EMPLOYEE DEVELOPMENT PLAN

As part of the Succession Planning process, departments and agencies determine the positions most in need of succession planning, review essential qualifications for those positions, and identify potential successors.

An Employee Development Plan (EDP) is an informal tool that departments and agencies can propose to employees who have been identified as potential successors for specific positions. The purpose of the Employee Development Plan is to develop an individual for a future leadership role within the GNWT. The skills learned and experience gained may have a high degree of transferability beyond the identified position. Overall, the EDP’s approach is collaborative and flexible, with the employee able to pause or opt out, should they no longer wish to participate.

# Step 1: Identify areas for development

An EDP is intended to be tailored to the specific individual being developed and the specific position(s) for which the individual has been identified as a potential successor. When completing this process, the first step will be to compare the employee’s education and experience, certifications and designations, and knowledge, skills, and abilities (KSAs), against the eligibility requirements of the position(s) being succession planned. It may also be important to consider relationship building, knowledge transfer, and exposure to other aspects of the department’s portfolio to round out the individual’s knowledge and experience.

## Questions to Consider:

* Consider the Workforce Development Framework’s Four pathways to learning.
* Does the employee require official certification or education?
* Is there a GNWT training program that can help the employee develop the target skill?
* Is the employee eligible for the Indigenous Development Training Program?
* Could the employee benefit from a Transfer Assignment or Secondment?
* What opportunities are there for the employee to job shadow, receive mentoring or act?
* What projects could the employee participate in that are outside of their current experiences and would help them to develop the desired competency?
* Is there an opportunity for cross-training within the unit or cross-region training for the employee? Is there a position that could be double filled?

# Step 2: Establish strategies for development

Include a section in the EDP to target or address each of the employee’s identified areas for development. The sections included in the template below are intended to provide inspiration. The department will work with the employee to identify strategies to develop those areas and to tailor the plan to the employee’s needs.

These experiences and tasks will likely fall outside of the employee’s regular duties and can only be undertaken when mutually agreed-upon. These tasks are NOT part of the employee’s job description and the employee’s performance appraisal will not be affected by the failure to complete any of these additional developmental endeavours.

# Step 3: Set milestones and track progress

The employee’s Performance Development (ePerformance) Document is an excellent resource for employees and their supervisors to record and track different elements of their EDP, including developing competencies, building skills, obtaining training, and completing projects. Use the employee’s Performance Document to track work objectives and set learning goals objectives related to the requirements of the identified position(s). The employee and their supervisor can track their progress and keep a record of the experiences they gain; projects they complete and training they received that relate directly to the identified position(s). More information on Performance Development and the GNWT Competency Model can be found at: <https://my.hr.gov.nt.ca/learning-development/performance-development>.

# Employee Development Plan

CLASSIFICATION: MEDIUM

When Complete

|  |  |
| --- | --- |
| Department/Agency: |  |
| Position(s) identified: |  |
| Employee name: |  |
| Employee current position: |  |
| Supervisor name: |  |
| Supervisor position: |  |
| Development timeline: |  |

## 1. Overview

This document outlines the high-level development plan for the above-named employee. The employee has been identified as a potential successor for the position(s) noted above.

The employee’s progress will be assessed on an ongoing basis, and the development timeline may be extended by [timeframe] if required.

## 2. Administration

The employee’s supervisor (listed above) is responsible for the administration of the employee’s development plan. This will include:

1. Day-to-day supervision of the employee, including working with the employee to overcome difficulties and/or challenges;
2. Providing opportunities for expanding the experience of the employee (attending meetings, workshops, etc.);
3. Provide quarterly updates to the [Senior Management Committee/Deputy Head/ Director] on the employee’s progress as part of the succession planning process;
4. Provide ongoing assessment to the employee through the Performance Development process;
5. Work with the [Senior Management Committee/Deputy Head/Director] to ensure that the employee successfully completes the development plan.

## 3. Education

The potential successor will undertake the following education and training as part of their development plan:

### Formal Education

The GNWT recognizes the need to develop a Public Service capable of effectively and efficiently administering government policies and programs. The skills and knowledge required to deliver programs can be developed from within the organization.

* [Education Leave](https://my.hr.gov.nt.ca/employee-services/leave-time/education-leave) can be granted, with or without assistance, to undertake full-time post-secondary studies (minimum of one academic year) at a recognized university, community college, or technical institute.
* Short-term leave for training purposes can be granted to undertake advanced or supplementary training of less than one academic year, based on present and future job requirements.
* Leave without pay (without assistance or allowance) can also be granted for education purposes.
* Tuition fees for courses taken by employees on personal time may be reimbursed, with advance approval, if the course is of value to the employee’s work and doesn’t require an absence from their duties.

Refer to the relevant [terms of employment](https://my.hr.gov.nt.ca/resources/terms-employment) for more details on the above-noted options.

