	https://www.coursera.org

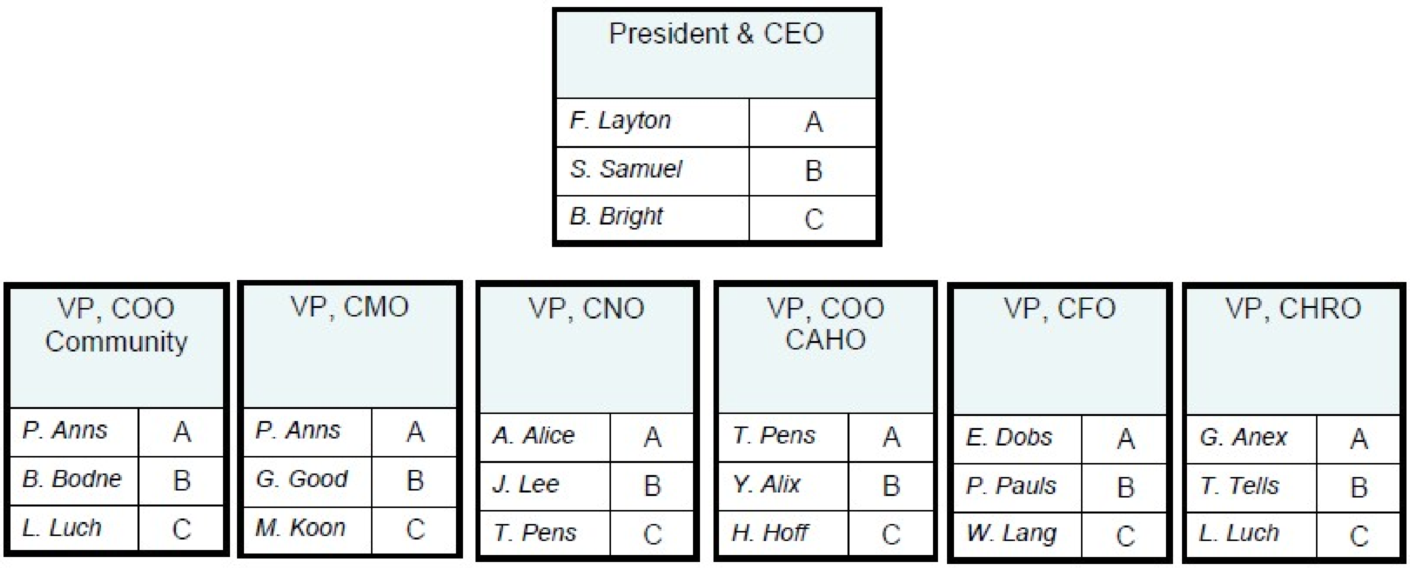
Resource	Information	Online Access for Additional Information
WRHA Education Portal	The WRHA Education Portal provides direct links to developmental opportunities for managers and staff working across the Winnipeg Health Region. To expand their knowledge, skills and abilities, this portal will provide access to clinical and non-clinical regional education and resources.	Education Portal | For Health Care Professionals | Winnipeg Health Region (wrha.mb.ca)
WRHA Engagement Toolkit	Employee Engagement can be seen through a number of different lenses, most pertinently the Engagement Dimensions, the LEADS in a Caring Environment framework and the statements of the Engagement Survey. We have created this toolkit to reflect this and offer the resources organized by the engagement dimensions, by LEADS, as well as by the statements of the engagement survey.	Engagement - Home (manitoba-ehealth.ca)
WRHA – Leadership Development Resource Guide	The Leadership Development Resource Guide is a practical tool to support you in planning and managing your professional development for performance success and career growth. It provides you with suggestions for development activities and learning resources organized according to the **LEADS in a Caring Environment** framework*.	Leadership Development Resource Guide - Home (manitoba-ehealth.ca)

Resource	Information	Online Access for Additional Information
Health Leadership Institute	The Dorothy Wylie Health Leaders Institute consists of a 4-day residential, inter-professional leadership Institute with a structured virtual follow up that spans several months and includes individual access to the IHI Open School and a capstone project. The Institute features a variety of highly respected speakers and facilitators directed to Canadian health care leaders for a concentrated program of study of leadership principles, models, behaviours, skills, and tools.	Dorothy Wylie Nursing, Health Leaders Institute, Healthcare Leadership Development
Canadian Medical Association Physician Management Institute	CMA Joule's Physician Leadership Institute (PLI) provides non-clinical continuing professional development in management and leadership. It focuses on skills such as communication, influence and negotiation, and also provides comprehensive leadership development and certification. PLI participants can choose to learn individually online or face-to-face, or take custom in-house courses.	PLI non-clinical management & leadership development | CMA

Resource	Information	Online Access for Additional Information
SH-SS/Red River College Certification in Health Services Management	This certificate program provides current and future health sector managers with the opportunity to acquire a broad conceptual knowledge base regarding management practice. It is offered in collaboration with the Continuing Education Division of Red River College. Participants must apply through an Expression of Interest process (done every three or so years). The region covers 50% of the course costs and the other 50% can be paid directly or with payroll deductions. This program, which is comprised of ten courses, is intended to be completed over a period of approximately 3 years of evening and weekend study.	Health Services Leadership and Management (Printer Friendly Version) :: Red River College Program & Course Catalogue (rrc.ca)
Canadian College of Health Services Executives, Manitoba Chapter	The Canadian College of Health Leaders (CCHL) is a national, member-driven, non-profit association. The College strives to provide the leadership development, tools, knowledge and networks that members need to become high impact leaders in Canadian healthcare.	Professional & Leadership Development Homepage - CCHL LEADS Canada (cchl-ccls.ca)
Manitoba Quality Network workshops	Are you new to management? This workshop will provide the basics. Are you an experienced manager? Come for a review!	Manitoba Quality Network - Event Description - QNET is a network of individuals and groups focused on the pursuit of organizational excellence and continuous improvement.

Succession Planning Chart

Succession Planning Chart



- Potential leaders can be assessed against a leadership competency framework
- Other methods of identifying successors include: behavioural interviewing, psychometric testing e.g. Myers Briggs
- Succession planning chart can be revised annually and reviewed by the Board
- Potential successors can be listed in several places for different positions on the chart
- The chart can provide a basis for discussion with potential successors.
- The chart can be expanded to include senior directors, if needed

Readiness Indicators	
A	Immediately
B	Within 12-18 months
C	Within 2-3 Years

From WRHA Succession Planning Guide, 2010

Succession Planning Tools

Using tools such as Appendix B are helpful in rating how difficult or specialized a position is.

References

Winnipeg Regional Health Authority. 2010. Building Leaders for the Future: WRHA Succession Planning Resource Guide.

SIGMA Succession Planning Guide: https://www.sigmaassessmentsystems.com/succession-planning-template/

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Appendix A

Building Leaders for the Future

WRHA Succession Planning Resource Guide

March 2010
Organization & Staff Development

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How to use this Resource Guide

The Succession Planning Resource Guide is intended to support a variety of succession planning and professional development opportunities within the Winnipeg Health Region. A variety of initiatives are currently in place to support succession planning and encourage professional development among leaders. Developmental opportunities range from workshops and lecture series to financial sponsorship for accredited academic programs. Regional projects have developed tools to support performance management and core competency development.

This guide will help leaders determine appropriate developmental opportunities for employees identified as potential management successors.

What is a Succession Program?

A succession program is a focused process of identifying, assessing and developing leadership talent. It is developed as a result of an organization's recognition that succession planning is critical to managing and retaining talent in an organization. Succession planning helps an organization achieve its strategic goals by ensuring the talent necessary to achieve those goals is accessible within the organization. The WRHA developed this guide to provide a basket of tools and initiatives to aid in succession planning at the management levels.

