

Public Sector Leadership Framework



Workforce Planning Exercises (Two Day Course)



Self Assessment Questionnaire

This checklist allows you to assess the current position in your council in relation to planning for the workforce. It asks you to consider a number of issues and allows you self assess on a scale from “not addressed” to “fully effective”. Through considering the questions some possible gaps may become evident which will allow actions to be identified. The checklist also establishes a baseline that can then provide evidence of work undertaken in relation to carrying out workforce planning.

The checklist outlines some key principles that a council, directorate or service area should consider as part of their workforce planning process. The checklist is designed to assess the strengths and weaknesses of the current workforce planning activities within your council or service area with the following ranking scale:

Ranking	Description
4	Fully deployed
3	Progressing well
2	Beginning to address this
1	Not started

Using the ranking scale, please tick the appropriate box.

Question 1	Identify your future service direction and workforce needs/demand	4	3	2	1
a)	Have the possible future directions of the directorate/ service been explored?				
b)	Were key internal and external stakeholders involved in the process?				
c)	Was the assessment of future directorate/service directions used to identify future workforce needs?				
d)	Has your directorate/service identified a set of skills that are considered to be essential to delivering service objectives in the future?				

Question 2	Know your current workforce - internal supply	4	3	2	1
a)	Has key demographic data been captured to develop a profile of the current workforce?				
b)	Is the current workforce profile used to provide a demographic baseline against which future changes can be analysed?				
c)	Has consideration been given to what the workforce will look like in the future?				
d)	Has a means of identifying the skills and capabilities of existing staff members been developed?				
e)	Has a range of key quantitative and qualitative performance indicators been developed to collect workforce data?				
f)	Is workforce data collected on an ongoing basis?				
g)	Is workforce data incorporated into existing service reporting structure and integrated with other management information to keep senior management up to date on workforce issues and to assist with service planning and day-to-day decision-making?				

Question 3	Consider the broader context - external supply	4	3	2	1
a)	Have factors in the external environment that may impact on workforce planning been considered - for example: external labour market data and local demographic profiles?				
b)	Has workforce planning been integrated into the corporate governance framework?				
c)	Is workforce planning considered as part of the broader service planning processes?				

Question 4	Bridge the gap - identify and address your workforce issues	4	3	2	1
a)	Have workforce issues that may impact on service delivery been identified?				
b)	Have HR policies and practices been developed/refined to address the identified workforce issues?				
c)	Are HR policies and strategies aligned with other service activities and directly linked to the overall Council plan?				
d)	Have both short and long term initiatives for addressing workforce issues been identified?				
e)	Have the strategies/initiatives been ranked according to Service priorities?				
f)	Have broader management issues been examined as a way of improving organisational performance? Such issues could include more effective uses of technology, more appropriate organisational structures and work organisation and/or better management techniques.				

Question 5	Provide a sound basis for effective implementation and maintenance	4	3	2	1
a)	Is it recognised that workforce planning is a continuous process?				
b)	Are all relevant planning documents integrated and aligned?				
c)	Is prime responsibility for workforce planning shared by the directorate manager, line managers and human resource managers				
d)	Is the service director committed and seen to be driving the process?				
e)	Have each manager's HR role and responsibilities been clearly defined?				
f)	Are HR managers involved in significant service planning decisions to ensure that workforce issues are considered and to suggest strategic human resource solutions to support the achievement of service objectives?				
g)	Are strategic partnerships between strategic planning, finance and HR promoted?				

Question 6	Monitor and evaluate	4	3	2	1
a)	Have mechanisms been developed to monitor and report on the implementation of workforce planning initiatives?				
b)	Does your directorate periodically evaluate whether the desired outcomes for workforce planning have been achieved?				
c)	Have clear objectives for workforce planning been developed that reflect overall service priorities?				
d)	Are systems in place to determine whether the strategies designed to address workforce issues have been effective?				
e)	Have mechanisms been established to measure and/or assess the contribution of workforce planning initiatives to the achievement of service objectives?				

