Excerpts from “Developing a Workforce Plan: Setting the Foundation” Training Presentation Relevant to Step 2

Slide 1 – Department Data

Division/program input is an excellent place to start gathering department data

Consider using the Survey and Development Tool or similar questionnaire to gather input

In addition to division/program input

Records of exiting employees

Demographics

Slides 2 and 3 – MIRS Reports

Submit MIRS Report Request to Department’s Human Resources division

No access? Contact Arle Simon 916-324-6577

Request Employment History Report

Includes current EH transactions plus 24 months of transactional history

The following fields will be available in the report:

Class Title

Employee Name

Position #

Age

Seniority Service Months

Status

Tenure

CBID

Transaction Code

Slides 4 and 5 – Sample MIRS Report Request Form

When filling out a MIRS Report Request for workforce planning data, specify the following:

Box 5 - Purpose of report: Write in “Gather data for workforce planning”

Box 6 - Frequency of report: Check “Other (please specify)” and write in “semi-annual”

Box 7 - Type of Request: Check “Revise Existing Report” and write in “N/A”

Box 8 - Period Covered: Write in “Current plus 24 months”

Box 9 - Report description: Write in “Employee History Report: refer to sample attached for data required”

Box 10 - Report layout: Write in “Refer to sample attached”

Box 11 - Sort by: Write in the way you would like the report sorted, such as alphabetically by class title

Box 13 - Selection Criteria, Section A - Employment History:

- Check “Active employees”, “Temporarily separated employees”, and “Permanently separated employees”

- Check “Permanent”, “Limited Term”, and “CEA”

- Check “Full-time”, “Part-time”, and “Intermittent”

Slide 6 – MIRS Costs

Department with 1000 or more employees: $505, $.02 per employee, actual system usage charge (CPU)

Departments with less than 1000 but more than 700 employees: $356

Departments with less than 700 but more than 400 employees: $307

Departments with less than 400 employees: $235

Slide 7 – Filled/Vacant Positions Report

Access through HR Net on CalHR's website

Execute your search using the criteria you need

You can export the data to an Excel spreadsheet

Slide 8 – Additional Analysis

Importance of analyzing your workforce data to see where future gaps will occur

Assists with continued Executive support

Data should have the following fields, established positions, filled, vacant, employee demographics, current recruitment, length of service

Slide 9 – Additional Analysis: Vacancy Rate

Using the Vacant positions report from HR Net, determine the vacancy rate.

Vacancy percentage is calculated by dividing the number of established positions by the number of vacant positions

Slide 10 – Additional Analysis: Demographics

Using the MIRS report data, determine the number of employees 50 years old and older in each classification

Slide 11 – Additional Analysis: Compare Vacancies with Recruitment

The following equation could assist in determining potential impact in most scenarios: (Vacancies + total over 50—recruitment)/established positions = potential impact

Calculating potential impact percentages helps you create classification watch lists that can guide and focus your knowledge transfer and recruiting strategies for at-risk positions

Slides 12 and 13 – Additional Analysis: Potential Impact

Once you have calculated potential impact for all classifications, re-sort the data so that those with the highest potential impact are at the top of the table

High potential impact indicates that these classifications should be monitored

Slide 14 and 15 – Additional Analysis: Review Length of State Service

IMPORTANT: Although knowing the average age of retirement assists you in identifying a potential upcoming retirement, it is not the only factor

Review your employees length of state service to determine additional probability of upcoming retirement

If the employee is at or near the average age of retirement and has enough state service to be vested with medical the more likely they are to retire in the near future

Slide 16 – Additional Analysis: Review Class Specification and Trends

Review the job specifications of positions with high potential impact to determine level of difficulty recruiting for the position

Search for the position on State of California job posting websites to review the recruitment demand for the position in the State government

Revisit your potential impact list and highlight those that may be difficult to recruit for based on your research of the job specifications and job trends

Slide 17 – Additional Analysis: Turnover

Turnover rate is determined by the following calculation:

Divide the number of employees in a classification that left during the last twelve months by the total number of employees you have in that classification. Exclude promotions, retirements and dismissals.

NOTE: Turnover rates from 15 – 20% are cause for concern

Slide 18 – Additional Analysis: Transfer Data

Transfer data should be captured from exit interviews or by position control.

