Integrated Planning Guidebook

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Note: The Integrated Planning Guidebook is an evergreen document. Please visit the Public Service Human Resources Management Agency of Canada Web site periodically for updates.

April 2007

Canada

Introduction[1]

Why integrated planning?

It aligns an organization's workforce with the government's priorities, and the organization's mission, strategic plan and budgetary resources;

- It is central to the successful implementation of modern HR management as referenced in the *Public Service Employment Act*;
- It supports HR strategies (e.g. training, career developm-ent, organization design and classification) that are tailored to meet the current and future needs of the organization;
- It supports the achievement of business excellence by promoting initiatives to attract and retain an engaged, sustainable, competent and diverse workforce;
- It leads to a supportive workplace and continuous learning culture through planning efforts associated with both employee and organizational learning;
- It informs the development of business cases to justify resources identified through current and future HR needs analysis;
- It assists managers in realigning their workforce (e.g. reduction, expansion, change in business lines);
- It ultimately helps managers meet their responsibilities and accountabilities;
- It helps develop and ensure sustained, strong leadership across the Public Service; and
- It facilitates performance improvement and reporting through the development of performance measures, which is an important aspect of any planning-related endeavour.

Integrated planning is the foundation for assessing and understanding the current and future needs of departments, agencies and the Public Service as a whole.

Integrated planning is central to the successful implementation of the *Public Service Modernization Act* and to the promotion of healthy organizations that retain competent, committed and engaged employees across the Public Service.

Integrated planning is an important building block in continuously improving and building the human capacity of the Public Service to deliver services to Canadians (Results for Canadians). Integrated, rigorous planning can mitigate risks associated with aging workforces, tight labour markets, technological change, and so on.

Integrated planning can help identify optimal strategies and activities for such important HR management components as recruitment, retention, learning, development, employee engagement, promotion, succession, employment equity and official languages.

Some departments and agencies are recognized as having taken innovative approaches to planning. Overall, however, there is widespread recognition at all levels of government that over the last ten years, the HR planning capacity across the Public Service of Canada has diminished. The time is right to rigorously rebuild capacity in HR planning. The need for sound integrated planning with business planning, has never been more important.

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[1] In this document, Integrated Planning refers to the integration of human resources and business activities. Although a fully integrated planning cycle and process would involve security, information management and information technology, accommodation and others, it is recognized that the starting point remains with the integration of human resources and business activities.

Defining HR Planning

HR planning is defined as follows:

Human resources planning is a process that identifies current and future human resources needs for an organization to achieve its goals. Human resources planning should serve as a link between human resources management and the overall strategic plan of an organization

Integrated Planning Principles

Some key principles of integrated planning are as follows:

Planning takes place at all levels: Reflecting business needs and strong people management practices, rigorous, integrated HR and business planning takes place in all organizations and at all levels across the Public Service.

Planning is information driven: Planning processes and decisions are based on factual and timely information on current and future needs (demographic data, environmental scans, employee feedback, labour market information, etc.).

Planning identifies risks and challenges: Planning processes identify challenges and key risks in delivering on priorities, and outlines options to mitigate critical issues.

Planning is transparent, values-based and well communicated: Plans are communicated to employees and stakeholders.

Regular reporting on integrated planning takes place: Planning efforts and results are reported on annually by all organizations.

Planning efforts are monitored, measured and evaluated: Processes are established in all organizations to monitor performance and progress in achieving HR objectives outlined in the integrated plan.

Integrated Planning Environment

The Integrated Planning Environment Chart (refer to pg. 7) has been created to illustrate the links between the drivers, processes and tools that contribute to the development and implementation of integrated planning within the Public Service.

Section 1: Legislative Base and Other Drivers of Integrated Planning

Legislative Base

The coming into force of the *Accountability Act* established a broad legislative context for Deputy Head accountabilities with regard to the performance of any assigned duties in relation to the administration of departments/agencies. Departmental administration includes the management of the organization's human resources and part of that function involves integrated planning.

The legislative base for HR planning is the *Financial Administration Act* and the *Public Service Employment Act* contained in the *Public Service Modernization Act* . Other related Acts include the *Employment Equity Act* and *Official Languages Act*.

The *Public Service Modernization Act* (through the *Financial Administration Act* and the *Public Service Employment Act*), clearly establishes the Employer's responsibility to identify the current and future needs of the Public Service; to determine the human resource requirements of the Public Service; and to provide for the allocation and effective utilization of human resources within the Public Service – all of which are key to the integrated planning process.

> For additional information on the Public Service Modernizations Act, visit the Agency Web site:
> Publiservice: http://publiservice.hrma-agrh.gc.ca
> Internet: http://www.hrma-agrh.gc.ca

Other Drivers

Guidance for Deputy Ministers, an important document issued by the Clerk of the Privy Council, is intended to clarify how Deputy Ministers fulfill their role in the Government of Canada. The document sets out the key elements of responsible government as a backdrop for understanding the individual and collective responsibility and accountability of Ministers. It further sets out the responsibilities of Deputy Ministers and their accountabilities, including the management of human and financial resources.

Guidance for Deputy Ministers signals that, "Effective departmental management requires careful integration of human resources management planning with the planning of departmental activities."

> For additional information on Guidance for Deputy Ministers, visit the Agency Web site:
> Publiservice: http://publiservice.hrma-agrh.gc.ca
> Internet: http://www.hrma-agrh.gc.ca

The *Clerk's Corporate Priorities* reinforced the concept of integrated human resources and business planning, with one of the priorities relating to the implementation of the Public Service Modernization Act, including the strengthening of human resources planning.

> For additional information on the Clerk's Priorities, visit the Agency Web site:
> Publiservice: http://publiservice.hrma-agrh.gc.ca
> Internet: http://www.hrma-agrh.gc.ca

The *Auditor General's Findings related to Human Resources Planning* (1999 to Today) are also a driver that strongly identifies planning as a central function to the healthy management of an organization. It speaks to the lack of human resources planning in the entirety of the Public Service and more specifically, of the lack of efficiencies and effectiveness incurred by the lack of integrated planning.

The *Management Accountability Framework* (refer to pg. 9) flows from *Results for Canadians* and the Comptrollership Modernization initiative. It establishes the framework of accountability for Deputy Heads - also establishing a close link to the responsibilities and accountabilities of Deputy Ministers as defined in *Guidance for Deputy Ministers* - to ensure that the conditions for good management are set in place in order to achieve Results for Canadians. It includes performance measures and indicators for ten identified outcomes. One of the outcomes is the *People Component* (refer to pg. 10) which relates to the management of people, and aims at measuring an organization's human resources capacity including having a workforce that is renewable and affordable over time - again emphasizing the need for good integrated planning and effective management of resources.

> For additional information on the Management Accountability Framework, visit the Treasury Board Secretariat Web site:
> http://www.tbs-sct.gc.ca/maf-crg/documents/booklet-livret/booklet-livret_e.asp

The *Staffing Management Accountability Framework* comprises part of this accountability suite. It establishes the Deputy Minister's accountabilities to the Public Service Commission with regard to staffing systems and delegated staffing authorities.

> For additional information on the Staffing Management Accountability Framework, visit the Public Service Commission Web site:
> http://www.psc-cfp.gc.ca/psea-lefp/framework/accountability/smaf_e.htm

Together, the legislation and drivers described above set the direction for Deputy Heads and senior managers to inculcate good management practices through integrated planning in order to meet their corporate objectives.

Section 2: Integrated Planning Principles and Process

Six Principles of Integrated Planning

At the heart of integrated planning are the six guiding principles (refer to pg. 2). These principles form the basis on which planning activities and processes are to be developed and implemented.

Integrated Planning Calendar

Based on the Six Principles of Integrated Planning, the Public Service Human Resources Management Agency of Canada has developed an *Integrated Planning Calendar* (refer to pg. 11). The Calendar illustrates a four-phase approach to aligning human resources and business lines to achieve integrated planning. It also provides approximate timeframes for each of the four phases.

Five-step Approach to Determining and Building for Current and Future Needs

A five-step approach to determining and building for current and future needs was also developed to guide organizations in their efforts to implement integrated planning. The Integrated Human Resources and Business Planning Checklist is a "how to" model, and provides some important questions for managers to consider as they develop their plans. More specifically, the five steps include:

Step 1 determining your business goals;

Step 2 analyzing your environment to see if you have the right mix and complement to meet your current and future needs;

Step 3 assessing the gaps in your workforce - what are you missing from a human resources perspective in order for you to achieve your goals;

Step 4 taking action and initiating strategies to close the gap and help obtain the required resources; and

Step 5 reviewing, monitoring and measuring whether efforts were successful.

Together, the six principles, the planning calendar, and the five-step approach outlined above form the basis from which planning activities, tool and instruments should be derived.

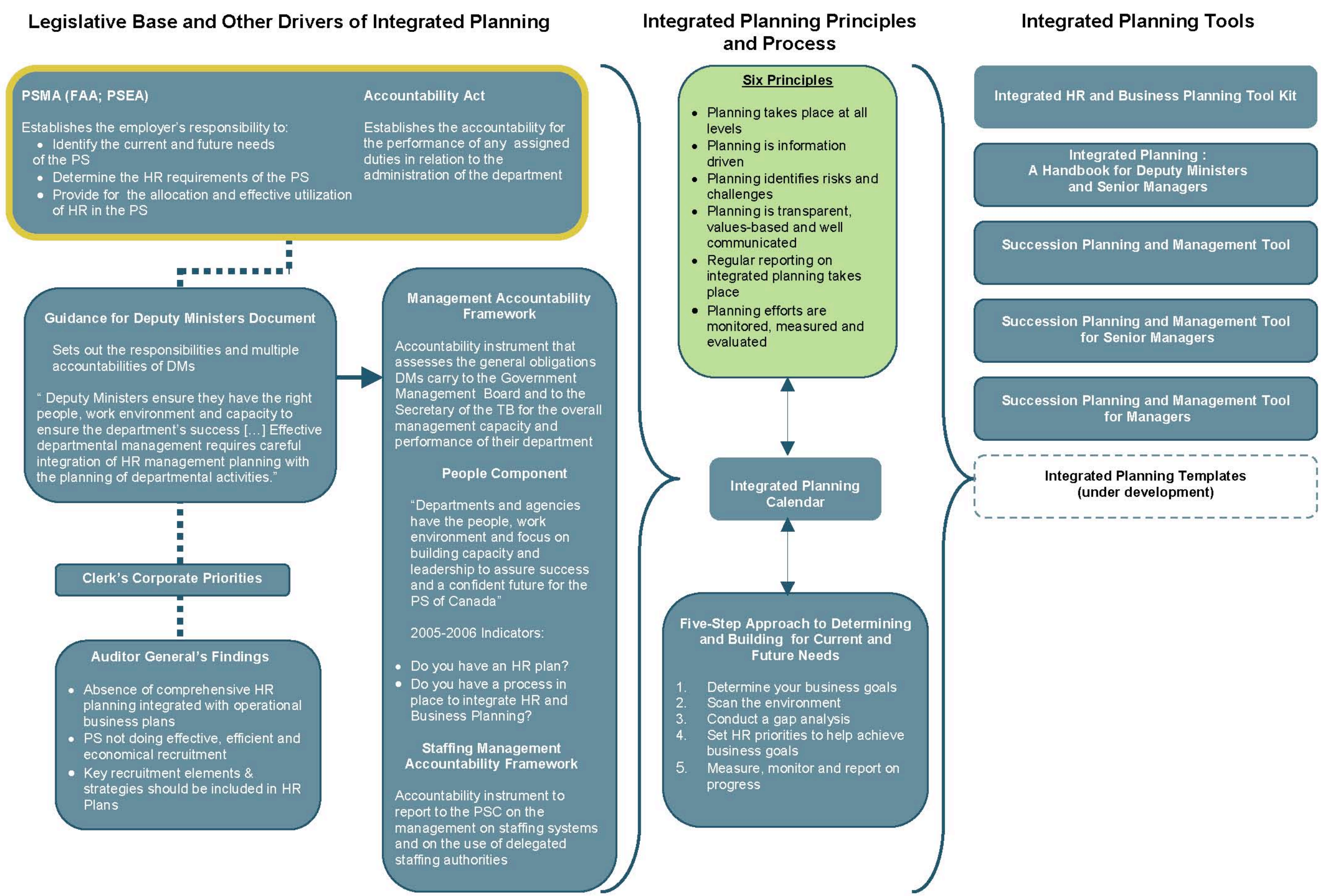
Section 3: Integrated Planning Tools

Having set in place the main elements of the integrated planning process, departments and agencies can then use a variety of instruments or tools to help them fulfill their operational requirements. The last section of the *Integrated Planning Environment Chart* outlines a number of tools that have been developed by the Public Service Human Resources Management Agency of Canada to assist departments with procedures leading to the formulation of integrated plans.

These tools are evergreen and complement the original *Integrated Human Resources and Business Planning Tool Kit* that was issued in November 2004. These tools are available for use by Deputy Ministers and Senior Managers, Managers and Human Resources professionals either as is, or for tailoring to specific departmental/agency needs.

Specifically, the tools include *Integrated Planning – A Handbook for Deputy Ministers and Senior Managers*, the *Succession Planning and Management Tool,* the *Succession Planning and Management Tool for Senior Managers,* and the *Succession Planning and Management Tool for Managers*.
Also under development are Integrated Planning Templates (refer to Annex 1), which will provide departments and agencies with easy to follow instructions in applying the five-step approach in their organizations. The tools noted above are available on the Public Service Human Resources Management Agency of Canada Web site.

Integrated Planning Environment Chart



Integrated Planning in a Delegated Environment

1 Discussing Strategic Direction

1 Discussing Strategic Direction

- Identify the government's key priorities, emerging directions or legislative reforms
- Identify your organization's ongoing HR and Business priorities

Corporate Planners

- Guide/facilitate planning process (RPP/DPR)
- Communicate approaches to planning
- Include HR requirements in relevant call letters to branches/regions

Managers

- Proactively inform HR of risks
- Plan resource allocation ($ and people)
- Integrate HR into business planning

Human Resources

- Proactively advise management on HR issues, risks, decisions and policies
- Provide HR tools to managers
- Support efforts to mitigate risks

2 Getting the Priorities Right

2 Getting the Priorities Right

- Understand your workforce and plan for projected shortages and surpluses
- Identify internal and external factors that may affect organizational capacity to meet goals
- Based on analysis of your business goals, determine key current and future needs.
- Incorporate Integrated HR and Business Planning into Performance Management Agreements

Human Resources Planning (including Succession Planning and Management)

__Six Principles__

1. Planning takes place at all levels
2. Planning is information driven
3. Planning identifies risks and challenges
4. Planning is transparent, values-based and well communicated
5. Regular reporting on integrated planning takes place
6. Planning efforts are monitored, measured and evaluated

No planning at any level can be appropriately conducted in the absence of a departmental Corporate Plan

Authorities

PSMA

- FAA - Authority for rewards, learning and discipline
- PSEA (appointment and appointment-related authorities)
  - o Appointment to and within PS
  - o Extending the agreement period to become bilingual in non-imperative appointments to positions in the EX Group
  - o Revoke appointments in the case of error, omission or improper conduct affecting selection
  - o Sub-delegation of appointment and appointment-related authorities or revocation of sub-delegation
- CSPS - Co-ordinated and innovative learning for employees and managers
- PSLRA - Constructive, co-operative labour-management relations

Related Authorities:

OL Act - Ensures the status and use of the official languages of Canada
EE Act - Ensures equality is achieved in the workplace

Accountability Mechanisms

- Management Accountability Framework (MAF) - Overall expectations for modern public service management
- People Component of the Management Accountability Framework (PCMAF) - Expectations that apply to all areas of HR management
- Staffing Management Accountability Framework (SMAF) - Focuses on accountability for staffing
- Report on Plans and Priorities (RPP)
- Departmental Performance Report (DPR)
- Performance Management Program (PMP)

Available HR Planning Tools

- Integrated HR and Business Planning Toolkit
- Integrated Planning Environment Flowchart
- Succession Planning and Management Tool
- Integrated Planning: A Handbook for Deputy Ministers & Senior Managers

3 Detailed Work Planning

3 Detailed Work Planning

- Based on results of previous analysis set HR priorities to help achieve business goals
- Factor in budgetary considerations
- Develop recruitment, staffing and development plans

__**Possible options include:**__

Recruitment Programs

- Post Secondary (PSR)
- Policy Leaders (RPL)
- Student Programs: FSWEP, COOP, RAP

Targeted Recruitment

- Addresses EE and OL requirements
- Responds to operational requirements

Development Programs

- AEXDP, CAP, MTP, AETP, FORD/ARD

Functional Communities

- PE, FI, IS, etc.

Staffing Mechanisms

- Priority Appointment
- Advertised/Non-advertised
- External/Internal
- Deployment

Succession Planning and Knowledge Transfer

- Career Development
- Learning and Training
- Employee Mobility
- Mentoring Programs

4 Reporting And Readiness

4 Reporting

- TBS Management Accountability Framework is the accountability context for business and HR Planning
- Organizational HR performance outcomes measured through MAF, PCMAF, SMAF, RPP and DPR
- Individual HR performance outcomes measured through PMP

Contact your departmental Integrated HR and Business Planner or the Integrated Planning Directorate, PSHRMAC, (613) 946-9303
http://www.hrma-agrh.gc.ca/hr-rh/hrp-prh/ce_e.asp

Management Accountability Framework

What is the Management Accountability Framework?

- Aligned to the vision of *Results for Canadians*, the Management Accountability Framework (MAF) is a set of 10 statements summarizing the Treasury Board of Canada Secretariat's (TBS) expectations for modern public service management. It was developed to provide public service managers with a clear list of management expectations within an overall framework for high organizational performance.

Why is the Management Accountability Framework important?

