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. The Succession Management Program addresses the loss of intellectual capital in key positions of upper management as they become eligible to retire, and how Southern can assist younger and new employees to attain and develop the skills necessary to move into higher-level positions.

Other initiatives in this plan include providing opportunities for re-engagement of employees nearing retirement; transition planning for mid-career employees who may wish to broaden or diversify career paths within the institution, and transition planning to ensure familiarity with and mastery of job skills in positions where there is possible or imminent retirement. The goal of the program is to ensure continuity of services to our students and preparedness of our workforce to meet the challenges of the future.

Being “eligible” for retirement doesn’t always mean an individual will be leaving the organization or creating a vacancy for consideration by program participants. There is no guarantee that program participants will be promoted in the future, but Southern 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. We are 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 components of the Succession Management Plan (SMP) are to promote a culture of learning and development throughout the institution, provide individualized learning plans to prepare for mid and upper management succession, or movement to higher level or positions with expanded responsibility that may not be in management.

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.
The Succession Plan Program on the Intranet

The Succession Plan document will be available on Southern’s Intranet. It will contain a summary of the purpose, an explanation of program components and an explanation of the responsibilities of teams, committees, or individuals involved in the program. The Succession Plan Document will serve as a guide for supervisors and employees in identifying critical positions and developing individual learning plans. As the program progresses, the Intranet page will be appended with a list of the critical positions identified in the succession planning process and the requirements (knowledge, skills, abilities, and competencies) for these positions. Whenever possible, the estimated time frame for the completion of skills and competencies will be provided. Additionally the Intranet page will include a Competency Dictionary to assist in providing explanation and behavioral examples that demonstrate achievement of the particular competency. This information should resident’s Future Leadership Academy participant in planning for their individual development. As funding becomes available, on-line learning opportunities will also become available through the Succession Plan Intranet site.

Key Individuals

President The President provides executive level concept and oversight for the Succession Management Program and supports and encourages active participation of employees. The president provides financial support for program initiatives which promotes and supports the concept of a learning organization.

Director of Human Resources The Director of Human resources has program oversight under the direction of the President. He/she prepares a fiscal note of costs for the program and/or develops the budget proposal. This individual 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, and supports the concept of a learning organization. He/she advises in the development of Individual Learning Plans, and coordinates and arranges learning opportunities which may be coordinated through Workforce Development to provide continuing education credit to participants. The Director of Human Resources 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 This individual has the responsibility of coordinating the President’s Future Leadership Academy. He/she 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.

Unit Administrators The 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 The Second Year President’s Future Leadership Academy 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 - Managers and Supervisors work with unit administrators in identifying critical current and future positions. They are encouraged to support participants in their departments who are members of PFLA and participants in the succession management program. These individuals will identify and provide learning opportunities for participants as well as promote and support the concept of a learning organization.

Critical Position Identification by Unit

Critical positions are those that are essential for the College, department, division, or work unit, to achieve the necessary work results (VP, Chiefs, Directors, Assistant Directors, Supervisors, Middle Managers, Specialists and Key Support Staff). A critical position can be one that does not yet exist, but will meet future needs of the organization.

The unit administrator should conduct an introductory session for employees of the unit. The Director of Human Resources will be available to assist and answer questions. Working with his/her employees, the unit manager will identify critical positions for each unit using a collaborative decision making process.

The unit administrator will use Southern’s organization chart as a guide to identifying key positions. Key characteristics may include:

* A position requiring specialized knowledge/skills.
* A position requiring leadership competencies.
* A position requiring a deep historical perspective of College.
* A position supervising a substantial number of employees.
* An employee in a position whose decision has significant impact the organization.

The unit manager will identify an estimated time frame in which the position/s may need to be filled (e.g. within 0-3 years, 3-5 years, 5-10 years, 10+ years or no replacement needs to be predicted).
Identification of Competencies for each Critical Position

Once key positions are identified, the competencies for the job can be identified by the person currently holding that position in collaboration with the supervisor. The process will enable the supervisors to keep job descriptions/position information questionnaires (PIQs) accurate and updated. The process will also help identify a possible need for position realignment, restructuring, or duty modification. The job description will provide the minimum qualifications (education and experience requirements) for the positions and a limited list of knowledge, skills, abilities (KSAs), and competencies required for success in the position.

1. The Unit Head will initially charge the person currently occupying the critical position with identifying additional competencies (in collaboration with supervisor) using the provided “Critical Position Identification Form.” Behavioral examples are to be listed.

2. The “Critical Position Identification Form” will be reviewed by the supervisor. The supervisor will ensure the competencies identified are those leading to success in the position. Competencies are to be those of the position, not the incumbent. An example catalog/list of competencies will be provided to supervisors, though not all inclusive, to provided for consistency. The Competencies Dictionary will grow and expand with identification of new or different levels of competencies identified through this process.

