Continuing the Possibilities:
Succession Planning for Library Leadership

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The Singer Group, Inc.
Today’s Agenda:

- Succession Planning: What & Why?
- Business Case
- Ingredients for Success
- Developing an Effective Plan
- Approaches, Advice, Avoid
- Q+A and Sharing
Does your library have a succession plan?

Who is in the room?
Succession Planning

Integrates: *talent management + strategy*

- anticipates change
- focus is on staff development

It’s about ensuring that the right people are in the right place and at the right times to do the right things.
Succession planning is a form of risk management; the process should start **before** you need it.
Succession Planning

- Strategic alignment
- Assessing workforce trends
- Identifying library’s needs & filling gap
- Focused program of deepening talent in the pipeline
- Identifying / Evaluating / Prepping
- Assures stability of ops
Why? Changing demographics

- 83 million baby boomers = huge increase in 55+ population
- Over 90 million by 2025
- Who will fill the gaps?
Changing demographics

![Population chart showing changes from 1965 to 2025 for different age groups: 16-24 yrs, 25-34 yrs, 35-44 yrs, 45-54 yrs, and 55+ years.](image)
In the Library world...

- 45% will be eligible to retire by 2015
- IS profession 75% more people 45+
- 57% of professional librarians are 45+
- 11,000 Americans turn 50 every day (DOL)
Why? 2 Recent Clients

1. 59 of 200 eligible for full retirement
   And 11 left last summer!

2. 76 employees are 50–69; more eligible to retire
Do these questions make you nervous?
Other Reasons?

For succession management
Why Succession Management?

- In–house replacements
- Increase human capital
- Boost morale
- Avoid lost productivity
- Impact on colleagues
- Career opportunities
- Retain key talent
- Attract candidates
- Prepare for future challenges
- Knowledge transfer, known quantity
- Cost control – t/o, productivity, acting pay
Why now?

“The time to repair the roof is when the sun is shining”

John F. Kennedy
Ingredients for success

- Vision of what the library will need
- Commitment from top management
- Management ownership
- Accurate understanding of existing workforce
- Snapshot of present conditions
- Openness to nontraditional sources of talent
- Open mind
- Objectivity – about employees and positions
- On going attention
# Peach Library Age Distribution

213 Full-time

<table>
<thead>
<tr>
<th>Age range</th>
<th># in range</th>
<th>% of total FT employees</th>
<th># in mgt positions</th>
<th>% of age range group</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–29 years</td>
<td>22</td>
<td>10.32%</td>
<td>2</td>
<td>9.09%</td>
</tr>
<tr>
<td>30–39 years</td>
<td>49</td>
<td>23%</td>
<td>15</td>
<td>30.61%</td>
</tr>
<tr>
<td>40–49 years</td>
<td>54</td>
<td>25.32%</td>
<td>24</td>
<td>44.44%</td>
</tr>
<tr>
<td>50–59 years</td>
<td>48</td>
<td>22.53%</td>
<td>22</td>
<td>45.53%</td>
</tr>
<tr>
<td>60–69 years</td>
<td>40</td>
<td>18.77%</td>
<td>16</td>
<td>40%</td>
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</table>
## Apple County Public Library

<table>
<thead>
<tr>
<th>Position</th>
<th>20-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-44</th>
<th>45-49</th>
<th>50-54</th>
<th>55-59</th>
<th>60-64</th>
<th>65+</th>
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</thead>
<tbody>
<tr>
<td>Clerk I</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technicians</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistants (para-professionals)</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialists</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td></td>
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<tr>
<td>Librarian II</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td>Supervisors</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Managers</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Associate Director (TBH)</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total EE Count = 114</strong></td>
<td><strong>10</strong></td>
<td><strong>6</strong></td>
<td><strong>16</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>11</strong></td>
<td><strong>18</strong></td>
<td><strong>17</strong></td>
<td><strong>21</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>Clerk I</strong></td>
<td><strong>45</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technicians</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>69</strong></td>
</tr>
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</table>
Developing an Effective Plan

1. Review strategy
2. Identify critical positions & assess risk
3. Create profile
4. Update performance management system
5. Identify talent
6. Evaluate development needs
7. Create development plans
8. Implement
9. Evaluate
1. Review Strategic Directions

- What needs are you trying to meet?