Notes

PEST/LE

Political

Economic

Social



PEST/LE

Technological

Legal

Environmental

Appendix

Exercise 8: Forecasting Widget Trainees

Background

- The Widget company takes on 100 trainee widget operators every year, usually around 70 males, 30 females, mainly straight from school. The training period is two years.
- Around 20 per cent of male trainees and 10 per cent of female trainees drop out each year - they get bored, want to do something else, or fail a quarterly test.
- On qualifying at the end of two years, the company experiences significant loss, mostly to a nearby competitor that does not have a training programme. Around half of the male qualifiers and a third of the female qualifiers leave.

Part 1

1. Follow one cohort through from start to finish. At the end of two years, how many will
 - qualify and
 - stay on? *(NB you may have to round some of the numbers)*

The widget management wants to take on more female employees because they are more reliable during training and are less likely to leave at the end. They suggest equalising the numbers of male and female recruits.

2. Follow through another cohort as before. What impact will this change have?

See the next page for helpful grids!

Scenario 1

Year 1

Start of year		Leave during year	End of year
Male	70		
Female	30		
Total	100		

Year 2

Start of year		Leave during year	End Year (Qualify)	Leave on Qualifying	Remaining
Male	70				
Female	30				
Total	100				

Scenario 2

Year 1

Start of year		Leave during year	End of year
Male	70		
Female	30		
Total	100		

Year 2

Start of year		Leave during year	End Year (Qualify)	Leave on Qualifying	Remaining
Male	70				
Female	30				
Total	100				

Part 2

As the Widget Director you are about to meet your management team to discuss your business plan for next year, and forward look at the next three to five years.

- Before you go to the meeting, what labour market information might you look for, so that you can inform the debate?
- What questions will you ask to help you to identify any workforce related risks that might prevent you achieving your objectives?
- Aside from the numbers, what would you need to consider about appropriate strategy development, what should you think about?

Data Template Sheet

1. Age profile of Environmental Health Officers (EHO's)

	<18	18-24	25-30	31-35	36-40	41-45	46-50	51-55	56-60	>60	Total
Associate & Technical	0	0	0	0	0	0	0		0	0	0
Elementary Occupations	0	0	0	0	0	0	0		0	0	0
Functional Managers	0	0	0	0	5	0	0		0	0	5
Professional Occupations	0	0	2	1	4	7	3		1	1	19
Skilled Trades & Personal Services	0	0	0	0	0	0	0		0	0	0
Total	0	0	2	1	9	7	3		1	1	24

2. Age profile of Engineers

	<18	18-24	25-30	31-35	36-40	41-45	46-50	51-55	56-60	>60	Total
Associate & Technical	0	11	21	13	27	41	31	23	16	12	195
Elementary Occupations	0	4	4	5	3	3	4	3	2	4	32
Functional Managers	0	0	0	3	16	11	6	9	5	1	51
Professional Occupations	0	0	2	10	16	12	18	17	8	3	86
Skilled Trades & Personal Services	0	0	0	0	0	0	0	0	0	0	0
Total	0	15	27	31	62	67	59	52	31	20	364

