

# Succession Planning Guide

*Future Tribal Leaders:  
Strengthening our sovereignty and self-  
governance*



Confederated Salish & Kootenai Tribes  
Proposed September 2016

# Succession Planning Guide

## Future Tribal Leaders: *Strengthening our sovereignty and self-governance*

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# Guide Development

## Succession Planning

Succession planning is used to anticipate the future needs of an organization as managers and specialists retire, move into different positions, or leave employment. Succession planning assists in finding, assessing, and developing the human capital necessary to the strategy of the organization. This planning is most effective when supported by organization-wide policies and strategies.

This Succession Planning Guide is designed to assess future department leadership gaps for upper and mid-level management and specialist positions within the Confederated Salish & Kootenai Tribes' (CSKT) government programs, and provide mechanisms to identify and train high-potential successors. It was created to support the Tribes' required succession planning policy<sup>i</sup>.

## Policy Alignment

This plan aligns with the following economic development action steps and objectives adopted by the Tribal Council in December 2015:<sup>ii</sup>

- Identify work experience opportunities and place members into those positions; work on technical skills needed for those positions.
- Support higher education and training opportunities for CSKT students.

It is further supported by the following economic development goal adopted by the Tribal Council in 2007, and reaffirmed in 2013:<sup>iii</sup>

- Develop policies for internal capacity building, work force development, Tribal procurement strategies, and other measures that will create alignment

between government services and economic development opportunities.

## Development Process

In 2015, the CSKT Economic Development Office (EDO) worked with Tribal departments and enterprises to identify future leadership gaps, and created a database of positions that would most likely be vacated within the next five years. Following development of this initial database, this guide was developed in consultation with Tribal departments from July through September 2016.<sup>iv</sup> This process was piloted with the Natural Resources Department, Early Childhood Services, and Kicking Horse Job Corps.

## 2016 Project Timeline

- July 20: Project planning and collaboration
- July 27: Steering Committee Meeting and Project Pilot Department interviews
- August 1–24: Piloting and interviews
- August 24: Department Head meeting
- September 5–22: Department Heads' review
- September 22: Final plan submission
- September 29: Tribal Council Review

## Findings

Meetings with department leadership have highlighted the following considerations:

- Service quality must be the highest priority when hiring employees.
- For upper-level management positions, the required open competition/advertising for positions can prohibit necessary on-the-job training and mentorship between successors and incumbents.
- Access to resources does not align with each department's recruitment and training needs.
- Departments do not have a reliable method of capturing returns on investments of

members' higher education (e.g. not completing degrees or not working for the Tribes post-graduation).

- Tribal-wide strategic planning is needed to establish long-term goals and guide strategies. (The Council has recently initiated this process.)
- The Tribal pay scales are outdated.
- The qualifications listed in the position description may not accurately reflect position requirements.

As aligned with existing CSKT policies, this guide is designed to guide Tribal departments' efforts to assess and address projected upper and mid-level management and specialist positions gaps.

### **Core Recommendations**

1) With permissions via CSKT scholarship processing forms, share the Tribal Education Department's data regarding students' disciplines with Tribal departments for the purposes of staff recruitment and training. In exchange, Tribal departments will share an inventory of the skills and abilities that they expect to need within the next five years.

2) Create a loans-for-services program, similar to the existing Indian Health Services Loan Payment for CSKT students. Students sign a service commitment agreeing to work for the Tribes for as many years as they receive funding. Students can earn on-the-job training with Tribal departments as summer interns while in school. Students who complete their service commitment would have their loans forgiven.

3) Develop a CSKT Fellowship Program, modeled after Ph.D. or other training programs to include nomination and selection processes, advising, work plans, coursework, reviews, exams, and professional papers.

4) Develop a funding pool, modeled after the existing PTO Payout Pool, where fees are

assessed for each Tribal department on a per-position basis, to support the Fellowship Program's and Departments' education needs. For other funding guides, also see "Initiative 2: Finances and Resources" of the *2010 Education and Planning Review Team Final Report*.

5) Allow departments to bypass the open competition/advertising requirements for specified positions by selecting students and graduates of the Fellowship Program. The Program's nomination process will substitute the open competition/advertising requirements, effectively pre-hiring CSKT member candidates to work for the Tribes.

### **Additional Recommendations**

A) Conduct desk audits, update position descriptions, and revise pay scales Tribal-wide.

