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Will succession planning at the Department of Energy/Nevada succeed?

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Will Succession Planning at the
Department of Energy/Nevada Succeed?

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December 2000

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ABSTRACT

The topic of this professional paper is the succession planning program at the Department of Energy Nevada Operations Office (DOE/NV). I have prepared this paper for the Department of Public Administration in partial fulfillment of a Masters of Public Administration degree. The paper centers on the interpretation of data that was received through an office-wide survey of the staff and leaders of the DOE/NV. The data presented supports the theory that there may be significant weaknesses found in the current structure of the succession planning that may directly affect whether or not the program will succeed. The analyses performed focuses primarily on the opportunities that the succession planning program affords to both females and minorities at DOE/NV. At the conclusion of this analysis, several suggested solutions will be presented that could sharpen the intent, purpose, and ultimately spell success for the succession planning program at DOE/NV.

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INTRODUCTION

The Department of Energy Nevada Operations Office¹ (DOE/NV) has played a major role in the United States nuclear weapons program since the early 1950's. In this role, DOE/NV has managed the Nevada Test Site (NTS). The NTS is the prime location for the testing of nuclear weapons designed by the National Laboratories. In the late 1980s, at height of the nuclear testing days, the DOE/NV annual budget was approximately \$1 billion. This budget figure supported approximately forty nuclear tests per year and was provided for a contractor workforce of over 10,000 contractors and close to four-hundred federal personnel.

In September of 1992 President George Bush signed the Hatfield-Exon amendment containing test moratorium legislation that halted nuclear testing (Kimball, 1999). Since that time the number of contractor personnel has dwindled to 2,500 and the federal personnel has shrunk to two hundred and ninety-five.

In the last eight years, DOE/NV has endorsed a hiring freeze and downsizing policy that has eliminated one-hundred ten federal jobs. The result is that the DOE/NV workforce decreases an average five percent (7/(midpoint of 350)) per year as a result of retirements, early outs, and normal attrition. Like most successful organizations, DOE/NV's ability to meet its mission objectives depends almost entirely on the people who run the organization. The individuals retiring are predominately the leaders of DOE/NV. Amidst this dynamic forces of losing individuals in unique leadership job classifications and being unable to hire new employees, DOE/NV is faced with the

¹ General Information about DOE/NV is acquired from the author over the past 8 years of employment in the organization.

challenge to ensure that the percentage of protected classes are fairly represented in the leadership ranks. Fair representation means that a relational percent of minorities should fill the leadership ranks based on the known minority populations currently residing in the surrounding Clark County area. Consequently, DOE/NV has to decide how to enrich and utilize the existing work force in order to meet the future.

DOE/NV has reacted by establishing a succession planning program that is targeted at grade GS-14 and higher employees. The succession planning program is designed to develop a talent pool of GS-14s and non-supervisory GS-15s groomed in managerial and supervisory competencies for the DOE/NV. The program makes available managerial and leadership training for each participant.

Two years ago when the succession plan was first introduced, it was communicated only to Managers. In the past two months and perhaps in response to the interest my survey has sparked, the DOE/NV management has since briefed all employees about the succession planning program. The plan remains, however, only opened to GS-14 and higher employees at DOE/NV. Evidently, the purpose of the succession plan at DOE/NV is to provide training and competency assessments to the employees in the higher ranks. As the data is analyzed, the reader will be able to formulate a viewpoint as to whether this catering to the higher grades is juxtaposed to diversity management based on the grades of the people of ethnic diversity as well as the grades of the majority of women employed at DOE/NV. This paper seeks to understand if the strategic effectiveness of the DOE/NV succession plan could potentially be limited, severely constrained, or entirely nullified merely by its design.

Today's changing demographics indicate that minorities will make up more and more of our American population. Therefore, in order for organizations to successfully represent the public and its cultural and ethnic diversity; today's organizations are hiring, encouraging, growing, and promoting skilled individuals that come from diverse backgrounds. Thus, a sizable challenge is developing. How will DOE/NV meet this challenge and what will be the best tool to approach this task? Since the importance of this challenge is widely recognized, perhaps diversity management would be weighed into the development of succession planning program at DOE/NV. Or is this an important consideration? This research seeks to address the question: "Has DOE/NV created a succession planning program that is strategically structured to promote diverse leadership in the future?"

SUCCESSION PLANNING

Some excellent literature is available that contains current perspectives on succession planning. The majority of the literature, however, primarily addresses succession planning from a private sector perspective. Articles written addressing succession planning from a public service perspective exist but frankly are quite rare. I found that this topic of succession planning shares common elements pertinent to both private and public arenas. I have also felt that the private sector perspectives add valuable insights into succession planning that can be extrapolated to the public sector. For these reasons, I did not discount any literature even though it perhaps had a private sector orientation and bent.

My search of articles was set on finding information on succession planning as it relates to how organizations can strategically implement a succession planning program that will promote fair hiring practices among the minority workforce population in a downsizing environment. I wanted to find literature that explained the best forms of succession planning. Foremost, I desired to find articles that help organizations structure a succession planning program that encompass considerations for all races and genders. Since the workforce of the future is predicted to be more diverse, today seems to be the best time to prepare to enhance diverse leadership at all levels.

The first work of literature that was very valuable to me was that written by a panel formed by the National Academy of Public Administration. This document addresses the managing of succession and the development of leadership as it specifically applies to growing the next generation of public service leaders. The panel succinctly states that, "Managing succession is more than fingering a slate of

replacements for certain positions. It is a deliberate and systematic effort to *project* leadership requirements, *identify* a pool of high potential candidates, *develop* leadership competencies in those candidates through intentional experiences, and then *select* leaders from among the pool of potential leaders” (Bledsoe et. al., 1997).

One author explained the importance of succession by saying, “succession planning, like a relay race, has to do with passing on responsibility...Drop the baton and you lose the race” (Mahler and Drotter, 1986, p.1). In the private sector, some believe that the Boards of Directors are beginning to realize that they have “the same obligations to protect the human resource asset base for the shareholders as they do to protect the balance sheet of the corporation” (Training Directors’ Forum Newsletter, 1989, p. 1). Now to use this logic in the public sector, it can be said that Congress and legislative bodies at all levels perhaps are beginning to realize the importance of protecting the public human resource asset base for the owners, the American Public and local citizens, as they do to protect the proper spending of the tax dollar. Marilyn Buckner and Lynn Slavenski explain, “If your organization is unprepared, it can take six months or more to choose a competent successor and much longer to groom a younger person for a key executive position. That is why an increasing number of organizations are recognizing the need for succession planning: a formal process to identify, selects, and develop potential candidates for future positions. Basically, succession planning is having the right people, in the right place, at the right time” (Tracey, 1994, p.561).

Public organizations can lose public support, funding, political acceptability and goodwill if the right leadership is not in place at the right time. Crucial decisions on

whether or not to endorse or fund public entities are made daily. DOE/NV is running out of time to train a workforce to replace the departing managers.

Consequently, DOE/NV is facing an enormous challenge to find the right people for the managerial jobs that will be opening up within the next year or two. A recent literary work entitled, "Achieving the Perfect Fit" edited by Nick Boulter and Murray Dalziel presents several intelligent approaches to measure competencies that factor into the succession planning process. They stress that, "...focus on two areas of promotability and professionalism: promotability relating to the criteria and processes used in assessing the future potential of managers; and professionalism relating to the skills, knowledge, and experience that managers must have in their professional areas (eg., finance, logistics, etc.) (Boulter and Dalziel, 1989, p.53).

