

# Knowledge Transfer Form

*(Employee Self-Assessment)*

|                        |                      |
|------------------------|----------------------|
| <b>Name:</b>           | <b>Title:</b>        |
| <b>Department:</b>     | <b>Supervisor:</b>   |
| <b>Date Completed:</b> | <b>Date Revised:</b> |

1. List any memberships or offices you hold in industry groups, associations or peer groups:

| Group | Role | Frequency of Meeting |
|-------|------|----------------------|
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|       |      |                      |
|       |      |                      |
|       |      |                      |

2. List any emergency response, call-out, or safety-related positions you hold (include call-out frequency):

3. List all meetings that you regularly attend. Indicate the meeting frequency and approximate time of each meeting. Explain your role in the meeting. Describe any preparation/follow-up for which you are responsible.

| Meeting Name | Frequency | Duration | Role |
|--------------|-----------|----------|------|
|              |           |          |      |
|              |           |          |      |
|              |           |          |      |
|              |           |          |      |
|              |           |          |      |

4. List and describe any special roles you fill, such as mentoring, seasonal assignments or any support you provide to other departments or organizations. Attach JDQ if applicable/available.

5. What skills/knowledge do you possess that may be considered unique and may be difficult to replace? Who could fill-in for the short-term? Long-term?

6. Are there any tasks that you perform that no one else knows how to do? (If yes, provide detailed step-by-step narrative, using separate document if necessary.)

7. Where are critical records and equipment (including electronic files and databases) located?

8. What passcodes, combinations, keys, or other security measures do you possess? Provide passcodes and/or combinations.

9. List any suppliers, vendors, external partners that you do business with. Provide name, contact information and product/service provided.

10. Describe functional titles (formal or informal) or on-going team project you hold and how much of your time is devoted to these activities, i.e. Training Coordinator, Team Lead, Project Manager. (if applicable)

11. What direct interaction do you have with other departments that will need to be done by someone else in the future?

12. Provide detailed description of any tasks that you perform that are not on your job description.

13. What approval authorities do you have that must be transferred to another (e.g., contract approval, peer checker, timesheet approval)? Who can serve in each role short-term? Long-term?

14. What certifications or qualifications do you possess - above and beyond, or in addition to your job description - that are derived from external or internal training or processes? (i.e. PE, PHR, CPA, CCP)

15. Who would you recommend to be cross-trained for your position?

What position(s) would you like to be cross-trained in?

16. Indicate any languages (including sign) that you speak, read or understand. Include proficiency, such as comprehend, conversational, fluent, etc.

17. What other information needs to be captured or transferred?

## Knowledge Transfer Interview Questions

1. What kinds of knowledge or skills do you now have that this office will miss most when you leave?
2. If you had to leave suddenly and only had one day left to brief your replacement what would you put on your list of things to tell them?
3. Looking back, what things do you wish this office had taught you early in your job that you eventually learned the hard way?
4. What are the key resources (procedure, manuals, etc.) that you use to do your job? (Personal reference material or where is it in the computer or what is the file called?)
5. What pieces of knowledge are you most worried about slipping through the cracks when you leave?
6. Are there some important types of at-risk knowledge that take a long time for someone else to learn? What are they?
7. How did you learn the things you know?
8. What were the critical training programs, work assignments, etc.?
9. What is unique about your background compared to the typical employee in a position like yours?
10. Tell me about relationships – 1) with customers, 2) colleagues, 3) managers. Describe a specific situation that illustrates the nature of the relationship(s).
11. What kinds of out-of-the ordinary incidents occur and how do you respond to them?
12. What must you do well in order to be successful? What kinds of things cause the most damage if you don't do them well?

## Exit Interview Knowledge Transfer Questions

1. With whom do you work on a daily basis/weekly/monthly basis outside of this organization?
2. With whom do you work most closely in this department/organization?
3. What files are key to getting the job done? Where are they kept?
4. What activities are still in progress?
5. What commitments have you made for the organization that need to be completed?
6. Are there any loose ends that need to be tied up?
7. Are you open to answering question once your successor has settled into the job? Where can you be reached if we need to contact you?
8. How would you improve the way your job is done?
9. Are there aspects of the job that can be improved?
10. Are there written instructions for the processes used in your job?
11. If a new person was put in this job, someone who might not have the skills and experience that you have, what are the 3 most important things they need to know?