B) Complete a long-range, Tribal-wide strategic plan led by the Tribal Council and department heads, with feedback from Tribal membership.

### **Conclusion**

Three paths have been identified in the following Succession Planning Guide. One path allows departments to continue to utilize existing Tribal procedures to fill positions as they become vacant. The other two paths are options that the Tribes could use to meet the need of filling highly technical and experienced positions within the Tribal department. In order to utilize these other potential paths in the proposed succession guide, "Core Recommendations 1–5" would need to be adopted by the Tribal Council prior to implementation. Addressing the "Additional Recommendations A and B" would further improve the Tribes' processes.

The accompanying flow chart outlines the succession planning process. This process provides leadership with options to directly implement the Fellowship Program (represented by the right side of the flow chart) or devise an alternative succession process—

maintaining the framework of identifying potential successors, assessing qualifications, and delivering training (the left side of the flow chart).

## Succession Planning Process Overview

Workforce planning focuses on having the right people, throughout the department, in the right place at the right time. Succession planning is focused on having the right leadership in the right place at the right time.

The following Succession Planning Method allows Tribal departments to choose any of the following paths:

- A – Use existing internal processes
- B – Participate in the fellowship program
- C – Delay fellowship program participation

Regardless of the circumstances, it is recommended that each department complete these first two steps, and the remaining steps as needed:

1. Obtain leadership support for the process or path to be followed.
2. Identify the department's leadership and specialist gaps. See the Succession Planning Template in Appendix A.<sup>1</sup>
3. Assemble a Department Succession Planning Team if needed, depending on the extent of any gaps identified in Step 2.
4. Inventory the skills and qualifications needed to fill leadership and specialist gaps.
5. Assess the readiness of current staff to assume those leadership or specialist positions. Following these steps, a department could choose any of the following paths.

### Path A – Use Existing Internal Processes

Evolving social, political, and financial climates affect departments differently. As such, this

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<sup>1</sup> Depending on the department size or need, the department head may want to complete Step 3 first and assemble a team to assist with this process.

guide recognizes the need to use existing internal succession planning strategies, in whole or in part.

As depicted on the left side of the following flow chart, after the five steps above, additional Path A steps include:

- A-6. Identify high-potential employees later.
- A-7. Inform membership of the skills and qualifications to be needed by the Tribes.
- A-8. Support access to education and training.
- A-9. Offer training with department resources.

### Path B – Participate in the Fellowship Program

Reviews of existing policy and recent department head collaborations have led to the development of the proposed Fellowship Program. If launched, this program would identify and train members on a Tribal-wide basis using pools of Tribal resources. As depicted on the right side of the flow chart below, following the five core steps above, the additional Path B steps would include:

- B-6. Identify high-potential employees now.
- B-7. Access the Fellowship Program.
- B-8. Initiate nomination process.
- B-9. Inform Tribal membership of the skills and qualifications to be needed by the Tribes.
- B-10. Administer nomination process.
- B-11. Pre-hire high-potential successors to join the Fellowship Program.
- B-12. Form a committee or identify a mentor for each high-potential successor.
- B-13. Diagnose the high-potential successors' strengths and developmental needs.
- B-14. Select and implement strategies for Accelerating the development of the successor(s).

B-15. Provide committee or mentor oversight of the candidate's progress.

