THINK SUCCESSION

The right people, the right jobs, the right time

University of Victoria

About this Toolkit

This toolkit is designed to help you think about succession planning, and is meant to support you through a reflective process. It may be helpful to go through portions of this document with your supervisor, mentor, leadership team, or a trusted colleague to help you think through succession, and it can be used to prepare for a meeting with your HR Consultant or HR Advisor. This is not intended to be a workforce planning tool. Be selective and strategic about where you focus your valuable planning energy.

TIPS

- This document works best when opened with the latest version of Adobe Acrobat Reader DC or Adobe Acrobat Pro DC. Older versions or other PDF software may limit the functionality, in which case manual entry may be required for text boxes and assessment calculations.
- Remember this is a PDF document not a website. This means you can save your work and keep it confidential. It also means the navigation will behave differently than you might expect.
- Save your work (Save-as) so that you can return to this document and modify it as you have time.
- This document is best used in its digital format, but can be printed if needed.
- You can navigate this document using the flowchart in the Succession Overview, or if you prefer a more traditional approach, the Index button will take you to a clickable table of contents.
- Don't try to tackle this all at once. Start with where you are now and work in stages to ensure the process remains manageable.

ICON LEGEND

MORE INFORMATION
Hover over this icon for helpful tips and information.

ACTIVITY
This icon indicates an interactive space to fill in content.

NEED HELP?
Click this icon to access Human Resources contact information.

REFERENCES
Hover over this icon to access reference information.

IMPORTANT LINK
This icon indicates links that take you to an important external website.

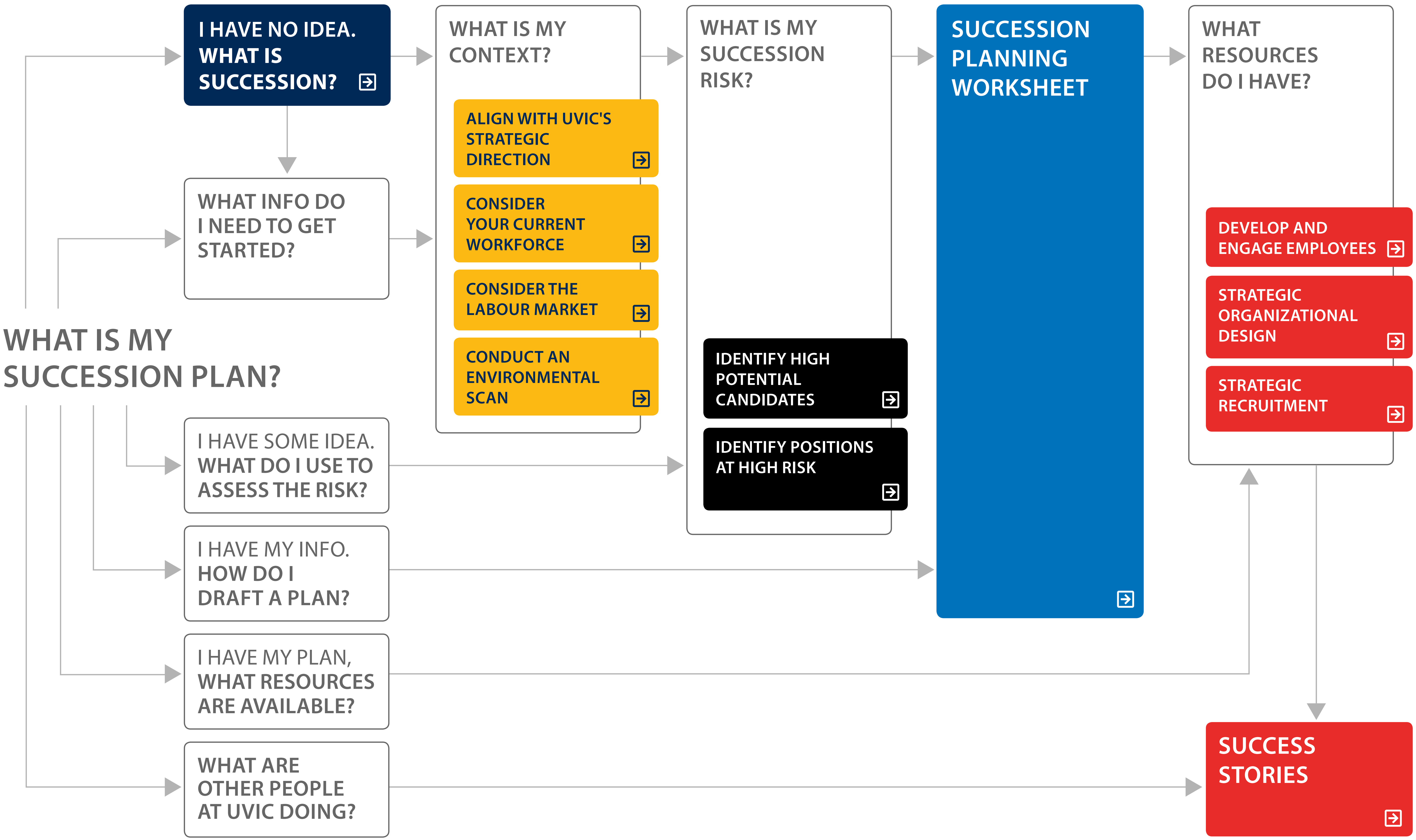
LINK TO A RESOURCE
This icon indicates links that take you to a helpful section within the toolkit.

INDEX

INDEX
Click this icon to take you to the interactive index.

NAVIGATION
Click these icons to take you to the previous numeric page or next numeric page, respectively.

Succession Overview



What is Succession? Part 1 of 2

INTRODUCTION

The purpose of this toolkit is to consolidate and build on existing formal and informal succession practices at UVic and create one resource to help plan for expected and unanticipated vacancies of administrative leaders or specialized roles. The toolkit is not intended to address academic succession (Deans, Associate Dean and Chairs) or senior executive (VP and President) level leadership succession.

WHAT DOES SUCCESSION PLANNING MEAN FOR UVIC?

Succession planning at UVic involves the analysis, planning and decision-making needed to ease transitions resulting from planned and unplanned vacancies in key leadership roles or high-risk roles with specialized knowledge and skills. Succession planning at UVic is not about identifying a preferred candidate for a specific position or promising an individual they will be placed in a specific position. Succession planning also differs from Workforce Planning by having a narrower, more strategic focus on key roles. UVic has identified three approaches to succession planning:

A DEVELOPMENTAL APPROACH: The developmental approach encourages the ongoing learning, development and engagement of high succession potential employees to cultivate a skilled and capable pool of internal candidates with institutional knowledge and leadership competencies. This approach to building a large pool of potential successors offers a number of advantages:

- The availability of individuals able to step into acting roles for unexpected absences or vacancies.
- A strong peer group of existing leaders with institutional knowledge to act as mentors to new leaders joining UVic from other institutions or industries.
- An established internal pool of strong candidates for new leadership or specialized roles who are well prepared to compete in an open and transparent selection process.

A STRATEGIC ORGANIZATION DESIGN APPROACH: In addition to developing employees, UVic also recognizes that complex roles do not remain static over time. Succession planning may also involve a strategic approach to job design where positions are structured to divide unique or hard to find skillsets among different roles to mitigate succession risk.

A STRATEGIC RECRUITMENT APPROACH: Some difficult to fill positions may not be suitable for internal development or re-design. A strategic approach to recruitment may involve anticipating and planning for an extended recruitment process based on labour market predictions. This might include beginning a recruitment process a year or more before an anticipated retirement, or by using a combination of the developmental approach and job design approach on a temporary basis when a longer recruitment cycle is anticipated.

PRINCIPLES OF UVIC'S SUCCESSION TOOLKIT

There is no one department or organizational level responsible for succession at UVic. The toolkit supports all leaders responsible for hiring, retaining and developing leadership roles and roles with unique hard to fill skillsets.

Succession is not a one-size-fits-all process. Decisions on how best to prepare for and fill vacancies are made on a case-by-case basis.

When developing succession plans, leaders will use clear, transparent and accountable processes, references to Collective Agreements where appropriate, and UVic policy to determine how succession risks will be addressed.

The succession toolkit supports both internal and external competitive processes by ensuring a strong pool of qualified internal candidates.

The succession toolkit advances UVic's commitment to equity, diversity and inclusion as a competitive advantage as outlined in our Strategic Framework.

What is Succession? Part 2 of 2

AUDIENCE FOR THE TOOLKIT

The primary audience for the succession toolkit are those leaders responsible for the attraction, selection, development, engagement and retention of key leadership roles, including high risk and difficult to fill roles with specialized knowledge or skillsets.

Secondary audiences for the succession toolkit include those aspiring to leadership or specialized roles internal to UVic who can use the toolkit to develop their potential, as well as prospective candidates from outside of UVic who may be considering a career at UVic.

ROLES AND RESPONSIBILITES

ROLE OF UVIC EXECUTIVE LEADERSHIP: University executive must be actively involved in succession planning conversations in their portfolios, and support their direct reports in the development of their own succession plans. Modeling creative approaches to succession will help build a culture where succession planning becomes a regular part of every leader's role.

ROLE OF DEPARTMENT LEADERS: Department leaders are responsible for ensuring continuity of staffing and for mitigating the risks associated with anticipated or unanticipated vacancies. This includes regular assessment of units to determine key leadership roles or high-risk positions, proactive job design to mitigate the impact of vacancies in key roles, and ongoing planning to ensure strategies are in place to attract, develop and retain an internal talent pool that will help ensure continuity in these roles. Departmental leaders are also instrumental in providing coaching, support and guidance to emerging leaders.