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| --- | --- |
| **Program:** | TBD |
| **Timeline:** | TBD |
| **Cost:** | TBD (tuition fees, level of assistance or allowance, travel, etc.) |

### Management Series

The [Management Series](https://my.hr.gov.nt.ca/learning-development/series/management-series) program is comprised of courses that are GNWT-specific and have been identified by senior management as being key to success in a management role. The Series is comprised of mandatory and elective courses intended to be completed within a two-year period. The Series is flexible and allows participants to prioritize attendance in elective courses that best fit with their learning plan and operational requirements. Access to courses may be provided via in-person, online learning, WebEx or GoToMeeting, when possible.

This Series is mandatory for all GNWT managers, supervisors and directors, subject to program eligibility.

There is no program fee to enroll in the Series. Most courses are free; however, there may be courses which have additional course fees. Any fees related to course travel and related expenses are the sole responsibility of the employee’s department or agency.

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| --- | --- |
| **Timeline:** | TBD |
| **Cost:** | TBD (course fees and duty travel costs, if applicable) |

### Leadership Development Program

The GNWT [Leadership Development Program](https://my.hr.gov.nt.ca/learning-development/leadership-development-program/program-guidelines) is delivered in partnership with Aurora College. Through the program, participants will:

* Acquire knowledge and skills in the subject areas of leadership development.
* Develop skills which will allow them to better engage, communicate with, and manage their respective teams in the workplace.
* Develop a base of leadership skills so that they can continue their leadership development as they are exposed to increased responsibilities in the workplace.

The program has two levels available for participants.

* **Level 1** of the program is targeted towards new and aspiring leaders. It focuses on enhancing awareness of self, self-expression, interpersonal skills, decision-making, and stress management as they apply to leadership competency.
* **Level 2** is designed for experienced leaders to further develop their leadership capacity and to build upon their experiences in leadership roles.

Each participant will identify a Mentor who will be part of their learning journey throughout the program.

Cohorts of the Leadership Development Program run annually:

* **Level 1**: September to June
* **Level 2**: January to December (excluding July/August)

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| --- | --- |
| **Timeline:** | TBD |
| **Cost:** | TBD (program fees plus duty travel costs, if applicable) |

### Coaching Fundamentals and Coaching for Success

Coaching is an approach to personal and professional development by building supportive relationships in workplace settings and working toward shared goals. Coaching can help:

* Improve employee performance
* Increase motivation in management and staff; and
* Align and organize teams while improving employee retention and satisfaction.

**Coaching Fundamentals** is a self-study course that builds an understanding of the fundamental principles of coaching, while fostering an appreciation for the value benefit and efficacy of successful coaching relationships.

**Coaching for Success** is an instructor-led course that builds on the Coaching Fundamentals course. It focuses on changing the way we think about managing people. The cost of this course is $200, and any the employee’s department or agency is responsible for the cost of travel and related expenses associated with attending an in-person course delivery.

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| **Timeline:** | TBD |
| **Cost:** | $200 (plus duty travel costs, if applicable)  |

### Indigenous Cultural Awareness and Sensitivity Training

This online training is provided in two series: The Truth series (Modules 2-5), which focuses on awareness about colonization, residential schools and Indigenous, non-Indigenous relations, and the Reconciliation series (Modules 6-8), which focuses on developing cultural sensitivity and the practice of reconciliation.

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| --- | --- |
| **Timeline:** | TBD |
| **Cost:** | No cost |

### Media training

Is the position identified one where the incumbent would benefit from media training? Would the employee benefit from receiving on-the-job training in other areas within their division, branch or department.

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| --- | --- |
| **Training:** | TBD |
| **Timeline:** | TBD |
| **Cost:** | TBD (training fees and duty travel costs, if applicable) |

## 4. Experiential Development

### Acting opportunities

Are there any upcoming opportunities for the employee to act in the identified position(s) while the incumbent is on leave? This will help the employee to better understand the level of responsibility and decision-making of the identified position(s).

Does the employee need to gain supervisory experience? Are there other positions they could act in to help develop this experience?

|  |  |
| --- | --- |
| **Position:** | TBD |
| **Timeline:** | TBD |
| **Length:** | TBD |
| **Cost:** | TBD (duty travel costs, if applicable) |

### Cross-training

Would the employee benefit from receiving on-the-job training in other areas within their division, branch or department?

|  |  |
| --- | --- |
| **Position(s):** | TBD |
| **Training outcomes:** | TBD |
| **Timeline** | TBD |
| **Length:** | TBD |
| **Cost:** | TBD (duty travel costs, if applicable) |

### Transfer Assignment opportunities

Think about other areas within the department or agency where the employee would benefit from a deeper understanding of the work completed.