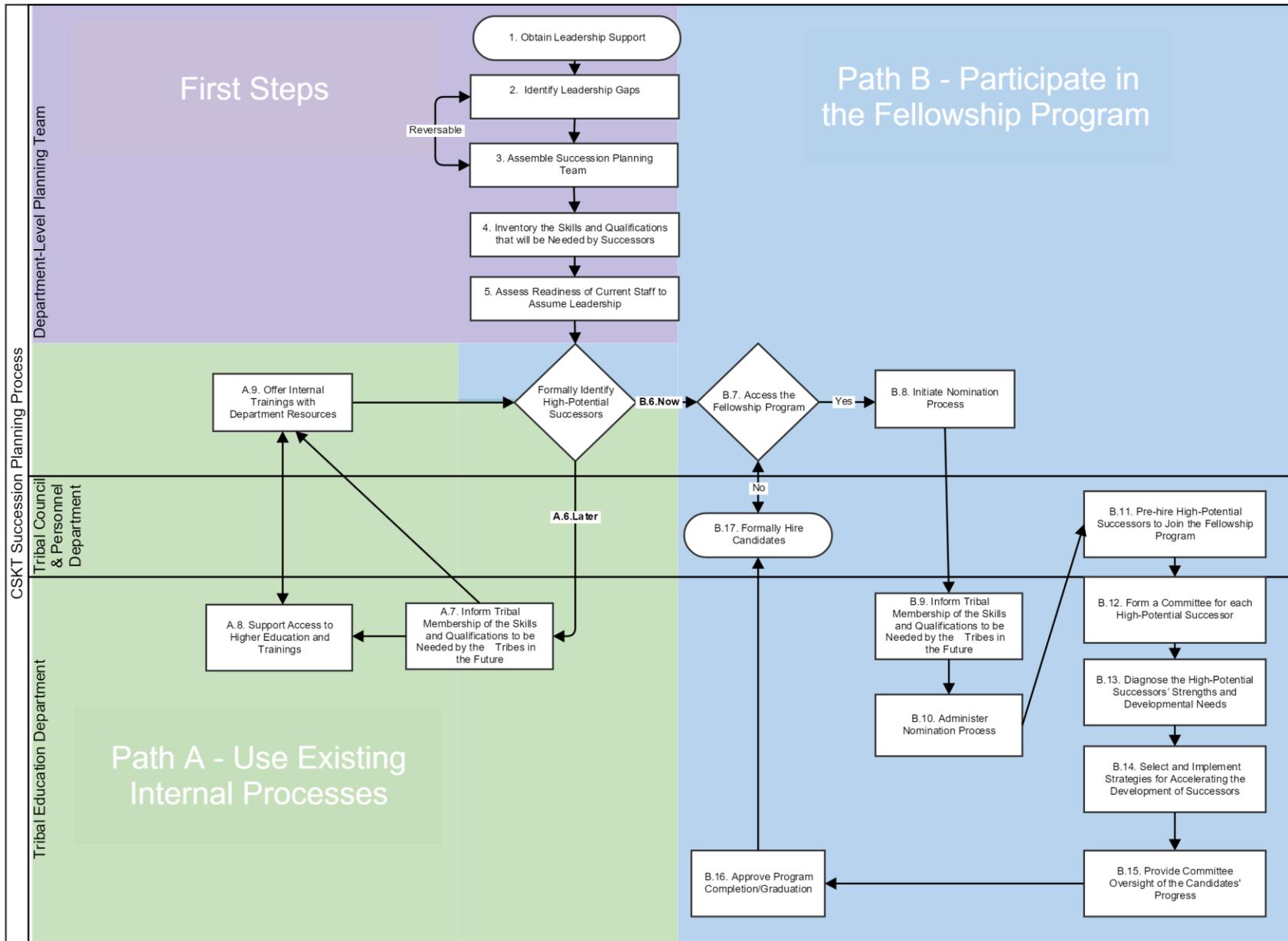
B-16. Approve program completion/graduation.

B-17. Formally hire candidate(s).

**Note: Delay Fellowship Program Participation**

In cases where Path A is selected, departments can participate in the Fellowship Program, if developed, at any time throughout the nomination process.

# Succession Planning Flowchart



# First Steps

## Step 1: Obtain Leadership Support

Implementing a succession planning program—perhaps more than for any other human resource management initiative—will require broad-based support from the Tribes’ upper management team.

CSKT’s succession planning efforts could require a significant time commitment from the leadership team and specialists who could be involved in many of the planning details, and may be directly involved in selecting participants for the program. They may also participate as mentors and coaches.

The purpose of the program is to plan for the replacement of at least some of these specialists and managers. A good succession planning program will be flexible enough to accommodate the stresses that this planning effort will put on the Tribes.

Meaningful developmental activities may take participants away from their regular assignments, and perhaps for lengthy periods. Allowing participants to participate in developmental and stretch assignments will likely cause some disruption, so obtaining managerial support is essential.

## Step 2: Identify Leadership and Specialist Gaps<sup>2</sup>

Some departments have already done much of the work needed to identify leadership gaps, and have been successful in filling key management and specialist positions. It is important to do a thorough analysis of the leadership positions that are critical to the

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<sup>2</sup> Depending on the department size or need, the department head may want to complete Step 3 first and assemble a team to assist with this process.

department’s ability to achieve strategic objectives. In addition to upper and mid-level management positions, this may include professional positions requiring highly specialized knowledge, skills, or competencies.