A succession program facilitates and encourages:

- the continuity of prepared healthcare leaders for key positions throughout the WRHA and integrated facilities
- the retention and further development of the intellectual and knowledge capital for the future
- employees to seek advancement in their healthcare career
- the identification of high potential people (i.e. "rising stars") to develop as leaders
- the development of an "acceleration pool" of potential candidates for future management positions
- leadership and management development for all leaders in healthcare through a variety of formal and informal methods

The Developmental component of a Succession Program relies on a multi-faceted approach to leadership development consisting of:

- Financial sponsorship of for external leadership development
- Encouraging and supporting internal leadership development
- Assignment of special projects for further development
- Encouraging and promoting mentorship opportunities

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Program Goals

- To ensure an adequate flow of qualified candidates for key positions in the Winnipeg Health Region
- To identify gaps between current capabilities and necessary skills of current and future leaders
- To focus leadership development efforts and programs

Developing Successors –Manager's Reference Sheet

1. Communicate Possible Opportunities

- Inform employees of the possible job opportunities that are anticipated over the designated time period (e.g., next three years).
- Utilize the leadership competency self-assessment sheets to communicate what key competencies are needed for those jobs. That is, what level of demonstrated skills and knowledge is management looking for in potential candidates for these jobs?
- Inform employees of the succession planning process that the organization intends to use (e.g., the steps in this model).

2. Identify Who Is Interested

- Give employees the opportunity to indicate interest in possible job openings and willingness to participate in succession planning activities.
- Encourage leaders to identify potential successors and invite these employees to participate.
- Clarify that participation in succession planning is not a guarantee of advancement. However, participation could help one's chances.

3. Prepare Development Plans

- Together with the employee, prepare an individual development plan that outlines specific activities that the employee will engage in to develop needed competencies. Include a timetable with milestones for assessing progress.
- The list of activities and timetable should be reflected in the employee's personnel file.
- In addition to individual plans, it may make sense to have a group development plan applicable to core competencies for a particular occupation level that all interested employees participate in.
- Encourage employees to apply for the Leadership Development Network.

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4. Provide Development Opportunities

- Help the employee follow through with the development plan by setting up training options and providing realistic time to participate in the activities indicated in the employee's development plan.
- The employee should also take personal responsibility to take the initiative and seek out activities that will help develop the targeted competencies.

Training options go well beyond the traditional classroom setting and do not have to be costly. Examples of development activities include: mentoring, job shadowing, task force participation, special projects/assignments, Internet and journal research, conferences, time-limited job rotations, video/audio tapes, or committee participation.

Tips for Identifying Potential Successors

- Find the right attitude and character for the organization's culture. Skills can be taught but changing attitudes and values is not easy.
- Identify employees who are interested in promotion.
- Choose employees who already have strong skills in one or more of the following areas: interpersonal communication, conflict resolution, project management, financial management, and supervision. Potential successors should not be employees who need remedial training or development. The goal is to identify "stars" who have shown potential for future management roles.
- Identify employees who demonstrate self-motivation in their own development.
- Choose employees who have been in their current role for a minimum of two years.

Existing Resources and Supports

A variety of developmental resources and supports for succession planning are currently available within the WRHA for all levels of management and leadership, and are listed in tables on the following pages.

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List of EXTERNAL Leadership Development Opportunities

RESOURCE	INFORMATION	HOW TO ACCESS ADDITIONAL PROGRAM INFORMATION
Canadian Health Services Research Foundation EXTRA Program	The WRHA conducts an annual call for EXTRA applicants, generally in November of each year. WRHA-supported applicants are reviewed by a national committee and notified in May as to whether they are accepted into the program.	www.chsrf.ca/extra Organization & Staff Development at 787-8944
Health Leadership Institute	Employees may check with their employer to find out if sponsorship is available. Varies depending on the facility.	www.dwnli.ca
Royal Roads Graduate Certificate in Health Systems Leadership	The WRHA conducts an annual call for applicants, generally in August. Successful applicants must complete an additional application required by the university which is due in late October.	Royal Roads University 2005 Sooke Road Victoria, BC Phone: 1-877-778-6227 Website: www.royalroads.ca Organization & Staff Development at 787-8944
Canadian Medical Association Physician Management Institute	Manitoba Health and/or WRHA periodically sponsor the Physician Management Institute. Employees may check with their employer to find out if sponsorship is available. Varies depending on the facility.	www.cma.ca
Collaborative WRHA/Red River College Certification in Health Services Management	This academic, certificate program provides current and future health sector managers with the opportunity to acquire a broad conceptual knowledge base regarding management practice. It is offered in collaboration with the Continuing Education Division of Red River College (RRC). Participants are selected and sponsored by their respective health-sector employers. Over approximately three years of evening and weekend study, participants complete nine accredited courses, studying and learning with health-sector colleagues from across the Winnipeg Health Region. The program, which is comprised of nine courses, is intended to be completed over the period of approximately 3 years. Application forms are available from Human Resources, and applicants must be approved by their employer.	www.hsc.mb.ca/osd/rrc.asp or 787-8945
Canadian College of Health Services Executives, Manitoba Chapter	Certified Healthcare Executive designation.	www.cchse.org

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List of INTERNAL Leadership Development Opportunities

RESOURCE	INFORMATION	HOW TO ACCESS ADDITIONAL PROGRAM INFORMATION
Nursing Leadership Development Framework for Developing Nurse Leadership Competencies	The WRHA Nurse Leadership Council (NLC) developed a web-based Nursing Leadership Development Framework for leadership development within the nursing profession. Includes an online developmental tool to assist nurses in further developing leadership competencies.	www.hsc.mb.ca/leadership
WRHA Management and Leadership Development Program	The Management and Leadership Development workshops and seminars are intended for managers and supervisors as well as employees who: 1) have been identified by their manager as potential successors for future management positions and/or; 2) have received approval from their manager to attend workshops for further professional development. These workshops and seminars provide practical tools for health sector managers and supervisors, giving them access to the knowledge and skills they need to handle issues and challenges they face on a daily basis. These sessions are developed to reflect the realities of the health sector environment, and most often are delivered by individuals who work within our system and have extensive practical health-sector experience with the subject matter being presented.	www.wrha.mb.ca/osd Click on “Management and Leadership Development Program”
External conference listing	WRHA Insite includes an “Education and Information Sharing” section that highlights upcoming conferences and workshops	http://home.wrha.mb.ca/education
Employee Assistance Program Workshops	The MB Blue Cross Employee Assistance Plan offers a number of workshops across the Winnipeg Health Region. Workshops are coordinated by Organization & Staff Development and facilitated by Blue Cross.	http://home.wrha.mb.ca/education Organization & Staff Development at 787-8945.
Manitoba Quality Network workshops	Workshops are offered in Winnipeg for a fee.	www.qnet.mb.ca
Performance Coaching and consultation	Limited resources are available through Organization & Staff Development, to provide consultation and informal coaching to managers, related to team performance issues	Organization & Staff Development at 787-1385.

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Supporting Managers through Development

The Management and Leadership Development workshops and seminars are intended for managers and supervisors as well as employees who:

- Have been identified by their manager as potential successors for future management positions and/or;
- Have received approval from their manager to attend workshops for further professional development.

These workshops and seminars provide practical tools for health sector managers and supervisors, giving them access to the knowledge and skills they need to handle issues and challenges they face on a daily basis.

These sessions are developed to reflect the realities of the health sector environment, and most often are delivered by individuals who work within our system and have extensive practical health-sector experience with the subject matter being presented. Workshop descriptions and online registration can be found on the Organization & Staff Development website at www.wrha.mb.ca/osd.