  1–5 years situation, structure, budget situation, demographics, community needs, technology

- Challenge: respond with staff you have now, can develop, or can acquire.
2. Identify Critical Positions

- Critical task
- Leadership positions: unique contribution
- Future projects
- Consequences from vacancy
- Mission-critical
- Difficult to recruit
Assess the Risk: Critical Positions

- Are any over 50?
- Who is high-potential but might leave when the economy changes?
- Do you know what they are planning?
- What would the library do if any one of these resigned tomorrow?
For each position

1. Requirements

Split? Outsourced?

Critical work?

Who’s in it now?

Career goals?

Anyone ready?
3. Create Profile of Positions

- Common Tasks
- Unique Functions
- Competencies needed
Identify Competencies

Clusters of behavior, knowledge, technical skills and motivations important to job success

Customer service
Communications
Individual Leadership & Influence
Teamwork & Collaboration
Planning, Organizing and Work Mgm’t
Analysis: Problem Assessment
Visionary Leadership
Identify competencies

- **Core** (or basic) competencies
  - Essential to library’s success
  - Based on organization’s values
  - Needed for all jobs in the library
  - **Example:** customer service

- **Behavioral** competencies
  - Performance characteristics
  - Relevant to several jobs, job levels, job families
  - **Examples:** leadership, teamwork

- **Technical** or professional competencies
  - Critical for a specific job/role
  - **Examples** for Librarian: negotiating a reference interview, research skills, learning and teaching databases
ex Management Competencies

- Integrity
- Customer Service Orientation
- Communication
- Individual Leadership & Influencing
- Teamwork & Collaboration
- Planning, Organizing and Work Management
- Visionary Leadership
- Analysis; Problem Assessment
- Maximizing Performance
Exercise

- What are some competencies @ your library?
- What are two or three behaviors for customer service?
4. Update Performance Management System

Develop /update performance management system
Identify Development Pool

- Assessment tools
- Observation
- Performance evaluation
- Simulations
- 360° surveys and interviews
- Personality inventories
- Cognitive ability tests
- Behavior–based interviews
- Self–identification
5. Identify Talent
Assess Potential

<table>
<thead>
<tr>
<th>Success Factors/Competencies: (also, skills, values, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Integrity</td>
</tr>
<tr>
<td>❖ Customer Service Orientation</td>
</tr>
<tr>
<td>❖ Communication</td>
</tr>
<tr>
<td>❖ Individual Leadership &amp; Influencing</td>
</tr>
<tr>
<td>❖ Teamwork &amp; Collaboration</td>
</tr>
<tr>
<td>❖ Planning, Organizing and Work Management</td>
</tr>
<tr>
<td>❖ Visionary Leadership</td>
</tr>
<tr>
<td>❖ Analysis Problem Assessment</td>
</tr>
<tr>
<td>❖ Maximizing Performance</td>
</tr>
</tbody>
</table>
High Potential/Promotable

- Exhibits skills that are extremely **broad and deep**.
- Exhibits **managerial skills** expected at the next highest level.
- Demonstrate **leadership skills**.
- Regularly works at building **new skills and abilities**.
- Aspires to higher-level challenges and opportunities.
- Demonstrates “fire in the belly”.
- Has perspective **beyond** current level.
- Is oriented toward **total library results**
# Performance + Potential

<table>
<thead>
<tr>
<th>Potential</th>
<th>Low</th>
<th>Medium/Growth</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td><strong>High</strong></td>
<td>Key Contributor</td>
<td>Emerging Talent</td>
</tr>
<tr>
<td><strong>Medium</strong></td>
<td>Key Contributor</td>
<td>Key Contributor</td>
<td>Emerging Talent</td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td>New Hire</td>
<td>Improvement Required</td>
<td>Improvement Required</td>
</tr>
</tbody>
</table>
6. Identify Training Needs

Diagnose
Match
Support

The Singer Group
How to Develop

- Experiences: 70%
- Relationships: 20%
- Education: 10%
What is development?

