



TVA's Approach to Managing an Aging Workforce

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Agenda



- Who's TVA?
- The Attrition Challenge
- Integrated Staffing Plan
- Retaining Critical Knowledge
- Questions



Who is TVA – Quick Facts



- America's largest public power producer
- 8.7 million customers; 7 states
- \$9.2 billion total revenues
- 158 municipal and cooperative power distributors
- 62 directly-served industrial customers
- 12,210 employees – as of May, 2007
- Capacity – 34,900 MW
 - 3 nuclear plants (6 units – Browns Ferry Unit 1 online May, 2007)
 - 11 coal-fired plants (59 units)
 - 29 hydroelectric dams (109 units)
 - 1 pump storage plant (4 units)
 - 8 combustion turbine facilities (83 units)





The Attrition Challenge



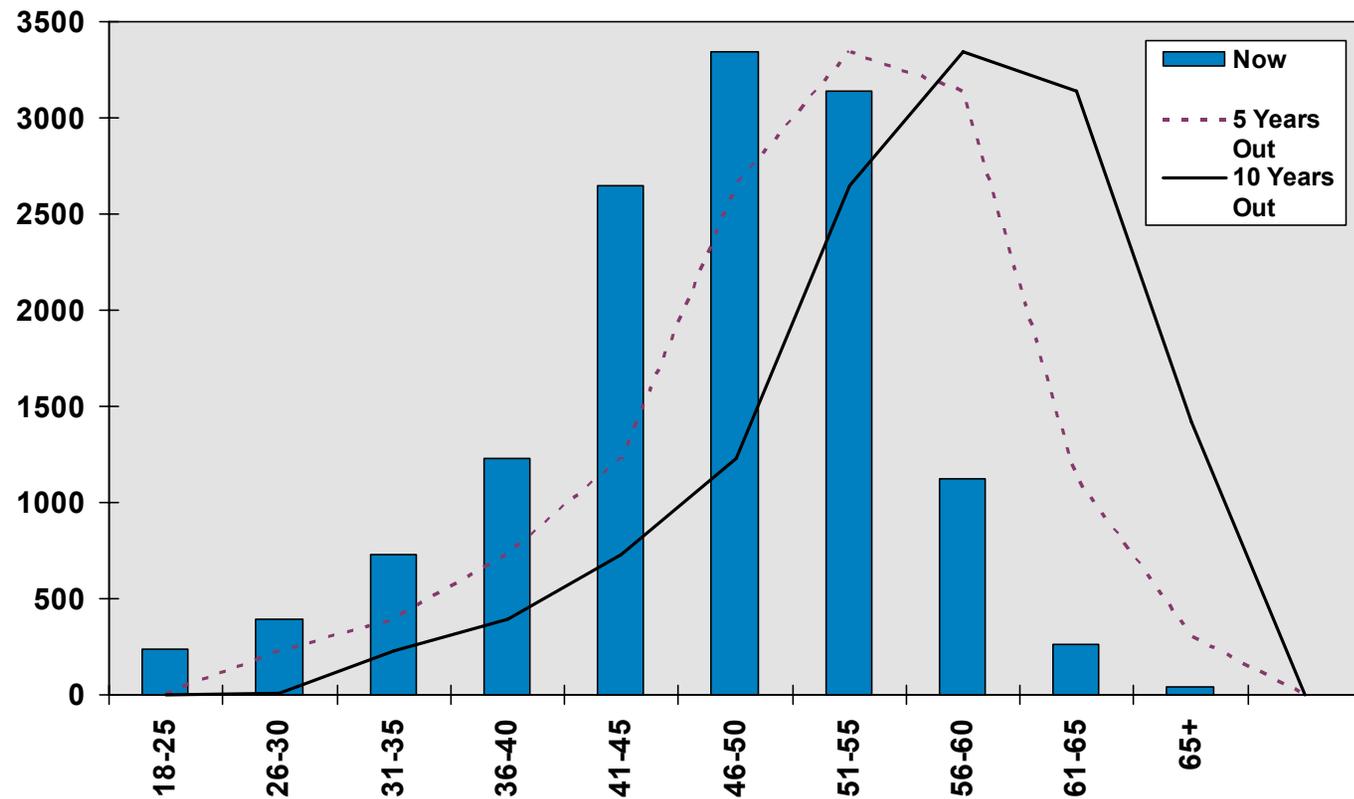
- Significant downsizing over 15+ years
- Various Retirement Incentives to Aid Downsizing
- Very Limited Entry Level Recruiting
- Average Age – 47+
- Approximately 1/3 of work force eligible to retire within next 5 years
- Pressure to Reduce Labor Cost = Not all retirees will be replaced