Marilyn Buckner and Lynn Slavenski suggest that there are four basic succession planning components. (Tracy, et. al., 1994, p. 562-565). The first is to identify the successors – those who will fill the jobs when they open. I would like to add a caution here. As I have observed in my career, managers tend to hire and promote those individuals who are most like them. For this reason, a committee of managers, employees, and members should do the identification of successor from the Human Resources Division. Next, the committee can analyze employee promotability to various positions. This is done to identify whether employees at various levels should stay in their current positions or move to other positions and identifies key developmental strategies. The third element is high potential employee development. This builds on the first two components. This could entail a special program tailored to reach out to those identified with more training or unique experience opportunities. Forth and last, the

authors recommend that employee input be obtained. Many employees have professional goals they are working on to achieve. A good employer will respond to the employee's needs and find ways to surface employee input into career decision. Such responsiveness is a vital link between human resources planning and business strategy.

SUCCESSION PLANNING PROGRAM AT DOE/NV

I will now explain the existing succession planning program here at DOE/NV. The program is documented in a manual created by our Human Resource Division entitled "Succession Planning Manual." Hence, the architecture of the DOE/NV succession planning begins with the succession planning manual. This manual contains a team leader and a first line supervisor development plan, managerial and leadership competencies, team leader and first line supervisor task to training matrices, and team leader and first line supervisory competency assessment elements. All these subjects combine to form the basis of administering the DOE/NV succession planning program.

The program is available to employees who currently hold or have held a permanent GS-14 or non-supervisory GS-15 position within DOE/NV who wish to participate. Each participant benefits from the plan by being enrolled in a comprehensive training plan that provides classes on leadership and supervision as well as participation in regular peer assessments of each individual's competencies according to guidelines provided by DOE/NV.

The process of the program includes eight steps. First, the employee will sign a Declaration of Intent to either participate, or not participate. Second, the Human Resource Management Division (HRD) based upon historical training records establishes a database. Third, each employee reviews the core training requirements and makes a list of training needed to support their development. Forth, the employees discuss the proposed training and development assignments with their supervisors and mutually agree to the priority and schedule of completion of the training within one year's time. This process is documented in the employees' Individual Development Plan (IDP). Fifth,

the IDP is forwarded to HRD after the employee and the First and Second Line Supervisors sign the IDP. At this time, HRD will work behind the scenes to schedule the training for all employees based on the needs assessments generated from the IDP submissions. Sixth, the employee will initiate training requests and submit the required paperwork. Once the training is completed, the employee will notify HRD who in turn will record the completion of the requirement into the training database. Seventh, HRD will periodically administer a performance assessment on leadership and managerial competencies. Some examples of the competencies are persuasiveness, knowledge, care, negotiation skills, making eye contact, doesn't interrupt, supports Equal Employment Opportunity, and honest dealings. The purpose here is twofold. The employee will receive valuable feedback on where (s)he stands as well as this information is provided to the Selecting Official when filling a vacancy by allowing the official to see, over time, how the employee is progressing on acquiring the required competencies. The succession planning data becomes an additional piece of information in the selection process. Eighth, HRD will periodically evaluate the program for effectiveness, validity and reliability of information. Employees may review their own succession planning database at any time.

The training focuses on skill development that is characteristic of effective leaders. The courses range from communication and listening to project management. Effective briefing Strategies and Techniques, Personnel Management, Team Building, Alternate Dispute Resolution, Coaching Skills, and Media Relations are a sample of some of the suggested training. Continuous and varied training is recommended in the area of

valuing and working with culturally diverse people as well as demonstrating ethical behavior.

The many benefits of the succession planning program for DOE/NV employees extend only to the GS-15 and 14 ranks. The GS-15 and 14 employees are given a roadmap for upward mobility and successful managing techniques, but they also grow skills that make them more of an asset to the DOE/NV enterprise by becoming better at representing DOE/NV to its outside customers and stakeholders. In today's loosening job market, the succession planning program is devised to be a major tool to keep employees committed to DOE/NV. Every GS-15 and 14 can participate in being groomed for a leadership position. The idea is to level the playing field by permitting fair and open preparation among the existing high pay grades for leadership positions.

RESEARCH METHODS

The research methods focused on data collection from a survey conducted of all two-hundred and forty DOE/NV employees found in the grade levels from GS-12 to the Senior Executive Service (SES). Of the two-hundred and forty surveyed, one-hundred and eighty-five responses were received which translates to a favorable $(185/240=0.7708)$ seventy-seven percent response rate. The content of the survey was constructed based on input from literature I read on the subject, interviews with DOE personnel, and input from my Chairperson Dr. Soonhee Kim. The survey instrument was a thirty-one question, one page questionnaire that I distributed to each of the two-hundred and forty employees at their work stations during after work hours. I included a stamped envelope addressed to my chair at UNLV. Dr. Kim collected the survey responses from her mailbox and then provided the responses to me. A copy of the survey is found in Appendix A of this document.

The treatment of data centered on evaluation methods. In order to evaluate the characteristics of the response rate, Chi-square was calculated to check how many of the known populations by grade actually responded. This evaluation was performed by entering the total number of actual GS-12s to SESs found at DOE/NV from data obtained from the DOE/NV Human Resource Division (HRD) into the SPSS statistical program. The SPSS program calculates a Chi Square to ascertain if my observed Number (N) approximated the expected N. As seen in Chart Number 1, the expected N closely resembles the observed N. Chi Square charts the possible high or low levels of responses by category based on observed data. Chi Square, therefore, is a helpful indicator of participation and trends that may influence the data.

<u>Grade</u>	<u>Observed N</u>	<u>Expected N</u>	<u>Residual</u>
12	22	33.66	-11.66
13	92	82.04	9.96
14	41	38.57	2.43
15	16	18.23	-2.23
SES	5	3.51	1.49
Total	176	176.00	0.00
		<u>Grade</u>	
Chi-Square	6		
df	4		
Asymp. Sig.	0		
a	1 cells (20.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.5.		

Chart 1: Chi-Square Test Statistics -- Grade

The test statistic did bring to bear the observation that more GS-13s responded than GS-12s. This fact should be taken into consideration when analyzing the data.

Chi-square is calculated on two more occasions for education and gender in the results and findings chapter. This was done in order to show possible tendencies and influences that deviate from the expected results of my survey data. In each of these instances, an explanation of the possible meaning of the chi-square calculation and how the chi-square calculation results could highlight possible relations or directions of the survey data is given.

In addition to the survey, I: (1) researched data from our internal Human Resource Division (HRD) that is available on the internet and intranet sites, (2) interviewed three DOE/NV managers; one of which was the Human Resource Management Director and the other two were leaders of key administrative divisions at DOE/NV, and (3) observed working policy and trends as part of being employed at DOE/NV over the last eight years. A table of data that I received from the HRD site is provided in Appendix B of this paper.

RESULTS AND FINDINGS

The following is a discussion and presentation of the results of the survey data. The survey results provided considerable illumination upon the demographic makeup and the sentiments of the DOE/NV GS-12s to GS-13s on succession planning issues. As was mentioned under the research methodology chapter, the survey was provided to the entire GS-12 to SES population. One-hundred eighty-five of two-hundred and forty or seventy-seven percent of the entire population of employees responded. Seventy-seven percent appears to be highly representative of the population.