Attendance Support and Assistance Program (ASAP)
Conflict Resolution Coaching
Conflict and Culture
Duty to Accommodate/Ability Management
Ethics in Healthcare Management
High Impact Interview Skills - The Behavioural Interview
Interpersonal Conflict Resolution
Introduction to Mentorship
It Takes All Types - Myers Briggs Preference Indicator
Managers and Safe Work Workshops
Managing Patient Complaints
Performance Support & Dialogue
Progressive Discipline
Project Management for Managers
Respectful Workplace Workshop for Managers
Strategic Coaching
Managing the Generational Differences at Work
The Art of Financial Management

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Succession Planning Chart

This guide is intended to support the development of an “Acceleration Pool” of internal candidates who receive access to various types of leadership development. Over time, this system develops a pool of high-potential employees for a variety of possible leadership positions, as opposed to grooming individuals for specific jobs. However, the enclosed Executive succession planning chart also allows for formal, targeted planning related to future Executive positions.

The diagram shown on the next page uses the WRHA Executive positions as an example of how the chart can be completed to help identify potential successors for career development. The succession planning chart may be customized for use at any Site and for any positions requiring succession planning.

The chart can be expanded to include middle and first level management positions within programs/services and sites, and any other job classification requiring a formal succession planning strategy, with non-management staff such as Clinical Nurse Specialists, Educators, Clinical Resource Nurses identified as potential successors.

The chart may be used when the organization wishes to identify individuals for development as successors to for targeted positions within the organization.

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Succession Planning Chart

President & CEO	
F. Layton	A
S. Samuel	B
B. Bright	C

VP, COO Community	
P. Anns	A
B. Bodne	B
L. Luch	C

VP, CMO	
P. Anns	A
G. Good	B
M. Koon	C

VP, CNO	
A. Alice	A
J. Lee	B
T. Pens	C

VP, COO CAHO	
T. Pens	A
Y. Alix	B
H. Hoff	C

VP, CFO	
E. Dobs	A
P. Pauls	B
W. Lang	C

VP, CHRO	
G. Anex	A
T. Tells	B
L. Luch	C

- Potential leaders can be assessed against a leadership competency framework
- Other methods of identifying successors include: behavioural interviewing, psychometric testing e.g. Myers Briggs
- Succession planning chart can be revised annually and reviewed by the Board
- Potential successors can be listed in several places for different positions on the chart
- The chart can provide a basis for discussion with potential successors.
- The chart can be expanded to include senior directors, if needed

Readiness Indicators	
A	Immediately
B	Within 12-18 months
C	Within 2-3 Years

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Purpose of a Development Plan

Managers can be trained to support and facilitate the creation of a development plan for direct reports. Part of a manager's role in the performance management process is to discuss developmental options with employees in an effort to enhance performance and job satisfaction. Incorporating development plans into performance management also strengthens succession planning at all levels of the organization.

Whether a development plan is for a direct service provider or a leader identified as a potential successor, a development plan is created to:

- address those requirements in alignment with the employer's succession needs
- ensure an individual's career path is aligned with the organization's strategic priorities
- provide to and seek feedback from an employee regarding developmental goals
- establish development targets and timelines for achieving them

Developmental needs can be met in a variety of ways and they generally fall into three categories:

1. On the job experiences: e.g. job shadowing, cross-training, secondments, special project assignments, working groups
2. Relationships: e.g. mentoring, buddying, coaching, performance support from manager
3. Training: e.g. self-directed learning, workshops, academic programs, professional forums, computer-based training

Most learning occurs on-the-job. Research indicates that up to 70% of learning occurs during regular work assignments and tasks. There are some key approaches for developing or enhancing competency:

- On the job
- Through people
- Through training and educational programs
- Self-directed learning

Some approaches are better than others for meeting specific learning needs. In addition, people have different learning styles. Some learn by observing, some by doing, and some by reading or reflecting on subjects. There is no one way that is better than another. The important thing is to determine which method works best for meeting the learning need and is most effective for the learner. Once development needs are identified, the next phase of the process is to develop an action plan to address these needs. There are two categories of development needs an individual may be trying to meet and or confirm:

- The skills and knowledge required for the current position, and;
- The skills needed to be successful in future roles.

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Ideas and Options for Development

Coaching (Learning through people)
Coaching is a planned, purposeful meeting or conversation (usually more than one) with an individual who has strong skills in an area that an individual wants to develop. The key outcome of this activity is to have this person pass on or teach their expertise to the learner. It is most useful when trying to develop a particular job skill.

Challenging Assignments (Learning on-the-Job)
This is adding new challenge to the current job or increasing the complexity or scale of the job itself. Learners continue their current job and add some assignment(s) to improve their skills or knowledge. This activity helps develop skills, knowledge and attitudes or insights for a higher level of a particular skill.

Self-Study (Self-Directed Learning)
Self-study is usually used jointly with other development activities. Self-study involves using any kind of resources (i.e., books, videotapes, professional writings, professional discussions, etc.) to increase skill, add to knowledge, change values or attitudes or to satisfy an interest area to improve competency levels.

Job Rotation/Secondments (Learning On-the-Job)
Job rotation and secondments are a developed activity where a learner is assigned to work in a different location or job for the purpose of improving existing skills, or gaining different skills. It is usually for an extended term with the expectation that the learner will return to the original job with improved or different skills. It is sometimes used to assist individuals with career development.

Community Involvement (Self-Directed Learning)
Often core skills can be developed outside of the workplace. Individuals who become involved in various community activities may build a broader perspective, and develop additional skills and knowledge. These could include speaking at community functions, serving on community boards, service groups, or professional associations, participating in fund raising, managing budgets, doing volunteer work, sports and so on. Individuals then apply the skills learned back on the job.

Special Projects (Learning On-the-Job)
These are workplace activities usually outside the scope of and pursued in addition to an individual's current job. Projects are usually substantial activities that can last over a period of time. They could be special task forces, committees, or individual projects. They can be used to improve existing skills or add new competencies.

Research Projects (Learning On-the-Job and Self-Directed learning)
These are usually individual projects and are useful for expanding knowledge, increasing an existing skill level such as analysis, communication, reporting, etc. These projects also help in improving awareness in special topics.

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Task Forces/Committees (Learning On-the-Job and Self-Directed learning)
Usually these are workplace activities that have a benefit similar to community involvement activities. These activities help develop skill level, knowledge and awareness and appreciation for dealing with workplace issues.

Guest Speaker Series (Self-Directed Learning)
Attending presentations by experts in topics related to core and technical skills contributes to an individual's knowledge, awareness, and understanding of values in a particular area. It can be considered self-study.

Professional Forums (Learning through People and Self-Directed Learning)
Attending conferences or workshops allows individuals to gain knowledge, improve awareness and gain insight from peers. This activity helps in the development of technical competency.

External Classroom Training (Learning through Formal Education)
Undertaking a formal education path can also address development needs. Activities may include college or university courses and customized courses from private development centres. This usually involves classroom instruction and may range from a single class to certificate/degree programs. It is useful for acquiring knowledge and expertise in technical competency in a particular topic.

Computer Based Training (Learning On-the-Job and Self-Directed Learning)
Computer-based training (CBT) through CD-ROMs and on-line Internet courses of study can be used as a convenient, effective method to assist in self-study.

Internet Workshop Training (Learning through Training and Learning On-the-Job)
This is a traditional and effective method for developing skills and acquiring knowledge in specific skill development. It is usually a small group learning format and often customized to the work group.

Action Learning (Learning through People and Self-Directed Learning)
Action learning occurs when an individual or a work group tries out a concept or idea on the job, working independently or together on a project for a specific period of time. This type of learning activity usually requires setting learning objectives at the beginning, researching, planning, carrying out the project and evaluating the results. There is a planning evaluation session at the end to identify the lessons that were learned.

