Southern West Virginia Community
and Technical College
Administrative Retreat
May 20, 2010

SUCCESION MANAGEMENT
PROGRAM
“SECURING THE FUTURE”
According to the U.S. Department of Labor, the number of people between the ages of 16 and 24 will decrease during the next decade, while the 55 and over age group will dramatically increase.
At Southern West Virginia Community and Technical College, 35% of all employees and 52% of non-classified employees will be eligible for retirement within the next five years (March 2015). Within ten years (March 2020), 53% of all employees and 72% of non-classified employees will attain retirement eligibility.

Consequences of retirements and resignations:

Loss of intellectual capital in key positions
Loss of knowledge about key processes and programs
Loss of training investment in our people
Loss of organizational history
Succession Management Key Initiatives

- Address loss of intellectual capital in key positions
- Assist upcoming and new employees to attain and develop skills necessary to move into higher-level positions
- Re-engagement of employees nearing retirement
- Transition planning for mid-career employees
Succession Management
Program Goal

To ensure continuity of services to our students and preparedness of our workforce to meet the challenges of the future.
Succession Management Program – Key Initiatives

- Promote a culture of learning and development
- Provides opportunities for current employees to prepare for movement to higher, broader based, or different levels of responsibility...
The concept to promote a succession management program already exists in our policy SCP – 2624 – Employee Development.
The term “learning organization” is heard often but rarely implemented with specific, measurable objectives as a key component of institutional planning. The Employee Development policy approved by Southern’s Board of Governors promotes the concept of a learning organization, and providing these opportunities in a fair, structured and creative manner is exceptional and unique.
Being “eligible” for retirement doesn’t always mean an individual will be leaving the organization or creating a vacancy for consideration by program participants.

HOWEVER . . . . .
Preparing for the Future

We believe . . .

- Identifying future critical positions
- Communicating minimum requirements and competencies for success
- Supporting individual growth and development

. . . are necessary to guide the future preparation of our workforce.

believes that identifying future critical positions, communicating minimum requirements and competencies for success, and supporting individual growth and development of the future workforce is critical.

AND . . .
Preparing for the Future

Southern is committed to providing learning opportunities to prepare our workforce for the future.

... whether it be at Southern or in another institution in the higher education systems of West Virginia.
Key Individuals

- President
- Director of Human Resources
- Director of Community Development
- Unit Administrators
- President’s Future Leadership Academy
- Second Year Participants
- Managers and Supervisors

President
- Provides executive level concept and oversight
- supports and encourages active participation of employees.
- provides financial support for program initiatives which promotes and supports the concept of a learning organization.

Director of Human Resources
Provides program oversight under the direction of the President.
- prepares a fiscal note of costs for the program and/or develops the budget proposal.
- manages program communications,
- provides advice and assistance with selection of critical positions and establishment of position criteria,
--creates the competency dictionary to provide uniform definition and identification of competencies,
- supports the concept of a learning organization.
- advises in the development of Individual Learning Plans,
- coordinates and arranges learning opportunities which may be coordinated through Workforce Development to provide continuing education credit to participants.
- maintains the Intranet web pages of plan documents and learning opportunities,
- documents progress and
- evaluates the program success to ensure it is on track and meeting the future needs of the college.

Director of Community Development
- has the responsibility of coordinating the President’s Future Leadership Academy.
- seeks, recommends, and arranges learning opportunities for attainment of the identified competencies;
- works with Human Resources to document and measure effectiveness of the program;
- and supports the concept of a learning organization.
Program Components

- Critical Position Identification by Unit
- Identification of Competencies for each Critical Position
- Information sharing
- Development of Learning Opportunities
- Establishment of Individual Learning Plans
- Succession Management Program Evaluation

**For previous slide:**

**Unit Administrators**
- identify current and future critical unit positions,
- establish and write competencies with behavioral examples,
- seek and recommend learning opportunities for attainment of the identified competencies,
- work with Human Resources to document and measure effectiveness of the program
- and promotes and supports the concept of a learning organization.

**President’s Future Leadership Academy (PFLA)-Second Year Participants**
- participants with advice and assistance of the President, PFLA coordinators, and the Director of Human Resources,
- acts as the pilot group for the beginning of the succession management program.
--Participants will establish Individual Learning Plans to guide personal development toward growth and attainment of goals which includes the active participation in identification, design and development of learning opportunities.

**Managers and Supervisors**—
- work with unit administrators in identifying critical current and future positions.
- encouraged to support participants in their departments who are members of PFLA and participants in the succession management program
--will identify and provide learning opportunities for participants as well as promote and support the concept of a learning organization.
Critical Positions

- Critical positions are those that are essential for the College, department, division, or work unit to achieve the necessary work results.
- May not yet exist.
- Key position characteristics may include:
  - Requiring specialized knowledge/skills
  - Requiring leadership competencies
  - Requiring a deep historical perspective of the College
  - Decisions made by employee in position have a significant impact on the organization
Critical Position Identification by Unit

- Unit administrators identify key positions critical to the work of the Unit
  - Involve employees of the unit
  - Use organization chart as resource
  - Consider future needs of the unit
- Identify estimated time frame in which positions may need filled
- A “Critical Position Identification Form” will be provided
Identification of Competencies for each Critical Position

- Using existing Job Descriptions and Position Information Questionnaires (PIQs), the unit administrator works with the incumbent to identify competencies essential for the success of the critical position.
- All competencies may not be listed in existing job descriptions.
- Competencies must be uniformly defined and described using behavioral examples.
Competency Dictionary

- Human Resources will provide an initial Competency Dictionary to promote consistency in definition of terms.

- The Dictionary is expected to grow as unit administrators, managers, supervisors, and incumbents work through the process and identify new or different levels of competencies.
Human Resources will use the information submitted on the Critical Position Identification Form to update and expand the Competency Dictionary.
Looking for a software program to help manage the process.
Earning CEUs through Workforce Development will provide a formal transcript of activities in which the participant participated.
ILP is an outline of the employee’s desired program of development to prepare him/her for succession into future key positions at Southern or at other community and technical colleges in the system. The plan should outline specific activities in which the employee can participate to develop needed competencies.

The plan must be developed by the individual with assistance and approval of PFLA instructor.
The employee’s supervisor must also review and approve the plan.
Prior to approval, the instructor and supervisor must consult the succession plan documents to make sure the planned career path will lead to skills and or abilities necessary to fill future anticipated positions, or consider the plan in relation to other opportunities in the Community and Technical College System of West Virginia.
The Human Resources Office will provide assistance to the supervisor and incumbent with development of Individual Learning Plans.

The development of an Individual Learning Plan must include a current assessment of the employee’s existing knowledge, skills, abilities, and competencies.
This assessment may include accountability methods such as testing or submission of documents supporting the acquired competency.
The plan will also include the field of study, type of position desired, or goal of the plan;
the knowledge, skills, abilities, and competencies necessary to attain the goal; the steps to be taken for individual development, and finally, a time table for completing the desired goals.
A Succession Management Program cannot be successful without evaluation, analysis, and improvement.
Succession Management
Program Conclusion

- Questions

- Feedback