Barber, Jessie MEM:EX

From: Hoffman, Al MEM:EX

Sent: Thursday, December 1, 2016 1:57 PM

To: Stark, Lisa CSNR:EX

Cc: Wagar, Kathie L MEM:EX; Howe, Diane J MEM:EX; Thorpe, Rolly MEM:EX; Parsons, Kate

MEM:EX; Chace, Julie MEM:EX; Caughill, David MEM:EX; Cullen, Heather J MEM:EX;

Davies, Howard MEM:EX; Brody, Margo X MEM:EX

Subject: RE: Succession Management: MEM Sharepoint - BL Succession Planning

Follow Up Flag: Follow up Flag Status: Flagged

Thank you Lisa

Branch Directors

This is the link that I was referring to. Please take a look. Margo will book 1 hr slots in the next week or so. Julie Chace and I will meet with the RDs. I will meet with Rolly and Diane by myself.

Lisa will be on our Directors call next week to further review the process.

Thanks for your co-operation in advance.

Αl

From: Stark, Lisa CSNR:EX

Sent: Thursday, December 1, 2016 1:20 PM

To: Hoffman, Al MEM:EX
Cc: Stark, Lisa CSNR:EX

Subject: FW: Succession Management: MEM Sharepoint

Hi Al,

Below is the link to the materials. If you go into the talent identification section you will find the leadership checklist and leadership criteria you can use. The SDSI Leadership Framework is also there as a PDF.

Please save these to your H:Drive and then you'll complete one for each individual.

If you need any assistance. Please let me know.

I look forward to connecting with your team next week.

Warm regards, Lisa

From: Forman, Ryan MEM:EX

Sent: Tuesday, November 29, 2016 8:07 AM

Cc: Stark, Lisa CSNR:EX

Subject: Succession Management: MEM Sharepoint

Good Morning,

Here is the link to the succession management tools and resources. This link will become increasingly useful over the coming weeks.

Link: https://spc-mem.gov.bc.ca/cib/SM%20Holdbacks%20MEM/Forms/AllItems.aspx

Ryan





Ryan Forman | Director, Organizational Effectiveness | Phone: 250.213.2774

Corporate Initiatives Branch | Ministry of Energy and Mines | Ministry of Natural Gas Development

Barber, Jessie MEM:EX

Subject:Director's meeting All RegionsLocation:Al's office and by Teleconference

Start: Tue 2016-12-06 9:30 AM **End:** Tue 2016-12-06 11:00 AM

Show Time As: Tentative

Recurrence: Weekly

Recurrence Pattern: every Tuesday from 9:30 AM to 11:00 AM

Meeting Status: Not yet responded

Organizer: Hoffman, Al MEM:EX

Required Attendees: Cullen, Heather J MEM:EX; Wagar, Kathie L MEM:EX; Howe, Diane J MEM:EX; Chace,

Julie MEM:EX; Demchuk, Tania MEM:EX; Thorpe, Rolly MEM:EX; Brody, Margo X MEM:EX; Dalal, Suntanu GCPE:EX; Plummer, Glen GCPE:EX; Vasey, Miles MEM:EX;

Chernoff, Catherine CSNR:EX

Optional Attendees: Caughill, David MEM:EX; Parsons, Kate MEM:EX; Davies, Howard MEM:EX; Stark, Lisa

CSNR:EX; XT:Murphy, Eric TRAN:IN; Miles Vasey \$.22

Howard will chair. I will open the phone line here in Victoria

Join WebEx meeting

Link for this meeting with Miles from 10-11 am

Thx, Miles

Lisa will be calling in at 9:30 to discuss business lead succession planning.

Just a reminder that Director's meetings are starting now at 9:30 am to 11 am.

Teleconference call in s.15

for those in Victoria s.15

No other meeting rooms available at this popular time.

Margo Brody

Branch Coordinator, Health and Safety

Victoria office

Mines and Mineral Resources Division

Ministry of Energy and Mines

250 952 0793

Leadership Cohort - Individual Learning and Development Plan

Employee Name:		Supervisor's Name:		Branch:	
Current Role:					
Leadership Development Activ	ities: Using the results of your asse	essments, your own self-ass	essment, and feedback froi	m your supervisor and colleagues,	, please identify your learning goals.
Learning Goal	Proposed Actions or Development Activities	Support and Resources Needed	Timeframe: Estimated Date of Completion	Intended Outcome	Performance Measures How will you know you improved? What will be different?
-Understanding and Competence in Budget Process and Financial Management	-Complete PSA Financial Management courses level 111, 120, and 121 -Mentor with Senior Financial Analyst and participate in a related budget development process	-Time to invest in PSA courses -Identify opportunities within branch(es) to observe and participate in budget development process	-12 months	-Understands annual budgeting process and how to manage budgets including forecasting, monthly budget reconciliation, etc.	-Demonstrates financial acumen through the understanding of both meaning and implications of key financial indicators; manages overall financial performance; uses financial analysis to evaluate strategic options and opportunities
Comments:					
Approval Signoff:					
Employee Sig	gnature / Date	Supervisor Signatu	ire / Date	ADM Signature / Date	e



