



Institution Name: Directorate General of Nursing Affairs, MoH

Document Title: Policy & Procedure on Leadership Succession Planning

Approval Process

	Name	Title	Institution	Date	Signature
Written by	Succession Planning Taskforce	Directorate General of Nursing Affairs	Ministry of Health	01/01/2019	Majid
Reviewed by	DGNA Team	Directorate General of Nursing Affairs	Ministry of Health	21/01/2019	Dr. Qamra
Validated by	Dr. Qamra Al Sariri	Director General, Quality Assurance Center	Ministry of Health	29/1/2019	29/1/19.
Approved by	Dr. Majid Al Maqbali	Director General of Nursing Affairs	Ministry of Health	01/01/2019	Majid



Table of Contents:

1. Acknowledgment.....	2
2. Acronyms:	3
3. Introduction	4
4. Scope	4
5. Purpose	4
6. Definitions	4
7. Policy	5
8. Procedures	6
9. Responsibilities.....	8
10. Document History and Version Control.....	11
11. References:	12
12. Appendix 1: Leadership Competency (Succession Planning) Checklist	13
13. Appendix 2: Generic Nomination Form.....	18
14. Appendix 3: Acceleration Pool Generic Nomination Form	19
15. Appendix 4: Leadership Development Progress Tool.....	20



Acknowledgment

Directorate General of Nursing Affairs would like to thank and appreciate all those who participated in writing up and reviewing this policy in particular the following team:

Dr. Salah Ammar Salimane	Directorate General of Nursing Affairs
Ms. Maya Al Ismaili	Directorate General of Nursing Affairs
Ms. Moza Al Battashi	Directorate General of Nursing Affairs



Acronyms:

MoH	Ministry of Health
DGNA	Directorate General of Nursing Affairs
HQ	Headquarters
DGQAC	Directorate General of Quality Assurance Center



1. Introduction

Succession planning anticipates long-range healthcare leadership needs and develops future leaders necessary to achieve strategies. Effective and comprehensive succession plans are integrated within the institution's strategic plan, provide a proactive method for identifying and developing potential leaders and encompass all levels of management.

This policy is generated to ensure leadership continuity and prepare a source of qualified and motivated Omani leaders with potentials for higher roles and responsibilities in leadership and management fields. It also guides to identify best candidates for different positions' levels and categories, attracts and retains outstanding talents by helping employees advance in their careers, build a competitive environment and advantage, and ensure stability in managing any future challenges. Succession planning does not guarantee promotions for individual candidates.

2. Scope

This policy applies to the Directorate General of Nursing Affairs (DGNA) personnel, Directors/ Heads of Nursing, and other nurses in all levels of management within all healthcare institutions under the MoH in Oman.

3. Purpose

- 3.1 Maintain standard procedures of successful succession planning strategy.
- 3.2 Provide direction related to preparing future talents and monitoring succession planning.
- 3.3 Clarify nursing management the roles and responsibilities in the implementation processes of succession planning.
- 3.4 Ensure fair and consistent processes of succession planning.

4. Definitions

- 4.1 Succession planning: Is an ongoing process of systematically identifying, assessing and developing talented capacity leaders and managers to ensure continuity in the organization.
- 4.2 Leadership: Is the ability to influence others.



- 4.3 Director: Is a manager who leads an organization or institution, who supervises the production and continuation of organizational work.
- 4.4 Potential leader: An employee who is assessed as having leadership ability, organizational commitment, and motivation to grow to and succeed in more senior positions in the organization.
- 4.5 Leadership Successor: Is an employee who is the next in line when the current director or manager has to step down or move out. The successor takes over when the manager gives up a position or title.
- 4.6 Acceleration Pool system: Is a process of developing candidates for leadership positions, rather than targeting one or hand-picked people for each leadership position. Pool members are offered opportunities for learning and accelerate individual development.
- 4.7 Mentoring: Is an advisory relationship where the mentor who has vast experience in management usually passes on experience by guiding, giving opinions, and directing less experienced employee.
- 4.8 Competency model: Is a basis for acquiring, developing and managing the organization's talents in leadership and management, allowing leaders and managers at all levels of the organization to develop and demonstrate knowledge, skills and attributes in order to contribute to a dynamic service.
- 4.9 Training: is the process of transferring or obtaining specific knowledge and skills needed to carry out specific activities or tasks.
- 4.10 Nursing management levels: First line, second line, and third line nurse managers.
- 4.11 360 Degree Feedback Evaluation: Is a process where employees receive anonymous and confidential feedback from work peers including employees and managers.

5. Policy:

- 5.1 All healthcare institutions ensure they have a leadership / management succession plan.
- 5.2 All healthcare institutions have a strategy to identify potential leaders/ managers within the institution.



5.3 Succession planning cover all levels, considering all areas and positions within the institution and not limited to top level positions.