A comprehensive succession planning strategy will address gaps created by:

*Expected retirements* – positions where the incumbent has indicated the likelihood that they will retire within a specified time period.

*Retirement eligibles* – positions where incumbents are eligible for retirement within the next three to five years, but have not indicated an intention to retire.

*Internal promotions* – where supervisors and middle managers move to higher-level leadership positions.

*Contract positions* – where supervisors and middle managers are under a contract that is scheduled to end or be renewed within a specified time period.

*Unexpected loss* – positions considered to be highly critical to organizational success, where an illness or other interruption in employment would affect essential services.

The following *Succession Planning Templates* are located in the Appendix at the end of this document:

- *Succession Planning Status Worksheet*
- *Fellowship Program Nomination Form*
- *Fellowship Program Applicant Profile*
- *Fellowship Program Nomination Summary*

For this step, one can use the *Succession Planning Status Worksheet* to create a leadership profile for the department or upper management, and identify upcoming leadership gaps. Examples are provided at the end of this document.

Complete the first four columns of the *Succession Planning Status Worksheet* to:

- Identify the “critical” positions in the department.
- Work with personnel or speak to the employee directly to determine the retirement status of the incumbents for these positions.
- Assign a “criticality” rating to each position.

An example of a completed Status Worksheet is also provided in the Appendix.

### **Step 3: Assemble a Succession Planning Team**

Once leadership support is obtained, and an initial leadership and specialist gap assessment completed, a department can choose to identify a broad-based oversight group to assist with the remaining steps of this process. The Succession Planning Team could include participants with responsibilities for Human Resources Training and Staff Development and Operations. Depending on the size of the department, it might help to have an executive team representative.

The team will be responsible for putting together a plan that addresses all of the steps in developing the department’s succession planning program.

Because of the high profile and occasional controversy surrounding succession planning efforts, CSKT may want the Succession Planning Team to be responsible for more than just planning. The team should also be involved in implementation, monitoring, and evaluating the program’s success.

The oversight group should be prepared to modify and improve the program on a continuous basis, as needed.

### **Step 4: Inventory the Skills and Qualifications that Will Be Needed by Successors**

Once leadership gaps have been identified, a detailed list of the desired skills and qualifications, including any specialized education or degrees required to fill these positions, should be compiled. Current job descriptions can provide the essential competencies required for each position.

Performing periodic reviews of position descriptions, also known as desk audits, will ensure positions descriptions are up to date and accurately represent the work intended to be carried out by the individual occupying the position. A desk audit is the method used for



Figure 1: CSKT staff and consultant, by Ana Hopkins Photography

obtaining information about a position. It involves interviews held by a Personnel Department Specialist with the employee and the supervisor.

**Step 5: Assess the Readiness of Current Staff to Assume Critical Leadership Positions**

On a periodic basis, typically annually, each department and the executive team should conduct an internal assessment to determine the “bench strength” for critical leadership positions.

In order to assess current leadership bench strength, the Succession Planning Team will need to obtain input from managers within the department about the readiness of staff, with whom they are familiar, to assume specific

critical leadership positions. Two options for obtaining such data are to:

1) Circulate a list of the positions identified as “critical” in the *Succession Planning Status Worksheet* to the incumbents of those positions, and ask them to provide the number of employees that they believe are “currently ready” to assume each of the positions.

2) Otherwise, the Succession Planning Team should review the list to evaluate the findings and determine the most appropriate course of action.

For this step, use the information gathered from managers and leadership staff to complete the last three columns of the *Succession Planning Status Worksheet*.

## Path A – Use Existing Internal Processes

This path identifies and trains members on a department-level basis using pools of department resources. As depicted on the left side of the flow chart, following the first core steps, additional Path A steps include:

**Step A-6: Identify and Select Individuals Later**

The goal of this approach is to create an informal pool of talented and qualified members to assume leadership positions in the future. The mechanism in which these individuals are identified and trained will be determined by the department head or the department’s Succession Planning Team, if one is needed, with support from the Department of Education.

**Step A-7: Inform Membership of the Skills and Qualifications to Be Needed by the Tribes**

Work with the Department of Education to inform members of the skills and qualifications that will be needed by your department in the

future. Providing this information will allow members to prepare for future opportunities and seek out required trainings and/or educational experience.

