Understanding and Planning for Your Workforce

Municipal and County Administration

SESSION
WORKSHEETS

Information to Consider Gathering for Workforce Analysis

☐ Number of FTEs

Turnover Rate

    ☐ Retirement Eligibility

    ☐ Resignation rates

    ☐ Involuntary rates

    ☐ Retirement numbers

Demographics

    ☐ Age

    ☐ Gender Distribution

    ☐ Race Distribution

    ☐ Length of Service

☐ Critical workforce skills

☐ Internal Career Paths

External

☐ External Contracts for services

☐ Labor trends in mission critical occupations

☐ Bureau of Economic Analysis profile on how occupations is changing

☐ Trends in student majors at University/Colleges

Critical Positions:

Please identify 1-3 critical positions within your division:

1. _____

2. _____

3. _____

Environmental Scanning

Completing a thorough scan provides organizations with information to determine high workforce risk areas.

Use the following data sources for your environmental scan:

1. The organization's strategic plan.
2. External trends that may affect the work of the organization and the workforce.
3. Internal workforce factors.
4. The demand for maintaining and improving the workforce

Questions Regarding Organizational Strategy

1. What are the key strategies the organization is implementing?
2. What new initiatives are underway? What skills are needed to accomplish these initiatives?
3. Has the business/operation model changed?
4. Will planned growth or shrinkage require new recruitment strategies, selection techniques or training programs?
5. Will new business goals require new work procedures or employee performance standards?

Questions Regarding the External Environment

1. How will the labor market impact the availability of talent needed?
2. Are there any state policies or legislative mandates that will impact the organization?
3. How will changing workforce demographics impact the organization?
4. Is the workforce profile (i.e. age, gender, ethnicity) changing how employees relate to each other and to customers?
5. Will budget cuts or revenue shortfalls require reductions in force and reorganization?

Questions Regarding the Organization's Workforce

1. What does the current workforce look like?
2. What anticipated changes should be considered?
3. Are there needs and opportunities for skill and talent development?
4. Are there skill needs beyond what is found at the organization?
5. Is there high potential staff willing to move into leadership positions?
6. How is knowledge captured and transferred within the organization?

Organization Strategy Development Worksheet

Strategic Questions	Responses
Mission – Why we exist as an organization.	
Values – What we believe in. How do we behave as a culture? What drives ethical behavior?	
Vision – What we want to be in the future.	
Strategic Statement – Our game plan in how we will accomplish our mission Consider your objective (SMART: specific, measurable, attainable, realistic and timely objectives will drive operations). Consider your scope (what you offer as an agency, your geographical boundaries, and your vertical integration in varying degrees – where you will not go). Consider your advantage (your uniqueness as an agency and the unique activities you deliver to Minnesota's citizens). Your statement should be two to three sentences.	
Implementation – What you will do to accomplish your strategy.	
Evaluation – What you will do to measure implemented tasks.	

(adapted from Collis and Rukstad)

Environmental Scan Worksheet

(Adapted from, HCI, 2014)

	Demand			Supply		
External	**ROW – Rest of the World**			**Labor Market**		
		IO	LO		IO	LO
	•			•		
	•			•		
	•			•		
	•			•		
	•			•		
	•			•		
	•			•		
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	•			•		
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	•			•		
Internal	**Organization**			**Employees**		
		IO	LO		IO	LO
	•			•		
	•			•		
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IO = Impact on Operations – To be rated High, Medium, or Low

LO = Likelihood of Occurrence - To be rated High, Medium, or Low

Current Workforce Analysis				
Position	**Skills**	**Knowledge**	**Key Responsibilities**	**Competencies**

**PAY PARTICULAR ATTENTION TO CRITICAL POSITIONS LISTED ABOVE

Key Challenge Analysis				
Target Area (Classification or work unit)	**Function**	**Critical Hiring Need?**	**Retirement Vulnerable?**	**Description of key Challenges in FY2016-2018**

** Modified from "Workforce Planning for Wisconsin State Government

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Identifying future workforce needs

What are expected workforce changes?

What are anticipated increase/decrease in number of employees needed to do the work?

What future workforce skills will be needed?