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Development Plan Form

NOTE: This development plan is drawn from the Performance Support and Dialogue Workshop offered through the Management and Leadership Development Program. This is not a Performance Appraisal form. This form is to be used to encourage discussion and feedback between a manager and an employee.

Based on the leadership competencies, select the two or three highest priority opportunities for development, and outline a specific plan for growth in these areas. Refer to "Ideas and Options for Development" attached for a range of developmental strategies and approaches to consider in creating the plan.

Employee Name: ____________ **Current Position:** ______________________________

Date: ____________ **Department:** ______________________________

Strategic Goals: Unit / Department / Site Specific

1.
2.
3.
4.
5.

General Skills/Competencies Required **(Skills can be added/deleted as necessary)**

1. Leadership	**2.**
3. Communication	**4.**
5. Teamwork	**6.**
7. Accountability	**8.**
9. Patient/Customer Service	**10.**

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Desired Career Path/Specific Goals

Strengths:	Development Areas:
1.	1.
2.	2.
3.	3.

Developmental Goals	Action Steps	Target Date	Resources Needed (Human & Financial)
1.			
2.			
3.			

Follow up Date: ______________________________

Employee Signature: ____________

Print Name: ____________

Date: ____________

Manager Signature: ______________________

Print Name: ______________________

Date: ______________________

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Leadership Competency Assessment Sheets

The leadership competency sheets on the next several pages can be used for two purposes:

- As a manager, you can use the sheets to assess the strengths and areas of development for yourself, or for an employee identified as a potential management successor.
- Potential successors can use the sheets to conduct a self-assessment.

The sheets were designed with a similar purpose to the Nursing Leadership Development Framework that can be found at www.hsc.mb.ca/leadership.

Leadership:					
Leadership is a combination of personal attributes and learned skills and behaviours that managers model and use to motivate and inspire those with whom they work, and to operationalize the organization's vision.					
Competency Behaviours:	**Rarely**	**Occasionally**	**Frequently**	**Always**	**N/A**
• Articulates the organization's vision and mission in a manner relevant to team members					
• Inspires and motivates others to reach their potential both personally and professionally.					
• Actively pursues opportunities to facilitate the ongoing development of individual and organizational knowledge, skills and abilities.					
• Leads by example, modeling the organizations expectations for professional behaviour.					
• Is proactive in seeking out opportunities and solutions.					
• Ensures the development of personal and team goals; develops strategies that support and guide the team in pursuit of their shared vision.					
• Models commitment to learning by planning and personally participating in developmental activities related to own personal and professional growth and competency.					
• Demonstrates flexibility and effectiveness with changing environments, tasks, responsibilities and people.					
• Influences others toward a spirit of service and meaningful contributions.					
• Provides appropriate feedback concerning both individual and group progress and performance.					
• Supports the growth of accountability in others by recognizing and acknowledging both strengths and weaknesses, by taking a "learn not blame" approach when problems arise, and by supporting others to own and proactively address issues.					

Competency Summary - Leadership:
Strengths:
Opportunities for Development:

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Systems and Organizational Results:
Organizational competence refers to the manager's ability to align the team's mandate and activities with the organization's vision, values and initiatives. The effective manager accurately represents the organization's priorities and activities to staff and assumes a leadership role during times of change by modeling accountability, adaptability and flexibility.

Competency Behaviours:	Rarely	Occasionally	Frequently	Always	N/A
• Incorporates organizational quality processes and indicators in team planning activities.					
• Aligns team/unit goals with departmental and organizational vision, mission and goals.					
• Demonstrates flexibility with changing organizational work environments, work processes, responsibilities and people.					
• Co-operates with and supports change in ambiguous, uncertain situations or where work environments undergo significant change.					
• Recognizes change-related stress in self and others and takes action to reduce/mitigate.					
• Understands and conveys to others the organization's position on the need for change.					
• Anticipates and plans remedial strategies to assist staff in overcoming barriers to change.					
• Plans for capacity-building and staff development within teams in keeping with new strategic directions.					
• Demonstrates both appropriate transparency and discretion in what can/cannot be communicated during organizational change.					
• Anticipates and recognizes potential risk/safety issues and situations and takes action to develop plans to address/mitigate the situation.					
• Practices and promotes ethical behaviour outlined in organizational and professional practice guidelines; takes action where ethics have been compromised or violated.					
• Identifies and acts on opportunities to streamline, simplify and or improve work processes.					
• Demonstrates team and cross-functional accountability, changing/adjusting personal and/or team plans and activities in order to support new/changing priorities of the broader department or organization.					

Competency Summary - Systems and Organizational Results:
Strengths:
Opportunities for Development:

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Problem Solving and Decision Making					
Managers synthesize, analyze, organize and interpret both concrete and abstract information, identify what has meaning and usefulness, and use it effectively to address problems or to initiate action. They use a variety of thinking and decision-making approaches, as appropriate, to decide on the best course of action in a given situation.					
Competency Behaviours:	**Rarely**	**Occasionally**	**Frequently**	**Always**	**N/A**
• Uses good judgment, sound reasoning and criteria to support decisions.					
• Assesses situations and appropriately identifies how immediately a response, decision or action is required.					
• Differentiates between problems and symptoms; understands how to get to the “root cause” of an issue.					
• Models and effectively implements collaborative decision making processes and consensus building when appropriate.					
• Demonstrates ability to use a range of both structured and creative thinking processes to identify options and support effective decision making.					
• Demonstrates skill in analysis and synthesis of information, using clear problem-analysis processes to define the nature of problem and arrive at appropriate solutions.					
• Critically evaluates the credibility/quality of information in making decisions.					
• Examines a range of alternatives, and assesses risks, impacts and benefits in selecting the appropriate response to a problem or opportunity.					
• Responds to problems and opportunities in a timely manner.					

Competency Summary - Problem Solving and Decision Making:
Strengths:
Opportunities for Development:

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Effective Relationships:
Cultivating effective working relationships involves trust, openness and accountability, achieved by respecting and valuing the diverse needs and contributions of individuals, and by understanding and managing complex group dynamics.

Competency Behaviours:	**Rarely**	**Occasionally**	**Frequently**	**Always**	**N/A**
• Seeks opportunities to collaborate with others to create productive working relationships.					
• Participates as an active and contributing member on cross program/department projects and work teams.					
• Recognizes and respects the diverse needs and contributions of all team members.					
• Speaks in support of team decisions.					
• Builds cohesiveness through leading and supporting the development of team goals, for which there is joint ownership, with all team members sharing mutual responsibility and accountability.					
• Models a commitment to diversity: uses language that respects diversity; monitors and is accountable for own behaviors in interactions with others.					
• Integrates equity and diversity principles in all management practice, including the effective communication of the organization's diversity values.					
• Interacts with others in a respectful and non-judgmental manner, building and maintaining cooperative relationships by consistently modeling consideration, concern and tolerance.					
• Displays initiative in fostering a respectful workplace.					
• Brings conflict into the open at the earliest opportunity, seeking constructive solutions while maintaining positive relationships.					
• Determines the type of intervention and level of managerial involvement required to resolve conflict situations/issues.					
• Models personal accountability, recognizing and owning the impact of their own choices, taking a "learn not blame" approach to issues.					
• Seeks and accepts coaching and feedback.					
• Supports the growth of accountability in others by responding to problems with acknowledgement and support.					