Learning and Development Plan Ministry of Energy and Mines, Ministry of Natural Gas Development, and Office of Housing and Construction Standards

Introduction

Leadership development is a strategic investment that is vital to delivering the Ministry of Energy and Mines, the Ministry of Natural Gas Development and the Office of Housing and Construction Standards business priorities. Leaders are key to achieving the ministry's vision and mission through setting direction, engaging employees and implementing change. The Learning and Development Plan is the foundation upon which we will support your leadership growth and effectiveness in the organization.

The first step in creating your plan is to identify gaps and development opportunities through conversations with your supervisor, and engaging in a self-assessment process. Your assessment process may include personal reflection, conversations with individuals, various assessments, and other options.

The Learning and Development Plan is intended to provide a holistic approach to leadership development, and will be supported by your supervisor and ministry executive. It will

Your Assessment Process May Include:

- 360 assessments
- One-on-One Conversations
- Personal reflection
- Personality tests (e.g. MBTI)
- Professional development goals
- Organizational needs and priorities

shift time, energy and resources to support you in pursuing areas where the greatest potential for relevant learning and critical application lie.

The Learning and Development Plan – What's Involved?

The Learning and Development Plan has many interrelated components, and is a shared responsibility between you and your supervisor. One component is the completion of the individual Learning and Development Plan template (attached). *Note: For guidance when filling out the individual learning and development plan, please refer to the example provided on the template.*

Components of the Learning and Development Plan

Identify gaps in skills and experience to set goals

Explore how to close gaps and meet goals

Highlight the support needed and timeframe

Outline potential obstacles and challenges

Assess success of learning outcomes

Link learning goals to MyPerformance Have individual and supervisor sign-off



By completing the individual Learning and Development Plan, you will have the ability to self-assess, identify your learning goals, highlight required tools and resources, and identify your commitment and timeframe required to achieve your goals. Ultimately, your new knowledge, skills, experience, and abilities should help to advance your career in the BC Public Service.

Tools and Resources

Tools and resources are essential to preparing your individual learning goals. They may include:

- SDSI Leadership Framework and Checklist (available on SharePoint)
- BC Public Service Competencies
- Self, Peer and Supervisor assessment tools (e.g. <u>Leadership Circle</u>, 360 Assessment , <u>MBTI</u>, other resources available on SharePoint)
- One-Over-One conversations with supervisor
- MyPerformance plans and goals

Conclusion & Next Steps

When developing learning goals, individuals must take into consideration what the organization needs today as well as how to build internal capacity for the future.

Once you have developed your Learning and Development Plan with your supervisor, please ensure that a signed copy is sent electronically to your Strategic HR Advisor's Caroline Birnie

Caroline.Birnie@gov.bc.ca and Karley Webb Karley.Webb@gov.bc.ca and is attached to your

MyPerformance profile. This information will be consolidated with other participants' identified learning goals to provide the People and Workplaces Strategies Branch and the MEM/MNGD Corporate Initiatives Branch the ability to work with ministry executives to organize, design and support learning goals (e.g., provide formal learning opportunities across the NRS).

Should you have further questions during your learning and leadership journey, please discuss with your supervisor.

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Ministry of Energy and Mines

Succession Management Strategy 2016/17 - Frequently Asked Questions

Table of Contents

- General Information on Succession Management
- Assessing Business Leaders
- Business Leadership Development
- Contacts

General Information on Succession Management

1. Why are we focusing on succession management?

The new corporate plan Where Ideas Work charts our course forward for the next two years, and reflects the convergence of the human resource, operational and technology goals for the BC Public Service. The plan has three goals, one of which is building our internal capacity. One strategy for achieving this goal is to introduce a new and consistent approach to succession management.

2. Are other ministries focusing on succession management too?

Yes, all ministries have been asked to create a succession management plan, though those plans will look different in different ministries depending on demographics, infrastructure, and existing succession management practices and programs.

3. What other strategies will we see this year corporately?

There are many strategies outlined in <u>Where Ideas Work</u> that you will see over the next two years, including:

- New mechanisms to promote mobility and experiential learning opportunities,
- A new career advisor model to help employees map their future with the public service,
- Potential new flexible work arrangements targeted at employees approaching retirement,
- A new retention strategy that draws on exit and new employee survey data to identify critical actions we can take to retain new hires.