# Redwood City, California Encourages Teens to Join Public Service

High school sophomores, juniors, and seniors in Redwood City were invited to join an exciting, fun, and motivating program sponsored by the City of Redwood City. For six interactive afternoon sessions, Redwood City's Teen REACH provides students with a great overview of City and public sector career options, discussions and activities with City staff to learn about their careers, skills-building workshops, a career and education fair, and lots more.

The 2009 Teen REACH program begins in February and will end in early April. Students will meet once a week for a period of two hours, during the six week period. High School students may receive community service credits for participation in the program.

Students will learn about City career opportunities that they may not have considered – either right out of high school, or after college – and discover community resources for career and skill building that will be valuable for whatever direction they choose. They'll be surprised by the breadth and variety of career options available with Redwood City, and networking with City staff will be of great value for the participants' future career connections. It's a part of Redwood City's commitment to building a great community together.

Visit Redwood City's website at <http://www.redwoodcity.org> for information about the City and its services, the community, recreation programs, education, City government, and local business.

# Virginia Launches a New Generation of Local Government Managers

Virginia Tech, located in Blacksburg, VA, is now offering a program designed to help local governments fill this gap and create an up-and-coming generation of local government managers to replace the current retiring top level executives. This August, the university welcomed its first class of 26 students to the brand new Local Government Management Certification Program.

The program owes its beginning to Ryan Spitzer, Town Manager of Glasgow, VA. Spitzer was a graduate student at Virginia Tech when he brought the issue of baby boomer retirement to the attention of Steve Critchfield, founder and chairman of the Board of Tele-Works. Critchfield explained, "I wanted to do something to give back to the profession that has allowed me to build my company." With the help of Bob Stripling, retired City Manager of Staunton, Virginia; Bonnie Svrcek, Deputy City Manager of Lynchburg, Virginia; the Virginia Local Government Management Association (VLGMA); and Virginia Tech, he has provided a tool for local governments to replenish themselves as executives retire. "Steve confirmed what I had already observed," said Stripling, "that we would need to identify, recruit and train a new generation of local government professionals to replace baby boomers, like me, that were retiring in masse."

The certification program is a Masters level program through the Center for Public Administration and Policy in the College of Architecture and Urban Studies. The program consists of four courses: Local Government and the Professional Manager, Advanced Topics in Public Organizations, Advanced Topics in Public Management, and Local Economic Development Planning. The courses will be taught by professional instructors as well as faculty from Virginia Tech. It can be completed in two years and may serve as the base for a graduate degree.

Each course will be taught by two-way video to four sites: Richmond, Falls Church, Virginia Beach, and Roanoke. The courses will be held in the evening to allow for students' full-time work schedules. The first 26 students are employees of 16 Virginia local governments including the Town of Blacksburg, the City of Charlottesville, Fairfax County, Loudoun County, the City of Lynchburg, the City of Newport News, and the City of Williamsburg.

Critchfield, Stripling, and Svrcek have worked hard to raise over \$80,000 to start the program. Critchfield is now raising money to support a scholarship fund. Scholarships will be awarded to incoming students demonstrating financial need. Those who helped to support the program and the scholarship fund will be recognized at this fall's International City/County Management Association (ICMA) Annual Convention to be held September 21-24th. The Governor of Virginia, Tim Kaine, is expected to attend the event.

The certificate program will be a great resource for Virginia and hopefully a great model for other states. It will create opportunities for those who wish to pursue careers as city and town managers, county administrators, principal assistants or department heads. Two years in the making, this program is the first step in launching a new generation of local government managers.