Competency Summary - Effective Relationships:
Strengths:
Opportunities for Development:

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Communication:					
Effective communication includes the ability to express oneself in an organized, concise, appropriate and effective manner both verbally and in writing. Demonstrates receptivity, respectfulness and empathy in interpersonal communication.					
Competency Behaviours:	**Rarely**	**Occasionally**	**Frequently**	**Always**	**N/A**
• Uses effective verbal and non-verbal communication to facilitate open two-way communications and achieve mutual understanding.					
• Demonstrates active listening skills while providing opportunities for others to be heard and understood.					
• Acts in a courteous and respectful manner in all interactions.					
• Pays attention to verbal and non-verbal cues.					
• Identifies and uses appropriate communication techniques and strategies within the team and organization, conveying information in a way that promotes complete understanding.					
• Uses correct grammar, spelling, punctuation, syntax and terminology.					
• Adapts communications, both verbal and non-verbal, to suit the audience and the forum.					
• Asks appropriate questions and paraphrases information to confirm own understanding.					
• Expresses facts and ideas in writing in a clear, convincing and organized manner.					
• Facilitates an open exchange of ideas and fosters an atmosphere of open communication.					

Competency Summary - Communication:
Strengths:
Opportunities for Development:

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Administration and Resource Management					
Administration and resource management is the ability to manage and maximize time, information and resources. Creating a balance between competing priorities is achieved through the use of sound management practice and continual reevaluation.					
Competency Behaviours:	**Rarely**	**Occasionally**	**Frequently**	**Always**	**N/A**
• Understands and effectively uses existing and emerging information technology in day-to-day management of operations.					
• Identifies impacts, benefits and risks in administrative and resource management planning and decision-making.					
• Anticipates staff resourcing needs/trends and takes timely action to plan and/or address gaps/emerging needs.					
• Coaches, mentors and evaluates staff performance to achieve desired results, in alignment with the organization's strategic direction					
• Ensures the ongoing monitoring and review of programs/service activities using appropriate evaluation methods.					
• Manages financial resources in keeping with the department/organization's financial processes, authorization and control structures, and reporting procedures.					
• Prepares and submits organizational reports in an accurate and timely manner.					
• Prepares, presents and/or amends budgets for consideration and approval.					
• Models and implements strategies promoting personal and professional well-being in the workplace. (i.e. time management, stress management work-life balance etc.)					
• Prioritizes information flow and manages communications to mitigate information overload.					
• Understands and is able to communicate and accurately interpret core organizational policies and procedures to staff as required.					
• Proactively makes recommendations on improvements to organizational policies and procedures based on observation and experience.					

Competency Summary - Administration and Resource Management:
Strengths:
Opportunities for Development:

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Teamwork:					
Teamwork is the ability to interact with and support colleagues, share accountability for work and collaborate to achieve the organization's vision and strategic goals.					
Competency Behaviours:	**Rarely**	**Occasionally**	**Frequently**	**Always**	**N/A**
• Recognizes and respects the diverse needs and contributions of all team members.					
• Speaks in support of team decisions.					
• Demonstrates flexibility and effectiveness with changing environments, tasks, responsibilities and people.					
• Models a commitment to diversity: uses language that respects diversity; monitors and is accountable for own behaviours in interactions with others.					
• Interacts with others in a respectful and non-judgmental manner, building and maintaining operative relationships by consistently modeling consideration, concern and tolerance.					
• Displays initiative in fostering a respectful workplace.					
• Brings conflict into the open at the earliest opportunity, seeking constructive solutions while maintaining positive relationships.					

Competency Summary - Teamwork:
Strengths:
Opportunities for Development:

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Accountability:
Accountability is the ability, willingness and courage to renew attitudes and behaviours to achieve desired outcomes.

Competency Behaviours:	**Rarely**	**Occasionally**	**Frequently**	**Always**	**N/A**
• Completes work in a timely and professional manner and takes action when warranted.					
• Supports the growth of accountability in others by recognizing and acknowledging both strengths and weaknesses, by taking a “learn not blame” approach when problems arise, and by supporting others to own and proactively address issues.					
• Accepts constructive feedback from other.					
• Takes responsibility for own actions and mistakes.					
• Meets deadlines and goals.					

Competency Summary - Accountability:
Strengths:
Opportunities for Development:

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Patient/Customer Service:					
Patient/Customer Service is the ability to provide service excellence for internal and external patients/customers/clients/residents.					
Competency Behaviours:	**Rarely**	**Occasionally**	**Frequently**	**Always**	**N/A**
• Advocates on behalf of the client.					
• Responds to customer, patient/resident, and families' questions and complaints effectively and with courtesy and sensitivity.					
• Provides service in a professional manner consistent with applicable legislation, professional standards, and Code of Ethics.					
• Follows established procedures to solve problems.					
• Maintains pleasant and professional image.					
• Solicits feedback to improve service.					

Competency Summary - Patient/Customer Service:
Strengths:
Opportunities for Development:

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Organizing a Development Plan Meeting
A Checklist for Managers

Date:________________ **Employee Name:** ______________________________

Unit/Area:___________________ **Program:** ____________________________

Consider these points when preparing to meet	**Done (√)**
Before the meeting with the employee:	
Provide employee with meeting date and details about the meeting. Consider holding the meeting in a neutral location rather than your office. You may include the following materials for the employee to help them prepare: • Development Plan template • Copies of the Leadership Competency Assessment Sheets • Nursing Leadership Development Framework at www.hsc.mb.ca/leadership/ • Employee Job Description • Questions for Discussion	
Invite the employee to prepare for the meeting by: • Completing a self-assessment • Listing any improvements since last meeting • Providing any new documents (e.g. course completion, project deliverables)	
Prepare to discuss employee strengths, areas for development, and action plans: • Review any documentation you may have regarding performance (letters of recognition, reward, positive feedback, etc.) • Plan the sequence of topics to discuss at the meeting • Consider words to use when delivering constructive feedback	
Complete the development form.	
At the meeting with the employee:	
Begin discussion based on the manager-completed development plan and the employee-completed self-assessment. Ask the employee to speak from their perspective about: • Performance during the past______months. • Their strengths/achievements - consider examples you can provide, if necessary. • Their areas for development – consider examples you can provide, if necessary.	
If training is an action item, discuss how and when the newly learned skills can be utilized in the workplace. Include this information in the action plan.	

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Keep development plans focused and limit your plans to 1-3 developmental goals.	
Consider these points when participating in the meeting:	**Done (√)**
Be curious. The employee should be encouraged to do as much talking as possible.	
Conclude the discussion with a review of the key points and action steps to be completed before the next meeting/discussion.	
The next meeting date will be:	
Manager and employee sign the development plan to indicate agreement on its contents (optional)	
End the meeting on a positive note, thanking the employee for his/her contributions, and for his/her contributions at the meeting	
After the Meeting:	
Document the meeting and file in the appropriate location.	

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Appendix A – Listing of Academic Programs

Currently WRHA employees have the opportunity to apply for and receive sponsorship in the following programs. Sponsorship for these programs are reviewed and approved annually.