<u>**Additional Questions to consider:**</u>

1. What will be the potential sources of your new staff that will be required?

2. What attrition and retirement can be expected over next five years?

3. Will attrition make it easier or harder to achieve workforce objectives?

4. What kind of positions will need to be filled?

5. How can training /re-training help?

6. Succession planning implications?

7. Competitive Sourcing solutions?

8. Impact of budget decisions on any mission critical occupations?

9. Any redeployment concerns or issues with current staff?

10. Are new hires going to be required, and if so are they going to replace current employees or go into newly established positions?

Suggested checklist for Organization Direction information:

- ☐ Strategic Plan/business priorities
- ☐ Internal or External reports that could affect business outcomes
- ☐ Budget Estimates for Short and Long terms
- ☐ Plans for new technology
- ☐ Employee survey information
- ☐ Any work arrangements with other agencies
- ☐ External Contracts for services
- ☐ Organizational Culture
- ☐ Changing competencies in mission critical occupations

Suggested checklist for Environmental Factors Information:

- ☐ County/City expectations
- ☐ Demographic changes to our client base
- ☐ Analysis of the influence of technology on our work
- ☐ Changes in economic forecast and how that will effect our organization
- ☐ Analysis of current and future levels of accountability and compliance

Gap Analysis			
Target Area (Classification or work unit)	**Current Position**	**New Position**	**New Skills and Competencies Needed**

Gap Analysis

Potential skill gaps:

_____

_____

Critical skills that will be needed:

_____

_____

Potential skill surpluses:

_____

_____

Strategy Development				
Target Area (Classification or work unit)	**Business Function**	**Key Challenges**	**Strategy**	**Goal**

** Modified from "Workforce Planning for Wisconsin State Government

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Develop and Implement Action Plan					
Strategy	**Action Item** (How will the strategy be accomplished?)	**Person Responsible** (Name/Division)	**Timetable** (Due Date)	**Status** (Action Item, Not started, Started, Completed)	**Performance Measures** (quantifiable goal that will measure the success of the strategy)

** Modified from "Workforce Planning for Wisconsin State Government

Knowledge Transfer				
Position	**What Need to be Transferred**	**Person Responsible** (Name/Division)	**How**	**Status** (Action Item, Not started, Started, Completed

Sample Knowledge Transfer Grid

Department: Human Resources Organization and Employee Development

Critical Skills/Task/Knowledge	Experts Who Can Teach Others	Employees Who Need to Develop this Capability/Competency	Method to Transfer Knowledge	Timelines
Conduct Strategic Planning Sessions	Juan Kathleen	Bob Julie	Coaching Mentoring	May-October
Facilitate Workshops				
Create Vendor Contracts				
Research and Write Web Content				
Provide Individual Career Coaching				
Supervise Staff				
Facilitate Team Meetings				

Adapted with permission from: The Organization and Employee Development team, Human Resources, Massachusetts Institute of Technology (MIT)

Knowledge Transfer Strategies

- **Explicit knowledge** is information that is easily captured. This information is often agency policy and procedures and can be found in charts, operations manuals, or other documented sources. Documenting processes is the first step in transferring this type of knowledge.
- **Implicit knowledge** is information that people hold in their heads. This type of knowledge usually includes culture and is often hard to transfer. Assisting employees in recognizing what information they are "experts" in and helping them share this information with others is an important part of knowledge transfer.

Knowledge Transfer Strategies

Strategy	Definition	Why to use it	When to use it	How to use it	Example
Best Practices	The processes or systems that have provided measureable success and effectiveness. Best practices are determined through meetings, polling employees, internal or external surveys or through benchmarking with other organizations.	• Identifies successful practices that may be transferable • Can spark innovation • Can broaden network and increase performer expertise.	• When a new process, task or competency needs to be developed or modified • Success depends on staying up-to-date, focus is on gathering data and info • Good ways to transfer explicit and implicit	• Determine the knowledge or skill needs. • Identify sources of the information. • Establish the meeting or study parameters then develop and implement the plan • Develop specific goals and research topics	Look for organizations that do a particular aspect of your business well and contact them to benchmark your policies or procedures with them.
Knowledge Mapping (flow-charts)	Documentation of a process step-by-step using pictures and symbols to tell a story. It is a graphical representation of what to do, when to do it and how to do it.	• Conveys the big picture quickly • Creates a visual cue in the learner's mind-can see entire process from start to finish • Facilitates discussion about process, can help performers identify their knowledge and skill gaps in	• To standardize a process • If a process is being developed, modified, or examined during the problem-solving root-cause analysis • If roles and responsibilities in the process are being developed or modified • To document	• Identify steps and roles in process • Develop step-by-step illustrations to convey information using pictures and symbols • Avoid partial process documentation • Keep the process flexible and up to date • Use easy to	Workflow Chart Process Map Linear Outline Value Stream Mapping

