BRITISH COLUMBIA
BC Public Service | Where ideas work

CSNR *Corporate Services for the Natural Resource Sector*

Natural Resource Sector

Knowledge Transfer:

A Process and Tools for Managers

Prepared by: People and Workplace Strategies Branch

Date: July 2016

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Note: *This guide has been adapted from Ministry of Social Development's Your Employee (Might) be Leaving: What's Next? Knowledge Transfer: A Process and Tools for Managers*

What if?

A current incumbent in a key function indicated that he/she has plans to retire in three months. Another employee who has specialized knowledge about one of your systems is actively being pursued by another employer. You know your team will struggle if you don't find a way to prepare them for the loss of these employees. Where do you start? This guide will walk you through the steps required to develop an effective knowledge transfer strategy, including tips on how to identify and store knowledge that needs to be transferred to others.

Who is this guide for?

This guide has been written primarily with supervisors, managers and directors in mind, because of their role in identifying key knowledge that should be shared and/or documented; however, staff may also find it useful in developing their own plans to either transfer or acquire knowledge.

When should I start this process?

In an ideal world, the knowledge transfer process should be ongoing, and even more focused when you know a key employee will be leaving his/her position. Although we often don't have the luxury of such an extended timeframe, the more time you can allocate to the process, the more thorough the knowledge transfer will be. For employees who hold specific, specialized skills or knowledge, it is critical to begin as soon as possible.

Knowledge Transfer – The Process

- This guide begins with a discussion about the difference between ***explicit*** and ***tacit*** knowledge. It's important to understand how these two methods of transferring knowledge differ from one another.
- The next step is to **identify your learners**, or those people who need to acquire the knowledge from the current experts.
- Your final task in this first section of the guide is to **identify what knowledge needs to be transferred,** and determine the best way to facilitate this knowledge transfer.
- The second section of this guide gives you suggestions on how to do this.

The Difference Between Explicit and Tacit Knowledge

Explicit knowledge is information that can easily be documented, like a list of instructions or documentation of facts. This type of knowledge is often stored on spreadsheets, on word documents or in manuals, intranet pages and wikis.

Tacit knowledge relates to *how* something is accomplished rather than what. It provides context.

Using the example of riding a bike, explicit knowledge would include providing instructions

on how to place your feet on the pedals, use the gears and inflate the tires. Tacit knowledge involves how you balance and steer while you're on a bike. Many people don't realize that they steer by leaning into a curve rather than by pointing the handlebars in a certain direction. Without consciously knowing this, it is difficult for them to accurately describe how to ride a bike. Sometimes showing and helping works better than telling. In the workplace, tacit knowledge can include unwritten informal protocols, understanding of the corporate culture, a wealth of experience that informs current decision making and ways of perceiving, analyzing or interpreting information. To transfer tacit knowledge, methods like mentorship, job shadowing, apprenticeship, case studies, simulation exercises, conversations and video are effective

Identify What Knowledge Needs To Be Transferred

The primary challenge in this step is that many people don't understand the value of their knowledge; they may even think that everyone holds the same information or that their way of working through problems is simply a matter of using "common sense".

If you asked your departing employees to embark on a reflective exercise and document the knowledge that their teams will need after they're gone, you would likely end up with a short list of facts – and any tacit knowledge would doubtless leave with the departing employees. To truly draw out a person's knowledge base you need to interact with them and ask probing questions.

Identify Your Learners

In order to develop your Knowledge Transfer strategy, you need to have an idea of how the knowledge will be used, who needs access to it, and what the individual's learning styles and levels of expertise are.

Examples include: current team members, new hire / concurrent hire, provincial peers, committee members, other employees around the province, as and when required.

Interview The Knowledge Holder and His/Her Team

Some best practices to keep in mind when interviewing the knowledge holder:

- Whenever possible, have learners participate in the interviewing process.
- During the interview, focus on identifying what specific knowledge needs to be transferred. This is the time to build a plan for what knowledge needs to be transferred and how best to successfully transfer the identified knowledge. Extracting the knowledge takes place after your strategy is developed.
- Be prepared that more than one interview may be needed to develop your knowledge transfer plan.
- Be prepared to make an investment in staff time. Eliciting knowledge takes time and so does documenting it.

The sample interview questions below are primarily directed towards the departing employee, but there are also questions that can be asked of the employee's supervisor and colleagues.

Sample Interview Questions[1]

<u>Knowledge Questions</u>

- What are the technical and professional skills required to do your job?
- How do your work unit's business processes contribute to the success of your team and the larger organization?
- What are the critical measures of the success of your business unit and corporate strategies?
- What are the changes or issues that are being discussed or taking place in your area of expertise?

<u>Experience Related Questions</u>

- What are your experiences and key achievements / accomplishments in your position?
- How do you successfully deal with internal and external stakeholders?
- What tools do you use to manage the performance of others and provide development opportunities for staff?
- What steps do you take when preparing for and presenting business plans?
- How do you effectively lead an organization, a cross-functional or special project team?

[1] Adapted from the Forest Service document "*Integrating Knowledge Sharing and Collaboration within the Forest Services*" (2005/06)

Sample Interview Questions (continued)

Competency Related Questions

- What competencies do you possess that are critical to your job?
- How do you help others understand or accept a substantial change in their work or work environment?
- How do you create strategic relationships with stakeholders, partners and clients?
- How do you best use those strategic relationships to benefit the organization?

Attributes/Values Related Questions

- What attributes or values help you excel in the job?
- How do you inspire confidence and elicit trust in others?
- What steps do you take to ensure that your actions are consistent with your values?
- How do you create a corporate culture that embraces the public service values?

In addition, to elicit tacit knowledge consider using behavioural event interviewing questions. The stories they tell will help surface thought processes, strategies and ways of analyzing information.

General Questions

- What general advice or "words of wisdom" would you like to leave for your successor?
- Are there other places you can go to get the same information and assistance?
- What concerns you about this person's imminent departure?
- Does the current incumbent have anything additional to add to support the learner in the role? For example:
    - Resources
    - Contact Network
    - Procedural
    - Project and Lessons Learned
    - Stories
    - Historical Reasoning
    - Best Practices
    - Checklists
    - Frequently Asked Questions
    - Decision Matrices
    - Templates

Knowledge Transfer Methods You Can Use Every Day

To transfer knowledge there must be a method of interaction between the departing employee and the learners. Most often this takes the form of an in-person meeting or dialogue; however, when the specific identity of the learners may be unknown or when the knowledge must be shared widely, it is important to select an appropriate method for documenting and storing the knowledge. In the Conference Board research report *Bridging the Gaps: How to Transfer Knowledge in Today's Multigenerational Workplace*, Diane Piktialis and Kent Greenes suggest the following methods to promote knowledge transfer:

- **Action Review** – Used to stimulate team learning in the midst of a project or initiative, the Action Review helps the team learn and modify their approach at natural pauses or breaks in the program. An Action Review involves a roundtable team discussion where every member of the team responds to four questions:
    - What was supposed to happen? (does the team have a common understanding?)
    - What actually happened? (stick to the facts, avoid conjecture)
    - Why were there differences?
    - What can we learn and do differently right now?
- **Communities of Practice** – Involves a group of experienced practitioners who voluntarily come together to share their learning in a particular area. The goal is to improve their individual practice or performance. Generally the group will define their terms of reference. The group requires a leader as well as someone who can facilitate the sharing (for example, by creating and managing a Sharepoint site for sharing documents and/or distributing minutes or newsletters).
- **Knowledge Self-Capture -** This reflective activity can look like a work plan for your successor. To create a template, start by "chunking" your work or projects. Below is a sample template for knowledge self-capture.

Knowledge Transfer Methods You Can Use Every Day

Knowledge Self-Capture

Title of first project or clustered work activities (ex. "business planning")

- Your role
- Business context (why is this work important to the organization?)
- Where are the documents stored? (insert hyperlinks when possible)
- Current status of the work
- Next steps and key dates
- General process information
- Key contacts and their roles (include contact information)
- Key lessons and advise

Title of second project or clustered work activities (ex. "business planning")

- Your role
- Business context (why is this work important to the organization?)
- Where are the documents stored? (insert hyperlinks when possible)
- Current status of the work
- Next steps and key dates
- General process information
- Key contacts and their roles (include contact information)
- Key lessons and advise

Additional topics as required.

- **Leadership Transition Workshop** – A half-day or full-day session that promotes "letting go" of the old leader and symbolizes a changing of the guard. It also initiates relationship-building between the new leader and the team, as well as a business planning process or a review of the current progress of the existing business plan goals.

  A sample agenda for a Leadership Transition Workshop is on the following page.

Knowledge Transfer Methods You Can Use Every Day

Sample Agenda for a Leadership Transition Workshop[2]:

1. Facilitator (10 minutes) – Brief overview of meeting and reasons for holding it
2. Outgoing team leader (45–60 minutes), summarize:
   - Successes during tenure
   - Things to continue
   - Personal knowledge and insights gained during tenure

(Outgoing team leader leaves meeting)

3. Introductions and goals for the remainder of meeting (about five minutes per person)
   - Participants introduce themselves stating their personal strengths, weaknesses, concerns and sharing what they have heard about the incoming leader
   - Facilitator asks the group "Is there anything we need specifically to focus on or avoid?"

(Incoming team leader leaves meeting for Item 4)

4. Facilitator leads group to capture the main issues (one to two hours)

Questions may include:

- Focusing on things critical to next six months, what should the new leader be aware of?
- What stands out from the personal knowledge shared by the departing leader?
- Of these prime issues, which is the highest priority?
- What are the issues the incoming leader needs merely to be aware of and which require his/her active participation?

(New leader returns to meeting)

5. Team briefs new leader on issues (one hour)
   - Discussion
   - New leader asks questions to clarify as necessary
   - Team identifies actions
6. New leader shares his/her values and hot buttons (20 minutes)
7. Team reviews action items and meeting is closed

[2] Adapted from The Conference Board research report, "*Bridging the Gaps: How to Transfer Knowledge in Today's Multigenerational Workplace*" by Diane Piktialis and Kent A. Greenes

Knowledge Transfer Methods You Can Use Every Day

- **Mentoring** – Mentorships are dynamic relationships between an experienced individual (mentor) and a novice (mentee). The goal is usually career development for one or both of the participants. Find a number of resources to get you started on the Natural Resource Sector's learning site **Growing U**.
- **Storytelling** – This can be done through either casual conversation or through targeted questions. Stories can be documented on a wiki, used to create a case study and in mentoring relationships. Stories provide an enormous amount of contextual information to decision making, and without explicitly stating how you identified which pieces of information were most important, it demonstrates what you concentrated on and addressed, which in turn can prompt questions from the audience.

  When a person is unaware of precisely what needs to be conveyed, storytelling can be an excellent resource. Some people may have difficulty getting started; consider providing them with some questions beforehand or asking them about what they learned from completing a specific task or project. Don't hold a storytelling marathon – schedule "storytime" and limit the learning to one or two stories per session. This will prevent your storyteller from becoming fatigued, increase the ability of the learners to absorb the information and help you maintain the operational requirements of your business unit.

  Stories don't work well in a manual or a word document and even videos will remain on a shelf gathering dust unless they are "assigned" in a formal training process. Finally, if you're using stories to convey information, be as brief as possible while still ensuring that all the contextual information is included.
- **Wikis** – The best example of a wiki is Wikipedia.com. Because a wiki uses key words to conduct a search and related pages are hyperlinked together, a wiki is an ideal way to store information for "just in time" learning. Essentially, a wiki is a collection of web pages that any user can contribute to, edit or modify. It is a collaborative means of capturing knowledge where peers keep each other accountable. A defining characteristic of wiki technology is the ease with which pages can be created and updated. Generally, there is no review before modifications are accepted. Edits, however, can be made in real-time and appear almost instantly online. Private wiki servers usually require employees to log in so that their entries are signed and dated. Most wikis keep a record of the changes made to wiki pages; often every version of the page is stored. This means that if a mistake has been made or the page has been vandalized, authors can revert to an older version of the page.

Knowledge Storage

The next step is to identify the best storage mechanism to ensure many people will have access to the knowledge for years to come.

Storage mechanism	Useful when:	Example	Do not use when:	Don't use for:
Books or Binders	• Static information • One user • Indexed easily	• Process or procedures manual	You want more than one person to access the information, or; the information relates to a number of different areas	Stories, event reports, contextual information (they collect dust, and potential users might not know they exist)
Folders on the LAN	• Updated periodically • Multiple users • Indexed easily	• Process or procedures information • Meeting minutes • Project documents	The information relates to a number of different areas, as cross-indexing can be difficult	Stories, event reports, contextual information
Films / Videos	• Static information • Demonstrating "how" is as important as "what" • Audience engagement	• How to conduct a Behavioural Event Interview	Providing simple, factual information that can easily be stored in a document, or; you want people to refer to the information frequently	Telling supervisors which forms need to be completed when hiring a new employee
Sharepoint Document Library	• Updated regularly • Multiple users in multiple locations • Indexed easily • Access to the information must be controlled	• Process or procedures information • Meeting minutes • Project documents	The information relates to a number of different areas, as cross-indexing can be difficult	Stories, event reports, contextual information
Sharepoint Wiki	• Updated regularly • Multiple users in multiple locations • Multiple contributors • Complex information with multiple reference points, indexes	• Community resource information that needs to be searched by location, type of resource, or target population / specialization • Case studies	You want to control who contributes to or views the knowledge base	Confidential or sensitive information

Develop your Knowledge Transfer Strategy

Each of the sections in this guide has addressed an aspect of knowledge transfer - an organic process that occurs over a period of time. By following the steps in this guide, you will maximize the volume of knowledge captured, and by considering the preferences of both your knowledge holders and your learners, you will maximize the effectiveness of the knowledge transfer.

When developing your strategy, consider the following factors:

1. transition time
2. the need to transfer explicit vs. tacit knowledge
3. the learning styles and readiness of the learners
4. the availability and personal style of your knowledge holder
5. the number of people to whom the knowledge holder will be transferring the knowledge

Whatever your strategy, ensure it includes:

1. timetable
2. identification of the type of knowledge required
3. identification of the knowledge holder
4. identification of the learners
5. method(s) for extracting knowledge
6. method(s) for documenting / storing knowledge
7. method(s) for transferring knowledge to learners

Need Help With Knowledge Transfer?

Consider using a facilitator or an oral history student to help you elicit and document the knowledge.

Questions? People and Workplace Strategies is available to answer your questions and help get your knowledge transfer process started: contact your Strategic HR Advisor, or send an email to CSNR Strategic HR Inquiries (PAWS).

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Corporate Executive Orientation Session

August 2016

Agenda

Item
1. Introduction
2. Deputy Ministers' Committee on Public Service Innovation
3. Corporate Human Resource Plan 2016
4. Corporate Succession Management Approach
5. Management Classification and Compensation Framework

DEPUTY MINISTERS' COMMITTEE ON PUBLIC SERVICE INNOVATION

CORPORATE EXECUTIVE BRIEFING
AUGUST, 2016

BRITISH COLUMBIA
BC Public Service
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DMCPSI: MANDATE

"The Deputy Ministers' Committee on Public Service Innovation (DMCPSI), a sub-committee to Deputy Ministers' Council (DMC), sets and aligns the human resource, technology and operational vision for the future of the public service to ensure it keeps pace with innovations in service delivery and the evolving needs and expectations of citizens."

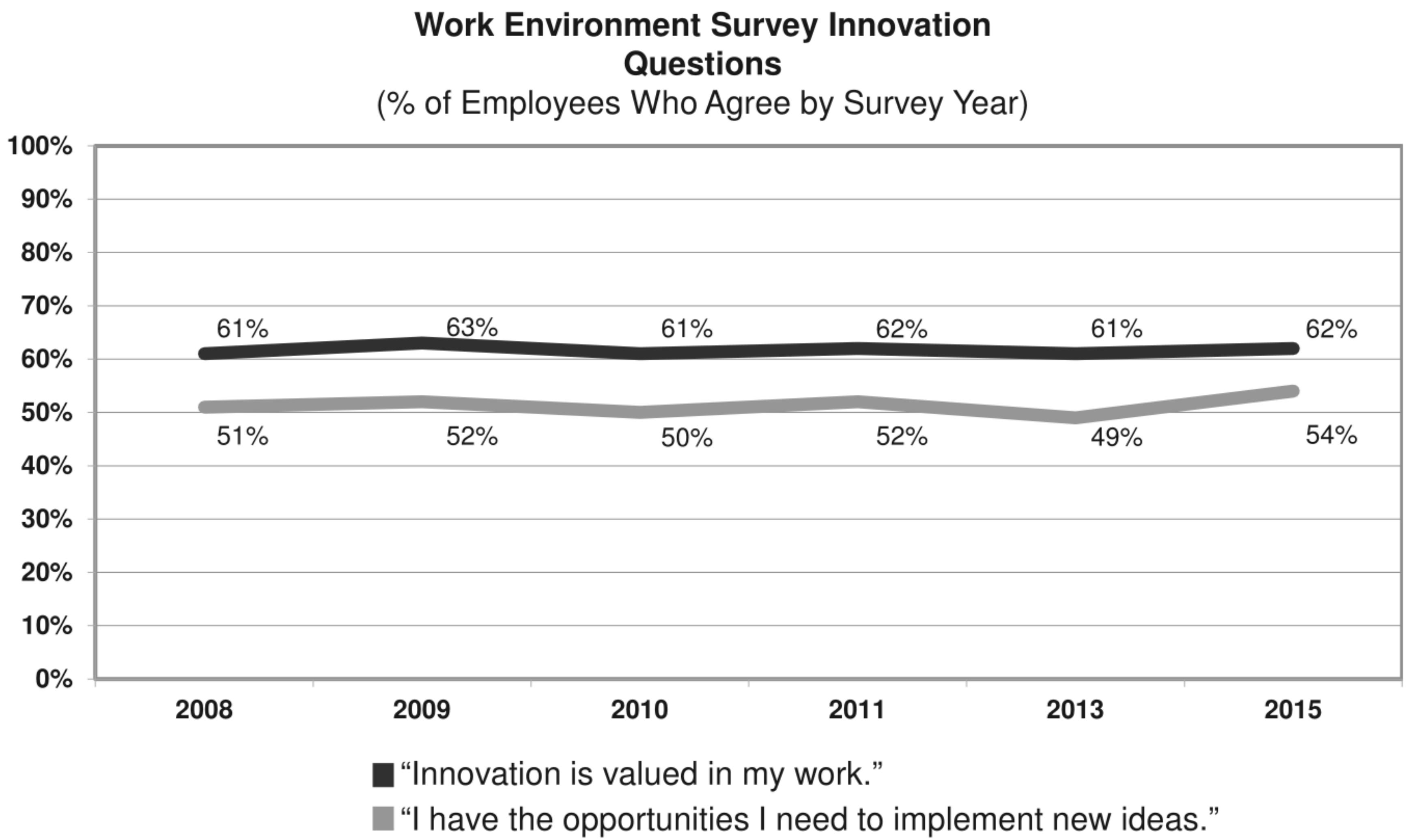
-DMCPSI Terms of Reference

INNOVATION: WHAT WE TRIED

2008 Corporate HR Plan: *"Innovation must become not just something we do on a project-by-project basis, but something we apply in everything we do. This culture of innovation will be built around our commitment to encourage and act upon the ideas brought forward by BC Public Service employees."*

- Integration into the BC Public Service Values.
- Network of "Innovation Champions" across ministries.
- Spark as an online platform for employee ideas and collaboration.
- Ideas Shine program to reward innovation that generated measurable savings.

INNOVATION: THE IMPACT



INNOVATION: KEY ELEMENTS

Leadership
Visible, engaged and actively innovative executive and senior leaders.

Clarity
Clear objectives and intent with an understanding of what innovation is and isn't.

Resources
Opportunities and support to move ideas from concept to execution.

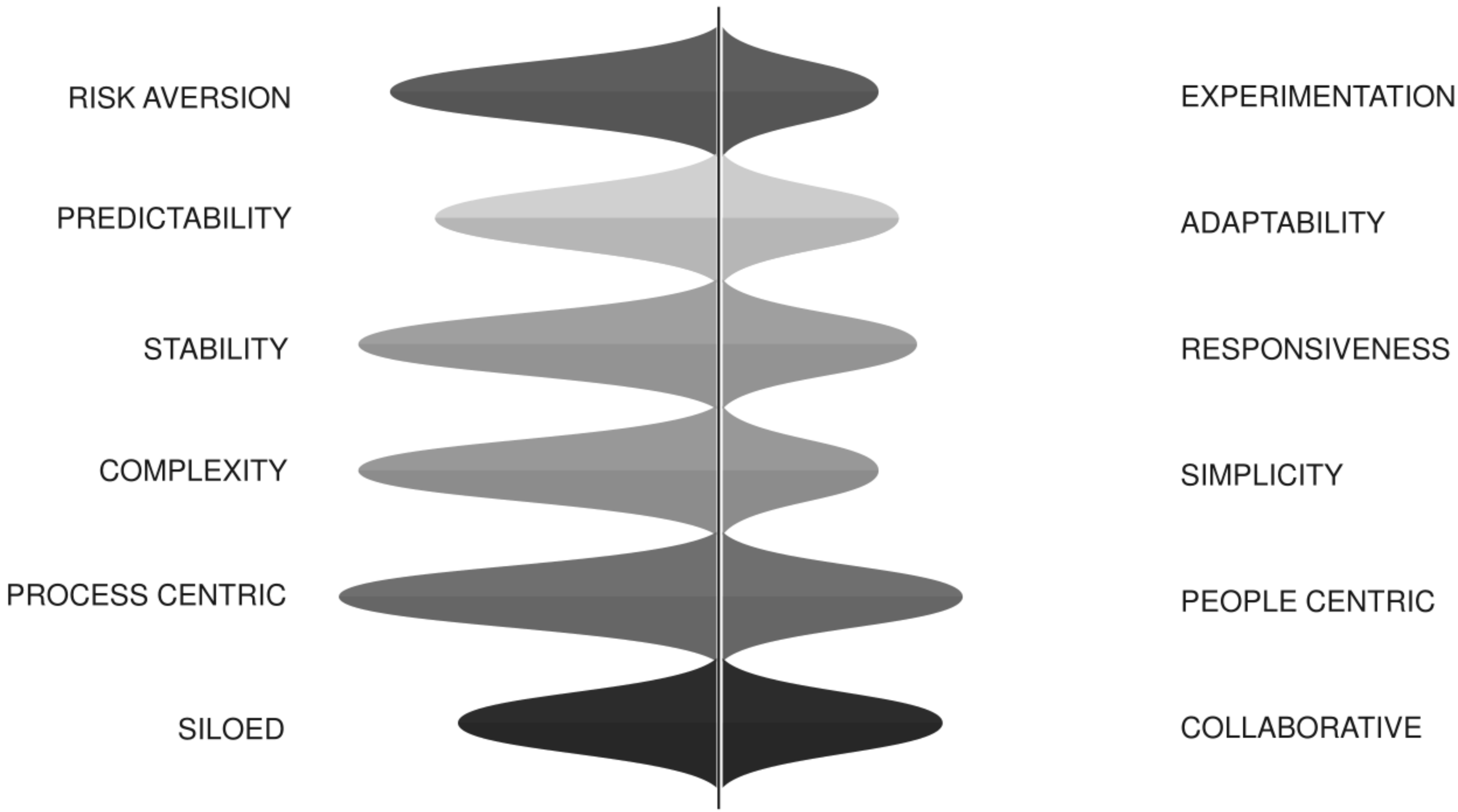
Networks
Reaching across and beyond the public service to empower "the willing and able."

Communication
A compelling, open narrative to define and demonstrate the culture we seek.

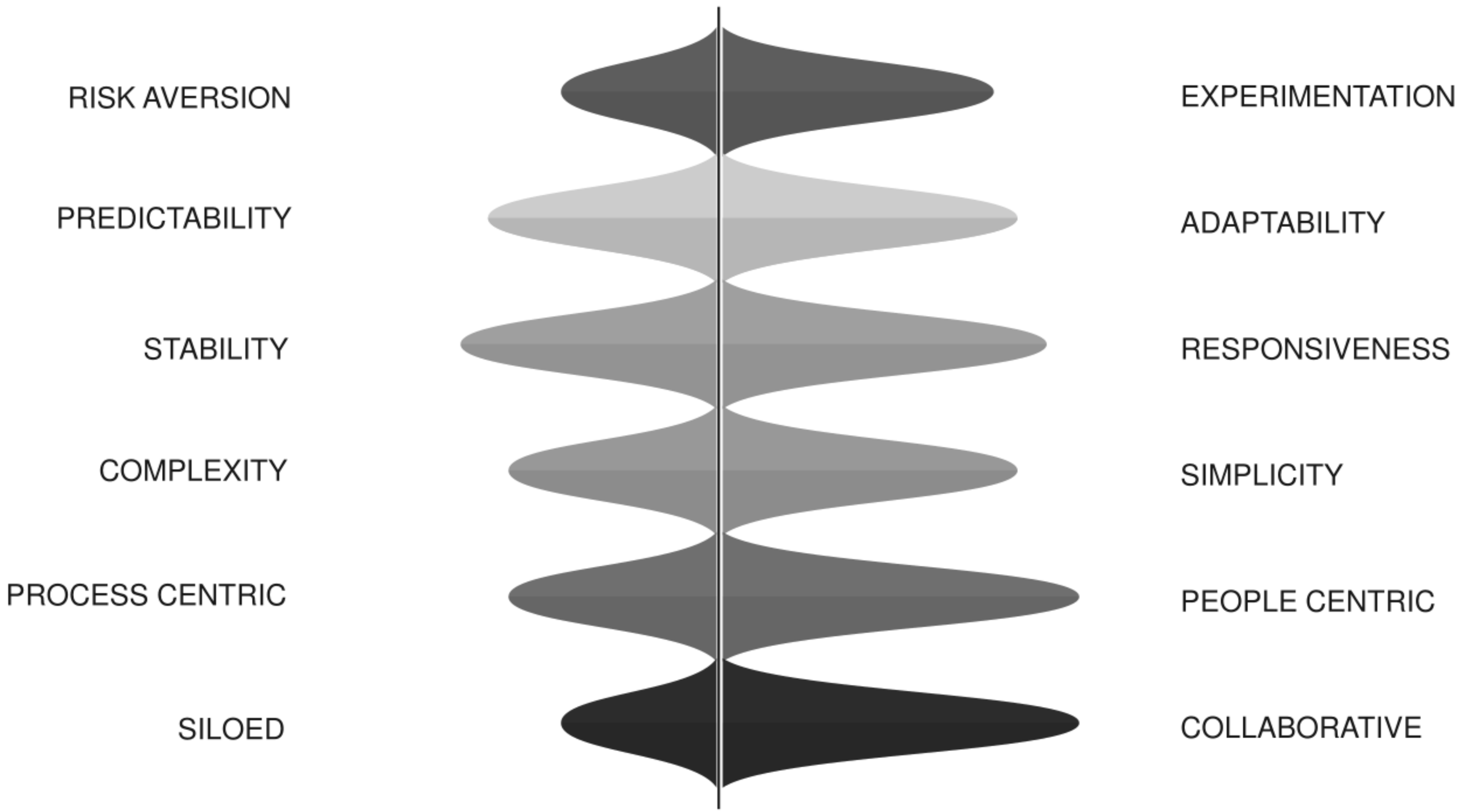
Removing Barriers
Genuine space and flexibility to experiment and test ideas and solutions.

Building Capacity
Expanding the core skills of the public service to solve problems in new ways.

CULTURE: WHAT WE HAVE



CULTURE: WHAT WE NEED



PRIORITY: INNOVATION HUB

Establish a “Proto Innovation Hub” drawing on the best practices from other public sector jurisdictions to initiate a renewed focus on innovation for the BC Public Service. Year 1 priorities for this proto hub will include:

- Define the scope and goals of a renewed innovation agenda for the BC Public Service.
- Begin to socialize the narrative on innovation and identify opportunities to demonstrate a shift in culture.
- Coordinate and support “catalyst projects” DMCPSI can champion as examples of innovative practice.
- Identify skill gaps, barriers and priorities for capacity building to support innovation, including initiating experiential learning and internship opportunities.
- Develop internal and external network options to support “the willing and able.”
- Define the business plan, model and mandate of a fully functional Innovation Hub.

INNOVATION HUB: PRINCIPLES

TRANSPARENT: open and proactive internal communications to define an innovation narrative for the BC Public Service.

NETWORKED: energy focused on building connections across and beyond the BC Public Service.

HUMAN: innovation is not technology focused, but human focused – placing the priority on improving the citizen and employee experience.

EXPERIMENTAL: innovative practices will define how the Hub approaches its work.

ACCOUNTABLE: the Hub will be accountable to DMCPSI in its operations and development.

ALIGNED: the Hub and its work will demonstrably align with the values of the BC Public Service and the priorities of government.

INNOVATION HUB: CATALYST PROJECTS

Centre for Data Innovation

Accessible linking of public sector data.

Continuous Service Improvement Lab

Enable accelerated solutions to service improvement challenges.

Behavioural Insights Unit

Demonstrate and develop the potential for behavioural insights in policy design.

Employee Onboarding

Modernize, streamline and simplify employee onboarding across the BC Public Service.

Other Projects TBD

PROJECT: BEHAVIOURAL INSIGHTS UNIT

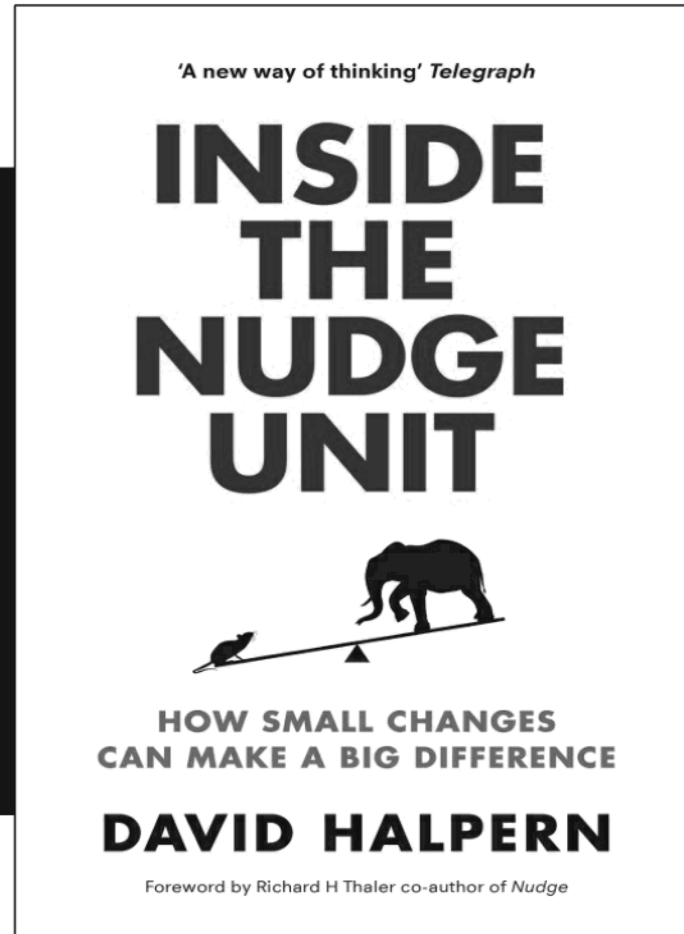
"If citizens aren't responding to your programs or services, it is government's responsibility to fix that. It's not the citizens' role."