Program	Course Description	Reputation	Cost*	Contact Information
EXECUTIVE PROGRAMS:				
Royal Roads University *Graduate Certificate in Health Systems Leadership*	Provides health managers with the ability to enhance their use of quality evidence in managerial decisions. Participants are likely to already be working in all facets of health service delivery.	On-campus residency component	Tuition: $7,950	Royal Roads University Phone: 1-877-778-6227 Website: www.royalroads.ca
Health Leaders Institute *Dorothy M. Wylie Nursing Leadership Institute*	Focus on leadership competencies - nurse leaders	5-day program NOTE: the Institute recently introduced a non-clinical leadership institute.	$3,800 (plus GST) per person, all inclusive Travel extra	Telephone: 416 426-7229 Email: admin@dwnli.ca Website http://www.dwnli.ca/
Executive Training for Research Application (EXTRA) *Canadian Health Services Research Foundation*	Develop individual skills and competencies in research use; build organizational capacity to use research to manage and guide health system change, and to foster inter-professional collaboration.	2 years Includes a residency component (3 wks/yr.), online learning and a project	$7,000 program fee and a laptop required	www.chsrf.ca/extra

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The following lists of Academic Programs are provided as a guide for education planning and are not currently being sponsored by WRHA. Factors considered in determining which academic institutions to include in the listing where:

- Cost
- Reputation
- Ability to study via distance and/or e-learning, to allow employee to remain working, even if at a reduced work week
- Part time studies offered, thereby avoiding employees taking extended periods of time off of work and moving out of province to study.
- Relevance to health care environment

Program	Course Description	Reputation	Cost*	Contact Information
EXECUTIVE PROGRAMS:				
Enhancing Executive Leadership & Strategy – 5 days Banff Executive Leadership Inc.	Involves pre-course preparation e.g. readings, 360° feedback analysis and executive coaching services	Competency-based Executive Leadership development.	$7,000 includes tuition, meals, accommodation Transportation extra	http://www.banffexeclead.com/Programs.html Phone: 866-626-6002
Ivey Leadership Program – 5 days Richard Ivey School of Business, University of Western Ontario	Case study approach to learning . Includes reference to developing a vision and stretch goals (similar to accountability model)	3 executive development programs available Executive Program Management Development Program and Leadership Program	$9,000 + (depending on program) includes tuition, meals & accommodation Transportation extra	www.ivey.ca http://www.ivey.uwo.ca/executive/openenrolment.htm Phone: 800-948-8548
Executive Leadership Program *Niagara Institute, Conference Board of Canada*	Focus on increasing performance and developing alliances Includes some executive coaching services	30+ years in business	$14,000 includes tuition, meals & accommodation transportation extra	www.niagarainstitute.com Phone: 800-663-7305
Canadian College of Health Services Executives *Certified Health Executive Program (CHE)*	Since 1984, the Certified Health Executive (CHE) program is the only Canadian professional credential available to health leaders.	The CHE program accepts applications accepted year-round. Distance education program	$872 all inclusive	CCHSE Toll Free: 1 800 363-9056 Website: www.cchse.org

* Costs are current as of January 2010

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Program	Course Description	Reputation	Cost*	Contact Information
MASTERS OF BUSINESS ADMINISTRATION (MBA):				
Athabasca University Executive MBA	24 month program, delivered primarily online, designed for working professionals to develop comprehensive management skills.		Program total: $43,500	Centre for Innovative Management Phone: 1-800-561-4650 www.athabascau.ca
McGill University MBA	Length of program is 20 months.	Full-time admission:	$29,500 tuition per year	Desautels Faculty of Management MBA Program Phone: 514-398-4066 Website: www.mcgill.ca
Royal Roads University MBA in Executive Management	The 2-year MBA program enables people to work full-time and earn their degrees at the same time.	Internet-based online learning with three-week residencies.	Application fee: $100 Program tuition: $35,750	Royal Roads University 1-877-778-6227 Website: www.royalroads.ca
University of Toronto Executive MBA	The Rotman School of Management offers a 1-year program. Four 1- week residency required including e a weeklong Entrepreneurship.	Rolling admission until September start.	Application fee: $250 Program fee is $80,000 before May 31st. after that date $85,000	Executive MBA Programs Rotman School of Management Phone: 416-946-7555 Website: http://emba.rotman.utoronto.ca/
York University MBA	Full or part time schedule http://futurestudents.yorku.ca/graduate		Costs range from $9,523 (part-time) to $23,808 (full time) studies	Schulich School of Business, 416-736-5060 http://www.yorku.ca/web/index.htm
University of Manitoba MBA Specializing in Health Admin.	Part-time program via classrooms. 6 years maximum	June 1 or October 1 application deadline	$22,000 all inclusive, pay as you go.	University of Manitoba Phone: 204-474-8448 Website:http://umanitoba.ca/

*Costs are current as of January 2010

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Program	Course Description	Reputation	Cost *	Contact Information
MASTERS IN PUBLIC ADMINISTRATION (MPA):				
University of Manitoba MPA	Provide full and part-time students, with sound knowledge of Public Administration. Interdisciplinary approach with emphasis on Political Science/Studies.	1- or 2-year program	Fees range from $4,000 to $8,000	University of Manitoba Phone: 204-474-8448 Website:http://umanitoba.ca/
Dalhousie University Masters in Healthcare Administration (new, online program)	MHA information is located on line at http://schoolofhealthadministration.dal.ca/index.html or http://www.dalgrad.dal.ca/programs Professionals can complete the program in 36 months.	History of Excellence Accreditation World-wide Recognition	$940 per course	School of Health Administration Tel: 902-494-7097 Fax: 902-494-6849 Web: http://www.dal.ca/sha
Dalhousie University MPA – Management	Offering 1- or 2-year program. More information go to http://spa.management.dal.ca or http://www.dalgrad.dal.ca/programs		$2,000 +	School of Public Administration 1 (902) 494-3742 http://www.dal.ca/sha
York University MPA	Full or part time schedule http://futurestudents.yorku.ca/graduate		Costs range from $9,523 (part-time) to $23,808 (full time) studies	Schulich School of Business, Graduate Admissions (Toronto), Ontario M3J 1P3 416-736-5060 http://www.yorku.ca/web/index.htm

* Costs are current as of January 2010

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Program	Course Description	Reputation	Cost*	Contact Information
CLINICAL SPECIALIZATIONS:				
Central Michigan University Master of Science in Administration	Master of Science in Administration degree for full time and part time students.		TBD	877-4268-4636 http://www.grad.cmich.edu/msa/
University of Western Ontario Doctor of Philosophy in Nursing	Prepares nurse scientists to conduct research. Full time studies only – thesis based		Recommended to have $19,000 in financial assistance	Graduate Affairs Assistant P: 519-661-3409 http://www.uwo.ca
Canadian Medical Association Physician Management Institute (PMI)	Provides management skills in preparation for senior administrative positions	25-year history.	Approx. $100,000 sponsored by MB Health and WRHA in 1999.	General inquiries can be made to (613) 731-8610 or visit the website at www.cma.ca
University of MB Applied Health Sciences (PhD)	Program is a multi-unit, research-based Ph.D. in four academic units: Human Ecology, Kinesiology and Rec. Management, Nursing and Medical Rehabilitation.		4 years program - Students are assessed the appropriate Undergraduate fees based on teaching dept	http://www.umanitoba.ca/faculties/graduate_studies/admissions/programs/510.htm
University of MB Masters in Education	Often taken by clinical nurse educators		$4,000 + annually	http://www.umanitoba.ca/education/prospective/graduate.shtml
University of MB Master in Nursing Administration	Master of Nursing (MN) Minimum of 8 courses of 27 credit hours with a thesis, practicum or comprehensive exam		$2,088 per year for part time students	Faculty of Nursing http://umanitoba.ca/faculties/nursing/programs/index.html
University of MB Masters of Rehab	M. Sc Rehab – 15 credit hours plus research-based thesis.		Tuition: $1,964 /yr/student	School of Medical Rehabilitation http://umanitoba.ca/faculties/medicine/units/medrehab/prospective_students.html
University of MB Masters in Social Work	Two different M.S.W. degrees; Social Services Administration and Social Clinical depending on interest.		Tuition: $1,964 /yr/student	Dept of Social Work http://umanitoba.ca/social_work/75.htm

*Costs are current as of January 2010

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Programs	**Course Description**	**Reputation**	**Cost***	**Contact Information**
MASTERS IN HEALTHCARE ADMINISTRATION (MHA):				
Athabasca University Master of Health Studies	Project or thesis-based program – 11 – 3 credit courses.		Program Tuition: $12,930	Phone 800.788.9041 Website: http://www2.athabascau.ca

*Costs are current as of January 2010

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Appendix B

Succession Planning Guide

SIGMA's Succession Planning Guide outlines a straightforward process for identifying and developing individuals within the organization to replenish existing talent when roles become vacant.