Strategy	Definition	Why to use it	When to use it	How to use it	Example
		• Can help identify process improvement • Can be shared with many users	process instructions for a task that does not require written instructions • To capture explicit and implicit	understand symbols and pictures	
Job Rotation	A formal program in which a person exchanges job responsibilities with another employee for the purpose of cross-training and gaining more knowledge of the organization. It is designed to develop an individual's knowledge base to prepare him or her for positions of increasing responsibility and scope.	• Can develop a pool of qualified applicants for higher level positions • Increases the likelihood of knowledge transfer when individuals leave key positions	• If career development requires knowledge and experience is several different areas or programs • On the job experience is the most effective method of knowledge transferred	• Determine what knowledge needs to be shared • Develop a formal program that assures individuals will experience full variety of identified knowledge and tasks • Define requirements for acceptance and successful completion of the program	Areas that may find job rotations helpful are: technical areas, IT, financial operations
Job Shadowing	A less experienced	• Provides "real	• To allow the	• Determine what	Attending strategic

Strategy	Definition	Why to use it	When to use it	How to use it	Example
	employee is paired with another employee with the desired skills or position, to transfer knowledge.	life" exposure to the job • Could be offered to several individuals; expanding the organization's overall knowledge • Can be helpful in succession and work planning efforts.	opportunity for individuals to learn about a particular occupation • Exposure can enhance knowledge transfer, particularly with effective coaching • Particularly good for implicit	knowledge needs to be shared • Identify veteran staff who possesses competency in coaching and knowledge transfer • Establish timeline and knowledge transfer goals • Use debriefing for coaching opportunities	planning meetings with a veteran staff member, or observing a veteran staff member for a day on the job.
Coaching	Providing an employee with feedback and guidance to help them improve current and new skills.	• Effective method for transferring org. culture information • Develops higher level of proficiency • Helps transfer tacit knowledge	• Skill set(s) to be developed is best learned one-on-one transfer. • New employee or new work level • To quickly teach org culture and norms • To transfer implicit knowledge	• Determine what knowledge or competency needs • Provide training on new knowledge to the employee	Supervisor works with employee in process problem-solving, root-cause analysis and collaborative problem-solving skills.
Mentoring	An organizationally-sponsored program that pairs an employee with a more experienced employee or manager to receive guidance and advice on career	• Customized training for specific situations and developmental needs • Effective method for transferring	• Skill set to be developed is best learned through one-on-one transfer • New employee or employee new to work-level and	• Determine what knowledge or competency needs to be mastered • Identify experienced mentor with	Mentor advises mentee on knowledge and skills required for job in another area. Mentor guides the mentee in the job application process and provides

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Strategy	Definition	Why to use it	When to use it	How to use it	Example
	development. Mentors offer advice in a situation on what to do, how to do it and why it is worth doing.	organizational culture • Establishes reliable experienced contact outside the supervisory chain • Develops a higher level of proficiency Transfers tacit knowledge	has a specific skill gap • When you want to transfer implicit knowledge	coaching and knowledge transfer skills • Allow mentor and mentee to establish mentoring contract Sessions should be voluntary for both parties and kept confidential	direction and leadership to the mentee. The mentee can ask questions or advice.
On the Job Training	Instruction that takes place on the actual job site with task accomplishment as part of the process. It involves learning skills and applying knowledge in a hands-on and on-the-job manner following or part of a defined structured learning process.	• Allows agency work completion during the training Develops a higher level of proficiency • Transfers tacit knowledge • Provides a less experienced performer, or trainee with real-job experience	• Tasks have developed procedures and aids for teaching • Real-life experience needs to be developed • Can help transfer both implicit and explicit	• Determine what knowledge needs to be shared • Develop step-by-step instructions • Identify a qualified trainer • Establish learning objectives and timeline for completion • Describe and demonstrate job, allow trainee to do the same before practicing • Monitor and evaluate the process	• Data Entry • Monthly Status reports • Processing employee payroll
Job Reorganization for Retiring staff	Providing staff who are planning on leaving the workforce	• Allows near-retiring staff to reengage in their	• As aging employees begin to consider	• Determine which critical staff may be interested in	A near retiring research analyst is able to restructure

