CITY OF HAMILTON

CITY MANAGER'S OFFICE
Human Resources Division

TO: Chair and Members Audit, Finance & Administration Committee	**WARD(S) AFFECTED:** CITY WIDE

COMMITTEE DATE: November 12, 2012

SUBJECT/REPORT NO: Succession Management and Leadership Development (HUR12017) (City Wide)

SUBMITTED BY: Chris Murray, City Manager **SIGNATURE:**	**PREPARED BY:** Helen Hale Tomasik 905-546-2424 Ext. 4155 Mary Agro 905-546-2424 Ext. 2630 Diana Belaisis 905-546-2424 Ext. 4265

RECOMMENDATION:

(a)   That staff hire a temporary contract Organizational Development consultant to design a Succession Management Program, tailored to the needs of the City of Hamilton, and to assist with the implementation of the Succession Management Program in 2013; at a cost not to exceed $50,000, and the funding for this contract position be accessed through the Transition Reserve Account #300155;

(b)   That one permanent FTE Leadership Development Specialist be hired to: develop and maintain a corporate talent development program that will develop the high potential employees identified in the Succession Management Program; develop the supervisory leaders across the organization; as well as develop the skills of those employees who aspire to supervisory, management and other key roles in the organization in the future, at a cost of $127,000, with no net impact on the levy;

(c)   That, pending the approval of recommendation (b) above, the one FTE Leadership Development Specialist, be temporarily funded from the Working Fund Reserve Account #112400, at an estimated cost of $53,000, until the Senior Management Team can identify a permanent FTE and associated funding through attrition;

(d)   That, pending the approval of recommendation (c) above, staff be directed to report back to the Audit, Finance & Administration Committee by Q2 2013 with a

recommendation for the transfer of a permanent FTE and associated funding to Human Resources to support Leadership Development and Succession Management, as per the Budgeted Complement Control Policy;

(e)   That staff be directed to engage professional organizations and educational institutions, including local community educational institutions, with the requisite local government expertise as partners in the design and delivery of the City's "Growing Talent for Succession" Program; and

(f)   That staff be directed to provide the Audit, Finance & Administration Committee with an annual progress report on the City's "Growing Talent for Succession" program.

EXECUTIVE SUMMARY

The first action under Objective 3.2 in the City's strategic plan is to implement a workforce management strategy, including the development of a succession planning program for leadership and critical need positions and the development of a leadership and management development plan. Staff indicated in the 2012-2015 Strategic Plan (CM12001) that budget and resources needed to be allocated to address these strategic actions which are critical to building the City's organizational capacity for sustainable service delivery.

Over the next 5 to10 years (and 2 to 5 years in the case of management positions), the City anticipates significant increases in turnover with the pending retirements and intensified competition for qualified employees. The City Manager was directed to implement succession planning as part of his 2012 work plan.

This past summer, Human Resources initiated data collection for Succession Planning with a focus on the senior management tier (General Managers and Directors). Human Resources staff consolidated all the data, and through dialogue with the Senior Management Team: established a corporate overview of the highest risk areas, identified where replacement plans need to be developed now, and where retention and leadership development strategies are critical to ensure business continuity.   Some of the outcomes and themes which emerged through this process included the following:

- the City has 15 employees in senior management positions (director and above) who have indicated their intention to retire within 3 years and only 6 of these positions have an internal candidate ready and/or willing to transition into these leadership roles within the identified time frame
- in some areas, two levels of management are eligible to leave within the same time frame

- directors are anxious to have succession planning extend to the management and supervisory ranks
- directors expressed concern that some of their high potentials are not prepared to move into management positions based on current compensation levels, workload, and perceived lack of organizational support for leadership roles
- there is a shared understanding that a succession planning program for future leadership roles needs to have a corporate wide scope as opposed to a departmental only scope

Investments in succession planning and leadership development are an immediate and pressing need at the City of Hamilton. The number of potential retiring employees from the leadership ranks is significant. There will be a shrinking pool of leadership talent available in the external market as the baby boomers are retiring from all municipalities. The talent that the City of Hamilton has at the manager and director level is being recognized by other organizations that are similarly faced with a "greying management workforce". While the City's talent may not be actively looking for new opportunities, they are increasingly being approached by recruitment firms who are 'head hunting' for other municipalities and public sector organizations. The City will need to consider talent retention strategies for their high potential employees.

The City requires a "Growing Talent for Succession Program" that invests in a 'grow from within' recruitment and retention strategy that develops high potentials for future roles. While Human Resources has been able to develop some foundational elements for a succession management and leadership development program (as described in this report), and some departments have been able to advance leadership development with the support of our Organizational Development Specialists, Human Resources requires dedicated corporate resources to advance this strategic plan objective organization-wide.

Temporary external expertise is required to jump start the development of a transparent, criteria-based succession management program that will identify high potentials and help us assess our current bench strength across the entire organization. A full-time permanent Leadership Development Specialist is also required to coordinate and sustain the development of these high potentials. The Leadership Development Specialist will also advance the implementation of a corporate approach to development of supervisors, managers and directors. Along with other members of the HR team, the Leadership Development Specialist will ensure that the City is looking at a systems approach to leadership development through performance management, career development, collaborative and integrated learning that is aligned with corporate business strategy and service delivery priorities in a supportive organizational culture.

Alternatives for Consideration – See Page 13

FINANCIAL / STAFFING / LEGAL IMPLICATIONS (for Recommendation(s) only)

Financial:
The City established a Transition Reserve Account # 300155 for corporate training and management development at the time of amalgamation. To date the account has been used to bring in external providers to deliver Management Skills Development courses including: Essentials of Managing and Supervising Level 1, Essentials of Managing and Supervising Level 2, Managing Communications with Confidence, Dispute and Conflict Management, and Resume Writing and Interview Skills.

Currently, there is a balance of $182,000 in this reserve account and staff recommend that this funding be accessed to support the design and implementation of the Succession Management Program. It is anticipated that the consultant cost would be less than $50,000 with the balance being used to access corporate licenses for leadership assessment tools and some customized programming for the first wave of succession candidates based on the leadership assessments.

Staffing:
A contract Organizational Development consultant with expertise in Succession Management Programs is required to develop a transparent program for the City to assess and identify top talent for leadership and pivotal roles across the organization. Pivotal roles are mission-critical positions that are essential for the achievement of business objectives; that if left vacant would put the program or service at risk.

The Consultant will design and/or select suitable tools and processes that will enable the City to identify talent pools of high potential employees for future needs in both the short and long term. Talent identification processes may include a variety of tools and methods such as: review of performance evaluations, interviews to determine career aspirations, competency assessments, 360 feedback, manager recommendations, assessment of work on special projects or committee work, organizational commitment conversations, validated assessment tools, a nomination and talent review process, etc. The Consultant would work closely with the Human Resources Organizational Development team and corporate management staff in the program design. It is anticipated that the program design will take 6 months to 1 year to develop as there will need to be an iterative process with consultation and feedback from key stakeholders in the organization. The final Succession Management Program would be approved by Senior Management Team (SMT).