This planning guide takes users through SIGMA's 6-stage succession cycle to: identify critical leadership roles, build leader success profiles, nominate high potential talent, assess development needs, develop talent, and measure your organization's progress. The guide provides templates for each stage.

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succession planning process

A proven succession planning process provides a roadmap for success. This structure ensures consistency across the organization, aides in the communication of the plan across all levels of the organization, and provides the ingredients for success.

Our succession planning framework and accompanying templates on the following pages should give you a sense for what is required at each stage of the process along with some helpful tools to get you started.

Identify Critical Roles

There is typically no shortage of need when it comes to succession planning. However, it is important to take a measured approach when introducing succession planning into an organization for the first time. With this in mind, the first step is to identify which roles your organization should target based on urgency and how critical the role is to the business.

TOOLS/TEMPLATES: Critical Role Identification Questionnaire; At-A-Glance Org Chart (p. 6 & 8)

Build Success Profile

Now that you've narrowed down the need to your most critical positions, we can focus on understanding the requirements of each role. At this stage, we define the talent composition required for success by incorporating present and future needs. This step will provide the target that we'll aim for when selecting and developing future leaders.

TOOLS/TEMPLATES: Success Profile, LSP-R, MEIA-W-R (p. 8)

Nominate Successors

The Success Profile in the previous step is the lens we'll use when selecting candidates for succession. This is a stage where a formal process adds much-needed credibility and transparency to combat perceptions of favoritism.

Results from the nomination survey are used to populate a draft Succession Bench that groups successors based on their readiness and provides an 'eye-test' measure of bench strength for the incumbent's role. A well-maintained Succession Bench is also a great way to measure the success of your succession plan.

TOOLS/TEMPLATES: Nomination Survey, Succession Bench (p. 12 & 14)

Assess Development Needs

The nomination survey is just the first step in evaluating your bench strength. At this stage, there is an opportunity to add objectivity through scientifically validated leadership assessments. The assessments do not take the place of the candidate's history and experience, but add a unique perspective at an incredible level of depth. Any succession planning process should incorporate an objective assessment to measure the talent profile of each succession candidate and to identify gaps that can be targeted through development.

TOOLS/TEMPLATES: Candidate Profile, LSP-R, MEIA-W-R (p. 16)

Develop Talent

To make your succession process truly succeed, you now need to follow up on the assessment phase by creating a development plan that will help potential successors fill in the gaps in their skills and experience, and progress into readiness for their future roles. This is where the work comes in as development plans are managed for each candidate and recommended and completed development activities are tracked. At a minimum, create a development plan for all your high-potential succession candidates. In a perfect world, you would have development plans in place for your entire Succession Bench.

TOOLS/TEMPLATES: Coaching Plan, Development Actions Form (p. 17 & 19)

Measure Progress

Tracking measurable progress indicators and regularly sharing the results with key stakeholders demonstrates the value of your succession plan and keeps its importance top of mind. When you're just starting out, you might not like all the numbers, but if you set and communicate reasonable expectations from the beginning, in time you'll be able to show year-over-year progress.

Get started today by looking at what you can easily measure now and gathering those numbers. Set a calendar reminder to review, compare, and communicate progress every six months. Even if you only track one metric, get in the habit of recording it, attaching a dollar value if possible, and conveying that to your stakeholders.

TOOLS/TEMPLATES: Talent Progress Scorecard (p. 21)

SIGMA's succession process

identify critical roles	Identify which roles your organization should target through its succession program.	Critical Roles Identification Questionnaire At-A-Glance Org Chart
build success profiles	Describe the talent composition required for each critical role at the present time and according to your organization's future needs.	Success Profile
nominate successors	Identify and select candidates for critical roles by creating a bench for each position.	Nomination Survey Succession Bench
assess development needs	Summarize the talent profile of each succession candidate and identify gaps to target through development.	Candidate Profile
develop talent	Outline or update development plans for each candidate and track recommended and completed development activities.	Development Actions Form
measure progress	Update the scorecard, tracking various indicators of improved succession planning outcomes.	Talent Progress Scorecard

i critical role identification questionnaire

the goal: identify the roles your organization should target in your succession program

the steps:

- list the roles that you think will be important to include
- start with lynchpin roles, including upper management and leadership positions, administrative staff, and areas with high dependencies or little overlap in skill sets
- rate each role on five criteria:
  - urgency: will the role be vacant soon?
  - impact: what impact would a vacancy have on the business?
  - skills: does the role require any specialized knowledge or skills?
  - internal talent: are there any internal candidates ready now?
  - external talent: how difficult would it be to hire for the role?
- calculate a total score for each role and star the roles that will be critical to include in your succession plan

For more information on identifying critical roles in succession planning, click here

SIGMASuccession

critical role identification questionnaire

i

1 Not true of this role	2 Slightly true of this role	3 Somewhat true of this role	4 Moderately true of this role	5 Extremely true of this role

Role	Urgency This role is likely to be vacant soon (i.e., retirement)	Impact A vacancy would immediately impact business	Skills Role requires specialized skills or knowledge	Internal Talent No internal candidates are ready for this role	External Talent Hiring externally for this role would be difficult	TOTAL	☐
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		

i at-a-glance org chart

the goal: identify the urgency for succession planning for each of the critical roles you have identified

the steps:

- enter the name of the current incumbent, their position, and when they will be eligible to retire
- list the incumbent's direct reports
- rate each direct report on:
  - readiness to move into the position
  - their plan to remain with the organization
  - the availability of replacements for their role, should the candidate leave or be promoted
- when evaluating someone's plan to remain, consider their eligibility to retire as well as the potential risk that they will seek opportunities elsewhere
- print and complete one chart per critical role

For more information on identifying critical roles in succession planning, click here

at-a-glance org chart

i

Position
Name
Eligibility for Retirement 1-3 3-5 5+

Position
Name
Readiness for Position 1-3 3-5 5+
Planning to Remain 1-3 3-5 5+
Replacement Readiness 1-3 3-5 5+

Position
Name
Readiness for Position 1-3 3-5 5+
Planning to Remain 1-3 3-5 5+
Replacement Readiness 1-3 3-5 5+

Position
Name
Readiness for Position 1-3 3-5 5+
Planning to Remain 1-3 3-5 5+
Replacement Readiness 1-3 3-5 5+

Position
Name
Readiness for Position 1-3 3-5 5+
Planning to Remain 1-3 3-5 5+
Replacement Readiness 1-3 3-5 5+

Position
Name
Readiness for Position 1-3 3-5 5+
Planning to Remain 1-3 3-5 5+
Replacement Readiness 1-3 3-5 5+

Position
Name
Readiness for Position 1-3 3-5 5+
Planning to Remain 1-3 3-5 5+
Replacement Readiness 1-3 3-5 5+

Position
Name
Readiness for Position 1-3 3-5 5+
Planning to Remain 1-3 3-5 5+
Replacement Readiness 1-3 3-5 5+

b build success profiles worksheet

the goal: describe the talent needed in each critical role, both now and in the future for your organization

the steps:

- include basic demographic information on the role
- use existing job descriptions to list position criteria (e.g., education required, skills needed, and duties to be aware of)
- develop the Success Profile by considering:
  - skills commonly needed for success in the senior leadership team
  - anticipated future requirements for all senior leaders
  - specific characteristics needed for the core role
  - potential skill requirements for this role in the future
  - emotional intelligence or other important personal characteristics
- use validated measures to ensure complete and accurate Success Profiles

