

GRAIN INSPECTION, PACKERS AND STOCKYARDS ADMINISTRATION SUCCESSION PLAN

Introduction

This GIPSA Succession Plan is a complementary document to the Agency's Workforce Plan 1999-2004 and a critical component of the Agency's overall Human Capital Plan. It builds on the analysis of the workforce, staffing needs, critical skills gaps, and approaches for overcoming skills gaps as it relates to GIPSA leadership positions.

The goal of this Succession Plan is to assure that GIPSA has a diverse group of high-performing, well-prepared individuals with a vision for the Agency's future and a broad understanding of its mission. It sets in place a systematic approach for assuring that the cadre of candidates for GIPSA leadership positions has the skills, knowledges and abilities, behavior and other characteristics needed to perform leadership work roles and occupational functions successfully.

Information Related to Leadership Succession Planning in GIPSA

As of mid 2003, GIPSA had 114 employees in supervisory and/or managerial positions. Of those, 26 percent were eligible to retire in 2003, and 55 percent of those employees will be eligible to retire by 2008. The figures are more telling/significant when examined separately for the two components of GIPSA – the Federal Grain Inspection Service (FGIS) and the Packers and Stockyards (P&S) Program. In FGIS, approximately 30 percent of field employees (i.e., those who perform primarily the day-to-day line operations of FGIS) and 29 percent of Headquarters employees (i.e., those who perform primarily policy-setting, oversight and administrative operations of FGIS) will be eligible to retire through 2004. At FGIS's Technical Center in Kansas City, Missouri, 21 percent of employees will be eligible to retire during the same period. For the P&S Programs, nearly 28 percent of Headquarters employees and 20 percent of field employees will be eligible to retire through 2004.

Based on government-wide trends, 90 percent of employees eligible to retire will do so within three years of becoming eligible. Thus, in the next several years GIPSA will need to find replacements for approximately one-quarter of both supervisory and non-supervisory employees who will likely retire. To address this potential loss of critical leadership, program knowledge, and overall program "expertise," the Agency's Workforce Plan contains key action items of developing leadership succession training programs. Specifically, the Agency will:

- develop a program for front-line supervisors to experience details at Headquarters to familiarize them with policy development, Headquarters staff, and the day-to-day activities of a Headquarters' manager/executive,
- conduct front-line supervisory training with an emphasis on the Agency's regulations and new policies/procedures; the training will also focus on developing interpersonal relations and supervisory competencies, including technology and financial management, accountability, strategic thinking, creativity and innovation, partnering, and entrepreneurship,
- institute a variety of self-assessment and other processes as training tools for all managers and supervisors.

Linkage of Mission-Critical Occupations to the Succession Plan

The tables below craft a course of action to ensure the continuity of high quality leadership in the Agency, for both today and in the future. With that premise as the primary objective, GIPSA will carry out the following actions initially for senior manager and supervisor positions in mission-critical occupations. The mission-critical occupations were identified in the GIPSA Workforce Plan, and include GS-1980, Agricultural Commodity Grading; GS-1146, Agricultural Marketing; GS-511, Auditing; and, GS-1101, General Business and Industry Series. Additionally, since several SES positions in GIPSA are classified to both the GS-301 and GS-340 series (even though neither series is identified as “mission-critical”) succession planning strategies for these series are included in order to identify ways to close the competencies and skills gaps of these vitally important leadership positions.

The Agency will then extend this plan to all occupations with leadership positions in the Agency and at all grade levels. This approach will best position the Agency for the inevitable turnover of supervisory and managerial positions, and:

- provide increased opportunities for “high potential” workers
- increase the talent pool of available employees
- encourage the advancement of diverse groups
- enable the Agency to cope with the effects of voluntary separations

GS-301, Miscellaneous Administration and Program Series, and GS-340, Program Management Series

Mission Critical Occupations	Occupational Gap 2003 - 2008	Competencies/Skills Gap	Gap Closure Strategies
SES, Deputy Administrators and Directors	20% - 60%	<ul style="list-style-type: none"> ▪ Leading Change ▪ Leading People ▪ Results Driven ▪ Business Acumen ▪ Building Coalitions ▪ Communication ▪ Knowledge of various program technical functions and activities 	<ul style="list-style-type: none"> ▪ Support participation in SESCDP ▪ Provide Mid/High Level Leadership Training ▪ Enhance/Increase In-House professional skills development training programs. ▪ Support rotational assignments in multiple GIPSA program areas to develop mid/high level leadership skills