The City also requires a dedicated Leadership Development Specialist to develop and sustain an on-going corporate talent development program that will develop the

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identified talent pool in the Succession Management Program, the supervisory tier of the organization, as well as develop those employees who have aspirations for leadership roles at the City. This Specialist will develop a systemic approach to leadership development utilizing the 'Leadership Pathway' as a framework. The Leadership Development Specialist will facilitate content development and program delivery through partnerships with professional organizations and educational institutions, including community education institutions, as well as in-house learning facilitators and mentors who have specialized expertise. The Leadership Development Specialist will work closely with others on the Organizational Development team and departmental management to accelerate the development of the identified talent pool through well defined development plans. Preparing these employees for succession will emphasize on-the-job training through coaching and mentoring, action-learning projects, stretch assignments, rotational assignments and acting appointments.

HISTORICAL BACKGROUND (Chronology of events)

The 2012-2015 Strategic Plan established the strategic objective 3.2 as follows:

> *Build organizational capacity to ensure the City has a skilled workforce that is capable and enabled to deliver its business objectives*

The first strategic action related to this objective is focused on the implementation of a workforce management strategy which includes the development of a succession planning program for leadership and critical need positions as well as the development of a leadership and management development plan.

Workforce Management Strategy

The City of Hamilton has commenced a workforce planning and management strategy to ensure that the City will have the *right number of people, with the right skill set, in the right jobs, at the right time to deliver its business objectives in the future.* Over the next 5 to 10 years (and 2 to 5 years in the case of management positions), the City anticipates significant increases in turnover with the pending retirements and intensified competition for qualified employees. Staff provided an overview of the projected retirements in HUR12014 for General Issues Committee of October 3, 2012. By 2014 up to 98 non-union and 338 unionized employees are at medium to high risk of retiring.

To achieve business continuity and financially sustainable services, the City requires a comprehensive workforce planning model that is integrated with strategic and business planning processes. Workforce planning is not a project with a single end product; it is an active iterative process that involves analyzing the current workforce, determining future workforce needs, identifying the gaps between the present and the future, and implementing solutions to close the gaps and mitigate future risks. It is a process that is undertaken by Senior Management and Human Resources staff. A strategic focus on

workforce planning allows organizations to take the time to systematically address issues that are driving workforce change.

Human Resources staff provided Senior Management Team with an overview of what strategic workforce planning entailed in the fall of 2011. Given resource constraints and multiple priorities, there was agreement that the City needed to begin with a segmented approach to workforce planning that focused first on leadership roles and other critical roles that had the greatest impact on business strategy. Consequently, the 2012-2015 strategic plan has a focus on succession planning for leadership and critical need positions. The more comprehensive strategic workforce planning process, that considers the supply and skill demands of all positions within the organization and the work context of the future organization, will be integrated with the next iteration of the corporate strategic plan.

Succession Planning

Early in 2012, Senior Management Team committed to an annual succession planning approach that would:
- identify high potential employees capable of rapid advancement to key positions of higher responsibility than those they presently occupy,
- ensure the systematic and long term development of high potentials to replace incumbents in key positions as the need arises due to retirement, attrition, and other unexpected losses, and
- provide a continuous flow of talented high potential employees ready to move into key positions that are available to enable achievement of the City's strategic business objectives.

For further background on the succession planning approach that has been adopted in principle by SMT refer to Appendix A to Report HUR12015.

Best practices in succession management planning typically adopt a three tier approach:

- The first tier involves planning for the future replacement of the CEO.
- The second tier involves replacement planning for middle to senior management roles. Replacement planning assumes that the organizational structure will be unchanged over time and the replacement plan identifies potential 'backups' for middle to senior management positions. The replacement plan will indicate how ready each person is to assume the identified roles in the structure.
- The third tier goes beyond replacement planning to develop high potential talent pools of employees who can move into multiple leadership roles within an organization. Succession planning focuses on developing a pool of people in order to build bench strength throughout the organization so that whatever leadership

vacancy occurs, the organization has many competent candidates that can be considered for advancement.

Over the summer months, Human Resources initiated the data collection phase for Succession Planning with a focus on the senior management tier (General Managers and Directors). The Workforce Planning and Staffing Specialists met with each General Manager and all Directors to collect data to determine the vacancy risk of all director positions and some other key positions in their respective departments. Human Resources staff consolidated all the data and through dialogue with the Senior Management Team established a corporate overview of the highest risk areas, identified where replacement plans need to be developed now, and where retention and leadership development strategies are critical to ensure business continuity. The outcomes and themes which emerged through this process included the following:

- the City has 15 employees in senior management positions (director and above) who have indicated their intention to retire within 3 years
- of the 15 senior management positions which may become vacant within 3 years, 6 positions have an internal candidate ready and/or willing to transition into these leadership roles within the identified time
- that leaves 9 positions where we will either need to recruit an internal candidate who will require significant development or go to the external market which will be increasingly competitive as all municipal organizations are in a similar situation with the aging of their leadership tier.
- in some areas we have 2 levels of management eligible to leave within the same time frame, and in one function, we know that 50% of our comparator municipalities have their directors of this function leaving
- directors are anxious to have succession planning extend to the management and supervisory ranks in the organization as many of the individuals in these roles have similar retirement horizons
- directors expressed concern that some of their high potentials are not prepared to move into management positions based on current compensation levels, workload, and perceived lack of organizational support for leadership roles
- there is a critical need to transfer years of intellectual knowledge and experience to potential successors with scarce time (and in some cases, little or no interest) in doing so
- there is a shared understanding that a succession planning program for future leadership roles needs to have a corporate wide scope as opposed to a departmental only scope

The individuals that senior management identified as potential successors in the data collection exercise were based on subjective assessments of their performance in their current roles.   Best practice succession management programs utilize a transparent

systematic process to identify and assess candidates based on multiple inputs, perspectives and sources of information that are objectively measured against future role profiles and competencies. It is critically important that the City develop the objective criteria and process for identifying high potential candidates for leadership roles that can be communicated in an open and transparent manner to all employees. Employees need to understand the leadership profiles and that there are objective criteria to determine how one becomes part of a high potential talent pool that is prepared for leadership responsibilities or more challenging roles in the future.

In a fully implemented succession management program, talent is identified under each level of the organization but the identified individuals are not tied to specific positions at the higher levels. Being placed in a talent pool is not a guarantee of promotion to a specific position; rather it is an expression of the organization's commitment to investing in and retaining high potential employees through career planning and horizontal development opportunities.