*For more information, contact Bob Stripling at [bobstripling@comcast.net](mailto:bobstripling@comcast.net).*

# Training & Development Options

1. Formal training
  - a. Associate/Bachelors/Masters degrees (classroom or online)
  - b. Certifications – technical colleges, American Management Association (AMA), National Public Works Association, CVMIC, etc.
  - c. Classroom training through your city/village either onsite or offsite
  - d. Online training – webinars, e-learning, podcasts, etc.
  - e. National academies – National Fire Academy, Northwest Law Enforcement Academy, etc.
2. Attend a conference or one day seminar – and share what you learned with others either formally or informally
3. Read books, articles, manuals, professional journals, and other publications
4. Volunteer for new assignments or special projects
5. Volunteer to conduct research and prepare a report
6. Cover for someone on vacation or extended time off
7. Become another employees backup
8. Switch jobs with another employee for a short period of time
9. Shadow another employee or your supervisor
10. Assume a lead persons responsibilities
11. Assist your supervisor with some of his/her job assignments to learn from them
12. Represent your supervisor at a meeting
13. Become involved in special projects, working groups, or special events planning
14. Serve on an internal or external committee or board
15. Join or become an active member of a professional organization
16. Write an article for a professional publication or a newsletter
17. Participate on a selection panel for your city or another organization
18. Become involved in community service
19. Teach a class at work
20. Research and develop a training program for your department
21. Teach a course off the job for another organization or tech school/college
22. Get certified in an area and then teach others – first aid, CPR, CDL Instructor, fire arms, verbal judo, etc.
23. Volunteer to give a short tool box talk
24. Work with a mentor
25. Become some else's mentor

# Generational Differences

|                | Boomers (1946 – 1964)<br>74.9 Million (31% of workforce)   | Generation X (1965 – 1979)<br>51 Million (31% of workforce)   | Generation Y (1980 – 1999)<br>75.3 Million (35% of workforce)  |
|----------------|--|---|--|
| Work style     | Get it done – whatever it takes  | Take fastest route to results – protocol is secondary   | Work to deadlines and goals – not necessarily to schedules   |
| Work Ethic     | Driven and committed   | Balance work and home life  | Enthusiastic and prepared to jump  |
| Leadership     | Respect for power and accomplishment   | Rules are flexible; Collaboration is important  | Value freedom & autonomy; Less inclined to pursue leadership positions   |
| Authority      | Love/Hate  | Unimpressed   | Polite   |
| Communications | Somewhat formal through a structured network; Mix of electronic and face-to-face                             | Casual, direct & electronic   | Fast, casual, direct and high tech; Eager to please  |
| Recognition    | Public acknowledgement and Career advancement  | Fair compensation and Ample time off  | Individual & public praise Opportunities for broadening skills   |
| Loyalty        | To the importance & meaning of work; To the function of the profession                                       | To individual career goals  | To the people involved with the project  |
| Conflict       | I take on the issues I don't agree with, but I believe conflict is dealt with best by resolving it as a team | I call it like I see it, even if it's not popular, or I really don't care. This is my job. I'm here to do my job and go home. | I don't know what to do, so I avoid face-to-face conflict as a result. Especially when it comes to customer service. |
| Strengths      | Driven, dedicated, competitive, team players, go above and beyond  | Adaptable, techno-savvy, independent, not intimidated by authority & creative   | Multi-talented multi-taskers, respectful, collaborative, techno-experts, highly talented                             |
| Weaknesses     | Big on ideas, process more important than outcome, sensitive to critique from younger workers                | Impatient, not politically savvy in the corporate world, cynical, lack relationship skills/desire to schmooze                 | High unrealistic expectations (including stating at the top) dislike conflict, lack of experience                    |

# Key Steps to Developing a Succession Plan

## 1. Creating a Planning Team

- Creating a planning team that represents the key areas of your organization is critical to your overall success
- Defining the scope of the project
- Determining the teams responsibilities
- How will communications be handled?
- How will the information be shared
- Who will be making recommendations and how will approval be handled
- Once the plan is approved how will it be sold and how and when will it be implemented

## 2. Organizational Assessment

- What are the current needs of the organization – which positions will be included in the plan
- What could the future hold? (Expanded service areas, demand for new services, growth, technological changes, changes in laws, etc.)
- Have you done a recent SWOT analysis (strengths, weaknesses, opportunities and threats) & if not could this provide important insights to your planning team
- Are there other organizational obstacles you may have to address or overcome (political, union, mid-level management)

