Succession Planning and Leadership Development: Are You Ready?

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Presented By:
Paula M. Singer, PhD, The Singer Group Inc.
Nancy Davenport, Director of Public Services, DC Public Library
Suanne Wymer, Deputy Director, Tulsa City-County Library
<table>
<thead>
<tr>
<th>TCCL</th>
<th>DCPL</th>
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<tbody>
<tr>
<td>Tulsa</td>
<td>DC</td>
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<tr>
<td>Non-union</td>
<td>Union</td>
</tr>
<tr>
<td>500 sq miles</td>
<td>68 sq miles</td>
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<tr>
<td>Central + 24 + SSC</td>
<td>Central + 24</td>
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<tr>
<td>No public transit</td>
<td>Excellent transit</td>
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<tr>
<td>Smaller $ cuts</td>
<td>Severe budget cuts</td>
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<tr>
<td>Staff getting older</td>
<td>Staff getting older</td>
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<tr>
<td>Limited ability to fill vacancies</td>
<td>Limited ability to filled vacancies</td>
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This is Us

Dr. Paula M. Singer

Suanne Wymer

Nancy Davenport
Agenda:

• Case: Why succession planning + leadership development
• Ingredients for success
• Transforming to a Learning Organization
• Interview
• Your Q+A
• Process
• Identifying/Developing
Succession Planning
Integrates: talent management + strategy
• anticipates change
• focuses on staff development

It’s about ensuring that the **right people** are in the **right place** and at the **right times** to do the **right things**.
Why? Changing demographics

• 83 million baby boomers = huge increase in 55+ population
• Over 90 million by 2025
• Who will fill the gaps?
Changing demographics
In the Library world...

- **40%** will retire by 2015
- **75% of professional staff** will be lost by 2025
- Information science profession has almost **75% more people 45+** than comparable professions
- **57%** of professional librarians are 45+
  and.....
- **11,000 Americans turn 50** every day (DOL)
Why?
Recent client: 59 of 200 benefited are eligible for full retirement!

11 left in April!

HR Director in Pierce County, WA:
“Tumbleweeds will be blowing through this place if we don’t do something!”
Why now?

“The time to repair the roof is when the sun is shining”  John F. Kennedy
Do these questions make you nervous?
• When you have a job vacancy:
  – Is your staff ready and willing to apply for promotion?
  – Do you have to go outside to fill leadership positions? What is the cost to your library?
  – Does it take too long to fill positions?
• Do managers and staff complain that decisions about promotion or transfer are made on criteria other than best qualifications?
• Is critical turnover high?
More Scary Questions

• Are key positions filled – but with less than full confidence?
• What percentage of your leaders would be selected if they were applying today for their current positions?
• Does your library have the bench strength to staff its strategic and other plans for the changes that will come in the next 5 to 10 years?
• How long would it take to replace a key member of your workforce who resigned, retired or died?
Why Succession Management?

Summary

• In-house replacements
• Increase human capital
• Avoid lost productivity
• Challenging career opportunities
• Retain key talent
• Prepare for future challenges
• Knowledge transfer
• Cost control – cost of turnover
• Attract candidates
• Support diversity
Tulsa City-County Library
Tulsa Oklahoma
TCCL Demographics

• (415 positions) 213 full time employees 304 FTE (386 real people)
  • 38 employees (18%) have reached the Rule of 80 – age and years of service equal 80 provides eligibility to retire at age 55+ with full benefits
  • 69 employees at age 55+ (32.5%) currently
  • MLIS rated positions = 74
  • Total staff holding MLIS or higher degree= 83
  • Staff with MLIS in MLIS rated positions = 69
  • 3 employees in “trainee” classification currently while working on MLIS degree
  • Current vacancies = 11
# Age Distribution/ Management 213