To set the stage, first a look will be taken on age, mentoring and retirement issues. Next, both gender and race concerns will be discussed in relation to the demographic make-up of DOE/NV and as it addresses education and grade. Finally, three pillars of leadership will be introduced and then evaluated against the survey responses.

Demographics of Survey Participants

First of all, the federal employment at DOE/NV is without a doubt decreasing each year.

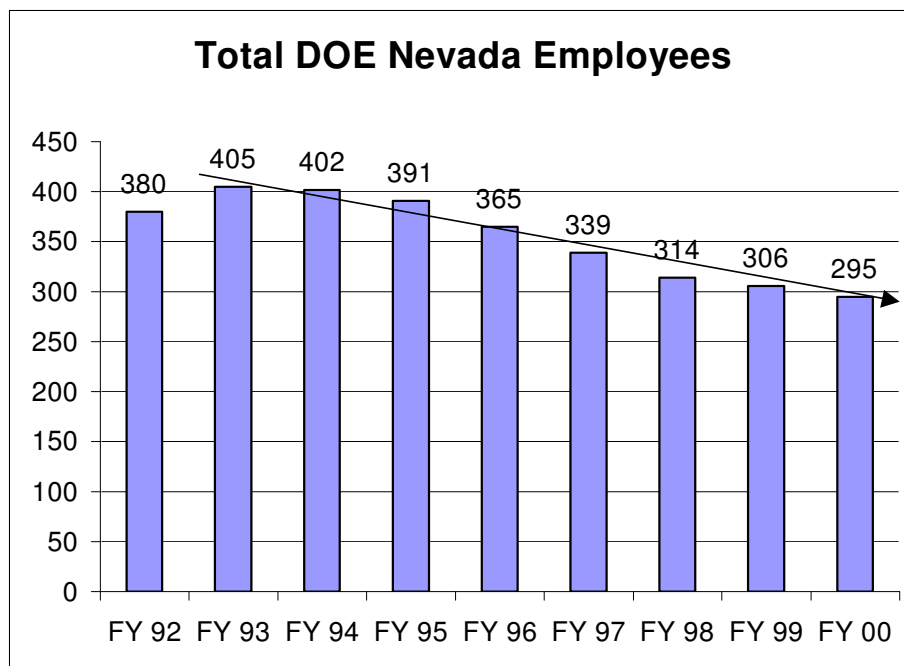


Chart 2: Total DOE Nevada Employees

This trend will likely continue unless Congress passes a law that will lift the moratorium on underground nuclear testing or if DOE/NV were to receive the influx of a new super program to replace the nuclear testing mission. The chart labeled Chart 2: Total DOE Nevada Employees illustrates the trend that is expected to continue. DOE/NV Federal personnel roles have decreased from four-hundred and five individuals in FY 1993 to two-hundred and ninety-five in FY 2000. The Department of Energy is under a nationwide hiring freeze. Consequently, DOE/NV's workforce is aging and retiring without any new hires to replace the departing individuals.

Age, Mentoring and Retirement

The important issue is how fast will this trend occur. The survey data tabulates that there are many employees at DOE/NV fifty years old or older. Close to half, or $[(30+32+12+1)/174=0.4310]$ forty-three percent of the GS-12 to SES workforce is fifty

years old or older. This is captured in the chart illustrating the Gender and Age Cross tabulation shown next.

		Age						<u>65 or Older</u>	<u>Total</u>
		<u>20-29</u>	<u>30-39</u>	<u>40-49</u>	<u>50-54</u>	<u>55-59</u>	<u>60-64</u>		
Gender	Male	3	16	31	17	27	12	1	107
	Female	1	23	25	13	5			67
Total		4	39	56	30	32	12	1	174

Chart 3: Gender*Age Crosstabulation

This could spell danger as far as time available to transfer the corporate-institutional knowledge from the older more experience employees to the younger employees. To facilitate this interchange, succession planning at DOE/NV could be designed to promote interaction among these groups. Succession planning could mitigate the effects of downsizing. After all, jobs may be eliminated but the work associated with those jobs remains. Individuals in the lower grades can be identified to perform these duties through the process of succession planning. Without a doubt, the younger workforce needs to be shadowing the experienced individuals. This can be accomplished through a mentoring program. DOE/NV does have a mentoring program. Now, the question arises, of the younger and older employees how many are actually participating in the mentoring program? The responses in the survey say few participate as shown in the next chart number 4.

		Participate in Mentoring Prg.		
		<u>Yes</u>	<u>No</u>	<u>Total</u>
Age	20-29		4	4
	30-39	13	26	39
	40-49	21	35	56
	50-54	10	20	30
	55-59	10	22	32
	60-64	3	9	12
	65 or Older		1	1
Total		<u>57</u>	<u>117</u>	<u>174</u>

Chart 4: Age*Participate in Mentoring Prg. Crosstabulation

Only ($13/43=0.3023$) thirty percent of the younger employees ranging in the age of twenty to thirty-nine years old employees participate in the mentoring program. A corresponding ($23/75=0.3067$) thirty percent of the fifty to sixty-four year old employees participate in the mentoring program. With so little mentoring occurring at DOE/NV, younger employees are barred from the growth and development that could occur as they associate with the older more experienced employees.

If the mentoring program were emphasized more by the DOE/NV management, then perhaps more employees would take the action to become involved as both mentors and beneficiaries of mentors in the program. The next chart shows the survey results of how many employees would like to participate in the mentoring program.

		Like to Participate in Mentoring Prg.		
		<u>Yes</u>	<u>No</u>	<u>Total</u>
Age	20-29	2	2	4
	30-39	18	18	36
	40-49	22	30	52
	50-54	13	14	27
	55-59	13	16	29
	60-64	4	7	11
	65 or Older		1	1
Total		<u>72</u>	<u>88</u>	<u>160</u>

Chart 5: Age*Like to Participate in Mentoring Prg. Crosstabulation

The response was favorable and bespeaks the fact that more employees would like to participate in the mentoring program. Of the total respondents age twenty to thirty-nine ($20/40=0.500$) fifty percent stated that they would like to participate in the mentoring program. Of the older employees ages fifty to sixty-five or older, ($30/68=0.4412$) forty-four percent expressed an interest in participating in the mentoring program. The mentoring program appears to be woefully underutilized and under emphasized.

The plans for retirement painted an unexpected picture. Since the employees that retire today are eligible at age fifty-five, one could casually estimate that the forty-three percent of employees in the age groups of fifty and over would be retiring in the next five years. However, this estimate is not accurate as the survey data uncovered different plans. The following chart adds up the number of male and female employees that are planning to retire over the next five years.

		RETIRE					Total
		<u>Next 2 Yrs.</u>	<u>Next 3 Yrs.</u>	<u>Next 4 Yrs.</u>	<u>Next 5 Yrs.</u>	<u>Beyond 5</u>	
GENDER	Male	16	7	5	10	70	108
	Female			2	10	55	67
Total		16	7	7	20	125	175

Chart 6: Gender*Retire Crosstabulation

Surprisingly, only $[(16+7+7+20)/175=0.2857]$ twenty-nine percent are planning to retire over the next five years. This emphasizes the fact that retirement may not be necessarily based on age. Perhaps retirement is based on each individual's varying timelines that are founded upon financial planning goals and not their age or eligibility to retire. The data did show that no female respondents planned to retire within the next three years. This will be discussed shortly.

Of the retiring population, the question arises of how many are in the leadership ranks? Of the 50 planning to retire, ($24/50=0.480$) forty-eight percent of those leaving are in the leadership ranks.