- The Framework will help to reinforce sound management in the public service by providing public service managers with a comprehensive and integrated model for management and for management improvement.
- Through the use of clear indicators and measures that can be used to gauge performance over time, the Framework will help managers, deputy heads, and central agencies to assess progress and to strengthen accountability for management results.
- The Framework helps to explain and to clarify the links between management improvement initiatives by integrating existing frameworks such as Human Resources Modernization, Service Improvement, Integrated Risk Management and Modern Comptrollership.

How does the Management Accountability Framework link to Modern Comptrollership?

- Modern Comptrollership was about creating a solid foundation based on four pillars (Integrated Financial and Non-Financial Performance Information, Sound Risk Management, Appropriate Control, and Values and Ethics). The Management Accountability Framework incorporates all the elements of Modern Comptrollership and builds on the foundation they provide.

Who is the Management Accountability Framework intended for?

- The initial intent is to focus on deputy heads. Deputy heads will, in turn, ensure its use at all levels of management to raise the overall level of organizational performance.

You are invited to consult the following site for more information on MAF: www.tbs-sct.gc.ca/maf-crg

People Component Management Accountability Framework (PCMAF)

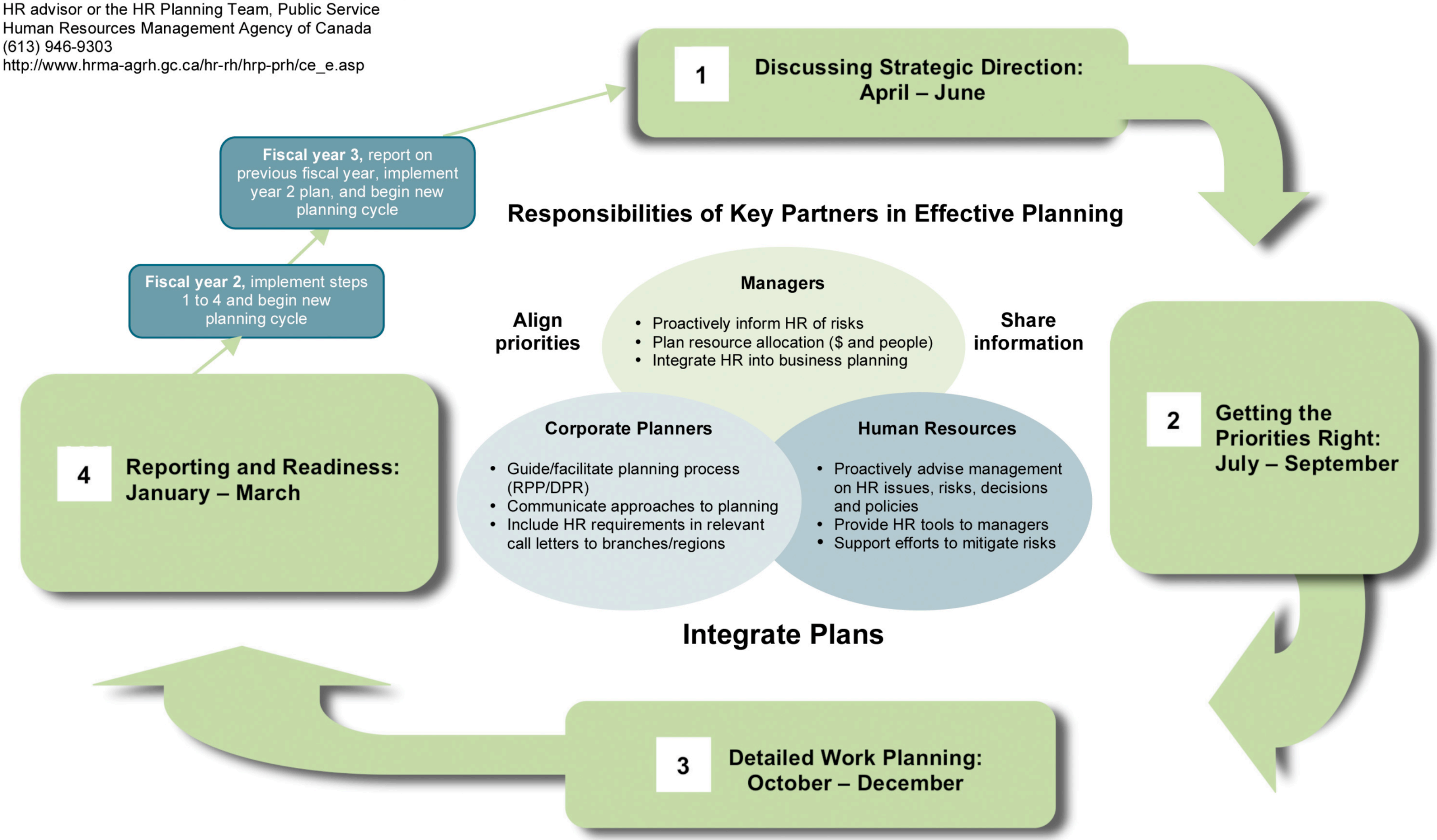
Management Accountability Framework	**Departments and agencies have the people, work environment and focus on building capacity and leadership to assure success and a confident future for the Public Service of Canada.**
Outcomes	**WORKPLACE** **A workplace that is fair, enabling, and healthy and safe in order to provide best service to Canadians.** **Fair** *The workplace exhibits fair employment and workplace practices and effective labour relations.* **Enabling** *The workplace exhibits clear direction, collaboration, respect and support for employees' linguistic rights, diversity and personal circumstances in order to enable them to fulfill their mandate.* **Healthy and safe** *The workplace is a healthy and safe physical and psychological environment.* **WORKFORCE** **A workforce that is productive, principled, sustainable and adaptable in order to provide best service to Canadians.** **Productive** *A committed workforce with the size, mix of skills and diversity of backgrounds to competently perform its duties.* **Principled** *The workforce is reflective of Canada's population, is respectful of Canada's official languages and performs its duties guided by the values and ethics of the Public Service.* **Sustainable** *A workforce that is renewable and affordable over time.* **Adaptable** *A workforce that is versatile, innovative and engages in continuous learning.*
Key Success	**Leadership** · **Employee Engagement** · **Collective Responsibility** · **Continuous Improvement**
Key Success Supporting infrastructure	**Policies and Instruments** • Health and Safety • HR Planning • Labour Relations • Leadership Development • Employment Equity • Learning • Informal Conflict Management • Performance Management • Official Languages • Organization Design and Classification • Compensation • Resourcing • Values & Ethics • Workplace Well-being **Information** • Regular public service-wide employee surveys • Human resources management information systems • Research and analysis • Current and future human resources needs
Accountabilities	**Central Agencies:** Provide the leadership and human resources management principles, mechanisms, tools and the necessary support; assist departments and agencies in achieving workplace and workforce outcomes; monitor and assess departmental performance; report on HR outcomes and management to Parliament. **Deputy Heads**: Advance achievement of workplace and workforce outcomes in their departments/agencies and provide the necessary support; contribute to the development, implementation and improvement of government-wide human resources management; report on HR outcomes and management to central **Managers**: Lead and manage to ensure workplace and workforce outcomes; support Deputy Heads' accountabilities. **Human Resources**: Support managers and employees through the provision of strategic advice, policies and services to help them deliver on workplace and workforce outcomes.
Reporting/ Accountability Mechanisms	**-Report on Plans and Priorities** **-Departmental Performance Reports** **-Annual Reports on HR Management** **-Management Accountability Framework** **-*Results for Canadians*** **-Performance Management Agreements**

11 January 2005
Prepared by Human Resources Planning, Accountability and Diversity Branch,
Public Services Human Resources Management Agency of Canada

Integrated Planning Calendar

This is a planning calendar with approximate timelines that organizations may follow, or adapt, to support their respective planning cycles.

For additional support, contact your departmental/agency HR advisor or the HR Planning Team, Public Service Human Resources Management Agency of Canada
(613) 946-9303
http://www.hrma-agrh.gc.ca/hr-rh/hrp-prh/ce_e.asp



Line Manager’s Guide to Integrated Planning

Integrated Human Resources and Business Planning Checklist

A five-step approach to determining and building for current and future needs

The following steps are widely recognized as key to integrating HR and business planning. They reflect national and international research into the practices of leading public and private sector employers.

Moreover, they have been validated in the Public Service by way of extensive consultation across the country with stakeholders. Line managers, HR professionals, bargaining agent representatives, as well as functional community representatives and other stakeholders all contributed to this model.

STEP ONE: Determine your business goals

A solid understanding of your business goals is critical for integrated planning. Ask the following questions:

- What are your key goals and deliverables for the next fiscal year?
- Do you foresee any changes in direction that might have an impact on your business goals or HR requirements?
- Who are the strategic partners you need to work with to achieve your goals?

For additional information on Step One, refer to the document entitled “Supplement to the Integrated Human Resources and Business Planning Checklist” that can be found at **Publiservice**: http://publiservice.hrma-agrh.gc.ca , **Internet**: http://www.hrma-agrh.gc.ca

STEP TWO: Scan the environment

A) Workforce Analysis

A key component of HR planning is understanding your workforce and planning for projected shortages and surpluses in specific occupations and skill sets. By way of example, has the following workforce information been analyzed for various occupational categories in your team?

- Demographics and employment characteristics (eligibility for retirement, vacancy rates, turnover rates, internal staff mobility such as deployments, promotions, secondments)
- Skills/competencies (e.g. training/learning data, performance management data, language competencies?)

B) Internal Scan

It is important for line managers to identify factors internal to the organization that may affect the HR capacity of their teams with regard to meeting projected goals.

Have you considered, for example…

- Potential changes in program and/or service delivery?
- Management-union relations that might affect your team?
- Anticipated changes to funding levels?
- Changes in leadership & priorities?
- Client satisfaction?

C) External Scan

Are external environmental factors expected to affect workforce capacity, given known operational and HR priorities and emerging issues.

Have you considered, for example

- Demand and supply of employees with the skills you need?
- Sources of recruitment?

For additional information on Step Two, refer to the document entitled "Supplement to the Integrated Human Resources and Business Planning Checklist" that can be founded at **Publiservice**: http://publiservice.hrma-agrh.gc.ca , **Internet**: http://www.hrma-agrh.gc.ca

STEP THREE: Conduct a gap analysis

Based on an analysis of your business goals, as well as your understanding of environmental issues and your workforce, what do you see as your key current and future HR needs?

Examples of Considerations:

- Do you have any immediate hiring needs?
- Based on projections, do you foresee a skills shortage in specific occupational groups on your team?
- Will changes in program delivery require the acquisition of new skills on your team?

- Do you have enough qualified people on your team ready to fill key vacancies in the event of unexpected departures? If not, are you aware of where you can go to attract the right people?
- Have official language and employment equity obligations been met?
- Have you conducted a risk assessment on HR issues critical to your team's success?

For additional information on Step Three, refer to the document entitled "Supplement to the Integrated Human Resources and Business Planning Checklist" that can be founded at **Publiservice**: http://publiservice.hrma-agrh.gc.ca , **Internet**: http://www.hrma-agrh.gc.ca

STEP FOUR: Set HR priorities to help achieve goals

Based on the organization's goals, environmental scan and gap analysis: 1) What are the major HR priorities? and, 2) What strategies will achieve the desired outcomes? Work plans may include strategies on:

Recruitment/ staffing, mobility/redeployment, employment equity, official languages training, training and development, corporate knowledge retention and sharing and workplace well-being

For additional information on step four, have a look at the document entitled "Supplement to the Integrated Human Resources and Business Planning Checklist" that can be founded at **Publiservice**: http://publiservice.hrma-agrh.gc.ca , **Internet**: http://www.hrma-agrh.gc.ca

STEP FIVE: Measure, Monitor and Report on Progress

Measuring, monitoring and reporting is key to assessing progress.

- Does your team have clear and measurable HR-related goals?
- Are the HR performance measures aligned with indicators in the Treasury Board Secretariat Management Accountability Framework?
- Do you have a mechanism to track performance outcomes?

For additional information on Step Five, refer to the document entitled "Supplement to the Integrated Human Resources and Business Planning Checklist" that can be founded at **Publiservice**: http://publiservice.hrma-agrh.gc.ca , **Internet**: http://www.hrma-agrh.gc.ca.

Integrated Human Resources and Business Planning Checklist

Determine your business goals

A solid understanding of organizational priorities and the business planning cycle is critical for effective alignment of human resources (HR) and business goals. As you begin your integrated HR and business planning, ask the following questions:

- ✓ What are the government's key priorities (e.g. Clerk's priorities, Speech from the Throne)?
- ✓ What are your organization's ongoing HR and business priorities?
- ✓ Have you reviewed the call letter on the Report on Plans and Priorities and the Departmental Performance Report?
- ✓ What emerging directions and changes will have an impact on HR issues?
- ✓ What legislative reforms relevant to your mandate need to be considered (e.g. HR modernization)?
- ✓ Have all necessary strategic partnerships been established to facilitate your integrated HR and business planning efforts (e.g. corporate or program sector)?
- ✓ Are you developing your plan in consideration of accountability requirements and HR supporting material (e.g. TBS Management Accountability Framework, People Component of the Management Accountability Framework, the Integrated HR and Business Planning Calendar)?

Scan the environment

Workforce Analysis

A key component of integrated planning is understanding your workforce and planning for projected shortages and surpluses in specific occupations and skills sets. Has the following employment information been analyzed for various occupational categories or functional communities?

- ✓ Demographics and employment characteristics (e.g. employment equity (EE) designated groups, official languages (OL), age profile, average age of retirement, and years of service, employment type, leave usage, reasons for leaving, absenteeism, grievances, use of Employee Assistance Program)

- ✓ Skills/competencies (e.g. training/learning data, performance management data, language competencies)?

- ✓ Internal workforce trends (e.g. eligibility for retirement, vacancy rates, turnover rates, internal staff mobility such as deployments, promotions, secondments)

Internal Scan

Identify factors internal to the organization that may affect HR capacity to meet organizational goals.

Have you considered…?

- ✓ Changes in legislation, policy platform, program delivery
- ✓ Labour management relations
- ✓ Changes to collective agreements
- ✓ Employee engagement
- ✓ HR Initiatives (e.g. EE)
- ✓ Anticipated changes to funding levels
- ✓ Changes in leadership & priorities
- ✓ Organizational re-structuring
- ✓ Corporate culture change
- ✓ Client satisfaction
- ✓ Capacity and quality of information systems
- ✓ Health and Safety

External Scan

Determine the most important environmental factors expected to affect workforce capacity, given known operational and HR priorities and emerging issues**.**

Have you considered…?

- ✓ Current workforce trends (e.g. retirement patterns, growing occupations)
- ✓ Demand and supply of employees in growing occupations
- ✓ Current and projected economic conditions
- ✓ Technological advancements which may make certain occupational positions obsolete or create new employment
- ✓ International policies that may affect your workforce capacity
- ✓ Immigration and/or regional migration patterns that may affect your workforce capacity
- ✓ Sources of recruitment
- ✓ Federal, provincial, regional realities

<u>Examples of Considerations:</u>

Have you considered your contingent workforce in your workforce analysis (e.g. casuals, students)?
Have you consulted documents such as audit reports, employee survey findings, HR annual reports (e.g. OL, EE, staffing), Departmental Performance Report, Report on Plans and Priorities, etc?
Have you checked with functional community secretariats for information relevant to your department/agency?

Conduct a gap analysis

Based on an analysis of the environmental scan and business goals, what are the organization's current and future HR needs?

Examples of Considerations:

- ✓ Based on projections, do you foresee a skills shortage in specific occupational groups?
- ✓ Will changes in program delivery require the acquisition of new skills?
- ✓ Do you have enough qualified middle managers to feed into the EX group?
- ✓ Have OL and EE obligations been met?
- ✓ Have you conducted a risk assessment on elements of the scan critical to your organization's success (i.e. probability of occurrence and their projected impact)?

Set HR priorities to help achieve business goals

Based on the organization's goals, environmental scan and gap analysis: 1) What are the major HR priorities; and 2) What strategies will achieve the desired outcomes? Work plans may include strategies on:

- Recruitment/Staffing
- Retention
- Mobility/Redeployment
- EE
- OL
- Classification/Organizational Design
- Change Management
- Systems Capacity
- Leadership Development
- Learning, Training and Development
- Performance Management
- Competency/Skills Development
- Succession and Contingency Planning
- Corporate Knowledge Retention
- Health and Safety
- HR Planning
- Employee Engagement
- Reward and Recognition
- Workplace Well-being
- Workplace Accommodation
- Labour Management Relations
- Values and Ethics
- Organizational Development
- Disability Management

Examples of Considerations:

- ✓ Are the HR priorities and key planning issues included as part of the Report on Plans & Priorities?
- ✓ Are budgetary considerations factored into the work plan/strategy?
- ✓ Is it possible to leverage expertise through partnerships with other organizations (e.g. Federal Regional Councils, Functional Community Secretariats)?
- ✓ Are you incorporating the research from "promising practices" into your work plan/strategy?
- ✓ Are you taking advantage of your departmental/agency staffing program and tools?
- ✓ Is the work plan/strategy being cascaded to organizational units?
- ✓ Are strategies effective and efficient in achieving objectives?

Measure, monitor and report on progress

Measuring, monitoring and reporting HR performance outcomes is key to assessing progress in target areas, organizational learning and improvement and determining future priorities.