ROLE OF EMERGING SUCCESSORS: In a developmental approach to succession planning, potential successors take responsibility for their own learning and development by actively pursuing both formal learning opportunities and informal opportunities to develop through committee work, special projects and stretch assignments. Development goals should be discussed as part of the regular Performance and Development Cycle with learning plans identified and support required.

ROLE OF HUMAN RESOURCES: In addition to the creation and maintenance of the Succession Toolkit and associated resources, the Human Resources Department provides many of the services, information and resources that support succession planning including, but not limited to:

- Workforce data and analytics reporting available through FAST HR.
- Leadership development programming including leadership assessments.
- Talent management programs and resources including UVic Competency Model, UVic Mentorship Program, Performance and Development Cycle tools and the Employee Learning Calendar.
- Human Resources Consulting and coaching to support leaders with employee development.
- Human Resources Advisor support for job design, compensation and recruitment and selection processes.
- Organization or sponsorship of networking events, forums, communities of practice and other opportunities for high potential employees to get exposure to other leaders at UVic.
- Hosting workshops for leaders on Succession Planning to learn about succession and discuss/share ideas for cross organization collaboration.

WHAT IS MY CONTEXT?

In order to anticipate and plan for vacancies in key roles, leaders will need to understand their internal and external environment so they can be proactive in how they structure their units, develop leaders and plan for vacancies. Most leaders do this research as part of their normal strategic planning process and completion of the Enhance Planning Tools. The resources in this section can also be used for workforce planning for your whole department, which is a much bigger project. Be selective about where you put your time and energy for succession planning, don't try to do it all. The four worksheets in this section provide questions and considerations to help leaders think critically about what information to gather before embarking on a succession planning process.

ALIGN WITH UVIC'S STRATEGIC DIRECTION

CONSIDER YOUR CURRENT WORKFORCE

CONSIDER THE LABOUR MARKET

CONDUCT AN ENVIRONMENTAL SCAN

Align with UVic's Strategic Direction Part 1 of 2

When putting together a succession plan, take some time to reflect on the University of Victoria's current strategic direction. You may have already gathered much of this strategic information as part of your normal planning processes. This review will help you to answer the following questions:

- Where are we going as a university? How does my department contribute to that vision?
- Do my department's strategic objectives support and align with UVic's priorities?
- Are there changes in UVic's strategic direction that require my department to respond?

QUESTIONS AND CONSIDERATIONS

- Does everyone on my team understand UVic's Strategic Framework and how their work contributes to the six key priorities?
- Is my department uniquely positioned to respond to any specific changes, trends, patterns and opportunities?
- Are my department's financial and human resources aligned with UVic's strategic priorities?

RESOURCES AND INFORMATION SOURCES

- The **Strategic Framework and six key priorities**
- The **Planning and Budget Framework document**
- Your department's **Enhanced Planning Tools** submission and Service or Academic Plans
- The **UVic Competency Model**
- The **University Strategic Planning** documents:
  - UVic Campus Plan
  - UVic Employment Equity Plan 2015-2020
  - UVic Indigenous Plan 2017-2022
  - UVic International Plan 2017-2022
  - UVic Strategic Research Plan 2016-2021

Align with my Strategic Direction Part 2 of 2

ISSUES, CHALLENGES OR OPPORTUNITIES IDENTIFIED

Use the following questions to make some notes for yourself about the review process:

What did you notice in your review of UVic's strategic direction?

What do you and your team need to monitor or study?

What key insights did you have regarding your department's succession planning?

Consider your Current Workforce Part 1 of 2

When putting together a succession plan, take some time to assess the composition of your current staff. Assessing your workforce helps you to answer the following questions.

- Who is currently doing the work needed to meet our objectives?
- Do employees have the knowledge, skills and abilities that are needed now—and in the future?
- Will our current staffing structure meet our future requirements?

INFORMATION TO GATHER WHEN ASSESSING YOUR WORKFORCE

When assessing your workforce, look for any patterns, challenges or opportunities in the following areas:

- Age distribution and length of service of employees
- Employment Equity Plan Goals for employee diversity
- Mix of full time/part time/term/casual employment status
- Voluntary turnover rates (resignations and retirement) in your unit compared to UVic averages
- Employee satisfaction and engagement, if surveys are available
- Employee development plans from the Performance and Development Cycle
- Employee skills and certifications
- Data on the average recruitment period for key positions (length of time to fill)

QUESTIONS AND CONSIDERATIONS

- What key positions will likely be impacted by retirement, promotion or other staffing changes?
- Do the mix of roles and employment types meet your needs? Why or why not?
- Does your organizational structure support you achieving your objectives?
- How engaged are your employees and do they intend to stay in their positions? In the department? At UVic?
- How do the qualifications of new hires and younger staff compare to those closer to retirement? Think of their knowledge, skills and abilities.
- To meet new or emerging job requirements, where does your staff require development?
- Is your team sufficiently diverse in age, gender identity, abilities, cultural background and other factors to encourage different ways of thinking and creating?

RESOURCES AND INFORMATION SOURCES

- Human Resources data from **FAST HR** and **FAST Finance**
- **Enhanced Planning Tool** submissions
- Your **UVic Careers** recruitment history
- Management team discussions
- **Performance and Development Cycle** conversations with your team
- **Stay interviews** and employee survey scores (if available)

Consider your Current Workforce Part 2 of 2

ISSUES, CHALLENGES OR OPPORTUNITIES IDENTIFIED

Use the following questions to make some notes for yourself about the review process:

What did you notice in your review of your current workforce?

What do you and your team need to monitor or study?

What key insights did you have regarding your department's succession planning?

Consider the Labour Market Part 1 of 2

When putting together a succession plan, take some time to research and assess the external labour market. This information will be invaluable when making strategic decisions. Conducting a labour market assessment helps you to answer the following questions:

- Which jobs or skills are currently in high demand in the labour market?
- How does the employment package (compensation, benefits and working environment) at UVic compare with what competing employers are offering their talent? Your HR Advisor can assist you with some of this information.
- What demographic, economic or other conditions might expand or contract the availability of key talent?

INFORMATION TO GATHER ABOUT THE LABOUR MARKET

- The **industry-average salary** for key positions; compare this to the compensation offered by UVic. Note that salary is not the only factor when competing for talent. The benefits, job security, working conditions and the working environment also play a role in an employer's ability to attract talent. Your HR Advisor can assist you with some of this information.
- The **labour market demand**: the number of jobs posted (or projected) in a particular field or position
- The **labour market supply**: the number of jobseekers in the marketplace who have the skills you need
- The **demographics of the workforce** in the positions that you anticipate needing to fill over the next two to five years. Consider the age, level of education, family status and equity status of your required talent.

QUESTIONS AND CONSIDERATIONS

- Which positions in your unit will be difficult to fill in the next two to five years?
- Which roles will require new or evolving skill sets or qualifications in the next two to five years?
- Where do you have strong relationships and networks that can help to recruit talent when needed? What relationships and networks do you need to strengthen?
- For which roles is UVic a strong competitor for talent? For which roles will you need to work harder to attract and recruit top talent?
- What positions will you be able to fill externally? What positions will you fill by investing in the development of internal employees?

RESOURCES AND INFORMATION SOURCES

We highly recommend that you contact your HR Advisor early on to discuss your recruitment challenges and opportunities. Additionally, you can:

- Connect with colleagues in your field/industry to discuss their experiences and insights
- Join industry/professional associations to access job boards, labour market research and networking opportunities
- Speak with a search firm; see Guide to Working with a Search Firm
- Use the Conference Board of Canada research and industry outlook documents (free for all UVic employees)
- View WorkBC's Labour Market Outlook
- Review the reports, surveys and research related to the labour market in the Knowledge Centre published by the Chartered Professionals in Human Resources BC (CPHRBC)

Consider the Labour Market Part 2 of 2

ISSUES, CHALLENGES OR OPPORTUNITIES IDENTIFIED

Use the following questions to make some notes for yourself about the review process:

What did you notice in your review of the labour market?

What do you and your team need to pay attention to?

What key insights did you have regarding your department's succession planning?

Conduct an Environmental Scan Part 1 of 2

When putting together a succession plan, take some time to research and assess the environment external to UVic. Conducting an environmental scan helps you to answer the following questions:

- What is going on "out there" that will impact the work we do?
- What shifts and trends will change the way we do our work?
- What new skills and qualifications will be needed in the future?

INFORMATION TO GATHER

- Industry trends and best practices that have recently emerged, or are emerging
- Regulatory changes (anticipated or implemented) that will impact your department's work
- Demographic changes that will impact the university and your department
- Political shifts in ideology or upcoming elections
- The impact of technology on your work
- Economic changes (such as interest rates, exchange rates, or inflation) that will impact your department's financial situation

QUESTIONS AND CONSIDERATIONS

- What changes in your industry or field will impact your ability to fill key positions?
- What changes in knowledge, skills and qualifications can you anticipate you will need to address by developing your existing employees?
- Are there new skills and qualifications that can only be obtained in the external labour market?
- How might changes in the economy impact your department? Will the demand for your services increase or decrease? Will the cost of delivering your services increase or decrease?
- Is your department responsive to changing social expectations for information or services (for example, internationalization, decolonization, sustainability, globalization, and so on)?

RESOURCES AND INFORMATION SOURCES

You may already have accessed the following resources as part of your normal planning process. We recommend re-visiting and reviewing these resources through the lens of succession planning.