		Grade				SES	Total
		<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>		
Retirement Plans	Next 2 Yrs.	2	5	5	3	1	16
	Next 3 Yrs.		4	1	1	1	7
	Next 4 Yrs.		2	4	1		7
	Next 5 Yrs.	4	9	6	1		20
	Beyond 5	16	71	25	10	3	125
Total		22	91	41	16	5	175
<u>Retiring in the Next 5 Years</u>							
		<u>GS-12</u>	<u>GS-14,</u>				
		<u>& 13</u>	<u>to SES</u>	<u>Totals</u>			
		26	24	50			
		52%	48%	100%			

Chart 7: Retirement Plans*Grade Crosstabulation

Gender and Race

The succession planning program at DOE/NV spends a sizable amount of money on training employees on leadership competencies that are leaving in the next five years. The expensive leadership training that is devoted to departing leaders employees could be wisely shifted to the lower grade employees that have retirement plans of five years and beyond. In this way, DOE/NV will have a long-term return on its investment. Also, the younger employees will have an incentive to stay committed to DOE/NV and will be adequately prepared and trained in leadership knowledge, skills, and abilities. Of those lower grade employees that have retirement plans of five years and beyond, how many come from the minority and female ranks? The following chart summarizes the retirement plans by gender and race:

Retirement Plans			Race							Total	
			<u>Hispanic/ Latino</u>	<u>Amer.Indi an or Alaska Native</u>	<u>Asian</u>	<u>Hawaiian or PI</u>	<u>Black or African American</u>	<u>White</u>	<u>Other</u>		
Next 2 Yrs.	Gender	Male	1					2	12	15	
		Total	1					2	12	15	
Next 3 Yrs.	Gender	Male							7	7	
		Total							7	7	
Next 4 Yrs.	Gender	Male							5	5	
		Female							2	2	
		Total							7	7	
Next 5 Yrs.	Gender	Male			1				9	10	
		Female	3						7	10	
		Total	3		1				16	20	
Beyond 5	Gender	Male	5	2	1	2			50	8	68
		Female	2		1	1	8		35	3	50
		Total	7	2	2	3	8		85	11	118

Chart 8: Retirement Plans*Gender*Race Crosstabulation

Upon close examination, it is evident that the majority of females and minorities are planning to retire five years and beyond. Here in lies DOE/NV's future work force. What is DOE/NV doing to train these employees now becomes a very important question.

Education and Grade

The data suggest that the majority of the women at DOE/NV reside in the lower grades. The results of the survey are shown in the graph below. An astonishing (60/62=0.9677) seventy-three percent of the female respondents are found in the GS-12 and 13 categories.

		GRADE						
		<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>SES</u>	<u>Total</u>	
GENDER	Male	7	56	27	14	3	107	
	Female	15	33	14	2	2	66	
Total		22	89	41	16	5	173	

		<u>GS-12</u>	<u>GS-14,</u>	
		<u>& 13</u>	<u>15, and</u>	<u>Totals</u>
			<u>SES</u>	
	Male	59%	41%	100%
	Female	73%	27%	100%

Chart 9: Gender*Grade Crosstabulation

This begs the specific question of why do so many females occupy the lower grades? If lack of opportunity to progress is the reason, then the structure of the DOE/NV succession planning program is certainly perpetuating this problem.

In June 1999, two-hundred and forty-six DOE/NV employees comprised the GS-12 to SES positions. Of those positions, the next graph depicts the male and females by grade.

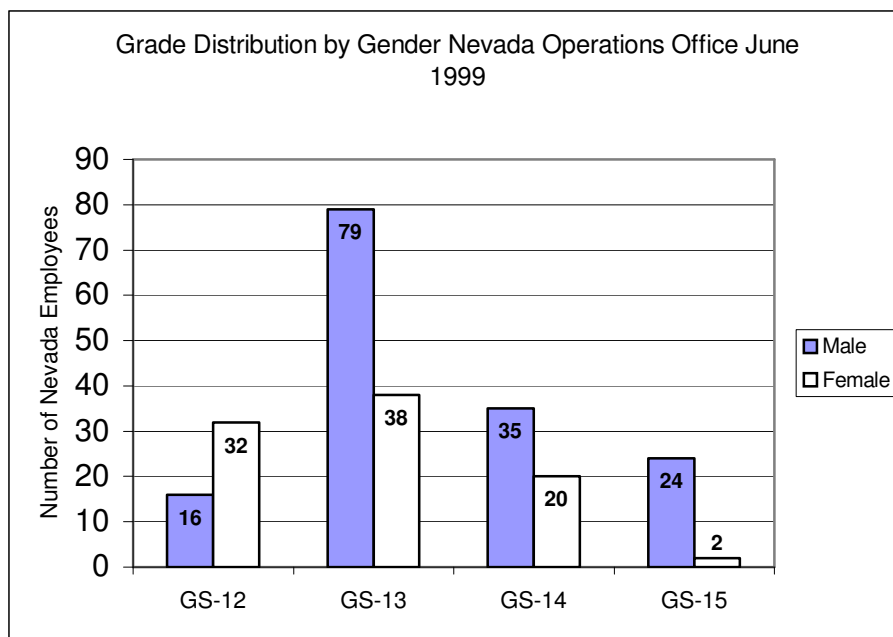


Chart 10: Grade Distribution by Gender Nevada Operations Office

For the grade level of GS-12 women outnumber the men thirty-two to sixteen. The working staff level is purported to be a GS-13 at DOE/NV. The GS-13 level shows the males outnumber the females seventy-nine to thirty-eight. There are more women at the GS-12 level than at the GS-13 and virtually none at the GS-15 level. Are we observing an artificial barrier, a glass ceiling perhaps, from the GS-12 to the GS-13 level (the lower grades) to the GS-14, 15 and SES levels? Have the females attained the education necessary to be advanced to the higher grades? My research data suggests that there are number of females that have attained a four year degree or higher education. The next chart illustrates that of the females, $(15/67=0.2239)$ twenty-two percent did not attain to the four year college degree; while of the males $(10/109=0.0917)$ nine percent did not attain to the four year college degree. The data shows that $(52/67=0.7761)$ seventy-eight percent of the GS-12 and higher women workforce has attained to at least a four year degree.

		Education					Total
		<u>High School Plus some College or Tech. School</u>	<u>2 Year College Degree</u>	<u>4 Year College Degree</u>	<u>Some Grad. or Professional School</u>	<u>Graduate or Professional Degree</u>	
GENDER	Male	6	4	27	26	46	109
	Female	11	4	27	7	18	67
Total		17	8	54	33	64	176

Chart 11: Gender*Education Crosstabulation

This sends a resounding message that there are many educated women waiting in the ranks just for an opportunity to advance. This glass ceiling must be broken! R. Roosevelt Thomas Jr. observed, “..women and minorities no longer need a boarding pass, they need an upgrade. The problem is not getting them in at the entry level; the problem

is making better use of their potential at every level, especially in middle-management and leadership positions” (Thomas, 1990, p. 108).

I am currently aware of five women in our DOE/NV office in the GS-13 ranks that have completed their Masters of Business or Public Administration degrees yet they are not encouraged under the current succession plan structure to participate in the succession planning program. Dr. Thomas commented further, “Another widespread assumption, probably absorbed from American culture in general, is that ‘cream will rise to the top.’ In most companies, what passes for cream rising to the top is actually cream being pulled or pushed to the top by an informal system of mentoring and sponsorship” (Thomas, 1990, p. 114). The answer is that people rise to how they are treated. The old adage of, “If you treat people like professionals and you get professionals” still retains much merit even today.

