SUCCESSION PLANNING and LEADERSHIP DEVELOPMENT

TOOLKIT
April 2015

Oxford County
growing stronger...together

CONTENTS

The Succession Planning and Leadership Development Toolkit is a key component of the "Our People, Our Strength" plan – the guiding strategy for shaping the County into a workplace that recruits and retains high quality employees. This toolkit will provide employees with the resources to plan for the future and to shape their own development initiatives. It links directly to the key actions within the "Our People, Our Strength" plan, specifically the pillars of Employee Engagement, Talent Management and Effective Leaders.

The primary focus and purpose of Oxford County's Succession Planning and Leadership Development strategy is to:

- *Support the organization's ability to achieve its community, corporate, departmental and divisional strategic goals and priorities; and,*

- *Ensure the continued effective performance of the organization by planning and supporting the development and replacement of key people and positions over time.*

Succession planning and leadership development are aligned with the performance management process and the annual business planning and budget setting process. This ensures adequate resources are included, in a timely way, for related learning and development. Oxford County is committed to promotion from within whenever possible.

It is important to note that while learning and development are employer supported, they are not always County funded. It is also important to note that filling of all vacancies is completed in a fair and equitable manner, and in accordance with our *Recruitment Policy 5.03*.

Definitions

Emerging leader: An employee who has expressed an interest in and has demonstrated potential to fill a future leadership vacancy.

Key position: Generally, a position for which one or more of the following apply:
- A leadership position
- A position that is critical to the planning and delivery of the County's services and programs
- A position that is challenging to fill
- A position that requires unique and/or special technical knowledge and/or experience and/or professional skills

SMT: Senior Management Team

EMT: Extended Management Team

What is succcession planning?

Succession planning is a process led by SMT to continuously plan for, support and measure the development progress of leaders and emerging leaders. More specifically, it identifies:

1.   Potential position vacancies, recruitment and staffing needs, and challenges in the near future (i.e.,five-year time frame); and
2.   Employees who have expressed interest in and demonstrated potential to fill future leadership vacancies.

Oxford County is committed to succession planning as part of its corporate culture. This allows the County to:

- *Retain and develop intellectual and knowledge capabilities* of County staff by capturing critical job and historical knowledge from departing employees and imparting it to potential future replacements through development programs.
- *Retain and attract high calibre employees* by encouraging and supporting their individual career development.
- *Support business continuity* in key positions by creating back-up capacity for these positions and by having the right people available for the right jobs at the right time.
- *Ensure the alignment* between the career goals of individual employees and the goals of the organization.
- *Be proactive* in relation to potential future labour shortages of qualified external candidates.

Succession planning process

Succession planning unfolds in two ways:

1.   On an annual basis, each director will identify key positions that may be at risk of vacancy within the next 3-5 years by using the **Succession Planning Tool (Form A)**.

2.   Each supervisor, manager, and/or director will also discuss with staff during the annual performance management process employees' interest in and potential for future leadership roles.

       With this information, directors can then assess their needs and work with employees to develop and implement plans to successfully manage future gaps.

LEADERSHIP DEVELOPMENT

What is leadership development?

Leadership development refers to actions that enhance the leadership skills and abilities within both individuals and organizations. It also identifies, assesses and develops employee knowledge, skills and abilities.

Leadership development requires the participation and contribution of managers and their employees to establish development goals/objectives and active learning plans. At Oxford County, leadership development also enables us to meet current and future staffing needs of the organization by:

1.   Identifying employees who are both interested in and demonstrate short and/or long-term potential for succession into key positions; and
2.   Ensuring that employees have appropriate and structural learning, development and training opportunities to fulfill their potential.

Leadership Development Action Plan

The **Leadership Development Action Plan (Form B)** is a document that is created to formalize employee interest in, and plans for, developing leadership competencies. This form can be completed as part of the annual performance management process or at any other suitable time during the year.

There are potentially two types of employees that could enter into a Leadership Development Action Plan:

1.   Employees currently in a leadership role (EMT, SMT); or

2.   Employees who do not currently fill a leadership position, but who have expressed an interest in and have demonstrated potential to fill future leadership vacancies (emerging leaders).

When preparing a Leadership Development Action Plan, employees should consider the County's established **Core and Leadership Competencies (Figures 1 & 2)** as a framework for their own development.