- ✓ **Does the organization have clear and measurable HR-related goals?**
- ✓ **Are the HR performance measures aligned with indicators in the TBS Management Accountability Framework and the People Component of the Management Accountability Framework?**
- ✓ **Are systems in place to track performance indicators and analyze cost benefit?**
- ✓ **Do results from your performance indicators inform your priority setting for the next fiscal year?**
- ✓ **Does your Departmental Performance Report include a section on the degree of success of your integrated planning and management-related efforts?**
- ✓ **Have you analyzed data elements that are included under formal reporting requirements (e.g. EE, OL)?**

Supplement to the Integrated Human Resources and Business Planning Checklist

STEP 1 - Determine your Business Goals

A solid understanding of organizational priorities and the business planning cycle is critical for effective alignment of human resources and business goals. As you begin your integrated HR and business planning, ask the following questions:

- What are the government's key priorities (e.g. Clerk's priorities, Speech from the Throne)?
- What are your organization's ongoing HR and business priorities?
- Have you reviewed the call letter on the Report on Plans and Priorities and the Departmental Performance Report?
- What emerging directions and changes will have an impact on HR issues?
- What legislative reforms relevant to your mandate need to be considered (e.g. HR modernization)?
- Have all necessary strategic partnerships been established to facilitate your integrated HR and business planning efforts (e.g. corporate or program sector)?
- Are you developing your plan taking into consideration the accountability requirements and HR supporting material (e.g. Treasury Board Secretariat Management Accountability Framework, People Component of the Management Accountability Framework, the Integrated HR and Business Planning Calendar)?

In this step, managers review business objectives in light of any issues likely to impact the business (e.g. government priorities, legislative reform, etc). As key input to the process, HR provides information regarding legislative and/or labour market data affecting the workforce.

In order to assess whether there is sufficient capacity (including skills, competencies and resources) to deliver on the business, it is first necessary to have a clear understanding of where the organization/region/branch is headed. In addition to knowing the strategic priorities at both the organization and branch/regional level, it is important to take into consideration government-wide priorities (e.g. Speech from the Throne, Clerk's priorities) since they may well have an influence on the business priorities.

Supporting Points to Consider in Determining your Business Goals

- What are your vision and goals for your branch/region/directorate/unit?
- Are they linked to:
  - Clerk's priorities;
  - Speech from the Throne;
  - Department/Agency's priorities;
  - Your mandate;
  - The performance agreement of your manager?
- What emerging directions and/or changes to your business will have an impact on HR issues?
- What impact will your vision and goals have on your finance, HR and information technology needs?

Additional Information:

- The organization's strategic direction, mission and objectives are typically found on the organization's intranet site.
- The Clerk's priorities can be located at www.pco-bcp.gc.ca.
- The Speech from the Throne can be located at www.pm.gc.ca
- The Treasury Board Secretariat Management Accountability Framework can be located at www.tbs-sct.gc.ca.

STEP 2 - Scan the Environment

Workforce Analysis

A key component of planning is understanding your workforce and planning for projected shortages and surpluses in specific occupations and skill sets.

Workforce analysis is an important element in the planning process. This section of the kit discusses nine areas that managers may consider in an effort to better understand their workforce.

A) Skills and competencies

B) Learning, training and development

C) Employment type and resourcing

D) Separation

E) Organization structure

F) Employment equity

G) Official languages

H) Workplace well-being

I) Values and ethics

Analysis in these areas can include both quantitative and qualitative data.

A discussion of each of these areas follows.

A) Skills and Competencies

The skills and competencies of the workforce (or team) are important contributing factors to organizational capacity. Key terms used to define an organization's capability are “competencies” and “skills”.

Competence is a combination of knowledge, skill, understanding, ability, application, behaviour, aptitude, attitude and performance. Skill is the practised application of a topic, technique or concept.

Information on skills and competencies could include the education profile of employees (e.g. major field of study, degree attained) and the skills, competency levels and learning/development required.

Questions to consider:

- Have you developed a profile of the knowledge, skills and competencies that you will need to achieve your business objectives, now and in the future?
- Based on the skill requirements of your key positions, do you have/foresee any gaps and if so, is there an appropriate course of action from a readiness perspective?
- Do you know what the skills and competencies are of key feeder groups?
- Do the employees have the tools to self-assess against the competencies of their positions?
- Do the members of your team meet the language requirements? Are the results accurate and are any changes foreseen?
- Am I using performance management and employee learning plans to the greatest extent possible in support of skills and competencies development?

Additional sources of information:

To obtain additional sources of information for the following documents, visit the Public Service Human Resources Management Agency of Canada Web site:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

- Training, Learning and Development – Policies and Publications
- Key Leadership Competencies

The Public Service Commission Web site has several articles and publications on skills and competencies. Use the search engine and type in competencies for a full listing: http://www.psc-cfp.gc.ca.

Your departmental/agency staffing program and supporting tools.

B) Training, Learning and Development

Training, learning and development can be important tools in ensuring effective integration of HR and business planning.

The Government established a Policy on Learning, Training and Development (which, on January 1, 2006, replaced the *Policy for Continuous Learning in the Public Service*). The objective of the policy is stated as follows: "…to help build a skilled, well-trained and professional workforce; to strengthen organizational leadership; and to adopt leading-edge management practices to encourage innovation and continuous improvements in performance."

The Public Service Learning Policy Centre has identified core learning needs and requirements through the establishment of a Library of Common Knowledge for managers of the Public Service. It covers the ten key elements of the Management Accountability Framework and supports the objectives of ensuring a highly competent, bilingual, and representative Public Service. The Library has served as a solid foundation for the curriculum review undertaken by the Canada School of Public Service.

Questions to consider:

- As part of the integrated planning process, and based on the priorities/business objectives, what are the training, learning and development requirements of your team?
- Are employees' training, learning and development requirements taken into account in light of anticipated changes to programs and/or services?
- Do members of your team have up-to-date learning plans that identify current and future training, learning and development needs and are they reviewed regularly?
- Are employees' training, learning and development requirements discussed during employee performance reviews?
- What are the planned efforts towards fostering a continuous learning culture?
- How are you supporting the career goals of your team members?
- Have you made budget provisions to meet the training, learning and development needs of employees as well as their career goals?
- What are the completion rates of the team learning plans?
- What is the impact of the training, development and learning on performance and results?

Additional sources of information:

Consult your internal learning specialist for information on training, learning and development options (e.g. employee orientation, courses). The following two documents are available on the Public Service Human Resources Management Agency of Canada Web site:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

- Policy on Learning, Training, and Development
- Campusdirect: http://www.campusdirect.gc.ca/

C) Employment Type and Resourcing

Employment type distribution (e.g. term, indeterminate, casual, etc.) gives you important information on the stability and sustainability of your workforce and can help inform short and long-term staffing decisions and actions that may be required.

Examples of Employment Type:

Term employment (less than and greater than three months); indeterminate employment (full time and part time); sunset; casual; seasonal; assignment; interchange; secondment; development programs (e.g. Career Assignment Program, Management Trainee Program); other (students, co-ops, Financial Officer Recruitment Development Program, etc.)

Questions to consider:

- How stable and sustainable is your workforce? What is the split between term and indeterminate employees?
- How many acting assignments do you have in place and what are the lengths of those assignments?
- How many term employees will soon be eligible for conversion to indeterminate status?
- Are the term employees clustered in a particular occupational group?
- What are the staffing practices with respect to term employment?
- What impact do the staffing practices have on organizational health and employee morale?
- Is there an equal dispersion of ages at the various employment levels?

- What are your current and projected (mid- and long-term) vacancies (e.g. retirements, maternity/parental leave, disability leave, language training)?
- What recruitment sources and staffing processes are you using to hire new employees (e.g. pre-qualified pools, apprenticeship programs)? Are there other avenues for you to explore?
- Is there/will there be a sufficient pool of candidates, including bilingual candidates, from within to fill these vacancies? If not, how do you anticipate filling the vacancies? Is there a sufficient pool of potential candidates external to your organization? Do you need a succession plan?
- What resourcing strategies will best meet your current and future needs?

D) Separation

The literature suggests some organizations have used an annual attrition assumption of 4.5% as normal. Of course, this varies depending on the size and nature of your organization, hiring freezes, downsizing, restructuring and economic and political changes.

Attrition that exceeds normal patterns can result in unnecessary costs to the employer from lost productivity, workload related to staffing positions, training for new employees, etc. Answering some of the questions outlined below should help you develop plans for stabilizing and sustaining staffing levels, inform succession plans, and focus your training, learning and development.

Questions to consider:

- Are there certain occupational groups with increasing employee attrition?
- Which occupational groups have high levels of attrition?
- Do you know why employees are leaving (e.g. results from exit interviews)?
- Can the factors influencing attrition be identified? Alternatively, is there anything you can do to influence the attrition rate?
- Has attrition reduced capacity in a certain occupational group?
- Will your organizational structure require changes to recruit qualified replacements?

Tip on calculating attrition rates

To calculate attrition rates, go to: Demographic Analysis of the Federal Public Service Workforce: Publiservice: http://publiservice.hrma-agrh.gc.ca , Internet: http://www.hrma-agrh.gc.ca , Select: HR Planning and Accountability

Additional sources of information:

Federal Public Service Employment Statistics:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

E) Organizational Structure

The Deputy Head or Chief Executive Officer is responsible for ensuring that the organizational structure in their department or agency is appropriate for the delivery of the departmental or agency program. The structure is formed by organizing work into functionally related units, such as branches, sectors, and divisions.

Within these branches, sectors, divisions and so on, managers design their own organizational structures, and organize and assign the work to the positions in the structure. The manager describes the work of each position in a work description, which is allocated to an occupational group and evaluated, using the appropriate classification standard, to determine its classification level.

Appropriate decisions on organization design and the assignment of work are all part of sound HR management. These decisions affect the long-term ability of departments and agencies to deliver programs and services, and to compete for resources and retain competent staff.

Managers are accountable for assigning or reassigning work in a timely and systematic manner and for analyzing the short- and long-term consequences of their decisions, within the context of effective integrated planning; otherwise, these decisions could inadvertently change the level of positions, impact on career mobility and employee productivity and/or increase the cost of the Public Service. In addition, being unaware of the impacts or waiting too long to take action could result in considerable salary liability for the department, and in some cases, the entire Public Service.

Questions to consider:

- Does the organizational structure meet your operational needs now and in the foreseeable future? Is there a need for a change?
- Can your current organizational structure support anticipated changes in program delivery?
- Is all the work performed in your unit clearly and explicitly identified?
- Does all the work performed in your unit facilitate the achievement of your business objectives?
- Are the functions of each unit within the organizational structure clearly established? Are they evenly distributed?

- Are the lines of authority and accountabilities clearly indicated so that overlap and duplication of effort are avoided?
- Is each manager's span of control reasonable?
- Does your resource allocation and your organizational design mesh effectively and efficiently? Is a more efficient and effective organizational design possible?
- Does the number of levels in your unit permit you to manage effectively?
- Is the allocation of work effective and balanced? Is the workload evenly distributed?
- Are services provided to your unit at the appropriate level in your organizational structure (e.g. administrative services)?
- Are existing work descriptions and organizational charts accurate, up-to-date?
- Are work descriptions free of gender bias?
- Do all titles designate the work performed by that job clearly, and explicitly?
- Does your organization allow you to recruit and train new employees as needed (levels, work descriptions, institutional linguistic capacity)?
- Does your organizational structure allow for career progression?

Additional sources of information:

To obtain additional sources of information for the following documents, visit the Public Service Human Resources Management Agency of Canada Web site:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

- Organizational Authority and Classification of Executive Group Positions
- Management Category – Position Description Writing Manual
- Executive Group Position Evaluation Plan
- Classification System and Delegation of Authority Policy
- Classification System and Delegation of Authority Policy Guidelines

Tip
During your re-organization efforts, involve classification advisors at the front end so they can highlight organizational impacts.

F) Employment Equity

The purpose of the *Employment Equity Act* is to correct conditions of disadvantage in employment faced by Aboriginal persons, members of visible minorities, persons with disabilities and women by removing barriers to employment and using positive measures. Departments and agencies are required by the *Employment Equity Act* to conduct a workforce analysis and develop an Employment Equity plan to address under-representation of designated group members. It is recommended that you review the departmental Employment Equity plan. Your own plan should in turn reflect the department's or agency's Employment Equity goals as highlighted in the departmental Employment Equity plan.

The data you receive on Aboriginal persons, visible minorities and persons with disabilities are based on those employees who have self-identified. Information on women is retrieved from the pay system. Employment Equity data covers all indeterminate employees, employees with terms of three months or more and seasonal employees.

As a manager, you will want to use this information to assess designated group representation in different employment categories and levels, set goals and monitor progress in reaching those goals.

Questions to consider:

- Are designated group members well represented at senior levels and at all levels in all employment categories? (Note: Representation should be measured against workforce availability and should be compared to the department's national targets.)
- How stable is the representation? For example, what percentage of designated group members are term employees?
- What percentage of designated group members are eligible to retire over the next five years?
- What are the separation rates of designated group members versus the recruitment rate?
- Does your plan address corporate priorities for building a representative and inclusive institution, such as implementation of the Embracing Change Action Plan?
- Does your plan address the results of the departmental Employment Equity audit conducted by the Canadian Human Rights Commission?
- The workforce analysis under the *Employment Equity Act* is designed to identify areas of under-representation of designated group members in the department's or agency's workforce (gaps). Does your plan incorporate Employment Equity considerations/requirements and identify ways to address gaps in participation?

- Is Employment Equity a factor in any proposed recruitment or development programs? For example, what selection/advertising/recruitment and development processes (e.g. pre-qualified pools) will be used to increase representation of designated group members?
- Are there plans for outreach activities to reach designated groups and achieve Employment Equity goals?
- Does your plan include measures and costs to accommodate employees in accordance with the *Canadian Human Rights Act* and the policy on the Duty to Accommodate?

Additional sources of information:

Check your departmental/agency Employment Equity plan for additional information, your branch Employment Equity workforce analysis as well as the Public Service Human Resources Management Agency of Canada Web site:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

- Employment Equity annual reports
- Public Service Human Resources Management Agency of Canada Employment Equity site
- Federal Public Service Employment Equity
- Embracing Change
- Public Service Commission Statistical Information Site
- Canadian Human Rights Act
- Duty to Accommodate
- Frequently Asked Questions – Duty to Accommodate

Tip

If there is an under-representation, you may want to include in the plan the measures you will take to close the representation gap.

G) Official Languages

Equal opportunities: Members of both official language groups have equal opportunities to obtain employment and advancement in federal institutions.

Workforce composition: The composition of the workforce of federal institutions tends to reflect the presence of both the official language communities of Canada.

Language skills: English and French are the official languages of federal institutions. Members of the public have the right to communicate with federal institutions and receive services from them in their preferred official language at designated offices. In regions designated as bilingual for language-of-work purposes, both official languages are the languages of work. In other regions, the language of work is generally the one that predominates in the province or territory.

As a manager in a designated bilingual office for service to the public, it is important that you identify and maintain the necessary language capacity to provide quality services in both official languages.

As a manager in bilingual regions for language-of-work purposes, it is important that you create and maintain a work environment conducive to the use of both official languages, and ensure that employees can exercise their right to choose either language as it pertains to supervision, training, tools, meetings, documents, or personal and central services.

Questions to consider:

- Do English-speaking and French-speaking Canadians have equal opportunities to obtain employment and promotion within the institution?
- Are English- and French-speaking Canadians well represented at senior levels and at all levels in all employment categories? How stable is the representation?
- What percentage of members of each official language group are eligible to retire over the next five years?
- Are there enough bilingual positions with the right language requirements to provide good service to the public in both official languages, and to respect language-of-work rights?
- Do the employees meet the language requirements of their positions?
- Have you made budget provisions to meet the language training needs of employees?
- Do the personal language training plans of employees address current and future language skill requirements and career aspirations?
- What is the impact on organizational performance?

Additional sources of information:

Public Service Human Resources Management Agency of Canada Official Languages site:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

H) Workplace Well-Being

Organizations that create an "HR dashboard" to monitor key indicators of workplace well-being and employee engagement are better equipped to develop integrated HR and business plans that contain meaningful actions aimed at specific areas of improvement. Employee engagement lies at the heart of both performance and retention; it is based on job satisfaction and rational and emotional commitment to the workplace. It is therefore important to develop both objective (quantitative) and subjective (qualitative) indicators to allow organizations to have a full picture of how "well" they are doing.

Workplace Well-Being is a holistic approach to creating high performance organizations through establishing the right workplace conditions to generate high levels of employee engagement. It assumes that achieving high levels of organizational performance depends on employees who are strongly committed to achieving the goals of the organization and who show this through their actions. This behavioural objective is influenced in turn by levels of employee satisfaction and by supportive, respectful and healthy work environments. Workplace Well-Being is connected to physical health and wellness but primarily emphasizes the social and psychological dimensions of three inter-related elements: the workplace, the workforce, and the work people do.

Questions to consider:

- What is the state of employee engagement and how willing are employees to strive to achieve the results at which the organization aims?
- What drives employees' decisions to volunteer extra effort on the job?
- How committed are employees to their job, team, manager and organization?
- What is the level of job satisfaction and how does it influence employee commitment?
- Are managers evaluated for how well they lead their team?
- Does your organization have a way to set targets for employee engagement and workplace well-being, track improvements and hold managers accountable?
- What is done to facilitate employee career development and a meaningful work/job fit?
- How well is workload managed?

- Number and nature of conflicts, time resolved and trends?
- What are the unscheduled absenteeism and long-term disability rates and trends?
- What are the leave and Employee Assistance Program utilization rates and trends?
- What are the number of Workplace Safety and Insurance Board (WSIB) claims filed and WSIB premiums paid/trends?
- What is the return to work success rate/trend?
- What workplace arrangements are in place (e.g. part time, compressed, telework, accommodation of Employment Equity designated group members) and how successful are they?
- Is the workplace (in bilingual regions) conducive to the use of both official languages?
- Is there sufficient infrastructure in place (e.g. equipment, office space, technical aids, employees returning from long-term disability leave) to accommodate all employees in your unit?

Additional sources of information:

To obtain additional sources of information for the following documents, visit the Public Service Human Resources Management Agency of Canada Web site:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

- Departmental Public Service Employee Survey Results (1999, 2002 and 2005)
- Leave - Policies and Publications
- Report of the Survey Follow-up Action Advisory Committee: Maintaining Momentum
- A Managers Guide to Workplace Well-Being
- Public Service Human Resources Management Agency of Canada Workplace Well-Being policies and publications

I) Values and Ethics

Enhancing and maintaining public trust in the institutions of government is a fundamental element of the work of the Public Service of Canada. Managers have a key role in ensuring that all their responsibilities – whether for people, money or programs – are carried out in such a way that the values of the Public Service are upheld, and that all employees maintain high ethical standards in their actions and decisions.