Data Template Sheet

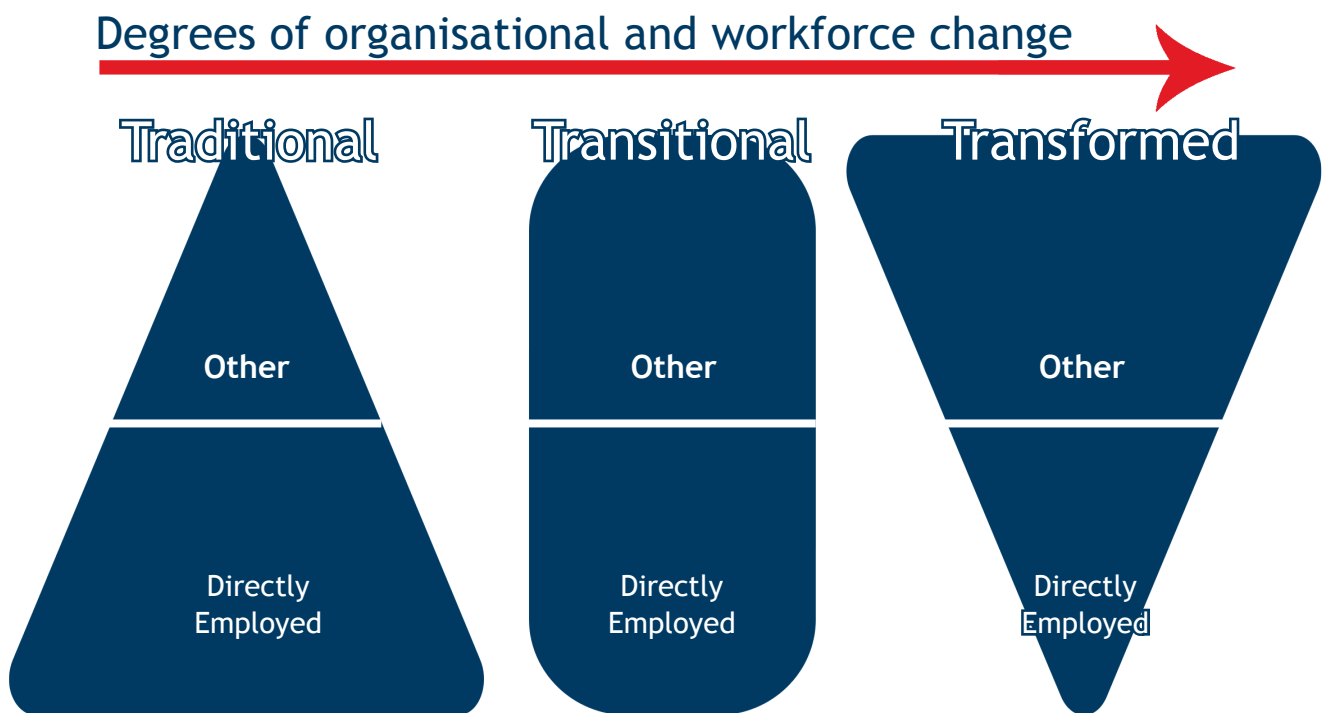
3. Age Profile of Town Planners

	<18	18-24	25-30	31-35	36-40	41-45	46-50	51-55	56-60	>60	Total
Associate & Technical	0	0	0	0	0	0	0		0	0	0
Elementary Occupations	0	0	0	0	0	0	0		0	0	0
Functional Managers	0	0	0	0	4	3	0		0	0	7
Professional Occupations	0	1	8	2	4	4	2	4	3	2	30
Skilled Trades & Personal Services	0	0	0	0	0	0	0	0	0	0	0
Total	0	1	8	2	8	7	2	4	3	2	37

4. Age Profile of Solicitors

	<18	18-24	25-30	31-35	36-40	41-45	46-50	51-55	56-60	>60	Total
Associate & Technical	0	0	0	2	2	0	3	2	2	0	11
Elementary Occupations	0	0	0	0	0	0	0	0	0	0	0
Functional Managers	0	0	0	5	3	0	1	1	0	0	10
Professional Occupations	0	0	3	4	0	5	5	2	1	0	20
Skilled Trades & Personal Services	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	3	11	5	5	9	5	3	0	41

Operating Model Impact



Council 'A'