Please review the corporate plan <u>Where Ideas Work</u> for a complete view of the strategies across all three goals in the plan.

4. What will happen this year in Ministry Energy and Mines (MEM)?

The year the ministry will be focusing on assessing business leaders and identifying a small cohort with which to pilot leadership development activities.

In addition, Assistant Deputy Ministers and Associate Deputy Ministers will all develop succession plans for their own positions, and information about what is happening corporately will be promoted in the ministry.

5. Is this a one-time pilot, or a longer-term strategy?

Succession management will continue to be a focus for the foreseeable future, so the steps we are taking this year are just the beginning, with a view to expanding and evolving our approach to succession management over time. As this is a foundation part of Where Ideas Work, it will continue to be a sustained focus across the BC Public Service. This year is a foundational year, with all the strategies meant to grow the practice of succession management in the ministry. Once we have piloted approaches to leadership development and identified development opportunities in the ministry, we will be well-positioned to expand and evolve the approach to succession management, starting next fiscal.

6. Why is there a focus on the Business Leadership (BL) group this year?

Our demographics show that one of our greatest areas of risk in terms of number of people eligible to retire is the senior leadership and executive ranks of the ministry. Therefore the focus is on the BL cohort as they are the logical 'feeder' group to fill these positions in the future. As our approach to succession management expands and evolves, we will broaden this focus in subsequent years.

Assessing Business Leaders

7. How are people being assessed and chosen to participate in the cohort that will be piloting leadership development activities?

Executive Directors are using criteria and tools developed to support a consistent assessment Business Leaders' performance, potential, and career aspirations. Then, Executive Directors have a one-on-one conversation with their ADM to discuss their assessment of their direct reports, and add the ADM's perspective to that assessment. The Divisional Leadership team of each division then meets to discuss the assessment of the Business Leaders across the division, and select candidates to be considered for the ministry's cohort. Finally, the Ministry Executive Committee will meet to review candidates and make a final selection of the cohort.

8. Is this assessment related to MyPerformance?

Executive Directors can use a variety of methods to assess their direct reports, including (but not limited to) reviewing past and current MyPerformance profiles.

9. I have five years left in my career before retirement. Will I still be considered for the cohort? One of the factors that Executive Directors are considering in their assessments of Business Leaders is their career aspirations. If employees are still interested in taking another step in their career before retirement, they can be considered for the cohort.

10. What happens if I'm not chosen for the cohort?

This year, the ministry is focusing on a very small cohort with which to pilot development activities, so the majority of Business Leaders will not be participating. In future years, the

ministry will be looking to expand and evolve the approach to succession management, so you can expect development opportunities to be broadened to other leaders and technical staff.

11. What if I'm chosen but not able to participate in the cohort this year because of other commitments?

If you self-select out of the ministry leadership cohort because of other personal or work-related commitments, this does not preclude you from participating in subsequent years.

Business Leadership Development

12. What will the cohort look like and what will they be doing once they are selected?

Between now and the end of the fiscal year, we will assess business leaders across the ministry using established criteria (performance, potential, and career aspirations) that are consistently applied, and identify a small cohort of leaders (likely 1-2 per division) with which to pilot leadership development activities, such as 360s and the development of learning plans. We'll also be working with executive and the cohort itself to determine how best to grow and develop this group, but some development may include concrete and definable executive exposure (possibly across the sector), networking, and tailored experiential learning opportunities based on the development needs of the individuals in the cohort.

13. How is this different from learning plans or 360s that have been completed in the past?

Succession management is a priority corporately, so there will be a sustained focus on this strategy for the foreseeable future. The 360 assessments will be comprehensive and support leaders in gaining the information needed to help focus their development opportunities and efforts. Learning plans will reflect a range of experiential and other learning opportunities that are most relevant and beneficial to each individual. Development activities will be supported and tracked to ensure completion. The assessment and development actions all form part of an integrated plan intended to support each individual in the leadership cohort to grow their knowledge, skills and abilities as they prepare for taking the next step in their career path.

14. Do people in the cohort get fast-tracked for a promotion or a raise?

Being part of the ministry leadership cohort is not directly tied to a future promotion or a raise. Rather, the development activities are intended to help ready those in the cohort to take their next career step.

15. What's the advantage to taking part in the ministry cohort?

The development opportunities the cohort will be piloting are specifically designed to help people take the next step in their leadership career path. By participating in the cohort, leaders will gain insight into their leadership practices, be given opportunities to gain experience in areas where they have gaps, grow their profile at the ministry and executive levels, and develop a plan to continually support their growth and career progression.