Strategy	Definition	Why to use it	When to use it	How to use it	Example
	with a modified position description which allows them time to mentor new staff	work • Provides new internal staff with increased job duties while the mentor is available • Transfers tacit knowledge	retirement • If near-retiring employees are interested in re-engaging in the workforce differently • If succession or workforce planning allows you to determine possible successors • Allows for implicit transfer	this type of role • Identify possible successors/or other staff who may take on new projects • Provide supports to the mentor as well as the mentee • Establish knowledge to transfer and a timeline for this process	his/her position to provide 30% of their projects to other staff, while they spend 30% of their time mentoring and developing those staff.
Retired staff returning to the workforce	Past employees that return to work to provide the organization with knowledge and expertise, train less experienced staff, or share specialized knowledge.	Specialized knowledge may be accessed from a readily recognized and available source	• Knowledge is mission-critical • Retiree is the immediate source of knowledge • Assists in implicit knowledge transfer	• Determine agency policy on retiree returning to work • Identify what knowledge employees need to know • Identify the retiree who possesses the knowledge, coaching and knowledge transfer skills, and is willing to return to work.	Retiree provides a training program on specific program procedures; advice and consultation during special situations; written trouble shooting guide for future staff.
Wiki Site	A collaborative website comprised of a collective work of many that allows	Facilitates collaboration between individuals on documents,	• Knowledge is mission critical • Participants do not work in close	• Determine what type of site will meet your needs • Work with IT to	You have a process improvement team that is working on developing a new

Strategy	Definition	Why to use it	When to use it	How to use it	Example
	individuals to edit, delete, and modify context.	implement work flow, and share information	proximity to each other • Collaboration on documents is critical • Input is sought by many individuals for the purpose of information sharing • Allows for explicit transfer	obtain approval • Provide training to all staff using site • Post documents to the site (expect that people will utilize it)	procedure. The team uses a *Sharepoint* site to comment, edit and modify documents in between meetings.

Adapted from "State of Delaware Human Resource Management Statewide Training and Organization Development Knowledge Transfer Tools" 2014

Evaluate and Monitor

Although monitoring will happen throughout this continuous process, evaluation is important to determine how things are working and to ignite any changes that may be needed. Actions should be monitored through a variety of agency agreed upon criteria. These criteria may include measurements, reporting frequency, action planning/project management tools and methodologies, problem tracking tools, and escalation procedures.

After this stage you will be able to articulate and report the following outcomes:

- Actions taken.
- Outcomes of the actions.
- Whether or not short-term talent needs were addressed and improved.
- Whether or not long-term talent needs were addressed and improved.
- What additional actions need to happen to reach workforce needs?

Asking the following question helps the organization create a useful evaluation plan for the process.

- What qualitative or quantitative measurements can be leveraged from the organization?
- How will data be used to inform organization decision making?
- What resources are available to the organization and what is still needed to continue workforce planning efforts?
- What is the standard project management process?
- How are problems tracked by enterprise and by the organization?
- What happens when things get off track? Who gets involved? Are there organization resources? Are there enterprise resources that we can be leveraged? What changes can be made to the process?

