

# INFORMATION EXCHANGE

Presented by the Adult Resources Service  
World Scout Bureau  
Box 241, CH-1211 Geneva 4, Switzerland



## SUCCESSION PLANNING

The following article has been submitted by Mohd. Effendy B. Rajab, National Training Commissioner, The Singapore Scout Association.

The only thing that is certain in this world is death... Everything else is uncertain. How then does one determine the unpredictable nature of events as we go about our daily lives? Because human beings are not simply natural objects, not fundamentally like mechanism, and not determined by laws and forces the way natural objects are, it is highly impossible to determine with accuracy and certainty the outcome of one's behaviour or act. Perhaps the way to deal with uncertainty is to manage it by preparing ourselves for rainy days or unforeseen eventualities. In a sense we follow our motto to "Be Prepared" i.e. to plan for unexpected and expected events.

This is what succession planning is all about. Succession planning is a process to ensure that as far as possible suitable senior key leaders are available to fill positions or vacancies created by retirement or reassignment.

In Scouting, one usually refers to a position in the organisation or association as an "appointment". Appointments are made on a contractual basis for a period of time, based on a mutually agreed set of goals or expectations, determined by the person's competencies and knowledge of the job or task and his/her willingness to fulfil the obligations and responsibilities that the job entails. This mechanism is clearly spelt out in the "Adults in Scouting" strategy i.e. managing adult resources through the process of reappointment, reassignment or retirement. In simple terms, we plan for someone to succeed or replace us when the time comes when we could no longer serve or to provide opportunities and growth for others who can do the job better.

Effective succession planning calls for the alignment of the organisation's goals with the needs and aspirations of individuals, since people do best on jobs they like and for which they are suited. One way is to develop a chart that helps tract suitable or possible successors. Here is an example:

Succession Schedule				Department:			
Name	Appointment	Age	Due date for Review	Assessment		Possible Successor	
				Performance	Potential	Name	When Ready

Once a possible successor has been identified, it is important that he or she should be given adequate training and exposure to the job. Additional or new development needs are continually identified (based on the succession plan) and plans are developed and implemented to meet these needs.

Finally, succession and development plans need to be constantly monitored and reviewed to keep in line with changing constituents impacting on the organisation or association. In so doing, leaders will be kept aware of the necessities to make Scouting relevant to the needs of young people.

## PERSONNEL COMMITTEE

The following article has been submitted by Kirsty M. Brown, Scouts Australia, taken from their Personnel Committee Handbook.

What will happen if a leader, in a key role (and aren't they all!), leaves suddenly, say tomorrow? Do you have a suitable replacement? Is this replacement ready for the role? More to the point, is he or she willing to take on a new role?

In Scouting, it is inevitable that leaders will move on (retirement, resignation, or reassignment) to another position in Scouting. What is necessary is a regular review of organisational and individual needs. This review should be undertaken on an annual basis, at every level through the Association.



## Personnel Committee Handbook

Guidelines for the local implementation of Adults in Scouting



Succession planning is a valuable procedure which can be used as a tool for evaluating whether or not the current key positions are adequately covered by a contingency plan, should one of the current leaders leave suddenly. The plan can also be used for predicting recruitment and training needs.

Succession planning is usually initiated by the individual "above" the jobs being considered in the Scouting structure. (The Section Leader would consider succession plans for Assistants in the Section; Group Leaders would develop plans for each of the Section Leader positions; the District Commissioner will develop plans for each of the Group Leaders in

*(continue overleaf)*

the District, as well as his or her own specialist staff; and so on). Usually, the plans would be presented to the next person "up the line" for consideration and endorsement, or at least to ensure that this person is aware of issues that the Succession Plan highlights.

The process itself is quite simple and a sample is included to assist Personnel Committees and others to undertake the exercise. Full guidance is provided there as to how the form should be completed.

Realistically, if genuine and useful succession planning is to operate throughout the District, it must be driven by the Personnel Committee or motivated by its example. The Personnel Committee should therefore actively promote and encourage succession planning throughout the District and, for District staff and Group Leaders, should work in association with the District Commissioner to initiate and maintain the succession planning process.