Lateral transfers account for a significant impact on your workforce

Slide 19 – Additional Analysis: Retirement (Attrition)

The attrition rate is calculated as follows:

All retirements (both disability and service retirements)/ Total of filled positions in class during twelve month period

Slides 20 –Additional Analysis: Actual Impact

Once you have calculated the potential impact, turnover percentage, attrition rate, and lateral transfer for each classification, place the information in a table

For each classification, place turnover percentage, attrition rate, and lateral transfers data in separate columns, then create a new column for actual impact which is an average of all of the percentages

Slide 21 – Classification Risk Assessment Tool

Systematically apply workforce data

Prioritize classifications based on risk level

Consider all major risk areas:

Retirements

Retention

Mission-critical

Recruitment

Download the Risk Assessment Flowchart

Slide 22 – Identify Supply Gaps

Past predictors

Environmental scan results

Input from division/programs

Workforce data to identify lack of staff

Slide 23 and 24 – Past Predictors

Past predictors include the following calculations based on last year's data:

Turnover Rate: Total Voluntary separations / Total Employees

Attrition Rate: Retirements / Total Employees

Lateral Transfer Rate: Transfers to other departments / Total Employees

Average these percentages to get the Actual Impact of separations on the classification

Slide 25 – Example of Input from Division

A division/program manager tells you they anticipate a need for 3 more Systems Software Specialist II (Supervisory) positions in the next year

Use this information to adjust the demand for the position when you begin to analyze the supply gap

Slide 26 – Analyze Supply Gaps

Determine the supply and demand for the position in order to analyze the supply gap

Demand – Supply = Supply Gap

Slide 27 – Competencies

Knowledge, skills, abilities, and personal characteristics

Demonstrated through behaviors

Needed to effectively perform a particular job

Slide 28 – Criteria for Competencies

Observable

Measureable

Linked to job requirements

Linked to department's strategic and business needs

Based on effective performance in that particular job/occupational group

Slide 29 – Role of Competencies

Foundational to many key HR processes

In workforce planning: Competency gap analysis

Defining priorities and opportunities for focused strategies

Slide 30 – Types of Competencies

General

Technical

Leadership

Please refer to CalHR's Competency Dictionary

Slide 31 – Identifying Competencies

Determine using: Competency guides, Class specifications, and Duty statements

Slide 32 – Competency Process

Always start with division/program mission-critical classifications

Competencies by classification

Analysis based on core competencies

Core competencies v. Desirable qualifications

Slide 33 – Identifying Competency Gaps

1.Gather data

2.Analyze data

3.Trends/Forecast

Slide 34 – 1. Gather Data

Competencies v. duties

Collection tools

Job specific competencies v. core competency domains

Individual v. org-wide sample

Slide 35 – Collection Tools

Work Efficiently

Please refer to this example:

Online survey Competency Self-Assessment

Higher level employees assess the competency of their lower level staff, while all employees complete a competency self-assessment

Slide 36 – Job Specific v. Core Competency Domains

Competencies can be grouped into core competency domains or broken down into job specific technical competencies. Example:

Core competency domain: Maximizing Performance Results

Core competency: Analytical Thinking

Job Specific competency: Financial Management

Slide 37 – Collection Option 1

Option 1: Collect Individual Responses

Gather individual level data

Calculate average score for each competency per program/division area, then across the department

Pros: Captures specifics and variations, Data can be grouped

Cons: Can be time consuming

Slide 38 – Collection Option 2

Option 2: Collect Organization-Wide Sample

Convene a group who is collectively familiar with the skills and performance of a broad cross-section of the workforce Agree on a rating scale and reach consensus on the competence level of the workforce in each competency domain Capture rationale for consensus

Pros: Ideal for making a global assessment, Can be completed by a small group in a short meeting

Cons: Data may suffer from sampling bias

Slide 39 – 2. Analyze Data

Supply Inventory

Demand Inventory

Identify gaps

Slide 40 – Gap Analysis Methodology

Bring together your data from supply and competency gaps to define the overall workforce gap for each classification

Slide 41 – Gap Analysis

Current supply – future demand = gap

Gather the competency ratings from staff's self-assessments and their managers/supervisors' competency assessments

Average the ratings for each competency so you have an overall average score from staff and managers for each competency you measured

Slide 42 – Compare Averages

Once you have the average scores for each competency, subtract the self-assessment average from the competency assessment average to determine the competency gap

Self-Assessment average – Competency Assessment average = Competency Gap

Slide 43 – Example Competency Gap Analysis

By comparing the average ratings from the self-assessment and the competency assessment, you can determine the competency gap and place it into a chart showing the gaps in each competency

Slide 44 – Competency Gap Areas

Address competency gaps in 2 areas:

Gaps in current workforce – what strategies can assist in developing your current workforce?

Gaps in recruitment – how do you tailor recruitment strategies to attract candidates with the competencies you need?

Slide 45 – 3. Trends/Forecast

Identifying past and current trends will help you anticipate future demand

Anticipate demands based on: Loss in workforce

Potential impacts of changes in technology, policies/legislation, budget, etc. Industry trend patterns to tailor recruitment

Develop 3 – 5 year plan that identifies competencies needed, and identifies a plan to develop existing staff and recruit needed staff.