## Full-time

<table>
<thead>
<tr>
<th>Age range</th>
<th># in range</th>
<th>% of total FT employees</th>
<th># in mgt positions</th>
<th>% of age range group</th>
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</thead>
<tbody>
<tr>
<td>20-29 years</td>
<td>22</td>
<td>10.32%</td>
<td>2</td>
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<tr>
<td>30-39 years</td>
<td>49</td>
<td>23%</td>
<td>15</td>
<td>30.61%</td>
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<tr>
<td>40-49 years</td>
<td>54</td>
<td>25.32%</td>
<td>24</td>
<td>44.44%</td>
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<tr>
<td>50-59 years</td>
<td>48</td>
<td>22.53%</td>
<td>22</td>
<td>45.53%</td>
</tr>
<tr>
<td>60-69 years</td>
<td>40</td>
<td>18.77%</td>
<td>16</td>
<td>40%</td>
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</table>
Leadership Academy

**Purpose:** To prepare future leaders of TCCL by providing them with an opportunity to gain knowledge and develop attributes and abilities essential to leadership roles.
Course Content

• **Management Essentials** Fall Semester 2001
  An introduction to practical management with emphasis on the role of the manager/supervisor in the organization. Examines the techniques of management in conjunction with leadership, motivation, communication, attitudes, organization design, and change.

• **Human Resources Management** Spring Semester 2002
  A study of the principles and practices of management with emphasis on the human factors, including selection, testing, training, and problems. Emphasizes the responsibilities of all managers for human resources in their organization.

• **Organizational Behavior** Fall Semester 2002
  A study of the behavioral sciences and their application to human relations and productivity. Includes such topics as motivation, leadership, participative management, group dynamics, communication, organizational change, and group processes as related to team building and quality management.

• **Business Policy** Spring Semester 2003
  A study of management activities utilizing comprehensive case problems. Emphasis is on the integration of management functions in the process of planning objectives, establishing policies, and determining courses of action for administrative control.)
Results

• 53 participants total in Leadership Academy
  – 40 remain employed after 10 years
  – 13 retired or left system (24.5%)

• 40 remaining employees
  – 25 promoted to a higher position = 62.5%
  – 15 remained in same job classification = 37.5%
Other leadership programs

• OLA Gold – Oklahoma Library Association Leadership Program
• MPLA Leadership Institute – Mountain Plains Library Association (12 state region)
• University of Tulsa Center for Executive & Professional Development – Management Strategies for 21st Century Leaders – now called TU Mini-MBA
• Oklahoma State University Executive Education Partnership Program – 5 day
• Stanford-California State Library Institute on 21st Century Librarianship (ended 2001)
• Urban Libraries Executive Leadership Institute (ended)
Library Committees

- Library Employee Recognition Committee
- Idea Committee
- New Technologies Committee
- Technical Services Advisory Council
- Staff Association
- Staff Development Day Committee
- Events/Festivals/Program Committees
Study Groups

• Designing the Collection of the Future
• Core technology competencies
• Customer Self-Service Improvements
• Green Team – internal and external efforts
Continuing Education Program

• 5 categories of Core Requisite & Elective Credits
  - Customer Service
  - Health & Wellness
  - Readers Advisory/Research Skills
  - Technology
  - Professional Development
  - Electives

• 50 courses offered – internal/external instructors
• Variable credit hour requirements – from 3 hours for a shelver to 26 hours for managers – 2 years to complete
• Tied to annual Performance Development Review – rated factor on review
• Annual budget line item for training and development
• Staff person identified as Training Coordinator (in HR)
Transforming to a Learning Organization

DC Public Library
DC Public library

Leadership development program
DCPL: Cross training for managers
DCPL: Lunch and Learn Series
DCPL: System-wide responsibilities / opportunities
DCPL: “Bartered” Training
DCPL: Everyone works at MLKML on Sunday
DCPL: Labor Management Joint Projects
These are wonderful programs designed to develop leaders.

What led you both to begin them?

A catalytic event, or something else?
How do you identify the knowledge/skills/abilities you want employees to have?

Do you identify critical positions at your libraries that you want to ensure have talented employees who can step in, if only on an interim basis.
What role does your performance management system play in this process? Do you use individual development plans?

