

Talent Management Strategy – 2018



**Building Leadership Capacity
to Meet the Challenges of Tomorrow**

Table of Contents

Talent Management Strategy	2
Rationale	2
Leadership Accountability	2
Goals.....	3
Leadership Capacity Building (LCB) Guiding Principles.....	3
Process	4
Step 1 - Workforce Assessment (see Appendix A).....	4
Step 2 - Employee Readiness Assessment & Gap Analysis (see Appendices D & E)	4
Step 3 - Development Planning.....	5
Appendix A	8
Workforce Assessment by Department/Position	8
Appendix B	10
Workforce Assessment Definitions.....	10
Appendix C	12
Strategies for Recruitment, Retention and Development	12
Appendix D	17
Employee Readiness Assessment for Priority Key Positions.....	17
Appendix E	18
Gap Analysis	18
Appendix F	20
Development Plan (this would replace our current Development Plan template that's part of the current PR&D program)	20

Talent Management Strategy

Rationale

Talent Management is about using strategic human resource planning to make it possible for the Town to reach its goals. Everything done to recruit, retain, develop, reward and make people perform forms a part of talent management.

The Town is facing a significant challenge due the number of employees eligible for retirement. There is an on-going need to build leadership capacity at the Town.

- There is and will be a shortage of highly skilled leaders to fill the number of upcoming retirements
- This Talent Management Strategy recognizes the strength and potential of our staff across all levels of the organization
- The Town's leaders are critical to effective public service
- There are multiple generations in the workplace that present challenges and opportunities in leadership development

Talent Management is strategic. It brings into one place systems and processes to identify, develop and retain talent. It provides leaders with data to take informed actions on building leadership capacity. This Talent Management Strategy is aligned with our corporate values, the core leadership characteristics and the competencies for supervisors, middle managers and senior leaders.

Building leadership capacity is an essential component of the Town's approach to employee development. Talent management enables both the organization and employees to share the responsibility for building future leadership capacity. Implementing the strategy will support the Town in its delivery of excellent and responsive services that inspire public trust and improve the quality of life for our community while responding to the changing demographics of our workforce.

The overall effectiveness of the tools and actions taken to build leadership capacity will be tracked and reported on an ongoing basis. Metrics, such as, the number of future leadership vacancies filled internally; the number of aspiring leaders and management staff trained in leadership modules specific to levels of leadership; the number of Professional Development Plans completed annually; turnover rate; and new hire success rate will be used to measure the effectiveness of leadership capacity building activities.

Leadership Accountability

Directors are accountable for assessing the leadership needs in their area and taking appropriate action. The Town will assist in providing development resources, opportunities and supports to employees who are participating in learning and personal development. In order for talent management to be sustainable, Directors are required to determine employee readiness primarily but not exclusively in their respective departments. When reading this document keep in mind that the term 'leader' may refer to your position whether it be Director, Manager, Coordinator or Supervisor.

Directors will communicate the Work Force Assessment (Appendix A) and Employee Readiness (Appendix D) with direct reports as appropriate and with SLT Personnel.

Goals

1. To develop and retain employees in key positions by providing innovative leadership development and support.
2. To ensure the Town is prepared by having the right people, at the right time, in the right place by developing its staff to be prepared to compete for 'key' positions.

Leadership Capacity Building (LCB) Guiding Principles

Performance Development

The Town's Performance Management Program (PMP) (Appendix G) is the foundation tool and process for identifying, discussing and articulating employee development needs and interests, and aligning those with the needs of the organization. The PMP assists employees to identify their development goals and allows leaders to align these goals with opportunities and needs of the organization.

Personal Accountability

Employees are responsible for their own learning, and personal development, and are expected to contribute some of their own time and resources to the development process.

Feedback and Coaching

Each employee who participates in learning and personal development can expect feedback and coaching regarding their development plan with their direct supervisor and/or director.

Maintain Integrity of the Selection Process

LCB helps employees to acquire the skills and competencies they need to compete for key positions when they become available. However, the integrity of the Town's current selection process will be maintained. Participation in learning and personal development does not guarantee promotion or job placement at the Town. It is understood that leadership vacancies will be filled through a job competition and that decisions will be based on an assessment of the candidate's skills/competencies, abilities, experience and individual performance. Exceptions will be considered under circumstances described in **Appendix XXX TBC**.