Since the succession plan at DOE/NV does not include the majority of the female population at DOE/NV, the greater population of women at DOE/NV is not encouraged by DOE/NV management to progress. Without membership in the succession planning program, there is no clear communication to inform the women of expectations. The authors Mr. and Ms. Spencer stated well this thought, “Once employees understand the competency requirements for higher jobs and the gaps between their competencies and those required by the jobs they want, they ask for training or other developmental activities to close the gap. Similarly, once an organization is aware of the competencies it needs to be successful and the gaps between these needs and the capabilities of its existing or projected staff, it seeks selection or developmental programs to close the gaps” (Spencer and Spencer, 1993, p. 281).

Is the GS-12 level of employee is usually just as educated and employable as the person at the GS-13 level? The GS-13 level of work is graded slightly higher due to its complexity. The survey results showed that (10/92=0.1087) eleven percent in the GS-13 ranks had merely a High School plus some college or technical school while 3 GS-14s did not even attain a 4 year degree.

	Education					Total
	<u>Plus some College or Tech. School</u>	<u>2 Year College Degree</u>	<u>4 Year College Degree</u>	<u>Some Grad. or Professional School</u>	<u>Graduate or Professional Degree</u>	
Grade 12	6	2	7	5	2	22
13	10	4	28	19	31	92
14	1	2	13	6	19	41
15			4	2	10	16
SES				1	4	5
Total	<u>17</u>	<u>8</u>	<u>52</u>	<u>33</u>	<u>66</u>	<u>176</u>

Chart 12: Grade*Education Crosstabulation

The number of graduate or professional school responses was surprising. The data available from the DOE/NV HRD that was taken in June 1999 listed much less graduate school education than what the survey reported. This phenomenon had to be studied. The best approach was to compare the survey data to the know values through the calculation of chi-square. The chi-square greatly assists a researcher in formulating the expected results. The DOE/NV HRD provided the educational level by employee. The Chart 13 that is shown here lists this data.

<u>Level of Education</u>	<u>No. of Employees</u>
High School Plus some College or Tech. School	85
2 Year College Degree	13
4 Year College Degree	146
Masters Degree	57
Ph.D.	4
Total	305

Chart 13: Education as Recorded by DOE/NV Human Resource Division

The number of Master and Ph.D. degrees numbered sixty-one while the survey tallied one-hundred and two responses in the “Some Graduate or Professional School” and “Graduate or Professional Degree” areas. Close to sixty-six respondents were over the expected level of graduate education. Perhaps this can be explained by the number of technicians at DOE/NV who have attended technical or vocation schools to become a locksmith or to be certified on weapons training and took the liberty to interpreted “Professional Degree” to also include a technical school diploma or maybe a trade school or training certificate.

<u>Education Level</u>	<u>Observed N</u>	<u>Expected N</u>	<u>Residual</u>
High School Plus some College or Tech. School	17	50.88	-33.88
2 Year College Degree	8	6.85	1.15
4 Year College Degree	54	87.08	-33.08
Some Grad. or Professional School	34	18.59	15.41
Graduate or Professional Degree	68	17.61	50.39
Total	181	181.00	0.00
	<u>Test Statistics</u>		
	<u>Education</u>		
	Chi-Square	192	
	df	4	
	Asymp. Sig.	-	
a	0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.8.		

Chart 14: Chi-Square Test Statistics -- Education

It is hard to tell, therefore, what the post-graduate data really means. It is especially important that one considers the implications of having a great amount of “Professional Degree” respondents when trying to determine post-doctoral work. For this reason, the analysis of educational achievements in this paper begins at the four-year degree level. The four year degree is a mark widely recognized by many that an individual has exhibited a certain proficiency, attainment, skill and knowledge. A four-

year degree can, therefore, be termed a good standard of measurement when determining an individual's eligibility for leadership positions.

One other vital consideration when analyzing gender issues with the data received in the survey is the number of expected male and female respondents. Again, chi-square provided an important platform in which to baseline the data. The total number of men and women employed in the GS-12 to SES ranks at DOE/NV was received from the DOE/NV HRD. This data was used when calculating expected outcomes using the chi-square as shown in the next chart.

Gender	<u>Observed N</u>	<u>Expected N</u>	<u>Residual</u>
Male	109	95.14	13.86
Female	67	80.86	-13.86
Total	176	176.00	0.00
<u>Test Statistics</u>		<u>Gender</u>	
	Chi-Square		4
	df		1
	Asymp. Sig.		0
a	0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 80.9.		

Chart 15: Chi-Square Test Statistics -- Gender

Of the population surveyed, more of the men and less of the women responded than expected in the chi-square computation. This could indicate that the data analyzed from the survey may have a slight male perspective or bent to it. This should be taken into consideration when formulating conclusions.

Workforce Diversity

Next is a graph that outlines DOE/NV's minority populations. The Federal government has twenty-nine and seven tenths percent of a minority workforce while the

DOE/NV has twenty-five and one-half percent of minorities represented in its population.

This graph,

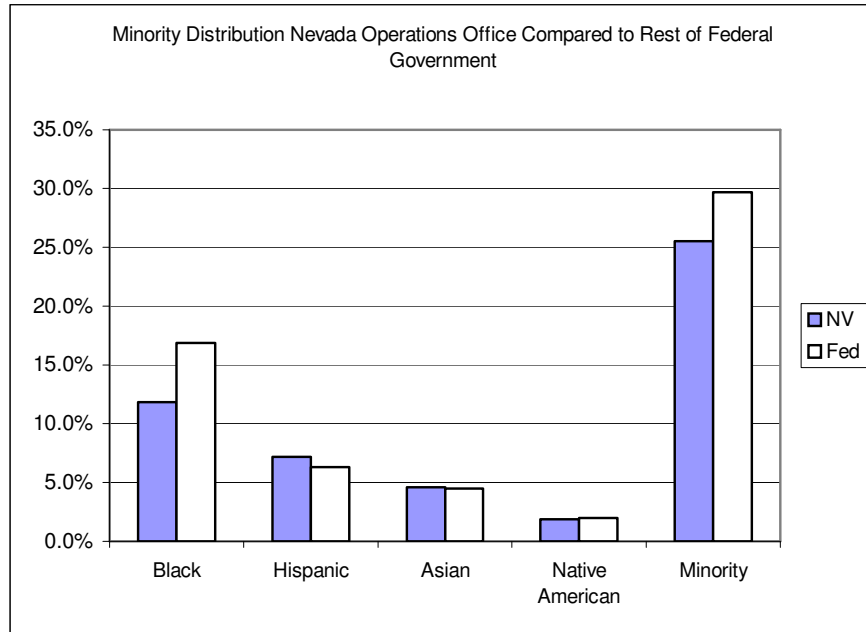


Chart 16: Minority Distribution Nevada Operations Office Compared to Rest of Federal Government

“Minority Distribution Nevada Operations Office Compared to Rest of Federal Government” shows that DOE/NV is approximately five percent below the average of minority employed workers compared to the rest of the federal government as of June 1999. If this trend continues, DOE/NV will find itself in a less strategic position to serve a public that is becoming more and more diverse.

The question now becomes, how are the minority populations fairing in the leadership ranks of DOE/NV? The next chart shows the race populations by grade.