How does your library fill the development gap?
Can anyone be developed for leadership?
DCPL is unionized, how has that impacted your ability to develop leaders?
Suanne, you have a recent experience needing to engage in an emergency succession planning process. Now that it’s over, please tell us about that.
Does your library have a budget for leadership development programs/activities?

How do you measure the success of your efforts?
From where is the next generation of leaders going to come?

And what is the role of library schools in creating library leaders?
As the senior leaders responsible for public service in your organizations, what has been your personal role in developing its future leaders?
What is next for DCPL and TCCL as it develops its current and future leaders?
Ingredients for success

★ Commitment
★ Ownership
★ Vision
★ Snapshot
★ Openness
★ Objectivity
★ T&D
★ On going attention
Succession Planning Mistakes

1. Keeping the plan a secret
2. Underestimating the talent within
3. Narrow-minded thinking
4. Focusing exclusively on hard skills
5. Withholding appropriate T+D opportunities
6. Expecting employees to self-identify
7. Not holding managers responsible for succession planning
8. Considering only upward succession
9. Developing a one-size-fits-all program
10. Believing you can’t do this in a civil service or unionized environment
Advice from the field

- Be realistic
- Start with mission & core functions
- Don’t rely on recruitment
- Create strong employee development programs
- Management support
- Show care for employees’ development
- Respect earned knowledge of those close to retirement
Getting there: Process

1. Review strategy
2. Identify critical positions
3. Define competencies
4. Update performance management system
5. Identify vacancies
6. Identify Talent
7. Evaluate development needs
8. Create development plans
9. Implement
10. Evaluate
1. Review strategic directions

• What community needs are you trying to meet?

• Challenge: respond to these needs with the staff you have now, can develop, or can acquire.
2. Identify critical positions

- Critical task
- Leadership positions
- Future projects
- Consequences from vacancy
- Mission-critical
3. Create profile of positions
For each position

1. Requirements

Who’s in it now?

Split? Outsourced?

Critical work?

Anyone ready?

Career goals?

Anyone ready now?
4. Identify competencies

- clusters of behavior, knowledge, technical skills and motivations important to job success
- Define
- Values
- Link to goals
- Success
- Perf Mgm’t
- T&D
CML Management Competencies

- Integrity
- Customer Service Orientation
- Communication
- Individual Leadership & Influencing
- Teamwork & Collaboration
- Planning, Organizing and Work Management
- Visionary Leadership
- Analysis; Problem Assessment
- Maximizing Performance
5. Develop /update Performance management system
6. Identify Development Pool

- Assessment tools
- Observation
- Performance evaluation
- Simulations
- 360º surveys and interviews
- Personality inventories
- Cognitive ability tests
- Behavior-based interviews
- Self-identification
Assess Potential

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>4</td>
<td>5</td>
<td>6</td>
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<td>7</td>
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<td>9</td>
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</table>

Success Factors/Competencies:
- Integrity
- Customer Service Orientation
- Communication
- Individual Leadership & Influencing
- Teamwork & Collaboration
- Planning, Organizing and Work Management
- Visionary Leadership
- Analysis Problem Assessment
- Maximizing Performance
## Performance + Potential

<table>
<thead>
<tr>
<th>Performance</th>
<th>Potential</th>
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<tbody>
<tr>
<td>High</td>
<td>Key Contributor</td>
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<tr>
<td></td>
<td>Emerging Talent</td>
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<tr>
<td></td>
<td>Promotable</td>
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<tr>
<td>Medium</td>
<td>Key Contributor</td>
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<tr>
<td></td>
<td>Key Contributor</td>
</tr>
<tr>
<td></td>
<td>Emerging Talent</td>
</tr>
<tr>
<td>Low</td>
<td>New Hire</td>
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<tr>
<td></td>
<td>Improvement Required</td>
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<tr>
<td></td>
<td>Improvement Required</td>
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7. Diagnose development needs

- Fill in the gaps
What is development?