16. What opportunities will there be for BLs and other leaders who are not chosen for the ministry cohort?

All of the same development opportunities that exist for you today will continue to be available to you. Talk to your supervisor about your career aspirations and target a plan through your MyPerformance conversations that will support you in achieving your goals and career aspirations. Furthermore, as the ministry expands and evolves its approach to succession management, further ministry-specific development opportunities will be available.

17. What about development for technical positions beyond leadership positions?

This year, the focus is on the leadership cohort due to ministry demographics and analysis of areas of succession management risk. There may be a few technical positions identified across the regions that may be included. As this is a foundational year, we will look to build out succession plans for further technical positions beginning next fiscal.

Contacts

18. Who do I contact if I have questions about succession management in the ministry? If you have questions about any of these initiatives, please talk to your Executive Director or Assistant Deputy Minister.

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DUPLICATE

Authenticity
Resilience
Self-Awareness

Collaboration

Communications

Empowerment

Engaging Partners

Exposure

Organizational Awareness

Business Acumen

Vision and Goal Setting





SELF	Not performing	Developing	Achieves expectations	Exceeds expectations
Authenticity: To operate in an open and transparent manner with a high level of integrity and credibility.	Behaves in a non-transparent manner and/or takes actions that hurt his/her level of integrity and credibility with others.	Makes an effort to be open and transparent but may act unpredictably leading to a lower level of integrity and credibility.	Consistently operates in an open and transparent manner and follows through on commitments leading to a high level of integrity and credibility.	Consistently inspires openness and transparency in others and models an exceptional level of integrity and credibility. Regularly acts to avoid or prevent ethical dilemmas.
Resilience: To behave in a way that supports a healthy worklife balance, flexibility and adaptability in times of change and focuses attention on things that are within his/her control.	Behaves in a manner that is counter- productive to a healthy work-life balance and/or demonstrates a lack of flexibility, focuses on things outside of his/her control, or holds a negative outlook that impacts the emotional climate of the workplace.	Makes an effort to achieve a healthy work-life balance but may respond to change in an unpredictable or inconsistent manner. May have some difficulty letting go of things outside of his/her control.	Consistently puts practices in place to help achieve greater worklife balance, focuses on how to successfully overcome obstacles and/or distractions in a positive and healthy manner and is viewed as a role model within the team.	Consistently models best practices for effective work-life balance, persists to tackle difficult tasks over a long period while maintaining a positive demeanor and high levels of self-motivation, while also supporting and encouraging others to do the same.
Self-Awareness: To be aware of his/her strengths, areas for improvement, and potential blind spots, while being open to feedback and consistently taking advantage of opportunities to grow and develop.	Not aware of his/her strengths or areas for development (many blind spots), does not actively participate in learning or career development opportunities and does not welcome or respond positively to feedback.	May be aware of strengths and areas for development (with a couple of potential blind spots) but does not necessarily take steps to develop or improve. May have some difficulty receiving and/or responding to feedback.	Consistently aware of strengths and areas for development (few, if any, blind spots), actively participates in both formal and informal development opportunities, and welcomes and responds positively to feedback.	Demonstrates a consistent and continuous commitment to personal development, actively pursues feedback from others, responds positively, and follows through with implementing suggestions on a regular basis.



OTHERS	Not performing	Developing	Achieves expectations	Exceeds expectations
Collaboration: To value the diverse perspectives and contributions of others, while fostering positive relationships through team collaboration and trust.	Works independently and sometimes defensively without proper consultation. Does not cooperate with or value the contributions of others to achieve assigned goals, often resulting in damaged relationships and distrustful teammates, stakeholders and/or superiors.	May act respectfully in team settings, but demonstrates challenges initiating collaboration with others. Not always inclusive, and may be somewhat territorial at times, resulting in unstable relationships and/or some distrustful teammates, stakeholders and/or superiors.	Consistently values the diverse opinions and perspectives of others, engages often in shared decision making and works well with others to openly solve problems and discuss issues. Contributes positively to a collaborative and trusting team environment, resulting in positive relationships with teammates, stakeholders and/or superiors.	Consistently leads, inspires and motivates others to contribute to and maintain a positive and collaborative work environment. Actively seeks opportunities to foster collaboration and appreciate diversity, resulting in a high degree of trust and strong long-standing relationships with teammates, stakeholders and/or superiors.
Communications: To practice respectful two- way communication and take care in forming an audience appropriate message, while being clear and concise in his/her communications and providing information in a timely manner.	May communicate in a disrespectful, ineffective or inappropriate manner, not taking the intended audience into consideration. Information presented is often unclear, inconcise and/or untimely.	Makes an effort to keep teammates, stakeholders and/or superiors informed but may have difficulty doing so in a timely fashion and/or forming a clear, concise and/or audience-appropriate message.	Consistently demonstrates respectful, audience-appropriate communications in a clear, concise and timely manner.	Consistently demonstrates expertise with multiple modes of communication and alters approach where appropriate, anticipating the needs of different audiences. Information is presented seamlessly and logically, and he/she often follows up to ensure understanding.
Empowerment: To encourage and recognize others, support professional development, manage work assignments effectively through conscious delegation and provide an appropriate level of autonomy.	Does not want to or know how to empower others, does not recognize others or support their professional development, does not delegate effectively, and often takes a "micro-management" approach to work assignments.	May delegate/share some tasks, but not pass on decision-making authority, or set clear guidelines/ parameters. Could have a tendency to micro-manage on occasion. Does not go out of his/her way to recognize others or promote professional development, but may do so if asked or reminded.	Willingly empowers others by delegating/sharing tasks and decision-making authority. Consistently recognizes others (either formally or informally) and supports professional development, where appropriate.	Consistently seeks out ways to share knowledge and expertise that supports the strengths and interests of others, and encourages various form of professional development. Consistently recognizes others in creative ways, and pays close attention to how individuals like to be recognized.