**Step A-8: Support Access to Education and Trainings**

Many technical and leadership positions within departments should already have staff members trained to take over during one’s absence. If not already part of an employee’s performance evaluation and improvement plan, a department could use individual development plans (IDPs) to map out strategies for trainees. Developing the IDP should be a collaboration between the participant and the supervisor(s) and/or mentor, as appropriate.

**Step A-9: Offer Trainings with Department Resources**

Training can be offered in many forms. A few recommendations are listed below.

*Mentoring Programs:* Many succession planning programs include a mentoring component. In some cases, mentors are senior leaders—at least one or two levels higher in the department and sometimes intentionally out of the chain of command—selected specifically because they have strengths in the competency areas where the participant has developmental needs. Some mentoring programs require the mentor and mentee to develop and sign agreements spelling out the goals and expectations of each of the parties in the mentoring relationship.

*Developmental Assignments:* Some succession planning programs includes cross-training. Developmental assignments can last from a few days to several weeks or even months. Sometimes, the short-duration assignment simply involves a shadowing experience. However, the experience can be far more valuable when the participant is actually assigned work and has responsibilities in the new area.

*Stretch Assignments:* Similar to developmental assignments, stretch assignments require the participant to take on new responsibilities, but usually within their area of technical/professional knowledge and skill. The assignment may involve working temporarily in a higher-level position, perhaps while the regular incumbent is on a leave of absence, extended vacation, or during the period while a vacant position is being filled. Stretch assignments might also involve taking on new responsibilities within one's own area, such as a special project or task force role.

*Formal Training:* Many succession planning programs provide formal classroom training opportunities for the participant(s). Sometimes, the participant(s) attend a university-provided (or other vendor-provided) management development program. Agencies can bring in

speakers/trainers/facilitators to provide a class or seminar in a particular competency area. Candidates may be invited to participate in management training that is normally reserved for the top executives of the department.

*Action Learning:* Action learning is a methodology that involves assigning participants to an action-learning team, where they tackle strategic business issues and make recommendations to senior management. Typically, action-learning teams are composed of participants with a variety of skills, experiences, and backgrounds—perhaps with none of them having real expertise in the business issue that is being addressed. The action-learning project usually involves a high-profile issue of significant importance to the department, and for which the team is expected to make recommendations that can actually be implemented. During the action-learning experience, which can often involve full or part-time assignments for several weeks or months, periodic coaching is provided. A primary purpose of the coaching is to encourage the participants to heighten the learning experience through introspective reflection on what they are learning from the project and the team interaction process.

**Note: Delay Fellowship Program Participation**

In cases where Path A is selected, departments can participate in the Fellowship Program by identifying high-potential employees through the nomination process at any time for any number of positions.

## Path B – Participate in the Fellowship Program

To utilize this path, the Tribes must adopt the following five core recommendations:

- 1) Develop a Fellowship Program
- 2) Develop a funding pool
- 3) Create a loans-for-services program
- 4) Pre-hire potential successors to the Tribes
- 5) Exchange workforce information

This program will identify and train members on a Tribal-wide basis using pools of Tribal resources. As depicted on the right side of the flow chart, after completing the five core steps, the additional Path B steps include:

### **Step B-6: Identify High-Potential Employees Now**

The Succession Planning Team must exercise care when selecting high-potential employees for the Fellowship Program. The Tribes will be expending significant resources on those in the Fellowship Program; it is important to include only those who have real potential for leadership positions.

It is equally important to develop a process that ensures that every member with leadership potential is fairly and thoroughly considered. Developing a process for informing the greater Tribal membership of qualifications that will be needed by the Tribes in the future will allow members to prepare for and seek out professional development opportunities. It will also allow them to self-nominate for the Fellowship Program, with the aspiration of acquiring the skills and qualifications needed to assume a leadership position.

### **Step B-7: Access the Fellowship Program**

Formally notify the Department of Education that your team will be accessing the Fellowship

Program. Give an estimate of the number of positions that you intend to fill through the program over the next five years, and the desired educational qualifications.

### **Step B-8: Initiate Nomination Process**

The selection process will have to meet merit system standards of fair and open competition. The Tribes will also want to ensure that the selection process results in a diverse group of employees to include in the program.