(adapted from Human Capital Institute, 2014; taken from http://www.mn.gov/mmb/employee-relations/workforce-planning/workforceplanning/evaluation/)

Workforce Planning Checklist

(Taken from Georgia Department of Administrative Services)

1. **Strategic Planning.** Identify the organization's direction. Review and analyze the following:

   A. Program plans for the future
      - ☐ Anticipated program/mission changes
      - ☐ Anticipated volume, type and location of work to be done
      - ☐ Changes in organization/position structures
      - ☐ Past patterns/trends
      - ☐ Anticipated supervision/managerial strengths
      - ☐ Skill mix of staff
      - ☐ Increasing/decreasing workforce demands

   B. Budget Condition
      - ☐ Anticipated ceiling, budget philosophy, or goals
      - ☐ Funding levels
      - ☐ Compensation issues
      - ☐ Recruiting
      - ☐ Training, retraining, career development
      - ☐ Succession planning
      - ☐ Relocation costs
      - ☐ Increased or decreased staffing
      - ☐ Trends/patterns

   C. Anticipated Environment (Internal/Environmental Scanning) Factors
      - ☐ Legislative changes
      - ☐ Technological changes
      - ☐ Social changes
      - ☐ Industry changes

2. **Supply Analysis.** Determine the future availability of current staff by doing the following tasks:

   A. Conduct workforce analyses.
      - ☐ Potential losses of current employees
      - ☐ Turnover data, retirement rates, retirement projections, promotion and award rates, etc.
      - ☐ Organization/position structures
      - ☐ Vacancies that would be created by internal movement
      - ☐ EEO profiles
      - ☐ Supervisory/non-supervisory ratio data

3. **Demand Analysis.** Examine future activities, workloads, and workforce needs. Forecast specific staffing needs in light of mission needs and vision according to your strategic plan. Forecast overall numbers by occupations.

    ☐ By classification
    ☐ By location of positions
    ☐ Organization/position structures

4. **GAP Analysis.** Compare current available resources (Supply Analysis) with needed resources (Demand Analysis) for the future.

    A. Addressing shortfalls, excess, and critical issues.
        ☐ Net human resource needs
        ☐ Increase/decrease in productivity levels
        ☐ Skills/grade levels
        ☐ Position management
        ☐ EEO profile
        ☐ Under staffing or over staffing
        ☐ Career progressions
        ☐ Supervisory/managerial replacements
        ☐ Categorize
        ☐ Trends
        ☐ Internal & External Factors (environmental scanning)
        ☐ Set priorities to address 'gaps'

5. **Action Plan.** A collection of specific activities, which will address the significant gaps identified in the gap analysis.

    A. Approaches to Action Plans
        ☐ Alignment with strategic plan
        ☐ Internal resources
        ☐ Recruitment
        ☐ Job redesign
        ☐ Training, retraining, career development
        ☐ Succession planning
        ☐ Productivity improvement
        ☐ Restructuring (organization/positions)
        ☐ Position management plan

    B. Develop a plan for handling Labor management issues (if appropriate)
        ☐ Legal contractual requirements
        ☐ Employee involvement
        ☐ Negotiations
        ☐ Potential for adverse outcomes

C. Implement Action Plan
- ☐ Leadership support
- ☐ Communication plan
- ☐ Performance measures. Milestones
- ☐ Cost & people alignment
- ☐ Training requirements

6. **Monitor, Evaluate & Revise.** The outcomes should be continuously evaluated to determine progress in addressing gaps and where adjustments to strategies and action items are needed.

A. Monitor
- ☐ Program activities
- ☐ Internal & External developments
- ☐ Environmental demand changes to the action plan

B. Evaluate
- ☐ Through meetings, surveys, focus groups
- ☐ Performance measures and deliverables of action plan(s)
- ☐ GAP trends
- ☐ Organization performance

C. Revise
- ☐ Based on environmental changes within the organization
- ☐ Alignment with strategic plan
- ☐ Success/failure of previous action plan(s)

Implementation and Action Assignments

With the support of upper leadership, efforts to implement the action plan can be sustained by managers and supervisors. Here are some key actions that help bring the organization's workforce plan to life:

- Ensure that upper leadership is on board with the plan
- Identify and allocate necessary resources to implement the plan
- Clarify roles, assign tasks to staff who will be undertaking each action step
- Clearly state timelines and milestones for each phase of the model and ensure accountability for action on each phase
- Determine performance measures and expectations for supervisors and managers
- Communicate the plan to all of those involved, develop a change strategy. Be transparent about why this plan is important to the overall organization and what action will be taken to overcome workforce challenges

  (taken from: http://www.mn.gov/mmb/employee-relations/workforce-planning/workforceplanning/implementation/)