• **Experiences (70%)**
  – Stretch Assignment
  – Job Shadowing
  – Job Rotation
  – Job Swap
  – Task force
  – Action Learning
  – OTJ Training

• **Relationships (20%)**
  – Mentoring
  – Executive Coaching
  – Feedback

• **Education (10%)**
  – Classroom Training
  – ELEarning
  – Self-Directed Learning, including reading

• **Activities Away from Work**
Other Development ideas

• Management/leadership academy
• Grow your own!
• Promote MLS students
• 360° feedback
• Dual career ladders
• Activities away from work
9/10. Implement development opportunities

• Update
• Provide new assignments
• Start again
A Few examples
Ex. Philosophy

• Philosophy: attracting, mentoring and empowering people
• Compete for, not be awarded, positions
• Looking for the best & and would like to see staff strongly competitive nationwide
• If staff leave to join other libraries, that too is all right
Ex. Retirement Planning

- Identified key jobs, matched with incumbent to ascertain level of risk of retirement
- Schema of employees at Immediate Risk (IR), At Risk (AT), and Low Risk (LR)
- Created positions for immediate temporary back-up
- Identified “developmental positions” - step toward a key position

Sno-Isle Library System, WA
Ex. Award winning Leadership Development hybrid program

• Key leadership competencies: 1) Leads change, 2) Influences People, 3) Achieves Results, and 4) Fosters Communications

• Program: 8 modules, weekly online sessions, 3 face-to-face workshops

• Action learning projects; reading, homework
  – 83%: increased leadership skills,
  – 75%: new knowledge valuable for current jobs
  – 75%: new knowledge valuable in new senior positions

Johnson County Library, KS
Ex. Individual Development Plans

• Every librarian is interviewed by her boss in July
• *Separate from and in addition to* the performance management process
• AD/PS reads all plans
• *Additional outcomes:*
  1. Managers get to know the librarians
  2. Realistic?
  3. Reinforce any changes that need to be made

County of LA Public, CA
Ex. Action learning teams

- Leadership gap & few 40 to 50
- Promote sooner; some had tools, but not the experience. *skipping a grade*
- No senior managers
- Chair is appointed & charter provided
- Engage in real work, oftentimes advancing strategic initiatives of the library. Practical & policy:
  - providing services to seniors
  - the future of electronic services
  - creating a model for warehousing lesser used books
- External coach provided to teams, team leaders and management

County of LA Public Library, CA
Ex. 3 pronged approach

- Analysis of workforce
  Executive Leadership, mid-level supervisors & specialists, Libr Professional (MLS and para prof); no problems with clerical and pages

- Approach
  - hiring
  - nurture/growth
  - and creating opportunities to lead.

- All “are an important part of assuring that we are growing people and potential successors; all are leaders”

Piece County Library, WA
Ex. The Leadership Experience

- 6 months
- 1-2 times/mo; 1-3 hours
- Self paced online; online group discussion; in person team building; in-person workshop
- “The Accidental Librarian” – Who Am I?
- Identify unique style that impacts what one does and how they do it
- Building a successful team
- Communications
- Managing conflict

PLCMC, NC
Washington County, MN

- Programs evolve
- Initial focus on number eligible for retirement
- However... that changed with the economy
- Began focusing on retention and knowledge transfer
Thank You!

Paula M. Singer, Ph.D
The Singer Group
pmsinger@singergrp.com
www.singergrp.com
410-561-7561

Suanne Wymer
Tulsa City County Library
swymer@tulsalibrary.org
918.549.7368

Nancy Davenport,
DC Public Library
nancy.davenport@dc.gov
202-727-4919
Resources
Other Resources

- www.webjunction.org/competencies
- http://wdr.doleta.gov/SCANS
- http://www.olc.org/CoreCompetencies.asp, Revised 1/08
- Josephine Bryant and Kay Poustie, Competencies Needed by Public Library Staff, Bertelsmann Foundation, Gütersloh 2001, p.3
- Ken Dychtwald, Tamara J. Erickson, Robert Morison, Workforce Crisis: How to Beat the Coming Shortage of Skills and Talent.