Employees who are actively engaged in a Leadership Development Action Plan are not guaranteed to fill future vacancies within the organization. The procedure for filling vacancies is completed in a fair and equitable manner in accordance with *Recruitment Policy 5.03.*

LEADERSHIP DEVELOPMENT

Identifying candidates for leadership development

Identifying candidates for leadership development is a two-fold process. It is primarily initiated by the employee through conversations with their supervisor, although it may also be initiated based on observations of a supervisor, manager, and/or director.

The annual **performance management process** includes a formal opportunity for these discussions **(Form C)**. With the support of their director, manager and supervisor, interested employees will complete the **Leadership Development Action Plan (Form B)**, and may also complete a 360° assessment. A copy of both forms will be forwarded to Human Resources to be filed in the employee's personnel file.

Training formats

Employees who are actively engaged in a Leadership Development Action Plan will have three options in the delivery of their training. Training formats are intended to be used in combination.

1. ***Experiential:*** Learning from on-the-job challenging experiences
    Examples:
    - On-the-job short-term assignments
    - Major or special projects

2. ***Relational:*** The ability to learn from other people
    Examples:
    - Coaching (Coaching model to be developed)
    - Mentoring (Mentoring model to be developed)

3. ***Formal Training:*** Classroom environment
    Examples:
    - Lecture, seminar, workshops, or other third-party external training programs
    - Group discussions
    - Live webinars or video conferences
    - E-Learning
    - Post-secondary courses or programs

LEADERSHIP DEVELOPMENT

360° assessments

The 360° assessment is a process through which employees receive confidential, anonymous feedback from a variety of individuals which may include co-workers, supervisors, direct reports (if applicable) and others that may work closely with the employee.

Individuals selected to complete a 360°assessment for an employee will fill out an anonymous question-naire asking questions covering a range of required leadership competencies. The assessment will provide insights into how others perceive them and will give the employee an opportunity to further develop behaviours and skills that enable them to excel at their job. Initially, the 360° assessment will be completed by current leaders (SMT and EMT).

Future Ready Leadership Program

The Future Ready Leadership Program is facilitated by an external provider who specializes in leadership development and has customized the program to the organization. Leadership development sessions are held monthly over a period of time. The program provides current and emerging leaders with critical thinking skills and required behaviours that fit with the County's organizational leadership competencies. Each session brings new learnings and insights that can be put into practice after each session.

Selection for the Future Ready Leadership Program

Interested candidates will complete a **selection form (Form D)** with the support of their supervisor, manager, and director. SMT and Human Resources will screen applicants and make final decisions based on skills and competency gaps, succession planning needs, vacancies and available space in the program. Whether they are selected or not selected, candidates will be informed regarding the rationale for the decision.

Before the start of the program, all participants will complete a 360°assessment to become better aware of their areas of strength and any performance gaps, thereby focusing their development as needed.

LEADERSHIP COMPETENCIES AT OXFORD COUNTY

Competencies are skills and behaviours that contribute to superior performance. Oxford County has identified two sets of competencies: core competencies and leadership competencies.

What is a Leadership Competency?

Leadership competencies are the skills and behaviours that contribute to superior performance in leadership roles. The table below represents the competencies that Oxford County has identified as being necessary for success as a leader in the organization.

Fig. 1 – Leadership competencies at Oxford County

Effective Communication	• Fosters open communication; listens to others; speaks effectively; and prepares written communications so that messages are clearly understood • Acts to influence others in order to have a specific impact or effect • Responds appropriately to the concerns of others
Performance Management	• Demonstrates initiative and resourcefulness to get things done • Provides clear direction and expectations • Acts to ensure others perform in accordance with expectations and goals • Motivates others to achieve expected performance goals • Provides quality service to clients and stakeholders
Project/Process Management	• Understands the structure and culture of the organization and is able to accomplish results through the most effective channels • Manages effectively within the County systems, operational policies and the public service environment
Change Management	• Works to continually understand, engage in and implement organizational changes and technologies that improve processes, practices and outcomes • Is flexible and adaptable in meeting the changing demands of clients, stakeholders and the public

Why a leadership competency model for Oxford County?

By using this approach to leadership, Oxford County can better identify and develop current and emerging leaders and ultimately promote more effective leadership, as the expectations of the organization are clearly defined.

The **Leadership Competency Framework (Table 1)** provides the behavioural examples that illustrate how employees successfully exhibit particular leadership skills and behaviours on the job.