Process

The Leadership Capacity Building process includes three steps:

1. Workforce Assessment
2. Employee Readiness and Gap Analysis
3. Development Planning

Step 1 - Workforce Assessment (see Appendix A)

1. Priority Key Positions

SLT Personnel will review all department non-union / management positions annually to determine their respective vacancy risks and develop a report that provides an overview of priority key positions using the following criteria:

- a. Strategic Nature
- b. Unique capabilities
- c. Hard to fill
- d. Vacancy Risk (medium to high)
- e. Feeder positions (none, one or blocked)
- f. Special Relationships

2. Vacancy Risk

SLT Personnel will consider:

- a. What is the vacancy risk of each key position?

Note: Imminent = recruitment;

High (0-2 years) = refined development and/or recruitment;

Medium (3-5 years) or Low (5 years plus) = retention and/or development.

- b. Are there feeder positions for Priority Key Positions?

Step 2 - Employee Readiness Assessment & Gap Analysis (see Appendices D & E)

1. Current - Future State

SLT Personnel will discuss their current and future state related to vacancy risk of priority key positions, feeder positions and employee readiness. Some key considerations may include: does the current structure create a dependency on too few positions; is the area soon to be reorganized.

2. Employee Readiness

SLT Personnel will assess the 'readiness' of staff to assume key positions for high and medium risk vacancies. Directors will consider the readiness of employees in feeder positions if the employee has expressed interest in development and/or demonstrated potential, and complete the Employee Readiness Assessment for Priority Key Positions

(Appendix D). (The Gap Analysis {Appendix E} may be completed prior to this step if more detail is required).

3. **Gap Analysis** (Appendix E)

Directors will complete a gap analysis for individual employees with assistance from the HR Coordinator. This will assist leaders in identifying development and opportunity areas in the competencies, knowledge, skills and characteristics between key roles and levels of leadership, which will help create individual development plans. (Appendix G)

4. **Senior Leadership Team Debrief**

Discussion will occur at SLT Personnel regarding the priorities for:

- a. Recruitment for imminent/high vacancy risk positions with no feeder positions (see Appendix A).
- b. Develop a recruitment strategy that might include:
 - i. Creating feeder positions
 - ii. Engaging a head-hunter
 - iii. Identifying targeted recruitment opportunities
- c. Staff Retention – high/medium and low vacancy risk positions.
This will be facilitated through PDP discussions on what engages the current incumbent and what can be done to keep them engaged (Appendices D , E & F). □
- d. Employee Development – medium and low vacancy risk positions.
This will be facilitated through the PDP process (Appendix F). □

Step 3 - Development Planning

The purpose of development planning is to expand and improve employee skills, in planning for Priority Key Positions, (see Appendix B for definitions) or to engage and retain current employees. While Directors have a key role in initiating and supporting the Development Plan, (Appendix F) it is important to work collaboratively with the employee(s) to create the Development Plan. The HR Coordinator will provide support in this area.

The Director will:

1. Review & Discuss the Priority Key Positions

SLT Personnel will review Priority Key Positions identified by the respective Director annually and as necessary to understand any cross divisional opportunities that exist, for employee development, and the high risk positions.

2. Employee Interest

Determine which employees have expressed interest in further development and career growth, through their Performance Management Program (PMP), and career/development discussions.

- a. What type of development do they need to advance their knowledge, skills and characteristics for a future position?
 - Knowledge - What does the employee need to know?
 - Skills - What does the employee need to be able to do?
 - Leadership Characteristics - How does the employee need to be able to do it?
- b. Why is development required?
 - To shift a skill from basic to advanced to expert?
 - To work on an opportunity area?
 - To provide exposure
 - To get performance back on track.
- c. What is the difference in scope/accountability in the employee's current position and in a position they aspire to?

3. Create Development Plan (Appendix F)

Collaborate with the employee to create a Development Plan so the employee will clearly understand their accountabilities in the process. The development plan should include the following:

- Goal/target of development
- Skills, behaviours, actions to practice
- Special work assignments
- Resources for training, for assessment etc.
- Relationships to foster and support
- Other strategies
- Timelines

Your Director and the HR Coordinator can support you in creating the Development Plan.

When creating the Development Plan give consideration to:

- Is the action plan consistent with strategic, operational and budget plans?
- What are the potential obstacles and what can be done to minimize these?