-Maya Shankar, Chair, White House Social and Behavioural Sciences Team

CONTEXT: WHAT IS BEHAVIOURAL INSIGHTS?

"We think if we pass a law something will happen. If we change a price something else will happen. And often it turns out people are much more complicated than that."

-David Halpern, UK Behavioural Insights Team



B.I. UNIT: WHAT WE'RE DOING

TEAM: corporately funded, small team in place by September (3-4 FTEs), accountable to DMCPSI.

NETWORK: partnering with national and international practitioners and academia.

MANDATE: directed by DMCPSI to pilot B.I. practices and begin building corporate capacity.

PROJECTS: supporting 5-6 pilot projects to be completed in fiscal 16-17, reporting back to DMCPSI for future direction.

MEASUREMENT: identifying metrics appropriate to the pilot projects, with transparency on results.

B.I. UNIT PROJECTS: CONSIDERATIONS

Clear Problem
Able to clearly define a problem with room for improved outcomes.

Population Data
Ability to define and segment a sample population.

Measurement
Ability to track and assess outcomes of RCT's.

Resourcing
Ability to commit subject matter expertise and other required resources.

Mindset
Openness to experimentation and trying new approaches to solve the problem.

Commitment
Prepared to report and act on results of the project.

CORPORATE HUMAN RESOURCE PLAN 2016

CORPORATE EXECUTIVE BRIEFING
AUGUST, 2016

BRITISH COLUMBIA
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CONTEXT: MILESTONES 2006-2015

● = Ongoing and still active program or initiative

○ = One-time launch/event or deactivated initiative.

2006
- ○ 1st Edition of Being the Best
- ● Pacific Leaders launched
- ● Work Environment Survey launched
- ● @Work site launched
- ○ All postings opened to external candidates

2007
- ● Aboriginal Youth Internship Program launched
- ● Premier's Awards regional events added
- ● Where Ideas Work brand launched
- ● Corporate Oath and Orientation sessions launched

2008
- ● BC Public Service Values released
- ○ First B.C.'s Top Employers Award
- ○ Spark site launched
- ● E-Performance launched

2009
- ● HR Transformation to a shared services model
- ○ Workforce adjustment (09/10)
- ● Flexible Benefits implemented
- ○ First Canada's Greenest Employers Award

2010
- ○ Citizens @ the Centre launched
- ○ First Canada's Top Employers Award
- ○ First Canada's Top Family Friendly Employers Award

2011
- ● MyHR launched to support self-service
- ● Open Government initiative launched
- ○ Leading the Best exec recruitment and development strategy published
- ○ Developing the Best corporate learning strategy published
- ● 10 Best Places to Work in the BC Public Service launched

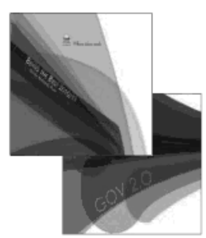
2012
- ● Leading Workplace Strategies launched
- ○ Managed staffing strategy launched
- ○ Lean initiative launched
- ○ Reflecting Our Communities diversity strategy launched
- ● MyPerformance launched

2013
- ○ Workstation refresh
- ○ Core Review initiated

2014
- ● Region to Region program launched
- ○ Accessibility 2024 released
- ● New Learning Management System
- ○ First Top Employers for Canadians Over 40 Award

2015
- ● Work-Able Intern Program launched
- ● New Time and Leave Application launched
- ● Modest exit from managed staffing

Jessica McDonald | Allan Seckel | John Dyble



CONTEXT: 10 YEARS LATER

Employee consultation through the Region to Region program for the first time directly engaged employees in shaping the plan.

The demographics that sparked Being the Best in 2006 were delayed, but in some ways are now more acute.

Corporate employee engagement has only now returned to 2009 levels.

10th anniversary edition provides an opportunity to refresh and renew the direction for the BC Public Service.

2016 EDITION: KEY THEMES

A renewed focus on the strength of a single employer culture and a consistent employee experience that allows us to meet the current and future needs of government and citizens.

2016 EDITION: KEY THEMES

Innovation that enhances the employee experience and simplifies, modernizes and streamlines the citizen experience.

2016 EDITION: KEY THEMES

The BC Public Service as an organization dedicated to maintaining and enhancing public trust and confidence in government through collaboration and innovative problem solving.

2016 EDITION: GOALS

Building Our Internal Capacity

- Corporate Succession Management
- Improvements to how we manage TAs
- Leading Workplace Strategies and other supports for mobile working.
- Potential improvements to Pacific Leaders

Improving Our Competitiveness

- Re-opening all competitions to external candidates
- Corporate co-op and intern strategy
- More flexible work options
- Renewed focus on diversity
- Corporate Health 2.0 Strategy

Enhancing Service to Citizens

- Personalized service delivery strategy
- Innovation Hub and related initiatives
- IM/IT initiatives
- Improved interjurisdictional and inter-sector partnerships to share expertise.

Corporate Succession Management Approach

August, 2016

Prepared for: Corporate Executive

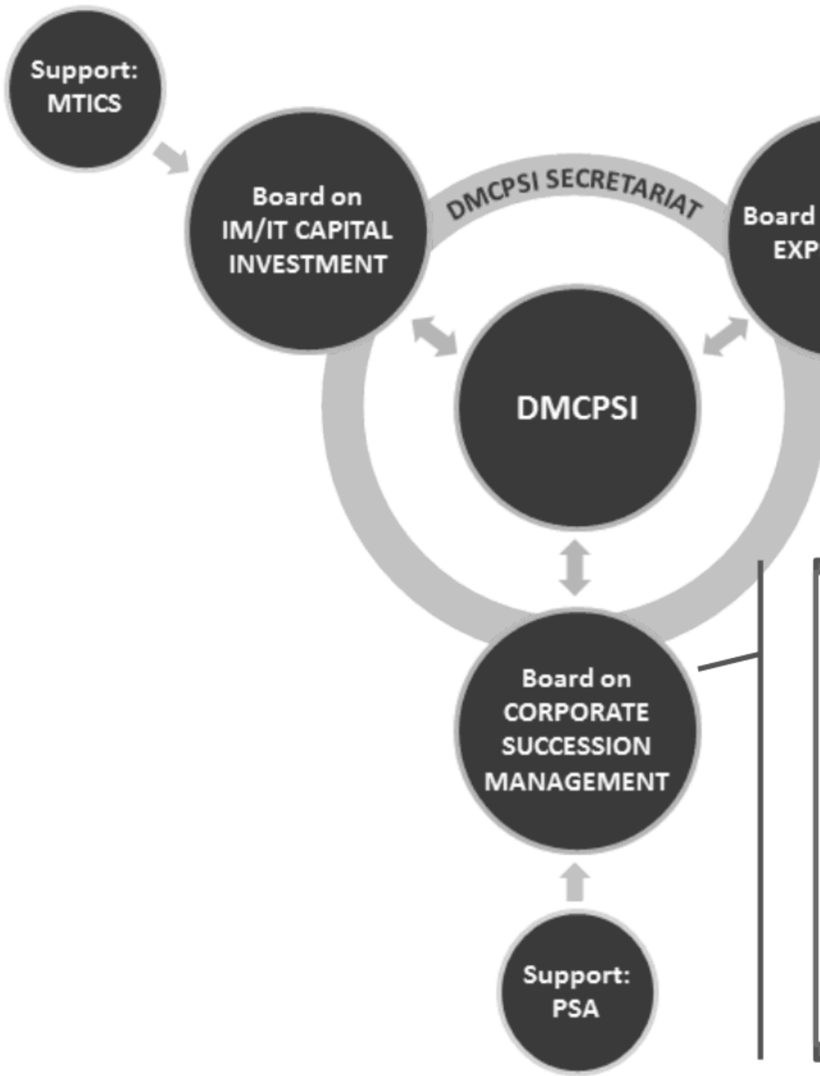
Agenda

1. What is Succession Management?
2. Governing the Work
3. Internal & External Drivers
4. BC Public Service Context
5. Risks of Not Managing Succession
6. Research Tells Us
7. Current & Future State
8. Proposed Design Principles
9. Proposed Approach
10. Key Success Factors
11. Holdbacks: Measures and Targets

What is Succession Management?

A disciplined and systemic approach to identify, attract and develop employees to fill critical positions and key roles needed now and in the future.

Governing the Work



- Lori Halls, DM, BCPSA, Chair
- Doug Caul, DM, MARR
- Grant Main, DM, TRAN
- Kevin Jardine, Assoc DM, EAO
- Kurt Sandstrom, ADAG, JAG
- Trevor Hughes, ADM, LBR
- Jill Kot, ADM, EDUC
- Richard Manwaring, ADM, FLNRO
- Christine Massey, ADM, MCFD
- Elan Symes, ADM, FIN*

Context: Why Succession Management?

Internal Drivers

- Business goals & strategic initiatives
- Demographics of our workforce
- Health of our talent pipelines
- Employees' own career aspirations
- Lack of diversity
- Need for targeted employee retention efforts
- Ad hoc knowledge transfer

Context: Why Succession Management?

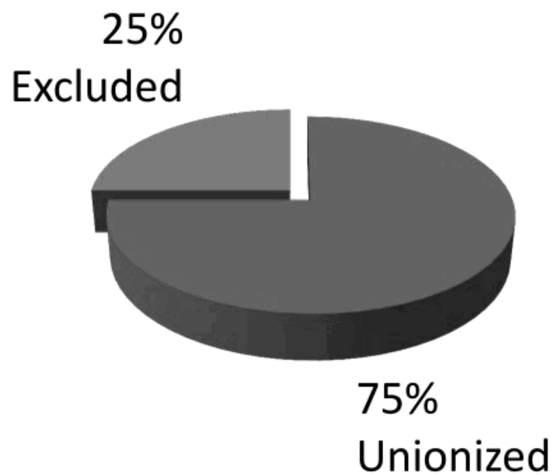
External Drivers

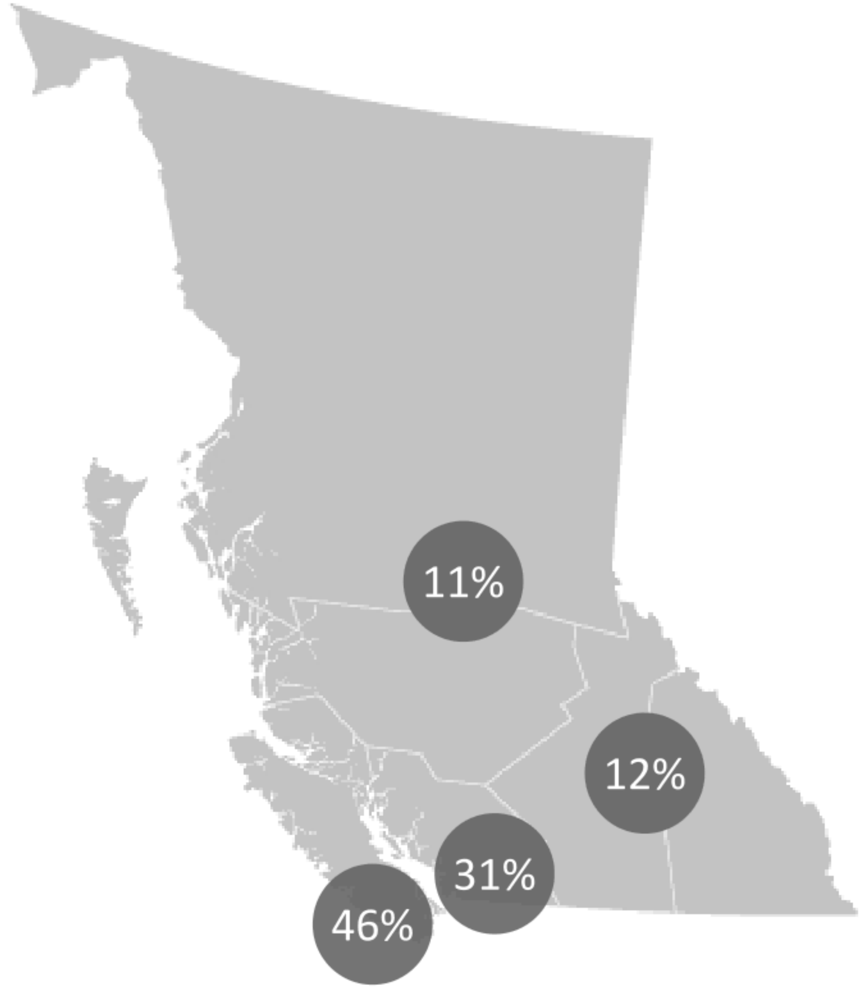
- Global economic conditions
- Demographic shifts & shrinking provincial labour force
- Growing scarcity of “skilled” labour
- Increasing competition for talent
- Need for competitive advantage
- Emerging technology

Workforce Overview

HEADCOUNT

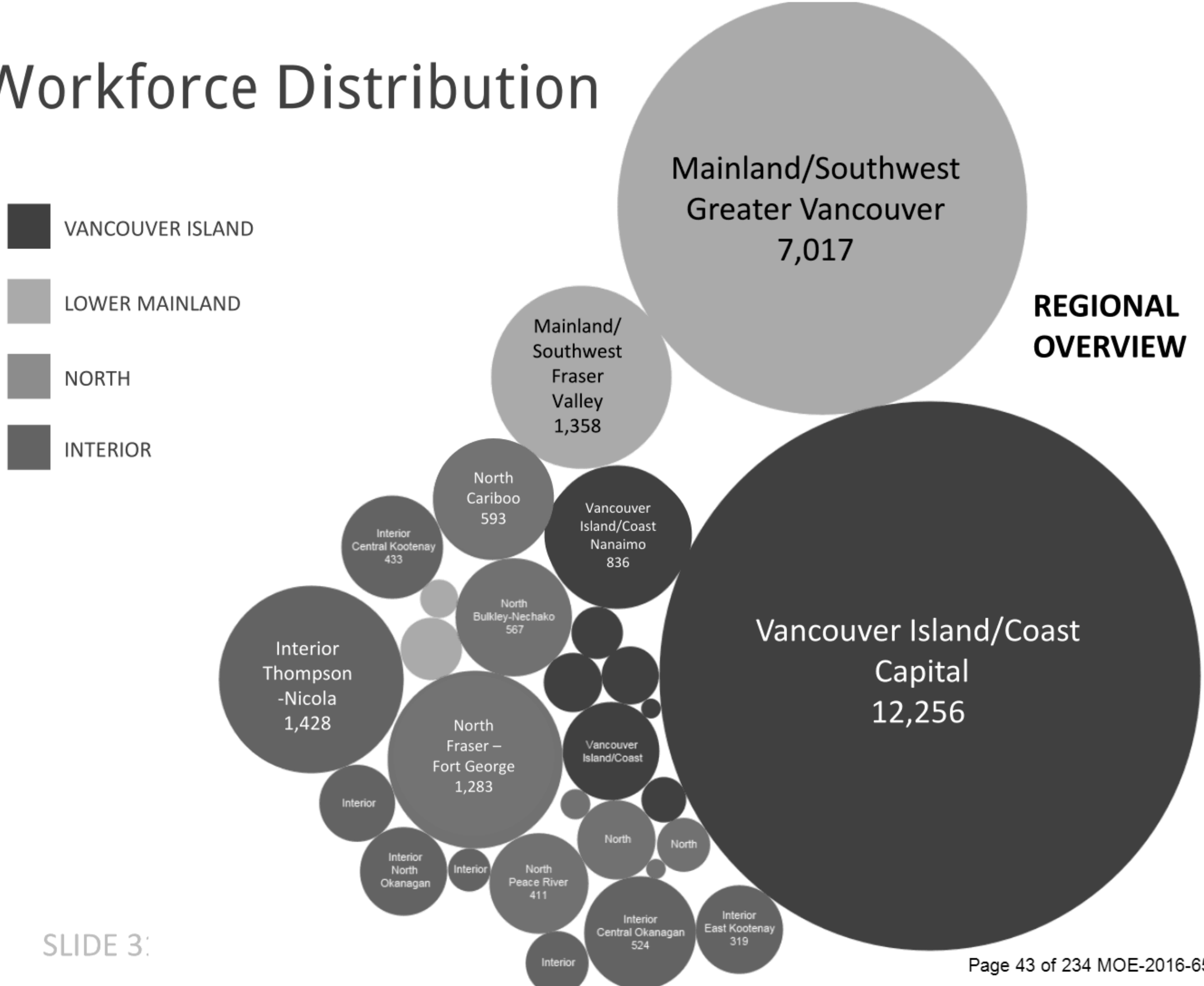
26,167 employees





Source: PeopleSoft report, core BC Public Service, regular employees
Gov PS Act Regular Staff Metrics Fiscal 07 to 16

Workforce Distribution



SLIDE 3:

Workforce Demographics

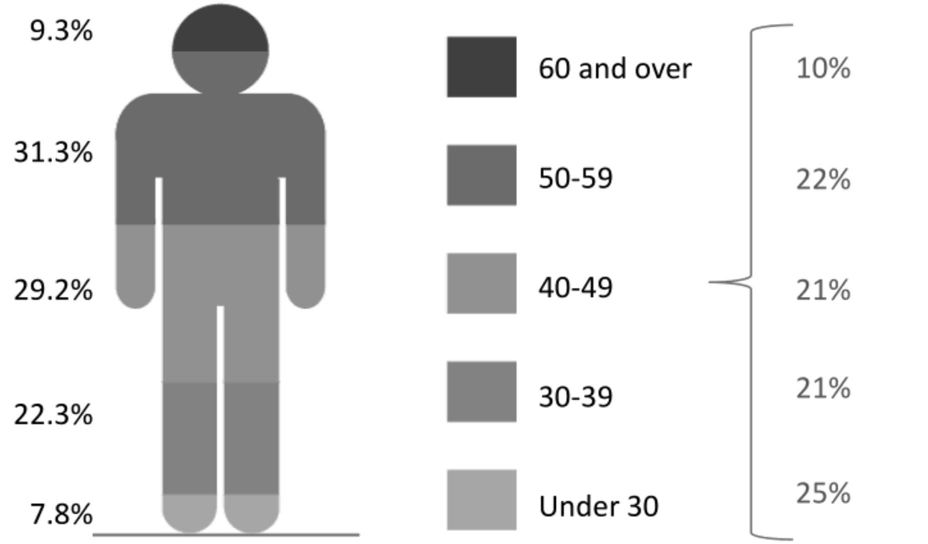
FY2015-16 AVERAGE

46.2
years of age

14.3
years of service

FY2015-16 AGE GROUP COMPOSITION OF WORKFORCE

AVAILABLE B.C. LABOUR FORCE



FY2015-16 AVERAGE AGE

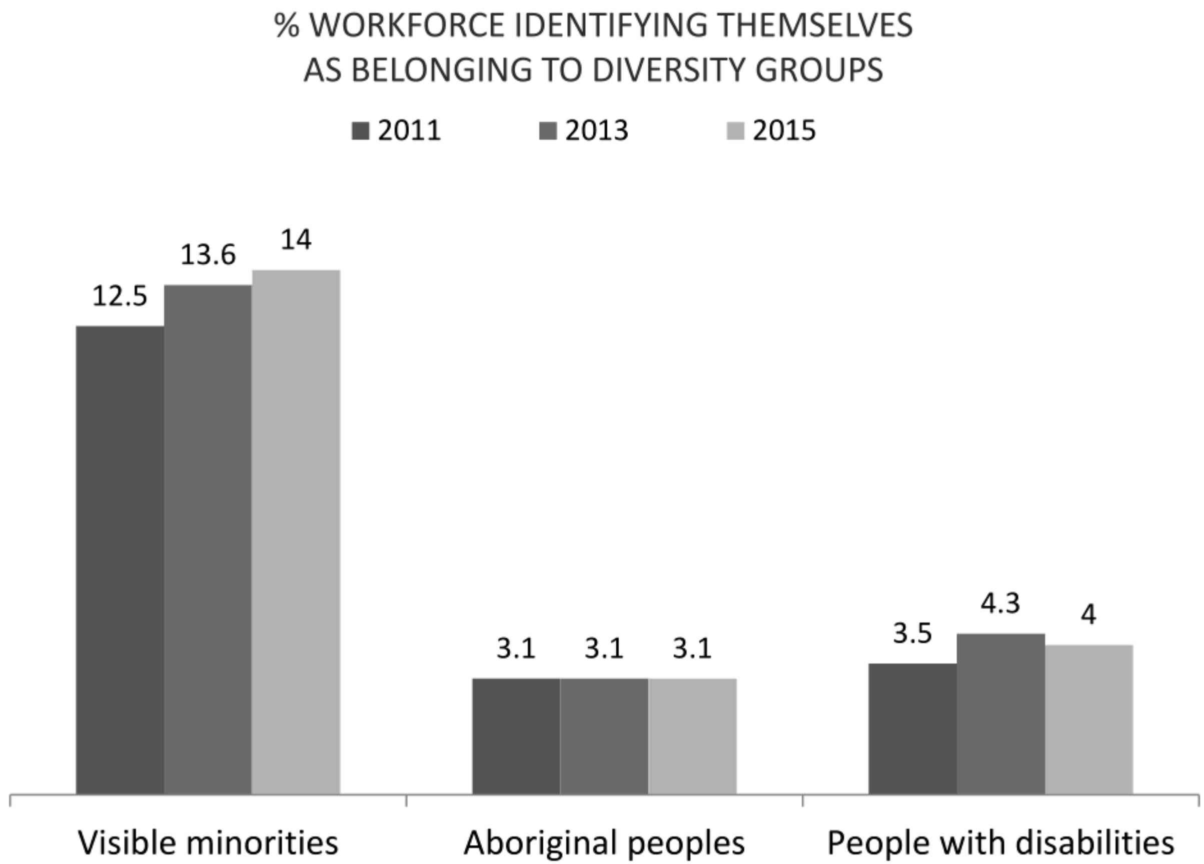
External hires	Resignees	Retirees
36.2 years	37.1 years	60.6 years

Workforce Profile

FY2015-16 GENDER

61% female

39% male

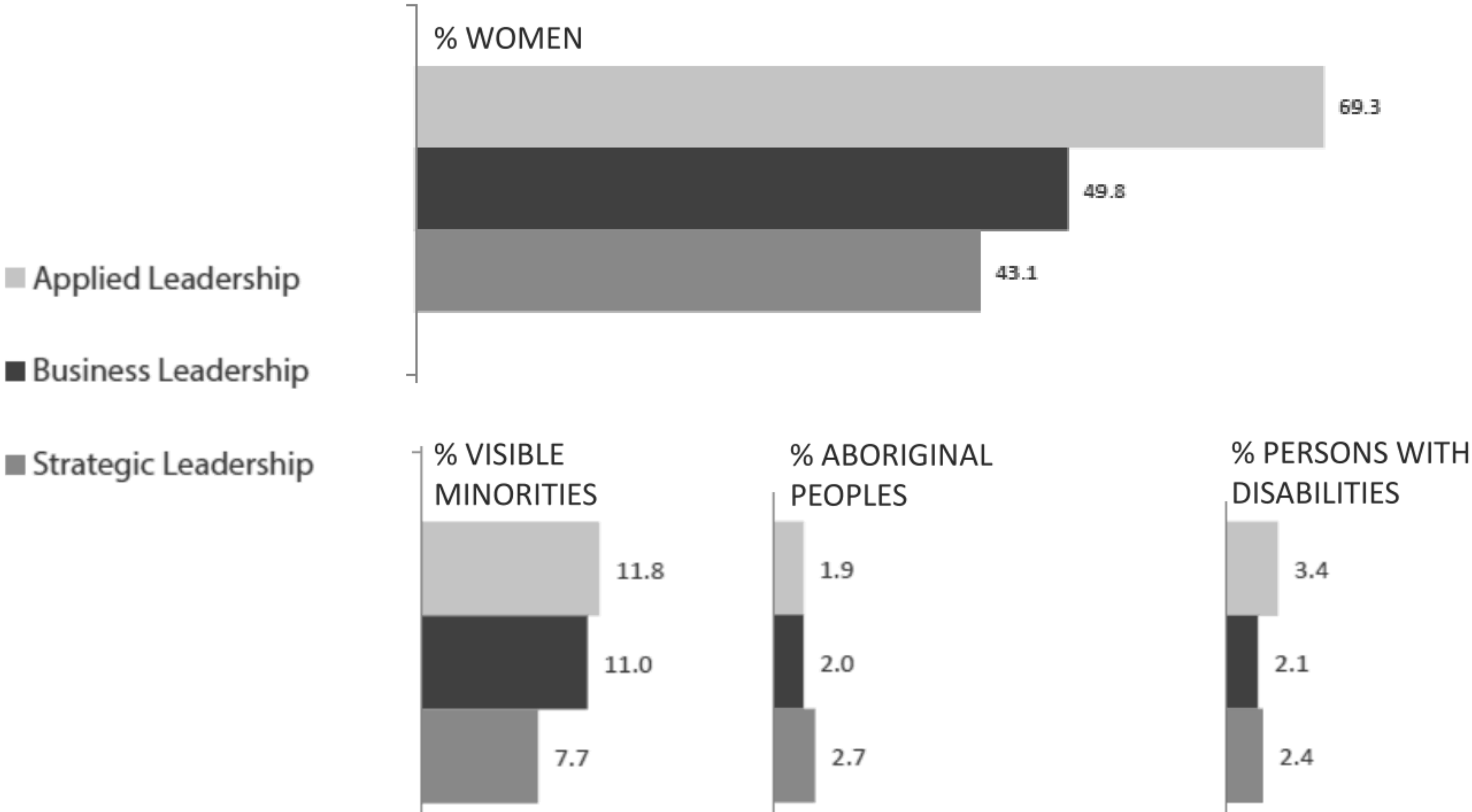


AVAILABLE WORKFORCE	27.3%	5.4%	5.6%

Source: BC Stats Workforce Profile Report 2016

SLIDE 33

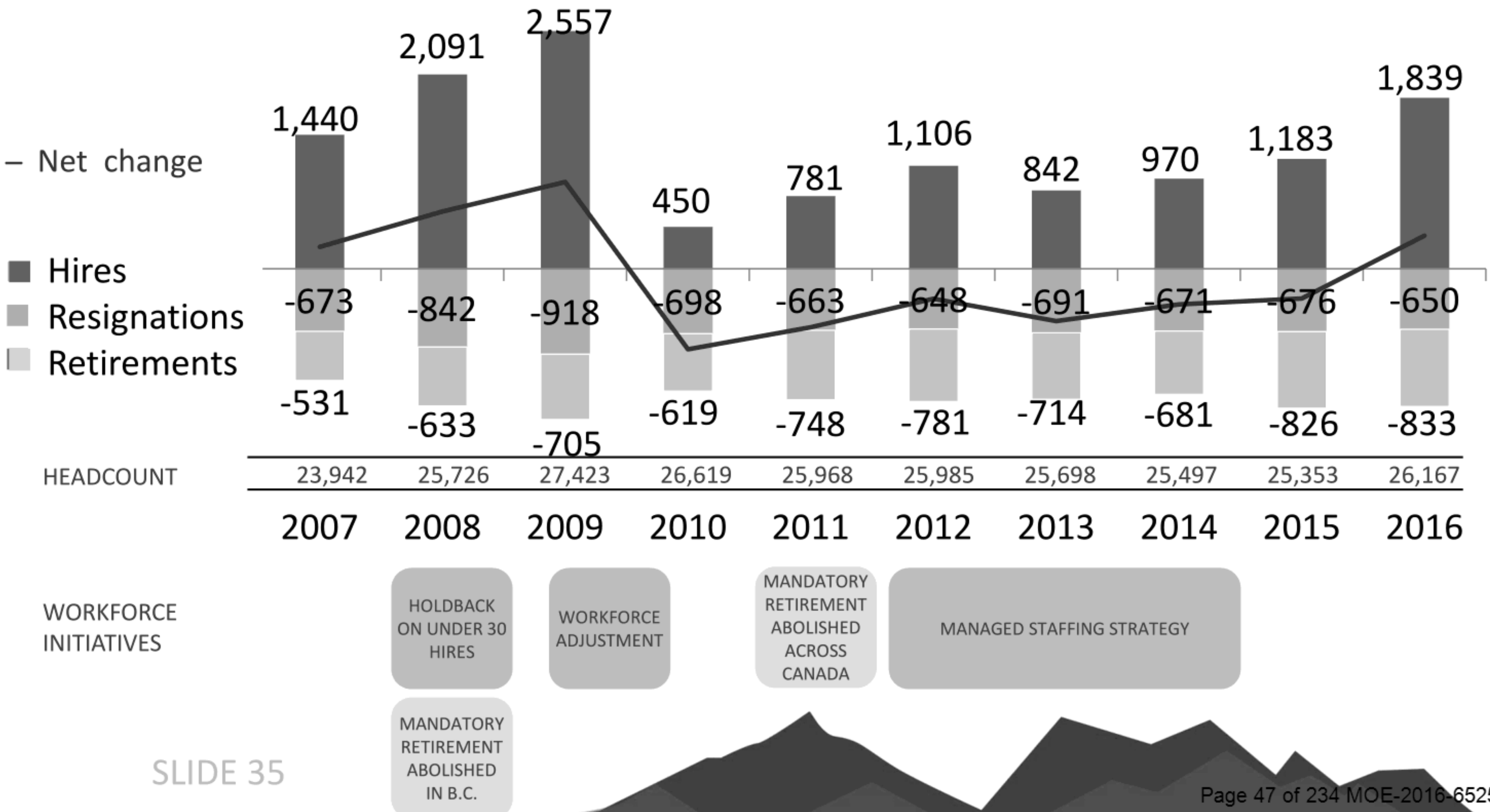
Excluded Management Representation



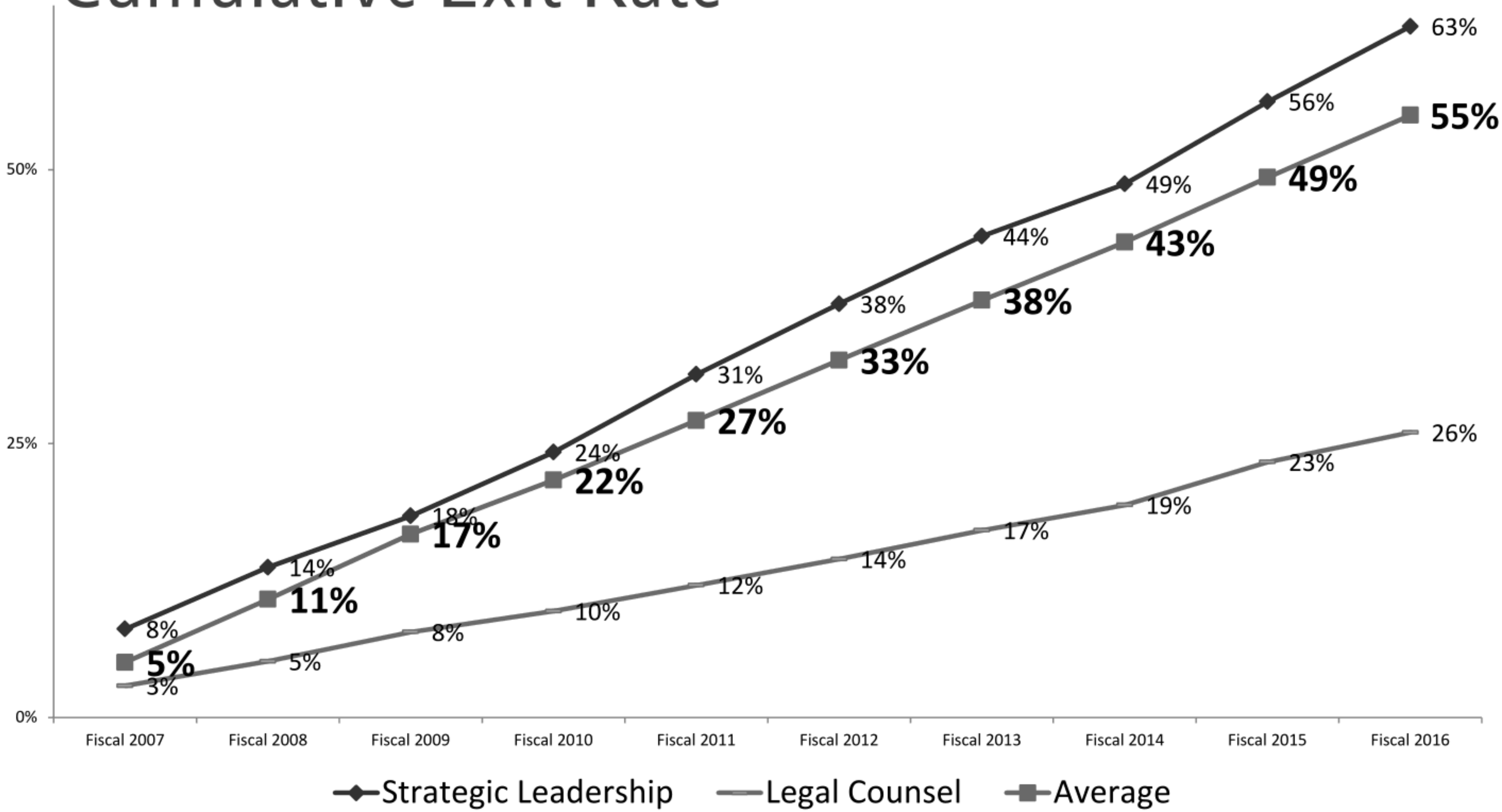
Source: BC Stats Workforce Profile Report 2016