Leadership and Management Development

The City's past corporate approach to building leaders was the completion of 10 consecutive Leadership Roundtables – Talks with the City Manager, which concluded in 2008. With the support of SMT, Human Resources took a hiatus from this program to explore and develop alternative learning and development modules and approaches that were directly related to the priorities of the operating departments, the outstanding learning needs expressed by managers, as well as the strategic plan priorities.

From a **corporate** perspective, Human Resources initiated Employee and Labour Relations training modules in 2009, specifically - Introduction to Labour Relations, Grievance Handling and Investigations, Performance Management & Progressive Discipline. In 2011, Human Resources also initiated training for supervisory staff on Disability Management and Managing Employee Attendance. The Labour Relations and Disability Management modules were developed and facilitated by internal HR staff, with the support of enhanced staff resources in these areas.

From a **departmental** perspective, the Organizational Development Specialists have designed and facilitated leadership programs within different departments and divisions, have brought in outside consultants to deliver a leadership development program for a department management team, and have reviewed outside programs and workshops provided by local institutions for applicability to the City of Hamilton. For example, in Public Health Services, a customized leadership skill development program has been developed over the last 3 years, starting first with the department management team and is now progressing to 31 Public Health managers. The program has involved experience based learning, individual assessments and coaching, team development and extensive support of external consultants. In Public Works, the Organizational Development Specialist has personally delivered a 7 day Leadership course (one day per month from September to April) for all management levels in several divisions. All

of the distributed Organizational Development Specialists provide one-on-one leadership and performance management coaching to the Directors and Managers in their client departments, as well as team-based development programs as required.

While there are a number of individual programs that have been developed according to the needs of individual departments, there was a recognition that a coordinated corporate approach based on a core set of leadership competencies and expectations was needed for aspiring leaders who could move within and between divisions and departments. Consequently, Human Resources staff developed a corporate leadership development framework, entitled "Corporate Leadership Pathway" to bring direction, alignment, visibility and corporate wide support to the development of current and future leaders at all levels within the organization. The framework takes into consideration established Management and Supervisory Skill Development Programs and strives to complement existing corporate and department programs. A variety of learning modalities from classroom to e-learning to coaching, to action learning and post-secondary institution partnerships will be incorporated. The "Leadership Pathway" is attached as Appendix B to Report HUR12015.

Leadership development is not a one-time educational event; best practice programs use a long-term and long-range approach to embed learning throughout the organization. In this regard, the "Leadership Pathway" encompasses a four step progressive design approach. Each phase builds on the last and focuses on more in-depth learning as an employee progresses through the learning levels as follows:

Step 1 – **Leading Self (Front Line Roles)** – The first phase will introduce the concept of leadership to all employees as an action, not a position or a role, and will encourage growth of people skills, continual self development and identification of continuous improvement opportunities in service delivery. The focus in this phase will be on continual development of leadership self mastery as well as preparing those who would like to move into future leadership roles. Tactics may include team leader training, rotational assignments, self-study, and mentoring.

Step 2 – Leading Others (Supervisor Roles) – This step will focus on setting a strong leadership foundation for supervisors through on-boarding and on-going supervisory skills development. In this step the people focus is on how to transition from leading self to leading others and covers supervisory basics such as: building teams, communication and facilitation skills, developing relationships and establishing trust, leading and developing people. Role responsibilities and expectations with respect to City policies and procedures would also be covered, e.g. performance management, attendance management, health and safety, employee recognition.

Step 3 – **Leading Leaders (Manager Roles)** – At this step, learning will become more complex as the management and leadership responsibility increases. Some of the focus areas will include financial management, preparing business plans, building

collaborative networks, systems thinking, understanding the role of Council, problem-solving and priority setting.

Step 4 – Leading Vision, Strategy and Direction (Senior Management Roles) – this step will focus on thinking, acting and influencing in ways that effectively promote the organization's success as a whole. The areas examined at this level would include: developing and executing strategy, aligning leadership with strategic direction, developing performance measures and measuring operational performance, leading organizational change, building employee engagement and accountability, building teams for exceptional performance.

The City Manager, several members of SMT and the Manager of Organizational Development had the opportunity to attend a leadership development course with the City of London's SMT at the Ivey School of Business, University of Western Ontario. The City of London has partnered with the Ivey School of Business in the development of their Leadership Program for municipal leaders that is built around practical learning along four themes: Strategic Perspective, Leadership, Operational Excellence, Measuring and Improving Operational Performance. The curriculum for City of London/Ivey School of Business Management Foundations Program is outlined in Appendix C to HUR12017.

Based on this experience, the Manager of Organizational Development held exploratory meetings with local community institutions to discuss potential opportunities to engage these institutions in the implementation of various components of the City of Hamilton's Leadership Pathway. The institutions, which included McMaster University DeGroote School of Business, Mohawk College Enterprise Centre, McMaster University Continuing Education Centre and The Niagara Institute aligned with Conference Board of Canada, were all enthusiastic about potential partnership opportunities on any aspect of leadership development. Partnerships could include sending employees to existing programs, jointly developing a customized program (as Ivey School of Business did with the City of London), on-line or in-class sessions, fully dependent upon the needs and expectations of the City. With Council's endorsement of such a partnership arrangement, staff will pursue as appropriate. Future discussions will occur once clear objectives are identified for the various leadership learning modules.

POLICY IMPLICATIONS

The following policies and frameworks have been developed by Human Resources as foundational components for the "City's Growing Talent for Succession Program" and are attached as appendices to this report. All have been approved by SMT.

- **Succession Management Policy** – this policy was approved in principle by Senior Management Team. It will be communicated once the transparent program to identify and assess the employees who will become part of the talent pool is developed. Human Resources is wanting to utilize resources from the Transition Reserve to bring in a consultant to develop the Succession Management Program, and work along side the Organizational Development team to escalate implementation so that high potentials can be readied for positions coming available in 3 to 5 years.

- **Corporate Leadership Pathway** – this framework was developed to provide direction, commitment and visibility to the continued support and development of present and future leaders and to embed a culture of: leadership as an action, trusting relationships, collaboration, accountability and values alignment. The learning objectives for each step in the pathway will be established as the leadership profiles and competencies are developed and refined for each leadership level.

- **Learning and Development Framework** – outlines the City's approach to learning and development at all levels of the organization. The framework defines categories of learning requirements and opportunities: 1) legislated learning e.g. health and safety, certifications; 2) corporate learning that is tied to the priorities of the strategic plan e.g. attendance management; 3) team learning and 4) individual learning. The framework also articulates the principles that guide the City's approach to learning and development and underpin a continuous learning culture for a high performing workforce. The roles and responsibilities of various levels of management are included to foster a consistent and aligned approach to employee development across the organization.