4. Discuss Development Plan (Appendix F)

Meet with the employee to discuss the Development Plan. Key questions for discussion:

- What opportunities do you see for development?
- What work assignments would give you experience in these areas?
- What can I do to support you? What is missing?

- What do you feel you need to do more of to prepare you for a leadership position?
- What do you feel you need to do less of to prepare you for a leadership role?

The employee, using the discussion points and notes from their conversation with their leader will draft a Development Plan, using the Development Plan Template (Appendix F)

5. **Discuss Progress**

Establish reasonable timelines in consultation with the employee to discuss progress, and schedule meetings to review and update the Development Plan through the year. It is recommended that the employee and Director meet regularly and at the halfway point and at the end of Development Plan. The Development Plan is a living document, and can be updated, as new opportunities, priorities, and workload expectations shift.

Appendix A

Workforce Assessment by Department/Position

Position Title	Employee Name	Start Date	Yrs. Service	Employee Status	End Date / Last Day Work	Key Position	Vacancy Risk	Feeder Positions?	Comments
Add people piece and who goes through this with Directors						SN = Strategic Nature; UC = Unique Capabilities; SR = Special Relationship FP = Feeder Position; HF = Hard to fill	Imminent; (0-6 months) High (0-2 yrs); Med (3-5 yrs); Low (5+yrs)	None , One Many Vacant Blocked	
CAO	Rob Mens	06/97	21	FT-Perm	12/18 / 10/31/18	SN; UC; SR;	High		Recruiter retained. Process in place.
Clerk / EA	Jackie Boggs		7	FT-Perm	01/19 / 12/31/18	UC;	High		
HR Coord	Rebecca Johnson			FT-Perm					
Dir Dev & LS	Lynn Middaugh			FT-Perm	04/19 / 12/31/18	SN; UC; SR; HF	High		Retiring May 11 '18. Position eliminated.
CBO	John Este			FT-Perm	12 /18 / 12/31/18		High		
Principal Planner	Taylor Elgie			FT Perm			Low		
S/C	Nicole Mullen						Low		

S/C Programming									
S/C BOHF Curator									
Dir Public Works	Peter Brown			FT Perm	11//20 / 02/28/19	SN; UC; SR; HF	High		
Mngr WWT	Jamie O'Donnell			FT Perm					
Mngr Water	Kyle Hall								
Mngr Infrastructure & Technology	Forrest Pengra								
Operations Foreman	Mark McKewen								
Dir Finance	Kim Chen								
Mngr POA	Vacant								
Mngr Accounting	Christine Gilbert						Low		
Rev&Tax Supervisor	Rob Beaumont			FT-Perm	12/22 /				

Appendix B

Workforce Assessment Definitions

Note: Each year data will be updated for Key Positions and New Positions Only

Position Title	Or Job Title
Employee Name	Self-explanatory
Years of Service	From HRIS or Personnel Files
Priority Key Position Code	<p>To be considered key, a position must meet more than one of the following criterion:</p> <p>Strategic Nature (code SN) Has a main accountability that is directly related to the implementation of a corporate strategic priority.</p> <p>Unique Capabilities (code UC) Requires special technical skills, or has a prolonged learning period – may make it hard to fill. May include government specialties that are typically learned “in-house.”</p> <p>Special Relationships (code SR) Situated within a network of significant stakeholder relationships. Is influential and visible.</p> <p>Feeder Position (code FP) A good development position because the position provides important development opportunities. Due to the nature of the work may be the only place to learn certain required knowledge or skills.</p> <p>Hard to Fill (HF) Difficult to find a pool of qualified candidates when recruiting for the position.</p>
Vacancy Risk	<p>On the basis of what you know about the employee, assess the likelihood of the current incumbent vacating their position and indicate the level of vacancy risk.</p> <p>I = Imminent – Knowledge of the position being vacant within 0-6 months (retirement) or currently vacant</p> <p>H = High Risk – Likely to vacate position within the next 2 years</p> <p>M = Moderate Risk – Likely to vacate position in the next 2 – 5 years</p> <p>L = Low Risk – Unlikely to vacate position in the next 5 years</p> <p>You likely can estimate the level of vulnerability of this role in the current structure. But, in many situations, a one-on-one conversation and career planning with the incumbent will be required to determine the true extent of the risk. This conversation can be held as part of the Performance Development process.</p> <p>When considering Vacancy Risk consider such things as:</p> <ul style="list-style-type: none"> • Desire for career progression • Factors outside of the workplace • Dissatisfaction with current role • Retirement