- Review your **Enhanced Planning Tool** submissions
- Conduct strategic planning sessions with your management team
- Use industry or professional group conferences, websites and newsletters to explore trends, emerging challenges and opportunities
- Access internal UVic resources such as the Human Resources, UVic Systems, Finance, Student Affairs or Research offices to ask about trends or changes impacting your department
- Task a working group with a research project regarding your labour market
- Find useful data on the **Statistics Canada** website
- Use the **Conference Board of Canada** research and industry outlook documents (free for all UVic employees)
- Access **UVic's Institutional Planning and Analysis** reports and surveys
- Use an environmental scan framework such as a:
  - **SWOT matrix** (Strengths, Weaknesses, Opportunities, Threats)
  - **SOAR assessment** (Strengths, Opportunities, Aspirations, Results)
  - **PEST analysis** (Political, Economic, Social and Technological Drivers)

Conduct an Environmental Scan Part 2 of 2

ISSUES, CHALLENGES OR OPPORTUNITIES IDENTIFIED

Use the following questions to make some notes for yourself about the review process:

What did you notice in your environmental scan process?

What do you and your team need to pay attention to?

What key insights did you have regarding your department's succession planning?

WHAT IS MY SUCCESSION RISK?

Once you have gathered information to better understand your context for succession planning, the next step is to assess your succession risk. Two assessment tools are provided to help you identify high succession potential employees and high succession risk positions. These tools are not intended to be an objective or prescriptive evaluation, rather they should help you to consider and apply your own judgement to identify where you want to invest your succession planning time and energy.

IDENTIFY HIGH POTENTIAL CANDIDATES

IDENTIFY POSITIONS AT HIGH RISK

Identify High Succession Potential Employees Part 1 of 3

One of the early steps in succession planning is to identify employees who have a high potential for succession in key leadership and technical roles. You can then invest strategically in their development and actively engage them in the workplace. High succession potential for the future doesn't just mean high performance now. In a dynamic and complex environment, an individual's connection to the university—and their ability to learn and grow for the future—can be more important than their current technical knowledge and work performance. Many tools that assess employees for high succession potential will measure both current performance and future growth potential. You can then determine how to strategically invest in the support, development and deployment of these employees.

CAUTIONS AND BLIND SPOTS

- Be aware of your own **unconscious bias** when looking at an employee's career trajectory. A non-traditional career path can provide an individual with a broader perspective and more diverse skill sets than someone who has quickly climbed a career ladder.
- Watch for **personality style bias**. Organizations can often favour extroverted personalities over introverted personalities; or favour individuals who have a strong "results" drive over those who exhibit a more relational approach. Leaders require a strong awareness of their own personality traits and the ability to work with people who have different personality styles to get things done. Be mindful to acknowledge the value of those who have different personality styles than you.
- Be aware of over-emphasizing past errors. Consider the **value of a growth mindset** that fosters learning and innovation. Employees who have a growth mindset may take more risks that can result in "good failures"; whereas employees who have a fixed mindset may play it safe and not make mistakes, missing breakthroughs and creative solutions.
- An employee's **performance or potential may vary over time** stemming from their career and personal circumstances. This tool is not intended to be a one-time assessment; be sure to revisit the results regularly. Be open to the possibility that the assessment results may change as your employee's life circumstances change.
- Use **discretion** in your succession planning activities to avoid creating expectations when assessing employees for succession potential.

ASSESSMENT QUESTIONS

The assessment questions are intended to guide you through a reflective thinking process and are not intended to be answered by or with the employee. When answering the questions about an individual, you may find the following resources helpful: UVic Performance & Development Cycle conversation, the Stay Interview UVic 360 assessment, personality assessments such as Lumina Spark or Leader, and emotional intelligence assessments. Your own observations and experiences with the employee are also a key source of information.

Employee assessment includes two sets of questions: one assesses current performance, the other assesses future potential for growth.

- **Current performance** is usually based on the employee's knowledge, skills and abilities that can be learned and developed.
- **Potential for growth** is usually based on the employee's innate motivation, values and personality characteristics.

Resources for exploring Unconscious or Implicit Bias

EQHR Learning Resources

EQHR Hiring Resources

Kirwin Institute Implicit Bias Review

Identify High Succession Potential Employees Part 2 of 3

Measuring current performance

This employee:	NOT QUITE YET 1	2	3	4	5	VERY MUCH SO 6
possesses the knowledge, skills and abilities required for their current role (competence)						
takes action to achieve or exceed the results and outcomes expected of the position (results oriented)						
has a clear vision for their work/unit/department (visionary leadership)						
has the communication and interpersonal skills needed to engage their team or colleagues in common goals and objectives (inspirational leadership)						
understands the impact of their department's work within the broader scope of UVic's goals and objectives (systems thinker)						
possesses strong emotional intelligence, including self-awareness, self-management, awareness of others and ability to manage relationships (emotional intelligence)						
takes a continuous improvement approach to their department's level of service and quality of work (continuous improvement)						
effectively collaborates with others to achieve results (collaboration)						
demonstrates the political savvy to navigate the formal and informal systems at UVic to get things done (politically astute)						
is able to use data effectively and appropriately to inform decisions and influence others (analytical skills)						

Total Score 0

Measuring growth potential

This employee:	NOT QUITE YET 1	2	3	4	5	VERY MUCH SO 6
is highly satisfied with their experience as an employee of UVic (current engagement)						
has indicated that they intend to stay and grow their career at UVic (future engagement)						
has personal values that are aligned with UVic's mission/vision/values (fit)						
demonstrates commitment over and above the norm to their work (work ethic)						
seeks out opportunities to be involved in UVic initiatives or activities outside of their own work unit (UVic community immersion and connection)						
desires a variety of tasks and new challenges (ambition)						
manages stress to remain resilient in the face of change and complexity (resilience to change)						
demonstrates initiative and takes responsibility for outcomes (self-motivation)						
has indicated that personal and professional development is important (desire to learn/self-development)						
demonstrates ingenuity, tenacity, and perseverance in working through challenges and obstacles (growth mindset)						

Total Score 0

Identify High Succession Potential Employees Part 3 of 3

PLOTTING RESULTS ON THE GRID

Plot the total score for both the Current Performance and Growth Potential results on the grid to arrive at an overall ranking of succession potential.

- The employees who land in the upper right quadrant (area 1) are high-potential candidates for succession.
- The employees that land in areas 2, 3 and 6 are poised to provide a high return on your investment of time, energy and funds for employee development and engagement.

Measuring current performance Total Score	0
Measuring growth potential Total Score	0

NEXT STEPS

Discuss with your supervisor or HR Consultant to determine appropriate next steps.

TIP

To repeat this assessment process for a separate employee, save your work then "Save-as" under a new name to your desktop or HR folder on your shared drive to re-do the assessment for a different person.

Succession potential grid

GROWTH POTENTIAL SCORES	CURRENT PERFORMANCE SCORES: 10-24	CURRENT PERFORMANCE SCORES: 25-45	CURRENT PERFORMANCE SCORES: 46-60
46-60	5 **High level of commitment and engagement but is not performing to full potential in current role** RECOMMENDED ACTIONS: • Discuss areas of interest and be curious about what could increase performance • Offer coaching and support for dealing with any issues affecting performance at work	2 **Meets performance in current role but may not have had opportunity to demonstrate ability in different contexts** RECOMMENDED ACTIONS: • Give stretch assignments; assign work in different contexts or environments	1 **Performance exceeds expectations in a wide variety of contexts and assignments; seeks challenges, is self-motivated, is a continuous learner, supports the learning and growth of others** RECOMMENDED ACTIONS: • Provide opportunities for new assignments and continued growth in areas of interest
25-45	8 **Has the ability to learn but requires a lot of support to meet performance expectations** RECOMMENDED ACTIONS: • Provide clarity on performance expectations and follow up regularly • Provide challenges to build skills and confidence	6 **Meets performance expectations in core functions of current position; may require additional training or experience to enhance both technical and interpersonal skills** RECOMMENDED ACTIONS: • Encourage growth in the areas of emotional intelligence and communication skills • Discuss opportunities for additional technical training and experience	3 **High performer but may need encouragement to realize potential** RECOMMENDED ACTIONS: • Provide challenges • Encourage personal accountability for growth • Coach on collaborating with others to achieve organizational goals (develop strategic mindset)
10-24	9 **Not a candidate for succession at this time** RECOMMENDED ACTIONS: • Focus on support and resources; help find a role that is a better fit	7 **Meets performance expectations but may not experience further growth** RECOMMENDED ACTIONS: • Encourage innovation and creativity within current role	4 **Highly experienced; has remained in the "comfort zone" of their area of expertise** RECOMMENDED ACTIONS: • Encourage growth in the areas of emotional intelligence and communication skills

Identify Positions at High Risk for Succession Part 1 of 4

Succession models often focus on the identification and strategic development of high-potential employees, but identifying positions that are critical to achieving organizational strategy and those roles that are hard to fill are also important aspects of succession planning.

The following assessment questions and the grid in this section will help you to identify positions that have a critical impact on the university's success, and those positions that you anticipate being hard to fill resulting in a lengthy (and expensive) recruitment timeframe. When positions are both hard to fill and have a high organizational impact, leaders responsible for succession will need to invest in a long-term strategy to ensure continuity and minimize any risk to the organization.

CAUTIONS AND BLIND SPOTS

- Be aware of the difference between a position that is **hard-to-fill** and one that **impacts the organization**. These qualities should be considered separately as they may require different approaches to mitigating succession risk.
- As you assess each position, ask yourself if it is **the entire position that is a risk** or **specific skill sets** within that position. One tactic to mitigate risk is to redesign the work to spread risk over several positions.
- **Separate the position from the incumbent**; think about the position as being vacant. What would be the impact if the position was vacant? How would you find a replacement?
- **Separate ranking and salary grade from succession risk**. The most senior level positions—or the highest paid positions—may not be the highest risk for succession.
- **Research and gather information** to help pinpoint the at-risk positions. Your applicant pool may look very different from the last time you posted the job as industries change, skill sets shift and labour market trends can reverse.
- When considering the **impact this position has on the organization**, be sure to think about the future, the priorities of the UVic strategic framework, industry trends for those skill sets, and how those skills contribute to an organization's bottom line.

