

POLICY ON SUCCESSION PLANNING

August 2002

1. INTRODUCTION

This policy document is meant to discuss the strategies that the Department of Public Works may utilise in the process of succession planning and how employees may be retained or encouraged to stay in the Department. The process involves a number of human resources practices that should be managed effectively, for example, recruitment, promotion, training, compensation, etc. Human resource planning is one of the cornerstone in the process of managing people in the workplace. In order to promote service delivery in the Department, human resources should be able to forecast and adapt to the transformation process that is taking place.

The Department will want to have updated information on its employees, so that if one leaves, the department is prepared for the domino effect. In today's volatile recruiting market, most HR professionals can barely catch their breath in between filling immediate positions. How can the Department focus serious time and attention on long-range plans involving its superstars?

Every job vacancy, creation and restructuring creates a succession event. The Department must implement the strategic plan, or even a contingency plan, to avoid management by crisis.

Chapter 10 of the Constitution Act, section 195 (1)(h) stipulates that : Public administration must be governed by the democratic values and principles enshrined in the Constitution, including the following principle:

Good human resource management and career development practices, to maximize human potential, must be cultivated.

The White Paper on Human Resource Management in the Public Service states that:

Human resource planning is essential in order to ensure that an organisation's human resources are capable of meeting its operational objectives. Human resource planning ensures that an organization :

- Obtains the quality and quantity of staff it requires.
- Makes the optimum use of its human resources.
- Is able to anticipate and manage surpluses and shortages of staff.

- Develops a multi-skilled, representative and flexible workforce, which enables the organization to adapt rapidly to a changing operational environment.

Section 197(4) of the Constitution Act stipulates that: Provincial governments are responsible for the recruitment, appointment, promotion, transfer and dismissal of members of the public service in their administrations within a framework of uniform norms and standards applying to the Public Service.

2. PURPOSE

- ◆ To have successors to the determined critical posts
- ◆ To encourage existing staff to be more productive, responsible with commitment when performing their duties.
- ◆ To enable the department to plan for filling of future vacant positions that is critical to the needs of the department.
- ◆ To promote or enhance the relationship of mentors and successors in various managerial positions that may be established.
- ◆ To set up career paths and linking training to employees' development.
- ◆ To drive the department towards a representative management structure through the transformation process.

3. AUTHORISATION

The Constitution Act, 2000

The White Paper on Human Resource Management in the Public Service

The Public Service Regulations, 1999

The Employment Equity Act, 1998

The White Paper on Transforming Public Service Delivery (Batho Pele)

4. SUCCESSION PLANNING

Succession planning, HR-terminology for “key position replacement strategies,” combines a number of human resource tools to map out departmental change and improve the chances of moving in the right direction when vacancies occur.

The White Paper on Human Resource Management in the Public Service states that:

Human resource planning consists of three main steps:

- An assessment of the human resources which will be required to deliver the operational objectives in the organisation's strategic plan
- An assessment of the organisation's existing human resource capacity
- A plan for how the gap between current human resource capacity and the future human resource requirement will be filled, within the financial resources available.

The outlined steps will be useful in the department if implemented effectively.

5. SUCCESSION PLANNING FOR KEY POSITIONS

Particular attention should be paid to the need to plan for filling of positions which, by virtue of their specialist nature, or their importance within the department, are key to the department's effectiveness. These positions should be identified separately, and measures should be taken to ascertain likely future vacancy patterns and potential sources of labour supply, both within and outside the Public Service, which can be tapped quickly when the need arises.

Without succession planning, production suffers because key positions take too long to fill, and high-potential candidates often leave the department. We have to develop a multipronged strategy to ensure that the department will have enough people. One way is to get very good at sourcing and enticing candidates. Another way is to encourage employees to continue to get more training and education so that they assume new roles.