Changing Size of the BC Public Service

FY2006-2009 and 2015-16 = net growth of workforce
FY2009-2015 = net decrease of workforce



Cumulative Exit Rate



Exits from BC Public Service

Overall exit rate in FY2016 was **6.6%**

- Resignations 2.5%
- Retirements 3.2%
- Other 0.9%

1/4 workforce eligible to retire

1/3 of executive eligible to retire

Top 3 Highest Resignations by Classification

4.2%	Enforcement & Corrections
2.8%	Health, Education & Social Work
2.6%	Administrative Support

Core public service average retirement age

60.6

(FY 2016)

3x

as many employees **over 60 years** since 2007

2006/07→ 850 employees

2015/16→ 2,445

Reasons for Resignations

Top reasons for leaving are:

1. Career advancement
2. Job fit with skills/interests
3. Organizational processes, procedures, and/or systems
4. Job fit with expectations
5. Salary

About ½ of resignees had found employment elsewhere:

Public sector (43%)

- federal government (12%)
- Crown corporations (10%)
- municipal government (8%)
- health authorities (6%)
- school district, university or college (6%)

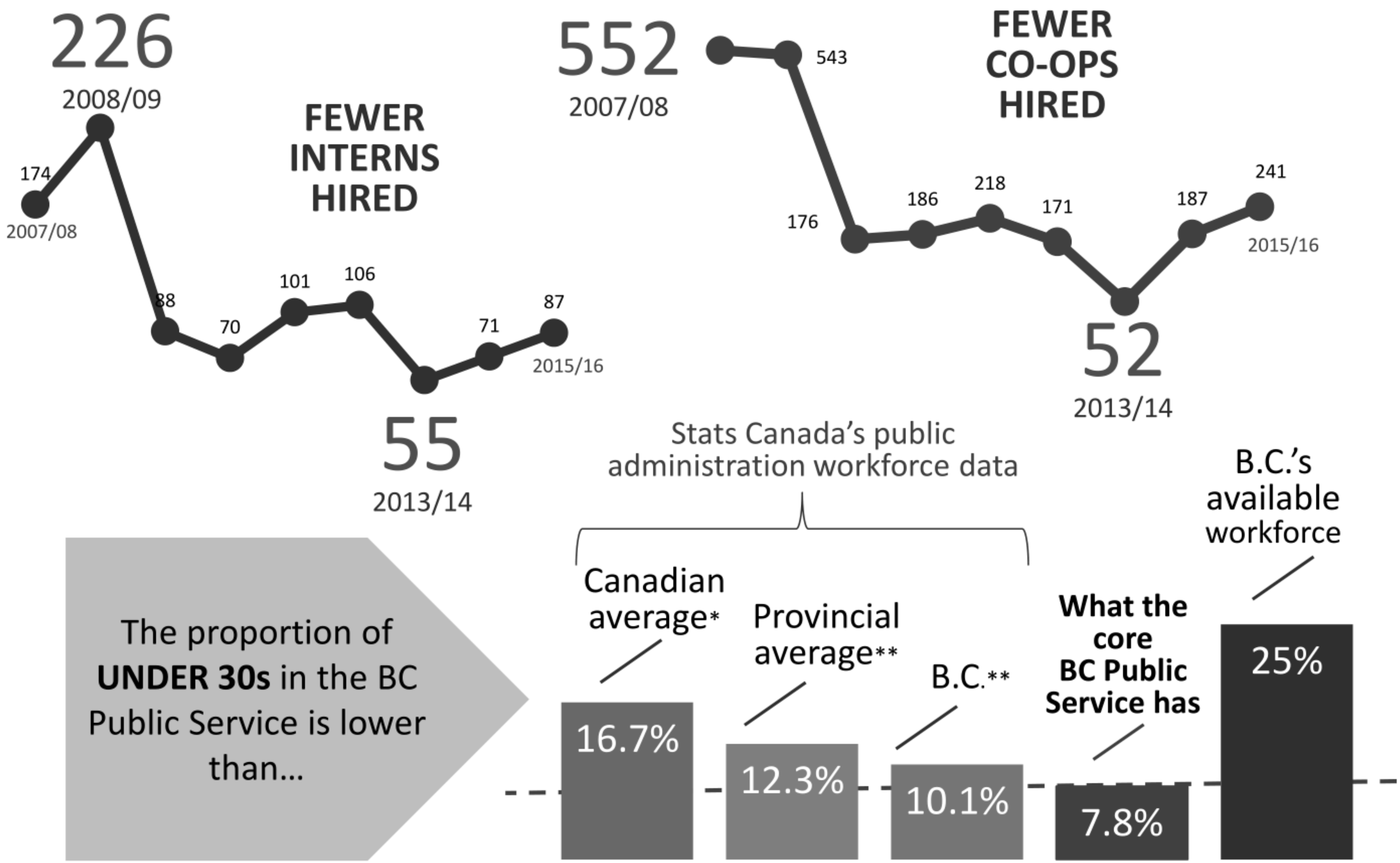
Private sector (34%)

What attracted them to new employment opportunities?

1. career & professional development opportunities
2. compensation
3. job characteristics

Source: BC Stats Exit Survey Report, 2014/15

Under 30s



* Includes federal, provincial & municipal employees

** Includes the provincial public service & other organizations

Executive Movement

53%
of executive have been in their current role for **less than 2 years**

FY 2015/16

- 14 (18%) executive vacancies were filled through **recruitment**
  - 7 external candidates
  - 7 internal promotions

- 63 (82%) executive vacancies were filled through **internal mobility**
  - 29 internal promotions
  - 34 lateral movements & acting appointments

Context: Risks of Not Managing Succession

- ↑ Costs of turnover, unfilled vacancies & recruitment
- ↑ Service disruptions
- ↓ Ability of government to deliver essential services & programs
- ↓ Corporate knowledge & business continuity
- ↑ Increase risk of poor decision making & execution when we are reactive in hiring decisions
- ↑ Productivity costs from low engagement
- ↑ Credibility gap caused by a gap between citizens' expectations & government's ability to deliver
- ↓ Public trust & confidence
- ? Others

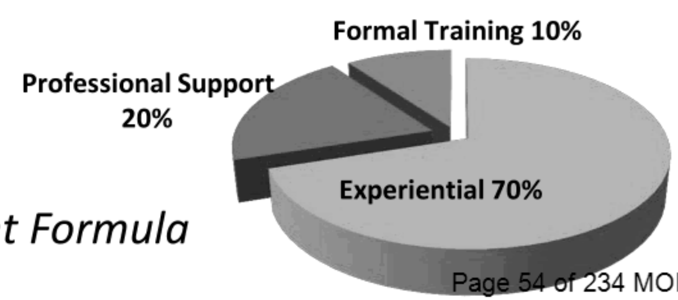
Research Tells Us

Succession Management Key Findings:

- Identifying **critical positions & key roles** is a key driver of succession management (e.g. what skills we need in the future)
- **Strong governance** influences success

Good succession management:

- **Is embedded in leadership practices** (e.g. shaping the culture, managing "bench strength")
- Empowers employees to **navigate their own careers** (e.g. identify & communicate key career paths)
- Influences **employee engagement & career development**
- Implements **development that is tied to succession gaps** (e.g. targets employee development to key skill gaps)



Leadership Development Formula

Current State of Succession Management in the BC Public Service

- We have been talking about this for years with no clear roadmap to achieve it
- Some business units paying attention & taking steps but there is no corporate approach
- We have relied almost solely on ADM/SL review panels to try to achieve succession management objectives
- We have managed by “static lists”
- We gave people career feedback and had little or no follow through
- Our focus corporately has been on our executive & senior leadership roles, and despite this, identification, attraction and development of executives remains a challenge

Current State of Succession Management in the BC Public Service

- While we are making strides in performance management, there is more to do to ensure we are effectively identifying & developing talent
- Policies & practices have hindered our ability to identify, attract & develop talent (e.g. hiring freeze impact on co-ops, interns, and temporary assignments)
- Hiring managers range in capacity, capability & experience, yet these decisions have significant long-term consequences
- Increased external recognition of workforce challenges by:
  - BC Auditor General: IM/IT, MOE, MEM, FICOM
  - Plecas Report on Social Workers
- Others?

Future State in the BC Public Service

- Clear roadmap to deliver on succession management that supports opportunities for advancement and also respects the role of expert contributors
- A formal sustained corporate approach that brings the same discipline to our human resources as we apply to others (e.g. financial resources)
- Identified the skills we need now & in the future
- Stronger understanding of internal supply & external labour market
- Improved ability to segment & analyze our workforce to support evidence-based decision making
- Enhanced marketing that leverages our competitive advantage to attract the skills we need
- Targeted development of the skills we need
- Leadership accountabilities for succession management

To Achieve Future State

- **Identify the skills** we need now and in the future
  - Critical positions & key roles at all levels
  - Key work streams (e.g. finance, IM/IT, ASD, Leadership)
  - Succession plans for critical positions & key roles, including the individuals
  - Workforce segmentation (e.g. NOC, taxonomy) & analysis to support evidence-based decision making

To Achieve Future State

- **Attract the skills** we need in a comprehensive approach
  - Corporate Co-op & Intern Strategy
  - Defined & visible career paths
  - Multiple successor pools & talent pipelines readily available
  - Review legislation & policies to remove barriers (e.g. redefining merit)
  - Re-open all job postings to external applicants
  - Enhanced marketing strategy
    - Ambassador Program
    - Build an internal Executive Recruitment Firm

To Achieve Future State

- **Develop the skills** we need
  - Develop & monitor individual learning needs as part of performance management
  - Develop knowledge transfer strategies & the tools & resources to support them
  - Increase the active line of sight and calibrate talent assessment & development needs (e.g. 1 over 1s)
  - Establish “career advisors” in ministries
  - Increase leadership commitment to coaching & mentoring
  - Implement mandatory management essentials curriculum

To Achieve Future State Continued

- **Develop the skills** we need
  - Promote mobility & accelerate experiential learning
    - "Leadership Draft"
    - Exchange partnerships
    - Term-limited corporate positions
    - Increase access to temporary assignments (e.g. default to yes)
    - Relocate work opportunities

Proposed Design Principles (Under Development)

- **Corporate:** One-employer approach that provides a line of sight to our talent supply & workforce demands & nests ministry/sector or professional needs within
- **Accountable:** Build a culture that embeds succession management in our policies & leadership practices, including performance management
- **Employee-owned:** Employees can see career paths & “navigate” their own careers
- **Data-driven:** Reconcile data-driven demand & supply to support evidence-based decision making
- **Differentiated:** Accelerate & target investments in employee development
- **Transparent:** Inform all managers & employees about succession management, how it works & what their role is

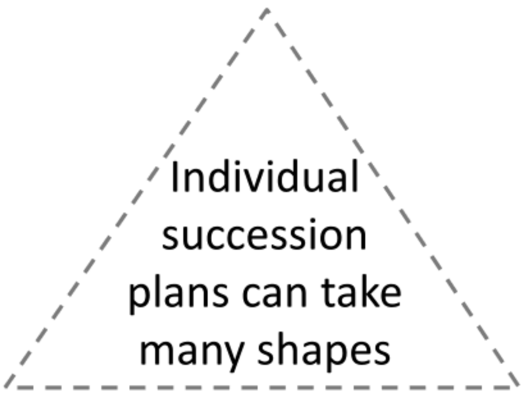
Our Proposed Approach

If we do it right, a corporate succession management approach will become part of the cultural DNA of the BC Public Service.

This ensures:

- We know employees' talents & skills; we give employees access to the development they want & need to reach their full potential
- We always know where our critical roles are & who can fill them, with the resources & tools we need to fill those roles quickly
- Employees have greater control over their career options & the employer has the flexibility to support their aspirations
- Leaders across the public service embrace their responsibility for succession management as part of their obligation to ensure we can adapt to changing government priorities & citizen expectations; & enhance public trust & confidence

Our Proposed Approach: A Focus on All Levels



Next Steps:

1. Develop vision, principles and 3 year road map for succession management in the Public Service for DMC.
2. Begin to embed succession management in our leadership priorities.
3. Succession Management Board to oversee execution.

Holdbacks: Measure and Targets

Measure: *To begin to embed succession management into our leadership practices.*

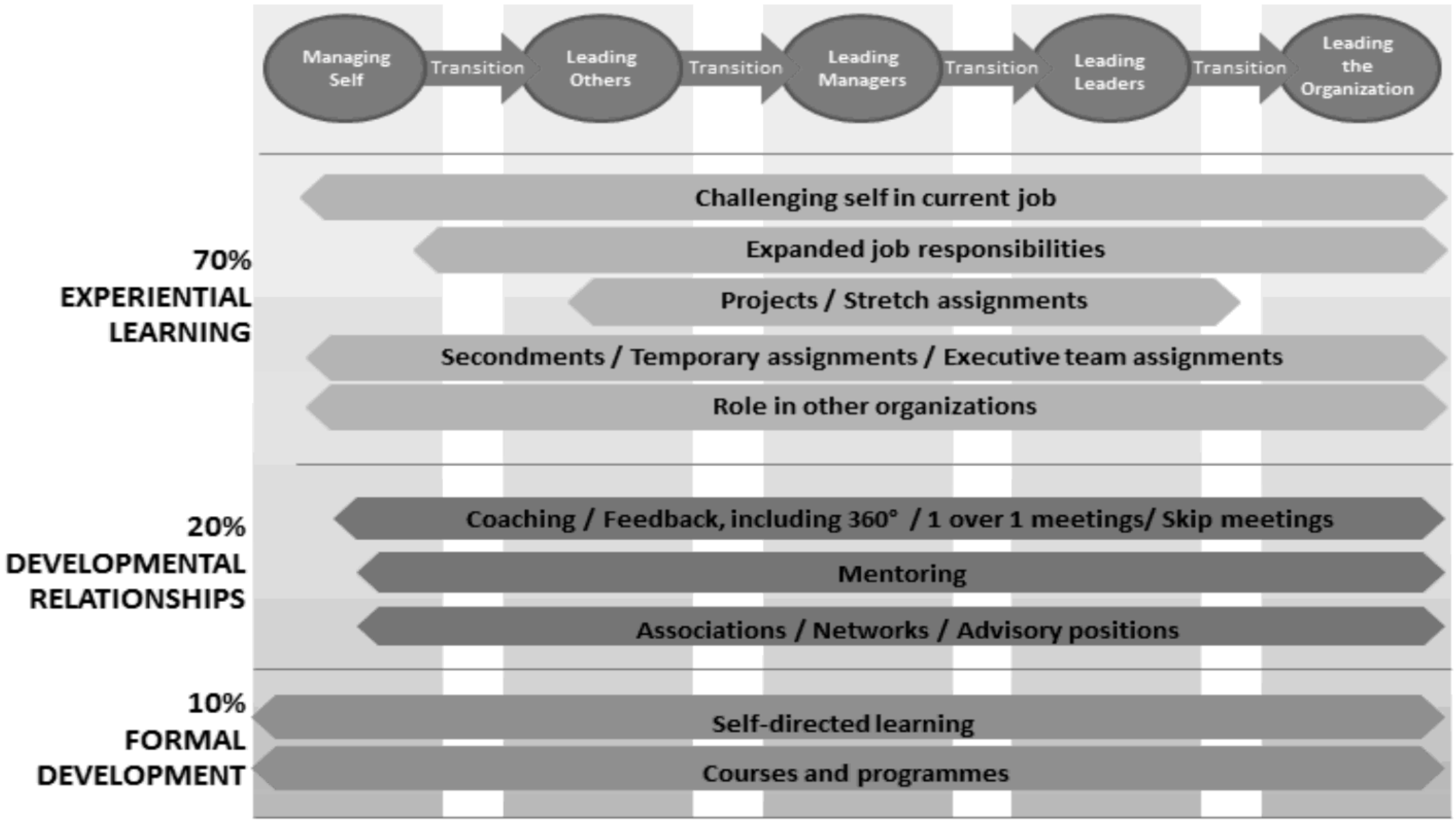
Targets:

1. A succession plan is completed for each Associate Deputy Minister and Assistant Deputy Minister role; and
2. Successful implementation of strategies, including coaching and/or mentoring practices, within each organization to develop the bench strength within.

Target #1: Succession Plan

- Each Associate Deputy Minister and Assistant Deputy Minister will complete a succession plan for their own role (walking the talk).
- Succession Plan template and guidelines will be distributed in September for completion.
- Succession Plans will form part of ADM review panel process.
- Succession plan will include key components, such as:
  - Identification and readiness of successor candidates;
  - Plans to develop successor candidates;
  - Identification of potential sources/talent pools to attract successors;
  - Key knowledge transfer considerations.

Target #2: Developing Bench Strength



Holdbacks: Timelines

- Target #1: Succession Plan
  - September 2016
    - Succession plans and supporting information distributed
  - March 15, 2017
    - Succession plans submitted

- Target #2: Developing Bench Strength
  - September 30, 2016
    - Strategies to developing bench strength within your organization identified
  - March 15, 2017
    - Report out on development strategies

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Where ideas work

Management Compensation

Corporate Executive Briefing

August, 2016

BROUGHT TO YOU BY THE

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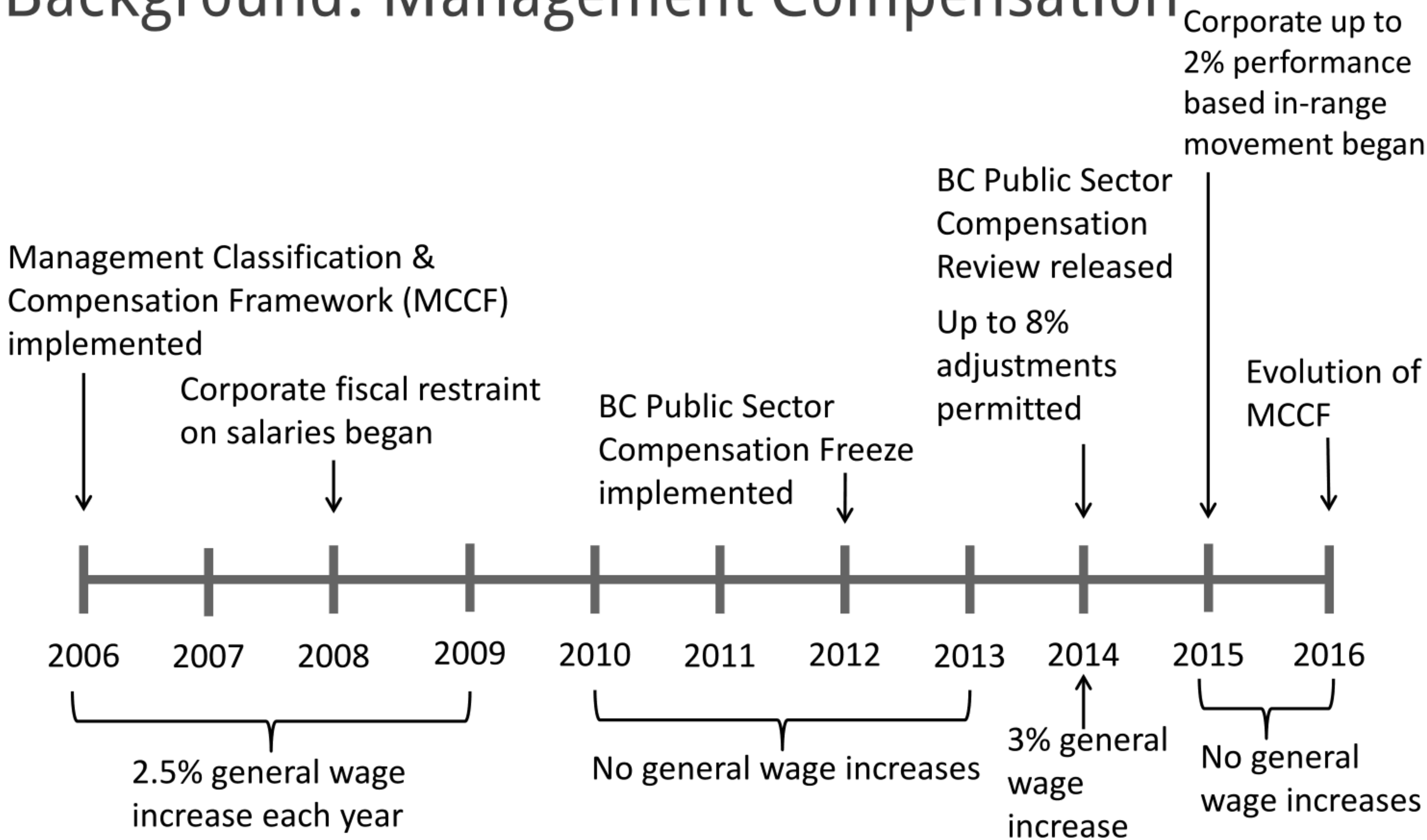
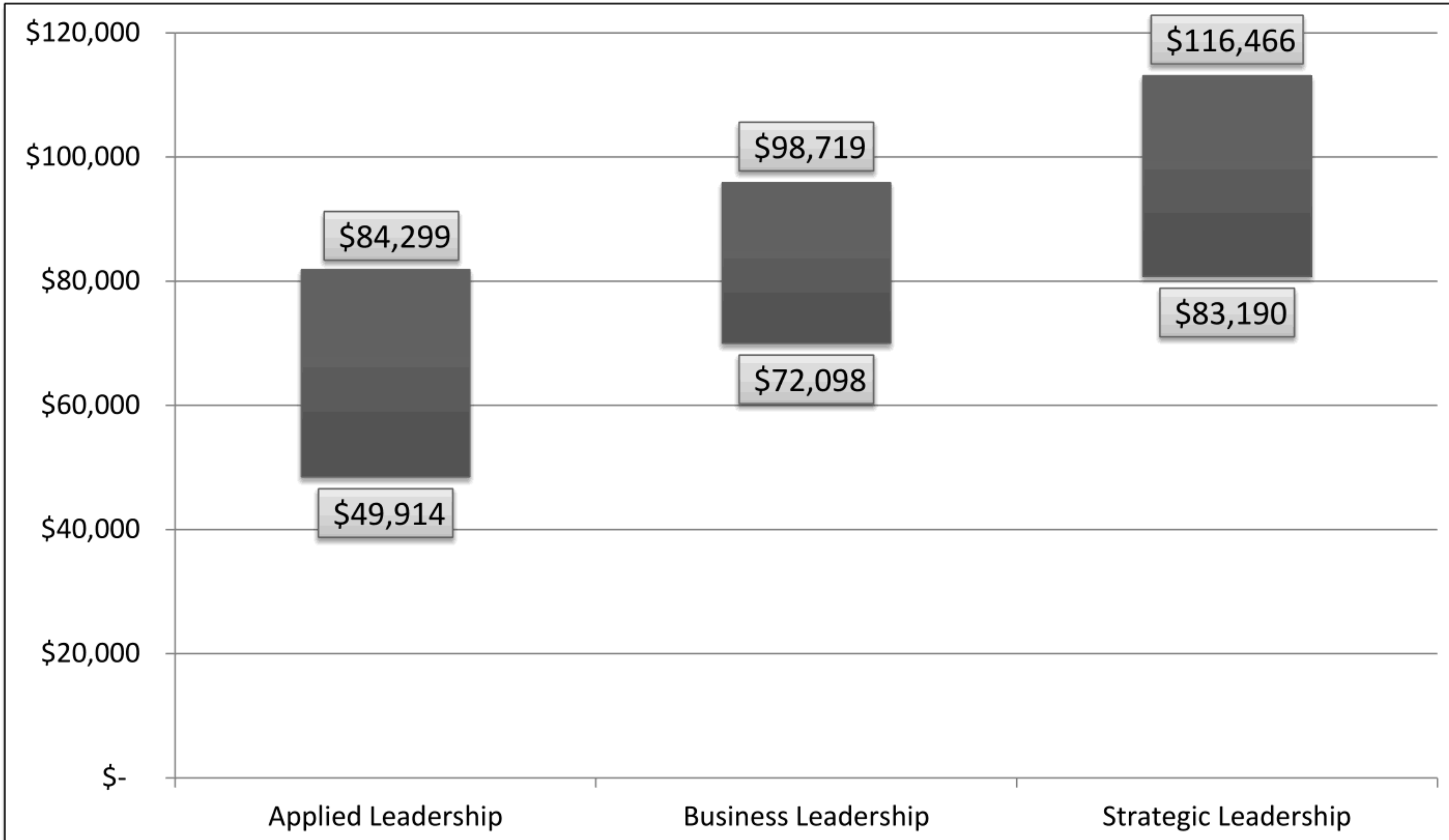
Background: Management Compensation



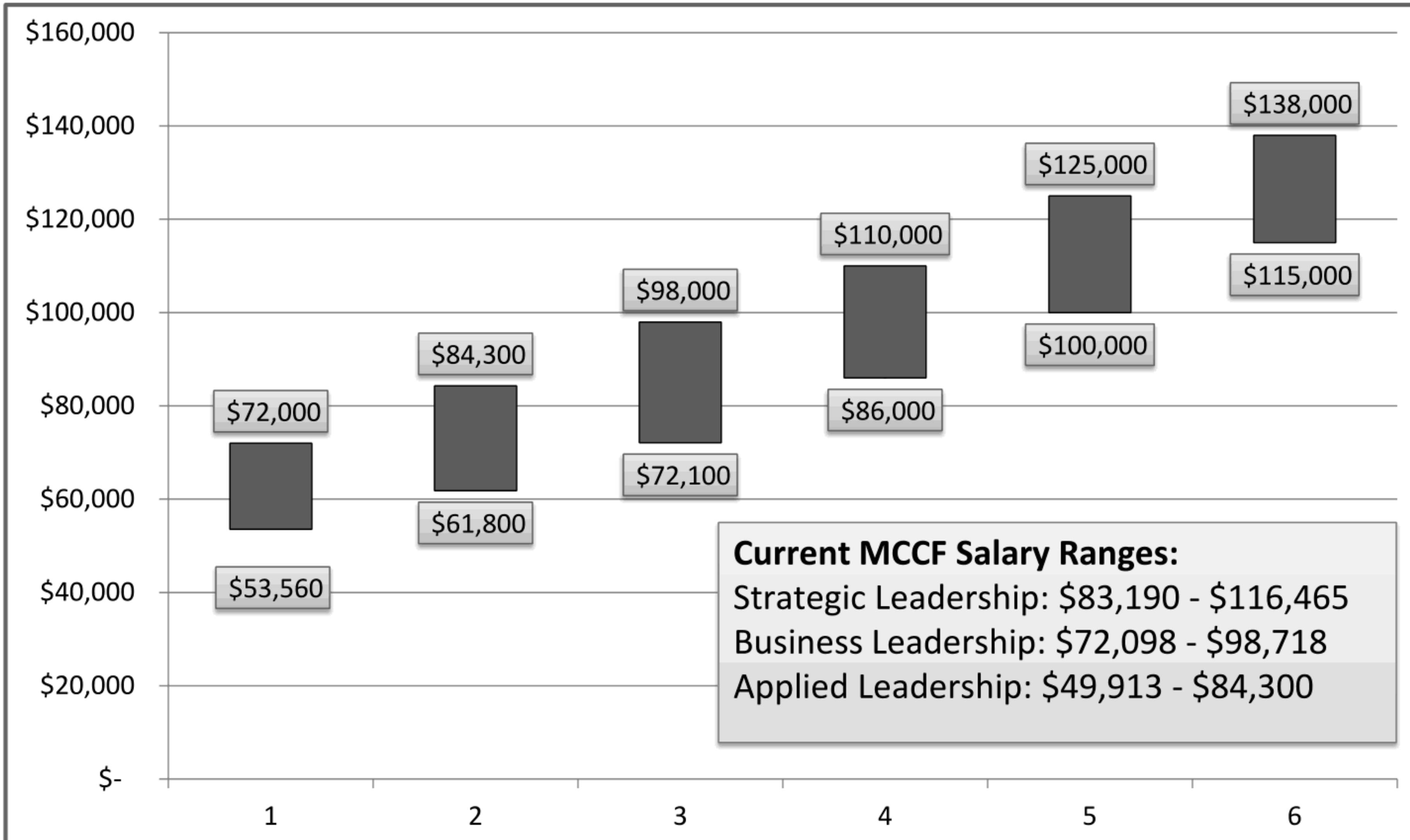
Note: Executive compensation framework implemented in 2008