- **Experiences (70%)**
  - Stretch Assignment
  - Job Shadowing
  - Job Rotation
  - Job Swap
  - Task force
  - Action Learning
  - OTJ Training
- **Relationships (20%)**
  - Mentoring
  - Executive Coaching
  - Feedback
- **Education (10%)**
  - Classroom Training
  - ELearning
  - Self-Directed Learning, including reading

- **Activities Away from Work**
Other Development ideas

- Management/leadership academy
- Grow your own!
- Promote MLS students
- 360° feedback
- Dual career ladders
- Activities away from work
# 7. Create Development Plan

## INDIVIDUAL DEVELOPMENT PLAN—Completed Example

<table>
<thead>
<tr>
<th>Name: Jane Smith</th>
<th>Date Prepared: 7/15/12</th>
<th>Department: Branch Manager—West Regional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development Goal</strong></td>
<td><strong>Development Activities</strong></td>
<td><strong>Development Success</strong></td>
</tr>
</tbody>
</table>
| Models team leadership by building consensus and helping a diverse group develop to meet a system goal | Lead new outreach team to develop programs for English-language learners (Spanish-speaking families) new to our community | • Team members learn what community wants and agree on a way to provide it  
• Team produces 3-5 programs that can be used as models for the system  
• Community members attend programs and say they are on target | • Identify community partners—schools, nonprofits, churches  
• Programming and Marketing Coordinator  
• Training Manager—for team development needs | 9/1/12 through 6/30/13 |
| Designs and manages facilities so they are customer-centered and easy to use | Serve on renovation design team for South Branch | • Research best practices of other libraries and contribute ideas  
• Use some of the ideas at West Regional | • West Regional staff, to implement ideas  
• Facilities Director, for resources needed at West | 8/1/13 through 7/31/14 |

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**Supervisor’s Signature:**  
**Staff Member’s Signature:**
8 & 9. Implement and Evaluate

- Update
- Provide new assignments
- Start again
Putting it Together
### 2009 INDIVIDUAL TALENT PROFILE

**Completed Example**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Jane Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Branch Mgr</td>
</tr>
<tr>
<td>Location:</td>
<td>West Regional</td>
</tr>
<tr>
<td>Hire Date:</td>
<td>10/1/00</td>
</tr>
<tr>
<td>Date in Position:</td>
<td>6/30/05</td>
</tr>
<tr>
<td># of Direct Reports:</td>
<td>6</td>
</tr>
<tr>
<td>Performance Rating: (H/M/L)</td>
<td>Current</td>
</tr>
<tr>
<td></td>
<td>H</td>
</tr>
<tr>
<td>Potential Rating: (H/G/L)</td>
<td>H</td>
</tr>
<tr>
<td>Risk: (H/M/L)</td>
<td>M</td>
</tr>
<tr>
<td>IDP in Place:</td>
<td>Y</td>
</tr>
<tr>
<td>Yes/no</td>
<td></td>
</tr>
<tr>
<td>Talent Code:</td>
<td>P</td>
</tr>
</tbody>
</table>

#### TALENT CODE

<table>
<thead>
<tr>
<th>Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
</tr>
<tr>
<td>ET</td>
</tr>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

#### COMPETENCY STRENGTHS/DEVELOPMENT OPPORTUNITIES/ACTIONS

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Customer Service</td>
<td>5</td>
<td></td>
<td>Reference</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>4</td>
<td>Lead new outreach team</td>
<td>Technology</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Adaptability</td>
<td>5</td>
<td></td>
<td>Facilities Mgmt</td>
<td>4</td>
<td>Serve on planning team for South Branch renovation</td>
</tr>
</tbody>
</table>