For more information on building success profiles for succession planning, click here

SIGMASuccession

success profile

b

Succession Position	Current Incumbent	Eligibility Year	Urgency
			☆☆☆☆☆

Position Demographics

Location	
Level	
Area	

Position Criteria

Edu	
Exp	
Exp	
Exp	
Know	
Skill	
Skill	
Skill	
Skill	
Duty	
Duty	
Duty	
Duty	
Duty	

Leadership Profile

Leadership: Current Competencies	Core Role: Current Competencies	Emotional Intelligence
		Other
Leadership: Future	Core: Future	Other: Future

n succession nomination survey

the goal: gather feedback from organizational leaders to determine potential succession candidates for each critical role

the steps:

- list the name of each candidate for the position
- for each candidate, indicate when you think they will be ready for the position
- provide additional information on the candidate in the comment box to add context to your evaluation
- gather ratings from multiple sources, including:
  - the current role incumbent
  - the senior leadership and succession advisory teams
  - leaders, peers, and direct reports of the succession candidate
- complete this survey for each critical role

For more information on nominating succession candidates, click here

SIGMASuccession

nomination survey

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Succession Position	Nominations Completed By	Date

Candidate Name	Readiness	Comments
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	
	1-3 yrs. 3-5 yrs. 5+ yrs.	

n succession bench worksheet

the goal: track readiness of succession candidates for critical roles

the steps:

- indicate incumbent and urgency information for position
- list succession candidates according to three levels
  - **level A:** candidates ready for role in **less than 3 years**
  - **level B:** individuals ready for role in **3 to 5 years**
  - **level C:** potentials ready for role in **more than 5 years**
- provide name and current role for each candidate
- record candidate growth with dates spent at each level
- use the worksheet to track the overall strength of your Succession Bench, and individual candidate's progress over time

For more information on using the succession bench in your planning process, click here

succession bench

n

Succession Position	Current Incumbent	Eligibility Year	Urgency	Bench Strength
			☆☆☆☆☆	A: B: C:

Candidate List

	Candidate Name		Progression to Succession Position			Succession Path		
	First	Last	Level C	Level B	Level A	Current Position	Next Position	Readiness for Next
Level A Ready in 1-3 years								
Level B Ready in 3-5 years								
Level C Ready in 5+ years								

a succession profile worksheet

the goal: identify gaps between role requirements and candidates, and assess opportunities for growth

the steps:

- indicate target position information
- report candidate demographics, education, and experience
- provide position criteria gathered in Success Profile
- use validated assessments to evaluate candidate on qualities required for target role, as indicated in Success Profile
- list gaps between current candidate skills and those required for the target position in each category
- use this worksheet to identify priorities for candidate growth and development opportunities

For more information on assessing development needs, click here

candidate profile

a

Succession Position	Candidate Name	Current Position

Candidate Demographics

Location	
Level	
Area	

Candidate Training

Education		Experience	

Focal Role Criteria

●	
●	
●	
●	
●	
●	
●	
●	
●	
●	
●	
●	

Leadership Profile Assessment Results

Strengths		Leadership Competency Gaps		Role Competency Gaps	

d develop talent – coaching plan

the goal: hold at least three one-on-one sessions with each candidate to facilitate their goal-setting, training, and skill acquisition

the steps:

- *session 1*: review assessment results, noting strengths and development opportunities
- *session 2*: create individualized development plans (IDPs) with Development Actions Form worksheet
- *session 3*: review progress by tracking successes, opportunities, and goal attainment

For more information on creating individual development plans, click here

d development actions form

the goal: create individual development plans for succession candidates and track their progress

the steps:

- provide information on candidate and their current function
- list position the individual may be a candidate for
- choose top development areas from Candidate Profile
- rank development opportunities on two criteria:
  - largest gaps between role requirements and incumbent abilities
  - most important or frequently used skills
- with the succession candidate, mutually decide which areas to develop in the short- medium- and long-term
- create measureable goals with action plans and deadlines for each area of development
- keep detailed progress notes on successes and setbacks

For more information on creating individual development plans, click here

development actions form

d

Succession Position	Candidate Name	Current Position

Top Development Areas	
1.	4.
2.	5.
3.	6.

Development Actions

	Development Area	Action	Timeframe	Progress / Comments
3-6 Months				
6-12 Months				
12+ Months				

Notes

m talent progress scorecard

the goal: review program outcomes across important indicators

the steps:

- choose organization-specific indicators of success for your program
  - look for ways to add objective, impactful numbers (e.g., money saved, time delays prevented, or improvements made to existing HR processes)
- gather information from other worksheets, such as the Succession Bench, and from HR tracking systems
- update this scorecard every 6 months (at a minimum)
- use this scorecard to communicate success to senior leadership, succession candidates, and across the organization

For more information on measuring the success of your program, click here

talent progress scorecard

Talent Progress Scorecard				
Indicator	Date			
Critical Positions Filled Internally (%)				
Management Positions Filled Internally (%)				
Average Time High-Potentials in Same Role (Yrs.)				
High-Potential Turnover (%)				
Positions with 3+ High-Potential Candidates (%)				
Average Years Until Ready				
High-Potential Engagement				
Individual Improvement				

are you ready?

Whether you believe you have succession planning under control or that your succession plan is on life support, the following Succession Planning Checklist is a quick measure of the maturity level of your succession plan and what areas need to be improved, including:

- **Executive Support**
- **Process**
- **Communication**
- **Documentation**
- **Accountability**
- **The Long Game**

Answer the questions on the following pages to see how your organization stacks up.

Is your succession plan set up for success?

Whether you believe your organization has succession planning under control or is woefully unprepared, the following *Succession Planning: Success Checklist* is a quick measure of the maturity level of your succession planning process and what areas need to be improved.

Executive Support

Is your succession planning initiative supported by your CEO?

Is succession supported by the entire leadership team?

Process

Do you use a proven succession process?

Is that process easy to understand?

Are you confident in your ability to explain the process at all levels of the organization?

Communication

Are you consistently communicating the plan to:

… the board (if applicable)

… management?

… individual succession candidates?

… all members of the organization?

Do you have formal conversations with leadership on their plans for retirement?

Are leaders prepared to have candid discussions with their team regarding each candidate's readiness?

Do leaders have the right tools to support development discussions with their successors?

Documentation

Is your succession plan formally documented?

Does the leadership team review the succession plan (at least) annually?

Is your succession plan updated (at least) annually?

Does your succession plan include:

… detailed Success Profiles for each leadership role?

… populated Succession Benches for each leadership profile?

… Candidate Profiles for each succession candidate?

… development plans for each succession candidate?

… documented metrics to gauge the success of your plan?

The Long Game

Is the succession plan aligned with the organization's long-tem strategic plan?

Is there a plan in place for multiple levels of the organization (i.e., not just the CEO)?

Are recruitment, hiring, and talent development aligned with your succession plan?

Are Success Profiles built with the future in mind?

Are you focused on developing pools of talent for each role vs. identifying one successor?

Your Score

0–10	At risk for unexpected disruptions
11–15	Demonstrates need for improvement
16–23	Solid foundation with room to grow
24–28	Mature plan with minor adjustments

Accountability

Does your plan include detailed timelines and deliverables?

Do you have a process in place to hold participants accountable?

Do you have a scheduled annual review that includes your entire leadership team?

needed

Regardless of your score above, our *Succession Planning Launch Series* can help. With just two separate half-day workshops, our series delivers a comprehensive full-year implementation plan customized for each member of your executive team. Find out more here.

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