ASSESSMENT QUESTIONS

The following questions can help you to assess the positions that you think pose a succession risk. Remember to separate the person from the position as you answer the questions. It may be helpful for management teams to do this jointly to assess positions across a department. It is not recommended to include incumbents in this assessment process.

- The **position impact** questions look at the contribution the role makes towards organizational success and the risks if the role remains vacant for a period of time.
- The **recruitment risk** questions assess the uniqueness of the position's skill sets, and how readily available those skill sets are internally at UVic or externally in the labour market.

Identify Positions at High Risk for Succession Part 2 of 4

Measuring position impact

If this position was left vacant for a year or more it would:	1 (Strongly disagree)	2	3	4	5	6 (Strongly agree)
be very difficult to deliver on UVic's strategic priorities						
be very difficult to achieve the department's operational and strategic goals						
be difficult to meet regulatory requirements or legal obligations						
be detrimental to student, employee or public safety						
create the risk of significant financial implications for UVic						
potentially harm UVic's reputation						

Total Score 0

Measuring recruitment risk

	1 (Strongly disagree)	2	3	4	5	6 (Strongly agree)
The skills and competencies required for this position are highly sought after in the labour market.						
Based on a labour market assessment, this position may require more than a year to fill.						
There is a significant risk of the incumbent leaving this position within the next two to three years.						
To ensure role continuity, this position requires a high degree of UVic-specific knowledge transfer between candidates.						
This position requires a lengthy learning curve and a significant investment in employee orientation and training before a new hire can fully meet the expectations of the position.						
If this position were to suddenly became vacant, there are no internal candidates who have the skills to fill this position.						

Total Score 0

Identify Positions at High Risk for Succession Part 3 of 4

PLOTTING RESULTS ON THE GRID

Plot the total score for both the Position Impact and Recruitment Risk results on the grid to arrive at an overall ranking for this position.

The vertical columns of the grid indicate recruitment risk, and the horizontal rows identify the position impact. The intersection of the two determines the position's risk for succession.

Measuring position impact Total Score	0
Measuring recruitment risk Total Score	0

NEXT STEPS

Discuss with your supervisor or HR Consultant to determine appropriate next steps.

TIP

To repeat this assessment process for a separate employee, save your work then "Save-as" under a new name to your desktop or HR folder on your shared drive to re-do the assessment for a different person.

RECRUITMENT RISK (HARD-TO-FILL POSITION) SCORES	POSITION IMPACT SCORES: 6-20	POSITION IMPACT SCORES: 21-36
21-36	1 **This position has specialized skill sets** RECOMMENDED ACTIONS: • Invest in engagement and development of employees • Anticipate long recruitment timelines and plan strategic recruitment activities	4 **This position is a critical succession risk** RECOMMENDED ACTIONS: • Invest in developing and engaging employees • Investigate organizational or job redesign • Plan strategic recruitment activities
6-20	2 **This position is a low succession risk** RECOMMENDED ACTIONS: • Proceed with normal workforce planning and development activities	3 **This is a high-impact position** RECOMMENDED ACTIONS: • Explore organization design options to mitigate the risk of turnover in the role.

Identify Positions at High Risk for Succession Part 4 of 4

INTERPRETING YOUR RESULTS

Area 1: Specialized Skill Sets

Positions landing in area 1 require a unique set of skills. These skills are:

- highly specialized and in demand in the labour market, or
- UVic-specific skills which require a significant amount of time to develop

These positions will be hard to fill when they become vacant. To mitigate this, engage the current incumbents, develop potential successors on an ongoing basis, and plan long term by building networks and relationships in your industry or field—which will help get the word out when you do need to recruit.

The cost of turnover for these positions also includes the potential for a lengthy recruitment time with a long succession gap.

Area 2: Low Risk for Succession

While these positions are not a succession risk, they are still important positions in your organization.

These roles should be regularly reviewed to ensure the job design meets the current and future needs of the organization, and that these employees receive the development they need to remain effective and engaged.

Area 3: High-Impact Roles or Positions

These roles or positions have a high impact on the organization and should not be left vacant for long periods of time.

Proactively network to build relationships in the industry or field—which will help get the word out when you do need to recruit.

Consider investing in a search firm to help with recruitment. Also explore how to redesign high-impact positions to spread out the critical skills among several positions.

The cost of turnover in these positions includes the potential for lost revenue, the impact on reputation, safety issues, or difficulties meeting operational objectives or legal requirements.

Area 4: Critical Risk for Succession

These positions score high on the organizational impact scale and the recruitment risk scale, and are therefore your biggest succession risk.

Each position that lands in this area requires its own plan of action and strategically allocated resources.

Action plans may include:

- investing in the engagement, retention and development of current or potential employees
- looking at alternative approaches to organization design to spread the risk among several positions
- engaging a search firm early on in the process

The cost of turnover in these roles can have a lasting impact on UVic's operations.

NEXT STEPS

Discuss with your supervisor or HR Consultant to determine appropriate next steps.

Succession Planning Worksheet Part 1 of 2

What do I need to focus on?

Use this worksheet to summarize your thinking for the various processes suggested in this toolkit. It is a great place to capture your insights as you prepare to meet with your HR Consultant or HR Advisor. They or your immediate supervisor can support you in the process of synthesizing the information you have collected to determine your area of focus and the appropriate strategy.

Review insights from your research

Align with UVic's Strategic Direction

Consider your Current Workforce

Consider the Labour Market

Conduct an Environmental Scan

Review insights from the assessments

Identify High-Potential Candidates for Succession

Identify Positions at High Risk for Succession

TIP

Clicking these links will navigate you away from the planning worksheet. Click the Blue Strategy button in the navigation pane to return to this page at any time.

What are the key insights, challenges and opportunities you have identified through your research, information gathering and assessments?

Succession Planning Worksheet Part 2 of 2

What is my strategy?

Your succession plan will likely include a mix of activities from all three strategic approaches.

Develop and Engage Employees

A developmental approach facilitates the ongoing learning and development of individuals with the potential and desire to expand their capabilities to ensure we cultivate a skilled and capable pool of internal candidates with institutional knowledge and leadership competencies.

How might you invest strategically in employee development and engagement?

Strategic Organization Design

Complex roles do not remain static over time. Succession planning may involve a strategic approach to job design where positions are structured to divide unique or hard-to-find skill sets among different roles to mitigate succession risk.

How might you redesign roles to mitigate your succession risk?

Strategic Recruitment Planning

The "post and hope" approach is no longer an effective recruitment strategy. Leaders need to take a more strategic and proactive approach to those hard-to-fill or mission-critical roles by broadening the reach of the search, leveraging professional networks, and thinking creatively about the needs of applicants so the recruitment package is compelling.

How might you take a more proactive and strategic approach to recruitment?

RESOURCES

Once you have considered the mix of succession strategies for your context, these resources provide more detailed information on what help and support is available for each of the three succession strategies. Most leaders will use a mix of approaches, and plans may change over time, so succession strategies should be revisited regularly. The resources are divided into the three main approaches to succession: employee development and engagement, strategic organizational design, and strategic recruitment. These guides can help you to prepare for a conversation with your HR Consultant or HR Advisor by anticipating and preparing for the questions they might ask, and by offering some examples of creative solutions that may spark your own innovative approaches. In addition, this section includes success stories from around the university to inspire you to think differently about succession.

DEVELOP AND ENGAGE EMPLOYEES

STRATEGIC ORGANIZATIONAL DESIGN

STRATEGIC RECRUITMENT

SUCCESS STORIES

Develop and Engage Employees Part 1 of 2

Development Using the 3 E's

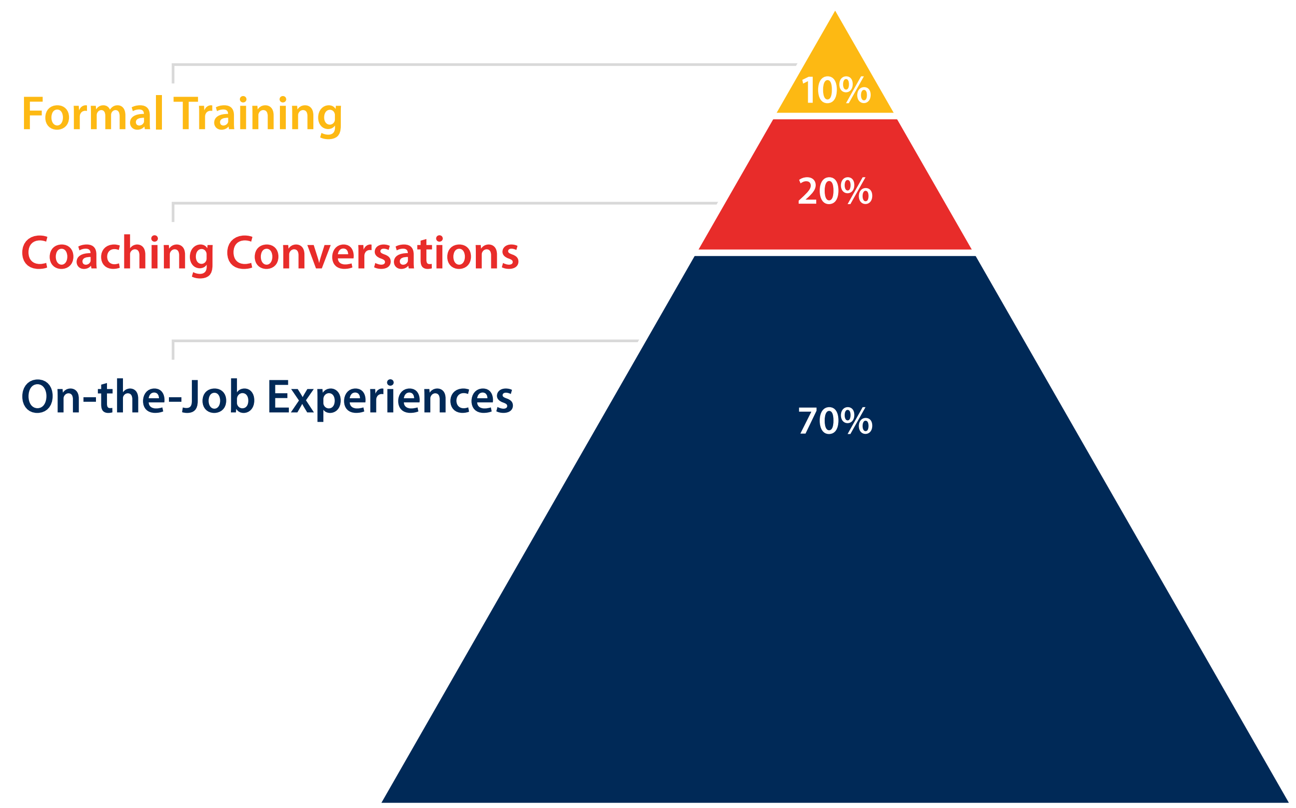
UVic does not take a traditional corporate approach to succession planning—where a leadership pipeline is created and employees are identified and groomed for a specific leadership role—rather, UVic takes a developmental approach. This approach facilitates the ongoing learning and development of individuals who have the potential and desire to expand their capabilities. This ensures that we cultivate a skilled and capable pool of internal candidates who have both institutional knowledge and leadership competencies. A leader's job is to develop and engage all employees, but succession planning requires strategic investment in employees who are identified either as a succession risk or as strong candidates for future roles.