6. Procedures

In order to develop a succession planning strategy, use the following process:

6.1 Develop a strategic plan

6.1.1 Include strategic vision and goals of the institution.

6.1.2 Determine and clarify future leadership across the institution.

6.1.3 Specify core skills/ competencies.

6.2 Assess key positions.

6.2.1 Identify leadership positions within the institution.

6.2.2 Prepare job analysis of these positions.

6.2.3 Identify core competencies (behavioral and technical) required for positions. This step is necessary for setting clear performance expectations, assessing performance, and selection purposes.

6.2.4 Evaluate the impact each position has in achieving the strategic goals and objectives of the institution.

6.2.5 Identify the education/training, experiences, and other factors needed to success for each leadership position (Appendix 2).

6.3 Identify the current talents in the institution for future leadership.

Identify talented employees who are ready to assume leadership / management position within the institution. Detecting strengths of those talents allows department leaders to focus on strategic development and measurement needed.

6.3.1 Circulate a list of position identified and request for names. Assess potential candidates based on the defined selection criteria, understanding their strengths and development needs.

6.3.2 Identify the employees ready to assume position based on agreed competencies using Acceleration Pool Form in Appendix 3. Make sure that every employee with leadership potential is fairly and thoroughly considered for potential leadership positions. Use Acceleration Pool Application System that gives opportunity for all who have good leadership potentials.



- 6.3.3 Consider candidates who have potentials for leadership positions.
- 6.3.4 Evaluate strengths and areas for improvement and developmental needs of the available talents for each identified position.
- 6.3.5 Use 360 Assessments tool that provides information on the employee's competency-based strengths and developmental needs. Different methods can be used including:
 - 6.3.7.1 Evaluation by superiors
 - 6.3.7.2 Self-Assessment
 - 6.3.7.3 Evaluation by peers
 - 6.3.7.4 Evaluation by subordinates
- 6.4 Generate a competency-based development plans.

This is done in collaboration with the future successor, supervisor and the director/manager, who is responsible to close any gaps, and coordinating succession planning. It is important that succession candidates feel good about this process.

 - 6.4.1 Implement the developmental plan for each position. Ensure to provide required training and guidance to potential leaders to ensure having an efficient talent pool of successors for leadership pipeline.
 - 6.4.2 Development plans are available for candidates and then integrated into their performance management plans.
 - 6.4.3 Plans may include identifying career paths for high-potential candidates and others who have the interest and ability to move upward in the organization.
 - 6.4.4 Offer developmental opportunities to provide Job Enrichment, through:
 - 6.4.4.1 Job assignments, training,
 - 6.4.4.2 Special projects or programs
 - 6.4.4.3 Committee or task force assignments
 - 6.4.4.4 Job rotation
 - 6.4.4.5 360 Feedback
 - 6.4.4.6 Seminars, conferences, continuing education
 - 6.4.4.7 Exposure - internal and external
 - 6.4.4.8 Problem resolution opportunities



6.4.4.9 Mentoring programs; mentor is assigned specifically in areas where the successors have developmental needs.

6.5 Develop a system to monitor and evaluate the succession planning progress

6.5.1 This step involves monitoring and evaluating the effectiveness of strategies implemented to close the talent gaps and successors' weakness.

6.5.2 Continuous monitoring and on-going feedback will provide necessary information as to whether the strategies are meeting the department's needs.

6.5.3 Using the planned competency checklist the mentor will plan monitoring and follow up the successor progress (Appendix 1).

6.5.4 Use leadership development progress tool (Appendix 4). It is necessary that the mentor, mentee, and director review the progress and record as necessary.

7. Responsibilities

7.1 The Director / Head of Nursing:

7.1.1 Identify competencies (knowledge, skills and abilities) required for Positions.

7.1.2 Recognize/ identify future potentials for the leadership position.

7.1.3 Ensure that candidates are assessed objectively, without personal favoritism.

7.1.4 Review the organization's/ Directorate's strategic plan and conduct a brief assessment of organizational strengths, weaknesses, opportunities, and threats to identify priority issues that may need to be addressed during the transition process and to identify attributes and characteristics that are important to consider in the selection of the next future leader.

7.1.5 Provide all resources, develop a detailed **mentoring** plan, (ongoing coaching and mentoring) to prepare the future leader.

7.1.6 Develop a specific Learning Contract (Development Plan) that clarifies the learning objectives/ competencies to be achieved by the succession plan.

7.1.7 Ensure that the work activities in which the successor gains experience are directly related to future work requirements.

7.1.8 Conduct performance reviews and assist employees to determine needs for further development. Monitor work progress through giving periodic feedback to the successor through performance, using a progress form.