BUSINESS	Not performing	Developing	Achieves expectations	Exceeds expectations
Accountability: To set high standards of performance and hold him/herself and others (as appropriate) accountable to achieve results.	Does not hold him/herself to any specific performance standard. Fails to carry out commitments or achieve required results. Avoids holding direct reports (if applicable) accountable for results and/or initiating challenging performance conversations.	Sets satisfactory performance standards, but may not always achieve results. For the most part, takes responsibility for completing tasks, but may blame others or circumstances when commitments are not met. May have difficulty holding direct reports (if applicable) accountable for results and/or initiating challenging performance conversations.	Consistently sets high but reasonable performance standards for self and others, acts in a proactive manner and takes thoughtful risks, and holds self and others accountable for achieving results. Consistently meets performance expectations and, when needed, follows up with direct reports (if applicable) regarding performance concerns.	Consistently sets high but reasonable performance standards for self and others, shows persistence and tenacity to overcome obstacles, consistently exceeds performance expectations, and proactively addresses potential performance issues with direct reports (if applicable) in a respectful and supportive manner.
Business Acumen: To possess a comprehensive understanding of the business and how it connects to and impacts clients and stakeholders.	Criticizes existing strategies without offering alternate solutions. Deals with immediate problems without considering long-term impacts or opportunities. Does not seek to understand issues, processes, or impacts beyond those that affect him/her directly.	Comprehends most work-unit goals and strategies along with practical business functions, but may not have an interest in or understanding of issues, processes or potential impacts outside of the immediate work unit or branch.	Takes initiative to learn about the broad scope of organizational business and can draw connections between branches and divisions within the ministry. Aligns day-to-day actions with business objectives, and proactively identifies potential impacts to clients and stakeholders.	Anticipates changes in the business environment, seeks opportunities to improve organizational performance. Understands the political environment and how changes might impact the organization. Consistently applies a "systems thinking" approach, and sees and understands the "bigger picture".
Vision and Goal Setting: To actively support the vision of his/her business area and establish clear goals, performance measures and actions necessary to achieve success.	Unaware of the vision, mission and goals of his/her business area. Does not establish clear goals or seek input from supervisor regarding expectations or suggested performance measures. Does not act in alignment with the business and cultural goals of the organization.	Is aware of the vision, mission and goals of his/her work unit or branch, but may not fully understand them. Goals may be established but unclear, and he/she may not take the initiative to seek clarity regarding supervisor and/or client expectations. Actions are not always consistent or aligned with the business and/or cultural goals of the organization.	Is fully aware of and understands the vision, mission and goals of his/her branch, division, and ministry. Sets and achieves personal and team goals (where applicable) that support the ministry in achieving organizational and cultural success.	Future focused and inspires others to work toward achieving desired business and cultural outcomes. Consistently establishes clear goals and performance measures, and supports and encourages others to do the same. Helps to translate the mission, vision and goals into practical language for others.