TOOLS TO IDENTIFY DEVELOPMENT AND ENGAGEMENT OPPORTUNITIES

- Performance and Development Cycle
- UVic Competency Model
- Stay Interview Guide
- UVic 360 Degree Assessment Tool. This tool is used in the Leading for Engagement program, but can be available for individuals at a cost. Please contact ODLS1@uvic.ca to access this tool.

HOW LEADERS LEARN

The Learning Triangle, credited to Lombardo & Eichinger (1996), shows that training delivery methods influence the amount of information individuals retain, and the subsequent impact on their performance at work or in volunteer situations.



An individual retains and uses 10% of information gained from formal training, 20% from coaching conversations and 70% from job-related experiences. When all three methods are used, leaders are more successful in their learning and retention of what they learn.

Develop and Engage Employees Part 2 of 2

APPROACHES TO DEVELOPMENT

Cisco first identified the "Three Es" model, which helps organizations to define and value learning opportunities that are beyond traditional classroom-based training. A leaders' ability to create, communicate, and reward learning opportunities across all three "E" realms will stimulate a learning culture and enhance individual, team and organizational development. **See the figure on the right.**

APPROACHES TO ENGAGEMENT

Developing employees is only part of this approach. Creating a work environment where employees can apply their strengths, challenge themselves, align their work to their values and see the impact of their efforts is also a strong retention consideration. View this 10 minute video of a TED Talk by the researcher and author Daniel Pink to see what his research says motivates and engages employees:

YouTube – Drive: The surprising truth about what motivates us

Some other considerations that create employee engagement include:

- A **culture of learning and development** where employees have opportunities to stretch, learn and grow new skills. A culture of learning embeds a tolerance for risk and "failing forward," so everyone can learn from both successes and mistakes.
- A **strong sense of team** where employees can rely on each other to accomplish team outcomes and experience a collaborative approach where their voice counts.
- A **compelling vision** for the unit and clear line of sight to UVic's strategic objectives increases engagement by helping employees align their work to their own values.

Three-E's model

EXPOSURE

In exposure opportunities, the learner gathers information primarily through **listening**, **reading** or **observing**. Examples of exposure opportunities include:

- self-study and access to libraries and materials; watching pre-recorded webinars, TED talks or videos
- observing leaders or subject-matter experts
- attending team or committees meetings for observational learning
- interviewing individuals about their experience

EXPERIENCE

In experiential opportunities, the learner **participates actively** to enhance their perception and build connections between their own work and the work of others in the university. Examples of experiential opportunities include:

- job shadowing or cross training with other roles
- secondment opportunities outside the unit or university
- acting assignments to cover temporary vacancies or leaves of absence
- coaching or mentoring by leaders or subject-matter experts
- communities of practice or leadership forums
- stretch assignments, such as leading a new project or team

EDUCATION

In educational opportunities, the learner takes standard and custom program offerings in a **traditional face-to-face or online learning environment**. Most employees have access to some personal professional development allocations, but assigning departmental funds to professional development is essential. Examples of UVic funded or sponsored opportunities include:

- UVic Leading for Engagement Program; UVic Mentorship Program
- Centre for Higher Education Research and Development (CHERD) programs. Cost for some programs may be shared between the department's and VP's budgets
- access to professional development funds, by employment group

UVic Development and Engagement Success Stories

Protecting What is Precious

Make Sure the "Better Job" is Here

Developing Skilled Fundraisers In-House

Strategic Organizational Design Part 1 of 2

Complex positions do not remain static over time and may need to be periodically reviewed. Likewise, succession planning may involve reviewing roles and structuring positions to mitigate succession risk. For example, strategic organization design might include creating mid-level stepping stone positions, or dividing high-risk skill sets among more than one job.

Review the resources below to help prepare for a conversation with your Human Resources Advisor; reviewing your organization design may help you be strategic about succession.

STEP ONE: REVIEW YOUR RESEARCH

Consider the information you gathered from:

Align with UVic's Strategic Direction

Consider your Current Workforce

Consider the Labour Market

Conduct an Environmental Scan

What information supports redesigning one or more positions as a way to mitigate succession risk?

- Is technology changing faster than employees can develop?
- What trends or industry disruptors will impact the types of jobs you need?
- What new roles are you seeing advertised in your industry?
- Has there been a shift of strategic priorities at UVic? In your department?
- Does your unit have an employment equity plan?
- Which positions have you identified as high succession risk?

STEP TWO: CONNECT WITH YOUR HR ADVISOR

Your HR Advisor can help you think through your options and give you an overview of the organizational design process. They will work closely with you on a functional review to determine how jobs might be designed differently. They will likely ask you:

- Does your department have a mission, vision and values? What are they?
- What work units, services, or programs have an identified succession risk?
- In the areas with an identified succession risk, what core functions are required to meet your mission, vision and values?
- Within those core functions, which responsibilities and duties have the highest impact, or would be the most difficult to find in the current labour market?
- To mitigate the succession risk of those key functions and duties, have you considered any alternate service models or organizational structures?

STEP THREE: GET CREATIVE WITH ORGANIZATIONAL DESIGN SOLUTIONS

The following examples may or may not apply to your department, but they may help you to start thinking creatively about how to redesign positions to mitigate succession risks.

- Look for positions that have many hard-to-fill skill sets; divide those skill sets among different positions to mitigate risk. Build cross-training into these positions so that you always have an employee who can fulfill that skill set.
- Identify positions that have both a leadership role and technical skills. Consider creating a junior role with technical skills as a stepping stone, and develop those incumbents for more senior leadership roles.

Strategic Organizational Design Part 2 of 2

- When you have a high turnover or a high amount of casual work, consider combining funds to create an additional floater position that has more stability than casual work. This role can be a launch-pad for new employees to learn different parts of the department, so they can slide into newly vacated roles to reduce recruitment time.
- Build career progression into your jobs so that employees can see a development path.
- Consider a job-sharing opportunity, or split a full time job into two ongoing part-time positions, when you are confident that there is a part-time labour pool to fill these roles.

STEP FOUR: TALK WITH OTHER UVIC MANAGERS

Reach out to other leaders in your division or across campus for help; they can spark new ideas and provide you with a different perspective. See the **Success Stories** for inspiring stories and ideas from other UVic leaders. Some success stories that specifically relate to strategic organization design are:

- **Planning for Murray's Retirement**
- **Succession Lessons from Star Trek**
- **Restructure to Catch Up—and Keep Up**
- **The Benefits of End-to-End Service**

JOB DESIGN CONSIDERATIONS

Your HR Advisor can walk you through a functional review, job design, job description development and job classification. This can be a lengthy process, often involving labour relations support and working with union representatives. Redesigning jobs may also require change management support and a lot of communication. HR is here to help you through the process, so plan for a long lead time and ask for help early.

Strategic Recruitment Part 1 of 2

Unexpectedly losing experienced, qualified staff can negatively affect a unit's productivity and performance, and is a challenge for any leader. However, responding to an unexpected vacancy with a "post and hope" approach to recruitment is no longer effective. When an unexpected vacancy occurs in a hard-to-fill or mission-critical position, having been strategic and proactive beforehand will pay dividends at the time of the vacancy. For example, if you plan for unexpected turnover, broaden the reach of your search, leverage professional networks and think creatively about the applicants' needs, your pool of candidates will be larger and of higher caliber.

This guide can help you to prepare for a conversation with your HR Advisor; together you can determine strategic approaches to recruiting for positions that are a high succession risk.

STEP ONE: REVIEW YOUR RESEARCH

Consider the information gathered from:

Align with UVic's Strategic Direction

Consider your Current Workforce

Consider the Labour Market

Conduct an Environmental Scan

Review the results of the two internal assessments:

Identify High-Potential Candidates for Succession

Identify Positions at High Risk for Succession

- What positions in your industry are in high demand, or hard to fill?
- Are there any new, or shifting, strategic priorities at UVic or in your department? Could any of these require you to hire more people or to create new positions?
- What are the positions in your unit or department that are at high risk for succession?
- What percentage of your current employees are eligible to retire within five years?
- What are some key attributes of your ideal candidate? How can you structure the position to appeal to your target market?
- Do you have an equity plan for your unit?