To guide public servants in upholding the organization's values and to foster public confidence, the Treasury Board adopted the *Values and Ethics Code for the Public Service* (the Code) in September 2003. It is a condition of employment in the Public Service. It contains a statement of Public Service values and ethics, developed following extensive consultation with public servants, which highlights four fundamental families of values: democratic, professional, ethical and people values. The Code also contains conflict of interest and post-employment measures, and provides avenues of resolution if there are perceived breaches to the Code or in cases of disagreement about its interpretation. Deputy heads are accountable for ensuring the Code is implemented in their organizations, and for decisions made under the Code. Managers will need to familiarize themselves with this and other related, important policies such as the Policy on the Internal Disclosure of Information Concerning Wrongdoing in the Workplace (IDP) and the Policy on the Prevention and Resolution of Harassment in the Workplace, as part of their own responsibilities to provide sound ethical advice and guidance to employees.

Managers, whose responsibility it is to exemplify Public Service values, must strive to create and maintain a work environment that encourages dialogue on organizational values and on the ethical dilemmas unique to their operations. As part of their planning, managers are encouraged to assess employees' level of awareness and understanding of the Code and related policies, as well as the extent to which staff feel the Code is upheld and their degree of comfort in raising concerns or ethical dilemmas within the organization. Managers should also contact the senior official responsible for the Code within their department or agency to familiarize themselves with the organizational plan of action on values and ethics or for help determining appropriate initiatives for their own work units.

Questions to consider:

- Are all employees aware of the existence of the Code and other related policies? Do they know that the Code is a condition of employment? How do you know whether they know? What assessment instruments or procedures are in place?
- What do you or your organization have in place to ensure new employees are aware of the Code and its significance to them as public servants? Is the Code integrated into all orientation materials, procedures and events for new employees?
- Do employees perceive that the organization's values are practiced and standards are applied fairly to everyone? How do you know? Do you have mechanisms or procedures to obtain staff feedback on organizational performance against Public Service values and ethics?

- Do you have sound advisory and recourse mechanisms in place, where employees can receive advice on ethical dilemmas or where they can make disclosures about such things as wrongdoing or harassment in the workplace?

- Are employees comfortable raising ethical dilemmas or making disclosures within your organization? Do they know what mechanisms exist and whom to approach within the organization when they are faced with an ethical dilemma? Are they comfortable coming to you? How do you know? What measures are in place to assess staff awareness and comfort?

- What initiatives could be undertaken within your branch and/or the organization to assess awareness of Public Service values and ethics and perceptions of values and ethics in the workplace?

- Does your organization supplement the *Values and Ethics Code for the Public Service* with its own customized code or guidelines, reflecting the specific challenges and dilemmas of your workplace? If not, why not?

- What measures could be taken to increase familiarity and understanding of the Code and related policies among employees? What orientation, learning and other tools are in place?

- What do you personally do as a manager to strengthen Public Service values and ethics as a reality of practice and behaviour in your organization? How do you measure progress?

- Does your organization set targets and measure progress for workplace well-being, including such things as employee satisfaction and commitment?

- As a manager, are you familiar with the Code, including its objectives, and are you ready to help others better understand and apply its principles in their daily work? Are you confident that your behaviour and conduct would be seen by your colleagues and employees as embodying Public Service values and ethics? How do you know? What assessment procedures or techniques do you use?

- Are you aware of the information sources and tools that exist to help you in these responsibilities?

- Do you have a branch action plan that fits in with the organizational plan? Does your plan include a series of goal levels, planned follow-up and mechanisms to measure actual results in values and ethics, including from the point of view of stakeholders and employees?

Additional sources of information:

To obtain additional sources of information for the following documents, visit the Public Service Human Resources Management Agency of Canada Web site:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

- Office of Public Service Values and Ethics
- Values and Ethics Code for the Public Service
- Interpretation Guide to the Values and Ethics Code for the Public Service
- Departmental/agency senior official responsible for the Code
- Policy on the Internal Disclosure of Information Concerning Wrongdoing in the Workplace
- Departmental/agency senior officer for internal disclosure
- Public Service Integrity Office
- Policy on the Prevention and Resolution of Harassment in the Workplace
- Harassment Prevention Tool: People to People Communication
- Departmental/agency Anti-harassment policy coordinator

Tip

- *Work with the senior official for the Code in your department or agency to further integration initiatives, including employee surveys, branch meetings, retreats, etc.*
- *Undertake dialogue with management and other colleagues to compare experiences and brainstorm ideas for initiatives with potential long-term positive effects.*
- *Review and become familiar with the departmental/agency values and ethics integration plan*

STEP 3 – Conduct a Gap Analysis

Based on an analysis of the environmental scan and business goals, what are the organization's current and future HR needs?

Examples of Considerations:

- Based on projections, do you foresee a skills shortage in specific occupational groups?

- Will changes in program delivery require the acquisition of new skills?
- Do you have enough qualified middle managers to feed into the EX group?
- Have Official Languages and Employment Equity obligations been met?
- Have you conducted a risk assessment on elements of the scan critical to your organization's success (i.e. probability of occurrence and their projected impact)?

Supporting Points to Consider in the Gap Analysis

- At this point, you will have completed Step 2 and have an analysis of those areas that are having an impact on the HR capacity to deliver on your business objectives. This may include how your branch/region/directorate/unit is designed, the people you have to do the work, the necessary skills and competencies, the workplace (equipment, tools, etc.) to get the job done and the cost implications.

- At this stage in the planning process, you will want to conduct a gap analysis of the shortages and surpluses, identify the gap(s) and determine the extent of the impact/risk. You may want to review your department's or agency's corporate risk profile for additional information on key risk areas, risk tolerance of stakeholders, etc.

- You can use the worksheet below to assist in this exercise or use any other process to support you.

WORKSHEET - Sample Gap Analysis				
What are my business objectives?	**What are the HR requirements to deliver on the business objectives?**	**Gap - Do I have what I need to carry out my activities or business objectives (yes/no)?**	**What is the outcome of not addressing the gap**	**Potential solutions/strategies to address the gap**
Example: Technology launch	Technical Staff trained to install and maintain technology	No	High	• Include training in employee learning plans • Work with internal learning specialists to explore in-house training options • Examine change delivery mechanisms

STEP 4 – Set HR Priorities to Help Achieve Business Goals

Based on the organization's goals, environmental scan and gap analysis:

1) What are the major HR priorities?

2) What strategies will achieve the desired outcomes?

Work plans may include strategies on:

- Recruitment/Staffing
- Retention
- Mobility/Redeployment
- Employment Equity
- Official Languages
- Classification/Organizational Design
- Change Management
- Systems Capacity
- Leadership Development
- Learning, Training and Development
- Performance Management
- Competency/Skills Development
- Succession and Contingency Planning
- Corporate Knowledge Retention
- Health and Safety
- HR Planning
- Employee Engagement
- Reward and Recognition
- Workplace Well-being
- Workplace Accommodation
- Labour Management Relations
- Values and Ethics
- Organizational Development
- Disability Management

Examples of Considerations:

- Are the HR priorities and key planning issues included as part of the Report on Plans & Priorities?
- Are budgetary considerations factored into the work plan/strategy?
- Is it possible to leverage expertise through partnerships with other organizations (e.g. Federal Regional Councils, Functional Community Secretariats)?
- Are you incorporating the research from “promising practices” into your work plan/strategy?
- Are you taking advantage of your departmental/agency staffing program and tools?
- Is the work plan/strategy being cascaded to organizational units?
- Are strategies effective and efficient in achieving objectives?

Supporting Points to Consider in Priority Setting and Strategy Development

It is now time to prioritize the gaps based on the relative importance of carrying out your programs/activities and/or business objectives.

- As part of integrating human resources with business planning, when describing the business objectives, you may want to include the HR strategies and explain how their implementation will be funded and ***how*** they will achieve the results.

- Successful approaches to prioritizing and strategy development include:
  - consulting with HR, business planners, unions, clients, and employees;
  - capitalizing on knowledge gained in “best practice” research, as well as exemplary practices used in other departments and agencies. You can find out what other departments and agencies are doing to improve HR management by reviewing the most recent publication of *Promising Human Resources Practices in Times of Change* – 5th edition available at http://www.hrma-agrh.gc.ca/hr-rh/hrp-prh/phrp/phrp-ppmrh_e.asp. There may be strategies that can be easily adapted to meet your needs;
  - working horizontally and developing partnerships with other branches/regions, councils, networks;
  - “right sizing” the plan and covering only those areas where it can have a significant impact (Keep it Simple!); and
  - consulting your department’s or agency’s staffing program and supporting tools.

N.B. When setting HR priorities and strategies, it is important to introduce an integrated risk management approach to the process. For more information, please visit the Treasury Board Secretariat Web site: Publiservice: http://publiservice.tbs-sct.gc.ca/rm-gr/ , Internet: http://www.tbs-sct.gc.ca/rm-gr/

Federal Regional Councils have good examples of carrying out horizontal initiatives. For example, under the mandate of the Quebec Regional Council, the Quebec Region Interdepartmental Committee of HR Directors has developed a horizontal approach to developing HR initiatives. For additional information, please visit the Federal Regional Council site at http://www.tbs-sct.gc.ca/frc-cfr/.

STEP 5 – Measure, Monitor and Report on Progress

Measuring, monitoring and reporting HR performance outcomes is key to assessing progress in target areas, organizational learning and improvement and determining future priorities.

- Does the organization have clear and measurable HR-related goals?
- Are the HR performance measures aligned with indicators in the Treasury Board Secretariat Management Accountability Framework and the People Component of the Management Accountability Framework?
- Are systems in place to track performance indicators and analyze cost benefit?
- Do results from your performance indicators inform your priority setting for the next fiscal year?

- Does your Departmental Performance Report include a section on the degree of success of your integrated planning and management-related efforts?
- Have you analyzed data elements that are included under formal reporting requirements (e.g. Employment Equity, Official Languages)?

Supporting Points to Consider for Measuring, Monitoring and Reporting

- The ability to measure progress on priority areas is critical to continuous organizational improvement.
- Results from program performance-related data can assist in the determination of future priorities and inform decisions on the allocation of resources, as well as decisions regarding the continuation of programs and activities. Performance-related data can be at the Public Service-wide, departmental and/or local level.
- The plan should be considered a "living document" and be subject to review. If an organization/region/branch/unit does not regularly review its planning efforts, it runs the risk of failing to respond to unanticipated changes or changing circumstances.

Consequently, you may wish to establish a process that allows for a regular review of planning efforts in order to:

- review performance measurement information;
- assess what is working and what is not working;
- adjust the plan as necessary and advise your senior managers accordingly; and
- address new HR issues that occur.

The following considerations support the questions outlined above in the Checklist and may help determine whether or not your plan needs revisions (Note: Most of these questions will become relevant after you are fairly far along in implementing your strategies.)

- Is the plan accomplishing what is needed? For example, are the people, skills and jobs appropriate to ensure that your objectives can be achieved in the short-term, medium-term and long-term?
- How are you evaluating your progress against your timelines and milestones?
- Have conditions changed such that strategies need to be revisited?
- Are the assumptions used in both the current and future needs analysis still valid?
- What is working well? What is not?

- What adjustments to the plan will be made, and how will you communicate any changes to your stakeholders (where required), or alternatively, how will you involve them in the process?
- Are you gathering the information you need to determine priorities and meet formal reporting requirements?

Tip

In deciding on what to measure, it is important to consider:

- the effectiveness of HR activities in supporting the achievement of key business objectives;
- indicators in the Management Accountability Framework and the People Component of the Management Accountability Framework;
- formal reporting requirements (Employment Equity, Official Languages);
- published research on HR metrics.

Access to Public Service Demographic Information

Demographic information is a key component in the integrated planning process. The links provided below on demographics are intended to serve as a support to your department's or agency's planning efforts. It is recognized that many organizations already have procedures in place to capture demographic information.

The following information can be found on-line on the Public Service Human Resources Management Agency of Canada Web site:

Publiservice: http://publiservice.hrma-agrh.gc.ca
Internet: http://www.hrma-agrh.gc.ca

Federal Public Service Employment Statistics:

- The Public Service Human Resources Management Agency of Canada provides on-line access to a range of information on employment in the Public Service. The site contains aggregate, statistical data relating to departments and agencies.

Public Service Demographics and Surveys:

- This Public Service Human Resources Management Agency of Canada site provides a repository of information devoted to demographic analysis.

Public Service Commission Annual Reports:

- The Public Service Commission annual reports provide information on the health of the PS staffing system and provide assessments of the staffing performance of departments and agencies that are governed by the current *Public Service Employment Act*.

Employment Equity Information:

- The Employment Equity annual reports provide statistical highlights on Employment Equity designated group members across the Public Service.

2001 and 2006 Census of Canada:

- The Census of Population provides information on population and dwelling counts not only for Canada, as a whole, but also for each province and territory, and for smaller geographic units such as cities or districts within cities. The census also provides information about Canada's demographic, social and economic characteristics.

Social Development Canada – Labour Market Information:

- This site provides facts and figures about the labour market.

Public Service Commission Statistical Information Site:

- The PSC Statistical Information Site is called the statistical "Cube" because of its ability to drill down and sideways simultaneously, allowing for more precise data analysis. The "Cube" will help departments and agencies in preparing various types of reports, such as departmental trends in hiring and staffing activities and in making comparisons between HR activities in departments and agencies.

Public Service Commission Role:

- Official reporter of hiring and staffing activities data and Employment Equity data related to staffing activities (recruitment, promotions, lateral and downward movements, etc.).

Target Audience:

- Departments and agencies that staff under the *Public Service Employment Act*.

Contents of the Statistical Tool:

- **Data:** Hiring and staffing activities - Hiring of casuals - Hiring of students
- **Definition and notes:** Glossary – Department and agency acronyms and description - Occupational groups and description
- **Variable list:** List of variables available in the tools.
- **Related links**
- **Tutorial:** The "Tutorial" located on the side bar, will provide you with sufficient information to use this tool with ease and to start creating your own reports.

Training in Integrated Planning

The Canada School of the Public Service offers key courses to departments, agencies and central agencies on integrated planning.

P100 *Integrated Planning and HR Management* is currently being revised. This course takes the “essentials” of PSMA one step further by helping managers and HR professionals learn how to integrate HR and business planning, the Management Accountability Framework and Modern Comptrollership.

The CSPS also offers a dedicated four-day course: P702 *Human Resources Planning*. The course provides participants with the fundamentals of this important discipline within the federal Public Service context. Participants have the opportunity to learn and practice using the basic tools needed to provide advice and service in this field.

Content: Human Resources Planning (P702)

- vision of HR management in the federal Public Service
- the Management Accountability Framework and planning cycle of the Treasury Board Secretariat
- analysis of the environment, the organization and the workforce
- techniques for data collection and analysis
- gap analysis
- development of HR planning proposals and recommendations

Location: HR planning courses are offered in regions and in the National Capital Region.

Typical participants: HR professionals new to HR planning and those who may be asked to provide advice and guidance to managers on this topic.

Access the course description and register for the HR planning course via the Canada School of the Public Service Web site.

Canada School of Public Service : www.myschool-monecole.gc.ca

Links to Planning-related Publications and Web Sites of Interest

These publications can be found on-line on the Government of Canada Web site:

http://canada.gc.ca/main_e.html

Government of Canada:

- Treasury Board Secretariat Management Accountability Framework
- Guidance for Deputy Ministers
- Annual Reports of the Auditor General of Canada
- Public Service Commission 2005-2006 Annual Report
- Human Resources Management: Overview of HR Planning – all employers
- My HR
- General Information about the Public Service Commission Statistical Information Site
- Federal Public Service Employment Statistics
- HR Observatoire
- Functional Communities of the Government of Canada
- Public Service Employee Survey Results – 2005
- Communities of Small Organizations
- Integrated Risk Management Framework
- Towards an Exemplary Workplace - Our Obligation to Promote and Ensure Work/Life Balance in the Federal Public Service - May 2001
- Human Resource Practices in Times of Change - An Inventory of Initiatives, 5th Edition
- Annotated Bibliography on Workplace Well-Being - May 2002

Other sites of interest:

The Institute of Public Administration of Canada: www.ipaciapc.ca

Office of Personnel Management – The United States Government's Human Resources Agency (available in English only): www.opm.gov

Frequently Asked Questions

1) What is integrated HR and business planning?

Integrated HR and business planning is the process of:

- determining your business goals;
- analyzing your environment to see if you have the appropriate complement to meet your current and future needs;
- assessing the gaps in your workforce—what are you missing from an HR perspective in order for you to achieve your goals;
- setting priorities, taking action, and initiating strategies to close the gap and help get the HR you need (your HR advisors can help you here); and
- reviewing your efforts and assessing if you were successful in integrating HR and business planning.

2) We already do some HR planning. Is it mandatory for us to use the tools in this kit?

Departments and agencies are free to adopt the processes in this kit, or to use them as a complement to existing planning practices should they wish to do so.

Even if departments and agencies are well along the road in integrating HR and business planning, the information in this kit can provide useful benchmarks and checklists that can augment existing practices across departments and agencies.

3) I'm a line manager and I am very busy. I already know my team well. Will this work really help me?

Most good managers address HR planning intuitively, and we know that some organizations are already quite advanced in this area. However, we also know that improvement is needed, Public Service-wide, and it is considered a priority among senior decision makers across government.

The tools in the *Integrated Planning Guidebook* are generic enough that managers in any organization can use them to help them think through how they can best integrate HR and business planning.

4) From a line manager's perspective, what is the most important document in *the Integrated Planning Guidebook* for me to work with?