ORGANIZATION	Not performing	Developing	Achieves expectations	Exceeds expectations
Engaging Partners: To demonstrate an ability to establish and develop multiple internal and external relationships that contribute to the effectiveness of the organization.	Does not willingly seek or build partnerships.	Provides information to stakeholders when requested. Shows little flexibility when working with stakeholders. Focused on short term.	Develops trusting and productive relationships with partners, across disciplines and hierarchies. Seeks ideas, concerns and needs from stakeholders for mutual benefit on an ongoing basis.	Builds a culture that supports building and nurturing strategic external partnerships. Works closely in conjunction with new and existing partners to achieve goals for the greater good of the organization.
Exposure: To seek opportunities to increase his/her organizational and executive visibility.	Does not understand or see value in increasing exposure. Keeps to him/herself and does not take any specific actions to broaden his/her network.	Works well within own business unit or branch, but does not take advantage of opportunities to broaden his/her network or get involved in projects or initiatives outside of his/her day-to-day work.	Demonstrates initiative in seeking opportunities to work on crossdivisional projects. Actively participates in networking events, mentoring opportunities and executive town-halls.	Has observable impact at the senior leadership level through personal credibility, leadership, confidence and an understanding of people's perspectives and interests. Strategically positions self to increase exposure within the organization, and regularly gets involved in committees or workgroups outside of his/her ministry.
Organizational Awareness: To navigate the structural, cultural and political nuances of the organization and demonstrate a strategic outlook and clear understanding of the bigger picture.	Does not take the time to learn how things work within the organization and often acts in contradiction with organizational norms. Is often blindly unaware of political nuances, and does not see beyond him/herself and the task at hand.	Recognizes and uses the formal structure or hierarchy. Often relies on others to help determine what to ask for and when. Is somewhat unaware of political nuances, and has little interest in understanding the bigger picture.	Comfortably navigates the structural, cultural and political nuances of the organization with little to no help required. Recognizes unspoken organizational limitations. Understands how to use timing, language and/or certain people to influence decisions. A good understanding of the bigger picture.	Thinks strategically, understands underlying organizational issues and predicts potential impacts. Has a broad understanding of the structural, cultural and political nuances of the organization and how those forces affect individuals, business units, and the organization as a whole. A strong understanding of the bigger picture.

Ministry of Energy and Mines Succession Management 2016 – Identifying Leadership Talent and Building Leadership Bench Strength

Table of Contents

In the following pages you will find:

- 1. Introduction
- 2. Communications
- 3. Process Map and Timing
- 4. Leadership criteria
- 5. Leadership checklist (to guide Executive Directors in identifying leadership talent in work units)
- 6. One-over-one conversation guide
- 7. One-over-one checklist (to support Assistant Deputy Ministers in documenting conversations)
- 8. Next steps

1. Introduction

Succession management is a key priority in the Corporate Plan, <u>Where Ideas Work</u>. A shrinking and competitive labour market compels us to develop a systematic approach for developing and retaining our employees.

Executive Directors' role (*may be delegated to Sr. Managers for some targeted roles)

The priority this year for the Ministry of Energy and Mines is leadership identification, assessment and development—and you have a key role to play.

The ministry is looking to identify a small cohort of employees who are ready or near-ready to advance to higher-level leadership positions. You are being asked to identify direct reports with supervisory responsibility who display high performance, high potential and who aspire to higher-level positions.

There are two tasks for you to complete by **Friday**, **December 16th**.

- 1. Use the leadership criteria and checklist to assess your direct reports,
- Prepare for a "one-over-one" conversation with your Assistant Deputy Minister (ADM) to discuss the strengths, accomplishments, areas for development, and career aspirations of your direct reports.

This document contains resources to support you in assessing the leaders in your work unit, and preparing for a one-over-one conversation with your ADM.

Corporate Services for the Natural Resource Sector November, 2016

*Please note that the target audience for this talent identification process is leaders below the Strategic Leadership level. Strategic Leaders displaying talent who are looking to move into executive positions will be supported through the ADM succession process.

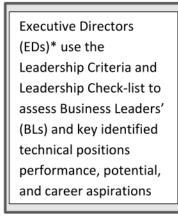
2. Communications

A communications plan is being developed to support this initiative. Targeted communications will be developed and launched through November and December. The focus of the communications will be to outline how the organization is aligning with the new corporate plan, Where Ideas Work, in creating a plan around succession management, as well as the expected evolution of succession management over time.

This year, the focus will be assessing bench strength in leadership and piloting development activities with a focused group of leaders that are ready or near ready to move into more senior leadership roles and/or identifying and mitigating risks associated with succession management priority positions. In subsequent years, we will look to build on this foundation and evolve our approach to a more comprehensive program of leadership development/support and succession management.

Communications will include info sessions for Executive Directors (EDs), communications to Business Leaders (BLs) and key technical positions, info sessions for BLs, etc.

3. MEM Process Map and Timing



Assistant Deputy
Ministers (ADMs) have
one-over-one
conversations with EDs
to understand
leadership bench
strength

Division Leadership team meet to discuss leadership bench strength, divisional development opportunities, and select candidates for ministry leadership cohort** Ministry Executive meets to discuss and identify ministry leadership cohort

Purpose: Assess BLs and key identified technical positions performance, potential, and career aspirations at the work-unit level, and prepare for one-over-one conversations with ADMs.

