

Succession Planning Program Operational Framework



University
of Windsor

Office of the Vice-President, Human Resources

Overview

Succession planning is a systematic process designed to identify and build a pool of employees ready to fill positions/roles that are critical to the effective functioning of the University and to the attainment of the institutional priorities. It provides an opportunity for employees to develop the skills and competencies needed to compete for these critical positions as they become available.

This document sets out the framework for succession planning for positions which, if left vacant in the event of resignation, termination, death, long-term disability or temporary absence from the role, could create immediate operational, reputational or financial risks and/or compromise the progress toward achieving the institutional priorities.

The framework is in support of the Succession Planning policies established by the Board of Governors (BOG) for the President and Vice-Presidents.

This operational framework applies to the Vice-Presidents. On an annual basis, the University will perform succession planning activities to ensure that high potential employees are identified and developed to fill critical positions in the event of a vacancy. Employees participating in the succession planning efforts may be appointed to fill such vacancies in an interim and/or acting capacity where possible.

Participation in the Succession Planning Program does not guarantee promotion to the position for which the employee is identified as a potential successor. In the event that a permanent vacancy occurs, potential successors interested in being considered for the vacancy, will be required to participate in a competitive search process as per University policies and guidelines.

The Succession Planning Process

Best Practices

The University of Windsor Succession Planning Program is grounded on the best practices emerging from research. The Succession Planning Program must:

- Be aligned with the strategic priorities of the University.
- Be grounded on the values of transparency, fairness and accessibility.
- Actively involve senior leaders in developing future leaders.
- Focus on the creation of a talent pool of leaders for positions identified as critical.
- Incorporate a comprehensive communication plan and clearly articulate that participation in succession planning does not guarantee promotions.
- Be informed by workforce data and analysis.
- Incorporate a systematic and objective process to assess potential successors.
- Include specific development plans for each potential successor that incorporate both challenging and varied job experiences as well as knowledge transfer activities.
- Incorporate a monitoring and evaluation plan.

Steps in Succession Planning

The Succession Planning Process consists of five (5) steps. The Vice-President, Human Resources will work with the Vice-Presidents to carry out succession planning within their respective areas of responsibility.

1. Identify Critical Roles/Positions

Determine which positions if left vacant could create immediate operational, reputational or financial risks and/or compromise the progress toward achieving the institutional priorities. Once identified, assess each position using a criticality and retention risk scale.

2. Determine Required Competencies

For each position emerging from step 1, create a Competency Profile outlining current and future-oriented knowledge, skills, abilities, qualifications and personal qualities required for effective performance.

3. Identify and Assess Potential Successors

For each position, identify employees from across the University who could become potential successors and assess their knowledge, skills, qualifications and personal qualities against the Competency Profile (step 2) and the University's Core Leadership Competencies (page 3).

This step includes carrying-out a competency gap analysis for each employee identified and selecting the potential successor(s) to participate in the Succession Planning Program.

4. Develop a Succession/Development Plan

Develop a succession plan for each potential successor identified in step 3 outlining the activities to be undertaken to address the competency gaps.

Each plan should articulate the specific knowledge and skills to be developed, timelines and development actions. Examples of development actions include: stretch job assignments, secondments, acting roles, formal training, coaching, mentoring and action learning projects.

5. Implement, Monitor and Evaluate

Implement the plans for each potential successor, monitor progress and revise plans as needed.

The respective Vice-President will monitor and evaluate the succession plans within his/her area of responsibility. On an annual basis, the Vice-President, Human Resources will update the President and the Vice-Presidents on the University's succession planning efforts.

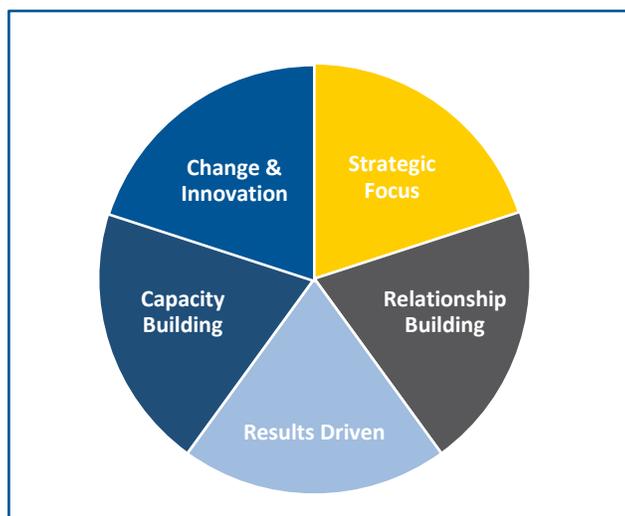


Core Leadership Competencies

A competency is defined as a cluster of related knowledge, skills and attributes that contributes to successful job performance and ultimately to the University's success.

The Succession Plan for each potential successor will address the development of both the knowledge and skills required for effective performance, outlined in the Competency Profile, and the Core Leadership Competencies that are desired of all leaders at the University of Windsor.

The five (5) Core Leadership Competencies outlined in this document are not all inclusive; they highlight some of the most critical competencies for success.