The document entitled *Integrated HR and Business Planning Checklist* outlines for you the steps that are commonly accepted as central to integrating HR and business planning. Organizations noted for good HR planning typically follow these steps or a slight variation thereof.

If you work through these steps and ask yourself the questions that fall under each heading you may well get some ideas on how you can better integrate HR and business planning and improve your team's capacity to deliver.

It is possible that after you work through this methodology you may only focus on two or three HR strategies. That is fine.

5) What do I need to know before I start the integrated planning process?

Understanding your business goals and deliverables is central to integrating HR and business planning. Although it is recognized that in government, as elsewhere, priorities change, most line managers, after receiving strategic direction, can determine with some accuracy a reasonable course of action for consideration and approval by more senior levels.

6) How can I do an integrated plan in instances where it is unclear what my final budget will be?

It is recognized that sometimes managers do not have all the details at their fingertips that they would like as they work through the planning process. There is always an aspect of risk and uncertainty in any environment.

However, line managers are in the position where they must:

- look at the direction they are receiving from their manager(s);
- think through where they are in terms of ongoing priorities;
- look at the budget they had the previous year, and incorporate any information they might have on the coming year's budget for their team;
- outline what they believe to be the key emerging issues; and
- come up with proposals on both ongoing work and other potential business deliverables and take into consideration their HR capacity to achieve results.

Talk to your immediate manager and get as clear an idea as possible of what the business priorities are for the coming year.

7) How do I integrate HR planning with staffing?

Integrated HR and business planning is fundamental to taking advantage of the opportunities available to you under the *Public Service Employment Act*. Integrated HR and business plans can provide you with the solid foundation you need in order to make staffing decisions. Here are some examples of new staffing possibilities:

- you will be able to make projections of, and base staffing decisions on, current and future needs to meet business goals;
- the definition of merit allows the flexibility to more closely align HR with business needs. For example, you are no longer required to "rank order" candidates. You will, however, need to justify your decision and demonstrate that the person you choose for a job meets all the qualifications of the job. You should base your staffing decisions on your integrated HR and business plan, thereby achieving fairness and transparency; and
- problems could be solved informally during a staffing process, avoiding the need for more formal recourse process.

8) How are the reporting requirements, such as the Report on Plans and Priorities, Departmental Performance Report and annual reports, linked to integrated HR and business planning process?

All departments and agencies are subject to traditional reporting requirements such as the Report on Plans and Priorities and the Departmental Performance Report. Line managers at various levels typically contribute to the process of preparing these documents.

Integrated HR and business planning in the context of preparing these reports is important. For example, the Report on Plans and Priorities outlines what organizations plan to do, so it is important to ensure you have the human capacity to achieve your goals.

However, integrated HR and business planning should not be considered as an exercise exclusively designed to meet reporting requirements. Integrated HR and business planning should be an ongoing process whereby managers are regularly thinking about their work in the context of the people, learning and human development needed to meet their goals.

9) What support is available to help departments, agencies and line managers integrate HR with business planning?

The information in the *Integrated Planning Guidebook* is designed to transcend the planning-related specifics of any particular department or manager, and provides a model and checklists that can either be adopted outright or adapted to complement existing planning practices.

The Public Service Human Resources Management Agency of Canada also offers help and support to departments and agencies. The Planning Directorate can be contacted by calling (613) 946-9303.

HR advisors, HR planning specialists and corporate planners in departments and agencies can provide support to managers.

The HR Planning Interdepartmental Network (HRPIN) meets regularly to discuss HR planning issues. This is an open forum where those interested in HR planning issues can attend and participate. Please visit their Web Site at http://publiservice.hrma-agrh.gc.ca/hr-rh/hrp-prh/hrpin-riprh.

10) How is Public Service-wide Renewal linked to Integrated Planning?

One of the biggest challenges the government is currently facing deals with attracting, recruiting, training and retaining talents in a highly competitive national and international context for this vital resource. Renewal is about ensuring excellence in all that Public Service does in the future. Renewal encompasses both how business is done and the people who do it. This means that every manager in the Public Service must plan for his/her business and for the associated people requirements, know existing and forecasted talent strengths and gaps, effectively align resources (including people) to deliver results and use planning to engage employees and achieve traction.

Succession Planning and Management Tool

for Senior Managers

November 2006

Human Resources Planning Directorate

Introduction

The Advisory Committee on Senior Level Retention and Compensation (Seventh Report, December 2004) recommends that succession plans, coupled with current and forecast demographics, be reviewed to ensure that HR needs can be met in the executive ranks.

Under the *Public Service Employment Act* (PSEA) Deputy Heads have responsibility for identifying qualifications for work to be performed as well as the current and future human resources needs to deliver on organizational requirements in their respective departments.

Planning and managing succession is a critical sub-component of the broader integrated HR and business planning process.* A gap analysis may point to a number of priority areas one of which may be succession planning. Other priority areas may include recruitment, change management, employment equity, and official languages. Succession plans should be incorporated into your integrated HR and business work plan.

Effective succession planning cannot succeed without commitment from leaders at all levels, starting at the top.

What is succession planning and management?

Succession planning and management involves an integrated, systematic approach to identify, develop and retain talent for key positions and areas in line with current and projected business objectives. The focus is on developing employees so that the organization has a pool of qualified candidates who are ready to compete for key positions and areas when they become vacant.

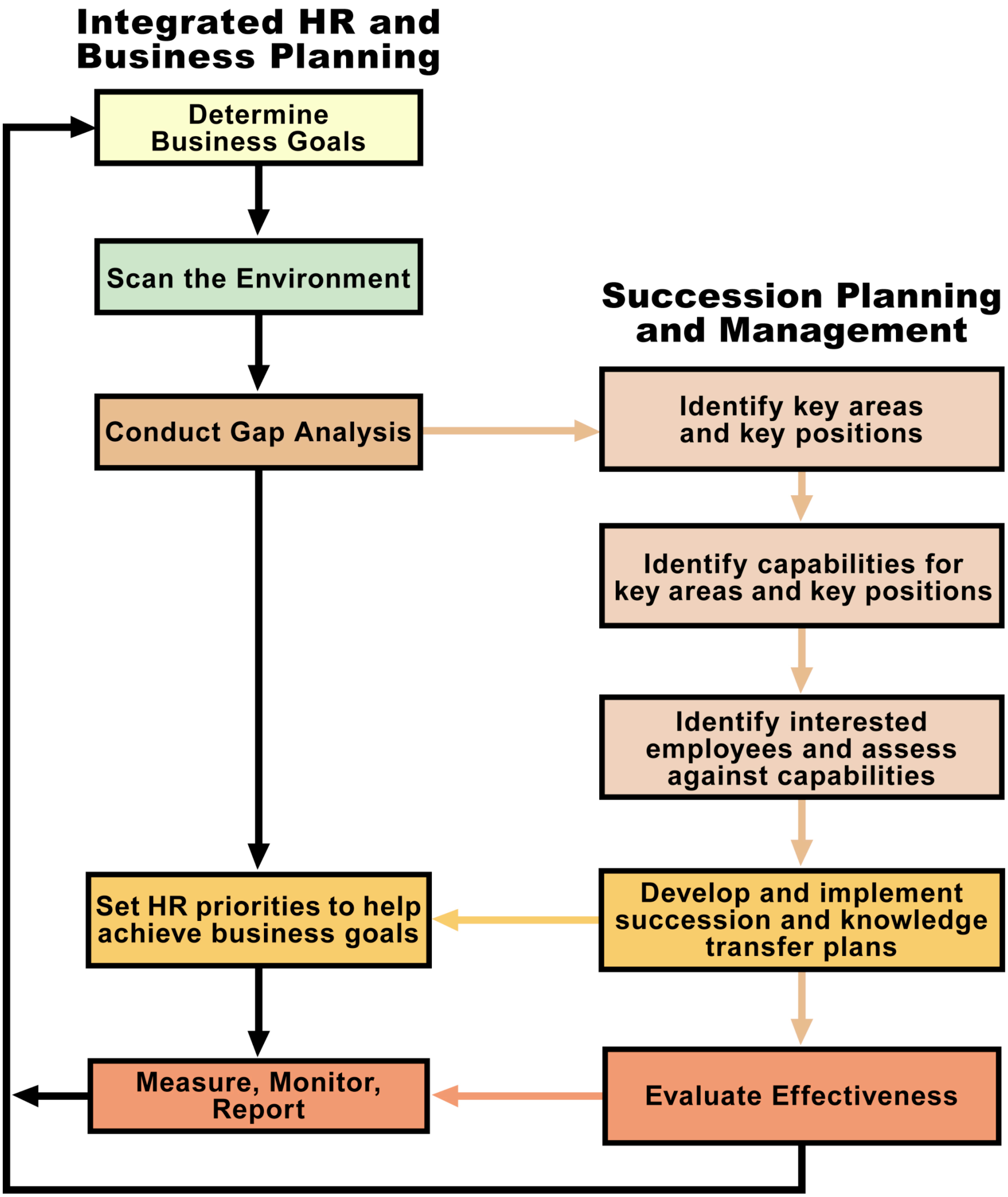
Succession Planning and Management - A Five-Step Process**

1. Identify key areas and key positions
2. Identify capabilities for key areas and positions
3. Identify interested employees and assess them against capabilities
4. Develop and implement succession and knowledge transfer plans
5. Evaluate effectiveness

* See the Integrated HR and Business Planning Checklist at http://www.hrma-agrh.gc.ca

** Contact for information: telephone: 613-946-9303; email: hrp-prh-ref@hrma-agrh.gc.ca; *The Succession Planning and Management Tool* and *the Managers' Tool*: http://www.hrma-agrh.gc.ca/hr-rh/hrp-prh/ce_e.asp

Link between the succession planning and management process and the integrated HR and business planning process



Traditional Approach vs. Leading Approach

Different organizations are at different stages in their approach to succession planning. The following chart provides a comparison of replacement planning vs. succession planning and management.

Traditional Approach → **Leading Approach**

Replacement Planning	Succession Planning and Management
• Focus is limited to executive-level positions.	• Focus is on key positions/areas at various levels.
• Focus is on identifying immediate and short-term replacements.	• Focus is on the development of talent for the longer term.
• Plans are limited to identifying one or two potential successors for senior positions.	• Plans include developing pools of talent for key positions/areas.
• Plans are linked to individual job requirements.	• Plans are linked to building competencies and skills for current and future business needs.
• Potential candidates are identified based solely on feedback from their immediate supervisor.	• A systematic process is used to assess candidates based on feedback from multiple perspectives and sources of information.
• Succession planning is done in isolation from other related HR activities (e.g. learning and development, diversity initiatives, and recruitment).	• Processes are in place to integrate succession planning with other HR activities.

The Business Case

- Departures and retirements
- Competition for skilled employees
- Increasing diversity of the workforce
- Need to retain corporate knowledge
- Career development leads to higher levels of employee engagement

Planning Considerations

- Assess the current state of succession planning in your organization based on core business lines and priorities.
- Assess the desired state and begin the planning process.

Benefits

- A more efficient and effective public service with increased ability to deliver on business goals.
- The development of a qualified pool of candidates ready to fill key positions or areas.
- Improved employee engagement through career development and resulting cost benefit.
- The opportunity for corporate knowledge transfer.

Who are the various players and what are their roles

Deputy Heads

- Ensure that business planning and HR planning are integrated.
- Lead the succession planning process and talent review meetings for senior executives and ensure that succession planning is carried out at all levels of the organization.
- Communicate and champion the importance of effective succession planning and management.

Leaders

- Identify knowledge, skills and abilities for key positions.
- Provide employees with opportunities for development.
- Conduct performance reviews and assist employees in determining areas in need of further development.
- Link succession planning strategies to program and financial planning.
- Evaluate the effectiveness of succession planning initiatives and amend as required.

Employees

- Learn about key positions and areas and their skill requirements.
- Discuss their career interests and plans with their managers.
- Learn about and take advantage of development opportunities.
- Complete a learning plan, keep it up-to-date and ensure follow-through.

Human Resources

- Provide timely advice and guidance to managers.
- Engage in and ensure ongoing discussions with bargaining agents.
- Ensure ongoing discussions with corporate planners and ensure that linkages are made to program management.
- Assist managers with the evaluation of succession planning initiatives.

Key Messages

- Succession planning and management is about developing employees and supporting them in their careers to ensure that the organization has pools of talent for key areas. It is not about identifying heirs to specific positions.
- Succession planning extends to all levels of the organization – it is not limited to those in executive positions.
- Employees play a role in the process by identifying their career interests, having an opportunity to be assessed for key roles and developing their learning plans.

Succession planning and management is a key priority for senior management.

Succession Planning and Management Tool for Senior Managers Checklist

STEP 1. Identify key areas and key positions

- ☐ Identify which positions, if left vacant, would be detrimental to the health, safety, or security of the Canadian public.
- ☐ Identify which positions, if left vacant, would cause major difficulties in achieving current and future business goals.

STEP 2. Identify capabilities for key areas and key positions

- ☐ Ensure that the Key Leadership Competencies Profiles for key positions are used.
- ☐ Communicate information on key positions and skills to employees.

STEP 3. Identify interested employees and assess them against capabilities

- ☐ Has your organization developed an inventory of employee skills and experience to ensure that a pool of trained staff is available for key areas and positions?
- ☐ Is there a sufficient pool of bilingual candidates, as well as members from designated groups, in feeder groups for key areas and positions?

STEP 4. Develop and implement succession and knowledge transfer plans

- ☐ Institute succession planning and knowledge transfer programs and processes in your organization.
- ☐ Incorporate responsibility for conducting succession planning and knowledge transfer activities in performance management agreements.
- ☐ Encourage the development of a learning organization through employee and management engagement.

STEP 5. Evaluate effectiveness

- ☐ Have succession plans been developed for all key areas and positions?
- ☐ Are key positions filled quickly?
- ☐ Are the values, and business objectives of the Government of Canada met?

Public Service Human Resources Management Agency of Canada
Agence de gestion des ressources humaines de la fonction publique du Canada

Succession Planning and Management Tool

for Managers

August 2006

Human Resources Planning Directorate

What is succession planning and management?

Succession planning and management involves an integrated, systematic approach to identify, develop, and retain talent for key positions and areas in line with current and projected business objectives. The focus is on developing employees so that the organization has a pool of qualified candidates who are ready to compete for key positions and areas when they become vacant.

What are the benefits?

Succession planning and management:

- improves employee engagement through career planning, challenging work, training and development, career advancement, and horizontal development;
- improves an organization's ability to achieve business goals by having pools of qualified candidates for key positions and areas;
- gives managers a better appreciation of the skills and competencies, experience, diversity, language capacity, and learning interests of their employees;
- protects against corporate memory loss when employees leave the organization;
- facilitates the attainment of employment equity goals through targeted development initiatives;
- yields cost savings by fostering a more engaged and productive workforce; and
- over the long term, results in a more efficient and effective public service.

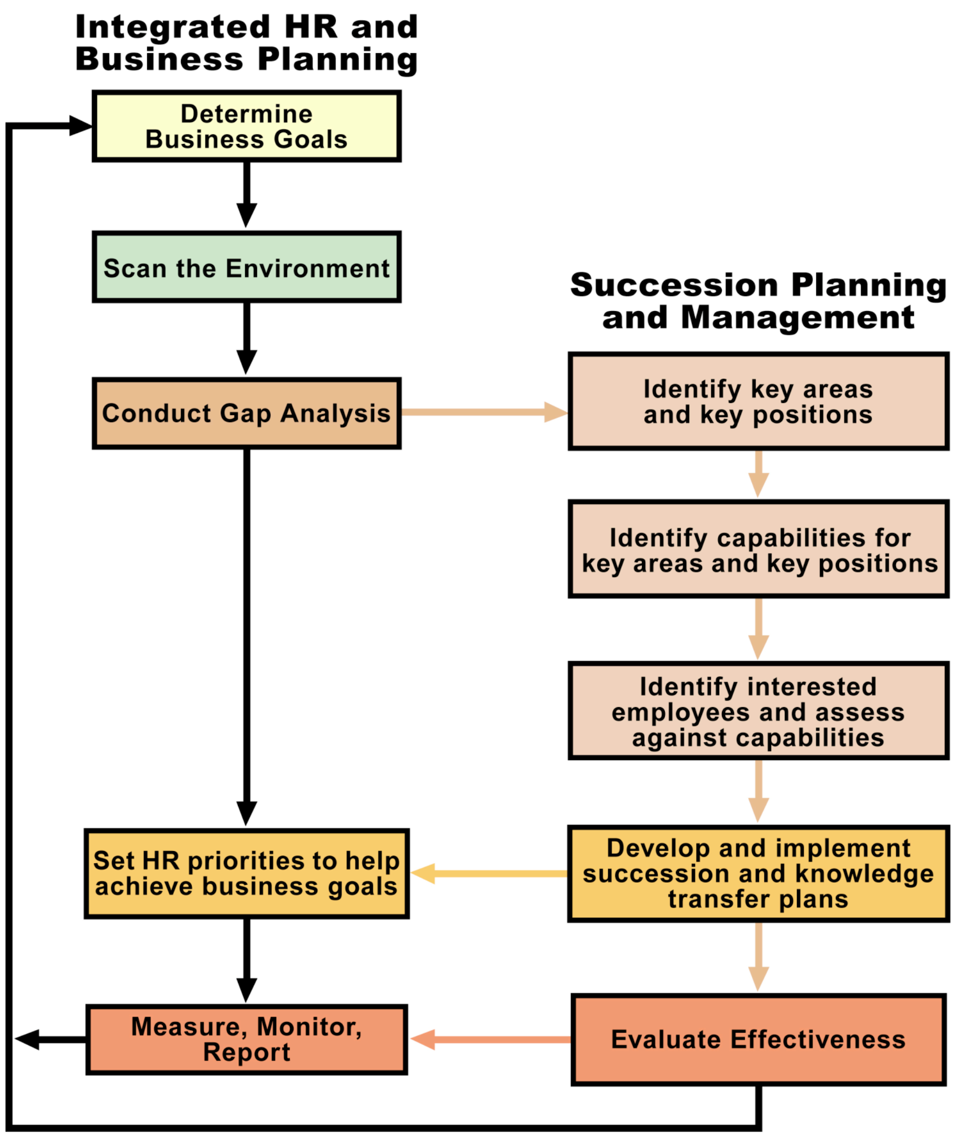
This tool will help you:

- understand the steps involved in succession planning and how they link to the integrated human resources (HR) and business planning process;
- identify key positions and key areas;
- gather information from your employees to support strategic learning plans;
- develop strategies to transfer knowledge; and
- identify ways to assess effectiveness.