	<ul style="list-style-type: none"> • Team dysfunction or poor peer relationships • General morale
Feeder Position	<p>Indicate the status of any known natural feeder positions for this key position.</p> <p>N = None O = One M = Many V = Vacant B = Blocked (feeder position has stable incumbent, not willing or able to move up)</p>

Appendix C

Strategies for Recruitment, Retention and Development

Strategy	Recruitment	Retention	Development
Career Pathing			X
Coaching/Feedback		X	X
Diversity Strategy	X	X	
Employee Assistance Program (EAP) (Refer to HR Policy #?)		X	
Employee Recognition – RAVE (Refer to HR Policy III-28)		X	
Flexible Job Assignments N/A???		X	X
Flexible Work Schedules (Refer to HR Policies #??)		X	
Formal Training		X	X
Identify Unique Skills and Future Needs	X		
Improved Physical Work Space and Tools		X	
Involvement in Decision Making		X	X
Job Descriptions	X		
Job Enrichment		X	X
Job Sculpting	X		
Key Assignments		X	X
Knowledge Transfer			X
Leadership Competencies and Training			X
Leader-Manager Competency Development Guide (Appendix H)			X
Mentoring/Mentoring Review to Ensure Alignment with our Current Focus		X	X
Outreach	X		
Performance Management Program (PMP) (Appendix G)		X	X
Professional Association Networks and Conferences (Refer to HR Policy #???)	X	X	
Students	X	X	
Tuition Refund (Refer to HR Policy II-5)		X	X
Volunteerism		X	X

Recruitment, Retention and Development Strategies

Recruitment, retention and development strategies include resources, approaches and brief descriptions to support employees. Different strategies can be discussed and considered: through the recruitment process to ensure the best candidates are hired for the current position and consideration is given for future opportunities; to facilitate opportunities related to retaining and engaging employees; and to fulfill development plans around moving into new positions as part of the Leadership Capacity Building program.

Career Pathing

Assisting employees to align their career paths with opportunities in the organization fosters development, increases employee engagement and improves retention. Career pathing is a way to plot out various career moves along an employee's career. It involves the process of identifying a direction for the employee to take to achieve their objectives through long-term goals, and appropriate steps along the way.

Coaching/Feedback

Regular coaching conversations and performance feedback is important, especially for good performers and is critical for discussion on development and performance. Frequent coaching includes discussion on development and performance. Coaching sessions provide an opportunity to assess individuals, discuss stretch assignments and other challenges and provide ongoing support to individuals.

Diversity Strategy: People are the best asset of the Town. A more diverse workforce has greater insight into the diverse needs of our community. A workplace that recognizes difference and values the contribution made by all employees is more likely to attract, retain, support and engage talented and diverse employees. Valuing and including employees for their unique talents will increase employee commitment, productivity and inspire personal best. Fully leveraging the potential of people is critical to our success.

Employee Assistance Program (EAP) (Refer to HR Policy #?)

The EAP program is free and confidential, and is an important resource to Town employees to support a variety of work and life areas. Career Coaching is also a key service that EAP provides that supports employee development and LCB. It is a good way to help an employee feel supported and valued, while still maintaining confidentiality and providing professional help.

Employee Recognition –(Refer to HR Policy #?)

Think of ways to recognize the contributions of your staff and colleagues. Research says that people need praise every 7 to 14 days. Recognition can be public or private – whatever fits the personality of the employee. Nothing beats a sincere 'thank you'. .4

Flexible Work Schedules (Refer to HR Policies #??)

Work and life balance is often cited as a key stressor. Often working with an employee to create a flexible work schedule, such as flexibility around start and stop times, can decrease stress and balance work and priorities outside of work?

Formal Training

The Town offers a curriculum of learning opportunities through the Leader-Manager Competency Development Guide. Several external courses are available through professional associations, universities and colleges which are good sources of technical training. (Appendix H)

Identify Unique Skills and Future Needs

Be specific, and work with the HR Coordinator to be specific about what is needed in key positions. Use the Town's competency definitions and value-based behaviours to plan interview questions and how to describe positions when posting them. When filling jobs elsewhere in your team, you may determine some of the documented knowledge, skills and characteristics are vital in any position in your team. Your focus today on hiring people with those in mind is a longer-term strategy that will build capacity over time.