The Attrition Challenge

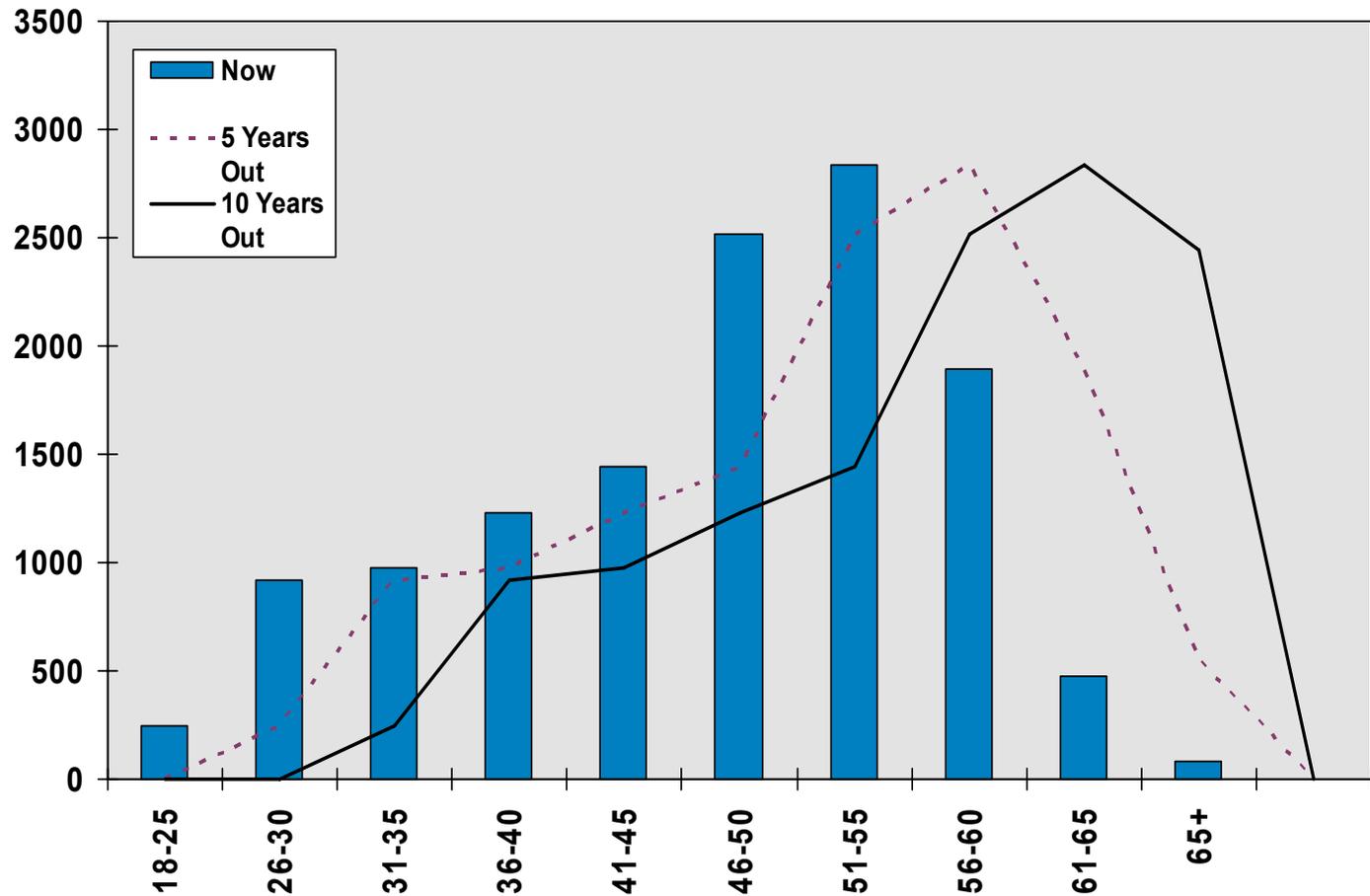


An Aging Work Force Nearing Retirement





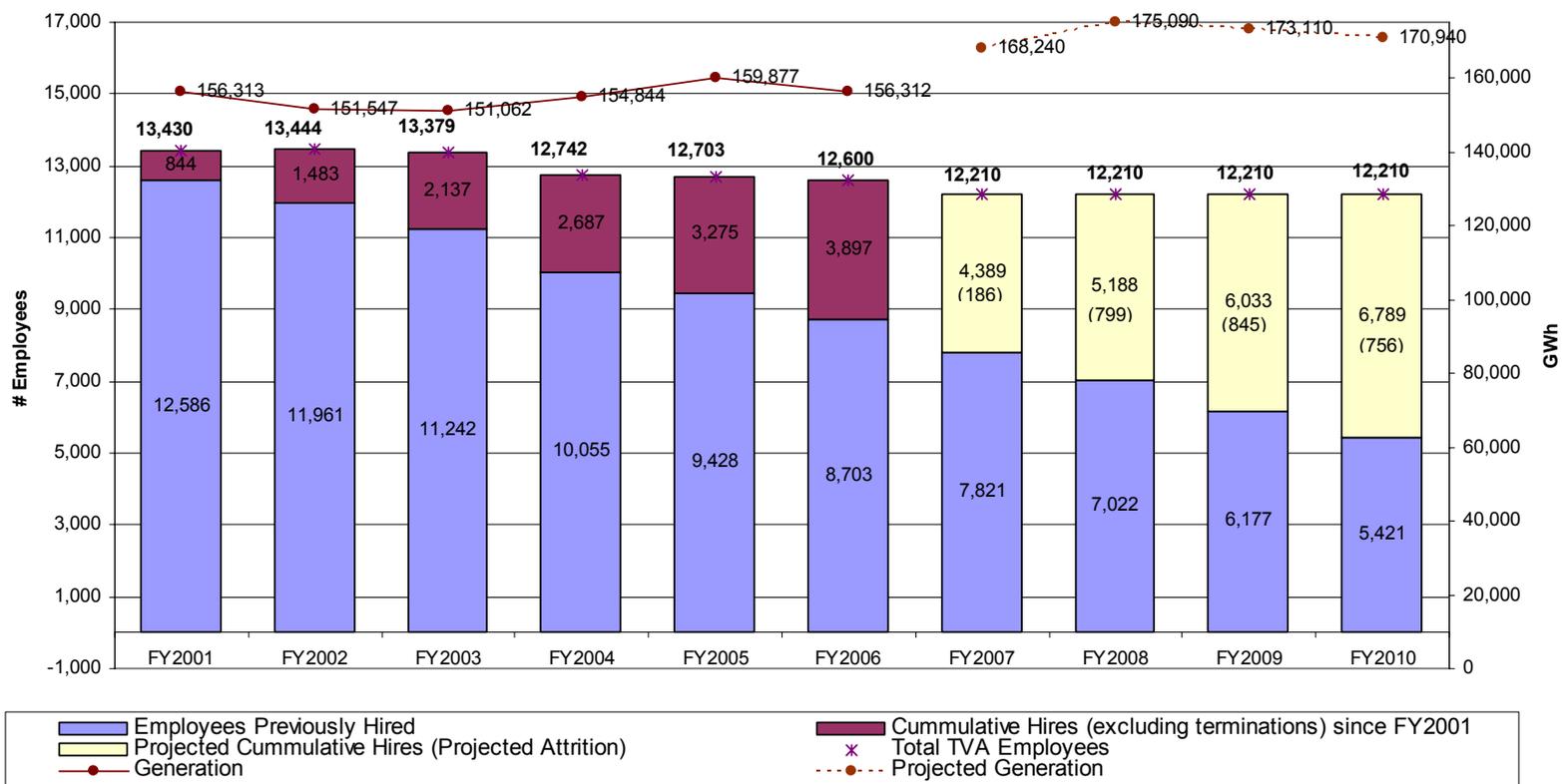
TVA's Attrition Challenge





TVA Headcount vs Generation

TVA - Headcount vs. Generation





The Attrition Challenge

Utility Industry-wide Issue

- Average utility worker is 44 years old. Average craft worker is 50. (Average U.S. worker is 37.)
- By 2010, as many as 60 percent of today's experienced utility workers will retire
- Shrinking labor force = Increased competition for talent
- 80% utility HR Executives identified the aging work force as their biggest worry. Less than 50% have a plan.



Getting to Tomorrow's Workforce





Work Force Management

Recruitment

How do we find qualified candidates?

- Re-establish institutional relationships
- Engineering & Professional Recruitment
- Employee orientation

Employee Retention

How do we retain our critical employees?

- Targeted efforts
- Retention Agreements
- Challenging work
- Strengthen supervisory/employee relationships

Work Force Planning

What are our needs and when to fill?

- Forecast employee attrition