#### SUCCESSION PLAN/CAREER ASPIRATIONS

<table>
<thead>
<tr>
<th>Recommended Next Position(s):</th>
<th>Timing</th>
<th>Internal Successors</th>
<th>Library/ Function</th>
<th>Timing</th>
</tr>
</thead>
</table>
Succession Planning Approaches

- **First Generation**: Replacement plan for the top leadership position
- **Second Generation**: Replacement plan for the top leadership position and his/her direct reports
- **Third Generation**: Succession Planning and Management for middle managers (usually direct reports of senior executive team)
- **Fourth Generation**: Development of internal talent pools
- **Fifth Generation**: Development of external as well as internal talent pools

William Rothwell, *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent From Within*
Succession Planning Decision Points

- Limit development review to areas for improvement vs. **highlight strengths for self-esteem, retention, leverage**
- **Telling high potentials they are “in the group” vs. keeping the group members secret**
- Planning for leadership positions only vs. **including critical, hard to fill technical positions**
- **Using an automated system vs. using a manual system**
- Creating pools of high potentials for organizational levels vs. identifying specific candidates for specific positions
Succession Planning Mistakes

1. Keeping the plan a secret
2. Underestimating the talent within
3. Narrow-minded thinking
4. Focusing exclusively on hard skills
5. Withholding appropriate T+D opportunities
6. Expecting employees to self-identify
7. Not holding managers responsible for succession planning
8. Considering only upward succession
9. Developing a one-size-fits-all program
10. Believing you can’t do this in a civil service or unionized environment
Advice from the field

- Be realistic
- Start with mission & core functions
- Don’t rely on recruitment
- Create strong employee development programs
- Management support
- Show care for employees’ development
- Respect earned knowledge of those close to retirement
Succession Planning and Development Process

Phase 1: Identifying and Assessing Talent
- Evaluate Performance
- Define Potential
- Select a Code Based on performance and Potential
- Assess Retention Risk
- Complete a Talent Profile
- Build a Leadership Overview
- Conduct Succession Planning and Development Review Sessions

Phase 2: Creating Succession Plans
- Identify:
  - Talent and Successors
  - Organizational Needs and Risks
  - Bench Strength

Phase 3: Creating and Implementing Individual Development Plans
- Career Feedback
- Time-bound Individual Development Plans (IDP)
- Measurable Actions; Follow Through

Team and Individual
Organization and Individual
Organization and Individual
Remember to ...

...regularly review and update as changes occur. The succession plan should evolve to suit the current circumstances of the library.
Questions?

THANK YOU!!!

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The single most important responsibility of the board is the hiring and support of a competent, qualified director and ensuring that he or she receives the support and continuing education to maintain these skills and abilities.
What to do when the WHAT IF happens... step by step

goal: continuous coverage, ongoing ops

Exec and admin duties
**CLARIFY ACTING/INTERIM ASSIGNMENTS**

- Specify *temporary*
- Identify all reporting relationships
- Clarify authority, decisions, goals
- Clarify decisions, goals
- Compensation
Exec Committee Meets

1. Key spokesperson
2. Draft communications plan
   - Communicate short and long term plan
   - Internal and external
3. Make changes to check signing authority
4. Identify interim – set comp, training
5. Clarify responsibility, authority and decision making limitations – what’s delayed
6. Create up-to-date JD
7. Identify board support & supervision
8. Rebuild leadership team
9. Create key contact list
10. Agree on process to hire Director
Singer Group Resources
Managing Change: Creating an Environment Conducive to Change; Organizational Effectiveness; Executive coaching; Management Retreats

Managing the Organization: Organization Assessment; Organization Design and Development; Strategic Planning; Program Evaluation; HR Department Audits; Consulting Skills for the HR Department; Climate/Attitude Studies

Managing People: Performance Assessment Programs; Coaching, Training & Developing Managers and Supervisor; Hiring & Selection Guidance; Recruitment & Retention Strategies; Job Analysis & Job Design; Developing Teams

Managing Compensation: Pay Structure Design & Implementation; Classification Programs; Traditional & Streamlined Job Evaluation; Internal & External Equity; Market Pricing & Custom Surveys