Improved Physical Work Space and Tools

The environment created by workspace set-up can be a determinant in job satisfaction. Is the environment clean, orderly and professional? Do people have the room and the tools they need to perform their jobs?

Involvement in Decision Making

Research shows that the number one retention factor is a person's relationship with their direct supervisor. Most employees are looking for opportunities to provide suggestions and opinions in the workplace. Think of ways to open the communication between yourself and your team. In this way, you will get the information you need to retain all your well-performing staff.

Job Descriptions

Hiring the right people is a crucial part of achieving organizational objectives. Job descriptions assist in the hiring process in terms of hiring the right person with the right skills, abilities, qualifications and attitude. Taking the time to assess and identify the key responsibilities, required skills, abilities, knowledge and experience, will enable you to define what that looks like in the job description. The HR Coordinator can help you ensure that the job description accurately reflects the needs of a particular position, the functional responsibilities, and the knowledge, skills, abilities and experience required for a position.

Job Enrichment

Enrichment means adding tasks and project work that are challenging and that expand the learning potential of the job. Aim to be strategic with the enrichment activities, so that they provide development in key areas that will help an employee broaden skills and knowledge. Be cautious that you do not overload the job with tasks and responsibilities that have no development value.

Job Sculpting

When a position becomes open, consider re-designing the structure. By shifting what is required, or reorganizing the work, you may create jobs that are easier to fill. The HR Coordinator can help you determine what makes the most sense in terms of reaching your business objectives and recruiting success.

Key Assignments

Research shows that key assignments are the primary source for developing leaders. Challenging projects and tasks are rich learning opportunities, especially if they expose people

to areas in which they have little or no experience. Think in terms of committee memberships, leadership of informal or formal teams, project work, secondments, and filling in at a level of additional responsibility during vacation or absences.

Knowledge Transfer

As experienced and knowledgeable employees retire from the Town, it is critical that we capture and transfer that valuable knowledge to newer employees, and employees who may be acquiring that role. Engage employees who are approaching retirement in proactive knowledge sharing sessions, such as mentoring with new or less experienced employees, scheduled reviews of processes and approaches, Q&A sessions in meetings / discussions, and providing examples of successes and learning's. It's important to seek opportunities to share and transfer knowledge within teams as well, and increase a team's overall capacity by building in ways for them to share what they know. Some considerations are "lunch and learn" events, roundtable updates and discussions in meetings, and idea sharing sessions. Assign time for documentation of important processes, so that valuable information is retained.

Leadership Competencies and Training

The Town has identified key competencies (Refer to Appendix H - Leader-Manager Leadership Development Guide) for supervisors, middle managers and senior leaders is based on and aligned with the competencies so that all leaders have the critical skills they need to be effective in their roles. The competencies and training identify key skills and behaviours required for the different levels of leadership, and provide a focus for development.

Leader-Manager Leadership Development Guide

This program focuses on the Town's Core Leadership Characteristics and Behaviours. The program is described in Appendix H and is central to formal staff training.

Mentoring Review to Ensure Alignment with our Current Focus

A mentor is someone willing to share their experience with a developing leader, through formal or informal mentoring. A mentor can provide effective feedback and one-on-one learning, through shared experiences, role modeling and career discussions. The mentoring process provides a good learning and development experience for the mentee, and often for the mentor as well.

The mentoring relationship can:

- Bridge the gap between theory and practice
- Provide guidance for transformational leadership
- Enhance critical thinking
- Provide an opportunity for career development discussions
- Increase risk taking, self esteem, and job enrichment
- Facilitate knowledge sharing and skill building

Work with your Director and the HR Coordinator to establish ways to facilitate development through mentorship.

Performance Management Program (PMP) (Refer to HR Policy #???)

Developing employees who are effective, dynamic, productive, and successful in their jobs enables the Town of Parry Sound to deliver quality services to the public. The Town is committed to a PMP that incorporates a goal oriented approach and clear, ongoing, two-way communication between supervisors and employees through the Performance Development Process (PDP). Employees receive support and recognition in their efforts to develop and to improve performance.

Professional Association Networks and Conferences (Refer to HR Policy #????)

Trade and professional associations often provide good opportunities to meet and informally discuss job opportunities with interested and qualified candidates. They can be excellent sources for both experienced and entry-level people.