- Maintain benchmark data
- Develop staffing plan
- Determine future staffing
- Monitor, evaluate, revise

Leadership & Employee Development

How do we prepare current and future leaders?

- Engineering Progression Plan
- Emerging Leadership
- Succession Planning

Knowledge Retention

How do we retain critical knowledge & skills?

- Identify the risk
- Capture and transfer the knowledge
- Monitor and evaluate



Employee Retention

Employee Retention

How do we retain our critical employees?



- Retention Agreements
- Contract Employees
- Challenging Work Assignments
- Phased Retirement
- Strengthened Supervisor-Employee Relationships



Knowledge Retention

Knowledge Retention

How do we retain critical knowledge & skills?

Process Focus

- Focusing on the critical positions where knowledge loss is the greatest threat
- Identifying and prioritizing the specific knowledge and skills at risk
- Developing concrete, actionable responses to mitigate this loss.



Knowledge Retention



Three main subprocesses/activities:

Step 1. Conduct a *Knowledge Loss Risk Assessment*

Step 2. *Determine Approach* to Capture Critical Knowledge

Step 3. *Monitor* and *Evaluate*



Knowledge Retention

Step 1

Step 2

Step 3

“Knowledge Loss Risk Assessment”

- The “Knowledge Loss Risk Assessment” is designed to identify positions/people where the potential knowledge loss is greatest and most imminent.
- Includes Ratings based on two factors:
 - Time until Retirement
 - Position Criticality
- Provides focus - Identifies positions where steps to mitigate knowledge loss may be needed.



Knowledge Retention

Step 1

Step 2

Step 3

Estimating Attrition

- Focus on Predicting Retirement
- Historical Projections
- Employee Self-identification
 - “High Tech” TVA-wide campaign
 - “High Touch” follow-up with critical positions
- Identified critical functional areas of greatest risk



Knowledge Retention

Step 1

Step 2

Step 3

“Knowledge Loss Risk Assessment”

$$\text{Retirement Factor} \times \text{Position Risk} = \text{Total Attrition Factor}$$

Retirement Factor -- The projected retirement dates in the work force planning system (whether based upon employee estimates or calculated based on age and tenure data) will be assigned a retirement factor as follows:

- 5 - Projected retirement date within current or next fiscal year
- 4 - Projected retirement date within 3rd fiscal year
- 3 - Projected retirement date within 4th fiscal year
- 2 - Projected retirement date within 5th fiscal year
- 1 - Projected retirement date within or greater than 6th fiscal year



Knowledge Retention

Step 1

Step 2

Step 3

“Knowledge Loss Risk Assessment”

$$\text{Retirement Factor} \times \text{Position Risk Factor} = \text{Total Attrition Factor}$$

Position Risk Factor -- An estimate of the difficulty or level of effort required to replace the position incumbent. Managers/supervisors are responsible for making these ratings based upon the following criteria:

- 5 - Critical and unique knowledge and skills. Mission-critical knowledge/skills with the potential for significant reliability or safety impacts. TVA- or site-specific knowledge. Knowledge undocumented. Requires 3-5 years of training and experience. No ready replacements available.
- 4 - Critical knowledge and skills. Mission-critical knowledge/skills. Some limited duplication exists at other plans/sites and/or some documentation exists. Requires 2-4 years of focused training and experience.
- 3 - Important, systematized knowledge and skills. Documentation exists and/or other personnel on-site possess the knowledge/skills. Recruits generally available and can be trained in 1 to 2 years.
- 2 - Proceduralized or non-mission critical knowledge and skills. Clear, up-to-date procedures exist. Training programs are current and effective and can be completed in less than one year.
- 1 - Common knowledge and skills. External hires possessing the knowledge/skill are readily available and require little additional training.



Knowledge Retention

Step 1

Step 2

Step 3

“Knowledge Loss Risk Assessment”

$$\text{Retirement Factor} \times \text{Position Risk Factor} = \text{Total Attrition Factor}$$

Total Attrition Factor -- An estimate of the effort and urgency necessary to effectively manage the attrition.

- 20-25 High Priority - Immediate action needed. Specific replacement action plans with due dates will be developed to include: method of replacement, knowledge management assessment, specific training required, on-the-job training/shadowing with incumbent.
- 16-19 Priority - Staffing plans should be established to address method and timing of replacement, recruitment efforts, training, shadowing with current incumbent.
- 10-15 High Importance- Look ahead on how the position will be filled/ work be accomplished. College recruiting, training programs, process improvements, reinvestment
- 1-9 Important - Recognize the functions of the position and determine the replacement need.



Knowledge Retention

Step 1

Step 2

Step 3

“Knowledge Loss Risk Assessment”

Position Risk Factor

1

2

3

4

5

Retirement Factor

5

5

10

15

20

25

4

4

8

12

16

20

3

3

6

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12

15

2

2

4

6

8

10

1

1

2

3

4

5



Knowledge Retention

Step 1

Step 2

Step 3

“Determine Approach to Capture Critical Knowledge”

- Conduct Interview to ID potential knowledge loss areas
- Assess consequences of loss using interview results and organization specific critical skills inventories
- Prioritize and ID options to retain or mitigate
- Develop and implement action plans



Knowledge Retention

Step 1

Step 2

Step 3

Conduct Interview to ID potential Knowledge Loss Areas

Interview Questionnaire

- General questions
- Task questions (how....)
- Fact or information questions (what...who...)
- Pattern recognition / lessons-learned questions

C. Questions About Facts or Information

A. General Questions

Questionnaire

Identifying At-Risk Knowledge

Instructions

The purpose of this questionnaire is to help you identify your critical skills and knowledge, especially those unique knowledge items and skills that might be lost when you leave TVA.