These examples are called ***behavioural anchors.*** They must be based on specific, observable behaviours and day-to-day performance, not isolated incidents. Behavioural anchors articulate specific actions that have the most direct impact on successful performance and are invaluable in gauging how effectively a leadership competency is being demonstrated. They will give you a clear expectation of what behaviours are required for each level.

Range of leadership competency levels

Leadership competencies are developed across a range of three levels:
1.   Emerging Leader
2.   Leader
3.   Champion

The descriptions provided in Table 1 include the behaviour expectations for each competency, at each level.

It is understood that if you are, for example, at the champion level, you will demonstrate the behaviours for the levels below your own as well.

What is a core competency?

The competencies that Oxford County has identified as being most influential for our organization and are based on the Core Values in our Strategic Plan, which are equally important when planning leadership development actions. For more details and information regarding the core competencies, refer to the *Competency Framework Handbook*.

Fig. 2 – Core Competencies at Oxford County

Strategic Thinking

- Advises and plans based on analysis and trends, and understands how these link to the responsibilities, capabilities, and potential of the organization
- Scans an ever-changing complex environment in anticipation of emerging crises and opportunities
- Develop well-informed advice and strategies that are sensitive to the various needs of multiple stakeholders and partners, reflect the strategic direction of municipal government, and position the County for success

Fostering Innovation

- Displays the ability to think outside the box in order to develop creative and new solutions that meets current and future needs of the County

Service Excellence & Team Work

- Gives superior service to both internal and external customers
- Places the customer at the centre of strategic and operational planning
- Actively participates as a supportive team member

Accountability & Integrity

- Takes personal ownership and responsibility for the quality and timeliness of work commitments
- Follows organizational guidelines, professional standards, regulations and principles
- Demonstrates reliability and integrity on a daily basis

Table 1 - Competencies across leadership levels

	EMERGING LEADER	LEADER	CHAMPION
EFFECTIVE COMMUNICATION • Fosters open communication; listens to others; speaks effectively; and prepares written communications so that messages are clearly understood • Acts to influence others in order to have a specific impact or effect • Responds appropriately to concerns of others	• Seeks out facts and pertinent information to gain understanding before drawing conclusions or taking action • Listens actively and objectively without interrupting. Conveys understanding from the other person's perspective • Demonstrates self awareness by knowing oneself and the impact of one's behaviours on others. Self reflects to continually improve interactions with others • Responds to people's concerns by adapting own behaviour appropriately	• Is willing and able to see things from others' perspectives • Customizes and adapts communication and discusses to appeal to the specific interest need and level of the audience • Uses open-ended questions, active listening and dialogue to encourage others to provide information about underlying needs or issues • Responds with sensitivity and directness	• Communicates strategically, considering such aspects as optimal "messaging" timing and form of communications • Skillfully handles complex, on-the-spot questions from others, such as senior public officials, special interest groups, or the media • Communicates complex issues clearly and credibly with widely varied audiences using two-way communication to gain others input and understanding • Ensures that communication plans are developed and implemented so that internal and external audiences are informed in a timely, complete and accurate manner
PERFORMANCE MANAGEMENT • Demonstrates initiative and resourcefulness to get things done • Provides clear direction and expectations • Acts to ensure others perform in accordance with clear • Motivates others to achieve expected performance goals • Provides quality service to clients and stakeholders	• Participates in setting attainable team goals, priorities and work plans • Can clearly articulate goals (organizational, team and individual) and what is required to achieve them • Shows respect for capabilities of others and speaks of team members in positive terms • Maintains focus on priority activities	• Works with people to set challenging and achievable goals with clear accountabilities for results • Makes timely decisions to move work forward. Takes calculated risks to improve services and achieve goals • Coaches employees and motivates people to achieve quality results • Addresses performances in a timely way and act to improve performance	• Sets achievable departmental and organizational goals and priorities • Ensures adequate resources are directed to meet stated goals and priorities • Balances immediate needs and longer range priorities • Executes organizational business plan to achieve results