- 7.1.9 Ensure that the succession planning process is transparent and well communicated to all employees;
- 7.1.10 Obtain top management support – as critical step for obtaining support and resources provision.
- 7.1.11 Move people effectively - Transition to new positions must be well planned and well implemented for replacement strategies to be effective.
- 7.1.12 Frame the implementation of the succession planning as “continuous improvement” and communicate what worked and what will be improved during each step of the process. Determine if the succession plan is on track to meet timeline objectives, and amend the succession plan as required.
- 7.1.13 Ensure that all other managers are involved and supportive of interdepartmental assignments.

7.2 The Mentor

The partnership between a mentor and mentee is built upon trust, respect, and professionalism. Specifically, the mentor’s role is coaching, guiding, motivating, advising, and acting as a role model.

- 7.2.1 Communicate clearly the developmental goals for the mentee
- 7.2.2 Set realistic expectations regarding method and frequency of communication with mentee.
- 7.2.3 Provide constructive feedback about mentee’s personal and leadership skills.
- 7.2.4 Share knowledge about specific leadership roles, and organizational cultures/standards.
- 7.2.5 Facilitate networking.
- 7.2.6 Coach and guide mentee toward achieving a specific developmental goal.
- 7.2.7 Be available and maintain consistent contact.
- 7.2.8 Provide the mentee with information about opportunities he/she needs explore.

7.3 The future successor (mentee)

Identify gaps and shortcomings within the directorate/ institution to work on areas for improvement.



- 7.3.1 Express (Self-identification) interest in leadership roles and career advancement.
- 7.3.2 Create and keep up-to-date career development plans
- 7.3.3 Work with the director to identify career development opportunities
- 7.3.4 Accept and act on feedbacks provided.
- 7.3.5 Take opportunities and/or risks to further their career development
- 7.3.6 Maintain a high level of trust and professionalism.
- 7.3.7 Respect confidentiality.



8. Document History and Version Control

Document History and Version Control			
Version	Description of Amendment	Author	Review Date
01	Initial Release	Succession Planning Taskforce	January 2022
02			
03			
04			
Written by		Reviewed by	Approved by
Succession Planning Taskforce		DGNA team	Dr. Majid Al Maqbali Director General of Nursing Affairs



9. References:

Title of book/ journal/ articles/ Website	Author	Year of publication	Page
Michigan Succession Planning Tool Kit https://www.michigan.gov/documents/mdcs/SuccessionPlanningCareerPipelineToolKit_213235_7.pdf	Michigan Department of Human Services	2015	
http://www.dictionary.com/		2016	
<i>Shaping Future Healthcare leadership in Oman: Training Manual</i>	Ministry of Health	November, 2015	90-93
Leadership and Management Competencies at: http://www.employeeservices.gov.sk.ca/interactiveguide	University of Saskatchewan	December 2015	
Health Care Succession Planning: An Integrative Review, the Journal of Nursing Administration	Brian, K. C., Melanie. M., Cummings, G, & Newborn-Cook, C.	2009	548-555



Appendix 1: Leadership Competency (Succession Planning) Checklist

Institution:

Mentor (Name):

Successor (Name):

Staff Number:

Staff Number:

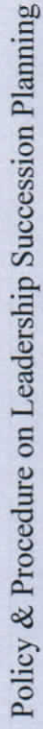
Target competency	Completion time-frame	Met	Not Met	Remarks	Signature	Date
Measurement of achievement						
1. Managing and Focusing on People						
Directing Outcomes: Sets high expectations for healthcare staff, specifies the work activities that need to be accomplished, and monitors staff performance against expectations.						
Employee Development: Accurately assesses strengths and development needs of healthcare staff and makes learning opportunities available for staff to expand their capabilities.						
Succession Planning: Anticipates long-range healthcare facility needs and develops the human capital necessary to supply the internal talent necessary to achieve the healthcare facility's strategy.						
Cooperation: Seeks to accomplish work activities and goals by collaborating with others.						
Influencing Others: Persuades others to listen, commit, and act using compelling communication, rewarding appropriate behaviors, and confronting and managing inappropriate behaviors.						
Resolving Interpersonal Conflicts: Addresses areas of disagreement between individuals and groups to produce constructive solutions.						