## 3. Identification of Critical Positions

- Top leadership positions, technical positions, hard to fill positions, singular positions with no backup, etc.
- Things you may want to ask in identifying a critical position include:
  - Is this a high leadership position in the organization or department?
  - Is this position critical to the organizations strategic plan?
  - Would it have a major effect if we didn't replace this position quickly?
  - Would this position be difficult to fill? (mechanic, engineer)
  - Is there anyone who could fill in for a short period of time?
  - Would any service area be greatly curtailed or negatively impacted if this position were not filled in a timely manner?

## 4. Identifying Key Competencies

- Once you have identified the positions then you will determine the key competencies
- The point of identifying competencies is to choose those abilities that are necessary for today's and tomorrow's workplace
- You'll start by reviewing the major job functions listed on the job descriptions
- You will then identify the competencies needed to perform the functions
- You then narrow the list (normally 5 – 9)
- Examples of competencies include: coaching, decision making, initiating action, managing conflict, etc.
- Once identified then you will have to determine the level of proficiency required for successful job performance
- Factors to consider are
  - The importance of the task
  - Task frequency
  - Availability of others to perform the task
- This will then create the competency profile for each key position

## 5. Gap Analysis

- We will need to determine the existence or extent of a gap in competencies for each position
- Do we have individuals who have the competencies to fill future vacancies?
  - Immediately
  - In the near future
  - With considerable training
  - No one on staff is or will be available in the future
- Once we have done the gap analysis we can move to the next step

## 6. Developing an Inventory of Candidates

- We now need to create talent pools of all employees interested in being considered for leadership roles and other positions identified in our succession plan
- As a starting point many organizations invite employees to express interest in career advancement or development
- This could involve
  - Career discussions between employees and managers
  - Administering a survey
  - Soliciting applications
  - Creating an employee profile database with employees' career interests, special skills, and competencies
  - Assessment methods
  - Written exams or interviews
- This assessment process identifies which employees have expressed interest and demonstrated commitment to developing themselves for key positions
- It also allows you to compare their abilities with the competencies needed to be effective in those positions
- No promises are made to those in the talent pool
- But the organization commits to developing these individuals to prepare them for higher responsibilities

## 7. Creating Individual Development Plans

- Individual development plans are excellent tools to develop and motivate staff
- They focus on each individual's needs and interests
- This helps employees enhance job skills and guides them in the development need to advance
- You want to focus on using employee's strengths and abilities to their best advantage and provide them opportunities to develop new skills
- There are a wide range of development tools
- The right combination will depend on the individual needs of the employee and the position they are interested in

## 8. Selecting Training and Development Activities

- As you consider the needs of your talent pool you will want to consider
  - Available resources for training and development
  - Funding
  - Commitment from your management staff
  - Union contract issues
  - Morale issues
  - Group v individual training opportunities
  - Formal v informal approaches

- Flexibility in scheduling
- Measurement of success

#### 9. Implementing the Plan

- Once the plan is developed and approved how will it be implemented?
- Key considerations
  - Communications with all involved
  - How feedback will be received and processed
  - How modifications will be handled
  - What continued involvement will the planning team have?
  - Who will have ultimate responsibility for the plan
  - How will documentation be maintained

# Thousand Oaks Succession Planning Program Builds Employee Base

The City of Thousand Oaks won an Award for Excellence for this project in the Internal Administration category of the 2007 Helen Putnam Award for Excellence program. For more information about the award program, visit [www.cacities.org/helenputnam](http://www.cacities.org/helenputnam).

In January 2005, the average age of employees in the City of Thousand Oaks was approaching 50. The city anticipated losing numerous experienced managers and supervisors to retirement over the next five to 10 years -- which was a major concern. In response, the Thousand Oaks City Council added employee succession planning to its top 10 priority goals for fiscal year 2005-06. The city wanted to develop an employment base that reflected the community and prepare employees to step up to management-level positions.