Background: Current Salary Ranges



Salary ranges effective March 24, 2014

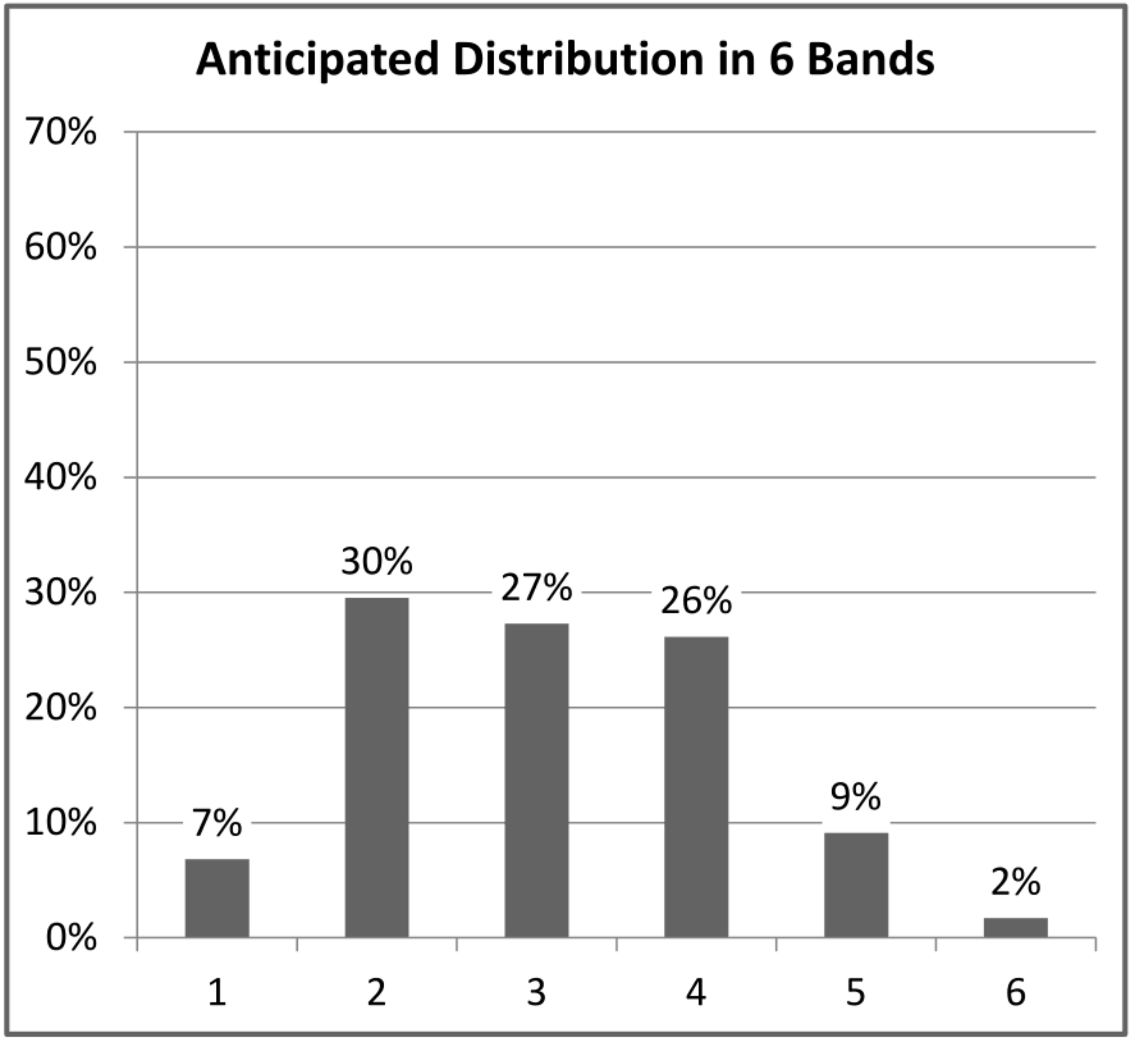
Structure: New Salary Ranges

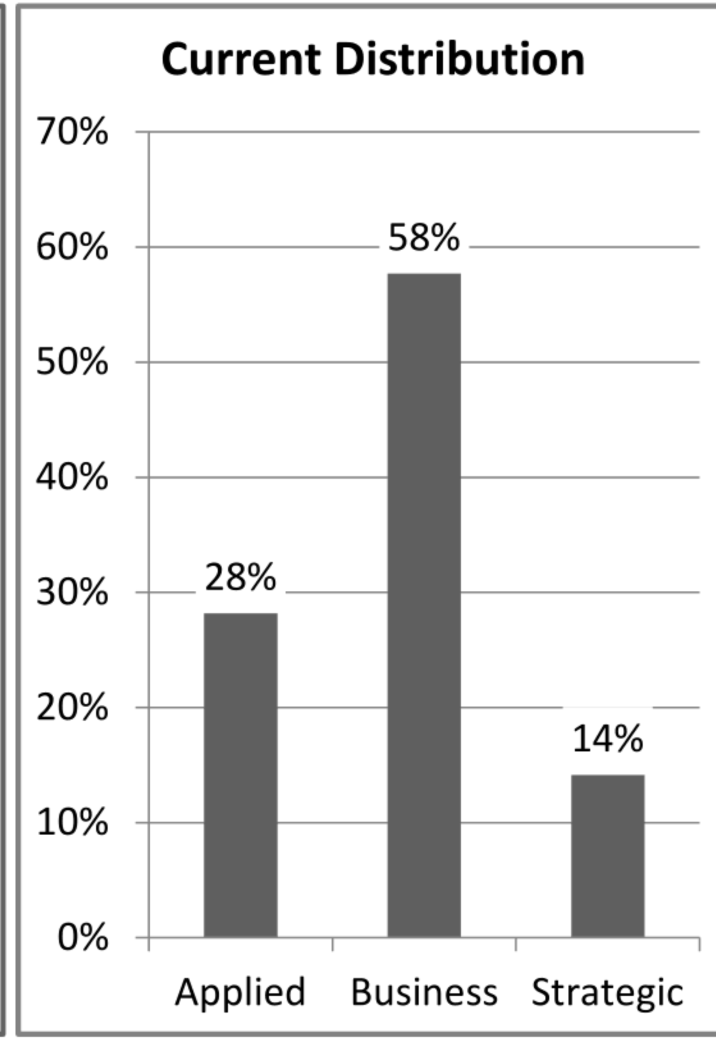


Structure: Direction

- Simply an evolution of existing MCCF
- PSA sets classification and compensation rules with DMCPSI direction
- All rules in accordance with PSEC guidelines
- DMs accountable to follow all rules
- Corporate approach – no opting out
  - First implementation step – place positions into new bands
  - Second implementation step – determination of performance based in-range movement, retroactive to July 1, 2016
- Any increases must be within existing budgets

Structure: Employee Distribution by Band





Structure: Classification Factors

- LEADERSHIP:
  - level of accountability for managing staff, which includes determining direction and influencing others to accomplish the goals of the organization
- PROBLEM SOLVING:
  - the degree of exposure to issues of varying levels of impact, scope, and complexity
  - the extent to which the position affects or brings about the end results of the organization
- AUTONOMY:
  - the extent to which procedural control and guidance exists
  - reflects the level of independence expected and the consequences of the decisions that are made

Note: see Leadership Role Criteria handout for full details

Structure: Authority Levels

- Classification decisions for Band 1-6 will be retained by the DMs
- Compensation decisions within the salary ranges remain with DMs for Band 1-6

Deputy Ministers will be accountable for working within all PSA classification and compensation rules. No opting out or alternate decisions are permitted.

Note: see Compensation Rules handout for full details

Structure: Band 6 Details

- Some Senior Executive Band A roles will be re-allocated to this band
- Limited allocation of roles to this category – not all ministries will have Band 6 positions
- Band 6 positions will be submitted by ministries to PSA and reviewed by DMCPSI

Note: see Compensation Rules and Benchmark Table handouts for full details

Structure: Conditions for Success

Following the BC public sector wide compensation philosophy, the following will apply to the public service:

- Effective performance management
- Entire program, including performance based in-range movement, applied consistently across ministries
- Ministry support with role allocation exercise to ensure expediency
- Regular audits will occur after implementation
- Realignment of classification resources to allow for implementation support

Process: ADM Sponsor – Band 6

ADM Sponsors submit Band 6 positions (Aug 17) and reviewed by DMCPSI (Aug 23)

- Review "biggest" management positions within ministry (not all ministries will have Band 6)
  - If no Band 6 positions are identified – please notify the PSA of this decision
- Include org chart with supervisor and subordinate details included
- Include thumbnail description

Process: ADM Sponsor – Band 6 (cont.)

- Review ministry's existing Sr Executive Band A positions for consideration into an appropriate management band (5 or 6).
- Sr Executive Band A is appropriate for positions that:
  - Report to an Associate DM or DM
  - Are time-limited appointments
  - Are members of ministry executive committees
  - Have incumbents that are potential future ADMs
- Sr Executive Band A is NOT appropriate for:
  - Permanent positions
  - Addressing compensation issues

Project Timelines: General Process

1. ADM Sponsors submit Band 6 positions (Aug 17) and reviewed by DMCPSI (Aug 23)
2. ADM Sponsors gather org charts and thumbnails (Aug 15 – Sept 9)
3. Benchmark Steering Committee reviews and recommends benchmarks (Aug 5 – Aug 19)
4. DMCPSI approves benchmarks (Aug 23)
5. ADM Sponsors ensure ministries independently conduct initial allocations to bands (Sep 5 – Sep 30)

Items are the responsibility of the ADM Sponsors

Project Timelines: General Process (cont)

6. PSA will provide feedback/ recommendations on allocations to bands (Oct 3 – Oct 28)
7. Ministries will finalize allocations (Nov 2 – Nov 8)
8. Allocations will be approved by DMCPSI (Dec 2)
9. Ministries provide letters to employees (Dec 6 – Dec 12)
10. Performance based in-range movement occurs retro to July 1, 2016 (Dec 6 – Jan 13)

Items are the responsibility of the ADM Sponsors

Implementation

Implementation process begins immediately

- ADM sponsors responsible for:
  - Maintaining timelines
  - Ensuring complete packages are submitted
  - Collecting ministry information:
    - thumbnails of each position
    - accurate org charts
  - Ensuring allocations are completed
    - Including applying benchmark comparisons
  - Level 6 requests

Majority of implementation work for ministries will be conducted in August and September. Critical ADM sponsors are available during this time.

Implementation

Implementation process begins immediately

- Benchmark Steering Committee:
  - Comprised of 2 ADMs and 4-6 Strategic Leads
  - Recommends benchmarks for DMCPSI approval
  - PSA to provide draft benchmarks for consideration

Note: see Compensation Rules handout for full details

Implementation

- Management classification and compensation moratorium in place immediately and extended until 6 months post implementation
  - Classification requests to support hiring needs and re-orgs will continue to be supported
- 2016 in-range movement will be processed after MCCF implementation occurs in all ministries
  - Retroactive to July 1, 2016

Note: see Compensation Rules handout for full details

Implementation

Anticipate up to 10% (400 employees) will fall into one of these categories

Initial Salary Placement:

- Paid under the new minimum
  - Upon implementation date (approx. Nov 2016), employees will begin to receive increases to bring them to the minimum
- Paid above the new maximum
  - Employees will receive 1 year notice with salary maintained
  - 50% reduction at 1 year (Nov 2017)
  - 50% reduction at 2 years to bring salaries to the maximum (Nov 2018)

Note: see Compensation Rules handout for full details

Performance Management

- An expected distribution will be established in the future:
  - Requires placement of each individual into a performance category where the percentage of employees permitted in any given category is pre-determined as a range of permissible percentages
- Example of expected distribution:
  - Exceeds Expectations: 5-15%
  - Achieves Expectations: 70-80%
  - Developing: 5-10%
  - Not Performing: 0-5%

Note: see Compensation Rules handout for full details

Performance Management

- In-range movement
  - Will occur annually effective July 1 pending notification from DM, PSA (in consultation with PSEC)
  - Performance based increases towards the top of the salary range
  - Increases may include varying amounts based on performance
  - May be used to correct compression and inversion or to recognize retention challenges of high performers

Note: see Compensation Rules handout for full details

Key Messages

- This updated model maintains flexibility for both classification and compensation, but also better reflects the diversity of work and provides managers with clearer direction to appropriately set pay.
- We anticipate more than 90% of positions will see no impact to compensation.
- Any changes to compensation must be accommodated within existing budget allocations
- These changes put us on more solid footing for annually assessing compensation in the context of performance.

Other Issues: Executives

- In-Range Movement:
  - Up to 2%, effective July 1, 2016, may be implemented for those with a solid performance or better
    - Only those ADMs with high or exceptional performance reviews should achieve the top of their band
  - For those ADMs currently compensated below their band level, a corporate business case will be submitted to PSEC to adjust salaries within the bands
  - Other business cases for above band salaries must be approved by DM to the Premier
  - Decisions to be conducted in accordance with the Executive Compensation Guidelines
- ADM band classifications to be calibrated after the 2017 ADM reviews

Next Steps

- ADM Sponsor's continue work within ministries (August – September)
- PSA to provide feedback on ministry allocations for MCCF (October)
- PSA to provide information re performance based in-range movement for excluded managers (October)
  - Finalized eligibility determined after MCCF implementation (December)
  - Increases remain retroactive to July 1, 2016

Next Steps for PSA

- Provide Total Compensation with required info:
  - Accurate Org charts
  - Thumbnails of all management positions
- Upon receipt of the information, Total Compensation will require 5 working days minimum to review and provide level recommendations
- Executive to discuss recommendations and finalize decisions

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Where ideas work

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Branch Meeting Date Aug-15/16.

Action Items - Analyst + Ad hoc reports.

Exec Director Update

└ Joint HR ~~Council~~ — Not 'new' but rather it's updated. → Dec.

- MCCF / Holdbacks / SM.
- corp exec sessions - once a month →
@ session last week, 1) DMCPSI ~~2~~ 2) Corp HR Plan, 3) SM + Framework 4) Holdbacks
- Holdbacks > SM (usually 3, 2 are $ + priorities)
  1) Each ADM / Assoc DM - SM plan for their positions. Define by end of dept, and have things done by end of March [Template]

  assessment of criticality

  2) Developing strategy to strengthen bench strength (coaching/mentoring) Execs will get guidelines @ Dept. sessions. 1) Assess 2) Attract / Retain / Developing. Not prescriptive.
- MCCF - exec sponsors are accountable for deliverables + timelines. Need to submit org chart + thumbnail. Oct - feedback from PSA. Min review FB in Nov, ec's notified in December. Dec/Jan to look @ any in range movement. Steering committee to look @ bench-marks: Dave Galbraith, Dave Worell + 6 SLs > recommendations to DMC PSI.

1 letter - assignment
1 letter - and raise

Succession Management – Building Your Bench Strength

Assessing Bench Strength

The evaluation of individuals' capabilities and potential to advance to more challenging roles is important in managing succession. High-performing organizations purposefully connect leadership assessment and development.

Various assessment strategies can identify strengths and areas of opportunity that can then be used to formulate targeted development plans. The benefits of employing a variety of assessment techniques include:

- Improved reliability and validity overall
- Enhanced developmental feedback
- Better succession management

With a clear understanding of bench strength, your ministry will be better able to prepare for and manage key employee transitions. To get a full picture of current abilities and identify gaps within your bench strength, a combination of assessment methods is best utilized.

Assessment Methods:

- One over Ones
- Skip Levels
- Review Boards
- Self-Assessments
- 360
- Role plays and simulations
- Training and experience exams
- Reference Checks
- Review Boards
- Peer Feedback
- Personality tests (eg. MBTI, Insights)

More information regarding One over Ones and Skip Levels is provided in the following Guides.

Succession Management – Building Your Bench Strength

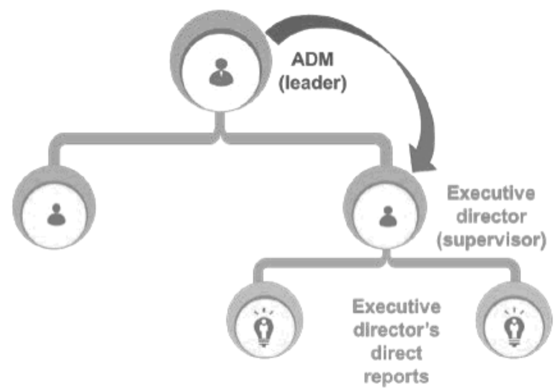
Assessment Guide: One over Ones

What

The one over one conversation is between a leader and his or her direct report who is a supervisor, where the focus is on the people who report up to the supervisor. This conversation will allow the leader to assess the strengths and development areas of the people who report to the direct report supervisor. Following the one-over-one assessment, plans can be made to develop bench strength for good succession management.

For example, an ADM will talk with an executive director about the executive director's direct reports.

Example Scenario



Purpose and benefits

Provides the leader with a direct line of sight to the bench strength of his or her direct report's teams.

For succession management, gives the leader and the supervisor a shared understanding of:

- Criticality, accountabilities and key experiences needed for roles and functions
- Performance of individuals and the overall team
- Individual and team development needs
- Knowledge transfer for roles and functions at risk
- Strategies that can support employee mobility

How

- The leader arranges dedicated time to meet with his or her direct report supervisor. The supervisor is directed to come prepared with information and insight about his or her team members. To provide this information and insight, the supervisor should have one-on-one conversations with his or her direct reports.
- In the one over one meeting, the supervisor describes his or her team members:
    - Strengths and recent accomplishments
    - Developmental needs
    - Key role and/or function changes
    - Career aspirations
- The leader shares their own observations and interactions experienced with the supervisor's direct report and comments on the supervisor's assessment.

- The one over one conversation can then inform further discussions between supervisors and their direct reports that inform those employees' development and learning plans.
- Leaders across the organization can then meet as a group to discuss the overall bench strength of their teams, calibrate the assessments of employees' potential and plan succession strategies for roles/functions that are at risk. This larger calibration may identify common skill or knowledge gaps that in turn can be used to inform development strategies within a cohort.

When

The one over one conversation can be positioned as an ongoing practice or formalized as a regularly scheduled process across an organization. A formalized one over one process can be conducted, for instance, within ministries during non-review board years to keep an active line of sight to development and potential assessment information. This process can inform developmental assignment activities.

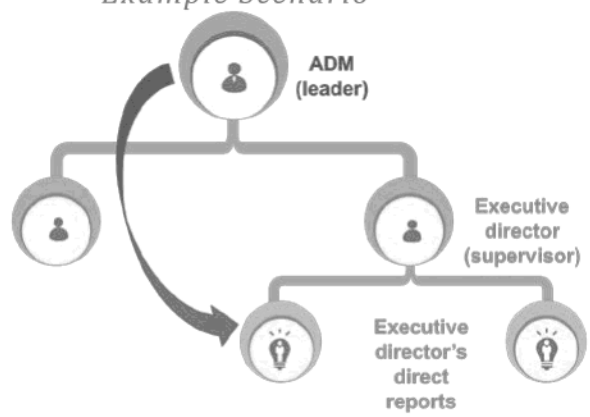
Assessment Guide: Skip Levels

What

The skip level conversation is between a leader and the employees supervised by their direct reports. Often most effective when combined with one over ones.

For example, the ADM will talk with the employees who report to his or her executive directors about the goals and development needs of those employees.

Example Scenario



Purpose and benefits

For a leader, skip levels offer:

- A closer look at the people on their broader team
- A process for leaders to build trust and know their team members
- An opportunity to calibrate information gathered through one over ones

How

- The leader arranges to meet individually with his or her direct report's employees. The employee is asked to come prepared with information and insight about themselves.
- The leader prepares for the meeting by gathering information that allows him or her to:
  - Understand what the employee key accountabilities are and how they contribute to the business objectives
  - Be familiar with what concerns to anticipate
- During the meeting, the leaders:
  - Invite employee to share what they are passionate about in their current job
  - Ask open-ended questions about their strengths, career aspirations, previous work experience, and areas where they would like to develop
  - Enquire about supports and opportunities within the employee's work unit or branch that would enable them to achieve their career aspirations or development plans
- The employees may wish to make notes about the conversations to inform their learning and development plans.

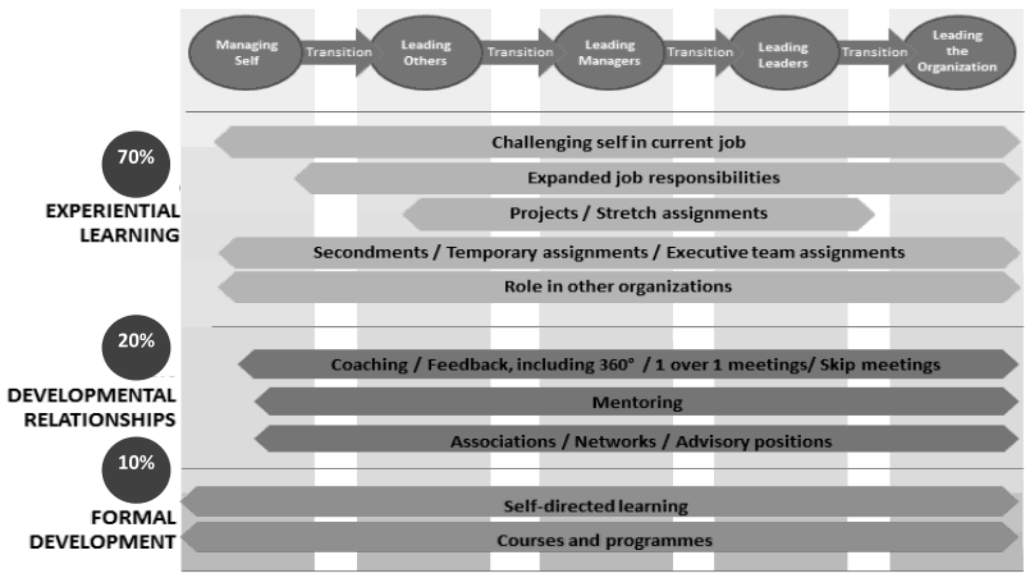
When

Skip level conversations can be positioned as an ongoing practice or formalized with the one over one process. Ideally these conversations should be integrated into ongoing employee performance and development discussions and occur at a minimum mid-cycle (long before the performance evaluation stage).

Following the conclusion of skip level conversations, themes might emerge that can inform bench strength development strategies. Looking at these themes across your organization may prove beneficial.

Developing Bench Strength

A clear understanding of bench strength is used to inform leadership development activities and priorities. To develop your bench strength, best practices suggest organizations follow the **70/20/10** development formula:



Bench strength learning objectives

When developing your organization's bench strength, it is important to establish clear learning objectives for each individual circumstance from the beginning. To ensure the developmental activities and efforts are successful, regular check-ins encouraged to monitor progress. Once the learning objectives have been achieved, new ones can be set. The more specific a learning plan is in addressing the who, what, where, when, why and how, the greater the likelihood of success for the employee.

70% Developing Bench Strength: Experiential Learning

Whether informal or formal, experiential learning offers an employee the opportunity to develop through exposure to new environments, networks, and/or leaders, or through doing work that is new to them or an extension of their existing job. Learning a new business area, establishing new relationships, understanding how to navigate within a different culture, for instance, require employees to exercise different "muscles". Those "muscles" that are needed during transition and those that are needed to master the role may be different, but both are key to employee development.

Typically, experiential learning is structured to immerse employees in an experience and then encourage reflection about the experience. While experiential opportunities may add new responsibilities to an existing job and may not result in a position or status change, they will enable employees to stretch themselves for the benefits of:

- Gaining additional skills, experience and competencies
- Enhancing career development
- Supporting good succession management

Taking on a new job (whether a lateral or promotion) is one example of an experiential learning opportunity for employees. Experiential development methods may also include:

Temporary Assignments, Special Projects and Stretch Assignments
Temporary assignments, special project, and stretch assignments are time-limited experiential learning opportunities for employees to lead or support based on current expertise, and/or to gain new skills, exposure, experiences and competencies.

Knowledge Transfer
Knowledge transfer practices organize, create, capture or distribute knowledge and ensure its availability to those who need it to achieve business strategy.

More information regarding Temporary Assignments, Special Projects and Stretch Assignments, and Knowledge Transfer is provided in the following Guides.

Development Guide: Temporary Assignments, Special Projects and Stretch Assignments

What

Special projects and temporary assignments are formal experiential opportunities for employees to gain new skills, experience and competencies. These development opportunities will enhance their career development while supporting good succession management and business continuity by filling vacant positions or new positions in response to changing business requirements. Special projects and temporary appointments may mean moving into a new job (either promotional opportunities or lateral moves) or carrying on in one's regular role while being assigned to a special project.

Stretch assignments are short-term, temporary experiential opportunities for employees to stretch themselves to gain additional skills, experience, competencies, and exposure to other elements of government work. These will enhance their career development while supporting good succession management. A stretch assignment may happen through formal or informal mechanisms such as a temporary assignment, a lateral move or the delegation of a growth assignment while the employee carries on in his or her regular role.

Purpose and Benefits

For a leader, these experiential learning opportunities:

- Enhance bench strength by giving leaders a more rounded skillset
- Provide insight into employees' capabilities in areas beyond their regular work
- Keep employees engaged by providing variety and opportunities for growth
- Retain high-potential employees who might otherwise go elsewhere for growth and challenge

From an employee's perspective, temporary assignments, special projects and stretch assignments are a chance to:

- Gain exposure opportunities for employees to new environments, networks, and/or leaders
- Increase their skills and abilities in areas where they have identified an interest or need development
- Share knowledge and expertise and/or coach and mentor other employees

For the organization, these kinds of assignments can help prepare employees to move into positions identified in succession plans.

How

- Know your employees' strengths and areas for development, interests, willingness to develop, career goals, and level of comfort in their current job. This knowledge should be a natural outcome of regular career and performance conversations and other bench strength assessment activities (i.e. one over ones, skip levels, 360s, etc).

- Consider what opportunities you can provide or facilitate that would provide the right level of development and where the employee would be paired with a supportive supervisor/leader.
- Invite the employee to take on the assignment or project. Set clear expectations about:
    - What supports will be available (mentorship, reading, formal learning, etc.)
    - How performance will be evaluated
    - How, when, and by whom feedback will be given
    - The purpose and learning objectives of the experiential learning
    - What the benefits are of accepting the assignment
    - What it means for the employee if they choose not to accept the assignment at this time (e.g. will another opportunity arise in future?)
- If the experiential learning involves moving to another team, be aware of the bench strength of and effect on the employee's team as well as that of the team to which the employee will be assigned. Ensure both teams have capacity to meet business goals while supporting the change.
- After setting up the experiential learning, check in: track the employee's progress, results, and whether the challenges are at the right level to support learning.

When

A temporary assignment, special project or stretch assignment is ideal when:

- An employee's specific expertise or experience is required for a special initiative
- Succession planning has indicated that an employee would benefit from growth in a particular area, such as acquiring a new skill or enhancing a competency
- Employees are fully performing in their role and work is no longer challenging
- The stretch assignment helps meet the organization's goals and objectives
- Resources are available to support the employee (e.g. a supervisor/mentor can give guidance and feedback)

Example questions for stretch assignment conversations with employees

Before the stretch assignment begins, leaders should have a planning conversation to clarify the purpose, expectations and duration of the stretch assignment, as well as how performance and success will be evaluated.

- What strengths will you draw on to support you in this stretch assignment?
- What parts of this assignment will require the greatest stretch of your knowledge, skills or abilities?
- What supports do you need to be successful in this assignment?
- How will you maximize your learning in this stretch assignment?
- What might be the barriers to your success? How will you overcome them?

For more information on temporary assignments, please visit MyHR.

Development Guide: Knowledge Transfer

What

Knowledge transfer practices (knowledge management) organize, create, capture or distribute knowledge and ensure its availability to those who need it to achieve business strategy. The knowledge management guide produced by B.C.'s Office of the Auditor General describes two different types of knowledge:

1. Explicit knowledge: concrete knowledge that is easily codified, organized and stored, e.g. the legislation development process.
2. Tacit knowledge: knowledge of the processes and tools required to accomplish something well, e.g. "know-who" about networks and relationships in and out of government, big-picture context, strategy and systems thinking, timing of action.

Purpose and Benefits

For a leader, knowledge transfer offers:

- Business continuity and risk management by ensuring key knowledge is shared as individuals move on
- Insight into employees' capabilities in areas beyond their regular work
- Increased employee engagement and a way to retain high-potential employees who might otherwise go elsewhere for growth and challenge

From an employee's perspective, knowledge transfer has the benefits of:

- Improving orientation and facilitating learning
- Providing with key knowledge needed to succeed

For the organization, knowledge transfer can help mitigate transition risks and increase performance.