- **Acting Assignments and Lateral Transfers Policy** – this non-union temporary deployment policy outlines the criteria and the conditions that the City follows when an employee is temporarily assigned to a position with higher responsibilities or to a lateral position at the same compensation level. Acting assignments and lateral transfers provide opportunities for learning and development in support of succession planning in addition to fulfilling a short term urgent operational need.

RELEVANT CONSULTATION

Staff reviewed the best practice programs reported in the literature. They also reviewed the experiences of other municipalities who have corporate leadership and management skills development programs coordinated by Human Resources. Our comparator municipalities are well along the leadership pathway. City of Guelph and York Region have extensive investments into their leadership development including on-line new manager orientation, succession planning for managers and above,

workshops for aspiring leaders with awareness information themes "So, you really want to be a Supervisor?"

Senior Management Team has made a commitment to perform succession planning on an annual basis to ensure that high potential employees are appropriately identified and developed for key positions through a culture of continuous performance management and learning. SMT's priorities for development are first and foremost the development of the talent pool identified as potential successors to leadership positions that are retiring within the next 3 to 5 years. Their second priority is the development of all supervisors across the entire organization.

There is recognition that Human Resources is not able to advance a corporate Succession Management and Leadership Development program without additional dedicated resources. SMT has recommended that Human Resources seek an enhancement FTE in the 2013 budget process to support the design development, implementation and sustainability of an on-going program. Corporate Finance has identified a Working Fund Reserve Account #112400 that could be used to temporarily fund an FTE Leadership Development Specialist until a permanent funding strategy is identified.

ANALYSIS / RATIONALE FOR RECOMMENDATION
(include Performance Measurement/Benchmarking Data, if applicable)

Investments in succession planning and leadership development are an immediate and pressing need at the City of Hamilton as evidenced by the following:
- The number of potential retiring employees from the leadership ranks in the organization is significant
- There will be a shrinking pool of potential leadership talent available in the external market as the baby boomers are retiring from all municipalities. The City will not be able to rely on a 'buy from outside' recruitment strategy when the talent pipeline becomes thin from within.
- The talent that the City of Hamilton has at the manager and director level will be recognized by other organizations that are similarly faced with a "greying management workforce". While the City's talent may not be actively looking for new opportunities, they are increasingly being approached by recruitment firms who are head hunting for other municipalities and public sector organizations. The City will need to consider talent retention strategies for their high potential employees.
- Human Resources does not have the resource capacity to deliver a corporate strategy on succession management and leadership development.

The benefits of having a Succession Management Program include the following:

- Improves the engagement of top performers, builds organizational loyalty and commitment;
- Improves an organization's ability to achieve business objectives by having a pool of qualified candidates who are prepared to step into roles vacated by senior management and other key employees who leave the organization;
- Gives management a better understanding and appreciation of the competencies, capabilities, and career interests of their employees;
- Protects against corporate knowledge loss when employees leave the City;
- Builds the City's reputation as an employer that invests in its people;
- Over the long term results in a more effective and efficient organization. Employee turnover at the leadership level is particularly costly. It can take up to a year or longer for external candidates to learn the full scope of a leadership position. Research suggests that direct replacement costs can reach as high as 60% of an employee's annual salary, with total replacement costs ranging from 90 – 200% of an annual alary (includes HR staff, Managers' recruitment time, temporary coverage costs, head hunters, advertising, higher compensation for external hire, time for orientation and on-boarding, training costs, etc).

The competencies of leadership as an action need to be fostered and developed in all employees. Human Resources has developed a set of core competencies for all employees which are being evaluated and refined within three areas of the organization – Public Works, Community Services and Human Resources, as part of a revised performance management system. The performance management process, which includes the development of learning and career development plans, will identify where the organization has the greatest need for learning and development. The learning and development plans will inform the leadershp development program at all four levels of the Pathway.

Leadership in the municipal sector is demanding and challenging. Leaders must respond to complex issues and public needs in a changing political, legislative, and fiscal environment that is highly visible to the general public. A skilled leader has a passion for service excellence, models public service values, establishes productive internal and external relationships and is able to achieve performance outcomes through their people.

Development of leaders is crucial to establishing a culture of engaged employees.
Good leaders are team builders that establish trust, play on individual strengths and collaborate with internal and external stakeholders to achieve results. They encourage participation and create an environment that instils a sense of purpose and empowerment where individual and team success can occur. At the end of every day, the City of Hamilton's most valuable resource goes home. It is our leaders' job to see that they are enthusiastic about returning the next day.

Succession Planning and Leadership Development are strategic functions of a resilient organization. It will be important for the City to establish performance metrics as the

Succession Management Program is implemented to determine whether the program is delivering results. Potential metrics include:

- Voluntary Turnover of pivotal roles
- Top Talent Retention
- Average time to fill leadership and pivotal roles
- Percentage of high potentials promoted and/or given an expanded role
- Percentage of critical roles with at least one successor
- Better engagement scores from the next Employee Survey

ALTERNATIVES FOR CONSIDERATION:

(include Financial, Staffing, Legal and Policy Implications and pros and cons for each alternative)

Enhance the complement of Organizational Development Team by 1 FTE Leadership Development Specialist. This option is the preferred option of SMT who recognize that Human Resources has requirements for additional FTE's to both maintain core operations and to advance the objectives of the strategic plan. The disadvantage of this alternative is the delay in advancing a strategic priority that has some urgency as it would not be deliberated until the 2013 budget process. The staff proposed plan for temporary funding through the Working Funding Reserve Account could be utilized for this alternative until a permanent funding strategy is approved.

Transfer 1 FTE distributed OD Specialist from an operating department into the corporate Leadership Development Specialist role and redistribute the organizational development work of the remaining 2 distributed OD Specialists among 3 departments – Public Health, Community Services and Public Works. Human Resources did ask the SMT members whose departments currently fund and receive direct Organizational Development support (Public Health Services, Community Services and Public Works), if they could release their OD Specialist to develop a Corporate Leadership Development Program. None of the General Managers could do so as their OD Specialists were fully committed to departmental work plans that included – supporting organizational change, delivering departmental leadership and management development programs, coaching leaders, employee recognition programs and performance management initiatives.   It was also recognized that sustaining a corporate leadership program would require an ongoing commitment.

Continue with the Status Quo - Human Resources would endeavour to continue as is, trying to advance strategic workforce planning initiatives while addressing the day-to-day operational demands. Each operating department will focus on their leadership needs as best they can with the resources available.   This is not a viable option as it will perpetuate the current inconsistent approach to leadership development, and hinder the ability to succession manage across the organization.   The risk is very real that we

fall even farther behind and lose vital talent to other employers as personal career planning needs remain unattended to.

CORPORATE STRATEGIC PLAN (Linkage to Desired End Results)

This Succession Management and Leadership Development initiative is clearly specified as a strategic action in the 2012-2015 Strategic Plan under the Leadership and Governance priority.