Table 1 - Competencies across leadership levels ... continued

	EMERGING LEADER	LEADER	CHAMPION
PROJECT MANAGEMENT/PROCESS MANAGEMENT • Understands the structure and culture of the organization and is able to accomplish results through the most effective channel • Manages effectively within the County systems, operational policies, and the public service environment	• Responds effectively to unforeseen problems • Demonstrates a thorough understanding of structures and processes within own work group • Develops and uses informal relationships beyond own work group to get things done (i.e, knows who to ask for what) • Ensures quality and quantity standards are met	• Recognizes and uses corporate culture, County processes and underlying knowledge to produce best results • Contributes to the creation, revision or improvement of County policy and practices • Defines outcomes and expectations based on customer requirements • With staff, develops a work plan with tasks, timeframes, milestones, resources, and dependencies	• Demonstrates an in-depth knowledge and understanding of business planning accountability practices and management systems • Represents Oxford County at municipal level on task forces and learns to provide perspectives on program initiatives and processes • Sets deadlines in a way that gets commitment from all parties involved • Ensures support for projects and implements organizational goals and strategic objectives
CHANGE MANAGEMENT • Works to continually understand, engage in and implement organizational changes and technologies that improve processes, practices and outcomes • Is flexible and adaptable in meeting the changing demands of clients, stakeholders and the public	• Understands change management • Understands the changing needs of clients, stakeholders and the public • Facilitates the implementation and acceptance of change within the workplace • Addresses change resistance and shows empathy with people who feel a loss as a result of change	• Able to communicate the vision for a change to those affected. Actively involves others in the process • Helps others to successfully manage organizational change • Facilitates groups or teams through the problem-solving and creative-thinking processes, leading to the development and implementation of new approaches, systems, structures, and methods • Develops, plans, and follows through on change initiatives	• Creates a culture that support challenging the status quo and where change is expected and supported • Takes action to align the organization (people, processes, structure, technology) with planned changes • Demonstrates support for organizational changes needed to improve the organization's effectiveness • Acts as a champion for change

WHERE DO WE GO FROM HERE?

By implementing the Succession Planning and Leadership Development Toolkit, the County of Oxford will be better able to predict future vacancies and challenges and respond strategically to those needs. This toolkit supports key actions within the "Our People, Our Strength" plan and will contribute to the County's efforts to attract, retain and develop high quality employees.

For more information contact:

Human Resources

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Oxford County
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Form A: Succession Planning Tool

Use this tool to assist in the identification of potential position vacancies, recruitment and staffing needs, and challenges in the near future.

Position (Job Title)	Current Incumbent	Expected Date of Vacancy	Key Competencies Required	Additional Information

Tips to Remember when using this tool:

- *Be sure to consider all positions, especially key positions as defined in this toolkit*
- *Seek input from managers and supervisors within your department*

Form B: Leadership Development Action Plan

Employee Name:	
Department:	
Position:	
Supervisor:	

Introduction: How to Use This Form

A Leadership Development Action Plan is a way to build key leadership qualities and competencies in current leaders and potential future leaders.

The Leadership Development Action Plan focuses on building and following up on employee competencies specifically related to leadership. Competencies are defined as baseline leadership qualities and leadership level skills.

The Leadership Development Action Plan is used to map specific activities and time frames toward employee skills and performance development, with the goal of moving into a leadership or new leadership role. The creation of the plan is both a collaborative effort and two-way commitment between employee and supervisor. Both should retain an up-to-date copy of the document, which should be revisited as often as necessary.

Employees should consider:

- How to perform existing responsibilities more effectively.

- Aligning their career goals with their leadership development objectives.

- Gaps identified in their leadership 360 assessments (if applicable).

- Competencies required at different levels of the spectrum for both the Core and Leadership competencies (as identified in the Succession Planning and Leadership Development Toolkit and the Competency Framework Handbook).

Supervisors should consider:

- Performance evaluations offered by employees, their mentors, and direct supervisors.

- Pinpointing competency gaps within the employee's skill set as identified by the 360 assessment (if applicable).

- The employee's career aspirations.

- Leveraging the employee's strengths for development towards the most suitable leadership positions.

Action Plan

To be completed by the employee and supervisor.

The tables below help identify methods to fill the competency gaps and achieve the leadership development goals by building a concrete action plan. Think about training sessions, coaching, mentorship, project resourcing, external opportunities, etc. as different ways a quality or competency can be developed.