Effective succession planning *cannot succeed without real commitment* from managers at all levels, starting at the top.

How does succession planning and management link with integrated HR and business planning?

As illustrated below, the process of planning and managing succession is a subcomponent of the broader integrated HR and business planning process. A gap analysis may point to a number of priority areas, one of which may be succession planning. Other priority areas may include recruitment, change management, employment equity, official languages, etc. As illustrated, succession plans should be incorporated into your integrated HR and business work plan.



For more information on integrated planning, see the Integrated HR and Business Planning Checklist at http://www.hrma-agrh.gc.ca.

Steps and Considerations

As you proceed through these steps, it is important to have discussions with your employees and to consult with your HR advisor. A solid understanding of your employees' skills, competencies, career interests, and career plans is critical to the success of your succession planning efforts.

Step 1. Identify key areas and key positions

Reflect on the following questions to help you identify which positions will be the focus of your succession planning efforts.

- ☐ Which positions, if left vacant, would cause major difficulties in achieving current and future business goals?
- ☐ Which positions, if left vacant, would be detrimental to the health, safety, or security of the Canadian public?
- ☐ Which positions would be difficult to fill because they require particular expertise and/or the incumbents possess a wealth of corporate knowledge?
- ☐ For which necessary skills in your branch or sector is there a current or projected labour market shortage or which positions have been traditionally difficult to fill?

What are key areas and key positions?

- Key areas are the focus of your succession planning efforts. For example, succession planning activities may be geared to developing talent for certain occupational groups (e.g. executives, foreign service officers), functional communities (e.g. financial management, the HR community), or increasing representation of persons in a designated group.
- Key positions are those positions that exert critical influence on the operational activities or the strategic objectives of the organization. This means that without this role, the organization would be unable to deliver effectively on its business objectives.

Step 2. Identify capabilities for key areas and key positions

- ☐ Have you used information from the job description and merit criteria and have you spoken with job incumbents to identify the relevant knowledge, skills (including language), abilities, and/or competencies needed to achieve business goals?
- ☐ Has your organization checked to see whether you can leverage knowledge from the functional communities (see http://www.communities-collectivites.gc.ca) or other departments and agencies that have developed competency profiles for similar key positions and areas?
- ☐ Are you using the revised Key Leadership Competencies Profile (available at http://www.hrma-agrh.gc.ca) for relevant positions and/or any leadership profile your department or agency may have?
- ☐ Have you communicated to employees information about key positions and areas, as well as skills needed for these positions and areas, so that this information can be considered in the development of learning plans?

Step 3. Identify interested employees and assess them against capabilities

- ☐ Have you spoken to each of your employees to discuss his or her career plans and interests in order to identify those who are interested in leadership roles or who wish to move to more senior or alternative roles?
- ☐ Has the organization considered building an inventory of its employees' skills, experience, and career interests?
- ☐ Do you know which of your key positions are vulnerable (e.g. which incumbents will be retiring or leaving for other reasons within the next several years)? Have you assessed whether there are enough candidates who are ready to advance or who could be developed in that time frame?
- ☐ Is there a sufficient pool of bilingual candidates, as well as members from designated groups, in feeder groups for key positions and areas?
- ☐ Have you addressed the potential barriers for the advancement of employees from designated groups?
- ☐ Have you identified a temporary back-up for each key position with the appropriate knowledge, skills (including language), and abilities to carry out the responsibilities in the short term?
- ☐ Have you conducted a risk assessment for key positions based on when you think the position may become vacant? The assessment should evaluate the overall impact on the business and whether there is a shortage of qualified candidates.

- ☐ Does your management team meet to discuss the requirements of key positions and areas, as well as the development needs of interested candidates?
- ☐ Does your organization base the identification and assessment of employees with potential for key roles on multiple assessments and perspectives (e.g. talent review meetings, assessment tools, 360-degree evaluations, performance)?

Step 4. Develop succession and knowledge transfer plans

- ☐ Has your organization defined the developmental experiences that it requires for its leadership positions and other key areas?
- ☐ Have you explored various options to support your employees' career goals, including acting assignments, stretch assignments, mentoring arrangements, job shadowing, courses, and language training?
- ☐ Do employees have learning plans that are linked to the appropriate knowledge, skills (including language), and abilities required for current and future roles?
- ☐ Have you had discussions with your employees regarding the various possible means of passing on their corporate knowledge?
- ☐ Do you encourage employees to work in teams and cross-train employees to foster knowledge transfer and broaden employees' skill sets?
- ☐ Have you explored whether employees who are planning on retiring within the next few years are interested in participating in a mentoring arrangement?
- ☐ Have you explored options that would allow you to bring in a new employee while the incumbent remains in the organization in order to facilitate knowledge transfer?
- ☐ Has your organization considered offering professional development courses or establishing a professional development and apprenticeship program to identify and develop talent in key areas and among designated groups?

Step 5. Evaluate effectiveness

- ☐ Do all key positions have succession plans?
- ☐ Are key positions filled quickly?
- ☐ Do new employees in key positions perform effectively in their role?
- ☐ Are there qualified employees who are ready to compete for key positions and areas?
- ☐ Are designated group members adequately represented among feeder groups for key positions and key areas?
- ☐ Do you review your succession plan following organization changes (e.g. change in priorities, restructuring)?

Succession Planning and Management Tool

August 2006

Human Resources Planning Directorate

Published by the Public Service Human Resources Management Agency of Canada

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This document is available in alternative formats and at the following addresses:
http://www.hrma-agrh.gc.ca
http://publiservice.hrma-agrh.gc.ca

Table of Contents

Introduction

Integrated human resources (HR) and business planning has become a critical component of modernizing HR in the public service by enabling organizations to determine their current and future needs and build for them. In order to enhance capacity for integrated planning, the Interdepartmental HR Planning Working Group was established and played a key role in developing the Integrated HR and Business Planning Tool Kit.

This tool builds on the work by the Interdepartmental HR Planning Working Group by providing information specific to succession planning and management strategies. Succession planning has been identified as a top priority among senior leaders in both the private and public sectors.[1] Trends such as the increasing diversity of the population, competition for skilled employees, and the ageing population reinforce the need to identify and develop skills in targeted areas and implement strategies to pass on corporate knowledge.

This tool is intended to provide departments and agencies with a road map of how to implement succession strategies adapted to their needs. The tool is primarily geared towards HR professionals. However, given that multiple players may be involved in the development and implementation of succession strategies, the tool may be of interest to other audiences, including senior leaders, managers, employees, corporate planners, and bargaining agent representatives. A streamlined version of the tool, entitled *Succession Planning and Management Tool for Managers*, has been developed for managers.

This tool can be used to:

- create a common understanding of succession planning principles and practices within your organization;
- form the basis for developing tailored succession planning tools, templates, presentations, and/or workshops for your organization;
- generate ideas about what kind of approach your organization may undertake to better plan and manage succession;
- improve existing succession planning processes; and
- serve as a general reference document.

The development of the tool involved a literature review of leading succession planning practices in both the public and private sector; focus groups conducted across regions and with various networks and stakeholders such as HR professionals, managers, functional communities, and bargaining agents; and the participation of over 40 departments and agencies.

The Business Case

Departures and retirements

Based on recent departure trends, between 20 and 25 per cent of indeterminate public servants are forecast to leave over the next five years.[2] In 2004–05, two thirds of all departures were through retirement. Because the retirements will occur over a period of time, this is a manageable issue. However, it requires strategic planning. Effective succession planning ensures that the federal government will have a ready supply of qualified candidates for leadership roles and for other key areas when positions become vacant.

Competition for skilled employees

In a recent survey, over two thirds of public-sector managers reported current or expected skills shortages, and improving succession planning was identified as the top action to address skills requirements.[3] Succession planning helps to retain skilled talent by ensuring that employees are provided with challenging developmental assignments that support their career objectives and meet organizational objectives.

Increasing diversity of the workforce

Immigration was the source of 70 per cent of recent labour force growth, and projections are that it will be 100 per cent by 2011, resulting in higher workforce availability of visible minorities.[4] Without a systematic succession planning process, job incumbents tend to identify and groom successors who are remarkably similar to themselves in appearance, background, and values.[5] Effective succession planning provides organizations with an opportunity to meet employment equity goals and thereby ensure that the public service reflects the Canadian population.

Need to retain corporate knowledge

There are considerable costs to organizations when employees leave, not only in terms of loss of skills but also of loss of corporate knowledge. Effective succession planning ensures that strategies are in place for knowledge transfer.

Career development leads to higher levels of employee engagement

Employees whose careers are being developed are more likely to report higher levels of engagement. In other words, they are more likely to be committed to the organization, are more likely to take pride in their work, and are more likely to work hard at what they do.[6]

What is Succession Planning and Management?

Succession planning and management involves an integrated, systematic approach to identify, develop, and retain talent for key positions and areas in line with current and projected business objectives.

Different organizations are at different stages in their approach to succession planning. The following chart can be used to assess where your organization is, and the information in this tool can be used to build a more comprehensive and leading approach to succession planning.

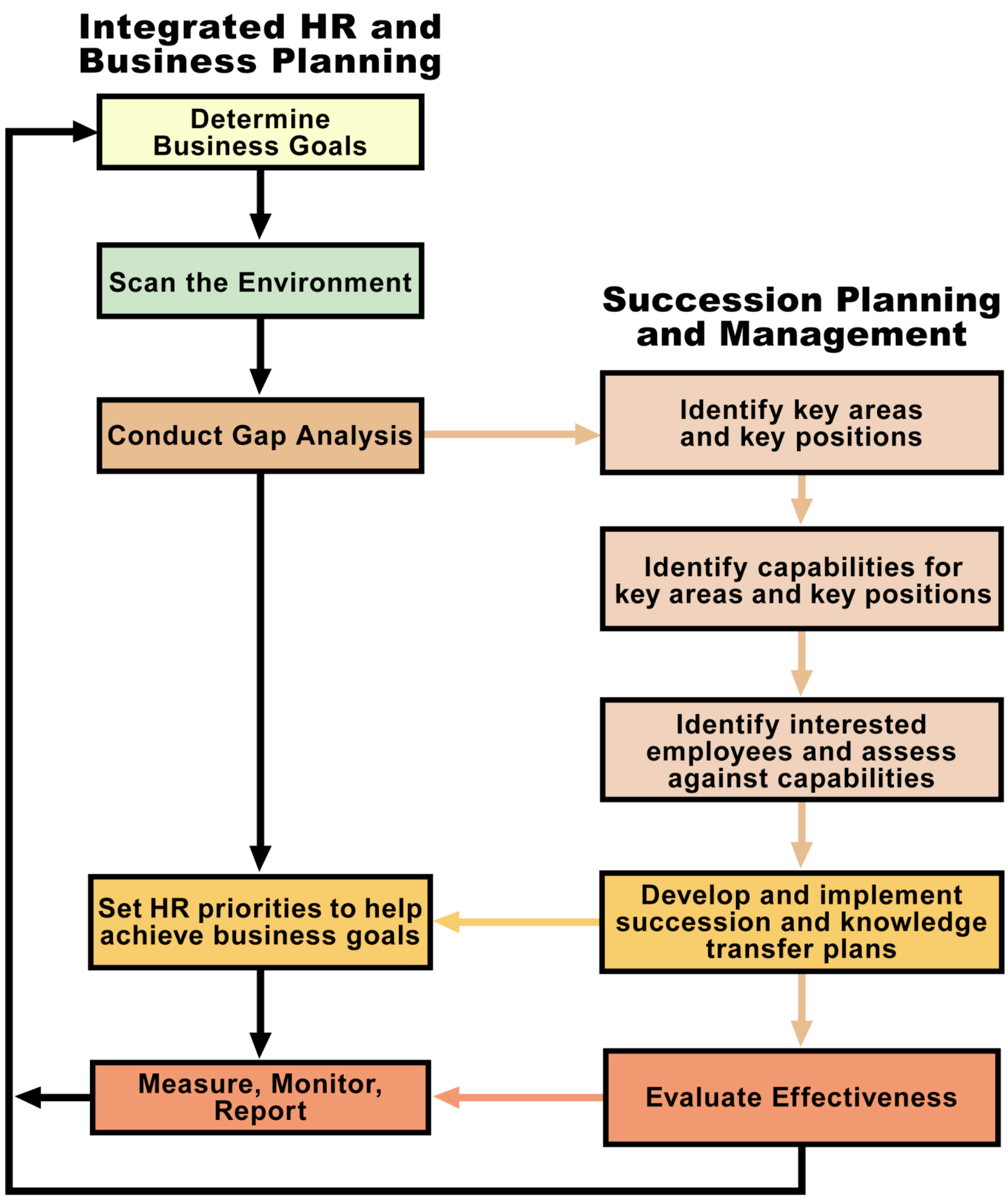
Traditional Approach → *Leading Approach*

Replacement Planning	Succession Planning and Management
▪ Focus is limited to executive-level positions.	▪ Focus is on key positions/areas at various levels.
▪ Focus is on identifying immediate and short-term replacements.	▪ Focus is on the development of talent for the longer term.
▪ Plans are limited to identifying one or two potential successors for senior positions.	▪ Plans include developing pools of talent for key positions/areas.
▪ Plans are linked to individual job requirements.	▪ Plans are linked to building competencies and skills for current and future business needs.
▪ Potential candidates are identified based solely on feedback from their immediate supervisor.	▪ A systematic process is used to assess candidates based on feedback from multiple perspectives and sources of information.
▪ Succession planning is done in isolation from other related HR activities (e.g. learning and development, diversity initiatives, and recruitment).	▪ Processes are in place to integrate succession planning with other HR activities.

How Does Succession Planning and Management Link With Integrated HR and Business Planning?

As illustrated below, the process of planning and managing succession is a subcomponent of the broader integrated HR and business planning process. A gap analysis may point to a number of priority areas, one of which may be succession planning. Other priority areas may include recruitment, change management, employment equity, official languages, etc. As illustrated, succession plans should be incorporated into your integrated HR and business work plan.

For more information on integrated planning, see the Integrated HR and Business Planning Checklist at http://www.hrma-agrh.gc.ca.



Planning Considerations

1. Assess the current state of succession planning in your organization

- Is succession planning currently done? If so, how?
- To assess the current state of things, consider initiating discussions among key decision-makers and stakeholders, establishing a committee, or conducting a survey.[7]
- What are the areas for improvement?
- Is successing planning linked with business and program planning?

2. Assess the desired state and begin the planning process

- Are representatives from various HR areas involved (e.g. performance management, learning, employment equity, official languages, recruitment, staffing) to ensure appropriate linkages?
- Are representatives from program planning involved (e.g. corporate and strategic planners) so that succession planning is aligned with program planning and the impact of any organizational transformations is minimized?
- Have the roles and responsibilities of stakeholders been determined and clearly communicated?
- Which aspects of the process will be decentralized to the business unit level and which will be decided corporately?
- Has the business case been defined and communicated to enhance engagement of key stakeholders (e.g. managers, employees, bargaining agents)?
- Is there a communications plan, including key messages (e.g. no guaranteed promotions)?
- How will the transparency of the process be ensured?
- What will the data and technology requirements be?
- What resources are needed to ensure that the process can operate effectively?
- Has the organization identified which tools are needed to support the process?
- Has the organization considered a pilot project?
- How will effectiveness be tracked, monitored, and reported?

Steps and Considerations

This section provides information so that your organization can incorporate activities for managing succession into your integrated HR and business planning process.

There is not a “one-size approach” to succession planning—what works in one organization may not work in another, given different contexts and resourcing issues. Activities to plan and manage succession may evolve over time as organizations learn what works and what needs to be improved.

Respecting the key values of transparency, fairness, and accessibility

The approach your organization adopts for succession planning must operate alongside the core values of fairness, access, and transparency. These values are fundamental elements of the *Public Service Employment Act* (PSEA), which came into effect in December 2005. Within this context, it is important to ensure that:

- the succession planning process is transparent and communicated to all employees;
- assessments of candidates are made objectively and are free from personal favouritism;
- employees who have expressed an interest in career advancement have a reasonable opportunity to be considered for future roles; and
- appointments are based on merit.

For more information on the *Public Service Employment Act*, go to http://www.hrma-agrh.gc.ca.

Succession planning and management ensures that those employees with an interest in and the potential for key positions and areas are provided with appropriate development opportunities so that they can acquire the necessary skills and competencies to compete for these roles when they become available. Succession planning does *not* entail guaranteed promotions. It is important that organizations carefully manage employee expectations to avoid these kinds of perceptions.

Although the focus of succession planning and management is on key positions and key areas, development initiatives should occur alongside more broad-based learning initiatives. In other words, all employees should be encouraged to have learning plans and participate in learning and training opportunities to further their career development. But the analysis of key positions and target areas may suggest tailored developmental programs and activities to build competencies for certain areas.

The Five-step process

Five broad steps to successful succession planning are described in the following pages. The steps are as follows:

1. Identify key areas and key positions.

2. Identify capabilities for key areas and positions.

3. Identify interested employees and assess them against capabilities.

4. Develop and implement succession and knowledge transfer plans.

5. Evaluate effectiveness.

Step 1. Identify key areas and key positions

What are key areas and positions?