STEP TWO: CONNECT WITH YOUR HR ADVISOR

Your HR Advisor can help you think through your options and give you an overview of the recruitment process and timelines. They will work closely with you throughout the process; the sooner you contact Human Resources the more helpful your Advisor can be. The following questions can help to target your discussion:

- **What is your timeline?** Do you have firm retirement dates or end dates from any of your staff?
- Do you anticipate **this position being filled locally**, or do you think a national or international search will be needed?
- **What is your budget** for recruitment? Consider the following costs: advertising, applicant travel, search firms, relocation allowance, and any anticipated salary differentials.
- Are you considering **using a search firm** or agency?
- Where do you already **have strong industry connections**? Where might you want to develop your network?
- Do you **belong to professional groups** that provide publications, mailing lists, or job-posting services where the position can be advertised?
- How **savvy are you with social media**? Is there anyone on your team willing to help promote the posting on social media?

Strategic Recruitment Part 2 of 2

STEP THREE: GET CREATIVE WITH RECRUITING SOLUTIONS

The following examples of strategic recruitment may or may not apply to your unit or department, but they may help you to start thinking creatively and proactively about recruiting for hard-to-fill and mission-critical roles.

- Expand the **diversity of your posting** circulation; for example, First Nations band offices, intercultural centres, professional associations and professional groups.
- Ask others on your team what they love about working in your unit or department, and **promote the working environment** as well as the position. Consider creating your own recruitment video and distributing it on social media, or linking it to the posting.
- Consider an internal expression of interest to **solicit interest from other parts of UVic**; or initiate a secondment from another organization to fill a temporary vacancy.
- Get pro-active with your **professional association's networking and learning events**; meet people in your field and talk about the opportunity.
- Be willing and available to **meet with potential candidates** to discuss the position and answer their questions while the posting is up. Be sure to have information handy such as an employee handbook, compensation information, and professional development opportunities at UVic.
- When high turnover is a regular part of your department, **consider over-hiring** by bringing on more new employees than you initially need in anticipation of extra positions being absorbed through ongoing attrition. This can save on recruitment and training costs but must be carefully managed.
- Consider the **large pool of academic leaders who have completed leadership roles** (Chair, Associate Dean, Dean) and may be available for secondments or acting assignments.
- When an incumbent declares a future retirement date, consider **budgeting to fill the vacancy early**. This allows you to plan for a longer recruitment lead time and allows more time for the knowledge transfer.
- **Be flexible with what you are looking for** and question your "must haves" carefully. Consider what candidates really need when they walk in the door and what you can develop internally over time.
- **Include total compensation information in job postings.** Many organizations don't have the benefits, professional development, leave entitlements or work environment that UVic has. Use a pie chart to show applicants the whole compensation package.
- Connect with a **search firm** well ahead of an anticipated search date.

STEP FOUR: TALK WITH OTHER UVIC MANAGERS

Reach out to other leaders in your division or across campus for help; they can spark new ideas and provide you with a different perspective.

See the Success Stories for inspiring stories and ideas from other UVic leaders.

Some success stories that specifically relate to strategic recruitment are:

- Preferential Hiring for Women Faculty
- Culture of Learning Attracts Talent to Child Care Services
- Overfilling Director Role to Mitigate Risk
- Flipping Recruiting on its Head

Helpful link

Guide to Working with a Search Firm

Employee Development Success Stories Part 1 of 3

Protecting What is Precious

CONTACT: Bruce Kilpatrick, Executive Director, University Communications + Marketing

When two departments merge, how do you unify the staff, keep them professionally and personally engaged, and not skip a beat providing a vital service to the university?

You build connections inside and outside the department, and break down physical and psychological barriers.

BACKGROUND: Nearly six years ago, UVic merged the Communications and Marketing departments. As the executive director of the newly combined unit, my staff grew to 38 people across seven teams, at three locations. My challenge was to quickly integrate the two units under the new "strategic partner" model.

Since our department is interlocked with what's going on at the university, we cannot skip a beat nor can we have a unique skill set just walk out the door. If we have an unexpected vacancy through illness, leave or attrition, that gap has to be covered immediately.

ACTION: Our physical separation across three locations on campus was both a physical barrier and a psychological one. We needed a space that let us work together, and that symbolized our department's unity.

We built a collaborative workspace affectionately called "Room 139." Here, staff in both teams started learning from each other, partnering together and sharing skills and knowledge. There are competing demands on our space, but we protect this room as a collaboration space—it is our departmental glue.

To prevent silos from developing, we opened up communication between the two teams and cross trained our staff. Now, when there is a leave, illness or vacancy, we have a pool of in-house talent to fill the gap and provide a seamless service to the campus.

To keep good employees, my philosophy is to let them grow as people in the role they occupy. To this end, employees are encouraged to think proactively, to create their own opportunities and to open doors. If an employee wishes to take a leave for personal or professional growth, I try to support that initiative.

For example, we have a key employee (we'll call M) who is smart, talented, a hard worker—and who was looking to grow. During discussions, we discovered that she had an interest in a niche area. To support her interests, I identified mentors for M and exposed her to the workings of a different team. When a secondment opportunity occurred on campus (in her area of interest), M applied and was selected, due in part to the mentoring she had received.

RESULTS: By building a cohesive unit and protecting what is precious, our department has committed and fulfilled employees who are growing as people in the role they occupy. With consistently low turnover, we are striking a good balance between our operational mandate and employee satisfaction.

KEY LEARNING POINTS

- Great people need to grow. Create opportunities here for smart and talented people, and they will stay in our community.
- Taking a leave to pursue an opportunity may lead someone to a new path on campus. Or, they may find a new calling elsewhere— where they will be an advocate for UVic and recommend us to other talented people.

Employee Development Success Stories 2 of 3

Make Sure the "Better Job" is Here

CONTACTS: **Scott Thompson, Director of UVic Online; Rizwan Bashir, Manager of Production & Technical Support, University Systems**

Three years ago, through retirements, secondments and attrition, UVic Online lost some senior-level employees and significant technical and institutional knowledge. It took about one year before the dust settled, including managing the internal domino effect.

How to fill the vacant positions, retain staff and shorten the recruitment time? Update the job descriptions (JDs) to create career progression, invest money to train and mentor employees, and keep them engaged and fulfilled so they choose to grow their careers here.

BACKGROUND: Shortly after I was hired as the director of UVic Online, three senior-level employees retired within months of each other. They had each worked here for 20-25 years and held a lot of institutional knowledge. Shortly after, two more staff gave notice.

At that time, many JDs were out of date or ill defined. This meant we had to create or update the JDs before posting, delaying the process by up to three months. Adding in the interview and notice time, it could take six months to fill a position.

Traditionally, UVic Online hired term developers and renewed them yearly. With no sense of security and no clear path to rise to a senior position, developers would come here to learn some skills and then move on to a "better job." Our strategy for the past three years has been to build an environment where that "better job" is here, at UVic Online.

ACTION: We stepped back and looked at the departmental structure. Working with our HRA, we laddered the positions into mid-junior, senior, team lead and manager levels. We also moved as many positions as possible from term to permanent. Employees can now see a path forward to enhancing their career.

To speed up the recruitment process, we created baseline JDs for each position level, and put specific technical information in the "About this Job" section of the posting.

Professional development (Pro-D) is very important to our team. To fund Pro-D, we established a training budget, diverted any salary savings from vacancies into training, encouraged staff to use their personal and central Pro-D allocations and we matched those amounts whenever possible.

Our ongoing solution to succession is training and investing in our team. UVic is a complex organization and we are committed to developing staff; they are familiar with the people, the processes and the nuances of our technology and can hit the ground running.

RESULTS: Vacancies come and go in cycles. Coincidentally, we just had five resignations last month. But with our JDs in place, the postings were out within days. All going well, we could have offers out in a month.

KEY LEARNING POINTS

- Have JDs organized and up to date. Don't wait for vacancies to occur as the process takes time and HR always has a queue.
- Even if a job description doesn't include transferable skills like project management (PM), we can facilitate an employee taking PM training or getting PM experience so they are ready when vacancies arise.

Developing Skilled Fundraisers In-House

CONTACT: Cheryl Hebb, C.F.R.E., Director of Fund Development

Before my tenure as director, the Fund Development department was a flat organization with little management training; vacancies were often filled externally. With few growth opportunities, employees were demoralized. On my first day, an employee quit, saying "This is where fundraisers go to die."

For development officers to successfully raise millions of dollars for UVic, we have to engage, train, and support them. The department now provides career progression, mentorship and training in all levels of fundraising.

BACKGROUND: Money raised by the Fund Development department is crucial for supporting research breakthroughs, community initiatives, and student achievements at UVic.

While the department's mandate is to raise funds, historically our development officers simply thanked donors for their contributions—they did not systematically ask donors for money. As the new director, I advised the development officers that regularly asking for money was to become an integral part of their job. Several employees defected.

Finding qualified fundraisers is a difficult task. Unlike most Canadian non-profits that raise about $30K per year, UVic needs fundraisers who are versed in raising major gifts. Highly qualified, major gift fundraisers are hard to hire in Canada, let alone on Vancouver Island.

ACTIONS: We changed our job postings to highlight the power of philanthropy and making a difference. This attracted, among others, faculty employees who—although they had limited fundraising background—knew their faculty, knew the issues and had an affinity to the cause. As some of our donors prefer talking to researchers and deans, faculty employees were well positioned to make these connections.