*Nomination Criteria:* The department's size, organizational structure, merit system regulations, and culture will—in part—determine the nomination criteria used. Employee requirements to consider include:

- Educational level/degrees
- Years with the Tribes
- Current or prior supervisory experience
- Classification level

It is important to remember that you are basing your criteria on the future potential of the employee, rather than their current capacity.

Use the *Fellowship Program Applicant Profile* worksheet to help determine the type of criteria that the Tribes will use to nominate members.

### **Step B-9: Inform Tribal Membership of the Skills and Qualifications to Be Needed by the Tribes**

Work with the Department of Education and others to inform members of the skills and qualifications that will be needed by the department in the future. This information should be shared with all members, regardless of their participation in the Fellowship Program.

### **Step B-10: Administer Nomination Process**

Members can nominate themselves to the Fellowship Program, and managers can nominate employees from within their organizational units. In both cases, nominees would have to satisfy the nomination criteria established for the pool. Inviting members to nominate themselves sends an important message about the openness of the process and is most consistent with merit system principles. Some members might be too modest to nominate themselves; inviting management-initiated nominations may include some high-potentials who would not have self-nominated.

You can use or adapt the *Fellowship Program Nomination Form* to meet your department's needs. Asking nominees to also provide the information on the *Fellowship Program Applicant Profile* will provide you with a more complete picture of the nominee's capacity.

### **Step B-11: Pre-Hire High-Potential Successors to Join the Fellowship Program**

Establish a screening process for the nominees to the Fellowship Program in order to decide who to select. The three-step screening process outlined below is sufficient. There are also some optional steps from which to choose.

*The Succession Planning Team does an initial screening (optional):* Your team can use the nomination materials and the *Fellowship Program Nomination Summary* to summarize the information from the individual nomination forms. This step is most useful in departments with a large number of applicants and relatively few slots.

*Written answers to behavioral-based questions (optional):* Ask nominees to submit written answers of not more than two pages each to several questions related to the nomination

criteria in the *Fellowship Program Nomination Form*. We recommend that the answers be scored by individuals within CSKT who are trained on behavioral interviewing. This written exercise accomplishes several goals:

- Asking applicants to prepare a lengthy written document will screen out those who are not seriously interested in the process.
- It provides a screening tool that helps reduce the number of applicants who will be given an in-person interview. (This may not be an issue in small departments with few initial applicants.)
- If you use "blind scoring" (the names of applicants are coded and removed from the answer sheets), the process adds credibility.
- You can easily evaluate applicants' writing skills.

*In-Person Interviews* – We recommend that a panel of managers interview all remaining nominees. The interview should consist of behavioral interview questions based on the competencies that the department has identified as being necessary for successful performance in managerial positions.

*Assessment Center Evaluations (optional)* – You can use experienced evaluators to conduct a series of standardized activities and simulations to assess the applicants' strengths and developmental needs. Although assessment centers have a high degree of predictability of future performance, they require a large time and resource commitment, and typically outside expertise as well.

*Written Personality Inventories (optional)* – Professionally constructed tests can objectively measure underlying personality characteristics related to certain competencies. Such tests can provide valuable information as part of the overall selection process, but normally require

the department to work with an outside vendor to purchase/administer such tests.

*Recommendations from Current Supervisor* – For all those candidates who take part in a manager interview, CSKT should check for references with the nominee’s current supervisor. If a supervisor provides a negative reference, a second reference check is recommended with the next supervisory level in order to ensure the utmost fairness in the process.

The Tribal Council, with assistance from the Personnel Department, should make the final decision about who to include in the Fellowship Program. Of course, they will need to be provided with all of the data, scores, and other pertinent information collected from each stage of the selection process. The Tribal Council may decide to use the scoring process as a guide, but may also consider issues such as diversity and future organizational requirements in their decision.

#### **Step B-12: Form a Committee for Each High-Potential Successor**

Upon acceptance into the program, an advisor from the CSKT Education Department is assigned to the member at the start of their fellowship to help them plan their studies and to provide academic guidance until they identify an advisory committee.

The Fellow is then assigned a committee or a mentor to guide them through the program. The committee could include a leader from the department of interest (where they want to work), a representative from the Personnel Department, and one from the Education Department.