Key areas are the focus of your succession planning efforts. For example, succession planning activities may be geared to developing talent for certain occupational groups (e.g. executives, foreign service officers), functional communities (e.g. financial management, the HR community), or increasing representation of persons in a designated group.

Key positions are those that exert critical influence on the operational activities or the strategic objectives of the organization.[8] This means that without this role, the organization would be unable to effectively meet its business objectives.

How do organizations identify key areas and positions?

The results of your organization's workforce analysis and environmental scan are a critical tool for identifying key or vulnerable areas. Based on current and future business goals, changes in programs, retirement forecasts, turnover rates, current vacancies, representation of designated group members and mobility patterns, an organization may identify an existing or impending shortage that will affect its ability to deliver on its priorities.

Because key positions are linked to the operational and strategic objectives of the organization, management needs to play a primary role in their identification. HR professionals, however, can play a supportive role by providing criteria to assist in their identification.

Tips

- Link the identification of key areas and key positions to current and future business objectives.
- Create a template to help managers identify key positions (see "Managers' Checklist" on the next page).
- Review key positions periodically because they may change over time, depending on developments in programs (e.g. new initiatives, sunsetting programs), changes in government direction, and the introduction of new technology.

Managers' checklist

- ☐ Which positions, if left vacant, would cause major difficulties in achieving current and future business goals?
- ☐ Which positions, if left vacant, would be detrimental to the health, safety, or security of the Canadian public?
- ☐ Which positions would be difficult to fill because they require particular expertise and/or the incumbents possess a wealth of corporate knowledge?
- ☐ For which necessary skills in your branch or sector is there a current or projected labour market shortage or which positions have been traditionally difficult to fill?

Step 2. Identify capabilities for key areas and positions

A clear understanding of capabilities needed for successful performance in key areas and positions is important for guiding learning plans and may serve as the basis for self-assessment tools. Moreover, knowing the required capabilities is necessary for setting clear performance expectations, assessing performance, and for selection purposes. For the purposes of this tool, capabilities may consist of knowledge, skills, and abilities (KSAs) or competency profiles.

Regardless of which approach or definition of capabilities your organization uses (KSAs or competency profiles), it is important that these are incorporated into your succession strategies to better assess gaps and focus development efforts.

What are knowledge, skills, and abilities (KSAs)?

Although various definitions exist, we have defined these terms as follows:[9]

Knowledge is a body of information that allows a person to perform a task successfully (e.g. budgeting and accounting principles).

Skill is an individual's level of proficiency in performing a specific task (e.g. statistical data manipulation).

Ability is more general than skill and refers to an enduring trait or capability in performing tasks (e.g. the ability to analyze).

What are competencies and competency profiles?

Many organizations define a *competency* as any knowledge, skill, or ability, demonstrated through behaviour, that results in superior job performance. Some definitions include personal qualities, values, or traits as competencies. Examples of competencies include interpersonal effectiveness, teamwork, technical capability, and reliability.

A competency profile is a set of competencies typically applied to groups of positions such as occupational groups (e.g. executives) or that are function-specific (e.g. information technology, finance). Some organizations also identify a set of core competencies that are aligned with their organization's mission and values and that apply to all employees in the organization. Competency profiles facilitate the integration of HR activities, such as succession planning aligned with recruitment, learning, performance evaluation, etc. through a common language and framework.

How do organizations identify the capabilities for key areas and key positions?

Consider creating a list of the most important capabilities needed for key areas and positions by using information from the job or position description and merit criteria, and by interviewing job incumbents and stakeholders.

A discussion of how to develop competency profiles is beyond the scope of this document. Activities may include interviewing content experts, job incumbents, and other stakeholders; conducting focus groups; administering surveys or checklists; and validating the profiles.

If your organization wants to learn more about developing competency profiles, consider becoming a member of the Interdepartmental Committee on Competency-Based Management. For more information, go to http://www.hrma-agrh.gc.ca. For additional information, please see “Additional Sources of Information” at the end of this document.

Managers’ checklist

- ☐ Have you used information from the job description and merit criteria and have you spoken with job incumbents to identify the relevant knowledge, skills (including language), abilities, and/or competencies needed to achieve business goals?
- ☐ Has your organization checked to see whether you can leverage knowledge from the functional communities (see http://www.communities-collectivites.gc.ca) or other departments and agencies that have developed competency profiles for similar key positions and areas?
- ☐ Are you using the revised Key Leadership Competencies Profile (available at http://www.hrma-agrh.gc.ca) for relevant positions and/or any leadership profile your department or agency may have?
- ☐ Have you communicated to employees information about key positions and areas, as well as skills needed for these positions and areas, so that this information can be considered in the development of learning plans?

Step 3. Identify interested employees and assess them against capabilities

The main purpose of identifying and assessing employees against the capabilities for key areas and positions is to tailor development opportunities in such a way that employees can acquire the requisite skills and competencies they need to prepare them for future roles.

How do organizations identify and assess employees?

Organizations typically use a combination of the following approaches to determine which individuals are interested in and demonstrate potential for future roles.

Self-identification

As a starting point in the process, many organizations give employees the opportunity to express their interest in leadership roles, career advancement, or lateral moves. There are various ways organizations can gather this information, including:

- encouraging career and learning discussions between employees and managers, and rolling up key information from these discussions for the management team;
- administering a survey;
- soliciting applications for a more formalized developmental program; or
- creating a skills inventory database or employee profile that provides information on employees' career interests and skills/competencies.

Assessment methods and instruments

Organizations may use a variety of tools for assessing potential for leadership or other key roles. These include:

- performance reviews;
- talent review meetings;
- assessment centres;
- 360-degree feedback;
- written examinations;
- behaviour-based interviews;
- in-basket exercises;
- simulation exercises or role-playing;
- aptitude tests;
- employees' résumés; and
- reference checks.

Talent review meetings

Talent review meetings are used by some organizations to identify the requirements for leadership and key positions, assess the capability of people in their organization to fill those positions, and ascertain the developmental needs of potential candidates. A solid understanding of these issues assists in developing strategies to balance organizational needs with the career aspirations of employees.

In preparation for these meetings, some organizations create a one- or two-page employee profile (see Appendix A). Information in these profiles may pertain to career interests, interest in leadership roles, competency strengths and vulnerabilities, performance ratings, willingness to relocate, retirement plans, and development plans. In addition, a separate profile may be created for key positions (see Appendix B).

Effective talent review discussions:

- Begin meetings by measuring progress against last year's goals.
- Encourage participants to offer their input on employees so that assessments are based on multiple perspectives.
- Encourage honest and frank discussion rather than reporting.
- Include discussions on employees' learning and development needs.
- Have discussions led by a skilled facilitator.
- Allow sufficient time for discussion.
- Follow up on action items within a couple of months of the meeting.

Tips

- In order to minimize subjectivity, use multiple ways of assessing employees and include multiple perspectives.
- If your organization is considering a more formal process of identifying internal talent for accelerated development, it is important to carefully manage expectations to avoid the presumption of guaranteed promotion and to protect against the risk of alienating those not selected. Employees who are not initially considered for accelerated development need to understand that they can be considered in the future with further career development and/or that there are alternative paths for development (e.g. opportunities for deployment).

Managers' checklist

- ☐ Have you spoken to each of your employees to discuss his or her career plans and interests in order to identify those who are interested in leadership roles or who wish to move to more senior or alternative roles?
- ☐ Has the organization considered building an inventory of its employees' skills, experience, and career interests?
- ☐ Do you know which of your key positions are vulnerable (e.g. which incumbents will be retiring or leaving for other reasons within the next several years)? Have you assessed whether there are enough candidates who are ready to advance or who could be developed in that time frame?
- ☐ Is there a sufficient pool of bilingual candidates, as well as members from designated groups, in feeder groups for key positions and areas?
- ☐ Have you addressed the potential barriers for the advancement of employees from designated groups?
- ☐ Have you identified a temporary back-up for each key position with the appropriate knowledge, skills (including language), and abilities to carry out the responsibilities in the short term?
- ☐ Have you conducted a risk assessment for key positions based on when you think the position may become vacant? The assessment should evaluate the overall impact on the business and whether there is a shortage of qualified candidates.
- ☐ Does your management team meet to discuss the requirements of key positions and areas, as well as the development needs of interested candidates?
- ☐ Does your organization base the identification and assessment of employees with potential for key roles on multiple assessments and perspectives (e.g. talent review meetings, assessment tools, 360-degree evaluations, performance)?

Step 4. Develop and implement succession and knowledge transfer plans

Research has shown that experience-based learning is more effective than classroom training in preparing potential candidates for future roles. Consider incorporating some of the following into your succession strategies. Some of these strategies may not apply to the Executive Group.

What are various strategies for learning and development?

Stretch assignments allow employees to “stretch” beyond their current abilities. Some examples include chairing a committee or meetings, leading a special project, or being assigned a challenging new task.

Acting assignments can be a good opportunity for employees to get experience at a more senior level by temporarily taking over another employee’s responsibilities while they are absent from their post.

Job rotations give employees the opportunity to work in different areas of the organization and acquire experience in different disciplines or functions. The employee remains in his or her substantive position but is exposed to different streams or domains of work.

Mentoring and/or coaching provide opportunities for employees to obtain ongoing guidance and support from more experienced employees. These arrangements can be formal or informal.

Formal training, including language training, may include classroom training, web courses, and the pursuit of higher education and training.

Tips

- Identifying critical development experiences is essential to ensuring that employees acquire the necessary experience to assume more senior or alternative roles. Some organizations identify critical experiences by interviewing incumbents in key positions.
- Ensure that templates for learning plans make the link between developmental activities and capabilities for current and future roles on the one hand and performance appraisals on the other.

What are various strategies for corporate knowledge transfer?

Explicit knowledge and tacit knowledge are different and they require different strategies. Explicit knowledge can be tracked and codified in manuals, directories, and procedures. On the other hand, tacit knowledge, which makes up 80 to 85 per cent of an organization's knowledge assets, is much more difficult to codify because it encompasses people's insight, judgment, and know-how. It requires strategies that rely more on interpersonal interactions such as coaching, mentoring, and job shadowing. Consider incorporating strategies that track and retain both kinds of knowledge.

Many of the previously mentioned learning strategies also facilitate the transfer of knowledge. In addition to those, the following may be used to transfer knowledge. Some of these strategies may not apply to the Executive Group.

Documentation of critical knowledge/job diaries: This is a record that contains key knowledge, including contacts, networks, resources, learning, best practices, answers to frequently asked questions, etc. A template may facilitate the recording of information.

Special Assignment Pay Plan (SAPP): Using this option, employees below the executive level can be appointed to classified or unclassified positions for periods not exceeding three years. This option would allow the incumbent of a key position to be assigned under SAPP and remain in the organization, thereby creating a vacancy. Following staffing of the position, the former incumbent would still be available to facilitate the transfer of knowledge to the new incumbent. For more information, go to http://www.tbs-sct.gc.ca.

Exit interviews: Employees who are leaving the organization voluntarily complete an interview and/or questionnaire, which can capture critical information.

Communities of practice: These are groups of people who share a common purpose or concern and who exchange ideas.

Pre-retirement transition leave: Under this arrangement, employees who are within two years of retirement may reduce their work week by up to 40 per cent without affecting their benefits and pension. This may be used as a retention strategy, thereby allowing more time for knowledge transfer. For more information, go to http://www.tbs-sct.gc.ca.

> *Tips*
>
> In order to encourage knowledge transfer, management must consider giving the person whose knowledge is being "tapped" the time to share it, e.g. by reducing that person's workload so he or she can mentor, coach, train, or otherwise share information.

Managers' checklist

- ☐ Has your organization defined the developmental experiences that it requires for its leadership positions and other key areas?
- ☐ Have you explored various options to support your employees' career goals, including acting assignments, stretch assignments, mentoring arrangements, job shadowing, courses, and language training?
- ☐ Do employees have learning plans that are linked to the appropriate knowledge, skills (including language), and abilities required for current and future roles?
- ☐ Have you had discussions with your employees regarding the various possible means of passing on their corporate knowledge?
- ☐ Do you encourage employees to work in teams and cross-train employees to foster knowledge transfer and broaden employees' skill sets?
- ☐ Have you explored whether employees who are planning on retiring within the next few years are interested in participating in a mentoring arrangement?
- ☐ Have you explored options that would allow you to bring in a new employee while the incumbent remains in the organization in order to facilitate knowledge transfer?
- ☐ Has your organization considered offering professional development courses or establishing a professional development and apprenticeship program to identify and develop talent in key areas and among designated groups?

Step 5. Evaluate effectiveness

In order to ensure that your organization's succession planning efforts are successful, it is important to systematically evaluate and monitor these activities and make adjustments as necessary. This section provides some questions for reflection, as well as examples of indicators that may be used to assess effectiveness.

What are some HR metrics for succession planning?

The following can be used to measure progress:

- the number of vacant positions;
- average days elapsed for each position vacancy;
- the ratio of key positions for which no internal replacement can be found relative to the total number of key positions (otherwise known as "bench strength");
- average performance ratings of new employees in key positions;
- turnover statistics within key areas (look at change over time);
- the percentage of key positions that are filled internally;
- dropout rates in accelerated development programs;
- designated group representation among feeder groups and participation in accelerated development programs;
- the number of complaints to the Public Service Staffing Tribunal under the PSEA;
- questions from the Public Service Employee Survey that can be used as indicators of succession planning and management (e.g. the percentage of employees satisfied with promotion opportunities) and;
- the People Component of the Management Accountability Framework, a guide to accountabilities for deputy heads and managers in HR management, that includes some indicators that could be used for succession planning (e.g. external hires as a percentage of total hires). It is available at http://www.hrma-agrh.gc.ca.

What other methods can be used to assess the effectiveness of succession planning initiatives?

In addition to outcome measures, it is also useful to measure and monitor the effectiveness of professional development and apprenticeship programs and other corporate initiatives such as satisfaction with development programs and progress on individual development plans.

Various methods can be employed to evaluate these initiatives, including the following:

- *Program logic models* map the key activities or components of a program and how they link to short-, medium-, and long-term objectives. They can be used as a basis for process- and outcome-based evaluations.
- *Cost-benefit analysis* is a technique used to quantify and compare the costs and benefits of a program. Costs may be direct (e.g. covering money spent on an assessment centre) or indirect (e.g. covering time spent away on training).
- *Surveys* can be used to measure satisfaction with different aspects of your succession planning process or developmental program.

Managers' checklist

- ☐ Do all key positions have succession plans?
- ☐ Are key positions filled quickly?
- ☐ Do new employees in key positions perform effectively in their role?
- ☐ Are there qualified employees who are ready to compete for key positions and areas?
- ☐ Are designated group members adequately represented among feeder groups for key positions and areas?
- ☐ Do you review your succession plan following organization changes (e.g. changes in priorities, restructuring)?

Who are the various players and what are their roles?

Effective succession planning requires commitment and effort from various players in the organization. Under the Management Accountability Framework, deputy heads and managers are expected to carry out integrated HR and business planning, as evidenced by "HR planning that incorporates future needs, effective recruitment and retention, succession planning, learning and diversity."[10]

A summary of the roles of the various players is listed below. This document can be used as a starting point for discussions, and modifications can be made to better suit your organization. Discussions with each group can help determine how they see their role and how they view the role of other players.

Deputy heads

- Communicate and champion the importance of effective succession planning and management.
- Participate in the succession planning process and talent review meetings for senior executives.

All levels of management

- Participate in the identification of key positions.
- Identify knowledge, skills, and abilities for key positions.
- Communicate to employees where the organization has identified critical or emerging gaps so that they can better tailor their learning plans.
- Reserve time for career development discussions with employees.
- Provide employees with opportunities for development.
- Conduct performance reviews and assist employees in determining areas in need of further development.
- Participate in talent review meetings and in the development of succession plans for key positions.
- Complete documentation (forms, templates, etc.) on succession management.
- Consult with stakeholders as appropriate. These include bargaining agent representatives and employees.
- Link succession planning strategies to program and financial planning to minimize unexpected impacts such as expenditure reviews.
- Communicate plans to promote a transparent approach.
- Evaluate the effectiveness of succession planning initiatives and amend the succession plan as required.

Employees

- Learn about key positions and areas, and their skill requirements.
- Discuss their career interests and plans with their manager.
- Assess individual development needs with input from their manager.
- Learn about, and take advantage of, developmental opportunities.
- Complete a learning plan, keep it up to date, and ensure follow-through.
- Be open to and act on feedback.

Human Resources

- Develop HR tools for managers and employees.
- Provide timely advice and guidance to managers, e.g. by assisting in the identification of vulnerable or key areas and positions.
- Engage in and ensure ongoing discussions with bargaining agents.
- Ensure ongoing discussions with corporate planners and ensure that linkages are made to program management.
- Facilitate Performance Management Program exercises and talent review meetings as requested.
- Consult with the functional communities that can provide a horizontal, government-wide perspective on the identification of current and future HR needs for their community.
- Assist managers with the evaluation of succession planning initiatives.
- Assist in the communication of key positions and areas to employees.

Critical Success Factors

Consultations with various stakeholders and research on effective succession planning and management pointed to the following success criteria. You may want to consider these points as your organization builds or improves existing succession planning strategies:

- Senior executives communicate the importance of succession planning and management as an organizational priority and are actively involved in the process.
- Succession planning is aligned with business plans and to the broader HR planning process and activities, including performance, development, learning, and recruitment.
- A fair, accessible, and transparent process is used.
- Planning extends to all levels of the organization rather than remaining limited to senior executive positions.
- There is collaboration among key players and buy-in from stakeholders.
- Employees are assessed through multiple sources of data, and critical development opportunities are identified early.
- Experiential learning is encouraged and is supported by coaching and evaluation of progress.
- A range of developmental activities is employed. These activities are individually tailored to address gaps in skills and competencies.
- Competencies and skills for key positions are reinforced in various HR systems such as recruitment, learning, development, and performance management.
- Mechanisms are in place to ensure the full realization of employment equity and diversity goals.
- A good communications plan is in place.
- Managers and employees participate in workshops and information sessions to learn about the succession planning process and their role in it.
- Tools that support the process are easy to use and accessible.
- The process is ongoing, monitored, evaluated, and refined based on feedback from stakeholders, leading research, and new developments in technology.