APPENDICES / SCHEDULES

Appendix A to HUR12017 - Succession Planning Policy
Appendix B to HUR12017 – Leadership Pathway
Appendix C to HUR12017 - City of London/Richard Ivey School of Business Management Foundations Program
Appendix D to HUR12017 - Learning and Development Framework
Appendix E to HUR12017 – Acting Assignments and Lateral Transfer Policy

Corporate Human Resources Policy		
Recruitment & Retention		
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Succession Planning Policy

POLICY STATEMENT	The City of Hamilton ("the City") Senior Management Team will on an annual basis perform succession planning to ensure that high potential employees are appropriately identified and developed for key positions.
PURPOSE	The purpose of this Policy is to ensure that the desired results and overarching framework for the City's succession planning program are clearly defined. The end goal of succession planning is to: • identify high-potential employees capable of rapid advancement to key positions of higher responsibility than those they presently occupy • ensure the systematic and long-term development of high potentials to replace incumbents in key positions as the need arises due to retirement, attrition, and other unexpected losses • provide a continuous flow of talented high potential employees ready to move into key positions are available to enable achievement of the City's strategic business objectives.
SCOPE	This policy applies to all full time permanent employees. Succession planning will be performed for key positions only, while talent development applies to all job levels.
DEFINITIONS	
Succession Planning	A systematic process for defining key positions and identifying high potential employees who may be suitable successors for key positions. Succession Planning involves creating and executing a career development plan for high potentials so they are ready to move into key positions when there is an opening. Succession planning is necessary to ensure business continuity, operational readiness, and to promote individual career development. It is a critical part of retaining intellectual capital for the future and developing leadership capacity.
Key Position	Positions that have significant impact on the strategic and operational decisions that affect the City's success. Key positions are involved in mission critical projects which have significant impact or expose the City to significant risk. Key positions include senior positions such as the City Manager, General Managers, City Clerk, Fire Chief, City Solicitor, Executive Director of Human Resources, and also include some key Director positions. Key positions also include identified specialized positions that require hard-to-find/fill skill-sets (e.g. Associate Medical Officer of Health)
Talent Development	Formal and informal learning and development opportunities available to all employees to develop in their existing role, and grow into their next position. Continuous learning and development is important to stay current with changing trends, technical knowledge, technology and constant changes in the day-to-day operations.
High Potential	Identified potential successors for key positions at the City. High potentials are identified based on having the necessary competency levels, performance ratings, learning ability, leadership potential, and have demonstrated corporate values. These employees are identified by senior management as capable of advancing two levels or more from their existing position and are employees who have not yet reached a career plateau. Confidence exists that these individuals

Corporate Human Resources Policy		
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	can move into a more senior leadership role, supported by performance assessments, development plans and organizational commitment.
Workforce Planning	Workforce Planning ensures that the City has a workforce capable of delivering on its strategic business objectives today as well as in the future. It is particularly critical for key positions, but applies to positions at all levels in the organization.
Learning & Development Plan	Completed by an employee together with his or her manager or supervisor. It outlines what competencies require improvement or further development, what action needs to be taken, and the target completion date. A learning and development plan may also include what future roles the employee would like to move towards at the City. The overall employee's career goals will guide parts of the learning and development plan. See the Learning & Development Framework for more information.
PRINCIPLES	Effective Succession Planning: • recognizes the critical importance of Senior Management Team support and leading of succession planning to prepare the City for the future. Leadership rewards managers for promoting rather than keeping their best employees for themselves. • requires cross-divisional and cross-departmental sharing of employees and information. • recognizes that career paths do not always move up a specialized ladder, but across the organization • ensures that employee development and monetary investments are aligned with strategic objectives. • commits to integration of succession planning with overall workforce planning, performance management, learning & development and the business planning process.

Corporate Human Resources Policy		
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PROCESS	The Succession Planning process:
The how to is detailed in the Manager's Guidebook on Succession Planning	• identifies key people and key positions • identifies competencies for the key positions • identifies and assesses competencies of potential candidates • integrates with performance management and the leadership development framework • develops performance goals and provides development opportunities i.e. creates a learning and development plan/strategy • provides coaching and frequently assesses and provides feedback against objectives • evaluates effectiveness and reaffirms readiness of identified people The key to success is to have a management team which is actively engaged in the succession planning process.
Budget Considerations	Any related costs for training, development, certifications will be identified and planned for during the budget process. This may also include identification of funding for special projects allowing for growth opportunities as aligned with the strategic business objectives. Not all development activities will require additional budget.

RESPONSIBILITIES	
Employee	o Express interest in pursuing opportunities to Manager o Actively participate in creating and progressing career development plan o Work with Manager to identify development opportunities o Be open to and act on performance feedback provided o Work to achieve performance management goals o Model behaviours which demonstrate organizational commitment
Manager	o Regularly coach, provide growth opportunities, and career development of direct reports o Conduct fair and objective performance reviews of direct reports as per the Performance Management Policy o Actively participate and provide input into the talent review meetings on such details as competency levels, leadership capacity, on employees who have career aspirations to move into key positions o Have open and courageous conversations with employees o Participate in discussions with individuals on career aspirations and possible career paths.
Senior Management Team	o Conduct formalized annual talent review meetings to identify high potential employees as potential successors for key positions o Identify and maximize growth opportunities aligned with the business objectives o Provide timely and honest feedback to high potentials on their performance and development progress o Create a culture which supports the investment and development of employees

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Human Resources	o Manage and coordinate the Succession Planning Program o Facilitate the Senior Management Team's talent review meetings o Maintain records of identified high potentials development plans, performance assessment and progression toward higher competency o Facilitate movement of high potentials to development opportunities which provide growth opportunities o Assist in the attraction and retention of candidates for possible promotions and/or assignments o Consult in the creation of a career development plan including defining the appropriate development and training to reach a certain competency level o Prioritize the departments/divisions in need of succession planning most urgently, and begin with those areas.
Department Management Team	o Answer employees" questions about the succession planning process so employees understand that it is a fair process, implemented in an objective way, where multiple stakeholders have input into the decision process and identification of high potential employees o Consult with Human Resources for any clarification on this Policy, the succession planning process, or any related materials o Ensure employees understand that if they are identified as high potentials, this does not guarantee that they will be selected for a key position once there is an opening.
RELATED DOCUMENTS	• *Recruitment & Selection Policy* • *Learning & Development Framework* • *Tuition & Professional Fees Reimbursement Policy* • *Performance Management Policy* • *Salary Administration Policy* • *Acting Transfers & Secondment Policy* • *Manager's Guidebook on Succession Planning*
HISTORY	This policy was developed by Human Resources 2011-10 -14 This policy was reviewed and approved by Senior Management Team 2012-01-12

City of Hamilton Corporate Leadership Pathway

Vision
A culture of integrated leadership aligned to corporate values, employee and business needs; the continual strengthening of leadership capacity in delivering sustainable services for the City of Hamilton.