6. AFFIRMATIVE ACTION MEASURES

In the process of succession planning, the Department must consider affirmative action measures as outlined in Section 15 of the Employment Equity Act. This will ensure the elimination of discrimination and enhance opportunities to historically disadvantaged individuals. Such measures are as follows:

- (a) Affirmative action measures are measures intended to ensure that suitably qualified employees from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels of the workforce.
- (b) Such measures must include:
 - ♦ Identification and elimination of barriers with adverse impact on designated groups;

- ◆ Measures which promote diversity;
- ◆ Making reasonable accommodation for people from designated groups;
- ◆ Retention, development and training of designated groups (including skills development; and
- ◆ Preferential treatment and numerical goals to ensure equitable representations. This excludes quotas.

7. DEVELOPING TALENT IN THE DEPARTMENT

Even as automation and the creeping evolution of processes and systems replace more and more people, new jobs have been created as well. Many jobs have disappeared or the number of people pursuing them has declined (e.g., typists, word processors, etc). Yet, more jobs have been created including such jobs as web master, computer network specialist, astronaut, telecommunications technician, skills development facilitators, information security officer, facility management officer, chief knowledge officer, etc.

The Bill of Rights, chapter 2 of the Constitution Act, section 29(1) stipulates that : Everyone has the right –

- (a) to a basic education, including adult basic education; and
- (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

A comprehensive and world recruiting function will have a collaborative arrangement with training function to begin developing talent internally. The Human Resource Development Unit must ensure that it is aware of departmental training needs and have programmes in place to educate and train potential and current employees. Without some involvement in education and/or training, the Department cannot be able to retain much competent candidates for skills and talent.

Managers should be mentors, and a supervisee is the future manager and potentially the manager's future leader. Supervisees need to learn how to make good decisions and how to seek out advice they can trust. They need skills in strategic decision-making, planning, communications, financial management, human relations, and then need to have management skills that fit the department.

The department will apply the following procedure in ensuring that effective succession planning takes place.

8. DEPARTMENTAL PROCEDURE ON SUCCESSION PLANNING

8.1 IDENTIFICATION PROCESS

- (a) Identify officers who should be developed in key positions for succession plan.
- (b) Prepare schedules of identified candidates and categorize them according to identified posts and individual requirements:-
 - mentorship
 - leadership and training
- (c) Develop training programmes that are linked to post profile needs for identified candidates.
- (d) Monitor and control – top management should monitor the appointed candidates in every six months checking work progress, to determine if the training is efficient to the candidate and control the schedule of monitoring and productivity of the candidate.
- (e) Top management should evaluate performance, if it is satisfactory the process is maintained, and if it is not satisfactory, the gap is identified and the process is revisited.
- (f) In case of an existing vacancy – if the candidate is well trained and developed, and if suitable/competent for the post, the candidate may be interviewed and be appointed to the post, if the post is advertised. This aspect will not deny or prevent other competent candidates to be appointed for the existing vacancy.
- (g) Where a vacancy exists, and there are interns who were bursary holders of the department, such interns will also be considered for appointment where they are competent.
- (h) All Senior and General Managers must be prepared, either through training or delegation, to handle the position of Head of Department.
- (i) Shadowing must be encouraged. This is a situation where officers are appointed to work alongside people who hold key positions.

8.2 IDENTIFICATION OF POTENTIAL SUCCESSION CANDIDATES FROM OUTSIDE THE DEPARTMENT (STUDENTS)

- Prospective employees who have been offered bursaries by this department and being placed against existing posts.
- Those who are in learnership and internship programme.

9. MENTORSHIP STRATEGY

9.1 Definition

Mentoring is a tool that organizations can use to nurture and grow their people. It can be an informal practice or a formal program. Proteges observe, question, and explore. Mentors demonstrate, explain and model. Mentors are helpers. Their style may range from that of a persistent encourager, who helps the mentee/learner build self-confidence, to that of a task master who teaches the learner/mentee to appreciate excellence in performance.

9.2 Purpose

To develop, empower and equip all staff members with the necessary skills and expertise that is relevant to their job content, such that as department we have a better trained and empowered staff who performs according to the set standards.

9.3 Who can be mentored?

- Any staff members who still have the opportunity and potential for career development.
- Prospective employees who have been offered bursaries by this department and being placed against existing posts.
- Those who are in learnership and internship programme.