Some things to think about as you work through these questions:

- Knowledge or skill can mean several different things. We want to use a very broad definition that could include anything that new employees would need to know to do a job like yours (except for the exclusions noted below).
- Do not include standard skills that are common to your particular job or that are assumed for a particular certification or degree (e.g., journeymen electricians are expected to be able to read a blueprint, etc.). If you're not sure it is common, include it here.
- Some of the questions will appear to ask the same thing several different ways. We do this on purpose to make sure we do not miss valuable information. When the answer is something you have already discussed, simply say so rather than repeat the information again.
- When we ask you to describe or list things, give us a general description and not a detailed description. Don't try to tell us how to do something. We will come back and gather this level of detail later. For now we are just trying to build lists to evaluate and prioritize.
- For each major piece of knowledge, try to give us some sense of how important it is and how much trouble we may be in due to attrition. Tell us if the knowledge is written down somewhere or not, who knows it besides you, what would likely happen if no one knew this, how long it takes someone to learn it, etc.
- The questions under section B will produce lists. In many cases these lists will already exist in job descriptions, training programs, PM procedures, and/or in various databases. If so, simply refer to the appropriate source or list and tell us how to find it. In other words, there is no need to try to rewrite the list in the interview.



Knowledge Retention

Step 1

Step 2

Step 3

ID Options to Retain or Mitigate Knowledge Loss

Codification

- Documentation & Procedures
- Checklists, Inventories, etc.
- Performance Support Systems
- Concept Mapping

Alternative Resources

- Agency/site/department expert
- Rotational or “Visiting” Staff
- Multi-skilling or Cross-training
- Contractors, part-timers, retirees

Engineer It Out

- Process Improvement
- Update Equipment
- “Smart” tools and technology
- Eliminate task, product or service

Education & Training

- Classroom and Simulator Training
- CBT, Video-based, and alternative delivery
- Coaching and Mentoring
- OJT and Targeted Work Assignments
- Coaching, Shadowing & Mentoring
- Apprenticeship Programs





Sample KR Plan – SQN Engineer



KNOWLEDGE RETENTION PLAN

Employee:	Position: Engr. Mech. General (NUC)	Position Risk Factor: 4 Retirement Factor: 5	Total Attrition Factor: 20
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Summary and Situation Assessment:

The incumbent has in depth knowledge of and expertise in piping analysis with emphasis on use of the T Pipe software. This software is unique to SQN and little duplication of knowledge exists. Though a replacement person with an engineering degree could become proficient in the use of this software in about six months, at least two years on-the-job training is needed to respond quickly to urgent questions related to piping analysis. In addition to the T Pipe system, there must be extensive knowledge of the Class II computer system, SDP – NEDP9, and SQN LDC 13.1 and 24.2. Though a person with a two year degree may be knowledgeable, it is preferable to have someone with a four year degree in either Civil or Mechanical Engineering.

Currently Employee A is being cross-trained on the T Pipe system. Employee B also works with this system and has significant knowledge. Employee C and Employee D work in the Chattanooga TVAN Corporate office and also have knowledge of the system.

Because the T Pipe system is unique to SQN there is no external training on its use. However ASME does provide training on piping analysis and code requirements.

Knowledge or Skill	Criticality (1-5)	Actions (Required of Criticality 4-5) List steps which can and will be taken to retain this critical knowledge/skill and/or minimize the impact of its loss)	Target Date(s) for Completion	Status and Issues
Rigorous and alternate piping analysis, component qualification of code components and pipe rupture analysis skills	5	<ul style="list-style-type: none"> Identify a replacement person for the critical skills Replacement person complete ASME courses in piping analysis and code requirements Replacement person develop a working knowledge of T-Pipe Code, ASME Code, procedures and criteria through reading and mentoring of _____ and _____. 	Dec 2004 Sept 2005 Sept 2005	<u>Employee A</u> and <u>Employee B</u> are being cross trained in T-Pipe. Will send both to ASME Course when offered by TVA Training. Both being Mentored
Development Plans	5	<ul style="list-style-type: none"> Supervisor assign replacement person “trail tasks” under the direction of _____ and/or _____ Replacement complete qualification card under mentor sponsorship Include mentoring in _____ and _____ PR&D and developmental goals in replacement individual Recruit/hire person to replace replacement person 	March 2005 Dec 2005 Sept 2004 Oct 2005	On going replacements are
Documentation	5	Incumbent to develop a piping analysis, component qualification and pipe rupture reference library of handbooks, procedures, criteria and process in conjunction with replacement person.	Sept 2004	On going will be completed by Sept.

