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|  | Knowledge Transfer Project | |
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| Date | | (Position Title) | |
|  | | (Organization) is identifying key staff positions requiring intentional planning for replacing incumbents due to retirement/promotion/attrition.  The (position) within the (organization) was selected for inclusion in this project to document key competencies, processes and customer perspectives. |

Knowledge Transfer Project

(INCUMBENT NAME), (POSITION), (ORGANIZATION)

Background:

The Knowledge Transfer Project is designed to:

* Identify key performers and positions;
* Document their business, organizational, and personal knowledge; and
* Document customer perspectives of why the key performer is successful in the position.

In this way, (organization) can document the tacit knowledge the key performer holds and help the organization to think about how to cultivate that knowledge, skill or ability in others. It will also help clarify what a future replacement must bring to the position.

Key Points

Begin Knowledge Transfer NOW – It is in each business owner’s interest to begin planning for knowledge transfer. Failure to do so risks being unable to deliver core services when a key performer leaves and, depending on the scope of operation, may have large costs to internal and external customers. Furthermore, as a public agency (organization) relies on the goodwill it must maintain in order to acquire funding and effectively deliver services. Impacts to agency goodwill can have damaging long-term impacts. Positions with externally-facing duties impact agency goodwill.

Document the Incumbent’s Processes – Many aspects of a position are “understood” but not explicitly stated. By documenting the key processes the position uses, a successor can efficiently identify core customer groups, potential failure points, and put the work in the proper context.

Focus on Customer Outcomes – Determine why the work matters for customers. Each product should be delivering something of value to the customer and asking “5 Why’s” for a given product will help clarify what is most valuable.

Talk to Customers – By asking customers what they value in the incumbent and the role, you may unearth otherwise hidden abilities/traits that make the position indispensable to the customer.

(quote from a customer)

Methodology:

The (position title) is a key position based on impact to the business and customers if (pronoun) left.

(briefly describe the role…)

An analyst was assigned to work with the (position) and begin documenting processes, customers, and key business knowledge. Steps taken:

1. Met with incumbent to introduce process, document core competencies
   1. ID business, leadership, technical competencies; ID key responsibilities and essential functions
2. Review DRAFT competencies with (incumbent) and (supervisor)
3. Finalize competencies
4. Document key customer(s)/groups to include their priority needs
5. Capture customer perspectives on what makes the (position) a valuable asset to the Agency
6. Document plan for building capacity within existing resources
   1. ID training opportunities for building competencies; develop recruitment plan that ID’s whether to recruit or build from within; ID ways to test for intangible skills

Process Map:



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# incumbent Perspective

Instructions: Use this interview to review the questions below with the Incumbent and to complete the Key Customer List. Schedule additional time if necessary.

Step One: Reach out to the Incumbent, share the background of this task and ask for ~60 minutes to interview them.

Step Two: Conduct interview.

Step Three: Capture results of interview on this form.

Background: (brief overview such as how long the incumbent has been in the role, etc)

Core Competencies from (incumbent’s) perspective: The most important skills, abilities, knowledge or qualities for the job (i.e., the things that are essential, very important and nice to have) are:

**Who are the Major Stakeholders?**

**Who are the Major Customers?**

**What do customers want from the (position)?**

# Customer Perspectives

Instructions: Identify key customers of the position. This should be customers that are so reliant on the Incumbent that they will lose sleep if the job is done poorly. Key customers are NOT every customer. Key customers can be identified by the Incumbent or the lncumbent's direct supervisor.

Step One: Reach out to the Key Customer, share the background of this task and ask for ~45 minutes to interview them.

Step Two: Conduct interview.

Step Three: Capture results of interview on this form.

First Interview (date)

Customer Name:

Customer Title/Role:

(Brief overview of connection to incumbent’s role.)

Question: As a key customer of (name), what are the most valuable services (pronoun) provides?

Question: What are the things *about (name)* that allow (pronoun) to successfully deliver those services?

Question: What attributes/skills would you as a customer like to see in the next (position)?

Second Interview (date)

Customer Name:

Customer Title/Role:

(Brief overview of connection to incumbent’s role.)

Question: As a key customer of (name), what are the most valuable services (pronoun) provides?

Question: What are the things *about (name)* that allow (pronoun) to successfully deliver those services?

Question: What attributes/skills would you as a customer like to see in the next (position)?

Third Interview (date)

Customer Name:

Customer Title/Role:

(Brief overview of connection to incumbent’s role.)