#### **Step B-13: Diagnose the High-Potential Successors’ Strengths and Developmental Needs**

The individuals selected for the Fellowship Program will very likely have different strengths and developmental needs. A major goal of the succession planning process is to help each individual learn to capitalize on their strengths and develop in areas where needed. Options to do this include:

*360 Assessments:* A 360 assessment is a tool that provides the participant with a wealth of information about their competency-based strengths and developmental needs. The participant invites a variety of individuals that are familiar with their work—including their manager(s), peers, direct reports, and sometimes customers—to complete anonymous evaluations on the relevant competencies. The participant also completes a self-assessment. The individual respondents’ evaluations are aggregated to ensure anonymity and are provided to the participant as part of the development assessment process. The 360 results should provide the participant with a profile of strengths and developmental needs in each of the competency areas identified.

There are a number of groups that provide guidelines on conducting 360 assessments, including the Center for Creative Leadership ([www.ccl.org](http://www.ccl.org)) and the Office of Personnel Management ([www.opm.gov/perform/wppdf/360asess.pdf](http://www.opm.gov/perform/wppdf/360asess.pdf)).

#### **Step B-14: Select and Implement Strategies for Accelerating the Development of Successors**

The Fellowship Program should involve a variety of developmental experiences for those being trained for higher-level positions—all designed to improve proficiency in specific competencies. The recommended process is as follows:

*Plan of Work:* The plan is initiated by the Fellow and completed with their advisor to organize their sequence of study. It must be submitted to the Education Department for approval.

*Coursework and Training:* Coursework is to be completed according to each discipline's requirements. Fellows seeking higher education must maintain a specified GPA threshold. Fellows seeking on-the-job training and/or mentorship should maintain a satisfactory attendance record and evaluations.

*Development Report:* The Fellow prepares a description of their proposed development plan for approval by their advisory committee. The committee's approval must be conveyed to the Education Department.

#### **Step B-15: Provide Committee Oversight of the Candidates' Progress**

Beyond required coursework, it is recommended that soft skills be assessed through an oral exam and final presentation.

*Oral Examination:* An oral examination is required of all candidates. At minimum, the oral exam must test public speaking and critical thinking, as well as interpersonal, leadership,

and time management skills. This exam may include impromptu presentations and prepared speeches with question and/or answer sessions.

*Final Presentation:* The Fellow presents their progress, including completed degrees and other training, in a format appropriate for their discipline to their advisory committee. The results of the presentation are conveyed to the Education Department.

#### **Step B-16: Approve Program Completion/Graduation**

Upon satisfactory completion of the required coursework and exams, the department petitions the Tribal Council on behalf of the Fellow for program graduation. This presentation includes their development report, oral examination results, and final presentation.

#### **Step B-17: Formally Hire Candidates**

With final approval from the Tribal Council, hire graduates directly from the Fellowship Program (bypassing the open competition/advertising requirement).

## **Closing**

The succession planning process is most effective when it is a "systematic effort that is deliberately planned and is driven by a written, organization-wide statement of purpose and a policy" (Rothwell, 2001, p. 23).

The basic tenets of this succession planning process articulate a foundation for:

- Communicating career paths to individuals
- Establishing development and training plans

- Establishing career paths and job moves
- Creating a more comprehensive human resources planning system

Senior leadership should be strategically focused on the development of future leaders, "combining proactive assignments, rigorous success planning, and experiential educational programs [that will] help make organizations more competitive, with a talented pipeline of leaders ready to take charge" (Mercer, 2005).

## **Appendix – Succession Planning Templates**



Succession Planning Status Worksheet Example										
Incumbent Title	Tenure	Required Qualifications	Retirement	Promotion	Contract	Other Departure	Critical -ity	Number of Staff Ready Now	Number of Staff Ready in 1-2 Years	Succession Planning Priority
<i>Example: Manager</i>	<i>12 yrs.</i>	<i>Bachelors degree; 3 yrs. experience</i>	<i>A</i>				<i>1</i>	<i>0</i>	<i>2</i>	<i>1</i>
Department Head	15	Masters Degree;10 years experience								
Program Director	23	Master's Degree and 5 years of experience	A				1		0	1
Program Manager	22	Bachelor's Degree and 5 years of experience	A				1		0	2
Program Specialist	25	Bachelor's Degree and P.E			X				0	3
Project Supervisor	18	Bachelor's Degree and 4 years of supervisory experience	A				1		0	5
Program Quality Supervisor	10	Bachelors degree; 5 years experience							1	7
Public Educational Specialist	20	Bachelors degree; 5 years experience			X		1		1	8
Law Enforcement Specialist	18	Bachelors degree; 3 yrs. experience	A				1		2	10
Project Supervisor	12	Bachelors degree; 5 years experience	C				2		1	9
Client Services Manager	15	Bachelors degree; 3 yrs. experience								
Compliance Officer	7	High School Diploma; 2 years experience								
Office Manager	14	Associates Degree or equivalent								
Project Technician Specialist	10	Associate's Degree and 2 years of experience	C				2		0	4
Technician II	15	High School Diploma and 4 years of experience			X		1		0	6
Public Safety Officer	21	High School Diploma; 2 years experience								