The overall strategy is to train and support development officers to become successful fundraisers. We provide them with a mentor, create a professional development plan, pay for membership in the Association for Fundraising Professionals and encourage certification, form task forces so they can learn problem solving skills and we may also send them to Leading for Engagement.

We provide mandatory in-house training on using a donor development process called Moves Management. The process focuses on developing relationships and renewing contributions in five, time-limited stages: 1) Identifying prospects; 2) Discovering their interests; 3) Educating them as to their options; 4) Asking them to invest and make a difference; and 5) Thanking and stewarding them.

We also built career progression into the role, with fundraising metrics included as part of the job requirements. Staff can now measure and celebrate their fundraising successes and gain recognition while advancing their career.

RESULTS: Employees are happier because they have career options and are growing. It is a much livelier and interactive workplace.

KEY LEARNING POINTS

- There is an enhanced awareness of philanthropy on campus and a culture of teamwork.
- Senior executives are engaged and want to stay abreast of our fundraising efforts.

Strategic Organizational Design Success Stories 1 of 4

Planning for Murray's Retirement

CONTACT: Gayle Gorril, Vice President of Finance and Operations

Murray was almost an institution. In his 32 years in Financial Services, most recently as Executive Director of Finance, he worked in so many of the financial and accounting areas that his job had developed around him.

How can you replace someone like Murray when he retires? You simply can't. Instead, we envisioned and prioritized, using Murray's retirement as an opportunity for alignment, organizational change and growth.

BACKGROUND: With a 32-year career at UVic, Murray's responsibilities and tasks were built around the historical needs of the university. In the end, Murray's position reflected him: his expertise, his knowledge, his passions and his work style. When he retired, it would not be possible to find someone exactly the same.

With six months' notice of his retirement, however, there was time to carefully consider the needs of the Finance group, the appropriate leadership, the best organizational structure and the logical "home" for his many tasks.

ACTION: The primary objective in this transition was to position the Finance group for success with its expanded focus on service excellence.

To expand our service culture, we needed a Finance leader who was really good at building teams, building processes, and who was a great communicator. Ironically, given the position would lead Financial Services, an accounting designation was desired—but not required.

Next, we documented all of Murray's tasks and decided where they most appropriately belonged. In addition to moving tasks out of Finance, we moved others back into Finance, and new needs were identified.

Then we looked at the organizational structure. Through changing the reporting structure to better align roles and responsibilities, some of the other leaders were provided with mentorship and growth opportunities. The reorganization became an employee development opportunity.

With so many big changes, good communication was critical. Our challenge was for everyone to see the benefits and to be on board. Respect was our motto; we made sure that our staff knew that these changes didn't in any way reflect on their performance or commitment.

RESULT: All in all, Murray's retirement impacted about 20 people's jobs—some more than others. With enough time to make the organizational changes, and Murray's active involvement in passing on his knowledge, we successfully managed a challenging transition.

KEY LEARNING POINTS

- Carefully plan and rehearse the communication. We almost had an Oops! (Our list missed someone who would be impacted by the changes.) We thankfully caught the mistake during rehearsal.
- Have the incumbent present at the in-person announcement. First share the news in person, then send a follow-up email.
- Ensure that a leader who is taking on new responsibilities has the necessary supports, including a solid team in their existing direct reports.

Succession Lessons from Star Trek

CONTACT: Ian Case, Director of University Centre Auditorium + Ceremonies and Events

Prior to my tenure as director of the University Centre Farquhar Auditorium, the theatre manager, being a long-time employee, had extensive knowledge about the theatre operations.

In the organizational redesign that brought me in as director, the theatre manager's position was eliminated. Within a short time after the restructure, however, the department experienced difficulties adjusting. Among the leadership team there were gaps in knowledge and responsibilities around the Farquhar operations and procedures.

How to restructure the theatre team to improve its collective operational knowledge, build in redundancies and plan for succession? Use management principles from Star Trek: a clear reporting structure, trust within the team, and everyone working towards a singular goal.

BACKGROUND: In previous arts management positions, I had experienced losing key staff who held significant operational knowledge. Some left for health reasons; some were poached by other arts organizations. In either case, it left us having to reinvent the wheel.

I learned from my experience. From very early on at UVic, succession was always a priority. I needed to build a trusting, cohesive team that understood all aspects of the operation.

ACTION: At first, we spread management responsibilities across several positions. This allowed skills crossover and redundancies, and improved our collective operational memory.

Next, new leadership positions were created, one of which was the Assistant Manager of Production Services. This position met three succession goals: 1) provided a potential candidate to step into the Manger of Production Services role; 2) provided leadership to the ticket centre and client services teams; and 3) provided much needed upward mobility for production staff.

Traditionally there has been limited advancement potential for our CUPE production staff—the Farquhar infrastructure doesn't provide for career progression due to the specialized technical skill sets (audio, lighting, computer systems). Being included in the Professional Employees Union, the Assistant Manager position gives production staff the opportunity to progress to senior theatre management.

The ultimate test of succession in a department is the director's retirement. To that end, I have shared institutional goals and objectives in a meaningful way and timed them to the operations, mentored my staff and spread my work out to staff or to working groups. Currently, the three senior-level staff could support a new director: they are adequately supported in their positions and have the necessary operational knowledge to share with a new director.

RESULTS: By reworking the organizational structure to add leadership roles, building a culture of trust, and sharing information and responsibilities, we have a robust and trusting team—laying the groundwork for succession.

KEY LEARNING POINTS

- You cannot do succession planning quickly. It is a slow process as you need to test things. Trust yourself and take a risk—if it doesn't work, you have time to try anew.

Strategic Organizational Design Success Stories 3 of 4

Restructure to Catch Up—and Keep Up

CONTACT: Christa Taylor, Director Pension Services

The rate of retirements at UVic is increasing exponentially—and today's retirees expect a lot from their financial service providers. Going forward, the workload at Pension Services is expected to explode.

Given a silo-based work environment and technology that worked well for smaller volumes, Pension Services was keeping up with the demand but falling short on providing some needed value-added services.

How to mitigate this risk? Transform the department into a team-based organization that can withstand change and provide excellent customer service.

BACKGROUND: Pension Services is run with an emphasis on accuracy, meeting deadlines, and specialized pension knowledge. With little sharing of information and processes between teams; however, the work environment made it difficult to cover vacations and absences.

Additionally, members of the boomer generation are retiring at increasing rates—and have more financial service needs than ever before. The Member Services team struggled to meet the increased volume and expectations. With no cross-training in place, other staff could not easily pitch in to smooth out the workload.

Without making changes, Pension Services would continue struggling to meet demands.

ACTION: When the senior manager gave notice of retirement, it created an opportunity to not only restructure to balance out the workload, but to envision what environment we wanted to work in, what services we needed to provide, and how we wanted to show up at work. It meant not only an organizational redesign, but a cultural shift as well.

We first added an associate director position that had both pension delivery and leadership responsibilities. We needed a leader who knew pension administration and who could also support the staff through the many organizational adjustments.

Next, we launched a process for cross training to broaden skills sets. We also built a team-based culture where now, even with a quarter of our staff on leave and many new hires, we can maintain core operating levels.

Our onboarding experience was also improved. Documenting our procedures and the differences between the pension plans has been invaluable when training new staff.

RESULTS: The Pension Services department has changed how it serves its members and how it operates internally. While we are responding to the demographic tidal wave and the changing expectations of our members—we expect to continue adapting and improving.

KEY LEARNING POINTS

- Be brave and ask for what you need. HR was invaluable in helping to design and envision the department's future, and peer organizations provided a supportive sounding board.
- Give staff permission to ask "Why?" and say "I'd like to change this." Get staff working together and making decisions as a team.
- Be vulnerable—with everyone. Be willing to say "I haven't done this before." Being vulnerable fosters dialogue and builds trust.

The Benefits of End-to-End Service

CONTACT: Kane Kilbey, AVP Human Resources

What are some indicators of operational inefficiency? (1) Unhappy clients; (2) a silo work environment with overly specialized job descriptions; (3) an inability to cover absences; (4) an orphaned employee reporting to an AVP.

In the past, Human Resources faced all four inefficiencies after it created two specialized HR advisor (HRA) positions. An organizational and job re-design was implemented to distribute specialized skills among two positions, reduce the risk from unexpected vacancies and improve customer service.

BACKGROUND: In 2009, as a new AVP of HR, I spoke with leaders to flush out any areas of concern. Several leaders mentioned their dissatisfaction with the compensation service.

In HR at that time, one HRA handled the compensation function, and another HRA handled the recruitment function. This meant the *Job Design—Compensation—Recruitment* process required handoffs between the HRAs. When an HRA was sick or on vacation, there was no one with the skills to cover their clients, leading to backlogs and delays.

Furthermore, while the recruitment HRA reported to a unit leader, the compensation HRA reported to me, the AVP.

ACTION: As part of a larger organizational redesign in HR, we blended the compensation and recruitment functions into one integrated HRA job description, located both HRAs under the same unit leader, and assigned each HRA to a balanced client portfolio on campus.

While the incumbents of the HRA role were apprehensive about the added skill sets in the beginning, they understood the rationale and actively participated in the change. With a common supervisor, we were better able to coach, support and mentor the incumbents throughout the whole transition.

RESULTS: Since the reorganization, the handoffs between job design, compensation and recruitment have been eliminated; the process is much more efficient. When an HRA is sick or on vacation, urgent service requests can be covered by the other HRA.

With a smaller portfolio of clients on campus the HRAs develop trusting relationships; they have a better understanding of their client's jobs, their departments and their needs.

Clients benefit from one HRA providing end-to-end service—and it creates a richer and more sustainable job for the HRAs.

This organizational redesign has helped with recruitment by creating a more attractive role for HR generalist candidates. When the incumbent HRAs left for other opportunities, we were well positioned to recruit.