Question: As a key customer of (name), what are the most valuable services (pronoun) provides?

Question: What are the things *about (name)* that allow (pronoun) to successfully deliver those services?

Question: What attributes/skills would you as a customer like to see in the next (position)?

# Key Customer List

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Customer | Organization | Customer Role / What Is The Connection with the (position) | Customer’s #1 Need from the (position) | How Does (name)  Currently Interact with This Customer? |
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# Competency and Qualification Matrix

These competencies are provided as an example. If your agency has their own competency framework feel free edits the Experience, Knowledge, Skills & Abilities section listed below. For additional competencies please review the [Enterprise DEI Competencies](https://ofm.wa.gov/state-human-resources/workforce-diversity-equity-and-inclusion/diversity-equity-and-inclusion-resources/dei-committee-documents) and the [Enterprise Leadership Competencies.](https://des.wa.gov/services/training-and-development/leadership-development/leading-others/leading-others-class-resources)

Relevance rating scale:

Rank how relevant you believe each of the following experience, knowledge, skills, abilities and attributes are to this position using the following scale:

1 = Little to no relevance to this position

2 = Somewhat relevant to this position

3 = Very relevant to this position

4 = Critical to this position

| Experience, Knowledge, Skills & Abilities | Rating  1 2 3 4 | Notes |
| --- | --- | --- |
| **Education:** Required degrees or certifications. |  |  |
| **Knowledge of State Government:** Knowledgeable about and familiar with governance at the state or federal level. |  |  |
| **Leadership/Strategic Thinking:** A visionary leader with a successful track record of managing complex and diverse groups. Formulates objectives and priorities and implements plans consistent with the long-term interests of the organization. Capitalizes on opportunities and manages risks. |  |  |
| **Change Management:** Has proven experience initiating and managing cultural and organizational change while maintaining an environment that supports employees during the change process. |  |  |
| **Conflict Management:** Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflicts and disagreements in a constructive manner. |  |  |
| **Business Acumen:** Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are properly recruited, selected, appraised, and rewarded. |  |  |
| **Values and Integrity:** Has demonstrated a high-level of integrity in previous roles as stated by peers, references, and other sources. Maintains high ethical standards. Personal and professional values are aligned with those of the agency. |  |  |
| **Communication Skills:** A highly effective and skilled communicator. Someone who has demonstrated excellence communicating across diverse audiences on a broad range of issues. |  |  |
| **Innovative Approach:** Devotes continuous efforts to remain knowledgeable of current trends related to area of expertise. Demonstrates forward thinking and proactive planning. Exhibits solid judgment in identifying which new methods to adopt and then effectively implement into the organizational structure. |  |  |
| **Inclusiveness:** The ability to create a healthy work environment that embraces diversity and uses broad perspectives to make progress on organizational goals. Ensure all employees feel valued and respected showing special consideration for remote needs of field offices. |  |  |
| **Tact and Diplomacy**: Respond to difficult, stressful or sensitive interpersonal situations in ways that reduce or minimize potential conflicts, while still addressing the problems at hand. |  |  |
| **Performance Management:** Experience with the development and ongoing analysis of a performance measurement system using statistical evidence to evaluate progress toward defined organizational objectives. |  |  |
| **Political Astuteness:** Understands the political and individual sensitivities that can impact decision making in an organization, and has demonstrated an ability to adapt to an organization’s leadership needs. |  |  |
| **Legal Acumen:** Demonstrates strong knowledge of relevant state and federal employment laws and regulations. |  |  |
| **Timely Decision Making:** Makes decisions in a timely manner, sometimes with incomplete information and under tight deadlines and pressure; able to make a quick decision. |  |  |
| **Command Skills (Authority):** Relishes leading; takes unpopular stands if necessary; encourages direct and tough debate but isn’t afraid to end it and move on; is looked to for direction in a crisis; faces adversity head on; energized by tough challenges. |  |  |
| **Functional/Technical Skills:** Has the functional and technical knowledge and skills to do the job at a high level of accomplishment. |  |  |

| Other Important Experience, Knowledge, Skills, Abilities & Attributes | Rating  1 2 3 4 | Notes |
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# Knowledge Transer Plan

Cross-training, written documentation and mentoring are just a few transfer activities that can close a knowledge gap. Consider what will work for your agency and use the template below to develop the required competencies. Work with leadership to complete the knowledge transfer plan below.

| Knowledge Gap | Transfer Activity | Participants | By When | Notes |
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