GS-1980, Agricultural Commodity Grading Series

Mission Critical Occupations	Occupational Gap 2003 - 2008	Competencies/Skills Gap	Gap Closure Strategies
GS-14/15, Field Office Managers and Branch Chiefs	5% - 23%	<ul style="list-style-type: none"> ▪ Leading Change ▪ Leading People ▪ Results Driven ▪ Business Acumen ▪ Building Coalitions ▪ Communication ▪ Knowledge of various program technical functions and activities 	<ul style="list-style-type: none"> ▪ Enhance recruitment screening factors ▪ Provide Mid/High Level Leadership Training ▪ Support participation in mentoring/coaching programs ▪ Enhance/Increase In-House professional skills development training programs ▪ Support rotational assignments in multiple GIPSA program areas to develop mid/high level leadership skills ▪ Implement a 360 degree performance review process to identify training and development needs

GS-1146, Agricultural Marketing Series

Mission Critical Occupations	Occupational Gap 2003 - 2008	Competencies/Skills Gap	Gap Closure Strategies
GS-15, Directors, Branch Chiefs, Field Supervisors	5% - 23%	<ul style="list-style-type: none"> ▪ Leading Change ▪ Leading People ▪ Results Driven ▪ Business Acumen ▪ Building Coalitions ▪ Communication ▪ Knowledge of various program technical functions and activities 	<ul style="list-style-type: none"> ▪ Enhance recruitment screening factors ▪ Provide Mid/High Level Leadership Training ▪ Support participation in mentoring/coaching programs ▪ Enhance/Increase In-House professional skills development training programs ▪ Support rotational assignments in multiple GIPSA program areas to develop mid/high level leadership skills ▪ Implement a 360 degree performance review process to identify training and development needs

GS-511, Auditing Series

Mission Critical Occupations	Occupational Gap 2003 - 2008	Competencies/Skills Gap	Gap Closure Strategies
GS-14/15, Field/Headquarters Supervisory Positions	5% - 23%	<ul style="list-style-type: none"> ▪ Leading Change ▪ Leading People ▪ Results Driven ▪ Business Acumen ▪ Building Coalitions ▪ Communication ▪ Knowledge of program technical functions and activities 	<ul style="list-style-type: none"> ▪ Enhance recruitment screening factors ▪ Provide Mid/High Level Leadership Training ▪ Support participation in mentoring/coaching programs ▪ Enhance/Increase In-House professional skills development training programs ▪ Support rotational assignments in multiple GIPSA program areas to develop mid/high level leadership skills ▪ Implement a 360 degree performance review process to identify training and development needs

GS-1101, General Business and Industry Series

Mission Critical Occupations	Occupational Gap 2003 - 2008	Competencies/Skills Gap	Gap Closure Strategies
GS-14/15, Field/Headquarters Supervisory Positions	5% - 23%	<ul style="list-style-type: none"> ▪ Leading Change ▪ Leading People ▪ Results Driven ▪ Business Acumen ▪ Building Coalitions ▪ Communication ▪ Knowledge of program technical functions and activities 	<ul style="list-style-type: none"> ▪ Enhance recruitment screening factors ▪ Provide Mid/High Level Leadership Training ▪ Support participation in mentoring/coaching programs ▪ Enhance/Increase In-House professional skills development training programs ▪ Support rotational assignments in multiple GIPSA program areas to develop mid/high level leadership skills ▪ Implement a 360 degree performance review process to identify training and development needs

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This supplement to the GIPSA Succession Plan covers supervisory positions at the GS-11 through GS-13 grade levels in all occupational series within the Agency. Specific mission critical occupations are not addressed individually in order to assure maximum coverage of all occupations and employees with knowledge and abilities sufficient to perform higher level supervisory and managerial duties in different and evolving areas.

Coverage	Occupational Gap 2003 - 2008	Competencies/Skills Gap	Gap Closure Strategies
All GIPSA GS-11 through GS-13 Field/Headquarters Supervisory Positions		<ul style="list-style-type: none"> ▪ Knowledge of program technical functions and activities ▪ Financial management ▪ Computer skills ▪ Leadership skills ▪ Conflict management skills ▪ Skills in managing a diverse workforce 	<ul style="list-style-type: none"> ▪ Enhance recruitment screening factors ▪ Provide mid-level leadership training ▪ Support participation in mentoring/coaching programs ▪ Enhance/Increase in-house professional skills development training programs ▪ Support rotational assignments in multiple GIPSA program areas to develop mid level leadership skills and to enhance/expand technical knowledges ▪ Implement a 360 degree performance review process to identify training and development needs ▪ Enhance recruitment programs at Land Grant universities ▪ Expand use of GIPSA internship programs ▪ Provide information technology training