The issues which need to be considered, and for which spaces are provided on the form are:

1. Position Title - Role as defined by Group/District/etc.
2. Current Holder - Name of leader currently in the role.
3. Back-Up Candidate(s) - Name(s) of leaders who are most likely to fill the position, should it become vacant.
4. Readiness - consider the level of readiness of (each of) the back-up candidates. Readiness is defined, in this plan, as having *the training, maturity and willingness* to undertake the role. The form provides for three levels of readiness to be noted:

Level A - Ready now (attended all available training, has adequate experience for the role, has a maturity level appropriate to role, and is willing to undertake the role)

Level B - Within 1 year (the candidate would be ready within one year, subject to meeting the readiness requirements, as listed above)

Level C - Within 1-2 years (the candidate would be ready within 1-2 years, subject to meeting the readiness requirements)

Level X - If A, B or C does not apply (this category should only be used if the candidate has "outstanding" or "some potential", as indicated below, and the candidate needs in excess of two years for readiness. Reasons should be stated).

5. Potential - "Potential", in this plan, refers to the candidate's capability for fulfilling the role, subject to meeting the "readiness" criteria of training, experience, maturity, and willingness. Where a candidate has been assessed as having a "Readiness Level A", a "Potential" does not need to be addressed. The form provides for three levels of potential as follows:

Level A - Outstanding (the candidate has outstanding potential for the role, but may require to complete training (e.g. Wood Badge); gain experience; and/or may not be willing to take on the role yet)

Level B - Some (the candidate has not yet demonstrated a capability for all requirements of the role, but is gradually fulfilling a commitment to that role, and showing some future potential)

Level C - Limited (the candidate has not demonstrated a capability for all requirements of the role, and, at this stage, appears not to show much potential for the role for some time (in excess of five years)

Level X - New in position (a candidate may be new to Scouting, and/or the Group/District, and may appear to show potential for the role, but has not been in the current role long enough to evaluate).

6. Adult Training Completed - This column refers to the Wood Badge Training, the highest level attained to be shown, year completed, and the Section trained in.
7. Additional Training Completed - This column is available for including any additional relevant training that the candidate has completed.
8. Remarks - This column can be used to clarify any matters pertaining to the candidate's suitability. It might include reference to particular professional qualifications or experience, which might especially commend the candidate for a particular position.

## NEWS FROM NATIONAL SCOUT ORGANIZATIONS

Submitted by Kim Kyu Young, Asia-Pacific Regional Director

### 1. Boy Scouts of the Philippines

BSP is in the process of developing a National Adult Resources Policy. As part of the process BSP planned three National Training Team-Seminars cum Workshops to gather the views of leaders at the grassroot level as a basis for developing their National Adult Resources Policy.

Two of these Seminar Workshops have already been conducted with 107 participants in Luzon (northern Philippines) and 62 participants in Mindanao (southern Philippines).

The next Seminar is scheduled for November 22-24 and over 100 participants are expected.

The output and recommendations from these workshops will be further studied by a Task Force at national level which will draft the National Adult Resources Policy to be tabled to the National Board for approval and further action.

It is a very effective strategy which will help BSP implement the National Adult Resources Policy very quickly as the leaders from all levels are part of its development.

### 2. The Bharat Scouts and Guides - India Seminar on Adult Resources Policy

A Seminar on Adult Resources Policy was held at the National Headquarters New Delhi from 22 to 24 August, 1998. The seminar was attended by 21 key persons from 17 states.

Objectives of the Seminar were to give a clear picture of the three phases of the life cycle of an adult, to form the Adult Resources Policy Committee and to fix a contact person in each state defining their responsibilities.

The Recommendation Committee formulated guidelines for the formation of State Level Adult Resources Sub Committee consisting of 7 to 11 members. This Sub-Committee will work as an Advisory Board and reports directly to the State Executive Committee.

The Committee also recommended the organization of Seminars/Workshops at various levels and that the literature produced for and from these workshops should be made available in regional languages.