KEY LEARNING POINTS

- Involving the two incumbents in the re-design was critical; they felt valued, respected, and contributed a core part of new role.
- This approach worked in this situation—but it could have backfired if either HRA refused to accept the blended role. Know your team. If you risk losing a key player, be prepared to consider other redesign strategies.
- The old HRA positions were not sustainable. An HRA coming off vacation or sick leave would be swamped by accumulated service requests. With absences covered, fewer clients and an enriched role, the position became sustainable and enjoyable.

Preferential Hiring for Women Faculty

CONTACT: Dr. Chris Kennedy, Chair, Department of Civil Engineering

When building the new Department of Civil Engineering, our aim was to create a diverse, well-rounded, socially inclusive department. But we had a problem: our initial faculty were nine men and one woman. The department lacked gender diversity; our women students lacked role models and representation amongst the faculty.

But how to hire more women faculty when there is such a small pool of women engineering PhDs? We conducted a preferential hiring and got surprising—and rewarding—results.

BACKGROUND: Universities in BC and across Canada are encouraging more women to join the engineering field. Women bring a diversity of understanding, perspective, upbringing, and different ways of thinking that enrich the learning environment.

Through VPAC learning sessions, we heard about preferential hiring. In a job posting, we could state that preference will be given to women applicants—without triggering a human rights complaint. (BC Human Rights Tribunal permits UVic to run competitions that favour any of the four designated employment equity groups.)

PLAN: The Department of Civil Engineering's faculty members enthusiastically implemented a preferential hiring strategy.

We positioned the preferential statement in the first paragraph of the posting. This was followed by the department's vision statement and its strong social and environmental values. As always, the UVic equity and diversity statements were included.

We advertised worldwide, in Canada, the USA, and Europe. We expanded our reach and contacted new networks in which to advertise.

RESULTS: This recruitment strategy worked extremely well. We were delighted by how many high-caliber candidates applied, and we were encouraged to hire two. When we asked the five shortlisted candidates what drew them to apply, several mentioned the strong values and the preferential statement in the posting.

We have since repeated this preferential hiring strategy and we now have four women faculty. While we are still far from an equal gender balance, we are at least starting to represent the broader labour market and the diversity of our engineering students.

KEY LEARNING POINTS

- Putting our department's values in the advertisement—and connecting the dots between what we were doing and what we were seeking—was the key to success.
- Making the effort to enlarge the applicant pool paid dividends. We reached out to many networks—we beat the bushes. Going broad in skills but preferential in message meant that there were more networks that we could target.
- If you think "Why would we advertise to a group that doesn't exist, or that is so small? It's not worth our time." Think again. Reaching members of a small group is worth the effort and can bear surprising results.

Culture of Learning Attracts Talent to Child Care Services

CONTACT: **Kim Ainsworth, Manager, UVic Child Care Services**

What would be the impact on UVic if Child Care Services (CCS) couldn't open its doors one day because of a staffing shortage? In the past, this was an unheard-of scenario—now it is a possibility that we cannot ignore.

The BC government recently created more child care spaces—with an unintended consequence: there is a now shortage of early childhood educators (ECEs) in the labour market.

How to attract and retain high-caliber ECEs to CCS? Provide something that other child care centres do not: cutting-edge, in-house professional development.

BACKGROUND: In the past, UVic CCS simply posted ECE positions and had numerous applicants eager to work at UVic. As a unionized child care centre with excellent benefits, we didn't have to work to attract great talent.

Due to the combined effects of the BC government funding more child care spaces, employers offering higher wages, and the high attrition rate in the child care field, there is now a systemic shortage of ECEs.

At UVic, we felt the impact of the labour market change in the steady decline of applications for our ECE jobs. It became imperative to stand out from the other employers, but keep the standards of which we are very proud.

ACTION: Our HR Advisor helped us narrow down what made us unique in the market: our benefits, our in-house professional development, and our culture of learning.

Since 2011, part-time pedagogical facilitators from the UVic School of Child and Youth Care help to shape and develop the ECEs' child care practice. We tailor the curriculum to the interests of the ECE staff and the needs of the children. We encourage our ECEs to present at conferences, host workshops, and write articles and books. Working at CCS is more than a job—it is a means of contributing to the field.

Our HR Advisor helped us to rewrite the job descriptions to include the skills, aptitudes and interests that we look for—and not to settle for minimum qualifications. We wanted ECEs to see themselves in the job.

We also revamped the job postings to reflect the reasons why staff love working here—and why they stay. We wanted our values to appeal to ECEs who share those same values.

RESULTS: We continue to receive fewer applications than in past years. But recently when we posted for six new positions, we had high-caliber candidates who were enthusiastic about working at CCS. One candidate said: "I was just waiting for the right job here, with a long-enough term that I could commit."

KEY LEARNING POINTS

- Our culture of inspiring practice, inspired ECEs, and engaged families is what attracts curious and inspired educators to our centre.
- ECEs who value education and learning will inevitably move on to other opportunities. While it's a loss for the centre, it's a win for the child care field.
- Listening to our staff gives us insight into their goals, what they value and what they need. We use this information to support them and to attract more ECEs like them.

Strategic Recruitment Success Stories 3 of 4

Overfilling Director Role to Mitigate Risk

CONTACT: Kristi Simpson, AVP Financial Planning and Operations

What happens when the Director of Budgets is retiring and the Financial Planning Analyst is on maternity leave—at the same time as collective bargaining? You have a three-person department in jeopardy and a mission-critical risk to the university.

What do you do? The opposite of standard practice: you hire a new director to temporarily fill the analyst's position—at a director's salary.

BACKGROUND: Two of the Budget department's positions were going to be vacant—right at the time of collective bargaining, which is a fast-moving, dynamic time for the department. We had to be creative to mitigate the risk for the university.

The Director of Budgets position is hard to fill; it requires extensive knowledge and, as a small unit, the need to do detailed, hands-on work. Additionally, finding someone to temporarily fill a financial analyst's position is difficult in today's labour market.

PLAN: The 18-month plan came from brainstorming sessions with the outgoing director.

1. Place the new director in the analyst's position to learn that role and support collective bargaining.
2. Slowly introduce the new director to the director's portfolio and begin sharing responsibilities.
3. At around the mid-way point, slowly transition the new director into the role full-time and transition the outgoing director to analyst responsibilities.
4. Coordinate the outgoing director's retirement with the return of the analyst.

This plan hinged on the outgoing director's enthusiasm for the idea and her willingness to share authority during the transitions. Also, it was only possible because she gave a full two years' notice of retirement.

RESULTS: As a result of this plan, we mitigated risk to the university by providing seamless service during collective bargaining.

In overfilling the director position, we had the benefit of their combined experiences and enhanced capacities; as such, they produced a high volume of work.

We chose the right person to fill the director's position; someone who was willing to do detailed work and who could see the benefits of this short-term plan for everyone concerned.

KEY LEARNING POINTS

- Talking to each candidate before the interview about the plan was critical in recruiting the right person. If a candidate was hesitant to do an analyst's job for a year, they would likely not be the right person for the director position. This department of three needs a director willing to do hands-on work.
- This arrangement took more management and communication than expected (more meetings, clarifying duties, managing the transition). However this extra effort was far outweighed by the benefits.
- The UVic Performance Planning tools helped us become aware of the upcoming vacancies. Those meetings are a safe place to have these types of conversations.

Flipping Recruiting on its Head

CONTACT: Ron Proulx, Executive Director, Facilities Management

With several large construction projects in the pipeline, our workload at Facilities Management was forecasted to double in the next five years. To meet this demand, we needed six more project managers (PMs) on site. PMs are in high demand and we compete nationally for that talent. Unfortunately, we had several strikes against us, notably our salary scale, being on an island and our high cost of real estate. We were unable to fill the PM positions.

What to do? We flipped the recruitment process on its head, filling six PM positions in two years—with no waste of our time.

BACKGROUND: When I started as executive director six years ago, we were in a construction lull on campus; our annual project workload averaged $5 to $10 million dollars. Our projected workload, however, included a $200 million residence project and expansions to the Law and Engineering buildings. The workload was going to double and we needed six senior-level PMs on site.

In the past, the unpredictability of supply and demand resulted in high-cost contracts to engage the PM expertise we needed on an ad-hoc basis. Given the new capital development forecast, our proposal was to have full-time senior-level PMs on staff.

The standard way of recruiting for full-time staff follows the Posting > Interviewing > Offering process. But this process is inefficient for this type of position; the cycle takes about three months and a candidate who declines an offer based on salary means that we have wasted our time and we are no further ahead.

ACTION: To build a team of full-time staff with the needed expertise, we laddered the PM position into four levels: PM1, PM2, PM3 and PM4. We gave preference to PM3 and PM4 candidates who had an architecture or engineering background and gave them a leadership role for the PM1 and PM2s. This structure provided them with the experience and career progression through the levels of PM responsibilities, and, possibly into the associate director and director positions. These opportunities made us a more attractive employer.

With this structure in place, we recruited for PMs, but flipped the recruitment process on its head. We: 1) posted the PM3 to PM4s positions online; 2) kept the posting open, with no closing date; 3) hired an executive search firm to seek and pre-qualify candidates and share all the facts with them; 4) only met with candidates who had already been vetted and understood our compensation framework; 5) created a position to match the selected candidate.

RESULTS: Using the search firm, we filled our six PM positions in two years. Recruiting the PMs ourselves using the traditional process could not have produced results that quickly.

An added benefit of using the search firm was their monthly reports on the number of rejections that were based on salary. Those reports provided the justification we needed to get a market adjustment to the PM salary.

KEY LEARNING POINTS

- Search firm fees are negotiable. In exchange for continued business, we agreed on a sliding scale, reducing our costs over time.

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