		GRADE				SES	Total
		12	13	14	15		
RACE	Hispanic/Latino	5	2	1	2		10
	Amer.Indian or Alaska Native	1	1				2
	Asian, Hawaiian or PI		6				6
	Black or African American	2	4	2	1	1	10
	White	10	66	36	12	4	128
	Other	1	8		1		10
Total		19	87	39	16	5	166
			<u>GS-12</u> <u>and 13</u>	<u>GS-14 to</u> <u>SES</u>			Total
	Minority		75%	25%			100%
	White		59%	41%			100%
	Other		90%	10%			100%

Chart 17: Race*Grade Crosstabulation

Seventy-five percent of the minorities are found in the GS-13 and lower grades; whereas, forty-one percent of the white population is found in the leadership ranks. With such a large gap between the two populations it is inconceivable that the structure of a succession planning program would overlook the minority population. Unfortunately, the succession planning program serves only 25 percent of the minority population by including only GS-14's and higher grades.

DOE/NV needs diverse leadership so that the cultural talents and viewpoints of the underrepresented staff will be advocated. How can DOE/NV succeed in succession planning when seventy-five percent of the minorities are excluded from the succession planning program?

A succession plan can play a major role at ensuring stability in an organization. Gordon McBeath observed, "It is an integral part of management resourcing and development strategy, and top level succession planning is the most critical management level in the review process which is at the heart of that strategy...It is important that succession planning should be based on the best judgements of the way the business, its

environment, its culture and management organization and management competency requirements will develop over the period of the plan, so that future managers are prepared for that future” (McBeath, 1992, p. 275). DOE/NV deals with a number of entities that are becoming more and more diverse. The United States Congress is one such entity. More women and minority members are being voted into congressional seat than any other time in history. If DOE/NV is to maintain open and effective lines of communication with Congress, it must have the talent of a diverse workforce to send its messages. Congress is a prime stakeholder in DOE/NV. Congress could think very poorly of DOE/NV if DOE/NV does not have an equal representation of diverse populations growing at DOE/NV.

Critics may state that the underlying reason as to why the minorities do not progress at DOE/NV is because of the lack of education. This is not the case at DOE/NV. The following indicates the education found among the DOE/NV Ethnic Groups in my survey.

		Education					
		<u>School</u>			<u>Some Grad.</u>		
		<u>Plus some</u>	<u>2 Year</u>	<u>4 Year</u>	<u>or</u>	<u>Graduate or</u>	
		<u>College or</u>	<u>College</u>	<u>College</u>	<u>Professional</u>	<u>Professional</u>	
		<u>Tech.</u>	<u>Degree</u>	<u>Degree</u>	<u>School</u>	<u>Degree</u>	<u>Total</u>
		<u>School</u>					
RACE	Hispanic/Latino	1		6	3	1	11
	Amer.Indian or Alaska Native			1	1		2
	Asian			2	1		3
	Hawaiian or PI			1	2		3
	Black or African American	2	1	2	1	4	10
	White	13	7	33	22	54	129
	Other	1		4	3	3	11
Total		17	8	49	33	62	169
			<u>4 Year</u>				
			<u>Degree or</u>				
			<u>Higher</u>	<u>Percent</u>			
	Minority		25	86%			
	White		109	84%			
	Other		10	91%			
	Totals		144				

Chart 18: Race*Education Crosstabulation

Looking at the Minority population as a whole, eighty-six percent have attained a four-year degree or higher outpacing the White population by two percent. Hence, the survey statistics seems to support the view that the minorities at DOE/NV are just as educated in their fields as the other populations. The succession planning door needs to be opened wider by including the majority of the minority population found in the GS-12 and 13 levels in the succession plan. By doing this, DOE/NV can foster the development of diverse leadership.

Encouraging the advancement of diverse groups is a very important reason for organizations to sponsor systematic succession planning. DOE/NV could suffer legal penalties if it does not offer fair advantage to women and minorities. The negative implications go further than just legal judgements; however, DOE/NV in every arena in which it interacts, will fail to meet its full potential until it balances its hiring and promotion practices of women and minorities.

Three Pillars Of Leadership: Managerial Leadership and Supervisory Relationships

The elements of the three pillars of leadership were addressed in the survey as well. An academic panel joined together under the sponsorship of the National Academy of Public Administration contents that the first pillar of leadership is varied job assignments. “Being required to produce results in varied positions and contexts is critical to leader development. Pace-setting programs intentionally rotate high-potential candidates across functions, organizational elements, and geographic regions for development purposes. Such programs also appoint candidates to special project teams, create visibility opportunities such as high level presentations, assign them as executive assistants for senior staff, and use short-term exchanges” (Bledsoe et. al., 1997).

Varied job assignments showed an unexpected response from the males. Question 6 asked the respondents whether they agree with the statement, “DOE/NV Management strives to provide me with varied job assignments and opportunities on special project teams.” The response was that $(38/109=0.3486)$ thirty-five percent of the males and $(18/67=0.2687)$ twenty-seven percent of the females disagree that they have been provided with varied job assignments and opportunities on special project teams. The response from the males in this question merits more study and analysis. Perhaps there are DOE/NV systemic problems concerning opportunities for varied job assignments. If this is the case, the system should be modified to allow varied job assignments to be offered to both males and females to a greater extent.

Question number 14 asked if, “DOE/NV supervisors provide me with visibility opportunities such as high level presentations and assignments as executive assistants to senior staff.” A close to equal response came back with $(25/67=0.3731)$ thirty-seven

percent of the females and $(40/109=0.367)$ thirty-seven percent of the males believing they are not provided with visibility opportunities and assignments with high level staff.

GENDER * Q6 Crosstabulation (DOE/NV Management strives to provide me with varied job assignments & opportunities on special project teams)							
		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
GENDER	Male	13	31	27	29	9	109
	Female	5	30	14	11	7	67
Total		18	61	41	40	16	176

GENDER * Q14 Crosstabulation (DOE/NV supervisors provide me with visibility opportunities such as high level presentations & assignments as executive assistants to senior staff)							
		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
GENDER	Male	12	32	25	22	18	109
	Female	8	22	12	13	12	67
Total		20	54	37	35	30	176

Chart 19: Gender*Q6 (Varied Job Assign.) and Gender*Q14 (Visibility) Crosstabulation

An analysis of the response by minority surfaced a problem. Of the minorities, $(13/29=0.4483)$ forty-five percent felt excluded from varied job assignments and opportunities on special project teams while a lesser $(39/129=0.3023)$ thirty percent of the white population felt stymied from involvement in this arena. $(14/29=0.4828)$ forty-eight percent of the minorities and $(47/129=0.3643)$ thirty-six percent of the white populations feel that they have not been given visibility opportunities such as high-level presentations & assignments as executive assistants to senior staff.