Purpose
To provide direction, commitment, and visibility to the continued support and development of present and future leaders and to embed a culture of *leadership as an action,* *trusting relationships,* *collaboration*, and *values alignment.*

Focus
A skilled, innovative and respectful organization, retention, succession planning, growth and engagement.

Leading Self Introduction to Leadership – Leadership as An Action		Leading Others Leadership 1 - Supervisors		Leading Leaders Leadership 2 - Managers		Leading Vision, Strategy, Direction Leadership 3 – Senior Leaders	
PERSONAL DEVELOPMENT Foundation programs that prepare individuals to understand influences of self and contribute to team and organization	PURSUING LEADERSHIP AS A ROLE	TRANSITIONS FROM LEADING SELF TO LEADING OTHERS	UNDERSTANDING NEW roles AND RESPONSIBILITIES	ENABLING CONTINUAL GROWTH IN MANAGING BUSINESS, BUILDING RELATIONSHIPS, BUILDING COLLABORATIVE NETWORKS, DEVELOPING others		THINK, ACT, AND INFLUENCE IN WAYS THAT EFFECTIVELY PROMOTE THE ORGANIZATION'S CONTINUING SUCCESS AS A WHOLE	
		People Leadership	Business	People Leadership	Business/Results	People Leadership	Strategy/Results/Integrated Thinking Styles
Self Mastery • Continual development of self • Developing people skills	Becoming a Supervisor • For employees interested in becoming a supervisor • Beginning of succession planning	Module 1 for New Supervisors • Supervisor Basics focus on leading people, building teams Module 2 – for Existing Supervisors	Business Fundamentals • New to role • New to City of Hamilton • **MSDP for Supervisors**	For New Managers • Intro. to new role • Building Teams • Building Relationship • Developing People **Existing Managers**	For New Managers • MSDP for Managers • Operational focus **Existing Managers**	• Getting the best from people • Leadership as an influence • Effectively managing strategic relationships	• Mindsets and actions that are required to successfully lead and manage a diverse workforce • From tactical to strategic leader • Keys to formulating effective strategies

City of London/Richard Ivey School of Business
Management Foundations Program

Module #1   Ethics and Social Responsibility

Module #2   Leading Change

Module #3   Contingency Management

Module #4   Linking Accounting, Budgeting and Strategy

Module #5   Strategy

Module #6   Moving Toward a More Supportive Workplace

Module #7   Working Toward Organizational Alignment

Module #8   Our Journey in Leadership

Module #9   Approaching Challenging Conversations and Situations

Module #10 Standing Together

Module #11 Diversity in the Workplace

Learning and Development Framework

1.0 Purpose

Learning and development is closely tied to the City of Hamilton's focus area of creating a skilled, innovative and respectful organization. This document is intended to outline a learning and development city-wide framework for employees at all job levels and divisions. To be successful at an individual, team or corporate level, employees need the right knowledge, skills, attitudes and competencies that support the City's strategic priorities and goals. Training alone is not development, but rather one component of a complete development plan. This framework emphasizes that learning, development and knowledge sharing is a responsibility of all employees.

The City recognizes the benefits of investing in employee development in order to:
- Build a competent, diverse, and professional workforce;
- Increase employee engagement and job satisfaction;
- Maintain public confidence in the quality of the City's service delivery;
- Position the City as an attractive employer in the job market;
- Create a skilled and versatile workforce that can adapt to changing needs;
- Reduce risk and exposure to liability due to non-compliance of legislated training;
- Foster employee career growth, high performance, and innovation;
- Act as an important input to workforce planning including succession planning.

For details on what learning and development activities qualify for reimbursement, refer to the Tuition Fees Reimbursement and Professional Affiliation Fees Reimbursement policies on eNet.

2.0 Definitions

Learning & Development: happens everywhere and encompasses a wide range of activities designed to improve the capabilities of people. While the definitions of what encompasses learning and development vary from one expert to another, they share four dimensions key to building a learning organization: legislated, corporate, team, and individual. These include not only the technical skills and knowledge, but also an employee's attributes, attitudes and behaviours. Learning and development activities can be designed to deliver specific skills in a short period of time to meet an immediate need, or designed to achieve broader requirements over a longer period.

Learning and development includes on-the-job training such as manager coaching, special projects, acting transfers, mentoring, job-shadowing, and external secondments. It also may include more formal learning opportunities such as conferences, e-learning, webinars, and formal classroom training.

There are four main categories of learning & development opportunities as follows:

1. **Legislated**: refers to required legislated required training for employees. Examples include health and safety, accessibility standards, legislated certifications and licenses, violence in the workplace, and emergency management.

2. **Corporate:** refers to development activities linked to the corporate strategic plan and applicable to employees across the entire City. Examples include corporate new employee orientation, equity & inclusion training, continuous improvement, and change management.

3. **Team:** refers to development of team capabilities and competencies. Examples include team building, leadership development, knowledge sharing, manager coaching, mentoring, job shadowing, trust building, and other team related competencies.

4. **Individual:** refers to enhancing individual capabilities and competencies to improve on-the-job performance and for career development. Examples include lunch & learn sessions, acting transfers, external secondments, e-learning, webinars, volunteering, job-specific training, taking on new responsibilities, conferences, workshops, special projects, on-boarding, and professional & technical training.

Learning & Development Plan: Completed by an employee together with his or her manager or supervisor. It outlines what competencies require improvement or further development, what action needs to be taken, and the target completion date. A learning and development plan may also include what future roles the employee would like to move towards at the City. The overall employee's career goals will guide parts of the learning and development plan.

3.0 Learning & Development: Key Principles

Principle One: Make Learning & Development a Strategic Priority for the City

The City is committed to provide learning and development opportunities to help employees work flexibly to meet the constant changes of day-to-day operations. In order to create a skilled, innovative, and respectful organization, it is critical that learning and development continue to be a strategic priority for the City. This means continuing to invest time and budget to support employee learning and development. Over time, the City will instill a learning culture where employees are motivated and rewarded for developing new skills and provided opportunities to do so. This involves providing stretch and development assignments to give employees a chance to develop and apply new competencies. A learning culture is shown to be a critical part of developing a high performing workforce.

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Principle Two: Align Learning with the Business Needs

Learning activities need to support the City of Hamilton's strategic objectives. This can be done by creating a departmental organizational learning and development plan in alignment with the

Senior Management Team's Annual Workplan. Adult learning theory and practice indicate that learning is most effective when the activity is directly related to needs and is immediately relevant. Timely access for immediate needs is critical for effective business outcomes as are longer-term development strategies.

