

# Developing a Workforce Plan: Setting the Foundation - Session 2

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## **Slide 1 – Developing a Workforce Plan Session 2**

Presented by CalHR's Statewide Workforce Planning and Recruitment Unit

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## **Slide 2 – Objectives**

Recap data collection and analysis

Analyze supply gaps

Identify competencies

Analyze competency gaps

Identify priorities and opportunities

Maintain executive support

## **Slide 3 – Identify Supply Gaps**

Past predictors

Environmental scan results

Input from division/programs

Workforce data to identify lack of staff

## **Slide 4 – Past Predictors**

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

Turnover Rate:  $\text{Voluntary separations} / \text{Total Employees}$

Attrition Rate:  $\text{Retirements} / \text{Total Employees}$

Lateral Transfer Rate:

Transfers to other departments / Total Employees

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

## **Slide 5 – 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 6 – Analyze Supply Gaps**

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

Demand – Supply = Supply Gap

## **Slide 7 – Competencies**

Knowledge, skills, abilities, and personal characteristics

Demonstrated through behaviors

Needed to effectively perform a particular job

## **Slide 8 – 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 9 – Role of Competencies**

Foundational to many key HR processes

In workforce planning:

Competency gap analysis

Defining priorities and opportunities for focused strategies

## **Slide 10 – Types of Competencies**

General

Technical

Leadership

Please refer to [CalHR's Competency Dictionary](#)

## **Slide 11 – Identifying Competencies**

Determine using:

Competency guides

Class specifications

Duty statements

## **Slide 12 – Competency Process**

Always start with division/program mission-critical classifications

Competencies by classification

Analysis based on core competencies

Core competencies v. Desirable qualifications

## **Slide 13 – Identifying Competency Gaps**

1. Gather data

2. Analyze data

3. Trends/Forecast

## **Slide 14 – 1. Gather Data**

Competencies v. duties

Collection tools

Job specific competencies v. core competency domains

Individual v. org-wide sample

## **Slide 15 – Collection Tools**

Work Efficiently

Please refer to this example:

Online survey [Competency Self-Assessment](#)

## **Slide 16 – Competency Assessment Process**

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

## **Slide 17 – 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 18 – 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 19 – 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 20 – 2. Analyze Data

Supply Inventory

Demand Inventory

Identify gaps

## Slide 21 – Gap Analysis Methodology

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

## Slide 22 – 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 23 – 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 24 - Example Competency Gap Analysis: FLIGHT SPECIALIST II

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 25 – 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 26 – 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.

## **Slide 27 – Priorities and Opportunities**

Gaps reveal areas of need

Prioritize divisions' mission-critical classifications

Maximize opportunities for

Knowledge transfer

Tailored recruiting and hiring

## **Slide 28 – Knowledge Transfer Opportunities**

Informal mentoring

Formal mentoring

Group activities

Individual professional development

Online options

Cross-training

## **Slide 29 – Informal Mentoring**

“Mentoring is easy, simple, and doesn't take a lot of time; anyone can do it. The focus is on creating relationships that stretch across physical and departmental boundaries. It is important to emphasize the informal aspect, and that we find ways to weave it into the everyday.”

– Katrina Hagen, Chief of HR at CalPERS

## **Slide 30 – Tailored Recruitment**

Prioritize gaps

Competency based

Partner with your recruiter

Consider hiring processes

Please refer to [CalHR's Behavioral Interviewing Guide](#)

## **Slide 31 – Surpluses?**

Supply is greater than demand

Redirect resources to areas of need

Based on common competencies

Use knowledge transfer strategies to develop additional competencies required in the new area

## **Slide 32 – Maintain Executive Support**

Maintain involvement and communication

Present salient facts from gap analysis to leadership

Show need for developing specific strategies

Explain specific resources needed and how they will solve the problems

No end surprises