Purpose: ADMs understand leadership bench strength at workunit level, and prep for Divisional Leadership team conversations. Purpose: Understand divisional leadership bench strength; discuss divisional development opportunities; identify small number (likely 1 – 2 employees) for ministry leadership cohort.

Purpose: Leadership talent is discussed and ministry leadership cohort is identified. (*Targeting a small cohort for the Ministry)

Timeline: To be completed prior to one-over-one conversations

Timeline: Dec. 14 - 23

Timeline: Dec. 28 – Jan. 11

Timeline: Jan. 11 - 16

^{*}may be delegated to Sr. Managers for some targeted roles

^{**} cohort will be referred to as a leadership cohort throughout these materials

4. Leadership Criteria

The identification of leadership talent will focus on three key attributes: high performance, high potential, and career aspirations.

High Performance

A high performer is a key contributor and may be qualified for a broader role within the same profession, but has reached the potential to move upward in a management capacity (Bersin & Associates).

Individuals who demonstrate high performance consistently display the following:

1. Leading the Self

- Authenticity: operates in an open and transparent manner with a high level of integrity and credibility;
- Resilience: behaves in a way that supports a healthy work-life balance, flexibility and adaptability in times of change and focuses attention on things that are within his/her control;
- Self-Awareness: is aware of his/her strengths, areas for improvement, and potential blind spots, while being open to feedback and consistently taking advantage of opportunities to grow and develop.

2. Leading Others

- Collaborates: values the diverse perspectives and contributions of others, while fostering
 positive relationships through team collaboration and trust;
- Communications: practices respectful two-way communication and takes care in forming an audience-appropriate message, while being clear and concise in his/her communications and providing information in a timely manner;
- Empowerment: encourages and recognizes others, supports professional development, manages work assignments effectively through conscious delegation and provides an appropriate level of autonomy.

3. Leading the Business

- Accountability: sets high standards of performance and holds him/herself and others (as appropriate) accountable to achieve results;
- Business Acumen: possesses a comprehensive understanding of the business and how it connects to and impacts clients and stakeholders;
- Vision and Goal Setting: actively supports the vision of her/his business area and establishes clear goals, performance measures and actions necessary to achieve success.

4. Leading the Organization

- Engaging Partners: demonstrates an ability to establish and develop multiple internal and external relationships that contribute to the effectiveness of the organization;
- Exposure: seeks opportunities to increase his/her organizational and executive visibility;
- Organizational Awareness: navigates the structural, cultural, and political nuances of the organization and demonstrates a strategic outlook and clear understanding of the bigger picture.

High Potential

A high-potential employee has been identified as having the potential, ability and aspiration for successive leadership positions within the organization, (Bersin & Associates). Individuals who have high potential display the following attributes:

- Set ambitious goals and achieve them;
- Take personal accountability for delivering high-quality results;
- Demonstrate effective time management;
- Prioritize and proactively manage workload;
- Proactively seek to resolve conflict;
- Communicate effectively and appropriately with subordinates, peers, and superiors;
- Leading performer;
- Actively accumulate skills and experiences; are willing to tackle more challenging assignments;
- Demonstrate some of the skills and abilities of higher-level positions;
- Are ready, willing, and able to develop, and their growth is based on learning, which comes from new experiences beyond their current level;
- Demonstrate career ambition;
- Have enough time left before retirement to move into higher-level positions.

Career Aspirations

In order to be considered for the ministry leadership cohort*, individuals must also demonstrate that they aspire to higher-level positions and are interested in career advancement. This means they are willing and able to do the personal and professional development to advance.

*Please note that this year, the focus will be on development of those in leadership roles. Talent identification and development for individuals in key technical positions will be determined by ADMs for this pilot year and will be considered more broadly in the future.

5. Leadership Checklist

The following checklist will help to guide the assessment of leadership bench strength in your work unit, and will prepare you for a one-over-one conversation with your ADM. Bring a completed form for each of your Business Leader employees and key identified technical positions to your one-over-one meeting.

You may use different methods to assess the bench strength in your work unit, including (but not limited to):

- Reviewing past and current MyPerformance profiles;
- Reviewing Leadership Development Panel results and 360 assessments (if applicable);
- Reflecting on your own experience of this employee's performance and potential; and
- Having conversation with the employee, clients, stakeholders, etc.