Thousand Oaks has many well-educated analysts, accountants and other professional-level employees hungry for upward career growth. Because few promotional opportunities existed, these employees were often pigeonholed in departments without chances to manage highly visible projects, make presentations to elected officials or interact freely with other departments and divisions outside their routine daily duties.

## **Building Interest in Public Service Careers**

Attracting students and encouraging them to consider a career in public service became an essential part of the city's challenge because recent high school and college graduates do not actively pursue public service as a primary career choice. Thousand Oaks wanted to reach these potential employees before they made career decisions -- to make them aware of the many opportunities and career paths that local government offers.

The city's goals included:

- Developing and enhancing existing employees' leadership skills to help them advance within the city;
- Informing students about local government career opportunities; and
- Working proactively with community groups to promote careers in public service.

At a management retreat in January 2005, the city launched its Succession Planning Program. Involving top management proved invaluable to the program's success. Each executive manager agreed to chair or coordinate activities of a specific program component, including:

**Leadership Academy**. This six-month program meets each month for a full day. Classes are held at different locations in the city and include sessions on:

- The organizational structure of the council-manager form of government;
- Infrastructure;
- Public safety;
- Public-private and intra-agency partnerships; and

- Presentation skills.

The academy requires attendance at one city council meeting and one public committee meeting, a management book report, independent research and final team projects addressing current issues facing the city.

**Mentoring Program.** This 12-month program begins with formal applications identifying the participants' career goals and specific objectives. Applicants are matched with mentors based on skills and areas targeted for development. Group lunch meetings, held quarterly, feature special presentations on topics geared to the group's interests.

**Community Outreach.** The Community Outreach Committee has developed promotional materials and presentations geared for college and high school students that outline employment opportunities in local government. Through partnerships established with two local universities, this committee conducts classroom presentations and helped develop a curriculum with an emphasis on local government employment. The committee also participates in career fairs, job shadowing events and presentations to local businesses.

**Internship Programs.** The city offers internships to local university and college students. Each internship assignment includes work in more than one department to provide the most well-rounded experience possible. A second internship program for high school graduates provides opportunities in semi-skilled or entry-level positions. Since 2006, internships have been established in several city departments, including:

- Community Development/City Attorney's Office, assisting with research on encroachment into open space;
- Human Resources/Citywide Wellness Programs, scheduling employee fitness programs and brown-bag presentations;
- Finance/Human Resources, researching options for General Accounting Standards Bureau (GASB) 45 reporting;
- City Manager's Office, assisting with public information;
- City Clerk's Office/Citywide Records Management, coordinating imaging of public documents; and
- Public Works/Hill Canyon Wastewater Treatment Plant, apprenticing in treatment plant operations.

### **Program Produces Positive Results**

Of the 18 graduates in the city's first Leadership Academy, six have been promoted to supervisory and management positions. The second session of the Leadership Academy is in full swing, managed by a steering committee composed of graduates from the inaugural session.

Participants in the Mentoring Program also experienced professional growth and increased confidence. The city's internal promotion rate is holding steady at slightly more than 6 percent.

City employees report a significant improvement in morale and a high degree of enthusiasm for programs offered. Participation in the city's Tuition Reimbursement Program, fueled by an education fair held last spring, is now at full capacity.

The city has built stronger intra-agency relationships with California Lutheran University and California State University, Channel Islands, for students in undergraduate and graduate programs. The program, which includes curricula, has established internships for the master's degree in public policy and administration and bachelor's degree in political science programs for California Lutheran University students. A local nonprofit agency, Careers4Teens, works with the city to attract community high school graduates interested in learning and preparing for municipal entry-level and field positions in Thousand Oaks.

Enthusiasm for these succession planning efforts has carried over to newly implemented programs. In January 2007, the "Great Leaders of the Conejo" Speakers Series launched bimonthly evening presentations by local community and corporate leaders featuring discussions on leadership challenges. In spring 2007, the city introduced a management reading club, Read to Lead, that brings employees from all city departments together to discuss management and leadership concepts. And in June 2007, the Management Certificate Training Program was launched to provide more structure to employee-driven career development training.

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