The table below provides an overview of the five (5) competencies. For each competency it includes a definition statement and a list of behaviours that are relevant to the competency. These behaviours are not listed in any particular order and are not intended to represent all of the possible behaviours associated with the competency.

| Competency | Competency Statement | Relevant Behaviours |
|------------------------------|---|---|
| Strategic Focus | Translates the University's vision and priorities into action and aligns activities, processes and practices to the desired vision. | <ul style="list-style-type: none"> • Understands institutional history and current organizational context. • Demonstrates commitment to students including their learning environment and contributions. • Understands and interprets future trends in higher education and institutional impact. • Anticipates challenges and risks. • Promotes and builds support for the University's mission, values and vision. • Develops and implements strategic/operational plans to achieve the University's strategic directions and initiatives. • Strategically aligns decisions with vision, values and evidence. Makes decisions based on what is best for the University as a whole. • Balances the short-term needs of the University with the long-term vision. |
| Relationship Building | Fosters, enhances and maintains strong relationships (internal and external to the University) to facilitate the achievement of the institutional priorities. | <ul style="list-style-type: none"> • Models behaviour that aligns with the University's core values. • Uses a collegial and consultative style, and appreciates the importance of collaboration with colleagues when dealing with opportunities, challenges and direction-setting. • Demonstrates commitment to diversity, equity and inclusivity, and to listening to diverse cultures, communities, voices, points of views and perspectives. • Encourages an open exchange of information and ideas. • Develops meaningful strategic partnerships and collaborates across units. • Builds teams by engaging others and facilitating environments of collaboration and cooperation. • Demonstrates integrity, builds trust and is politically savvy. |

| Competency | Competency Statement | Relevant Behaviours |
|--------------------------------|---|--|
| Results Driven | Inspires and guides others to achieve desired results. | <ul style="list-style-type: none"> • Establishes and communicates clear expectations, standards and outcomes. • Holds self and team accountable for meeting University/departmental goals. • Inspires passion and enthusiasm in others to achieve results. • Measures and evaluates outcomes, compares the results against established benchmarks and takes corrective action as appropriate. • Removes barriers and resolves conflicts in a timely manner. • Seeks feedback from stakeholders to improve results. • Allocates resources to achieve desired results. • Provides the team with the necessary supports to meet University/departmental goals. |
| Change & Innovation | Champions, supports and facilitates change and innovation to advance institutional priorities. | <ul style="list-style-type: none"> • Challenges the status quo and encourages appropriate risk taking. • Assesses the institutional/departmental capacity and readiness for change. • Creates a climate that encourages continuous improvement, creativity and innovation. • Communicates a clear and compelling vision of the benefits/outcomes associated with change. • Develops and executes realistic change implementation plans and manages the risks associated with change. • Builds support, removes organizational barriers and obtains/allocates the resources necessary to implement change/innovation. • Applies best practices in change management to promote buy-in and achieve sustainable change. • Models resiliency and adaptability. |
| Capacity Building | Strengthens the capabilities, knowledge and resources required to achieve institutional priorities. | <ul style="list-style-type: none"> • Provides leadership in the effective management and stewardship of resources. • Seeks, secures and mobilizes resources. • Ensures systems, processes and structures are effective, efficient and aligned with the University's priorities. • Demonstrates a clear understanding of collective agreements, University policies and procedures, and manages resources accordingly. • Engages in and facilitates personal, team and leader development. • Provides timely constructive feedback and encourages ongoing development. • Engages in succession planning efforts and facilitates the transfer of institutional knowledge. • Empowers others with appropriate authority and responsibility and recognizes the achievements/contributions of others. |

Resources Consulted

Alberta Government, Human Services. Succession Planning: Retaining Skills and Knowledge in Your Workforce, 2012.

BC Public Service. Core Competencies for Strategic Leaders. Retrieved from <http://www2.gov.bc.ca>.

Brigham Young University (BYU) Human Resource Development. Succession Planning Overview and BYU Manager's Toolbox. Retrieved from <http://training.byu.edu>.

Dalhousie University. Leadership Competencies for all Leaders. Retrieved from <https://www.dal.ca>.

Federal Reserve Bank of Kansas City. Non-profit Executive Succession Planning Toolkit.

Forbes. The 6 Competencies Global Leaders Need to Succeed. Retrieved from <https://www.forbes.com>.

Government of New Brunswick. Succession Planning: A Leader's Roadmap for Identifying and Developing Tomorrow's Leaders Today, 2010.

Government of Newfoundland and Labrador. Succession Planning & Management Guide, 2008.

Harvard Business Review. The Most Important Leadership Competencies According to Leaders. Retrieved from <https://hbr.org>.

Illinois Leadership Centre. Leadership Competencies. Retrieved from <http://leadership.illinois.edu>.

KIPP. Leadership Framework and Competency Model. Retrieved from <http://www.kipp.org>.

Lead Change Group. 12 Core Leadership Competencies of Great Leaders. Retrieved from <http://leadchange.com>.

LEADS. Health Leadership Capabilities Framework. Retrieved from <http://leads.in1touch.org>.

Long, Jamye, Cooper Johnson, Sam Faught and Jonathan Street. The Need to Practice What We Teach: Succession Management in Higher Education. Published in the American Journal of Management vol. 13(2) 2013.

McMaster University. McMaster's Core Leadership Capabilities. Retrieved from <http://www.workingatmcmaster.ca>.

Minnesota State Colleges & Universities. Succession Planning Toolkit. Retrieved from <http://www.hr.mnscu.edu>.

Ontario Hospital Association. Succession Planning Resource Guide. Retrieved from www.oha.com.

Profiles International. The Executive's Guide to Succession Planning, 2014.

Treasury Board of Canada. Succession Planning & Management Guide. Retrieved from <https://www.tbs-sct.gc.ca>.

University of Calgary. 5 Core Leadership Competencies. Retrieved from <http://www.ucalgary.ca>.

University of Victoria. Building Competencies for the Future. Core and Leadership Competency Framework. Retrieved from <https://www.uvic.ca>.

University of Washington. Succession Planning Toolkit, 2016.

University of Windsor. Executive Brief in the Recruitment of the President and Vice-Chancellor. Retrieved from <http://www.uwindsor.ca/secretariat>.