How

- Identify and evaluate the knowledge. Key questions include:
    - What knowledge do we need to deliver today's operations?
    - Who needs the knowledge to deliver value to our ministry/division/branch?
    - What knowledge do we need to grow to deliver on strategic priorities or changes in direction for the future?
- Validate and document the knowledge
- Publish and share the knowledge
- Transfer and apply the knowledge
- Learn and capture the knowledge

Examples of knowledge transfer tools

Tool	Description
Blogs	Used to broadcast content created by a single author across an entire organization or the internet.
Coaching	A professional relationship between the incumbent and the coach that focuses on improving the performance and seeks to enrich the incumbent's knowledge, skill-set and competencies.
Communities of practice	A voluntary group of peers whose members regularly engage in sharing and learning to improve their performance as individuals, teams and organizations.
Cross-training	Training employees to do one another's work. It provides an opportunity for employees to develop new skills and aids in the transfer of knowledge.
Documentation	Documenting job processes and best practices. (i.e. process mapping, workflows and procedures, developing job aids, references, checklists, etc.).
Double filling	Hiring replacements prior to the departure of the employee.
Expert listing and contacts	A listing of employees with extensive knowledge or ability in a particular area that can be contacted to share and develop knowledge in other employees.
Internships	Training individuals who are new to a complex skill; most of the training is done on the job. This strategy is used quite commonly for professional roles such as lawyers, engineers etc.
Job shadowing	A work experience where an individual learns about a job by walking through the work day of a more seasoned employee.
Job sharing	An employment arrangement which allows one permanent full-time job to be shared between two employees
Knowledge storage	Knowledge from individuals is captured in a manner that others will find useful. It is primarily accomplished through interviews and/or questionnaires that document knowledge so that others can reuse and adapt it for their particular use. (i.e. a book, a website, information repositories, etc.). See Appendix B for more information.
Knowledge capture interview / debriefing	A formal meeting in person used to gather information from an employee regarding the specific essential knowledge they may have. It can yield invaluable information about how to proceed in the future and help an organization sustain gains and overcome challenges.
Leadership transition workshop	A facilitated session to help the incoming leader and team "let go" of the departing leader and begin building new relationships. This process helps a team accelerate the process of transition and knowledge transfer following a change in leadership. This workshop can also be done by videoing a series of interviews with the leader that is shared with the new leader at regular intervals, i.e. day one, end of 1st month, end of 60 days, end of 90 days.
Mentoring	Facilitates the transfer of a wide range of knowledge between people from different but related backgrounds, generations or departments.
Peer assist	Facilitated meeting or workshop where a peer or peers share their experiences, insights, and knowledge.
Podcasts	A way to communicate, share and transfer knowledge to a broad audience through an audio medium.
Post-mortem/ after action review	A detailed evaluation of an event that just ended.

20% Developing Bench Strength: Professional Supports

Mentoring takes place in a relationship in which a more experienced or knowledgeable leader (mentor) supports the development of a less experienced or knowledgeable employee (protégé or mentee). It is an ongoing relationship and can be either formal or informal. The mentor may play the role of coach, developer of talent, teacher or other depending on their experience or inclination and the mentee's needs.

Coaching is a set of advanced communication skills which may be used in combination with a specific process, with the intention of growing an employee's ability to achieve short and long-term professional and organizational goals. Sometimes coaching is supported by data such as that derived from 360 assessment tools. A coaching partnership works best when there is mutual trust and respect, enabling a safe, challenging and rich learning experience for employees. This may occur with their supervisor or with a professional coach. Coaching does not require subject matter expertise from the coach.

More information regarding Coaching and Mentorship is provided in the following Guide.

Development Guide: Mentorship and Coaching

Mentorship

Mentorship is a relationship in which a mentor, an experienced or knowledgeable leader, supports the development of a mentee, a less experienced or knowledgeable employee. It is an ongoing relationship that can be either formal or informal.

During a mentoring relationship the mentor may play the role of cheerleader, coach, confidant, counsellor, developer of talent, oral historian for the organization or profession, guardian, guru, inspiration, master, opener of doors, patron, role model, pioneer, or teacher, depending on their experience and inclination and the mentee's needs.

Purpose and benefits

Mentoring is particularly useful when the skills or knowledge needed by the mentee are related to judgment, situational awareness or social interaction. Every organization relies on leaders who understand the culture of the organization, and mentors can help emerging leaders better understand that culture.

For the mentee, mentorship offers:

- Guidance and support
- Focus on career development and learning
- Opportunities to learn from someone more experienced or knowledgeable
- Insight into higher levels of the organization

For the mentor, mentorship offers:

- Time to develop coaching and listening skills
- Opportunity to develop and shape the next generation of leaders
- Insight into other areas and levels of the organization

For the organization, mentorship offers:

- Enhancement of the BC Public Service's leadership bench strength by helping leaders develop more quickly
- Support for knowledge transfer and sharing
- An avenue to attract and retain key talent

How

1. Make the right match. Whether self-initiated or matched by the ministry, mentoring pairs (or groups) should be matched with a clear idea of what each expects and will contribute.
2. Determine mentoring objectives. At the first meeting, the mentor and mentee should agree on their goals for the mentorship and each person's responsibilities.

3. Get off to a good start. Early in the mentorship, the pair should agree how often to meet, what they will discuss, and how long the relationship will last.
4. Maintain the momentum. Throughout the mentorship, the mentee and mentor should reflect and discuss how things are going and what could be more effective going forward.
5. Complete the process. At the end of the agreed to period for mentorship, each party should assess the outcomes and how they compare to the measures for success established at the outset.

Example techniques

Mentors may use a variety of skills including coaching, storytelling, posing hypothetical challenges for the mentee to consider, observing and giving feedback, and more. Some key aspects of a mentoring relationship may include:

Accompanying: making a commitment in a caring way, which involves taking part in the learning process side-by-side with the mentee.

Storming: when change reaches a critical level of pressure, learning can escalate. Here the mentor chooses to plunge the mentee right into change, provoking a different way of thinking, a change in identity or a re-ordering of values.

Showing: this is making something understandable or using your own example to demonstrate a skill or activity. You show what you are talking about by your own behavior.

Harvesting: here the mentor focuses on picking the metaphorical fruit. This technique is usually used to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?" and "How will you use this knowledge?"

Coaching

Coaching refers to a range of techniques in which the supervisor serves as a coach to others, with the intention of growing an employee's ability to achieve short and long-term professional and organizational goals. Sometimes coaching is supported by data such as that derived from 360 assessment tools. A coaching partnership works best when there is mutual trust and respect, enabling a safe, challenging and rich learning experience for employees. Coaching may be useful for employees at all levels and tenures of their career in a variety of work situations.

Purpose and Benefits

For the employee:

- Supports accountability, connection and commitment to business results
- Increases self-awareness, confidence and resilience
- Develops leadership capacity; strengthens self-motivation and personal accountability
- Helps foster an inspired vision for the future
- Enhances relationships, increases engagement and productivity
- Strengthens interpersonal communication and ability to manage conflict
- Supports career progression and development
- Promotes learning and change agility

For the coach:

- Provides insight into other areas and levels of the organization
- Creates opportunity to develop and shape aspiring leaders
- Develops coaching and listening skills

For the organization:

- Enhances BC Public Service's leadership bench strength by helping emerging leaders to develop more quickly
- Attracts and retains key talent
- Fosters knowledge-sharing
- Promotes a cadre of employees who are more innovative and responsive to change

How

Ideally, regular one-on-one coaching conversations are held and employees are encouraged to determine key actions to focus on in between conversations, to move themselves from where they are to where they want to be. The coach's role is to hold the employee accountable to following through. Reflection and perspective checking, learning, feedback, problem solving, planning, action and recognition are all a part of the coaching conversation which supports the employee in accomplishing his or her objectives.

Example techniques

Listening

Listening, the fundamental coaching skill, requires being present with the person without interruption, and reflecting on what you hear and notice.

Powerful Questions

Powerful questions provoke thought and challenge a person's thinking or way of doing or being in the world. Some sample questions are here.

Feedback

Receiving feedback on performance is central to an employee's development. First, explain the context around the opportunity for feedback by asking what they thought went well and was tricky, and what they might do differently. Next, ask if you can offer some feedback.

Acknowledgement

Acknowledgement helps celebrate a person's internal strengths. By acknowledging that strength you give that person more access to it.

For more information on coaching:

For Coaching Services, please visit MyHR

The Coaching Approach to Conversations course is available through the Learning Centre.

The Coaching Approach to Conversations handout is available through the attached file below.

CAC__Handout__Newsletter_Coaching_A

10% Developing Bench Strength: Curriculum

To support development needs, employees can be encouraged to enrol in training courses, online and in classrooms, through the Learning Centre or elsewhere. Topics include supervision and leadership development, financial management, procurement, project management, Lean, performance management, information sharing and protection of privacy, role specific curriculum, respectful workplaces, labour relations and occupational health and safety.

Ministry of Environment

Corporate Succession Management Holdback Measures – Planning Sheet

Measure: To begin to embed succession management into our leadership practices.

<table>
<tr><td colspan="3">Succession Management Target 2: Successful implementation of strategies, including coaching and or mentoring practices, within each organization to develop the bench strength within.</td></tr>
<tr><th>Current State</th><th>Potential Actions</th><th>y/n</th></tr>
<tr><td rowspan="4">Ministry Strategic Plan - to guide MARR’s work over the next two years, bring clarity to the organization’s Vision, Mission and Goals, and anchor the divisional and business unit planning.

Executive WES Action Plan/Work Plan

Division Plans - to improve the line of sight between strategic and business plans, align day-to-day activities and guide the organization and track results.

Preparatory work has begun in anticipation of succession management focus in Fall 2016 including initial considerations of critical positions

Developing a new Learning and Development Plan to support and promote learning throughout the ministry. The Plan will include avenues for various types of learning such as mandatory, experiential and career development learning opportunities.</td><td>Strategic Direction of Ministry
• Where will the organization be in three to five years. Important to look at lines of business or areas that will continue, stop or start.</td><td></td></tr>
<tr><td>Identify Critical Positions
• Understand what positions or roles in the ministry are needed to effectively meet current and future business objectives.</td><td></td></tr>
<tr><td>Assessing Readiness and Capabilities
• One over One or Skip-level interviews
• Leadership Circle or other 360 tool
• Client and Peer Feedback
• MyPerformance
• Blind auditions</td><td></td></tr>
<tr><td>Employee Development
• Create and support TA’s or special projects
• Experiential learning (e.g., sector/ministry projects/sessions; building networks; staff participation in Minister/executive briefings, job shadowing, mentoring)
• Learning and Development Plan
• PSA or Executive coaching and support resources
• Embed coaching into conversations
• Build AL/BL cohorts and CoP (peer mentoring), Supervisors Forums
• NRS community mentor(s)</td><td></td></tr>
</table>

Incorporating a new approach of **integrated performance management** to focus on cultivating talent, nurturing staff, identifying gaps, building leadership and enhancing outcomes. Piloting a new **onboarding / orientation** program to ensure a seamless and efficient transition for all new employees to support them in their job success. Plans are in place to next focus on offboarding/exit in the Fall. Developing **Recruitment** best practices guidelines to attract and retain the best talent, improve transparency in staffing approval processes, and provide guidance to hiring managers in running consistent and fair staffing competitions. Utilizing MARR's **Supervisor's Forum** to strengthen supervisory skills and development as well as provide a forum for sharing information and building consistent practices across the ministry. <will ENV be utilizing the Supervisor's Forum?> Strengthening **engagement strategies** such as flexible work arrangements and recognition programs to continuously improve the workplace and retain staff.	**Recruitment & Onboarding** • Recruitment focus for hard to recruit positions • Grow talent internally by recruiting at a lower/developmental level and providing training and development. • Co-op students and interns and success stores on co-ops/interns that have been retained within the BC Public Service (note: it is not recommended to set a target for this as many factors may be out of the ministries control)	
	Retention Strategies • Stay interviews • Engagement and WES action plans	
	Knowledge Transfer • Build in STOB50 overlap for 2 -3 months transition (depending on budget) • Have multiple employee understand portfolios or projects from an exiting or retiring employee • One on one conversations for those in critical positions that may leave or retire (due to the sensitive nature of these conversations, please speak with SHR before undertaking)	
	Hi-Potential Pool For the leadership pool, each employee would develop a personalized leadership development plan that would guide their growth and development. Nominations and readiness assessments could be put forward by Deputy Ministers (DM) and Assistant Deputy Ministers (ADM) to Strategic HR (SHR). Assessment tools that will be available to the pool are The Leadership Circle (TLC) (for 360's), MBTI, CPI 260 and FIRO-B. SHR has certified practitioners for these assessments. It is recommended that the maximum number of participants is 40 individuals to begin with to ensure a quality experience.	

Ministry/Sector Potential Action

Hi-Potential Pool

The goal of a Hi-Potential Pool would be to ensure a group of employees develop readiness to compete on executive director, director, management as well as technical positions. The Ministries that will be considered in-scope for this program proposal are the Ministries of Aboriginal Relations and Reconciliation, Agriculture, Climate Leadership, Energy and Mines, Environment (including Environmental Assessment Office) and Natural Gas Development (including Office of Housing and Construction Standards).

For the leadership pool, each employee would develop a personalized leadership development plan that would guide their growth and development. Nominations and readiness assessments could be put forward by Deputy Ministers (DM) and Assistant Deputy Ministers (ADM) to Strategic HR (SHR). Assessment tools that will be available to the pool are The Leadership Circle (TLC) (for 360's), MBTI, CPI 260 and FIRO-B. SHR has certified practitioners for these assessments. It is recommended that the maximum number of participants is 40 individuals to begin with to ensure a quality experience.

The details for the technical pool will need to be discussed considering the variety of technical positions, classifications and hard to recruit positions across the above mentioned ministries.

The support provided by SHR would include coaching participants on individual leadership development plans, liaising with DM and ADM's regarding participant readiness and progress, distribution and debrief of assessments and tracking of data (promotions and exits).

Joint HR

Date Sept. 16/16.

- DMCPSI
  - background
  - Band A / 6 approval
  - comp. sessions 8 of 9
  - Innovation hub / nudge.
  - centre for data innovation (JTST)
    - sponsoring an onboarding project.
  - three year road map.
    - identify, attract, develop.
  - MCCF (well received by ADMs)
    - ministries → callibrate.
    - don't communicate band assignments to anyone.
  - Bench strength - this week guidelines

how far you go is up to you

    - plans might / will support agency in building out ~~our~~ larger plan.
    - have to commit to what they will do by March 15. Leverage what's working well in the ministry.
    - ADM - successors, readiness, development
  - Board for succession mgmt
    - mtg today about NOC, data bldg, survey, 3 yr road map, ME.
  - New HR plan @ next Joint HR mtg.

Hiring (Susan)

- kicking off strategy on hiring to streamline of process.

Succession Management: Building your Bench Strength

<u>Identifying Talent</u>

- LDPs were last conducted in 11/12. Data from this process is too dated to be useful in this exercise, and many new employees in the ministry
- There are many options for how to identify and assess talent, and we would recommend a combination of two or three of the following:
    - Self-assessment
    - 360s
    - One over one reviews
    - Peer/client feedback
    - Personality tests (MBTI) – some of this has already been done

<u>Assessing Talent</u>

- Assessing talent can be as simple as a conversation at the Divisional Executive Committee level to identify the high-potential employees in each area of the division who could potentially be tapped for development in year one.
- Recommend that the ministry focus on the current Business Leadership cohort, as the Public Service Agency will be focusing on development for those who are currently at the Strategic Leadership level.
- Question: what about identifying/assessing talent in technical roles (EP, COS)?

<u>Developing Talent</u>

- Establish a plan (template) that can be embedded into MyPerformance
- Experiential Learning (70%)
    - Special projects (Spills, Mount Polley, etc.)
    - Temporary Assignments from one branch/division to another
    - Job swaps/stretch assignments/
    - Job Shadowing (bring in doc from CSNR…though I hesitate on this).
- Professional Supports (20%)
    - Leadership mentoring via cohort (pilot)
    - Technical mentoring via cohort (pilot)
    - Targeted coaching via the Performance Coaches? As part of 360/Learning plan development?
- Formal Learning (10%)
    - Learning Centre courses
    - Specialized courses depending on technical area

Ministry of Environment

Succession Management

Holdback Proposal

September 2016

Two Targets

1: ADM succession plans (template)

– Target is largely strategic leads

2: Build the Bench Strength

– Target is business leads and senior technical staff

Building Bench Strength

- Identify Talent
  - Gathering information on individuals to identify strengths and areas for development
- Assess Talent
  - Discussion to understand bench strength in the organization
- Develop Talent
  - Create plans and identify development opportunities for staff

Identify Talent

- Suggest using an LDP ‘light’ method
  – MyPerformance
  – Self Assessment
  – One over ones for all staff

Assess Talent

- Conversations with supervisor (self-assessment)
- Conversations at DEC to determine talent in the division
- Conversations at Executive to determine talent across the ministry
- Pilot of Leadership Circle 360 for ministry talent
- Myers Briggs Type Indicator (MBTI)

Develop Talent

- Learning plans
- Experiential Learning (70%)
  - Identify special projects, TA/job swap opportunities to develop and provide exposure, job shadow
- Professional Supports (20%)
  - Knowledge Transfer Strategy:
    - Mentoring cohort for targeted leaders (pilot)
    - Mentoring cohort for technical staff (pilot)
    - Targeted coaching
- Formal Learning (10%)
  - Learning Centre courses
  - Specialized courses for technical skills

Targets

- 30% increase in business leads and senior technical staff having MyPerformance profile and learning plan in place
- Create and implement Knowledge Transfer Strategy
- 10 people participate in Temporary Assignments, special projects, job shadows

Timelines

- Sept. 30 – proposal to PSA
- Oct. – Mar. – Strategies are developed and implemented
- Mar. 17, 2017 – Targets are met

Resources

- Leadership Circle 360 ($500 per person)
- Staff time to have conversations with supervisors, complete learning plans
- Leaders time to have conversations, do One over Ones, participate in DEC conversations
- ADM time to participate in assessing talent and mentoring leadership cohort
- Performance coaches – as needed
- Targeted cohort has larger time expectations to participate in pilot programs

Questions?

- Is there anything happening in the ministry that we should be capturing?

- Do you endorse the plan as is, or would you like to see some modifications to it?

Next Steps

- One-pager developed articulating actions
- Shared with Exec as a final review before submitting to the PSA

S.M. Implementation Plan Date Oct. 14/16.
Maria, Carolina, Kartey, Caroline,
Penelope, Sharon, 'Jo-Ann.'

high-potential pool
- leadership
- technical. - how are we targetting those roles — LSOs, biologists,
- technical posns take a lot of time to gain expertise.
- very specialized expertise.

Leadership Circle

- CoP
- pissy - backing on session w/ some one else.
- documenting
- peer - doing a lot of work for

Page

Succession Mgmt	Date Oct. 18/16.

- Wes - exec sponsor.
- Tracking + reporting
- EAO - EDs are critical.
- 360 Process:
  - will do light/surgical.
  - Outcomes:
    - intelligence (strengths + AfD)
    - coaching convo focused on their future plans. What are 1, 2, 3 year plans.

looking for appropriate resource.
- flexible fit needs.

- looking @ consultant to do, will reach out this week or next.
- ~~He~~ Hipo - 3ppl already, engaging them in discussions, ~~to~~ formalizing, 360, learning plan.
- How work w/ Cheryl - help to make sure on track. Engaged in contracts/admin. Will be privy as to how things are proceeding.
- Hoping to have 360 pieces done by Christmas completed obligation, put succession planning through next year.
- hipo - director, mgr/dir, mgr → ED poons.
  - perf/potential
  - career aspiration.
- Comms - probably not doing much in the way of comms.

Page

Date

reporting - every month.
- how much runway
- what challenges have groups had.
- monthly.

~~[illegible]~~ S.M - Jim Standen Date Oct. ~~[illegible]~~ 20/19

* - who is going to be a champion.

Most important Steps

- ~~[illegible]~~ criteria for high talent.

-> six or seven years ago -> "at risk" positions or keystone positions.

-> LDPs - key talent, where are they today.

-> focus -> leadership.

-> comms -> enhanced & accelerated
  - have to comm. broadly.

-> cohort - tight & small - narrative 360. - CSA.

-> ADMs mtg regularly.

Page

S.M. Kaaren Lewis

Date Oct. 20/16.

→ Exec Sponsor
→ ~~target~~ BC / SL / tech
→ comms.
→ 360s.   ENV? / FAO?

if you feel you should be in that talent pool + are not - how to discuss that. - SHR?

↳ CSA - expensive, Leadership Circle - like it.
Fern Schultz.

~~Corporate HR Plan~~
Maria, Sharon, Susan, Carolina.
Mini Team Mtg

- Update on S.M. - project charter. / $ shopping
- Update on Corp. HR Plan.
- Onboarding

- Presentation >

$~~70~~ 40K
3

BRITISH COLUMBIA
BC Public Service

Succession Management Project Charter – ENV, EAO, CAS
Fiscal 2016/17

BACKGROUND

Given the demographics in the BC Public Service, succession management is going to be a key focus across the broader organization for the foreseeable future. Succession management is a central tenet of the new Corporate Plan Where Ideas Work and has also been identified as an Assistant Deputy Minister and Associate Deputy Minister performance measure for fiscal 2016/17. Corporately, an initial focus for succession management will be on key streams like IM/IT, finance and senior leadership where the most urgent pressures exist, with a commitment to implement succession management in all corners, and at all levels of the organization.

For the Ministry of Environment (ENV), the Environmental Assessment Office (EAO), and the Climate Action Secretariat (CAS), the plan this year is to formalize succession management practices that already exist informally, as well as identify and implement new approaches to succession management. The outcome will be strengthened talent management processes, identification of succession management priority positions, and identification of experiential learning opportunities and professional supports.

GOAL

Begin to embed more effective succession management practices in ENV, EAO, and CAS.

OBJECTIVES

- Formalize talent identification at the work unit, divisional, and ministry levels;
- Support development of leadership skills of a ministry high-talent cohort through 360s and learning plans;
- Identify succession management priority positions using specific criteria;
- Identify experiential learning opportunities and professional supports in a Knowledge Transfer Strategy; and
- Retain new talent through targeted development, and recruit new talent through a co-op strategy.

SCOPE

In scope during 2016/17

- Identification of leadership talent at the Business Leadership level and for EAO also at the Strategic Leadership level;
- Identification of succession management priority positions; and
- Identification of experiential learning opportunities, professional supports and other knowledge transfer approaches.

Out of scope during 2016/17

While the following areas of focus are important for the organization, these will be addressed during later years of the succession management strategy and include:

* Identification of talent in technical roles;
* Development of a succession plan for succession management priority positions (*note: ADMs and Associate DMs will be completing succession plans for their positions during 2016/17 through a separate but linked process*); and
* Implementation of the Knowledge Transfer Strategy that is developed.

STAKEHOLDERS

The following parties have a stake in this project:

* Executive team and senior leadership of ENV, EAO, and CAS;
* The target audience of the various strategies (e.g. employees identified as having talent);
* Strategic HR; and
* The BC Public Service Agency

PROJECT TEAM

The following people will be involved in the project:

* Kaaren Lewis – Project Champion
* Executive Team
* Kim Russell – Project Sponsor
* Elaine Cross – Project Manager
* Strategic HR Advisors (Sharon Moss) and/or contractors as identified in the detailed project plan

RESOURCES

The main resources involved in this project are internal human resources, as much of the work will be done by staff in ENV, EAO, CAS, and Corporate Services for the Natural Resource Sector. In addition, ENV, EAO, and CAS will need to cover the cost of 360s for their staff. This cost will depend on the 360 option chosen by executive.

TRACKING AND REPORTING

Strategic HR has developed a detailed Project Plan that outlines the project deliverables, and tasks associated with each deliverable, along with a timeline, and who is responsible for completing each task. By using this Project Plan, Strategic HR will track progress towards completion. A weekly update email will be sent to executive outlining key actions for the week and any tasks they need to complete, with a formal Status Report provided to executive monthly.

RISKS AND MITIGATION

Strategic HR will inform the Project Champion weekly of any issues that have arisen in the period and seek any decisions required. Risks to completing the project on time will also be raised and mitigation strategies confirmed. The Executive Team will be updated and engaged as directed by the Project Champion.

MEASURES

The success of the project will require achieving the actions and measures outlined in the Status Report by March 8, 2017 related to the identification of succession management priority positions and a high-talent cohort, initiation of 360s and learning plans, and development of a Knowledge Transfer Strategy and the EAO co-op recruitment and development plan.

Associate and Assistant Deputy Minister Succession Plan

For completion by Associate and Assistant Deputy Ministers

1. *Insight into the Role*
2. *Insight into the Talent*
3. *Insight into You*

1. INSIGHT INTO THE ROLE

Title: *pre-populated*	***Band:*** *pre-populated*
Ministry: *pre-populated*	***Current location:*** *pre-populated*
Role profile: **Please see the attached role profile and update as required.**	***Future location(s):*** **Is the position fixed to current location or could other locations be considered? If so, please identify other suitable locations.**

Further insight into the role – accountabilities, requirements, challenges, impact

Using the following questions as prompts, please identify:

- Key government commitments/priorities this role is accountable for over the next year.
- Statutory responsibilities of role.
- Specialized subject matter expertise, qualifications or certifications required for the role (e.g. law degree).
- What is one important challenge of this position that is not in the job description?
- What would the risk or business impact of a vacancy in this role be and what steps could be taken to mitigate the risk?
- Any additional insights.

In your own words, "the pitch"

In this role, what will a successor experience?

2. INSIGHT INTO THE TALENT

Position information about your immediate bench /direct reports

Name:	*pre-populated*	*pre-populated*	*pre-populated*
Title:	*pre-populated*	*pre-populated*	*pre-populated*
Band/ Classification:	*pre-populated*	*pre-populated*	*pre-populated*
Years in role:	*pre-populated*	*pre-populated*	*pre-populated*
Years of service:	*pre-populated*	*pre-populated*	*pre-populated*

Immediate bench strength / direct reports

Using the following questions as prompts, please identify:

- What is the current strength of your immediate bench/direct reports?
- What is their capacity and readiness to support a new ADM?
- Any additional insights.

How are you assessing your direct reports / immediate bench strength?

- One over ones
- Skip levels
- Review boards
- Self-assessments
- 360 assessments
- Role plays and simulations
- Training and experience exams
- Reference checks
- Peer feedback
- Personality tests (e.g. MBTI, Insights, Lumina)
- Other: ____________________

What are you doing to build your direct reports / immediate bench strength?

- Temporary assignments
- Special projects
- Stretch assignments
- Knowledge capture
- Cross-training
- Mentoring
- Coaching
- Other: ____________________

Potential successor candidates

Looking at your immediate bench strength/direct reports or elsewhere in the BC Public Service, identify potential successor candidates that could be considered for your role. *Note: If you have more than three potential successors please copy and paste the table as many times as needed.*

Name:	***Estimated readiness*** ☐ Ready now ☐ Within 6 months ☐ Within 6-12 months ☐ Within 24 months
Current role:	
What development activities are underway?	***Willingness*** ☐ Yes ☐ No ☐ Unsure
Executives are often mobilized to take on other roles. Do you see this individual as suitable for other executive roles as well?	***Aware of being identified as a potential successor?*** ☐ Yes ☐ No

Name:	***Estimated readiness*** ☐ Ready now ☐ Within 6 months ☐ Within 6-12 months ☐ Within 24 months
Current role:	
What development activities are underway?	***Willingness*** ☐ Yes ☐ No ☐ Unsure
Executives are often mobilized to take on other roles. Do you see this individual as suitable for other executive roles as well?	***Aware of being identified as a potential successor?*** ☐ Yes ☐ No

Associate and Assistant Deputy Minister Succession Plan

<table>
<tr><td rowspan="1">Name:</td><td rowspan="2">Estimated readiness
☐ Ready now
☐ Within 6 months
☐ Within 6-12 months
☐ Within 24 months</td></tr>
<tr><td>Current role:</td></tr>
<tr><td>What development activities are underway?</td><td>Willingness
☐ Yes
☐ No
☐ Unsure</td></tr>
<tr><td>Executives are often mobilized to take on other roles. Do you see this individual as suitable for other executive roles as well?</td><td>Aware of being identified as a potential successor?
☐ Yes
☐ No</td></tr>
</table>

Potential talent pools

In addition to the potential successor candidate(s), identify the potential talent pool(s) for this role and provide your rationale.

3. INSIGHT INTO YOU

*** If the role is currently vacant, please check this box.** ☐

Name: *pre-populated*	***Years of service:*** *pre-populated*
Years in role: *pre-populated*	***Estimated years to retirement:*** **Please insert.**
Years at executive level: *pre-populated*	

Career plans

While Associate and Assistant Deputy Minister movement may occur at any time through reassignment or a competitive process, completion of this section may assist in aligning available opportunities to your areas of interest where possible.

Using the following questions as prompts, please identify:

- What are your short (0 to 2 years), medium (2 to 5 years), and long-term (5+ years) career interests/aspirations? For example,
    - Are you interested in a more complex opportunity at this level?
    - An opportunity in a different field or sector?
    - Central agency experience?
    - A band increase typically reflecting a more senior level?
- What timeframe are you considering for your next career transition?
- What learning objectives are you considering for yourself in your next potential career transition?
- Any additional insights.

For completion by Deputy Ministers

INSIGHT INTO SUCCESSION

Understanding the business impact and government priorities related to the role will help inform succession management activities within the corporate executive cohort. Information about those Associate and Assistant Deputy Minister roles which may be considered corporate positions and provide ideal experiential learning opportunities will also support development and succession.

In the following text box, please identify:

- Is this role an ideal "corporate assignment," an experiential learning opportunity that many executives would benefit from? If so,
    - What would be the learning objectives achieved by such an assignment?
    - What would you consider the ideal timeframe of an incumbent in the role to be, and why?
- If vacant, would replacement planning, as is, or portfolio restructuring be appropriate? Are you considering anything on the horizon, and if so, what?
- Is this position suitable for a new ADM? Why or why not?
- In filling this role, what mechanism would you be likely to consider to fill the position:
    - Competitive recruitment process – internal or external, and why?
    - Development assignment from within corporate executive
    - Lateral move or job exchange
    - Promotional opportunities or developmental assignments from within senior management
    - Other
- To focus executive replacement efforts, what is the likelihood this role will be vacant within the next 12 months?
- Any additional insights.

BRITISH COLUMBIA
BC Public Service
Where ideas work

Memorandum

BC Public Service Agency

PO Box 9404 Stn Prov Govt
Victoria, BC V8W 9V1

Date: October 31, 2016 CLIFF: 5904

Re: Associate and Assistant Deputy Minister Succession Plan Instructions

Dear Colleagues:

As you know, we are introducing a corporate approach to succession management to ensure we can identify, attract and develop the talent needed to serve the best interests of BC; now and in the future. Succession management is a key priority of the Corporate Plan, and the purpose of Associate and Assistant Deputy Minister Succession Plans is twofold. First, to model at the executive level the behavior we will be asking for from others in the organization, and secondly, since senior leadership is one of the areas in which we have the most urgent pressures, to ensure we are proactive in preparing for succession within this cohort.