**Status:**

- A: Retirement likely within 1 year
- B: Retirement likely within 3 years
- C: Retirement eligible within 5 years

**Criticality:**

- 1: Critical - Must "hit the ground running"
- 2: Very Important - Fully functional within 6 months

### Fellowship Program Nomination Form<sup>3</sup>

**Nominee Name:**

**Classification:**

**Nominated By:**

**Date:**

Leadership Area	Strength	Proficient	Developmental Need
Support of Department Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaves Consistently with values (Departmental, Tribal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays respect for others (specially elders and children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a good team player and demonstrates support for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to working in Indian Country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies with management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is motivated to lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts leadership responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobilizes resources/people to action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leads teams that have high morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is recognized and respected in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a sense of humor and establishes respect for others as priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes effective presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates diplomacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is trusted and respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration of Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows positive team/unit results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes tasks in good time and well-mannered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accomplishes major assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has accurate self-insight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is coachable; accepts feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has history of learning from experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quickly learns new tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a motivated self-learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a responsible social media presence, community reputation and display of professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>3</sup> Adapted from Byham, William C., Audrey B. Smith, Matthew J. Paese. 2002. *Grow Your Own Leaders. Acceleration Pools: A New Method of Succession Management*. Upper Saddle River, NJ: Prentice-Hall Inc.

## Fellowship Program Applicant Profile<sup>4</sup>

<b>Employee Information</b>			
Name:			
Title:			
Job Classification:			
Length of Service:			
Time in Current Job:			
Current Supervisor:			
<b>Career Goals</b>			
1 to 3 Years:			
3 to 5 Years:			
Beyond 5 Years:			
<b>Educational History</b>			
Institution:	Degree:	Area of Study:	Years:
Institution:	Degree:	Area of Study:	Years:
Institution:	Degree:	Area of Study:	Years:
<b>Special Skills/Expertise</b>			
Languages:			
Technology:			
Professional Expertise:			
Other:			
<b>Developmental Experiences - Past 3 Years</b>			
Formal Training:		Competencies/Skills Developed:	
Special Assignments:		Competencies/Skills Developed:	
Other:		Competencies/Skills Developed:	
<b>Essay Questions:</b>			
What does community mean to you?			
Identify a need within the organization that you feel must be addressed. How would you address that need? List the steps and measures you would take to address this need.			

<sup>4</sup> Adapted from Byham, William C., Audrey B. Smith, Matthew J. Paese. 2002. *Grow Your Own Leaders. Acceleration Pools: A New Method of Succession Management*. Upper Saddle River, NJ: Prentice-Hall Inc.

### Fellowship Program Nomination Summary

Name	Support of Department Values	Leadership Promise	Interpersonal Skills	Demonstration of Results	Developmental Orientation
Applicant A	S	S	S	P	S
Applicant B	S	S	P	P	S
Applicant C	P	P	S	S	P
Applicant D	P	S	P	S	P
Applicant E	P	P	P	P	S
Applicant F	D	P	P	P	P

S = Strength  
P = Proficiency  
D = Developmental Need

## *Endnotes*

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<sup>i</sup> Development of a Succession Planning strategy is a high priority of the CSKT. See page 90 of the CSKT Sustainable, Comprehensive Economic Development Plan/Strategy (2015).

<sup>ii</sup> For details, see pages 88 and 90 of the CSKT Sustainable, Comprehensive Economic Development Plan/Strategy (2015).

<sup>iii</sup> For details, see Section 4.1.4 Tribal Economic Development Goals on pages 80-81 of the CSKT Sustainable, Comprehensive Economic Development Plan/Strategy (2015).

<sup>iv</sup> Refer to the Acknowledgment Section of this plan for a detailed list of contributors.