A transfer assignment will provide the potential successor with an opportunity to gain a broader range of work experience, knowledge and skills to meet the changing demands of the work environment. The potential successor would benefit from a deeper understanding of the work involved by spending time with the incumbent and job shadowing. One approach would be to double fill the position identified.

|  |  |
| --- | --- |
| **Position:** | TBD |
| **Timeline** | TBD |
| **Length:** | TBD |
| **Cost:** | TBD (duty travel costs, if applicable) |

### Secondment opportunities

Would the employee benefit from developing relationships with partner organizations or from seeing the department’s work from a different perspective? Consider recommending the employee for a secondment opportunity or for a position through the Building Capacities with Indigenous Governments program.

A secondment is a temporary move of an employee to another organization outside the GNWT to perform the functions of a position that already exists or to take on a special project. During a secondment, the employee maintains their substantive position with the GNWT.

Like transfer assignments, secondments may also be applied for career development purposes to gain breadth of knowledge and experience, as well as to help strengthen the capacity within the GNWT or other organizations.

|  |  |
| --- | --- |
| **Organization:** | TBD |
| **Position:** | TBD |
| **Timeline** | TBD |
| **Length:** | TBD |
| **Cost:** | TBD (duty travel costs, if applicable) |

### Job Shadowing

Would the potential successor benefit from job shadowing in different areas that are relevant to the identified position(s)? Job shadowing is an effective way to help them develop knowledge, skills and experience. Job shadowing is meant to accomplish the following goals:

* see job skills in action;
* gain broader and deeper knowledge of the division/department;
* provide insight into the challenges of different jobs; and
* gain an improved understanding of the technical and specialized areas of the division/department.

|  |  |
| --- | --- |
| **Position(s):** | TBD |
| **Training outcomes:** | TBD |
| **Timeline** | TBD |
| **Length:** | TBD |
| **Cost:** | TBD (duty travel costs, if applicable) |

### Travel to other communities

Has the employee lived or worked in more than one region within the Northwest Territories? Consider whether the employee would benefit from spending time in other regions or communities. This could take the form of project-specific duty travel, an acting assignment, a transfer assignment or a secondment opportunity.

|  |  |
| --- | --- |
| **Purpose:** | TBD (engagement, project, assignment, meeting, etc.) |
| **Community/Region:** | TBD |
| **Desired outcomes:** | TBD (what experience are you hoping the employee will gain from spending time in the region/community? Being clear about the desired outcome will help ensure you plan additional activities or meetings, if needed, to ensure the employee has opportunities to gain the experience,) |
| **Timeline:** | TBD |
| **Length:** | TBD |
| **Cost:** | TBD (duty travel costs, if applicable) |

## 5. Leadership Development

### Mentorship

Mentoring refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. It is a process for sharing knowledge relevant to work, career, or professional development.

The mentorship experience requires commitment from both parties and is intended to be formal and structured, with clearly defined goals and objectives developed jointly between both parties.

|  |  |
| --- | --- |
| **Mentor:** | TBD |
| **Timeline:** | TBD |
| **Cost:** | TBD |

## 6. Competency Development

### GNWT Competency Model

The GNWT has seven core competencies and thirty-nine general competencies. These competencies form the GNWT Competency Model that is the basis of strategic human resource processes, such as attraction, selection, retention, performance management, development, and succession planning.

Are there any job-specific competencies (general competencies) of the identified position(s) that the employee could work on developing?

|  |  |
| --- | --- |
| **Competency:** | TBD |
| **Desired Level(s):** | TBD |
| **Measure:** | TBD (identify opportunities for the employee to demonstrate the associated behaviours. how will the employee show progress?) |
| **Timeline:** | TBD |

### Project-specific experience

Would the employee benefit from specific experience, such as chairing a meeting, being the lead on a project, running a procurement, etc.?

|  |  |
| --- | --- |
| **Project:** | TBD |
| **Role:** | TBD |
| **Measure:** | TBD (how will the employee show progress or measure success?) |
| **Timeline:** | TBD |

### Interjurisdictional exposure and relationship-building

Would the employee benefit from sitting on an interjurisdictional working group or collaborating with counterparts from other jurisdictions?

|  |  |
| --- | --- |
| **Project:** | TBD (working group, project for collaboration, jurisdictional scan, etc.) |
| **Role:** | TBD |
| **Desired outcomes:** | TBD (what experience are you hoping the employee will gain from collaborating with interjurisdictional counterparts?) |
| **Timeline:** | TBD |

## 5. Agreement

The activities outlined in this plan are intended to support the growth and development of the employee so that when positions become available, the employee is better positioned to meet the eligibility requirements. The department is not guaranteeing that the employee will move into an identified position.

The department and the employee are entering into this development plan voluntarily. The department will make every effort to provide opportunities for the employee to participate in the outlined activities. However, the employee’s participation in this plan is subject to operational requirements and funding availability. The development plan is intended to provide opportunities for development for the employee. By entering into this development plan, the employee is under no obligation to complete any or all of the plan components, nor are they required to move into an identified position.

Both the employee and the supervisor are responsible to inform one another should changes to the plan be required.

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Employee Signature Date

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Supervisor Signature Date