I would like to share some information about the expectations for the succession plans and how the BC Public Service Agency will support you. When you open the attached Associate and Assistant Deputy Minister Succession Plan template, please keep in mind:

1. This blank template is for your consideration now, but not for completion yet. I recommend that you use the template to begin discussing succession with your Deputy Minister, who will complete and sign-off the succession plan with you when you submit it for the March 15, 2017 deadline. Your Succession Plan will be part of the package for evaluation in your ADM review, and to be relevant, it needs to be current as close to that time as possible.

   By February 15, 2017, you will receive a final template pre-populated with up-to-date information specific to you, your role and your immediate bench/direct reports – this is the template you will be asked to complete with your Deputy Minister and submit to the Agency by March, 15, 2017.

   In addition, you can expect to see changes to the ADM Review Submission template to ensure we are not duplicating efforts.

2. Information sessions will be offered in November to Corporate Executive as well again in February, to provide guidance around the template and answer questions you may have. These sessions will be held in Victoria. Please RSVP to Alyssa Taylor Alyssa.Taylor@gov.bc.ca with your preferred session. Once she receives your response, she will follow up with a meeting invitation.

   Session 1: Wednesday, Nov 16th 9:00 – 10:00am
   or
   Session 2: Thursday, Nov 17th 8:30 – 9:30am

   February Sessions: TBC.

3. We are doing this for the first time, and exercising a muscle corporately that not all of us are accustomed to necessarily using. I hope the Associate and Assistant Deputy Minister Succession Plan template will help prompt your careful consideration of government's business needs and the talent we need to identify, attract and develop to meet them. While you will be asked to provide the names of those who may be candidates for future executive roles, this is for the express purpose of providing a corporate line of sight to talent and increasing our ability to manage succession. These plans are not set in stone, any vacancies that arise will be addressed through the mechanism most appropriate determined by the Deputy Minister – not necessarily filled by someone named as a potential successor. It is important that we manage any expectations individuals may have a result of being named in a succession plan.

Appropriate steps will be taken to ensure privacy and confidentiality are maintained --- only your Deputy Minister, those Deputy Ministers participating on your panel review, Deputy Minister to the Premier and the Deputy Minister of the Public Service Agency and necessary Agency staff will have access to succession plans.

This initiative is part of our larger corporate succession management efforts and ensures that we are embedding succession management in our leadership practices. You can expect to regularly refresh succession plans going forward as part of our long term strategy to address our succession needs now and in the future.

As we build the foundation for corporate succession management, your involvement is critical in getting it right. We are committed to evaluating the effectiveness of the Associate and Assistant Deputy Minister Succession Plans and ensuring we make any necessary improvements when we put succession plans in place for other priority positions next year. I will be seeking your feedback in the coming months and look forward to hearing your thoughts.

Lori Halls

Lori Halls
Deputy Minister
BC Public Service Agency

Attachment/Enclosure

pc: Kim Henderson

In order to further embed succession management practices in to the ministry:

- Succession management priority positions will be identified;
- Ministry high-talent cohort will be identified;
- 360 assessments will be piloted with ministry high-talent cohort and targeted succession management priority positions;
- Knowledge Transfer Strategy will be developed to identify experiential learning opportunities (TAs, special projects, etc.) and professional supports (mentoring, coaching, etc.);
- Learning plans will be in place for employees identified in the ministry high-talent cohort and targeted succession management priority positions.

The following is a summary of the status of each of these action areas.

ASSESSING MINISTRY BENCH STRENGTH				
Deliverable	**Rationale**	**Action**	**Target Date**	**Status as at October 31, 2016**
Identify succession management priority positions in all three organizations	Identifying succession management priority positions allows the organizations to begin planning succession for these positions.	Assistant Deputy Ministers work with Executive Directors to compile a list of succession management priority positions in each division, (based on criteria provided by the BC Public Service Agency).	Mar. 8, 2017	• Planning underway with ADMs re priorities (start, stop and continue conversations)
Identify high-talent ministry cohort	With a ministry high-talent cohort identified, these individuals can be supported in their continued	Assistant Deputy Ministers work with Executive Directors to identify 1 – 2 high-	Mar. 8, 2017	• High-talent criteria defined • Target group confirmed

ASSESSING MINISTRY BENCH STRENGTH				
Deliverable	**Rationale**	**Action**	**Target Date**	**Status as at October 31, 2016**
	job and career growth.	performance and high-potential individuals from each division to participate in pilot leadership development activities.		
Register for 360 assessments for high-talent ministry cohort and targeted succession management priority positions (includes self-assessment).	A 360 assessment provides valuable information to individuals to support development of leadership skills.	1. Targeted succession management priority positions (i.e. EDs) enroll in 360s. 2. High-talent cohort enrolls in 360s (e.g., Leadership Circle 360s). 3. Self-assessments are completed as part of the process.	Mar. 8, 2017	• 360 tools confirmed

BUILDING MINISTRY BENCH STRENGTH				
Deliverable	**Rationale**	**Action**	**Target Date**	**Status as at October 31, 2016**
Develop a Knowledge Transfer Strategy to support experiential learning and professional supports in the ministry.	Experiential learning and professional supports typically account for 90% of learning. Identifying and articulating these opportunities in a Knowledge Transfer Strategy is a foundational piece in supporting development for leadership and succession management priority positions in the ministry.	Knowledge transfer strategy is developed.	Mar. 8, 2017	• Scope of strategy confirmed
Learning Plans in place for high-talent ministry cohort and targeted succession management priority positions.	In order to support high-talent and succession management priority employees in their development, learning plans will map out activities to support job and career growth.	Strategic HR provides tools to assist employees in creating learning plans, and measures completion.	Mar. 8, 2017	• Learning Plan concept approved by Executive

Succession Management 2016/17 -

Communications Plan

Background:

Succession management is a key priority in the Corporate Plan, *Where Ideas Work*. A shrinking and competitive labour market compels us to develop a systematic approach for developing and retaining our employees. The strategies in the Corporate Plan will be introduced over a two year period. ENV will demonstrate leadership in ensuring ministry-level implementation of the corporate strategies and ministry Executive has committed to ministry-specific actions aimed at embedding sound succession management practices in the organization.

For ENV, the focus for 2016/17 will primarily consist of identifying succession management priority positions, assessing and developing leaders, and creating a knowledge transfer strategy.

This is a foundational year. Given demographics in the BC Public Service, there will be a sustained focus on succession management, and we will look to evolve and expand our efforts with regards to succession management in subsequent years.

Purpose:

The purpose of this communications plan is to:

- Ensure all ministry staff are aware of the corporate focus on succession management, and what the ministry is doing to move this forward this year including plans for future years as these are confirmed,
- Inform Strategic Leads about their part in the process to assess leaders in the organization,
- Inform Business Leads about what they can expect this year with regards to assessment and development, and
- Raise awareness that this is a foundational year during which a focused risk-based approach is being taken, and that the focus on succession management will expand and evolve in subsequent years.

Target Audiences:

The audiences for this communications plan are:

- All ministry staff in ENV, with option to use messaging in EAO and CAS
- Ministry Executive
- Strategic Leaders
- Business Leaders

Succession Management 2016/17 -

Communications Plan

Key Messages:

- The new corporate plan, Where Ideas Work, charts our course forward for the next two years in the BC Public Service
- The plan 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.
- In addition to corporate pieces of this strategy being introduced over time, the Ministry of Environment has also committed to taking steps this year to further embed succession management practices in the organization
- This focus will consist of assessing and developing Business Leaders, identifying positions that are a priority for succession management, and creating a knowledge transfer strategy of experiential learning opportunities and professional supports.
- This is a foundational year. Given demographics in the BC Public Service, there will be a sustained focus on succession management, and we will look to evolve and expand our efforts with regards to succession management in subsequent years.
- Between now and the end of fiscal, we will assess business leaders across the ministry using consistent criteria, and identify a small cohort of leaders to pilot leadership development activities, such as 360s and learning plans.
- There is an equal emphasis on assessment and development this year, with a view to expanding and evolving the approach to succession management next year.
- Those in the ministry leadership cohort will be piloting development activities like 360s and learning plans, among other activities.
- Being part of the ministry leadership cohort is not tied to a promotion or a raise. Rather, the development activities are to help ready those in the cohort to take their next career step.
- 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.
- If you self-select out of the ministry leadership cohort because of other commitments, this does not preclude you from participating in subsequent years.
- If you have questions, please talk to your Executive Director.

BRITISH COLUMBIA
BC Public Service

Succession Management 2016/17 - Communications Plan

Communications Action Plan

Distribution Channels	Action Required	Who	Timing	Status/Comments
DM All-Staff Email	Draft email/approvals	Elaine	Nov 21 - 25, 2016	In progress
Info Sessions for EDs	Create material and deliver in-person sessions	Elaine	Nov 10 – 21, 2016	Complete
Frequently Asked Questions document/email	Create and maintain FAQs	Elaine	Nov. 21 - 25	Currently drafting to be shared with ADMs and EDs to assist in answering questions from staff
Intranet	Post 'Succession Management 2016' document	David Robertson	TBD	TBD – this suggestion came from EP DEC
Communications to Ministry Leadership Cohort	Once cohort is identified, SHR to manage cohort communications, including registering for 360, cohort activities, etc.	Elaine	Post Dec. 15th	Planning

Note: Additional communications will be identified and confirmed over the course of the strategy implementation up to March 15 and beyond.

Knowledge Management Capability Model

The knowledge management capability model provides an overall framework for assessment, including general questions to help organizations identify potential areas for improvement.

Are you ready to assess the organization's knowledge management capability?

The model has five key areas, as shown below. Each area is distinct from the others, but all work together. Success in one area can have significant positive impacts in other areas.

The area of Leadership and Strategy works together with the area of Culture to build overall organizational capability through an iterative process. The other three areas – Networks and Communities, Experiential Learning and Knowledge Base – are supportive processes that contribute to this overall development.

Over time, as organizations continue to develop these areas and staff and managers begin to value the generation and sharing of knowledge, the strategic management of knowledge becomes second nature – simply the way an organization carries out its business.

Capability Area 1: **Leadership and Strategy**
Capability Area 2: **Networks and Communities**
Capability Area 3: **Experiential Learning**
Capability Area 4: **Knowledge Base**
Capability Area 5: **Culture**

The maturity matrix, whose elements and good practice statements mirror the capability model, provides a means for organizations to gauge their level of maturity in managing knowledge.

Self-Assessment Conversation Starters

By answering the questions in each capability area, organizations can begin to identify strengths and weaknesses in their practices. Organizations can use their answers in tandem with the measures in the maturity matrix, to gauge where they are starting and what areas to focus on to enhance their knowledge management capability.

Capability Area 1 – Leadership and Strategy:

1. Have you developed a knowledge management strategy that addresses the various types of knowledge assets that are critical to your area's success (i.e. tacit, explicit and employee know-how)?
2. As part of your strategic risk assessment process do you consider risks associated with knowledge assets?
3. Is the importance of all forms of knowledge clearly communicated within your branch?
4. Have you identified and worked to remove some of the significant barriers to generating and mobilizing knowledge?
5. Is knowledge generation, sharing and use/re-use linked to your business goals and objectives?

Capability Area 2 – Networks and Communities:

1. Are staff with expertise expected to participate in boundary-spanning groups and form networks?
2. Are there communities of practice that span the organization and connect to experts outside the organization as appropriate?

Capability Area 3 – Experiential Learning:

1. Is it clearly emphasized that learning in the short term can make the organization more efficient or effective in the long term?
2. Is it expected that employees review progress and lessons learned during and after a project?
3. Does learning before a project is started include gathering of explicit and tacit knowledge?
4. Are experiential learning practices adopted across the organization?

Capability Area 4 – Knowledge Base:

1. Are there organization-wide standards guiding the collection, storage and access to explicit knowledge assets?
2. Does your organization have an effective process for identifying and capturing mission critical knowledge?
3. Is there a well-defined 'push and pull' capability? That is, are key knowledge sharing sites set up to both gain knowledge from others as well as communicate information out?
4. Is the content of key knowledge bases validated and refreshed on a regular basis?
5. Have you developed technologies to support the sharing of know-how, lessons learned and expertise that resides with your staff?

Capability Area 5 – Culture:

1. Is there a high level of trust across the organization to support knowledge sharing?
2. Do people regularly contribute ideas through decision notes, share point or other knowledge sharing technologies and business processes?
3. Are you familiar with the respected change agents at different levels of the organization?

Source: Office of the Auditor General of BC (http://www.bcauditor.com/knowledge)

Capability Area	Baseline	Getting Started	Improving	Advanced
Overall	Knowledge generation, sharing and mobilization are not enabled.	Knowledge sharing is emerging but not yet supported and nurtured.	Knowledge sharing is expected.	Knowledge management is becoming a transparent activity, considered a part of doing business.
Leadership and Strategy	No leadership strategy, policy or resources exist. Concepts and benefits of work with knowledge as an asset are not visible in strategic documents or conversations. The assumption is that all knowledge and processes can be codified into best practices. There are no visible champions and no work to build trust and remove barriers.	Value of work is recognized and the need for varied strategies is realized. Independent funding is minimal. A knowledge management strategy, risk assessment and policy work are ad hoc. Hands-on work is delegated to junior levels. There is some recognition of the barriers and disincentives in place.	Senior managers visibly lead the transition. The value of knowledge is commonly understood. A knowledge management strategy and risk assessments are developed for the organization. Resource commitments are in place to achieve objectives. Barriers have been identified and strategies are in place to reduce them. Consideration is given to measuring success.	Knowledge is thought of, and worked with, strategically. Strategic projects leverage this work and related capacity. A knowledge management strategy, policy and resources are embedded in regular business. Leadership occurs in many forms at all levels. A wide range of practices used in context. Measures are in place to assess impacts. Active learning is gained from difficulties as well as successes.
Network and Community-Building	Few, if any, communities of practice (CoPs) exist and there is no support for their maintenance. Efforts to locate expertise require individual initiative because there are no systems or processes in place to connect expertise.	The organization has assessed the potential value of tools to explore existing expertise, interests and networks. Where CoPs are visible, leadership is in place but management treats them as short-term project teams.	Tools have been adopted. Degrees of separation amongst staff are dropping. There are senior champions and a few widely shared successes. However, CoPs are largely leader-dependent and there is little effort to learn from them.	Expertise is much easier to locate inside and outside the organization. People learn through social technologies during work and possibly private time. CoPs emerge regularly and are highly valued as sources of relational knowledge and learning.
Experiential Learning (Learning Before, During and After)	Learning is seen as training or as a luxury. Being busy is more important than getting better or helping others get better. Expertise in other parts of the organization or outside the organization is largely ignored.	There is growing recognition that expertise in other parts of the organization and outside the organization, field, discipline or sector may be helpful, but efforts to learn about it are ad hoc. A few champions build expertise in their work with knowledge as an asset, but their learning is not widely shared or rewarded.	People can easily find out who has relevant expertise in the organization. Outside experts (e.g., stakeholders, customers, scholars) are not regularly included in learning processes. The "learning before, during and after" model is commonly understood and several tools and practices are in regular use.	Outside experts are included in learning processes as needed. Prompts for ongoing learning, improvement and innovation are built into regular structures and are second nature. Many staff are skilled with tools for learning before, during and after for different levels of complexity and regularly make effective choices.

Capability Area	Baseline	Getting Started	Improving	Advanced
Knowledge Base (explicit knowledge)	No formal processes exist for creating, structuring, validating, adding and updating new assets. Information is stored in ways that make sense to small units only. Exchange is through basic tools such as e-mail. People tend to re-create information rather than search and access it from an active knowledge base.	Formal processes for creating, structuring, validating, contributing, updating and searching knowledge bases exist, but are not widely known or used. Users may not trust content and issues with knowledge availability exist. Documentation and storage processes are gradually improving.	Improved communication about the process has been achieved and some champions emerge and model good practice. Technologies are improving. Access and re-use of information is more common.	Processes are embedded in organizational business practices and replicated across the organization. Access and re-use of information is common. Some networks and communities take ownership and act as guardians with organizational support.
(tacit knowledge)	There is an assumption that individual knowledge can be "captured" and stored in documents, which others will readily use.	There is growing comfort with different types of knowledge (some of which don't easily fit with organizational culture). It is recognized that varied types of storage complement peer-to-peer and community connections to retain and re-use important knowledge.	Experimentation is under way with various technologies and approaches for capturing individual knowledge well before they retire and capturing innovative practices that could benefit people in other parts of the organization or government.	Many familiar technologies are used to suit individual styles, organizational culture, the nature of work and resources (e.g., podcasts, blogs). Staff members access and contribute to these efforts as content is compelling and relevant to their work.
Culture	Knowledge and learning are hoarded by individuals and within administrative units. There is little trust across boundaries. More emphasis is put on storing information than on using it.	Connections, conversations and trust are typically restricted to co-located individuals within functional and organizational areas of expertise and similar experience levels.	There is growing awareness of the value of different types of knowledge. Time and space is made for reflection and learning. The group of knowledge management champions is increasing. There is a no-blame environment and growing trust.	The workforce is highly connected and engaged, and the organization is resilient and innovative. Work with knowledge is effectively integrated with business goals and practices. High levels of trust exist.

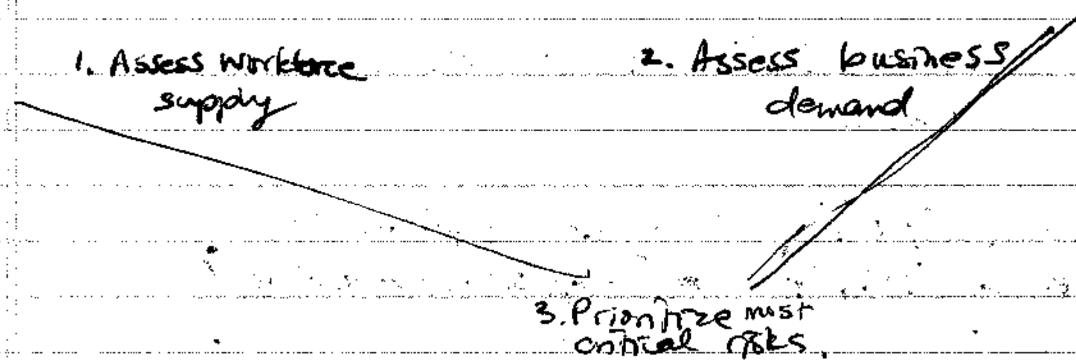
Source: Office of the Auditor General of BC (http://www.bcauditor.com/knowledge)

The Maturity Matrix Summary and Knowledge Management Capability Model Conversation Starters handouts support your branch capability assessment.

Capability	Maturity Matrix Measures	Notes/Observations	Ideas/Actions
Overall	☐ Baseline ☐ Getting Started ☐ Improving ☐ Advanced		
Leadership and Strategy	☐ Baseline ☐ Getting Started ☐ Improving ☐ Advanced		
Experiential Learning	☐ Baseline ☐ Getting Started ☐ Improving ☐ Advanced		
Knowledge – Explicit	☐ Baseline ☐ Getting Started ☐ Improving ☐ Advanced		
Knowledge – Tacit	☐ Baseline ☐ Getting Started ☐ Improving ☐ Advanced		
Culture	☐ Baseline ☐ Getting Started ☐ Improving ☐ Advanced		

SM Priority Positions — Date: Nov. 10/16

- Launching in Jan - collecting info from ministries in March



→ Business impact overall

→ SM priority positions mid Jan → end of Mar.

→ NOC code team - advantage in keeping the group tight.

- tutorials online
- National Occupation Code - google.

→ data set - DM sign off.

* Anyone would like to get set up w/ NOC, let her know.

ENV Succession Management 2016

Executive Director Info Session Speaking Notes

Introduction

(Kim will do this part)

- The new corporate plan, Where Ideas Work, charts our course forward for the next two years in the BC Public Service, and the first thing being implemented is an approach to succession management.
- All ministries have been asked to consider their current succession management practices and move towards more consistent practice in attracting, recruiting, developing, and retaining employees to ensure current and future business needs are met.
- For ENV, this focus will consist of identifying succession management priority positions, assessing and developing leaders, and creating a knowledge transfer strategy.
- Executive Directors are being asked to play a role in the assessment and development of leaders, with a focus on the business leadership contingent.
- Between now and the end of fiscal, we will assess all business leaders in the organization using the material contained within this document, and then look to identify a group to pilot leadership development activities.
- This is a foundational year. Given demographics in the BC Public Service, there will be a sustained focus on succession management, and we will look to evolve and expand our efforts with regards to succession management in subsequent years.

Communications

- We are creating a communications plan targeted at business leaders in the organization who are the target group for the first year.
- The assessment process we are using is like a streamlined leadership development panel process. We are looking to truncate the assessment process in order to ensure we are able to show progress on development this fiscal.
- Communications are currently being planned, and will likely include info sessions for EDs, communications to BLs, and info sessions for BLs, etc.
- Possibility to discuss further after walking through this document.

Process Map and Timing

- The following map shows the assessment process we will be following:
    - Step one is for EDs to assess business leadership direct reports, using the tools contained in this document. We are asking that EDs complete this step by Nov. 18.
    - Step two is for EDs and ADMs to have one-on-one conversations. This is the opportunity for EDs to share their assessment of their direct reports, and for ADMs to add their perspective to that assessment. These conversations should be complete by Nov. 25.

- Step three is for Divisional Executive Committees (DECs) to meet to discuss the assessment of the BL leadership contingent in the division, discuss leadership development opportunities within the division (experiential learning opps, mentoring, etc.), and to identify 1 – 2 candidates for the ministry leadership cohort, who will be the group piloting various leadership development activities. These meetings should be complete by Dec. 2.
- Step four is for ministry executive to meet and discuss the candidates put forward from each division, and to finalize the ministry leadership cohort.

Leadership Criteria and Checklist

- The leadership criteria is based on three elements: performance, potential, and career aspirations.
- The leadership criteria outlined in this document provides guidance in assessing performance, potential, and career aspirations.
- The performance piece is based on a leadership framework that has been developed by SDSI and has been in use in that organization for several years. It shows four different quadrants or levels of leadership, with competencies associated with each level. In addition, the framework has an assessment rubric for what each competency looks like according to the MyPerformance rating levels (not performing, developing, achieving expectations, exceeding expectations). This should assist you in consistent assessment of performance.
- The potential area provides guidance in what to look for in assessing a leader's potential, and provides a series of qualities that define potential for leaders in the organization.
- Finally, the career aspirations section gives some guidance on what to look for in assessing an employee's career aspirations.
- The checklist provided mirrors the criteria document, and provides some instructions for how EDs can use the checklist to assess direct reports.
- The checklist is broken into three sections: assessing performance, assessing potential, and assessing aspirations.
- Please use the leadership framework to assess performance, based on the rubric provided in that document.
- Please use the guidance provided in the criteria to assess employees on potential (this is a simple checklist if employees consistently demonstrate the qualities listed).
- Finally, please capture the top 3 – 5 strengths, accomplishments, and areas for development, and briefly indicate the employee's career aspirations.
- You should create one checklist for each BL direct report you have, and this document will form the basis of your one-on-one conversation with your ADM.

One-on-One Conversation

- The one-on-one conversation involves you walking your ADM through your assessment of each of your direct reports.

- The ADM will add their own perspective and experience of each employee so both of you have a common understanding of performance, potential, career aspirations, etc.
- The one-on-one conversation prepares both of you for presenting that employee at the Divisional Executive Committee meeting, where all Business Leaders in the division will be discussed, and 1 – 2 employees will be put forward as candidates for the ministry leadership cohort.

Next Steps

- Walk them through next steps, which reinforce the steps outlined in the process map.
- Open up to questions/discussion

Succession Challenges

LSO5 Section Head Position

- Provides expertise corporately
- Succession planning > implications for the group (mentoring, knowledge transfer, etc)
- In house successor and development?
- Continue with same classification

Knowledge Management for technical positions

- Tradition of oral knowledge transfer
    - Explore other methods
- Important link to other parts of government

Identifying gaps of new employees and providing feedback

- How to make a decision

Employee Development

- Following through on development plans and goals
- Career pathing

Meaningful scientific work

- Need space and time
- Policy and science have different rhythms/cycles
- What are the implications/risks when you have to go fast?

More overlap/teamwork

Employee Development – Success Management Opportunities

- Opportunities for TAs (more than one into position)
- Project work – not tied to vacancy, delegating leader
- Mentoring to share knowledge, experience
    - Group mentoring
    - Scenario-based
    - Not 'sage on the stage' but 'guide on the side' – ask questions
- Coaching Conversations
    - More intentional approach
    - Where do you want to be in 5 years?
    - Where are you now?
    - How to bridge the gap?
- Good opportunity for career pathing within the branch

Ministry of Environment

Succession Management Strategy 2016/17 – Frequently Asked Questions

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- General Information on Succession Management
- Assessing Business Leaders
- Business Leadership Development
- Identifying Succession Management Priority Positions
- Ministry Knowledge Transfer or Management Strategy
- 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 Where Ideas Work 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 Where Ideas Work for a complete view of the strategies across all three goals in the plan.

4. **What will happen this year in Ministry of Environment?**
   For the Ministry of Environment, there are three key areas we will be focusing on this year:

1) Assessing business leaders and identifying a small ministry cohort with which to pilot leadership development activities (some divisions may choose to provide additional opportunities to build the Business Leadership bench strength),
2) Identifying succession management priority positions (see #17 – 20), and
3) Developing a knowledge transfer or management strategy for the ministry (see #21 – 23).
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, identified succession management priority positions, 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 of 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 Executive Committee 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. Some divisions may also provide additional opportunities to Business Leaders to build leadership bench strength beyond the cohort. 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.

<u>Business Leadership Development</u>

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. Some divisions may also choose to provide opportunities beyond the small ministry leadership cohort to build leadership bench strength this year. 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. Another focus this year is identifying succession management priority positions (some of which will be technical positions), and we will be looking to build out succession plans for those positions beginning next fiscal.

Identifying Succession Management Priority Positions

18. **What is a succession management priority position?**
    A succession management priority position is a position the ministry requires to deliver on its core mandate, legislative requirements, ensure public safety, etc., or that is difficult to recruit into. We will be following a corporate process to identify and establish success plans for these positions.

19. **What does it mean if my position is identified as a succession management priority position?**
    This means your position is critical in some way (i.e. required for the ministry to deliver on its core operational and legislative requirements, key to ensuring public safety, etc.) or that it has been determined to be a succession risk (e.g. requiring specialized knowledge or talent pool that is highly-sought-after in the labour market). This year, the ministry is focused on identifying these positions, with a view to creating succession plans for these positions beginning next fiscal.

20. **What does it mean if my position is NOT identified as a succession management priority position?**
This means that, should you happen to move on in your career, there is likely a robust talent pool to draw from, and/or that a succession plan is already in place for your position. It could also mean that you don't have elements like statutory decision making or public safety as part of your position duties.

21. **What is the focus this year for succession management priority positions?**
This year, the ministry is focused on identifying succession management priority positions, with a view to creating succession plans for these positions beginning next fiscal.

<u>Ministry Knowledge Transfer or Management Strategy</u>

22. **What is the Knowledge Transfer or Management Strategy for the Ministry?**
This year, the ministry will be developing a focused strategy that will include exploring experiential learning opportunities like temporary assignments, special projects, and stretch assignments, as well as professional supports such as mentoring and coaching. The Knowledge Transfer Strategy will articulate these development opportunities that exist across the ministry, with a view to making these available to employees in the future.

23. **How will the Knowledge Transfer Strategy benefit employees in the ministry?**
Most professional development typically comes from experiential learning like temporary assignments and special projects, and professional supports like coaching and mentoring. The ministry will identify and articulate these in the Knowledge Transfer Strategy with the view to making these opportunities available to employees in the ministry to grow their careers.

24. **How can I tap into the opportunities identified in the Knowledge Transfer Strategy?**
Once the strategy is developed, the ministry will explore how to communicate about it and make opportunities available to employees. Please let your supervisor know that you are interested in these development opportunities.

<u>Contacts</u>

25. **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.

Succession Management 2016 – Identifying Leadership Talent and Building Leadership Bench Strength

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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-on-one conversation guide
7. One-on-one checklist (to support Assistant Deputy Ministers in documenting conversations)
8. Next steps

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1. Introduction

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

Executive Directors' role

The priority this year for the Ministry of Environment, Environmental Assessment Office, and Climate Action Secretariat is leadership identification and development—and you have a key role to play.

The ministry is looking for a small cohort of employees***** who are ready or near-ready to advance to higher-level leadership positions, or fill positions that are a succession priority for the Ministry******. You are being asked to assess the leadership bench strength at the BL level in your branch/unit, and 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 **Wednesday, November 30th**.

1. Use the leadership criteria and checklist to assess your direct reports,
2. Prepare for a "one-on-one" conversation with your 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-on-one conversation with your Assistant Deputy Minister.

***Please note that the target audience for this talent identification and development 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.**

**** The Ministry will be identifying succession management priority positions, based on criteria and process outlined by the Public Service Agency.**

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 roll-out and executive commitment to strengthen and broaden our efforts and emphasis on succession management over time.

This year, the focus will be assessing bench strength in leadership, identifying positions that are a succession priority, piloting development activities with a focused group of leaders that are ready to move into more senior leadership roles and/or succession management priority positions, and developing a knowledge management strategy for the ministry. 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 likely include info sessions for Executive Directors, Ministry messaging to all staff, communications to Business Leaders, info sessions for business leaders, etc.

3. Process Map and Timing

Executive Directors (EDs) use the Leadership Criteria and Leadership Check-list to assess BL performance, potential, and career aspirations

Purpose: Assess Business Leaders' performance, potential, and career aspirations at the work-unit level, and prepare for one-on-one conversations with ADMs.

Timeline: To be completed by Nov. 30

→

Assistant Deputy Ministers have one-on-one conversations with EDs to understand leadership bench strength

Purpose: ADMs understand leadership bench strength at work-unit level, and prep for Divisional Executive Committee (DEC) conversations.

Timeline:
Between Dec. 1 - 14

→

DECs meet to discuss leadership bench strength, divisional development opportunities, and select candidates for ministry leadership cohort

Purpose:

- Understand divisional leadership bench strength
- Discuss divisional development opportunities
- Identify 1 – 2 employees for ministry leadership cohort.