Examples of Departmental Practices

Knowledge transfer

In 1999, results from Transport Canada's workforce analysis revealed that 69 per cent of the regulatory and inspection population was eligible to retire within a decade. An analysis of internal and external trends revealed that the labour supply of technically trained workers would be insufficient to meet the demand. As a result, a succession planning and corporate knowledge pilot project was initiated to identify critical subject matter experts (SMEs) and develop strategies to guard against the loss of corporate knowledge. For more information, go to http://www.ricommunity.gc.ca/reference/documents/prevent_knowledge_collapse/index_e.asp.

Statistics Canada has developed an alumni program that assists managers in need of expertise and knowledge by allowing them to obtain the services of retired employees. As part of the program, they have established an inventory of retired employees who are interested in sharing their expertise. The program facilitates the transfer of knowledge, allows retirees to mentor younger employees, and increases the organization's flexibility in handling busy periods.

A number of departments and agencies have established scientist emeritus programs in which retirees with an established reputation or a long-standing record of superior performance are allowed to continue their research. This gives former employees the opportunity to transfer their knowledge. Agriculture and Agri-Food Canada, Natural Resources Canada, Environment Canada, National Research Council Canada, and Fisheries and Oceans Canada have established such programs.

Integration of competencies with HR planning and succession planning

Effective succession planning programs reinforce competencies in various HR areas such as learning and development, recruitment, selection and performance management, ensuring better integration, and simplicity. The Royal Canadian Mounted Police, National Research Council Canada, the Canada Revenue Agency, Agriculture and Agri-Food Canada, the Public Service Commission of Canada, the Communications Security Establishment, the House of Commons, and Foreign Affairs and International Trade Canada are examples of federal organizations that have developed competency profiles for certain occupational groups and have integrated them into various HR areas.

More information is available from the Interdepartmental Committee on Competency-Based Management at http://www.hrma-agrh.gc.ca.

Online tools to self-assess capabilities and competencies

The Canadian Transportation Agency, Industry Canada, the Immigration and Refugee Board, Public Works and Government Services Canada, Service Canada, and National Research Council Canada are examples of departments and agencies that have developed online tools so that employees can self-assess against their competency profile. Some of these online tools also provide information on learning and development strategies to strengthen competencies.

Skills inventory

Health Canada, Quebec Region, has launched a pilot project to better understand their employees' expertise. They have established a database inventory containing information on such things as position, job title, employment status, linguistic profile, career objectives, education, professional experience, years of experience, and skill set. Participation in the database is voluntary and information is provided by the employees. The database allows the organization to leverage the knowledge and skills of its employees by quickly identifying employees with specialized expertise for special and/or urgent projects.

Succession strategies

In 2002, as part of their Action Plan to address succession issues, Human Resources Development Canada initiated a series of focussed "succession conversations" between the Deputy Minister's Office and each Management Board member to identify development needs, retirement plans, possible replacements, and readiness of potential candidates, as well as corporate issues that could not be addressed in the branch or region. In preparation for the conversations, templates were provided to participants to facilitate discussions, and external consultants were available for coaching and preparation for the meeting. The process and actions were guided by a set of principles (e.g. "The goal is to identify pools of leadership talent, not heirs to specific positions"). Other aspects of the Action Plan included updating their Leadership Competency Profile; aligning recruitment and selection with succession issues; focussed learning and development for potential leaders; accountability measures such as rewarding excellence in leadership development; and tackling systemic barriers.

At the Royal Canadian Mounted Police (RCMP), the Senior Executive Committee meets quarterly to discuss the organization's succession needs. Meetings take place in a "succession room," in which current and potential positions are graphically displayed for the organization's more than 600 senior employees. In preparation for these meetings, representatives from Executive Officer Development and Resourcing travel across the country to meet deputy heads and senior staff to discuss regional pressures, the requirements of key positions, potential vulnerabilities, and development strategies. The information is brought back to headquarters and is graphically displayed in the succession room, with each region represented on a different wall. The RCMP develops talent at multiple organizational levels, offering a range of development programs that identify and develop employees with potential for more senior roles. These programs include the Full Potential Program, the Officer Candidate Development Program, the Senior Executive Development Program, and the Executive Development in Policing Program. A competency-specific approach to leadership development has been incorporated into development programs at the senior management and executive levels.

Frequently Asked Questions

What is succession planning and management?

Succession planning and management involves an integrated, systematic approach aimed at identifying, developing, and retaining talent for key positions and areas in line with current and projected business objectives.

What are some of the key messages that should be communicated to get buy-in?

Succession planning and management is about developing employees and supporting them in their careers to ensure that the organization has pools of talent for key areas. It is *not* about identifying heirs to specific positions.

Succession planning extends to all levels of the organization—it is not limited to those in executive positions.

Employees play a role in the process by identifying their career interests, having an opportunity to be assessed for key roles, and developing their learning plans.

Succession planning and management is a priority among senior management.

The benefits are wide-ranging, including:

- improved employee engagement through career development and resulting cost benefits;
- the development of a qualified pool of candidates ready to fill key positions or areas;
- a better appreciation of employees on the part of managers;
- the opportunity for corporate knowledge transfer;
- gains toward the attainment of employment equity and official languages goals;
- increased ability to deliver on business goals; and
- a more efficient and effective public service.

If organizations do not have the required resources to implement a succession planning and management process, what should they do?

The succession planning process begins with the identification of key areas and positions, in consultation with managers and HR advisors. This step can be completed with minimal impact on the organization's financial resources. However, resources to develop, implement, and manage the program would be built into the organization's Integrated HR and Business Plan for subsequent years. Consider implementing a pilot project for a segment of the organization; it will require fewer financial resources at the outset.

How can organizations implement succession planning in times of transition?

Changes in government, restructuring, and downsizing are part of the ongoing reality of our times. Knowing this, organizations develop their short- and long-term integrated HR and business plans based on their current reality and what they can reasonably forecast for the future.

Given these circumstances, succession planning becomes an indispensable tool for managers because it ensures a pool of qualified candidates capable of assuming challenging assignments on short notice, despite unanticipated events.

It is important to revisit the succession plan at least annually or following organizational changes and, if appropriate, make the necessary adjustments. In essence, plan for what you know and adjust for the rest.

What are some of the confidentiality considerations associated with collecting and using information for succession planning purposes (e.g. retirement plans, performance, learning and training, etc.)?

Some of the privacy issues include what information is being collected; what the sources of information are; and who has access to the information and for what purpose.

It is important that these questions be addressed and that the answers be shared with employees prior to their giving consent.

How do you identify feeder groups for key positions and key areas?

At the outset, it is important that managers speak to employees to determine their interests and obtain their agreement to become part of a feeder group for key positions and areas. To participate, employees would need to agree to share information such as their career aspirations and skills. This information could be used to build a skills inventory. An assessment of the current talent supply against key positions using multiple assessment tools would identify potential candidates for key positions in both the short and long term.

Whom do I contact for more information?

You may contact the HR Planning Directorate at (613) 946-9303 by e-mail at hrp-prh-ref@hrma-agrh.gc.ca for more information.

Additional Sources of Information

Competencies

A Blueprint For the Future: Competency-Based Management in the Public Service of Canada—A Background and Issues Paper. Available at http://www.hrma-agrh.gc.ca.

Overview of the Framework for Competency-Based Management in the Public Service in Canada. Available at http://www.hrma-agrh.gc.ca.

The Profile of Leadership Competencies developed for the Public Service has recently been updated. The Profile includes four competencies common to all management levels and in all departments (management excellence, engagement, strategic thinking, values and ethics), as well as separate behaviours for each of the six levels of management. Go to http://www.hrma-agrh.gc.ca for more information.

The Interdepartmental Committee on Competency-Based Management assists in building and clarifying the application of competency-based management in the federal public service. Go to http://www.hrma-agrh.gc.ca, where you will also find a publication that highlights some best practices in departments.

Meeting the Challenges of the Future: Competencies for the Federal HR Community—May 3, 2004. Available at http://www.hrma-agrh.gc.ca.

The following functional communities have developed competency profiles: Financial Management, Information Management, Information Technology, Science and Technology, Service Delivery, Program Evaluation, Communications, Community of Federal Regulators, and Procurement, Materiel Management and Real Property. The following competency profiles for functional communities are available on the web:

An Enhanced Framework for the Management of Information Technology Projects—Project Management Core Competencies. Available at http://www.tbs-sct.gc.ca.

FIS Training Framework. Chapter 3, “Competencies Required.” Available at http://www.tbs-sct.gc.ca.

Key Competencies (PE-01—PE-03). Available at http://www.hrma-agrh.gc.ca.

Standard for Competencies of the Federal Government Procurement, Materiel Management and Real Property. Available at http://www.tbs-sct.gc.ca.

Core Competency Profile Assessment Tool. Available for materiel management, procurement, and real property at http://publiservice.tbs-sct.gc.ca.

Information Management Competency Profiles. Available at http://www.tbs-sct.gc.ca.

Building Community Capacity—Competency Profile for Federal Public Service Evaluation Professionals. Available at http://www.tbs-sct.gc.ca.

Development/leadership programs

The Management Trainee Program recruits high-potential individuals to the public service and develops them for key positions of responsibility. The Career Assignment Program serves to accelerate the development of public service employees who demonstrate executive potential. As of April 2006, the alignment of the Management Trainee Program and the Career Assignment Program came into effect to reflect the continuum of leadership development. More information about the programs can be found at http://www.hrma-agrh.gc.ca.

In addition to these programs, the Accelerated Executive Development Program serves to accelerate the development of public service executives. More information can be found at http://www.hrma-agrh.gc.ca.

A program to develop pools of talent is established in situations where there is a current or projected gap in specific skills or in occupational groups large enough to pose a threat to the achievement of organizational goals. Professional development and apprenticeship programs usually involve a combination of formal training, coaching, and developmental assignments in order to recruit and retain talent in hard-to-find skills areas. For information on establishing a professional development and apprenticeship program, go to http://www.hrma-agrh.gc.ca.

A number of departments and agencies have established leadership development programs aimed at enhancing their leadership capacity. These include Statistics Canada, National Research Council Canada, Health Canada, and National Defence.

Environmental scan—public service-wide

To better assist departments and agencies in identifying their short- and long-term HR needs, the Public Service Human Resources Management Agency of Canada (PSHRMAC) has released a public service-wide environmental scan for 2004–05. Go to http://www.hrma-agrh.gc.ca for more information.

Executive community

The Advisory Committee on Senior Level Retention and Compensation (Seventh Report, December 2004) recommends that succession plans, coupled with current and forecast demographics, be reviewed to ensure that HR needs can be met in the executive ranks. To download the report, go to http://www.hrma-agrh.gc.ca.

With respect to appointments to or within the Executive Group, the new Executive Qualification Standard has been approved. The Standard, which represents the minimum requirements for staffing an Executive position, can be found at http://www.hrma-agrh.gc.ca.

Knowledge transfer and mentoring

The following references may be helpful.

Mentoring Programs in the Federal Public Service: Status and Best Practices. http://www.hrma-agrh.gc.ca.

Succession Planning for Corporate Knowledge Transfer—A Guide for Managers and Human Resource Specialists. Treasury Board of Canada Secretariat. Available at http://dsp-psd.pwgsc.gc.ca/Collection/BT22-84-2002E.pdf.

Additional Reference Material

Australian Public Service Commission. Managing succession within the APS. Available at http://www.apsc.gov.au/publications03/managingsuccession.htm.

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Cheloha, R. and J. Swain. “HR’s role in succession planning.” *Canadian HR Reporter*, 5–8 (October 2005).

Corporate Leadership Council. *Succession Planning in the Government Sector*. Washington, D.C.: Corporate Executive Board, 2004.

Corporate Leadership Council. *High-impact Succession Management: From Succession Planning to Strategic Executive Talent Management*. Washington, D.C.: Corporate Executive Board, 2003.

Corporate Leadership Council. *Hallmarks of Leadership Success: Strategies for Improving Leadership Quality and Executive Readiness*. Washington, D.C.: Corporate Executive Board, 2003.

Corporate Leadership Council. *Overcoming leadership shortages with succession planning*. Washington, D.C.: Corporate Executive Board, 2001.

Fulmer, R. M. and J. A. Conger. *Growing Your Company’s Leaders*. Amacon: New York, 2004.

Hirsh, W.*Succession Planning Demystified*. The Institute for Employment Studies: Brighton, 2000.

Marson, B. and P. Ross. *Deputy Ministers identify top management issues*. Institute of Public Administration of Canada, 2004. Available at http://www.ipac.ca/research/surveys_of_dms_and_caos/2004_survey.html.urvey.html.

National Academy of Public Administration. *Final Report and Recommendations: The 21st Century Federal Manager*, 2004. Available at www.napawash.org.

National Academy of Public Administration. “Strengthening Senior Leadership in the U.S”. June 2006, http://www.napawash.org.

Rioux, S. M. and P. Bernthal. *Succession Management Practices*. Washington: Development Dimensions International. Available at http://www.ddiworld.com.

Rothwell, W. J. *Effective Succession Planning*. Amacom: New York, 2001.

United States General Accounting Office. *Insights for U.S. Agencies from other countries’ succession planning and management initiatives.* Report to Congressional Requesters, September 2003. Available at http://www.gao.gov.

Weiss, D. S. and V. Molinaro. *The Leadership Gap*. *Building Capacity for Competitive Advantage.* Mississauga: John Wiley & Sons, 2005.

Appendix A: Sample Template for an Employee Profile

<table>
<tr><td>Name</td><td colspan="3">Position (Group and Level) and Title</td></tr>
<tr><td>Retirement Eligibility Date</td><td colspan="3">Projected Retirement</td></tr>
<tr><td>Years in Position</td><td colspan="3">Willing to Relocate?
 Yes No</td></tr>
<tr><td colspan="4">Language Profile and Expiration Dates
Reading Writing Oral</td></tr>
<tr><td colspan="4">Key Strengths (knowledge, skills, abilities, experience, etc.)</td></tr>
<tr><td colspan="4">Performance Ratings (if applicable)
2003–04 2004–05 Proposed
Ongoing Key Commitments Ongoing Key Ongoing Key</td></tr>
<tr><td colspan="4">Results of Tests and Assessments (if applicable)</td></tr>
</table>

This template is intended to assist your succession planning efforts. It is not intended to replace any that your department may already have in place.

Career Aspirations
Learning Needs (knowledge, skills, abilities, experience, etc.)
Learning Plan (activities and timeline)
Knowledge Transfer Plan

Employee's Signature__________________________ Date____________

Manager's Signature ___________________________

Appendix B: Sample Template for a Key Position Profile

Date:

<table>
<tr><td>Position (Group and Level) and Title</td><td>Name of Incumbent</td><td>Employment Status (e.g. term, indeterminate)</td></tr>
<tr><td>Departure Date (if known)</td><td>Reason for Departure (e.g. retirement, language training)</td><td>Return Date (if applicable)</td></tr>
<tr><td colspan="3">Language Profile of Position</td></tr>
<tr><td colspan="3">Skills, Knowledge, and Abilities (e.g. can manage multi-disciplinary teams)</td></tr>
<tr><td colspan="3">Replacement Challenges (e.g. low interest in supervisory roles among employees in feeder groups)</td></tr>
<tr><td colspan="3">Risk Assessment ☐ Low ☐ Medium ☐ High

To assess risk, consider the timeline for vacancy, the overall impact on business, and whether there is a shortage of skills.</td></tr>
</table>

This template is intended to assist your succession planning efforts. It is not intended to replace any that your department may already have in place.

Critical Knowledge to be Transferred (e.g. contacts, formal and informal networks)
Succession Strategies
List of Employee(s) Qualified to Act in the Position on an Interim Basis (if needed)

Note: Incorporate succession planning strategies into your integrated HR and business work plan.

Endnotes

1. Marson, B. and P. Ross. “Deputy Ministers Identify Top Management Issues.” *Institute of Public Administration of Canada,* 2004. Available at http://www.ipac.ca/research/surveys_of_dms_and_caos/2004_survey.html.

2. These departures include retirement as well as resignation and any other type of separation from the core public administration. Calculations are based on analyses by the Research and Analysis Directorate, PSHRMAC.

3. Canadian Labour and Business Centre (November 2005). Status of Skills Shortages in Canada: Sources, Implications, Solutions. IQPC National Forum.

4. Statistics Canada (February 2003). The Changing Profile of Canada’s Labour Force. Available online at www12.statcan.ca/english/census01/Products/Analytic/companion/paid/contents.cfm

5. Rothwell, W. J. *Effective Succession Planning*. Amacom: New York, 2001.

6. “Winning Strategies for a Global Workforce: Attracting, Retraining, and Engaging Employees for Competitive Advantage” *Towers Perrin*. June 2006. Available at http://www.towersperrin.com.

7. Examples of survey questions to assess the current state of succession planning are provided by Rothwell, W. J. *Effective Succession Planning.* Amacom: New York, 2001.

8. Rothwell, W. J. *Effective Succession Planning.* Amacom: New York, 2001.

9. Definitions have been adopted from Belcourt, M. and K. J. McBey. *Strategic Human Resources Planning*. Toronto: Thompson, Nelson, 2004.

10. MAF Elements and Indicators—2005. Available at http://www.tbs-sct.gc.ca.

Public Service Human Resources Management Agency of Canada
Agence de gestion des ressources humaines de la fonction publique du Canada

Annex 1

Integrated Planning

Working through the Five-step Approach

Produced by: Human Resources Planning Directorate

March 2007

DRAFT

Note: Work on the templates is underway and should be available in the Fall 2007

Canada

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[2] Work on the templates is underway and should be available in the Fall 2007.