RACE * Q6 Crosstabulation (DOE/NV Management strives to provide me with varied job assignments & opportunities on special project teams)							
		<u>Strongly</u>		<u>Neither</u>			
		<u>Agree</u>	<u>Agree</u>	<u>Agree nor</u>	<u>Disagree</u>	<u>Strongly</u>	
				<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	
RACE						<u>Total</u>	
	Hispanic/Latino		5	3	2	1	11
	Amer.Indian or Alaska Native		1		1		2
	Asian, Hawaiian or PI			1	3	2	6
	Black or African American	1	3	2	2	2	10
	White	13	45	32	28	11	129
	Other	3	5	2	1		11
Total		17	59	40	37	16	169

RACE * Q14 Crosstabulation (DOE/NV supervisors provide me with visibility opportunities such as high level presentations & assignments as executive assistants to senior staff)							
		<u>Strongly</u>		<u>Neither</u>			
		<u>Agree</u>	<u>Agree</u>	<u>Agree nor</u>	<u>Disagree</u>	<u>Strongly</u>	
				<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	
RACE						<u>Total</u>	
	Hispanic/Latino	1	4	2	2	2	11
	Amer.Indian or Alaska Native	1	1				2
	Asian, Hawaiian or PI			1	3	2	6
	Black or African American	2	3		1	4	10
	White	13	42	27	26	21	129
	Other	2	1	5	2	1	11
Total		19	51	35	34	30	169

Chart 20: Race*Q6 (Varied Job Assign.) and Race*Q14 (Visibility)

The first pillar shows that women do not have as much of a complaint under varied job assignments and opportunities for visibility as do the males. However, minorities have voiced a strong feeling that they are not getting the varied job assignments and visibility opportunities like unto the white population.

The second area is education and training. After all, it has been postulated that “Best practice organizations use formal internal or external programs to further expand leadership knowledge and skills. To do this, they periodically extract the developing leader from job tasks...Internal educational institutions and programs can also instill organizational values, convey strategic direction, and cement networks, thereby building a cohesive approach to change” (Bledsoe et. al., 1997). As discussed and shown graphically early in this paper, $(25/29=0.8621)$ eighty-six percent of the minorities have

obtained a four year degree or higher of education while $(109/129=0.845)$ eighty-five percent of the white populations have achieved this level.

Of the women respondents $(52/67=0.7761)$ seventy-eight percent have obtained a four-year degree or higher education while $(99/109=0.9083)$ ninety-one percent of the males have obtained a four-year degree or higher education.

Hence, no real disparaging statistics exist in this area. Therefore, the second pillar of leadership of obtaining an education and participation in training is essentially being met by both the minorities and women at DOE/NV.

The third pillar of leadership development is described as an individual who takes control of his or her development by becoming a lifelong learner. "Matching the organization's commitment to development, the individual should engage in self-initiated learning: extensive professional reading; participating in professional organizations, conferences and workshops; completing courses; seeking feedback from peers and subordinates; finding a mentor; volunteering in church and community organizations; and engaging in business projects beyond the immediate job tasks" (Bledsoe et. al., 1997). In order to assess the fulfillment of this pillar I asked the participants to respond to the following statement, "I have made maximum use of job & educational opportunities by consistently engaging in extensive professional reading and participating in professional organizations, conferences, and workshops." Of the minorities, $(20/29=0.6897)$ sixty-nine percent are making maximum use of their job and educational opportunities by consistently engaging in extensive professional reading and participating in professional organizations, conferences, and workshops. However, a lower $(74/129=0.5736)$ fifty-seven percent of the white population is following this course of action.

		RACE * Q15 Crosstabulation (I have made maximum use of job & educational opportunities by consistently engaging in extensive professional reading & participating in professional organizations, conferences, & workshops)				Total
		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree nor Disagree</u>	<u>Strongly Disagree</u>	
RACE	Hispanic/Latino		10	1		11
	Amer.Indian or Alaska Native			1	1	2
	Asian, Hawaiian or PI	2	1	2	1	6
	Black or African American	1	6	2	1	10
	White	16	58	30	21	129
	Other	1	3	4	3	11
Total		20	78	40	27	169

Chart 21: Race*Q15 (Maximum Use of Educational Opportunities)

Looking at the female population, ($43/67=0.6418$) sixty-four percent believe they make maximum use of job and educational opportunities by consistently engaging in extensive professional reading and participating in professional organizations, conferences, and workshops versus the male respondents of which ($59/109=0.5413$) fifty-four percent believe they have made similar efforts.

		GENDER * Q15 Crosstabulation (I have made maximum use of job & educational opportunities by consistently engaging in extensive professional reading & participating in professional orgs., conferences, & workshops)				Total
		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree nor Disagree</u>	<u>Strongly Disagree</u>	
GENDER	Male	12	47	24	22	109
	Female	10	33	17	7	67
Total		22	80	41	29	176

Chart 22: Gender*Q15 (Maximum Use of Educational Opportunities)

Both minorities and females have shown a greater involvement, by comparison, in professional activities than their white counterparts. DOE/NV should play a championing role by encouraging the personal and self-development of potential leadership candidates by asking their involvement in the DOE/NV succession planning program.

IMPLICATIONS & CONCLUSION

Succession planning is a popular topic that is being defined and redefined in the public administration field. Succession planning's redefinition will need to develop in the future, in my opinion, around diversified culture and ethnic considerations. The traditional approach to selecting leaders is changing because the demographics in America are changing. Suddenly, we have begun a new century with a greater and growing population of individuals that are not traditionally found in the manager ranks of public agencies. Women and minorities are at the doorstep of opportunity to progress, lead, and guide the public work forces of America. Succession planning can provide this opportunity.

While my paper analyzed a select case of a small section of a field office of a government agency; a colossal amount of research could be done to see if the results I received match other DOE field offices, other government agencies, military organizations, other not for profit or heavily regulated quasi-government organizations. The reason the public arena would be such a desirable starting place for additional research is because public organizations can often drive public acceptance and push policy that trickles down to the private industries. The message can be sent from public agencies that it is not only good public policy but also improves public service when non-traditional leadership development programs are implemented. Public agencies can send this message by their examples, releasing media reports on the issue, awarding best practices or even by endorsing congressional legislation. Public agencies are often seen as the example of what to do or not to do with no middle ground. With the published research of strategic human resource management practices that encourage diverse

leadership, a model public agency could take hold of futuristic succession planning ideas and make them a present day reality. DOE/NV, I believe is up to this challenge.

The implications of not heeding the changing tide of human resources will carry with it serious ramifications. First, public participation and endorsement of the public service will diminish. A diverse public recognizes biased public policies that tend to serve a select few and cultural approaches to public service are slanted to one population. Narrow and exclusionary cultural and ethnic services and policies are often the result of decisions made by groups of homogenous cultural and ethnic managers. The public has proven that they will not remain silent on these issues. After all, a public agency depends upon public support and participation in its mission to be successful. Second, the effectiveness and efficiency of an agency will naturally be less if it shuns innovations that could be integrated into it by a diverse leadership workforce. The knowledge, skills and abilities of the women and minority workforce will remain untapped and under utilized.

Gerald K. Hinch commented, “The success and advancement that most people achieve during their careers is the result of “helping hands” from managers, supervisors, and fellow employees who gave them the opportunity and assistance to develop and realize their potential” (Hinch, 1993). Without helping hands for minorities and women in organizations that are predominately white male, the participation of minorities and women in succeeding managers would naturally be less.

When a succession plan takes on an air of complete inclusion, workers’ productivity may improve. Philosophically speaking, mentoring takes on much of the same qualities of a succession planning training program in that both seek to include employees in new situations and experiences with guidance provided by a teacher or

manager that assists the employee in the process. Hinch has commented that “Mentoring [or succession planning] ...can create the ‘Hawthorne effect,’ wherein, because employees are given special attention, they feel special and therefore become more successful at their jobs” (Hinch, 1993). Without succession planning at every level, the full efficiency of the workforce may not be realized. Two authors commented, “If an organization’s top managers incorrectly assume that there are not enough qualified and prepared replacements, their subsequent actions will exacerbate, rather than resolve, the problem. They may initiate a crash executive development program, or begin to recruit from outside, and consequently dispirit capable in-house managers” (Barkdoll and Mocniak, 1993). Once a staff worker is asked by a manager to *seriously* get involved and to *really* participate in their own development, that individual’s morale, commitment, and contribution to the organization could increase.