Timeline:
Between Dec. 1 - 14

→

Ministry Executive meets to discuss and identify ministry leadership cohort

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

Timeline: Dec. 15

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, typically two levels or more (Bersin & Associates). Individuals who have high potential display the following attributes:

- Set ambitious goals and achieve them (tackles difficult assignments);
- 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;
- Are in the top 10% of employees at their level;
- Actively accumulate skills and experiences; are willing to tackle more challenging assignments;
- Demonstrate some of the skills and abilities of higher-level positions (e.g. navigating organizational barriers);
- Are ready, willing, and able to develop, and their growth is based on learning, which comes from new experiences beyond their current level; and
- Demonstrate career ambition.

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 technical positions will be considered in the future.**

5. Leadership Checklist

The following checklist will help you assess leadership bench strength in your work unit, and will prepare you for a one-on-one conversation with your ADM. Bring a completed form for each of your Business Leader employees to your one-on-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 (if applicable);
- Reflecting on your own experience of this employee's performance and potential; and
- Having conversation with the employee, clients, stakeholders, etc.

Employee's Name: ____

Employee's Title: ____

Section 1. Please indicate your assessment of the employee (Not Performing, Developing, Achieving Expectations, Exceeding Expectations) for each of the following competencies using the rubric in the Leadership Framework provided:

- ☐ Leads the Self:
  - Authenticity Assessment: ____
  - Resilience Assessment: ____
  - Self-Awareness Assessment: ____
- ☐ Leads Others:
  - Collaboration Assessment: ____
  - Communications Assessment: ____
  - Empowerment Assessment: ____
- ☐ Leads the Business:
  - Accountability Assessment: ____
  - Business Acumen Assessment: ____
  - Vision and Goal Setting Assessment: ____
- ☐ Leads the Organization:
  - Engaging Partners Assessment: ____
  - Exposure Assessment: ____
  - Organizational Awareness Assessment: ____

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

- ☐ Sets ambitious goals and achieves them (tackles difficult assignments);
- ☐ 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
- ☐ Is in the top 10% of employees at their level
- ☐ Demonstrates some of the skills and abilities of higher-level positions (e.g. navigating organizational barriers)
- ☐ Is ready, willing, and able to develop beyond their current level
- ☐ Would be willing to participate in development activities such as 360s, mentoring, experiential learning opportunities, etc.
- ☐ Aspires to higher-level positions

Section 3. Please answer the following questions, based on your knowledge of the employee:

What are this employee's areas of strength?

What are this employee's recent accomplishments?

What are this employee's areas for development?

What are this employee's career aspirations?

Executive Director Signature: ______________________________________

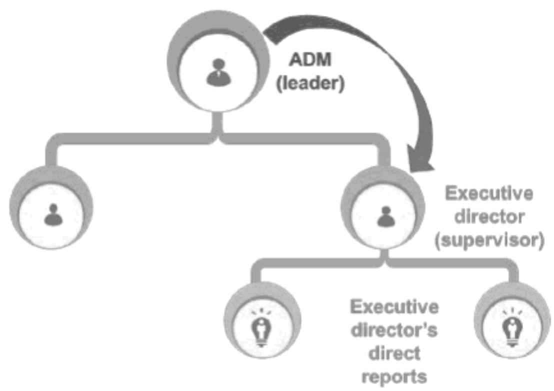
Date: ______________________________

6. One-on-One Conversation Guide

The one-on-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-on-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 ADM will talk with an Executive Director about the ED's direct reports who supervise staff.



- The ADM schedules meetings with his or her Executive Directors (EDs). 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 results, 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 ED's direct reports and provides feedback on the ED's assessments.
- The one-on-one conversation can then inform further discussions between ED and their direct reports that will inform the employees' development.
- Divisional Executive Committees will then meet as a group to discuss the results of the one-on-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 (1 – 2 per division).
- The ministry leadership cohort will engage in development activities, such as 360s, mentoring, etc.

7. One-on-One Conversation Checklist

This checklist is to support Assistant Deputy Ministers in documenting One-on-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 Executive Committee level to identify divisional leadership development opportunities, and candidates for the ministry leadership cohort.

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

Date: ____

Employee Name: ____

Employee Title: ____

Branch: ____

Notes:

8. Next Steps

1. Executive Directors need to take the time to assess their Business Leadership direct reports, using the supports outlined in this document.
2. Executive Directors and ADMs will then meet for the one-on-one conversation.
3. Divisional Executive Committees 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. Ministry 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 other activities. 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.

LEADERSHIP | Framework

BRITISH COLUMBIA | Ministry of Environment

LEADERSHIP | Framework Rating Descriptions

1 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 work-life 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 work-life 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.

LEADERSHIP | Framework Rating Descriptions

2 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.

LEADERSHIP | Framework Rating Descriptions

3 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.

LEADERSHIP | Framework Rating Descriptions

4 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 cross-divisional 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.

From: Crozier, Bev ENV:EX
To: ENV All
Subject: Ministry focus on succession management - A MESSAGE FROM THE DEPUTY MINISTER
Date: Tuesday, November 22, 2016 1:23:45 PM
Attachments: image001.jpg
image002.jpg

Where Ideas Work charts the BC Public Service's course for the next two years, and its first major deliverable is a renewed focus on succession management.

Our demographics show the importance of succession management.

The average BC Public Service employee is over 46 years old, and about 70 per cent of employees are 40 or older. This is significantly higher than the population we serve.

At the same time, less than eight per cent of our employees are under 30, a group making up a quarter of B.C.'s labour force.

For our part, Environment is undertaking a number of things starting with formalizing several succession management practices used in the ministry.

This fiscal year, the focus will be on assessing bench strength of our Business Leaders with a small group piloting development activities such as 360s and learning plans, among other approaches.

While this year's focus is the small group pilot, we recognize that professional and career development is important across the ministry, and will be looking to expand development opportunities more broadly next fiscal.

We will be exploring career development opportunities that exist in the ministry with experiential learning opportunities like temporary assignments, special projects, and stretch assignments, as well as professional supports such as mentoring or coaching are a few of these.

Another focus is identifying succession priority positions the ministry requires to deliver on its core mandate or that are difficult to recruit. We will be following a corporate process to identify and establishing succession plans for these positions.

Shifting our demographics will take time and as our focus on succession management evolves and strengthens it will provide a more comprehensive program of leadership and career development for employees across the ministry.

I want to thank ADM Kaaren Lewis for providing executive sponsorship for this initiative.

As we implement our approach to succession management, we welcome your comments and questions, which you can direct through your executive director or director.

Wes

W.H. (Wes) Shoemaker
Deputy Minister

360 Assessments

Leadership Circle

The Leadership Circle 360 Profile is designed to accelerate leadership effectiveness beyond traditional competency-based approaches. When it comes to developing leaders it is crucial that organizations help leaders gain deeper insight into their behavior and what is driving it.

The Leadership Circle provides competency feedback while revealing the underlying assumptions that are causing a leader's pattern of strengths and limitations. The profile helps leaders understand the relationship between how they habitually think, how they behave, and how all this impacts their current level of leadership effectiveness. Once this awareness is established, leadership development can proceed - without it, change rarely happens.

There are two 360 tools available - one is designed for senior leadership positions and the other tool is designed for supervisors and mid-level managers.

Costs

Each 360 assessment costs approximately $335USD, which is covered by the responsible organization, along with practitioner travel costs, if required.
The People and Workplace Strategies Branch has certified practitioners for this tool.

Narrative 360 process

360 leadership development is a process to get feedback on your leadership effectiveness. It is intended to help increase self-awareness as to your strengths, areas for development, areas to better leverage, and possible blind spots on competencies that are important for effective performance in a leadership role.

Working with an executive coach, the Narrative 360 process involves receiving feedback from those who supervise you, co-workers and people who report to you to provide a complete 360 view on your leadership effectiveness. The coach will individually interview each of the respondents, gather the feedback, and incorporate all of the results into a full report. The coach will then provide a debrief on the report, provide perspective and insights on the results, as well as discuss learning opportunities to further utilize strengths, and strengthen developmental areas.

Costs

Custom, interview-style 360 options are available through executive coaches. Costs vary depending on the rates charged by the executive coach, the number of interviews and time involved. Generally executive coaches charge between $225 and $400 per hour, and typically 2-3 hours are needed for the 360 coaching debrief (one hour for the coach to prepare and one to two hours for the debrief and follow-up). Many consultants encourage ongoing coaching to support development. A full list of approved consultants can be found on the Executive Coaching CSA.

BRITISH COLUMBIA
BC Public Service

On-line 360 Assessments:

The on-line 360 assessment process is more controlled. The assessment is more detailed and the competencies evaluated are specific, standardized questions set without the participant's input. Subordinates, peers, supervisors and clients evaluate the participant's competencies across a number of areas. The evaluations are confidential and the participant is not privy to who said what. The feedback that is collected in the on-line 360 assessment is collated, organized, and presented back to the participant by an Executive Coach.

Notes:

- Participants typically receive a written report of their on-line and narrative evaluation and prepare an action plan as part of the coaching process.
- Narrative assessments typically include eight to twelve interviews of one hour each.
- Coaching sessions that accompany the 360 on-line assessment or narrative evaluation depend on the individual needs and range from two one-hour sessions to several months of one to two sessions per month. The PSA also has Performance Coaches that may be used.

Below is a listing of contractors with Corporate Supply Arrangements who provide 360 assessment services. These CSA contractors may be used for all levels of excluded managers.

Contractor Name	360 Services Available / Tool Used	Hourly Rate	Estimated Cost/Person*	Timeframe	Is there a self assessment?	Can the tool(s) be tailored	Type of follow up / debrief**
Berlin Eaton CSA #000879	Mostly narrative 360 evaluations. Some on-line 360 evaluations	$275 / $300	$3,300 / $3,600	Approx. 4 – 8 weeks	Yes	Yes	Report and debrief
Carr Kline & Associates CSA #000880	Narrative 360 evaluations and on-line 360 evaluations (Hay, Psychometrics, EQi, Leadership Circle)	$275	$3,300	Varies depending on service	Yes	Yes	Report and debrief
Clarity Development Consulting CSA#000881	Narrative 360 evaluations. Some knowledge of Leadership Circle and Leadership Practices Inventory	$275	$3,300	Approx. 6 weeks	Yes	Yes	Report and debrief
Environment for Change CSA #000882	Narrative 360 evaluations and customized on-line 360 Assessments (Leadership Circle, EQI, Leadership in Action)	$297	$3,564	Approx. 16 hours over 3 – 6 months.	Available	Yes	Report and debrief plus ongoing coaching (min of 10 sessions)
Good Insight Strategy Inc CSA #000883	Narrative 360 evaluations and on-line assessments (Management Impact and Leadership Impact)	$225	$2,700	Approx. 6 – 8 weeks	Yes	Yes	Report and debrief
Ingrid Bergmann CSA #000884	Narrative 360 evaluations and Lumina Leader 360	$365	$4,380	Approx. 4.5 hours over 8 weeks	Yes	Yes	Report and debrief

Contractor Name	360 Services Available / Tool Used	Hourly Rate	Estimated Cost/Person*	Timeframe	Is there a self assessment?	Can the tool(s) be tailored	Type of follow up / debrief**
J.S. Richardson & Associates CSA #000886	Mostly narrative 360 evaluations	$350	$4,200	4 hour minimum	Yes	Yes	Report and debrief
Linda Dobson & Associates CSA #000888	Narrative 360 evaluations	$250	$3,000	Approx. 6 weeks	Yes	Yes	Report and debrief
Neumann Leadership CSA #000878	Narrative 360 evaluations (EQi tool)	$300	$3,600	Approx 4 weeks	Yes	Yes	Report and debrief
Pathfinder Coaching and Consulting CSA #000890	Narrative 360 evaluations and on-line assessments: Leadership Circle, LEADS, Strength Finder, Hay	$385	$4,620	Approx. 4 hours over 4 – 6 weeks	Yes	Yes	Report and debrief
Recalibrate CSA #000892	Narrative 360 evaluations, online assessment - Leadership Circle	$295	$3,540	Approx 4 – 8 weeks	Yes	Yes	Report and debrief
Shealon Coaching and Consulting CSA #000889	Narrative 360 evaluations. Hogan 360 and TTI DISC 360 on-line assessment	$300	$3,600	Approx. 4 – 6 weeks	Yes	Yes	Report and debrief

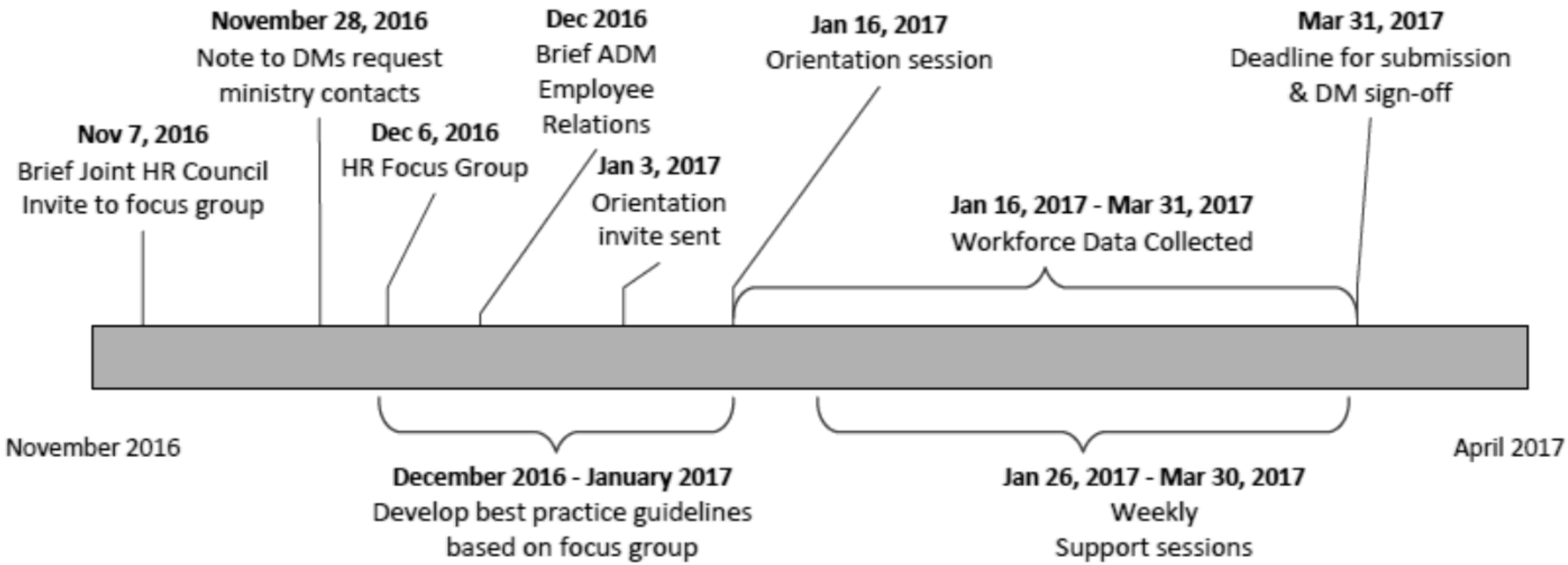
*Estimated cost/person is based on 10 interviews and 2 hours of coaching. Actual cost will depend on number of interviews held, hours of coaching, and the cost of an on-line assessment if used.
**All CSA consultants offer coaching services to support further development and/or action planning.

Workforce and Succession Data

NOC and Succession Priority Positions

HR Community Update

Timelines



Nov 7, 2016
Brief Joint HR Council
Invite to focus group
November 28, 2016
Note to DMs request
ministry contacts
Dec 6, 2016
HR Focus Group
Dec 2016
Brief ADM
Employee
Relations
Jan 3, 2017
Orientation
invite sent
Jan 16, 2017
Orientation session
Jan 16, 2017 - Mar 31, 2017
Workforce Data Collected
Mar 31, 2017
Deadline for submission
& DM sign-off
November 2016
April 2017
December 2016 - January 2017
Develop best practice guidelines
based on focus group
Jan 26, 2017 - Mar 30, 2017
Weekly
Support sessions

1. National Occupation Classification Codes

- The **National Occupational Classification** (NOC) codes are the standardized language for describing the work performed by Canadians by skill type and skill level.
- For succession management, will be used for:
  - Stronger, more consistent understanding of internal supply and a cross-ministry view of our talent.
  - External labour market data through national Job Bank and WorkBC, including forecast demand and supply for different jobs by province and by region.
  - Better ability to segment and analyze our workforce to identify key streams and career paths.

Process

- PSA recommendations based on available data, e.g. title, work unit, pay classification, job description, direct reports
- ~ 140 recommended codes for the BC Public Service:

  60 for excluded management

  135 for included positions

National Occupation Classification Codes

- Already used in the BC Public Service for diversity reporting.
- NOC data is complementary to other HR data (e.g. demographic, pay classification) and can be used for more granular analysis.

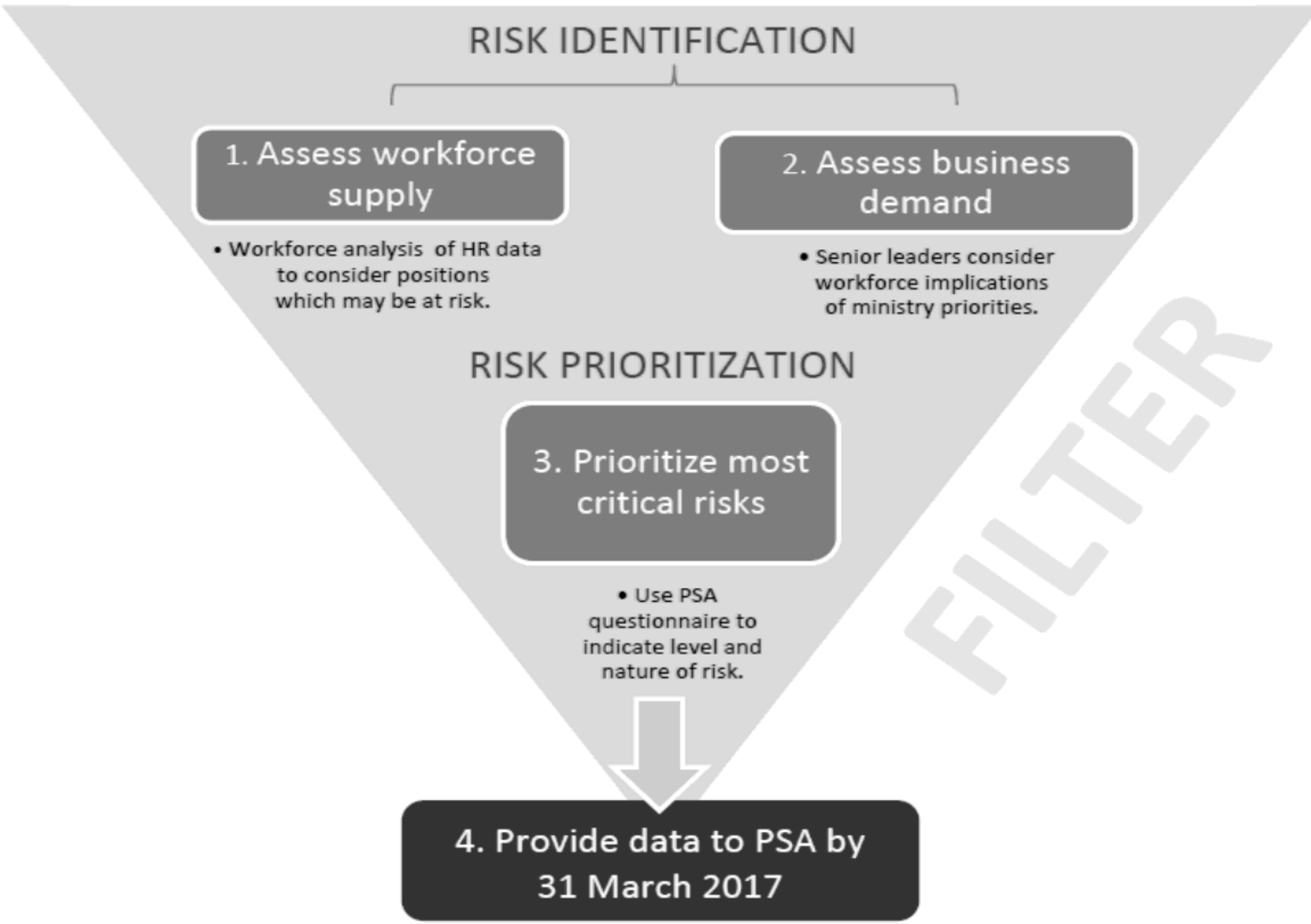
NOTES:

- One-time cross-ministry effort, HR professionals
- PSA has recommended codes for your review
- PSA Classifications will sustain (with ministries partnering in quality assurance)

2. Succession Priority Positions

- **Succession priority positions** are those positions that, if vacant, we may not be able to fill satisfactorily before having an unacceptable organizational impact.
- May be identified at any level of the organization.
- Gathering information about succession priority positions from all ministries will enable the BC Public Service to:
  - Understand and mitigate the areas of greatest risk.
  - Attract and develop talent pipelines for key streams and the key roles with pivotal impact on our long-term success.

Succession Priority Position Identification



Succession Priority Positions

NOTE:

- To be useful for succession management, information collected will include the succession priority positions and the nature of criticality/risk.
- Ongoing cross-ministry effort involving ministry executive
- Ministries will be asked for an ED-lead for this work

Succession Priority Position Questionnaire

<table>
<tr><th colspan="7">Using a scale from 1 to 5 where 1 means Strongly Disagree and 5 means Strongly Agree, please indicate your level of agreement with the following statements.</th></tr>
<tr><td rowspan="3">Business Risk</td><td colspan="6">1. If this position were left vacant, it would cause serious difficulties in meeting legislative or regulatory requirements.</td></tr>
<tr><td colspan="6">2. If this position were left vacant, it would cause serious difficulties in achieving ministry operational or strategic goals.</td></tr>
<tr><td colspan="6">3. If this position were left vacant, it would be detrimental to the health, safety or security of the public.</td></tr>
<tr><td rowspan="5">Vacancy Risk</td><td colspan="6">4. The skills and competencies required to perform this position are highly sought after in the labour market.</td></tr>
<tr><td colspan="6">5. This position would be difficult to fill with an internal candidate because it requires specialized expertise and experience that is not readily available in the BC Public Service.</td></tr>
<tr><td colspan="6">6. This position would be difficult to fill with an external candidate because it requires specialized expertise and experience that is not readily available in the labour market.</td></tr>
<tr><td colspan="6">7. The work associated with this position is location-specific.</td></tr>
<tr><td colspan="6">8. If this position were to become vacant, it would be difficult to fill because of its location (e.g., remote area, undesirable location to live, etc.).</td></tr>
<tr><td rowspan="3">Succession Risk</td><td colspan="6">9. This position requires a high degree of specialized knowledge.</td></tr>
<tr><td colspan="6">10. If this position were to become vacant, it would require extensive knowledge transfer to ensure business continuity.</td></tr>
<tr><td colspan="6">11. If this position were to become vacant, there is currently no pipeline of staff ready to fill the role.</td></tr>
<tr><td>Vacancy Risk</td><td>12. It is likely the incumbent will leave this position within the next:</td><td>1 year</td><td>1 to 2 years</td><td>2 to 3 years</td><td>3 to 4 years</td><td>4 or more years</td></tr>
</table>

In order to further embed succession management practices in to the ministry:

- Succession management priority positions will be identified;
- Ministry high-talent cohort will be identified;
- 360 assessments will be piloted with ministry high-talent cohort and targeted succession management priority positions;
- Knowledge Transfer Strategy will be developed to identify experiential learning opportunities (TAs, special projects, etc.) and professional supports (mentoring, coaching, etc.);
- Learning plans will be in place for employees identified in the ministry high-talent cohort and targeted succession management priority positions.

The following is a summary of the status of each of these action areas **as of November 30, 2016.**

ASSESSING MINISTRY BENCH STRENGTH				
Deliverable	**Rationale**	**Action**	**Target Date**	**Status as at Nov. 30, 2016**
1. Identify succession management priority positions in all three organizations	Identifying succession management priority positions allows the organizations to begin planning succession for these positions.	Assistant Deputy Ministers work with Executive Directors to compile a list of succession management priority positions in each division, (based on criteria provided by the BC Public Service Agency).	Mar. 8, 2017	• PSA criteria and process to be distributed in January, with ministry identification of SM priority positions from January to March.
2. Identify high-talent ministry cohort	With a ministry high-talent cohort identified, these individuals can be supported in their continued	Assistant Deputy Ministers work with Executive Directors to identify 1 – 2 high-	Mar. 8, 2017	• Assessment material developed • DM message to all staff • Info sessions for EDs and ADMs

ASSESSING MINISTRY BENCH STRENGTH				
Deliverable	**Rationale**	**Action**	**Target Date**	**Status as at Nov. 30, 2016**
	job and career growth.	performance and high-potential individuals from each division to participate in pilot leadership development activities.		• Assessment process currently underway in each division (already complete in EAO and CAS) • All ADMs meeting Dec. 14th to finalize ministry leadership cohort
3. Register for 360 assessments for high-talent ministry cohort and targeted succession management priority positions (includes self-assessment).	A 360 assessment provides valuable information to individuals to support development of leadership skills.	1. Targeted succession management priority positions (i.e. EDs) enroll in 360s. 2. High-talent cohort enrolls in 360s (e.g., Leadership Circle 360s). 3. Self-assessments are completed as part of the process.	Mar. 8, 2017	• EAO contracting narrative 360 for SM priority positions • Leadership circle info session for ADMs (this week and next) • Dec. 14th meeting will identify 360 tool to be used with each individual in the cohort

BUILDING MINISTRY BENCH STRENGTH				
Deliverable	**Rationale**	**Action**	**Target Date**	**Status as at October 31, 2016**
4. Develop a Knowledge Transfer Strategy to support experiential learning and professional supports in the ministry.	Experiential learning and professional supports typically account for 90% of learning. Identifying and articulating these opportunities in a Knowledge Transfer Strategy is a foundational piece in supporting development for leadership and succession management priority positions in the ministry.	Knowledge transfer strategy is developed.	Mar. 8, 2017	• DECs and ADMs identifying experiential learning opportunities and professional supports (complete Dec. 14) • SHR currently determining elements for the strategy, to executive for approval in early January
5. Learning Plans in place for high-talent ministry cohort and targeted succession management priority positions.	In order to support high-talent and succession management priority employees in their development, learning plans will map out activities to support job and career growth.	Strategic HR provides tools to assist employees in creating learning plans, and measures completion.	Mar. 8, 2017	• Learning Plan template created (for approval today) • Learning plan template will be shared with cohort once identified (in introductory email to cohort Dec. 19th) • Cohort orientation session (Jan) will support creating learning plans. • Learning plan anticipated to be complete Jan. 31, 2017

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Learning Plan

Date Nov. 25/16

Cohort Email
→ you are in group
→ update
→ dev opps
→ orientation
→ contact.

- Learning plan:
  - assessment by sup/ADM
  - 360
- Create a model.
- One pager / send electronic copy

19-22
Dec.
→ email to cohort
→ comm? to ministry
2nd week Jan. orientation
budget - 2 day

Leadership Cohort

Nov. 25/16

Dec. 14th. - cohort #
- 360 tool } budget
- dev opps }
- after 360 - brainstorming w/ cohort.

Leadership Circle
(briefing
- FLNRO?
Sonya?
Dee?

Development opps:
- exec opps & SHR suggestions
- strategies to maintain going forward

FAQ - time frame.
timing >

SA
- orientation, learning plan, SL courses.
- exec mentorship. ADM email.
- go to exec meeting.
- informal bringing groups together (MEM/NGD/ENV/EAO/CAS)
  - FLNRO?
- briefing the minister (awareness of politics)

Page

Weekly Connect

Date Nov. 29/16.

- Thursday - nail this down.

~~*~~ MaRR - Susan.

~~*~~ send Narcis note to Lisa.

EAO - SM Plan

- Priority positions are EDs
  - Narrative 360: Timelines?
  - Part of cohort or separate?
  - Learning plan → after 360? Does this fit into timeline?
  - Knowledge Transfer / Dev. → more generally identifying experiential / prof supports. Let's discuss applicability to EAO.

High-perf / potential BLs
  - 3 identified - MOE - 1-2 per division. 3 Part of cohort? 1 part of cohort?
  - 360 - TBD in ENV/EAO/CAS.
  - Monthly mtgs w/ ADM / Assoc. DM (Tap into cohort ~~&~~ go beyond this? Other EAO-sp dev?)
  - Learning plans in place.
    - before or after 360?

Page

Date

New Talent + Experiences

- AO21 positions - do you need any support?
  - skip-level w/ ADM/Assoc DM (one-time?)
  - Participate in referral briefing
  - KM/learning plan - underway
  - Co-op hiring strategy - who is dev?

Other Notes:

- Development of comms plan
- Feb completion.
- How to report (summaries as accountability reporting)?

Page

Succession Focus Group Date Dec. 6/16

- Succession priority positions
  - where we need to pay closest attention
  - mitigate risk if went unfilled
  - how identify → not prescriptive, but some consistency ministry to ministry
  - formatting of submission → consistent so can be used for analysis + action
  - Data provided Mar. 31/16.
  - Use PSA questions to indicate level + nature of risks. Up to ministries how to apply. Use HR Analytics over 3 year time period → any flags → look @ org charts, biz priorities, mandated responsibilities. What are the most critical risks? SM priority posn.
  - rolling out Jan. 16th. Now till then → window to make any needed tweaks.

- Collecting info @ position level → excel.
  - spreadsheet will have all posn's in ministry.
  - Don't need to apply questionnaire to all posns.
  - a lot of contextual info - can hide if not needed
  - NOC info will be brought in from previous tab
  - questionnaire questions in spreadsheet (1-5 scale).

Date

- Ministries - possible to aggregate score? Will hopefully get there, not this year
- Unlike NOC, SM priority will be ongoing.

- Corporate report to DM/ADMs on NOC, SM priority posns.

Stage 2 - plans in place for SM priority posns.

- NOC - internet. Tutorials on website.

- Comm to ADMs + EDs
  - attend DECs
  - package - here's what you need to consider
  - Determine posns @ divisional
- Ministry spreadsheet - will have HR analytics for last three years.