Principle Three: Provide Appropriate Learning Options

There are a variety of learning options that may be considered as part of an employee's learning and development plan. On the job learning may include project based opportunities, acting transfers, lateral career moves, vertical or promotion career moves, external secondments, taking on additional responsibilities; or more traditional training opportunities such as courses, certificates, webinars, conferences, degrees, seminars, and literature review.

An effective learning and development plan follows the **70/20/10 Learning Model**, according to Princeton University Learning Process. This is a business resource management model that creates innovation, by having its employees utilize their time as follows:

o **70% of Learning Time Dedicated to Experience.** This occurs from on-the-job learning, real-life experiences, tasks, and problem solving. The real learning from a skill occurs on the job when the skill or feedback is applied and transferred to a real situation.

o **20% of Learning Time Dedicated to Learning From Others**. This refers to coaching and mentoring, observing and working with role models, and peer-based learning.

o **10% of Learning Time Dedicated to Individual Development.** This refers to formal training courses, seminars, and conferences as well as other activities outlined under individual development**.** This often involves self-directed learning and development such as reading industry and association published journals and newsletters.

Principle Four: Provide Learning & Development Opportunities to All Employees

Employees at all job levels, job functions, and divisions need to have access to learning and development opportunities to develop in their existing role, and grow into their next position. While it is acknowledged that not all employees may have a desire to move into a manager or supervisor role, continuous learning and development is important to stay current with changing trends and technology in an employee's existing role. Learning and development opportunities need to be offered to all staff in a fair and equitable manner.

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Principle Five: Share Knowledge With Other Staff

As part of instilling a learning and development culture, an organization needs to make knowledge sharing a common practice. This means that when an employee attends a seminar, training or conference they need to share the content with their peer group. For example, the employee may choose to provide copies of the course materials to others who did not attend; or during a team meeting the employee may present the key lessons learned.

Knowledge sharing goes beyond that gained in a formal institutionalized program of study. An organization must also ensure that knowledge and experience is shared between staff on an ongoing basis through management making time for the mentoring and coaching of high potential staff. This is particularly important to successful succession planning to retain corporate knowledge and develop future leaders.

Principle Six: Create Customized Employee Learning & Development Plans

Individual Learning & Development Plans need to be designed to reflect the employee's individual needs and the operational needs of the section. Learning and development plans need to be customized based on the attributes, career aspirations, and performance assessment of the individual employee. The plan needs to further develop the employee's strengths as well as improve upon their weaknesses. When an employee goes through the performance review process, a learning & development plan needs to be created as part of that process. The learning & development plan will serve as a roadmap for the employee and their manager regarding what competencies the employee needs to focus on during the upcoming performance year; and how to move towards meeting the employee's individual career development goals.

Principle Seven: Evaluate Learning & Development

Evaluation of learning and development serves two important purposes. It indicates whether money has been spent wisely, and tracks organizational adoption of this framework. It is important that evaluation is programmed in from the start. Proper consideration should be given to what to evaluate, when and how. For example, health and safety training such as WHMIS training must be tracked to ensure compliance with this required training. When assessing training options, it is recommended that multiple training options be looked at and the return on investment be considered to ensure value for money spent. For certain types of training like soft skills training it may not be possible to calculate the ROI of training.

4.0 Learning & Development Key Success Metrics

It is important that the City evaluate its progress towards implementing this framework and building a learning & development culture. The below are learning & development success metrics that the City currently has access to for tracking its progress towards adopting this framework. The success of rolling out learning and development is dependent on the adoption rate of performance management across the City.

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In addition, the Conference Board of Canada training and development report will be used to benchmark the City's progress on implementing this framework.

- **% of Employees With Learning & Development Plans**: indicates the percentage of employees who have created a learning and development plan = a/b
  - a = the number of employees who have created a learning and development plan
  - b = the total number of City permanent employees

- **Number of Departments with Learning & Development Plans**: this indicates the number of departments that create annual learning and development plans

5.0 Roles & Responsibilities

Senior Management Team
- o Identify key learning priorities that will assist the organization in meeting its business objectives based on the existing City strategic plan;

- o Identify which corporate training is mandatory and optional

- o Identify and make budget and resources available to meet the learning and development needs of the workforce;

- o Communicate the importance of key Corporate learning priorities each year such as leadership development training;

- o Create targeted learning and development opportunities that are aligned with business needs to prepare employees for future roles and opportunities;

- o Hold managers and supervisors accountable for creating quality learning and development plans with their employees as part of the performance management process.

Department Management Team
- o Create a departmental learning and development plan each calendar year to align with corporate and development key learning priorities. This plan needs to outline legislated, corporate, team, and individual learning activities at a department level.

- o Implement the departmental learning and development plan; and communicate to staff the importance of these activities and why.

o   Perform maintenance of training materials developed as part of selected departmental training offered

o   Provide information, instruction and training to protect the health and safety of departmental employees. The health & safety curriculum must be managed with input from Health, Safety and Wellness (Human Resources) and input from the Joint Health and Safety Committees.

o   Has the discretion whether to offer Departmental New Employee Orientation (NEO). The best practice is to offer this once per quarter.

o   Include adequate learning and development activities in annual plans and budgets.

Divisional Management Team

o   Create a divisional learning and development plan each calendar year to align with Department Management Team's key learning priorities. This plan needs to outline legislated, corporate, team, and individual learning activities.

o   Implement the divisional learning and development plan; and communicate to staff the importance of these activities and why.

o   Support employees in obtaining training when assuming a new management or supervisory position. Some form of mentoring is also encouraged during the early months of an employee's new role as a supervisor or manager to provide support and ensure a successful transition.

o   Identify team specific competencies and existing gaps in current staff skill-set based on compiled employee performance reviews. For jobs with the same competencies, these need to be included in a divisional learning and development plan.

o   Include adequate learning and development activities in annual plans and budgets.

Supervisor, Manager or Delegate

o   Provide day-to-day coaching and feedback to employees to help facilitate high on-the-job performance and to provide learning and development for direct reports.

o   Initiate discussions with direct report employees to create and implement an employee level learning & development plans as part of performance review process.

o   Partner with direct report employees to identify existing skills, knowledge gaps and strengths; and support the employee in finding the most cost effective way to close those gaps and maximize their strengths.

o Support direct report employees in his or her career development planning. This is intended to prepare the employee for more highly skilled positions, promotion opportunities, or lateral moves.

Employee

o Participate in a Learning & Development Plan discussion with manager or supervisor on an annual basis as part of the performance review process. This is a two-way discussion of career interests, aspirations, and learning goals; and creating a learning & development plan. This plan needs to benefit both the employee and the department.

o Gain agreement with supervisor and manager on their learning and development plan. It is important that the employee commit to the actions identified in the plan, and that the employee follow through to accomplish the objectives and actions outlined in the plan.

o Participate actively to maximize benefits of all learning opportunities and satisfactorily complete all requirements to successfully complete the learning event;

o Apply the new skills and knowledge gained to their day-to-day job responsibilities; and communicate to immediate manager or supervisor where further support is needed.

o Share the skills and abilities with others within the organization to enhance the performance of the organization as a whole.