Policy & Procedure on Leadership Succession Planning

MoH/DGNA/P&P/003/Ver.01
Effective Date: January/2019
Review Date: January/2022

Building Productive Relationships: Creates a respectful, caring, and trusting environment for others, maintaining friendly interactions with others.									
2. Driving Results									
Strategic Planning: Develops and implements plans that address short- and long-term business goals, challenges, and opportunities.									
Monitoring Work Activities: Measures and analyzes work performance and accomplishments in support of strategic short- and long-terms plans, and takes action to ensure achievement of deadlines and goals.									
Shared Decision Making: Engages staff and others in dialogue to make and communicate sound, fact-based and timely decisions that are patient-centered and reflect the long and short-term interests of the healthcare organization.									
Creating Innovative Solutions: Creates a work environment that encourages creative thinking and innovation to continuously improve patient care.									
Change Management: Serves as a change agent, viewing change as an opportunity to improve healthcare outcomes and taking action to actively involve other in change processes.									
Initiative: Recognizes when action is needed to achieve desired patient outcomes and responds quickly to pressing demands without direction.									
Ensuring Safety and Compliance: Emphasizes and ensures healthcare staff safety, making certain staff comply with healthcare organization and regulatory standards.									
3. Building Relationships									
Written Communication: Expresses thoughts clearly, succinctly, logically, and persuasively in writing.									
Oral Communication: Expresses thoughts verbally in a clear, succinct, logical, and organized manner.									
Cooperation: Seeks to accomplish work goals (e.g., determine patient care service needs, develop patient care policies and procedures, identify patient									





Policy & Procedure on Leadership Succession Planning

MoH/DGNA/P&P/003/Ver.01
Effective Date: January/2019
Review Date: January/2022

Patient Advocacy: Advocates for healthcare policies, delivery systems, and resources that support the social and cultural rights of diverse patients.									
Building a Multicultural Workforce: Ensures healthcare recruitment and retention efforts appropriately support hiring and retaining the culturally-diverse workforce needed to deliver culturally competent care to an increasingly diverse population.									
Cultural Competence Self Development: Participates in educational activities to acquire the knowledge and skills necessary to promote and provide culturally congruent healthcare.									
Cross-Cultural Communication: Uses culturally-competent verbal and nonverbal communication skills with patients to respect dignity and perseverance of human rights.									
5. Occupational Knowledge									
Evidence-Based Practice: Demonstrates an understanding of how to use evidence in making decisions about the care of individual patients and the delivery of health services, and holds others accountable for utilizing evidence-based data and research.									
Health Informatics: Demonstrates an understanding of how to use resources, devices, and methods to optimize the acquiring, storing, retrieving, and using electronic health information in current healthcare facility.									
Technical Excellence: Maintains and demonstrates current knowledge required to perform day-to-day work activities (e.g., knowledge related to clinical practice, work design, healthcare economics, healthcare policy, governance, patient safety, case management, quality improvement, risk management).									
Financial Management: Demonstrates understanding of healthcare financial business models and leverages knowledge to generate and/or save the healthcare organization money.									



Policy & Procedure on Leadership Succession Planning

MoH/DGNA/P&P/003/Ver.01
Effective Date: January/2019
Review Date: January/2022

Human Resource Management: Demonstrates understanding of healthcare financial business models and leverages knowledge to generate and/or save the healthcare organization money.							
Staffing Management: Demonstrates understanding of human resource practices and policies related to employee recruiting, staffing, development, promotion, and retention.							

**Appendix 2: Generic Nomination Form**

Employee Information			
Name:			
Title:			
Job Classification:			
Length of Service:			
Time in Current Job:			
Current Supervisor			
Career Goals			
1 to 3 Years:			
3 to 5 Years:			
Beyond 5 Years			
Educational History			
Institution:	Degree:	Area of study:	Years
Institution:	Degree:	Area of study:	Years
Institution:	Degree:	Area of study:	Years
Special Skills/Expertise			
Languages:			
Technology			
Professional Expertise:			
Other:			
Developmental Experiences – Past 3 Years			
Formal Training:		Competencies/ Skills Developed	
Special Assignments:		Competencies/ Skills Developed	

**Appendix 3: Acceleration Pool Generic Nomination Form****Nominee Name:****Classification:****Nominated by:****Date:**

Leadership Area	Competency (Tick the appropriate)		
	Proficient	Competent	Needs Development
Support of MOH Values			
▪ Behaves consistently with values			
▪ Displays respect for others			
▪ Is a good team player			
▪ Identifies with management			
Leadership Promise			
▪ Is motivated to lead			
▪ Accepts leadership responsibilities			
▪ Mobilizes resources/ people to action			
▪ Leads teams that have high morale			
Interpersonal Skills			
▪ Communicates clearly and effectively			
▪ Makes effective presentations			
▪ Demonstrates diplomacy			
▪ Is trusted and respected			
Demonstration of Results			
▪ Shows positive team results			
▪ Displays objective indicators of success			
▪ Accomplishes major assignments			
Developmental Orientation			
▪ Has accurate self-insight			
▪ Is coachable; accepts feedback			
▪ Quickly learns new tasks			
▪ Has history of learning from experience			
▪ Self –initiates development activities			



Appendix 4: Leadership Development Progress Tool

Reviewer:	Review Date:
Competency / Progress	
Managing and Focusing on People	
Driving Results	
Building Relationships	
Culturally-Congruent Clinical Practice	
Occupational Knowledge	