Triggers - data, job grouping, ppl in visibly aging, difficulty filling posns, 30% leave w/in x # of mnths
Formal > 'heat map' or 'colour-coded org chart'
  - good comms tool - helping the penny drop + in terms of data.
  > pulling the data
  > Avatar system - projecting image or picture of when someone might retire using all of these? Rich Browning? Justice

projecting retirements
- 5 yrs
- rule of 85
- rule of 80

Page

Date

- Flags - having a metrics posn is crucial
  job stream, age, ret., stability vs.
  flight risk etc.
- CHIPS - have the tool, but not leveraging
- Different ppl pulling data in different
  ways > might be good to get PSA to
  push data for consistency.
- when question not answered > probably
  because done ad hoc. Driven by
  corporate priority, so do what can.
- who - exec involved, but who's
  doing the work? SHR yes, but ops can
  be leading or significantly impacting.
  OR having a role to play.
  'What worked well' - info session to ops
  to explain process + steps.
- What worked well:
  ↳ mandatory by DM
  ↳ 'hunger games' exercise to
  determine criticality.
- Retaining individuals, career pathing,
  WES → needs to be considered in ~~org~~
  this work. Where is the problem?
  ↳ biggest indicator - supervisory level
  management score - join org, leave supr

Pulled from CHIPS

early Jan.

pulled fiscal year end.

Ministry Folder

HR Data - STIIP, headcount, av age, stability
Questionnaire.
↳ what kind of toolkit you'd like to support?

Date

this work.
What techniques/tactics would be useful

① What is the right sequence of ~~things~~ events to do this work:
~~How can PSA help you?~~
② what is the toolkit to accompany this?
③ Is there anything else that would be helpful (training, speakers, etc.)?

* map out what should be included in DEC presentation.

~~Questions~~

Page

Succession Management Date Dec. 15/16

- Talk w/ Lynn
  - ESSP - s.22 confirmed.
- Orientation - exec presence
  - Wes ?
  - Kaaren ?
  - creative ways to intro
- NRS prioritization initiative
  - Enviro rep on secretariat
    (BL stretch assignment)

* EDs w/ cohort members
  - cc on introductory letter
  - separate email to EDs
  - SHR is providing leadership + centralized support for cohort, but EDs will have a role in supporting the plan
  - exec/SHR will look to provide extra capacity, if concerns talk to ADM.

*

- Extended lunch or something for female exec / female cohort.
- Regional - s.22
  - divide up costs by division pro rated.

Page

Date 1.6.

→ After learning plans are in, sit down w/ ADMS

★ → Tracking.
- need some kind of tracking system → who's taken advantage of opps + when.
- Sharepoint.

sharepoint

★ Evaluation every 3 months – what was really helpful, maybe not so much.

~~- Divisional mentoring~~

- Whole group
- sub-groups based

~~★ Jan. 17/18 – set up~~

→ SM priority posns.

- KT/D > ED consultation @ exec

- ED exec champion of KT/D.
- KT/D – could cohort be vested in this?

comp. → 2-3 wks, present to exec,
- judged in front of panel.

Succession Mgmt Date

Managing in BC Public Service

s.22

- wild card picks - DM?

Orientation → where they were / relate how these typ

- Exec - could be hard stuff.

mutros ← ~~concerns - embracing~~

- managing expectations:
  - this does not mean you raise / ~~with~~ promotion.
- Learning
- 360 context / exp / process.
- ED / exec support.
- co-create the experience.
- timeframe

in person or virtual

* names of various committees - did we get the names right?

s.22

Page

James Bretzlaff Date Dec. 20/16.

s.22

- Did Kim Russell get in touch?
- Talk about the initiative + that 360s are part of this
- EAO mentioned ~~their~~ arrangement w/ you.
- Other ADMs were curious if there is an ability to access 360 services for more ees through this contract.
- Can you tell me more about the arrangement you have w/ EAO?

EDs / Including 2 above + 2 below / Only for AB.

- CSA - Executive coaching - tool EAO used to contract
  - directly provided by PSA, so have background
  - Have worked w/ EAO (and Wes) in past + knew a lot of middle mgrs.
  - Kevin had vision for 360...
  - True 360 (ED → ADM) - specific + targetted 360 - 50 hours.
  - ~~Kevin trying~~ Stripped down process
    - doing 7 at a time.
    - @ end, getting summary (7)
    - getting economy of scale.
  - Have a specific contract
  - Either amending that or creating a new draw down.
  - 15 coaches... c

10 - no heavy-duty coaching

Strong foundation for potential coaching, but not doing

Covers everyone in short time

$

Page

7 pp' - $24k. 3-4 per person.

Date

<Project launch>

1. Meet w EDS (1hr a piece)
2. Meet w/ 11 pp
   - 15 minutes on eac
   - key strengths, what's get in the way
3. Six hours per 360 vs. 20
   - half of depth of regular 360 - get 90%.
4. Meet w/ each one individually to debrief.

< Project Summary >

Page

Succession Management Strategy 2016/17 – ADM Meeting

Ministry of Environment, Environmental Assessment Office, Climate Action Secretariat

Date: Dec. 14, 2016 (1:30 – 2:30pm)
Attendees: Kaaren Lewis (Executive Sponsor), Jim Standen, Mark Zacharias, Susanna Laaksonen-Craig, Michelle Carr, Kim Russell, Sharon Moss, Elaine Cross

<u>Agenda</u>

- Determining the cohort
  - Each ADM present their candidates to the group, including strengths, accomplishments, and areas for development.
  - Other ADMs have opportunity to add their perspective/experience, and ask questions
  - When all candidates are presented, discussion and decide cohort participants
- Identifying experiential learning opportunities
  - ADMs take turns debriefing the conversations that happened at DEC:
    - Experiential learning (TA, project work, stretch assignment, etc.)
    - Exposure opportunities (minister briefing, executive presentation, etc.)
    - Mentoring
    - Other
  - Are there group activities we want to assign to the cohort?
  - How will you support the cohort as a whole, or the individuals from your division in the cohort?
- Learning Plan Template
  - Discussion and approval
- Next Steps:
  - Design the cohort experience
  - Cohort introductory email next week
  - Cohort orientation in early January

Introduction

Research has shown a direct correlation between project success and effective change management. This is because the success of the project is dependent upon the willing participation of all those who are affected.

Since succession management is a new corporate initiative, and is likely to continue past 2016/17, it is especially important to lay the foundation for success with a change management plan that supports all the key stakeholders in adopting a new and different way of planning for the future workforce.

The following change management strategy supports the key elements of the ministry's succession management plan for 2016/17.

Goals

The following goals will help to ensure the success of the change management project:

1. All employees are aware of the ministry's succession management activities in support of the corporate succession management initiative.
2. The high talent cohort embrace their role as emerging leaders and receive the support needed to complete their learning plans.
3. Supervisors of the cohort provide practical and emotional support to the talent cohort to maximise their learning experience.
4. Executive adopt a long-range approach that incorporates succession management principles across the ministry.

Activities to support change management goals

1. Communication plan to keep employees informed throughout each step of the ministry's succession management project.
2. Communications, activities and tools to help high talent cohort embrace their role and actively pursue their learning plans.
3. Supervisors of high talent cohort are willing and able to provide their managers the time and other resources needed to be successful with their learning plans.
4. SHR continues conversation with Executive to encourage long range succession planning beyond 2016/17, and to provide support.

Risk Identification and Mitigation

Possible Risk	Mitigation Strategy
Work expectations added to managers in cohort who are already very busy:	
• Multiple learning plans (MyPerformance, succession mgmn't, MBCPS, etc) may overwhelm managers who are already very busy.	• Managers attend Managing in the BC Public Service conference. Learning plan from conference could become succession mgn't learning plan and MyPerformance learning plan.

Leadership Cohort 360s

Name/Organization	360 Method	Timeline	Status	Comments
s.22	Leadership Circle			
	Leadership Circle			
	Leadership Circle			

Considerations:

- How many LC 360s can one practitioner do in a day/week
- Find out how many LC 360s will be done across all ministries

Change management:

- Find ways we can prepare and support cohort for the 360 experience

Ministry of Environment (including Environmental Assessment Office and Climate Action Secretariat)
Succession Management Plan – Building our Bench Strength 2016/17

Ministry Context

The Ministry of Environment's (ENV) mission is to manage and mitigate the effects of past, present and future activities on B.C.'s environment through leadership in science, governance, assessment, authorizations and compliance. The Ministry also encompasses the Environmental Assessment Office and Climate Action Secretariat.

The Environmental Assessment Office (EAO) is the statutory office with responsibility for managing the environmental assessments of proposed major projects in British Columbia and recommending to ministers whether to grant certificates authorizing such projects to proceed. The projects reviewed by EAO are currently worth approximately $85B in potential capital investment and are critical to BC's economic, community and social well-being.

The Climate Action Secretariat (CAS) is the government agency responsible for meeting the Province of British Columbia's greenhouse gas reduction targets by coordinating climate action activities across Government and with stakeholders. CAS has a mandate to ensure an innovative, coordinated and effective approach to climate action in British Columbia, leading and engaging the broader public sector, municipal and regional efforts to achieve carbon neutrality; leading international, national and regional initiatives to promote trans-boundary approaches to climate action; conducting engagement and outreach with British Columbians; working with industry to advance low carbon business opportunities; and setting research priorities and promoting a better understanding of the impacts of climate change. The work of the Climate Action Secretariat has significant economic and financial implications for British Columbia through such activities as carbon pricing and the development of international carbon markets.

The missions of all three organizations require that they sustain a complement of dedicated professionals at all levels in the organization, including leadership, scientific, and technical staff, and that a culture of excellence is maintained. That means having skilled employees in the right positions, and supporting them in their learning, development, and career aspirations in order to meet current and future business needs.

Areas of Focus

The ministry, including EAO and CAS, will be focusing on three key types of positions to build bench strength.

1. Leadership and Succession Management Priority Positions

Succession management priority positions are typically defined as those positions at greatest risk of becoming vacant and not being filled satisfactorily before having an unacceptable organizational impact. Within ENV, these positions include a combination of leadership and technical roles. Within EAO specifically, the Executive Directors (EDs) are considered succession management priority positions because they play a key role in meeting business objectives, and help create a positive culture through modeling desired behaviour and ultimately achieving the vision. They are also those mid-career professionals most likely to be attracted away to growth assignments or promotional opportunities inside and outside the BC Public Service.

2. High Performing and High Potential Individuals

While the ministry has completed Leadership Development Panels in the past, the focus this year will be on piloting leadership development opportunities for individuals exhibiting high performance and possessing high potential. Identified high performing and high potential individuals will establish development plans aimed at expanding their leadership experience, skills and technical knowledge, as relevant.

3. New Talent and Experiences

ENV has recruited new staff into leadership and key technical positions, and the organization supports Temporary Appointments and hires a number of co-ops annually. The ministry will develop a knowledge transfer strategy that will formalize experiential learning opportunities and professional supports for staff so the ministry is well-positioned to meet future demands.

EAO recently identified the need for better succession paths for its positions, and has instituted AO 21 positions to recruit new, talented graduates that have high potential but are in the early stages of acquiring experience and are new to public service. The strategy for these positions is focused on retaining current talent and includes formal processes to attract new talent into the organization.

ASSESSING MINISTRY BENCH STRENGTH			
Deliverable	**Rationale**	**Action**	**Target Date**
Identify succession management priority positions in all three organizations	Identifying succession management priority positions allows the organizations to begin planning succession for these positions.	Assistant Deputy Ministers work with Executive Directors to compile a list of succession management priority positions in each division, (based on criteria provided by the BC Public Service Agency).	Mar. 8, 2017
Identify high-talent ministry cohort	With a ministry high-talent cohort identified, these individuals can be supported in their continued job and career growth.	Assistant Deputy Ministers work with Executive Directors to identify 1 – 2 high-performance and high-potential individuals from each division to participate in pilot leadership development activities.	Mar. 8, 2017
Register for 360 assessments for high-talent ministry cohort and targeted succession management priority positions (includes self-assessment)	A 360 assessment provides valuable information to individuals to support development of leadership skills.	1. Targeted succession management priority positions (i.e. EDs) enroll in 360s. 2. High-talent cohort enrolls in 360s (e.g., Leadership Circle 360s). 3. Self-assessments are completed as part of the process.	Mar. 8, 2017

BUILDING MINISTRY BENCH STRENGTH			
Deliverable	**Rationale**	**Action**	**Target Date**
Develop a Knowledge Transfer Strategy to support experiential learning and professional supports in the ministry.	Experiential learning and professional supports typically account for 90% of learning. Identifying and articulating these opportunities in a Knowledge Transfer Strategy is a foundational piece in supporting development for leadership and succession management priority positions in the ministry.	Knowledge transfer strategy is developed.	Mar. 8, 2017
Learning Plans in place for high-talent ministry cohort and targeted succession management priority positions	In order to support high-talent and succession management priority employees in their development, learning plans will map out activities to support job and career growth.	Strategic HR provides tools to assist employees in creating learning plans, and measures completion.	Mar. 8, 2017

ATTRACTING AND RETAINING TALENT			
Deliverable	**Rationale**	**Action**	**Target Date**
Provide opportunities for co-op placements in EAO's technical infrastructure	A co-op recruitment plan will expose new young talent to the EAO, the Natural Resource Sector, and the BC Public Service at the same time as allowing the organization to address potential future staffing challenges that have been identified through demographic data analysis.	Establish a co-op recruitment plan with an aim of recruiting for the May 2017 intake.	Mar. 8, 2017
Retain and develop new professional staff (AO 21) recently hired into EAO	Maintaining a supply of new young talent to EAO, the Natural Resource Sector, and the BC Public Service will enable the organization to support its succession management strategy.	Provide opportunities for "skip meetings" with ADM & Assoc. DM, and develop a knowledge transfer plan for each position.	Mar. 8, 2017

<u>Summary of Results</u>

In order to further embed succession management practices in to the ministry:

- Succession management priority positions will be identified;
- Ministry high-talent cohort will be identified;
- 360 assessments will be piloted with ministry high-talent cohort and targeted succession management priority positions;
- Knowledge Transfer Strategy will be developed to identify experiential learning opportunities (TAs, special projects, etc.) and professional supports (mentoring, coaching, etc.);
- Learning plans will be in place for employees identified in the ministry high-talent cohort and targeted succession management priority positions.
- EAO will develop a recruitment plan to hire technical co-op students, and will ensure new professional recruits have a development plan in place.

Succession Management Cohort Learning Plan

Ministry of Environment

Introduction

Leadership development is a strategic investment that is vital to the Ministry of Environment's business priorities because leaders achieve the ministry's vision and mission through setting direction, engaging employees and implementing change. Your participation in the succession management cohort is intended to help you take your leadership to the next level and the learning plan is what helps you to chart your course.

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 direct reports, peers, clients and stakeholders, personality tests, and the results of your 360 assessment.

Your Assessment Process May Include:

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

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

The Learning Plan – What's Involved?

The learning plan has many interrelated components, and is a shared responsibility between you and your supervisor. One component is the completion of the Learning Plan template (attached).
Note: For guidance when filling out the learning 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
- Link learning goals to MyPerformance
- Have individual and supervisor sign-off
- Assess success of learning outcomes

By completing the learning 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. Leadership Circle, 360 Assessment , MBTI, 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 (Name, email, number) and is attached to your MyPerformance profile.** This information will be consolidated with other participants' identified learning goals to provide Strategic Human Resources 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.

ENV Ministry Leadership Cohort
Learning Development Plan

Employee Name:	**Supervisor's Name:**	**Branch:**
Current Role:		

Leadership Development Activities: *Using the results of your assessments, your own self-assessment, and feedback from your supervisor and colleagues, please identify your leadership 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?*
Example will be provided					

Comments:

Approval Signoff: ______________________________ ______________________________

Employee Signature / Date **Supervisor Signature / Date**

ENV Succession Management Cohort – Learning Plan

Employee Name:	**Supervisor's Name:**	**Branch:**
Current Role:		

Learning Goals and Activities: *Reflect, talk to your supervisor and use the results of the recent assessment to determine your learning goals and activities.*

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?*
Exposure to senior level briefings in different areas of the ministry (e.g. minister briefings, stakeholder meetings, etc.)	*- Attend minister's briefing* *- Attend minister's roundtable* *- Shadow ADM* *- Determine other business areas to explore*	*- ADMO to send meeting* *- ADMO to send meeting* *- Work with ADM to determine timing* *- Work with supervisor to determine areas to explore and key contacts*	*-12 months*	*- Experience of the decision-making and reporting at executive levels* *- Exposure and expansion of networks at executive level* *- Broader exposure and experience across the ministry*	*- Attends at least one minister briefing meetings* *- Attends at least three minister roundtable meetings* *- Shadows one ADM for at least one day* *- Attends at least three stakeholder meetings with another business area in the ministry*

Comments:

Approval Signoff: ______________________ ______________________ ______________________

Employee Signature / Date **Supervisor Signature / Date** **ADM Signature / Date**

Succession Management Strategy 2016/17

Ministry of Environment, Environmental Assessment Office, Climate Action Secretariat

<u>Introductory Email to Cohort Supervisors</u>

s.22

cc: Kaaren Lewis, Mark Zacharias, Jim Standen, Susanna Laaksonen-Craig, Kim Russell, Sharon Moss, Maria Timms, Carolina Ashe
From: Elaine Cross
Date: Dec. 20, 2016

Subject Line: Info for Cohort Members' Supervisors

Hi Everyone,

You are receiving this email because your employee has been identified to participate in the ministry's succession management cohort through the assessment process recently undertaken by senior leaders and executive.

The cohort consists of s.22
s.22

While Strategic HR will be providing leadership and centralized support for the cohort, supervisors of cohort members will also have a role in supporting employees by participating in their 360 assessment, identifying strengths and areas of development, helping to develop a learning plan, and providing time for them to pursue development activities, which we anticipate will take 1 – 2 hours a week.

If you have any questions, please don't hesitate to reach out to Sharon Moss or me, and if you have concerns about the time commitment, please talk to your Assistant Deputy Minister.

Best wishes,

Elaine Cross
People and Workplace Strategies Lead

Succession Management Strategy 2016/17

Ministry of Environment, Environmental Assessment Office, Climate Action Secretariat

Introductory Email to Cohort Members

s.22

cc: Kaaren Lewis, Mark Zacharias, Jim Standen, Susanna Laaksonen-Craig, Kim Russell, Sharon Moss, Maria Timms, Carolina Ashe, supervisors of the cohort members
From: Elaine Cross
Date: Dec. 20, 2016

Subject Line: Welcome to the succession management leadership cohort 2017

Hi Everyone,

In a recent email, Wes Shoemaker talked about the importance of succession management, and the steps the ministry is taking to formalize succession management approaches in the ministry.

One of these steps is to assess bench strength of our Business Leaders, with a small cohort identified to pilot development activities. Executive Directors and the Executive Committee have undertaken an assessment process over the past six weeks, and you are receiving this email because you have been selected to participate in the succession management leadership cohort for this fiscal. Congratulations!

While the focus this fiscal year will be on working with the cohort to pilot various development activities, we will be looking to expand development opportunities more broadly next fiscal.

Cohort participants

We are really pleased to see a good mix of leaders from all parts of the ministry who are ready, willing, and able to take on this opportunity. The cohort consists of s.22
s.22

What will you be doing?

Your cohort will engage in a variety of development activities intended to provide experiential learning, exposure at different levels of the organization, networking opportunities, formal course work, mentoring, and much more. You will be acting as a pilot group, so we expect you to track your learning and report back on the effectiveness of the various activities you engage in.

We recognize that you are busy people and this will mean additional time commitments for you. Having said that, this is a great opportunity to expand your skills and gain exposure to different business areas and levels of the organization, and we are here to support you in whatever way we can.

Cohort orientation

We will provide an orientation in Victoria in early January (meeting invitation coming your way shortly).

We would like cohort members from outside of Victoria to come in person so everyone in the group has the opportunity to meet. The orientation will provide information on the program, the 360 assessment, the learning activities you can engage in (individually, within divisional cohorts, and the full group), creating your learning plan, supports and resources for your learning, the program timeframe, and much more.

Development Activities

In the New Year, you will engage in 360 assessments and develop learning plans, which will help in articulating learning goals and tracking activities. Your learning plan should include experiential learning, exposure opportunities, mentoring, and formal coursework, and our ADMs have suggested a menu of options (at the end of this email) to help you get started in thinking about your plans.

We encourage cohort participants to have a mix of individual, divisional, and whole group activities, and we will have time during the orientation to discuss what sorts of opportunities and supports would be helpful to you individually and as a group.

Before you come to orientation, think about what you want to achieve through this program, talk to your supervisor, and begin filling out your learning plan. I've attached the learning plan template to this email, and we will also spend time during the orientation discussing how to complete your learning plans. Plans are expected to be completed by January 31st.

Timeframe and Resources

The program will kick off with the orientation in January, with learning plans due end of January. From there, we expect you to work with your supervisors and Executive through 2017 to pursue learning activities as outlined in your plans, including individual, divisional and full cohort activities. Executive is a strong champion of this program, so they are here to help you along the way as well.

Contacts

Strategic HR will be coordinating activities for the cohort, so if you have any questions please contact Sharon Moss in CSNR.

Happy Holidays and I'm looking forward to meeting all of you in 2017!

Best wishes,

Elaine Cross
People and Workplace Strategies Lead

Potential Development Activities

- Exposure opportunities:
    - Attend minister briefing to observe
    - Attend Minister's Roundtable meeting
    - Observe Minister's Roundtable on the Environment and the Economy (potentially scheduled for January 26, 2017)
    - Attend NRS board (TBD)
    - Attend NRS ADM Committee (meets biweekly Thursday 1:30 – 3:30, starting Jan. 12)
    - Attend BC Business Council meeting
    - Attend Natural Resource Forum in Prince George as a group, with a resulting deliverable (presentation to exec?)
- Experiential opportunities:
    - Shadow an ADM for a period of time (1 – 2 days, a week) to see how ADM deals with politicians and stakeholders, how decisions are made, how people think and communicate
    - If could benefit from gaining experience in a certain business area, sit in on every minister call in that area for a week.
    - Sit in on tricky stakeholder calls for different business areas
    - Gain exposure/experience with different stakeholder groups
    - Create the corporate submission for the ministry' Knowledge Transfer/Development strategy – a key component of the ministry's succession management plan.
    - NRS Prioritization Initiative – need a rep, good stretch assignment
- Mentoring opportunities:
    - ADMs mentor the cohort members from their division
    - ADMs as a group mentor the whole cohort. Potential for guest speakers from outside the ministry (i.e. across NRS/BCPS) with specific subject matter expertise (i.e. negotiations)
    - Peer-to-peer mentoring to share knowledge/experience across the group
    - Peer-to-peer shadowing
- Formal learning opportunities:
    - Attend pilot session of 'Managing in the BC Public Service' (offered in Victoria and Prince George)
    - Connect with various business schools (e.g. Sauder, Gustavson, Beedie, Royal Roads) to see what sort of 1-2 day opportunities might be available to tailor to the group
- Personal Reflection
    - Journaling

Succession Management Strategy 2016/17 – ADM Meeting

Ministry of Environment, Environmental Assessment Office, Climate Action Secretariat

Date: Dec. 14, 2016 (1:30 – 2:30pm)
Attendees: Kaaren Lewis (Executive Sponsor), Jim Standen, Mark Zacharias, Susanna Laaksonen-Craig, Michelle Carr, Kim Russell, Sharon Moss, Elaine Cross

<u>Agenda</u>

- Determining the cohort
  - Each ADM present their candidates to the group, including strengths, accomplishments, and areas for development.
  - Other ADMs have opportunity to add their perspective/experience, and ask questions
  - When all candidates are presented, discussion and decide cohort participants
- Identifying experiential learning opportunities
  - ADMs take turns debriefing the conversations that happened at DEC:
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    - Exposure opportunities (minister briefing, executive presentation, etc.)
    - Mentoring
    - Other
  - Are there group activities we want to assign to the cohort?
  - How will you support the cohort as a whole, or the individuals from your division in the cohort?
- Learning Plan Template
  - Discussion and approval
- Next Steps:
  - Design the cohort experience
  - Cohort introductory email next week
  - Cohort orientation in early January

<u>Notes</u>:

Determining Cohort:

s.22

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Withheld pursuant to/removed as

s.22

s.22

*** ADMs will confirm participants this week.**

<u>Development Opportunities</u>

- Exposure
    - FLNRO – much easier to take your managers with you to brief minister. Here, almost have to ask for permission to bring someone with me. One thing that has been identified at CAS – how do they learn how to do this without exposure. Jim – Jr. Policy Analyst is in charge of planning and attending briefings. Key element – a lot of the folks named probably don't have a lot of experience and confidence in that sphere. Some ministers have beat up over too many people, so will have to be some corporate approach to this.

- Bring people into roundtable meeting. Rotating roundtable, starting Friday. Start going through the list. Could see if s.22 is available for Friday.
- Executive committee – opportunity…invite people in to present to executive, and then exec providing feedback to grow exec presence.
- Follow ADMs around and deal with politicians and stakeholders – how decisions are made, how people think and communicate….
- Shadowing opportunity?
- Wes – board involvement
- Observe – Ministry roundtable on environment and economy
- For a week, if interested in the business, every time a minister call, sit in.
- Tricky stakeholder calls
- Stakeholder experience
- NR Board – guests at the NR board (sworn to secrecy…how open would the board be to that?). ADMs/NRS could be option if can't get in.
- Peer to peer shadowing/mentoring. Clearly s.22 has whole different skillset and cohort than s.22
- Natural Resource board in PG – go as a group and bring back….
- BC Business Council – tagging along to that is fascinating.
- Is there a problem they could solve together…(Sauder?) Someone there who could come work with the group for a day or two….pay someone else to create the setting and infrastructure so you get somewhere…BD and Sauder and Gustafson do the 2-day…turn it over to some pros….see what's available and get back to them. Royal Roads…

* TAs, project work, stretch assignment – are already doing this.
* Mentoring, coaching – one on one – outside of ministry

ENV-EAO-CAS Succession Management Project Plan

Objective/Deliverable	Comments	Lead	Status
Project Planning		**Elaine**	**Completed**
Communications		**Carolina/Elaine**	
Create & approve communications plan	Might be in CM plan	Elaine	Completed
Info sessions to Exec Directors and ADMs		Elaine/Sharon	Completed
DM All-staff Messaging		David R.	Completed
Develop Frequently Asked Questions (FAQs)		Elaine	Completed
Intranet page	TBD	Carolina	In progress
Managing the Cohort		**Sharon**	
Design the group experience		All	Ongoing
Work with DEC/Exec to determine activities		Elaine/Sharon	Completed
Initial communication to cohort		Elaine	Completed
Orientation for cohort		Sharon/Elaine	Completed
Coordinate registration for 360s	Tegan is leading this	Tegan	Completed
Ongoing coordination of cohort (mentoring, etc.)		Sharon/Elaine	Ongoing
Providing status updates to DEC/Executive		Elaine	Ongoing
Formal learning - April?		Sharon/Maria	Planned
In-person event - Fall 2017? With other cohorts?		Sharon/Maria	Planned
Identify Succession Management Priority Positions (focus on position)		**Maria/Sharon**	
PSA to upload workbook and workforce data to SharePoint		PSA	Completed
SHR to review workforce analysis and provide other relevant information		Maria/Sharon	Completed
Curtis Smith to update Wes		Curtis	Completed
SHR and Lynn (ministry lead) to update DECs		Sharon/Maria	Completed
EDs to determine SM priority positions at divisional level		EDs	Completed
SHR to attend Exec Meeting w/ SM update and check in		Sharon/Kim	Completed
ADMs to determine SM priority positions at ministry level		ADMs	Completed
SHR to work with EDS to complete SMPP Questionnaire		Sharon	In progress
Questionnaires vetted by ADMs		Sharon	Planned
SMPP Questionnare Workbook updated and reviewed		Sharon	Planned
Sumbit SMPP Questionnaire Workbook to PSA		Sharon/Maria	Planned
Assessing Leadership Talent (focus on person)		**Elaine/Sharon**	**Completed**
360 Assessment		**Carolina**	
Determine budget for various 360 options		Elaine	Completed
Determine options for 360 tool to be used		Maria	Completed
Presentation on 360 tool options and cost (for decision) to executive		Elaine	Completed
Determine # of practitioners needed			Completed
Refresh for Leadership Circle practitioners (if this is the tool being used)	Carolina - can you check if this happened?	TBD	Completed
Determine processes to register and adminster the 360		Tegan	Completed
Strategic HR administers 360 registration and implementation		Tegan	In progress
Determine coaching resources required for developing/debriefing/implementing plan		Maria	Completed
Connect with PSA re. coaching capacity		Maria	Completed
Strategic HR support to 360 participants (WIIFM, unpacking, etc.)		Jeanne/Tegan	Planned
Learning Plan		**Sharon**	
Develop learning plan concept for approval by executive		Lisa/Jo-Ann	Completed
Develop a template for the learning plan		Lisa/Jo-Ann	Completed
Send out learning plan template to cohort in initial email		Elaine	Completed
Determine group activities for learning plan (common to all plans for cohort members		SHR/ADMs/EDs	In progress
Reminder for learning plan tempate during orientation session		Sharon/Elaine	Completed
Determine and plan activities common to group from Lplans		Elaine/Sharon	In progress
Develop Knowledge Transfer Strategy		**Elaine/Carolina/Maria**	
Determine scope/parameters of strategy (what elements need to be incorporated)		Maria	Completed
Work with exec to identify knowledge transfer opportunities (SM priority posns?)		Maria/Elaine	In progress
Present concept/direction of strategy to exec to get endorsement of direction		Maria	In progress
Write the knowledge transfer strategy		TBD	Planned
Approval of knowledge transfer strategy		SHR/ADMs	Planned
Embed L&D/KT into MyPerformance (leadership goal for planning in June)		TBD	Planned
Tracking and Reporting out		**Elaine/Sharon**	
Determine mechanisms for tracking progress towards targets (ADM mtgs)		Elaine	Completed
Determine reporting frequency/method for executive		Elaine	Completed
Determine escalation path for flagging issues/challenges and mitigation		Elaine	Completed
Ongoing reporting to executive throughout the project		Elaine/Sharon	Ongoing
Create report out on completion of targets		Elaine	Planned
Approval of report out on completion of targets		Elaine	Planned
Submit report out on completion of targets		TBD	Planned
Reinforcing Change (post March 31st)		**Carolina**	
Collect and analyze feedback/data		TBD	Planned
Diagnose gaps and manage issues		TBD	Planned
Develop ongoing change management plans to align with		Carolina	Planned

Oct. 3 - 7	10-14	17-21	24-28	31 - Nov. 4	7 - 11	14 - 18	21 - 25	28 - Dec. 2	5 - 9	12 - 16	19 - 23	26 - 30	Jan. 2 - 6	9 - 13	16 - 20	23 - 27	30 - Feb. 3	6 - 10	13 - 17	20 - 24	27 - Mar.3	6 - 10	13 - 17	20 - 24	27 - 31