Knowledge Retention Plan Prepared by: OE Consultant Date: November 6, 2003
 Last Update: 7/22/04; Manager



Examples of KR Options Used



- Identify Co-worker to Cross-train
- Provide Formal Education & Training
- Structured Self-Study and Mentoring
- Update/Develop Documentation and Procedures



Knowledge Retention

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Knowledge Retention

Knowledge Retention

Step 1

Step 2

Step 3

Monitor and evaluate knowledge retention plans

- Review updated Work Force Planning Attrition Data
- Monitor previous Knowledge Retention Plans
- ID areas that need to be reassessed
- Coordinate and replicate



Knowledge Retention

Knowledge Retention

Step 1

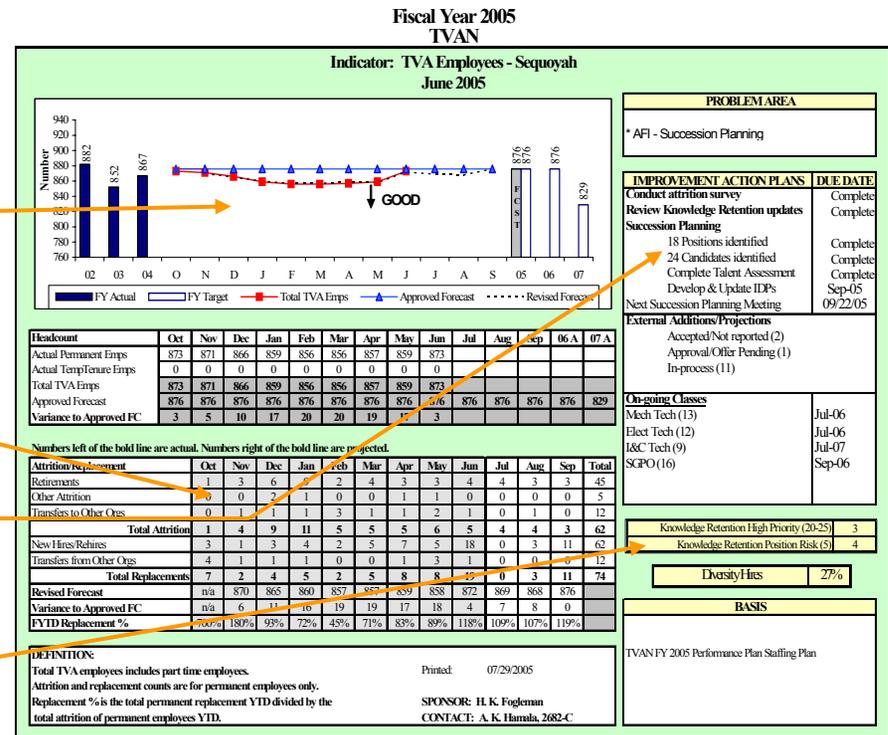
Step 2

Step 3

Monitor and evaluate knowledge retention plans

Work Force Metrics provides senior management data to manage the aging work force challenge

- Headcount vs. Business Plan
- Attrition and Replacements
- Problem areas and actions planned
- Knowledge retention status (High Priority and Position Criticality)





Lessons Learned



- Line Management cares. Need process and tools.
- Risk greatest in specialized technical positions and in problem solving strategies.
- Wider range of options to mitigate knowledge loss than is typically considered.
- Process and procedures often weak – An over-reliance on “tribal knowledge” and individual expertise.
- Line Managers must own the solutions.



Work Force Management

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How do we find qualified candidates?

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Questions?

For more information ...

www.tva.gov/knowledgeretention