Competencies: (see the Succession Planning and Leadership Development Toolkit and Competency Framework Handbook for detailed information)

Leadership Competencies	**Core Competencies**
Effective Communication	*Strategic Thinking*
Performance Management	*Fostering Innovation*
Project Management	*Service Excellence & Teamwork*
Change Management	*Accountability & Integrity*

Leadership Development Goals and/or Competencies to be Developed (consider your 360 Assessment Report if applicable)	*Examples:* *Move into a management position* *Move into a Senior Management position* *Improve my project management skills* *Strengthen my presentation skills*

Contextual on the Job learning (approx. 70% of development)

Target Competency	Competency Development Method	Timeline for Completion	Measurement of Achievement
Example: Effective Communication	Present at department meetings.	October 30, 2014	Personal comfort increased. Positive presentation reviews from staff.

Relational learning (approx. 20% of development)

Name of Mentor/ Coach	Timing of meetings	Measurement of Achievement
Example: Joe Boss	Once a month	Demonstrated participation in meetings.

Formal Training (approx. 10% of development)

Target Competency	Competency Development Method	Timeline for Completion	Measurement of Achievement	Estimated Cost
Example: Effective Communication	Toastmasters Training Course	Dec. 30, 2015	Demonstrated participation in meetings.	$300.00
			Total Estimated Course Costs:_____	

Leadership Development Action Plan Agreement

The employee and director/manager/supervisor will sign off on the Leadership Development Action Plan once the plan is finalized. A signed copy will be forwarded to Human Resources for filing in the employee's personnel file.

The employee and supervisor named below agree to the leadership development activities and time frames named above in pursuit of the employee's target development capabilities. Completion of the activities named above within the specific time frames will be tracked on at least a bi-annual basis and be reflected in the employee's performance evaluations.

_____   _____

Employee Signature   Date

_____   _____

Supervisor Signature   Date

_____   _____

Department Director Signature   Date

Leadership Development Progress Tool

It is suggested that the supervisor and the employee review progress and record as necessary.

Review Date: June 12 2015	
Competency	**Progress**
Ex. Effective Communication	Have met with mentor monthly for 6 months. Not meeting for 2 months due to scheduling conflicts. Will meet again in September 2015
Ex. Change management, project management	Future Reader Leadership Program. Have completed 360 assessment and selection form. Awaiting notification of accepted or not accepted into the program

Review Date:_____	
Competency	**Progress**

Review Date:_____	
Competency	**Progress**

Review Date:_____	
Competency	**Progress**

Form C: Performance Management and Leadership Development

(Attach to the Performance Appraisal Form)

SECTION 8 - CAREER GOALS AND OBJECTIVES

1. Career goals:
   Where do you see yourself in 3 -5 years?

   Where do you see yourself in 5-10 years?

2. What areas do you need to develop in order to meet these goals?

3. How can the County support you in meeting these goals?

If interested in formalizing your leadership development goals, please refer to the Leadership Development Action Plan for additional tools and planning resources.

Form D: Future Ready Leadership Program Selection Form

Introduction: How to Use This Form

The Future Ready Leadership Program Selection Form represents an indication of an employee's interest and commitment to developing their leadership skills and abilities. All employees interested in attending the Future Ready Leadership Program will be required to complete this form. Completion of the form does not guarantee admission into the program as a selection process will occur, following the deadline for submission. The Future Ready Leadership Program is intended for full time permanent employees who have been with the County for a minimum of one year.

Prior to completing this form, please refer to the current Program Information sheet for more details about the program including dates and course information.

Employee Name:	
Department:	
Position:	
Supervisor:	

Employees should consider:

Aligning their career goals with their leadership development objectives.

Formal learning identified in their Leadership Development Action Plan (if applicable).

Competencies required at different levels of the spectrum for both the Core and Leadership competencies (as identified in the Succession Planning and Leadership Development Toolkit and the Competency Framework Handbook).

Supervisors should consider:

The employee's career aspirations and future potential.

Leveraging the employee's strengths for development towards the most suitable leadership positions.

Support of organizational values

Importance of retention/risk of leaving

Please complete the following questions:

What are your short and long term career goals?

Please summarize how you have demonstrated Oxford County's leadership competencies through your work-related or volunteer experiences.

What tools, resources, or training have you utilized or attended in an effort to advance your leadership skills (ie. Leadership Development Action Plan, external training)?

What motivates you to want to be selected for the Future Ready Leadership Program?

How do you see applying what you will learn during the Future Ready Leadership Program to your current and potential future roles?

Any other comments that you would like to add:

Any comments from supervisor/manager/director:

Employee Signature:_____ **Date:** _____

Manager/Supervisor Signature:_____ **Date:**_____

Director Signature: _____ **Date:** _____