9.4 Who Can Mentor?

- ◆ Every staff member who is in supervisory position need not only develop themselves, also to take a much more active role in communicating with and developing their own team or subordinates.
- ◆ A contracted consultant or institution that offers professional expertise.
- ◆ Managers

9.5 The Role of the Mentor

Mentors provide meaningful projects, necessary guidance and a suitable work environment. Proteges/mentees/learners are usually assigned a portion of a mentor's project and held responsible for its development. The mentor's job is to promote intentional learning, which includes capacity building through methods such as instructing, coaching, providing experiences, modeling and advising. The following are some of the responsibilities that the mentors provides during the process:

- ◆ Give guidance, inspires, give counseling to the learners/mentees
- ◆ Encourages human growth
- ◆ She/he becomes a source of knowledge for the mentees
- ◆ Facilitates, coaches, role model, stimulator, problem solver, teacher, taskmaster, goalsetter, diagnostician, planner, sponsor, etc.

9.6 Outcomes / Benefits

- Uplifting the learners' competitiveness
- Integrate theory, knowledge and application through work experience
- Provide opportunities for learners to do concentrated research or project development in a specialised field under the leadership of professionals
- Allow learners the experience of planning, implementing and documenting a project in a research environment
- Improved insight of a learner and his / her organisation
- Increase personal satisfaction
- Improved skills and knowledge
- Career enhancement
- Developed and highly motivated workforce

9.6.1 Benefits for Proteges/mentees/learners

- A non-threatening learning opportunity;
- Improved self-confidence;
- Developing business expertise and technical knowledge;
- Challenges;
- Support and reassurance;
- Networking/partnership opportunities;
- Coaching; and

- Listening and reassurance.

9.6.2 Benefits for the Mentor

- Increased motivation;
- Challenge;
- New insights and perspectives;
- An opportunity for self-development;
- Increased self-development and pleasure;
- The opportunity to positively influence the next generation;
- Increased peer recognition; and
- The opportunity to improve communication.

To achieve the above benefits, the following actions must be taken:

9.7 Process / Application

9.7.1 Identification of Mentors and link them to identified learners / mentees

In this regard, in every manager's performance agreement, a mentee for a period of six – one (1) year should be identified. And progress report form part of quarterly performance assessment.

9.7.2 Appointment of Mentors within the Department

The Head of Department, with the assistance of top managers, shall appoint mentors in every directorate who has management experience and is used to working cross-functionally and who has the organisational know-how.

9.7.3 Identification of pool of learners/mentees

In every directorate, managers must submit a list of learners to the attention of Senior Manager: Policy & HRM at the beginning of each financial year. The Senior Manager: Policy & HRM will remain the co-ordinator of this process.

9.7.4 Matching of Mentor to the Learner/mentee

The learner who knows the potential of the mentor can be allowed to choose his/her own mentor. But the learner who might not know the potential mentors well enough to make an informed judgment may rely on the decisions or advice given by his/her supervisor or line manager.

The following aspects must be taken into consideration when matching the mentor to the mentee:

- (a) **Geographical:** Selection can be based on where learners and mentors live or work.
- (b) **Special need:** If any of the learners have special needs, the potential mentor could be pulled and mentor on specific or any interest or experience in that area.
- (c) **Life interests:** Mentors and learners could be asked to declare some out-of-work interests, and pairing could be made on that basis.
- (d) **Vocational interests:** learners could be given a briefing on the various operational or functional areas of the workplace or organisation, and they could select their own particular preference. They could then be assigned a mentor on that basis.

Successful mentoring means sharing responsibility for learning. Regardless of the facilities, the subject matters, the timing, and all other variables. Successful mentoring begins with setting a contract for learning around which the mentor and the protégé are aligned. Mentoring taps into continuous learning that is not an event, or even a string of events. Rather, it is the synthesis of ongoing event, experiences, observation, studies, and thoughtful analyses.

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SENIOR MANAGER: POLICY & HRM

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HEAD OF DEPARTMENT

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