3. The critical position document will be forwarded to the unit administrator for review.

4. Upon review and approval, the unit administrator will forward the document to the Director of Human Resources for review of identified key positions and competencies. This review is essential to ensure that job requirements meet labor law criteria for job relatedness. Information obtained will be compiled to create a list of position titles and competencies for which to develop broad based learning opportunities.

5. The KSA section of the job description must be revised to reflect the additional competencies once they are approved. The final job description will be signed and submitted to Human Resources.

6. The President will consider the key positions and competencies for possible realignment of the job or purposeful restructuring if deemed necessary.

7. The Director of Human Resources will work with the President and the Director of Community Development to determine what learning opportunities can be developed and provided.
Information Sharing

The Director of Human Resources will inform all employees of the succession planning process including the competencies necessary to prepare for future opportunities. Once learning opportunities and programs are established, information about participation in these programs will be communicated to employees. The pilot program will focus on year two participants of the President’s Future Leaders Academy. However, information about all components of the program will be available for all employees via the Intranet.

Competencies of key positions will be available during communication efforts to enable employees to be able to develop Individual Learning Plans to prepare for future opportunities.

Development of Learning Opportunities

Succession Plan administrators will develop opportunities, such as programs, training, short classes, internships, or other activities from which participant can acquire the knowledge, skills, abilities, and competencies needed for individual growth and development. The employee is expected to seek out other opportunities that may not be offered by Southern, such as baccalaureate and graduate courses of study. Employees participating in any programs or training opportunities offered by Southern will be provided continuing education unit credit through the Workforce Development Unit, enabling the employee to receive documented acknowledgment of their efforts. Development and learning opportunities will be made available first to year two participants of the PFLA. As space becomes available, other employees may participate in sponsored program and training opportunities.

Competency building on line training programs will be offered via the Intranet Web Page. These programs can be purchased or developed in house. Successful completion of the courses/programs will serve as an indicator that the employee has attained the necessary competency. The on line training program would be especially helpful for those employees seeking to move into supervisory or management positions.

The Director of Human Resources will continuously inform employees of the competency development opportunities being offered, and what types of positions for which these competencies may prepare them.

Establish Individual Learning Plans

Year two participants of the President’s Future Leadership Academy will be the initial pilot group to develop and submit Individual Learning Plans outlining his/her desired competency development program. Successful performance in his/her current position is a pre-requisite for
approval of the employee’s Individual Learning Plan. The Individual Learning Plan will outline
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. Activities can include job shadowing, attending meetings, training sessions,
college or other classes, working toward a certification, or any activity that provides the desired
results. 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.

The Individual Learning Plan will include a statement indicating promotion is not guaranteed.
The intent of the plan is to help the employee prepare for future opportunity for promotion at
Southern or other institutions. The final approved plan is to be submitted to the Director of
Human Resources. Individual personnel and program files will be housed in the Human resources
office to be used as support for the development of learning opportunities.

The final expected outcome of the Succession Management Program, the President’s Future
Leadership Academy, and the Individual Learning Plan process is to improve Southern’s
workforce by providing them with the necessary knowledge, skills, abilities, and competencies
to fill key positions in the future. It is expected that employees who successfully complete the
President’s Future Leaders Academy, prepare learning plans for their future development and are
successful in preparing themselves for future opportunity will become what is referred to in
traditional succession planning as “high potential employees.” High potential employees are
those who have the capability to advance to one of the following:

* A critical position.
* A higher level of responsibility.
* A higher level of technical proficiency.

Southern’s goal is to develop a learning organization with high potential employees prepared to
meet the demands of the future.

Succession Management Program Evaluation
A Succession Management Program cannot be successful without evaluation, analysis, and improvement. Southern’s Succession Management Program will be reviewed for effectiveness in the following manner:

1. Individual participant satisfaction and progress will be evaluated yearly by:
   * Evaluating employee satisfaction with their Individual Development Plan.
   * Documenting the employee’s progress through developmental experiences.
   * Documenting competency attainment by employees.

2. Evaluating Organizational Results (Year 3 to 5)

   * Are PFLA participants learning and growing? Are they meeting goals of their Individual Learning Plans?
   * What time lines should be established for degree attainment versus competency development? Should the Succession Management Program focus more on one than the other?
   * How quickly are internal replacements able to perform to the level required in the position?
   * Based on the results, what successes or failure in the organizational plan can be identified?
   * What changes would make the succession plan more effective?
   * What percentages of vacancies in positions are filled internally?
   * How quickly are vacancies filled?

The Succession Management Program will be revised periodically based on review and analysis and the identification of new critical positions.