Students

When you hire a student, you tap into inexpensive, motivated employees with fresh ideas. Students often bring enthusiasm that can spill over to other employees and may even forge long-term relationships. Students may refer colleagues, return for a future work term or seek permanent employment after graduation. In fact, years from now, they could be a peer or even a senior manager.

Tuition Refund (Refer to HR Policy II-5) ????????

The Region supports employees in their professional and career development through financial assistance in the form of tuition refund for job and career related courses.

- **Job-Related Courses** have direct application to an employee's current job responsibilities, or any course taken as part of a degree that is required for the existing job or the next logical job in the departmental structure.
- **Career-Related Courses** are not directly related to the existing job but are part of the employee's anticipated career plan within the Corporation.

Volunteerism

There are many internal and external opportunities to learn and develop skills through volunteering. Externally, there are a variety of community groups where involvement and volunteering can support development goals. Volunteer opportunities or unpaid work experience activities can give you the opportunity to build on your existing job skills, garner new experience, and learn new skills. They also provide practical ways for you to connect with your community and to build and demonstrate leadership abilities.

Appendix D

Employee Readiness Assessment for Priority Key Positions

Priority Key Position (Job Title)	Name of Employee(s) in Feeder positions and/or Expressed Interest in Development and/or Have Demonstrated Potential for Future Vacancy in Position (write names below)	Estimated Timeframe Employee will be Ready to Compete for Position as a Qualified Candidate (based on Key Job Requirements)			Related Learning and Development Plan in place through PDP?	
		Now	Within 2 Years	Within 5 Years		
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No
					<input type="checkbox"/> Yes	<input type="checkbox"/> No

Appendix E

Gap Analysis

This Gap Analysis can be used prior to completing Appendix F, Development Plan. The Gap Analysis will identify development and opportunity areas in the education, knowledge, skills, competencies and characteristics between key roles and levels of leadership, and help in creating the Development Plan. Note the key questions for individual employees to drive the Development Plan listed below as Appendix F. See related job descriptions for detail.

Knowledge Skills for Each Position	Incumbent's Current Position Itemize knowledge, skills and characteristics required	Aspiring Roles Itemize knowledge, skills and characteristics required	Gaps Identify gaps in knowledge, skills and characteristics required	Recommended Development Experiences / Opportunities
Education: What education, training and or certification do I need?				
Knowledge: What do I need to Know? (Consider and indicate what level of knowledge required is: "understand, apply or expert".)				
Skills: What do I need to be able to do? (Consider and indicate what level of skill is required: "basic, advanced or expert".)				
Leadership Competencies/ Characteristics: How do I need to do it? (Identify 1 – 3 Competencies or Leadership Characteristics to focus on for development)			Scope to be broadened	Specific examples to be identified as next steps

Key Questions to Drive Development Plan

Individual Employee:

- What do I need to do more of to prepare for a new or more senior position?
- What do I need to do less of?
- What areas do I need to develop?
- What are some opportunities?

Appendix F

Development Plan (this would replace our current Development Plan template that's part of the current PR&D program)

This Development Plan template can be used as a follow up to the Gap Analysis. The outcomes from the Gap Analysis will help identify development needs and opportunities. This Development Plan template can be used as an addendum to the Performance Development Plan (PDP) forms.

Name:	
Date:	
Current Level of Leadership Position:	
Education Required – What education/training/certification do I need? Consider and indicate what level of education is required.	
Knowledge Required – What do I need to know? Consider and indicate what level of knowledge is required: “understand, apply or expert”.	
Skills and Abilities Required – What do I need to be able to do? Consider and indicate what level of skill is required: “basic, advanced or expert”.	
Competencies / Core & Management / Leadership Characteristics - How do I need to do it? Identify the top 1 to 3 competencies that are key areas of focus.	

<p>Development Need - Why is development required?</p> <p>(a) To shift a skill from basic to advanced to expert? (b) To work on a weakness? (c) To provide exposure (d) To get performance back on track (e) Other</p>
<p>Scope/ Accountability</p> <p>What is the difference in scope/accountability in the employee's current position and in a potential leadership position?</p>
<p>Development Goal #1</p>
<p>Skills, Behaviours, Actions to Practice #1 – Timelines</p>
<p>Development Goal #2</p>
<p>Skills, Behaviours, Actions to Practice #2 - Timelines</p>
<p>Resources Required</p>
<p>Coaching Support Required</p>
<p>Other Strategies</p>

