1.0 PURPOSE AND SCOPE

This plan describes the process to be used to retain at least minimum knowledge from potential loss of personnel in critical job functions, which will ensure continuity of effective performance of job functions. It sets the expectation for managers to identify knowledge attained over time through experience important to job performance that is not available from standard means, such as training.

Managers of exempt employees in particular need to ensure continuity of the minimum level of acceptable job performance if an employee leaves the company. It may be too late to capture and communicate important knowledge if an employee abruptly leaves the organization with little or no warning. Examples of these types of scenarios include:

- Voluntary retirement, transfer, or resignation
- Involuntary reassignment, reduction of force, or termination.

1.1 Background

Every time an employee leaves a position, knowledge gained from experience is lost. If not anticipated and addressed ahead of time, this could potentially result in lost productivity due to ramp up time for new employees, re-learning lessons from the past, or result in an event or serious safety issue. Relearning knowledge lost due to employee turnover after the fact is costly and inefficient, and is often impossible to replace.

Benefits of this process include:

- Reduce ramp up time for employees in new positions
- Decrease the need to rely on contractors for essential company functions
- Reduce losses due to errors and events
- Reduce instances where the loss of knowledge would represent a single point failure, thus improving professional flexibility
- Enable employees in acquiring technical proficiency, thereby, furthering their professional development
- Reduce potential financial impact.
2.0 ROLES AND RESPONSIBILITIES

2.1 Level 1 Manager

- Establish and maintain primary and backup company SMEs within their area of responsibility.

2.2 Managers

- Review job functions and job competencies essential to effective continuity of work activities, including Subject Matter Experts (SMEs), annually or whenever employee turnover occurs in critical job functions.
- Identify primary and backup personnel for key functions, competencies, and SME positions. Attachment A is an example of a tool that can be used to document this information.
- Identify knowledge transfer opportunities.
- Assign responsibility for knowledge transfer to the primary and backup personnel.
- Ensure transfer/turnover of important knowledge to another employee occurs in a timely manner.
- If unable to successfully manage knowledge transfer in a particular situation, contact HR for options to complete knowledge transfer such as potentially extending the time of an employee in a job to conduct turnover activities, or other possibilities.

2.3 Employees Assigned Knowledge Transfer Responsibility

- Ensure transfer of important experienced based knowledge occurs to assigned backup personnel in a timely manner.
- Regularly update manager on knowledge transfer progress.

3.0 PROGRAM

3.1 Knowledge Transfer Considerations Not Addressed in Other Processes

Experience-based knowledge not addressed in other institutionalized processes such as Lessons Learned, Procedures, or Training, should be considered for potential knowledge transfer to other employees to ensure continuity of effective performance. The need for including experience-based knowledge in documentation for the future should be considered. Considerations for experience-based knowledge includes:

- Vocabulary, acronyms, and terms
- Process knowledge
- Lessons learned important to job performance
- Knowledge needed to maintain equipment
- Personnel interfaces to conduct job function
- Equipment anomalies
- Best practices
- Additional resources
- Unwritten standards and rules
- Safety hazards
- Interpretation needed for procedure usage
- Historical issues.

4.0 DEFINITIONS

Competencies. The collection of knowledge, skills, abilities, and other characteristics that employees require in order to perform a task or a job. For the purpose of this process, the specific competency of experience based knowledge critical to successful job performance is the primary focus.

Knowledge Management. Process in which an organization’s experience based knowledge is maintained, developed, and shared.

Subject Matter Expert (SME). An individual with qualifications and experience in a particular field or work process, who by education, training, and/or experience is a recognized expert on a particular subject, topic, or system.

Transfer of Knowledge. The process whereby experience-based knowledge of one employee is transferred to another backup employee.

5.0 SOURCES

5.1 Requirements

No documents external to this plan are required for performance.

5.2 References

1. TFC-ENG-ADMIN-D-17, “Engineering Personnel Turnover.”
ATTACHMENT A – EXAMPLE COMPETENCY MATRIX

The example competency matrix below is a simple tool that allows managers to map the critical competencies within their organization by marking the block green to match an employee with a competency. Employees developing competencies are noted in yellow. When there is a weakness due to lack of competency depth, the competency is marked in red. The manager can remediate that weakness either by developing the competency assigning a SME and an onboarding employee, or by recruiting to it.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Competency 1</th>
<th>Competency 2</th>
<th>Competency 3</th>
<th>Competency 4</th>
<th>Competency 5</th>
<th>Competency 6</th>
<th>Competency 7</th>
<th>Competency 8</th>
<th>Competency 9</th>
<th>Competency 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title/Position</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key
- Green - Developed Competency
- Yellow - Developing Competency
- White - Not using Competency
- Red - Identified Weakness
- X - Identified SME