Employ	ee's Na	me:	
Employ	ee's Tit	le:	
Expecta	itions, o	se indicate your assessment of the employee (Not Performing, Developing, Achieving or Exceeding Expectations) for each of the following competencies using the rubric in the mework provided:	
	Leads t	the Self:	
	0	Authenticity Assessment:	
	0	Resilience Assessment:	
	0	Self-Awareness Assessment:	
☐ Leads Others:			
	0	Collaboration Assessment:	
	0	Communications Assessment:	
	0	Empowerment Assessment:	
	Leads t	the Business:	
	0	Accountability Assessment:	
	0	Business Acumen Assessment:	
	0	Vision and Goal Setting Assessment:	
☐ Leads the Organization:			
	0	Engaging Partners Assessment:	
	0	Exposure Assessment:	
	0	Organizational Awareness Assessment	

attribut	tes:			
	Sets ambitious goals and achieves them;			
	Takes personal accountability for delivering high-quality results;			
	Demonstrates effective time management;			
	Prioritizes and proactively manages workload;			
	Proactively seeks to resolve conflict;			
	Communicates effectively and appropriately with subordinates, peers, and superiors;			
	Models the BC Public Service values;			
	Leading performer;			
	Demonstrates some of the skills and abilities of higher-level positions;			
	Is ready, willing, and able to develop beyond their current level;			
	Has enough time left before retirement to move into higher-level positions;			
	Would be willing to participate in development activities such as 360s, mentoring, experiential			
	learning opportunities, etc.; and			
	Aspires to higher-level positions.			
<u>Section 3.</u> Please answer the following questions, based on your knowledge of and MyPerformance conversations with the employee:				
What a	re this employee's areas of strength?			
What a	re this employee's recent accomplishments?			
What a	re this employee's areas for development?			
What a	re this employee's areas for development?			
What a	re this employee's areas for development?			

Section 2. For the following statements, please check if the employee consistently displays the following

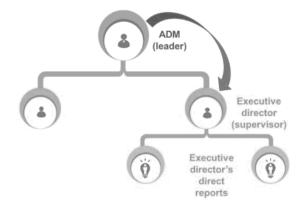
What are this employee's career aspirations?		
Executive Director Signature:		
Data.		

6. One-over-One Conversation Guide

The one-over-one is a conversation between a leader and a direct report who is a supervisor. The purpose of the conversation is to assess the strengths and development areas of employees who report to the supervisor. Following the one-over-one conversations, learning plans should be created for the employees to support their development and the ministry's succession management needs.

Process

For example, an Assistant
Deputy Minister (ADM) will
talk with an Executive
Director (ED) about the EDs
direct reports who supervise
staff.



- The ADM schedules meetings with his or her ED. The EDs are asked to come prepared with information about their direct reports (using the Leadership Checklist):
 - Strengths and recent accomplishments
 - Developmental needs
 - Career aspirations
- To prepare for these meetings, the EDs can review MyPerformance profiles, past Leadership Develop Panel and other information about performance (e.g., 360 assessments), reflect on their knowledge/experience of the employee, and have conversations with the employee, clients, stakeholders, etc.
- The ADM shares his/her own observations and interactions with the EDs direct reports and provides feedback on the EDs assessments.
- The one-over-one conversation can then inform further discussions between ED and their direct reports that will inform the employees' development.
- Divisional Leadership team will then meet as a group to discuss the results of the one-over-one
 conversations, identify the leadership bench strength at the divisional level, determine divisional
 leadership development opportunities, and decide which employees to recommend for the
 ministry leadership cohort (likely 1 2 per division).
- The ministry leadership cohort will engage in development planning and activities, such as experiential learning opportunities, 360 assessments, mentoring, etc.

7. One-over-One Conversation Checklist

This checklist is to support Assistant Deputy Ministers in documenting one-over-one conversations with Executive Directors. The purpose of the conversation is to assess leadership bench strength within each work unit, and prepare for conversations at the Divisional Leadership team level to identify divisional leadership development opportunities, and candidates for the ministry leadership cohort.

Please consult the One-over-One Conversation Guide to prepare for this conversation.

Date:	
Employee Name:	
Employee Title:	
Branch:	_
Notes:	

8. Next Steps

- 1. EDs will schedule time to assess their Business Leadership and key identified technical position direct reports, using the supports outlined in this document.
- 2. EDs and ADMs will then meet for the one-over-one conversation.
- Divisional Leadership team will then meet to discuss bench strength within the division, identify leadership development opportunities within the division, and determine candidates for the ministry leadership cohort.
- 4. Executive will meet to consider the candidates put forward from each division, and determine the ministry leadership cohort.
- 5. Once the ministry leadership cohort is identified, they will be notified and advised of next steps, which will include the development of a learning plan and commencement of development activities (e.g., 360 assessment, experiential learning opportunities). At that time, there will be further discussion about the nature of the activities and expected time commitments.

For now, any discussions about the ministry leadership cohort will be limited to executive meetings. Please do not share this information at this time.