General Manager or Designate
o Responsible to ensure consistency of framework adopted across all Divisions;

o Approves tuition reimbursement and professional fees requests from employees in accordance with policies.

Human Resources

o Execute corporate objectives and provide career development guidance and leadership to all employees.

o Communicate to all staff a summary of the learning and development framework and the associated Tuition Reimbursement Policy and Professional Affiliation Fees Policy;

o Provide coaching to supervisors and employees on creating and implementing a learning and development plan; this includes providing learning pathways for various roles that are competency based.

- o Provide coaching, as requested, on creating departmental and divisional learning and development plans;

- o Evaluate the City's progress towards implementing this framework through the learning & development success metrics listed in this document;

- o Review this framework on a regular basis, and make updates as required.

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Acting Assignments and Lateral Transfers (Non-Union Temporary Deployment)

POLICY STATEMENT	The City of Hamilton ("the City") encourages and supports temporary deployment opportunities for employee development and to support succession planning within the City. Acting Assignments and lateral transfers provide an opportunity for learning and development, and help fulfill the City's short term operational requirements.
PURPOSE	This Policy outlines the criteria and conditions that the City follows concerning temporary Acting Assignments and Lateral Transfers. The intent is to ensure consistent practices are followed across departments when creating and filling these opportunities.
SCOPE	This Policy applies to all non-union permanent employees, who have completed their probationary period. For unionized employees, the governing collective agreement will prevail. Temporary, contract and probationary employees, students and interns are not eligible for Acting Assignments. This Policy deals with the process of filling a temporary vacancy. The performance of additional duties or responsibilities while the employee continues his/her regular job duties is not an acting assignment or lateral transfer. Refer to the *Acting Pay* section of the *Salary Administration Policy* for compensation while in an acting assignment.
DEFINITIONS Acting Assignment	Acting Assignments are internal opportunities within the City where an employee is temporarily assigned to a position with higher responsibilities. This generally occurs where there is an operational need for the position to be filled with urgency. The employee may acquire an Acting Assignment as the result of an Expression of Interest, a Corporate Posting, or a direct appointment, depending on the circumstances.
Lateral Transfer	Lateral Transfers are internal opportunities within the City where an employee is transferred to another position at the same compensation level. A Lateral Transfer could occur within a department or across departments where there is an operational need for the position to be filled with urgency. The employee may acquire a Lateral Transfer as the result of an Expression of Interest, a Corporate Posting, or a direct appointment, depending on the circumstances.

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Expression of Interest	An Expression of Interest is initiated by the department by notifying employees that there is a temporary deployment opportunity and requesting that interested individuals submit a letter expressing interest in the Acting Assignment/Lateral Transfer and outlining rationale for consideration. Expressions of Interest would typically be used to fulfill temporary deployments that were 6 months to 1 year in duration.
Learning & Development Plan	A written plan completed by an employee with their supervisor/manager. It outlines areas where learning and development experiences are needed. The goal is to increase effectiveness in the employee's current position and consider the employee's career development path.
Succession Planning	A systematic process for defining key positions and identifying high potential employees who may be suitable successors for key positions. Succession Planning involves creating and executing a career development plan for high potentials so they are ready to move into key positions when there is an opening. Succession planning is for business continuity, operational readiness, and to promote individual employee career development. It is a critical part of retaining intellectual capital for the future and developing leadership capacity.
TERMS & CONDITIONS	1. An employee may be directly placed without a competition/posting if the temporary deployment is less than six (6) months in duration. In these instances, the following considerations are recommended: - Fairness, equity, equal access to opportunities; - Performance management objectives and actual performance; - Available skill base and interest level in the acting position; - The division/department succession management plan; - Operational needs and requirements. 2. Temporary deployments that will last between six (6) months and one (1) year can be posted through an Expression of Interest within the division/section or through a Corporate Posting. 3. Temporary deployments that are known or likely to exceed one (1) year in duration must be posted through a Corporate Posting. 4. If a temporary position turns into a permanent position, the position must be posted corporately and the incumbent in the temporary deployment will need to compete for this permanent opportunity. If the incumbent achieved the temporary position through a Corporate Posting, the requirement for competition on the permanent position can be waived in consultation with the Executive Director of Human Resources. 5. During the temporary deployment, the employee's base position may be temporarily filled by another employee, or the base position may be left vacant. The City will not eliminate any base position solely because it is vacant during the Acting Assignment or Lateral Transfer, but some circumstances unrelated to the temporary deployment may

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	result in a base position being eliminated. Note: If neither the base position nor a comparable position is available the provisions of the *Termination of Employment Policy (Non-Union)* will apply.
Exceptions	There may be valid operational reasons where a temporary deployment of over six (6) month duration may be exempted from the normal job competition process. These may include, but are not limited to, deployment of staff to project teams where a hard-to-find knowledge or skill set is required. A Learning and Development Plan is not a prerequisite when there are extenuating operational circumstances.
	In all instances, the City reserves the right to waive the minimum posting period or requirement to post a Vacancy based on the approval of the Executive Director of Human Resources.
RESPONSIBILITIES **Employee**	o In order to be considered for any Acting Assignment or Lateral Transfer, complete a Learning & Development Plan for review and approval by manager/supervisor
Manager/Supervisor	If the manager wants to suggest an employee for any temporary deployment opportunity, he or she must: o Complete a Learning & Development Plan with the employee outlining the competencies that require development (see the *Learning & Development Framework*) If the manager learns that one of their staff is interested in a temporary Acting Assignment or a Lateral Transfer: o Approval of the request must not be unreasonably withheld o Forward request to the General Manager or Designate for approval.
General Manager or Designate	o Approve all requests and decisions reqarding Acting Assignments and Lateral Transfers o Prepare documentation for any exceptions to this policy to be filed with Human Resources
Human Resources (Employment Services)	Once the approvals are received for Acting Assignment or Lateral Transfer, o Consult with department to create a "Temporary Deployment Agreement" prior to the employee being redeployed. o Distribute agreement to employee and their manager/supervisor for signature.
COMPLIANCE	Failure to comply with this Policy and any associated Procedures will result in the appropriate disciplinary measure as assessed on a case-by-case basis, up to and including dismissal from employment.
RELATED DOCUMENTS	1. *Salary Administration Policy* 2. *Termination of Employment Policy (Non-union)*

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	3. Learning & Development Framework
HISTORY	This Policy was developed by Human Resources and reviewed by the Corporate Policy Review Group 2011-11-17. This Policy was approved by Senior Management Team 2012-04-19