In conclusion, DOE/NV has the opportunity to improve its services, deliverables, and performance to its stakeholders by revising its succession plan to include all GS-12s and GS-13s. DOE/NV’s succession plan will be much more valuable and successful because inclusion of employees at these grade levels will increase the number of minority and female participants in the succession plan. Unless this happens, all GS-12s and GS-13s will not be informed on how to succeed in leading the organization. The plan will be the catalyst to communicate to all employees the work requirements, competencies, and success factors at all levels.

The succession planning program at DOE/NV could be the flagship of the department as it sets the example of operating a successful program in an atmosphere of a hiring freeze, small training budgets, and high attrition due mostly to retirements. The

following are suggested recommendations that could improve the effectiveness and overall success of the DOE/NV's succession planning program:

1. Career planning interviews should be held with all GS-12 to SES employees. After all, some employees may choose not to participate in management potential programs due to aged-care, special child care obligations, pending retirement plans, inability to move to other geographical locations, or inability to participate in temporary management assignments away from home.
2. All interested GS-12 to SES level employees should be invited to participate in the succession planning program.
3. DOE/NV should make better use of its mentoring program. The accomplishment of this objective could be reached if the upper management at DOE/NV begins to continually encouraging employees to participate. The command for the mentoring program ought to be from the top down.
4. DOE/NV should focus on giving those involved in the succession planning program full support and frequent opportunities for varied job assignments. All participants should have many chances to be on a special project team, give high level presentations, have assignments as executive assistants to senior staff and to participate in short term exchanges. DOE/NV staff will benefit from the rounding experiences as they acquire and refine new skills. Ultimately, DOE/NV may benefit from the employees who are not only flexible but have established communication and understanding between job functions.

5. Lastly, DOE/NV ought to consider developing special programs within the succession plan that will teach the importance and advantages of a diverse race and gender workforce. Walls of prejudice must be leveled to the ground.

The implementation of the above suggestions would improve the likelihood that females and minorities receive adequate training, opportunity, and encouragement to progress in leadership positions at DOE/NV. After all, equality of opportunity is not just the written letter of the law but also should be an important consideration in applying the spirit of the law by structuring ancillary development programs that offer training, preparing, coaching and sponsoring to all employees. By including all GS-12 to SES employees in the succession planning program, DOE/NV can succeed in replacing its departing leadership with leadership that is not only skilled and prepared but also diverse in its culture, ethnicity and gender.

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APPENDIX A

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree		No	Yes
1. In general, I am satisfied with my job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. I participate in the mentoring program at DOE/NV.....	<input type="radio"/>	<input type="radio"/>
2. My job provides me with a sense of accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. I would like to participate in the mentoring program at DOE/NV.....	<input type="radio"/>	<input type="radio"/>
3. Downsizing has seriously eroded the institutional memory or knowledge in my work unit.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. I know what the succession planning program at DOE/NV is all about.....	<input type="radio"/>	<input type="radio"/>
4. I need more training to perform my job effectively....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. I participate in the succession planning program at DOE/NV.....	<input type="radio"/>	<input type="radio"/>
5. I am confident that I have the skills necessary to be promoted.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. I am expecting to get a promotion within the next few years.....	<input type="radio"/>	<input type="radio"/>
6. DOE/NV Management strives to provide me with varied job assignments & opportunities on special project team:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. My job can be considered: <input type="radio"/> Technical <input type="radio"/> Administrative		
7. My promotion from one grade to the next has been timely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. I am planning to retire: <input type="radio"/> the next 2 years <input type="radio"/> the next 4 years <input type="radio"/> Beyond 5 years <input type="radio"/> the next 3 years <input type="radio"/> the next 5 years		
8. Managers encourage my participating in formal internal or external programs to further expand leadership knowledge and skills....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. I am: <input type="radio"/> Male <input type="radio"/> Female		
9. I am aware of how DOE/NV managers have assessed my job performance and competences to date.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. My age is: <input type="radio"/> Under 20 <input type="radio"/> 30-39 <input type="radio"/> 50-54 <input type="radio"/> 60-64 <input type="radio"/> 20-29 <input type="radio"/> 40-49 <input type="radio"/> 55-59 <input type="radio"/> 65 or older		
10. The DOE/NV managers' assessments of my job performance and competences are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. My highest educational level is: <input type="radio"/> Less than high school diploma <input type="radio"/> High school diploma or GED <input type="radio"/> High school diploma or GED plus some college or technical school. <input type="radio"/> 2-year college degree (AA,AS) <input type="radio"/> 4-year college degree (BA,BS, or other bachelor's degree) <input type="radio"/> Some graduate or professional school <input type="radio"/> Graduate or professional degree		
11. I believe my knowledge, skills, and abilities are underutilized in my current job position.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. My pay grade is: <input type="radio"/> 12 <input type="radio"/> 14 <input type="radio"/> SES <input type="radio"/> 13 <input type="radio"/> 15		
12. DOE/NV's mentoring program provides employees effective short-term exchanges across functional areas.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. My career goal is to be promoted to a: <input type="radio"/> 12 <input type="radio"/> 14 <input type="radio"/> SES <input type="radio"/> 13 <input type="radio"/> 15		
13. I believe the mentoring, sponsorship, and coaching provided by supervisors to their employees, to enhance their employees' careers, is equally available to all.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. I consider my race to be: <input type="radio"/> Hispanic or Latino <input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Asian <input type="radio"/> Native Hawaiian or other Pacific Islander <input type="radio"/> Black or African American <input type="radio"/> White <input type="radio"/> Other - Please Specify _____		
14. DOE/NV supervisors provide me with visibility opportunities such as high level presentations & assignments as executive assistants to senior staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
15. I have made maxium use of job & educational opportunities by consistently engaging in extensive professional reading and participating in professional organizations, conferences, and workshops.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
16. I believe the majority of GS-14 and higher promotions at DOE/NV have been based on good assessments of individual's leadership, planning and decision making abilities....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
17. DOE/NV should include GS-12 and GS-13's in the succession planning program.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
18. DOE/NV advocates a diverse leadership work force.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

APPENDIX B

	<u>NV</u>	<u>DOE</u>	<u>All Fed</u>
Age	46.3 yrs	46.8 yrs	45.3 yrs
Length of Service	18 yrs	18.2 yrs	16.4 yrs
Retirement Eligibility	10.4%	9.2%	12.4%
Education Level	68%	53%	39.9%
(Bachelor's or higher)			
Veteran's Preference	24.7%	23.6%	24.5%
Average Annual Salary	\$60,217	\$62,159	\$44,547
Average Grade	GS-12.2	GS-12.0	GS-9.3
Supervisory Status (Supv & Mgrs)	8.5%	10.5%	11.0%
Retirement Plan			
CSRS	38.9%	45.8%	38.2%
CSRS Offset	5.4%	4.4%	2.7%
FERS	55.7%	47.8%	52.5%
Other	0.0%	1.2%	6.6%
Gender			
Male	53.9%	62%	55.3%
Female	46.1%	38%	44.7%
Race and National Origin			
Total Minority	25.5%	21%	29.7%
Black	11.8%	10.2%	16.9%
Hispanic	7.2%	5.6%	6.3%
Asian	4.6%	3.8%	4.5%
Native American	1.9%	1.4%	2.0%
Disability Status	8.3%	5.6%	7.2%