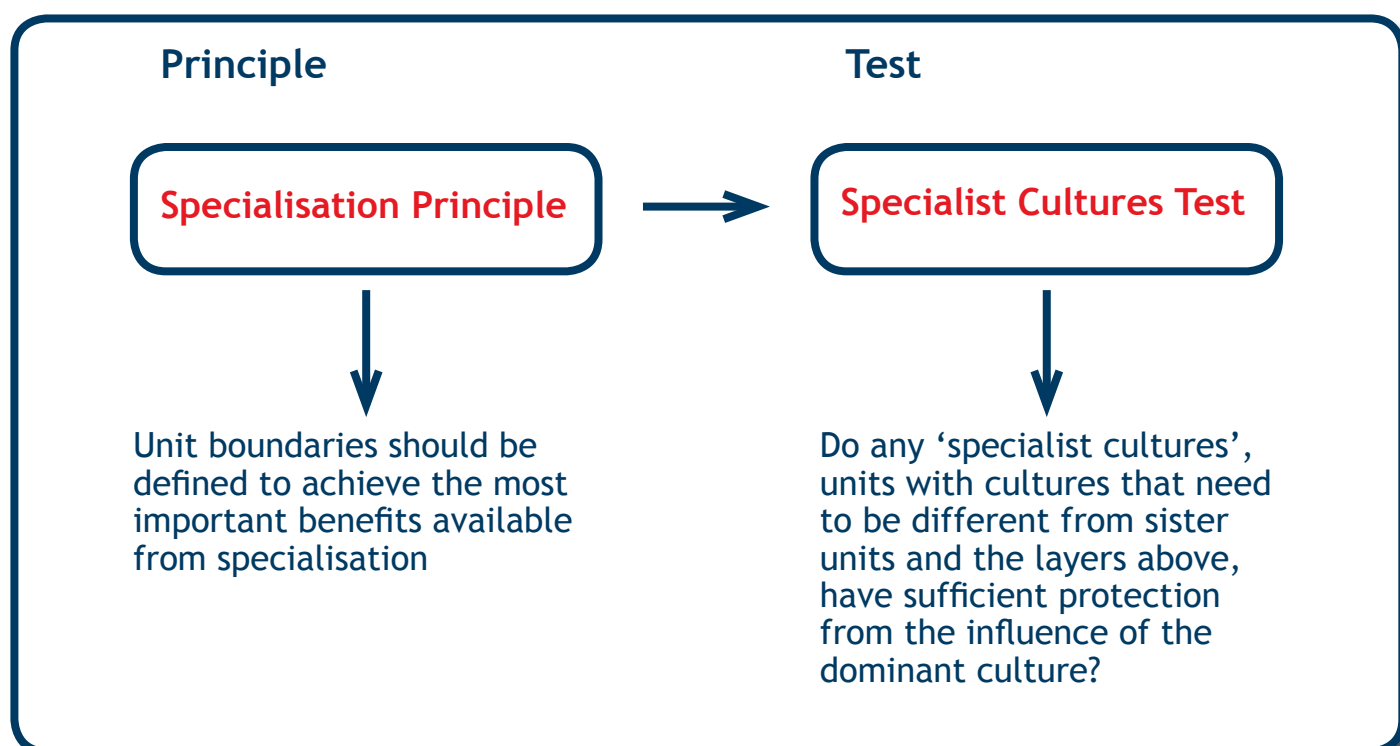
- Prevention, early intervention and enablement as the norm
- Personalisation, choice and control, and empowerment for citizens and communities
- Citizens co-producing, co-developing and co-evaluating services
- Joint place shaping, strategy planning and delivery with public, private and voluntary sector partners
- Devolved decision making and neighbourhood working
- Greater focus on commissioning
- Continual drive for efficiency and value for money
- Emphasis on sustainability
- Increased scrutiny of partnerships
- Improved collaboration across local authority boundaries
- What business models are you currently considering? For which services?
- Who are the employers of the future workforce likely to be?
- Which staff are likely to be directly employed by the council?
- What are the skills required in the different models- Traditional?- New?
- What is the source of these skills?

Operating Models- Workforce

Operating Model/ Workforce	Traditional	Transitional	Transformed
The employer of the people providing services			
Council			
Agency			
Shared Services			
Social Enterprises			
Partnerships			
Private Contractor			
Directly employed staff			
Professional roles			
Intermediate			
Admin/Clerical			
Direct Services			
The skills required			
Traditional			
New			
The source of skills			
Internal/ Other Councils			
Other Public Sector			
Other (What might these be?)			
Private Sector			

Nine Tests of Organisation Design- The Good Design Principles and Tests (Group Exercise).

Group 1 - The Specialisation Principle and Specialist Cultures Test



The specialisation principle is mainly concerned with grouping responsibilities into units and considers the types of links that need to be established between them.

Consider how this principle and test may be applied in practice within the local government environment by:

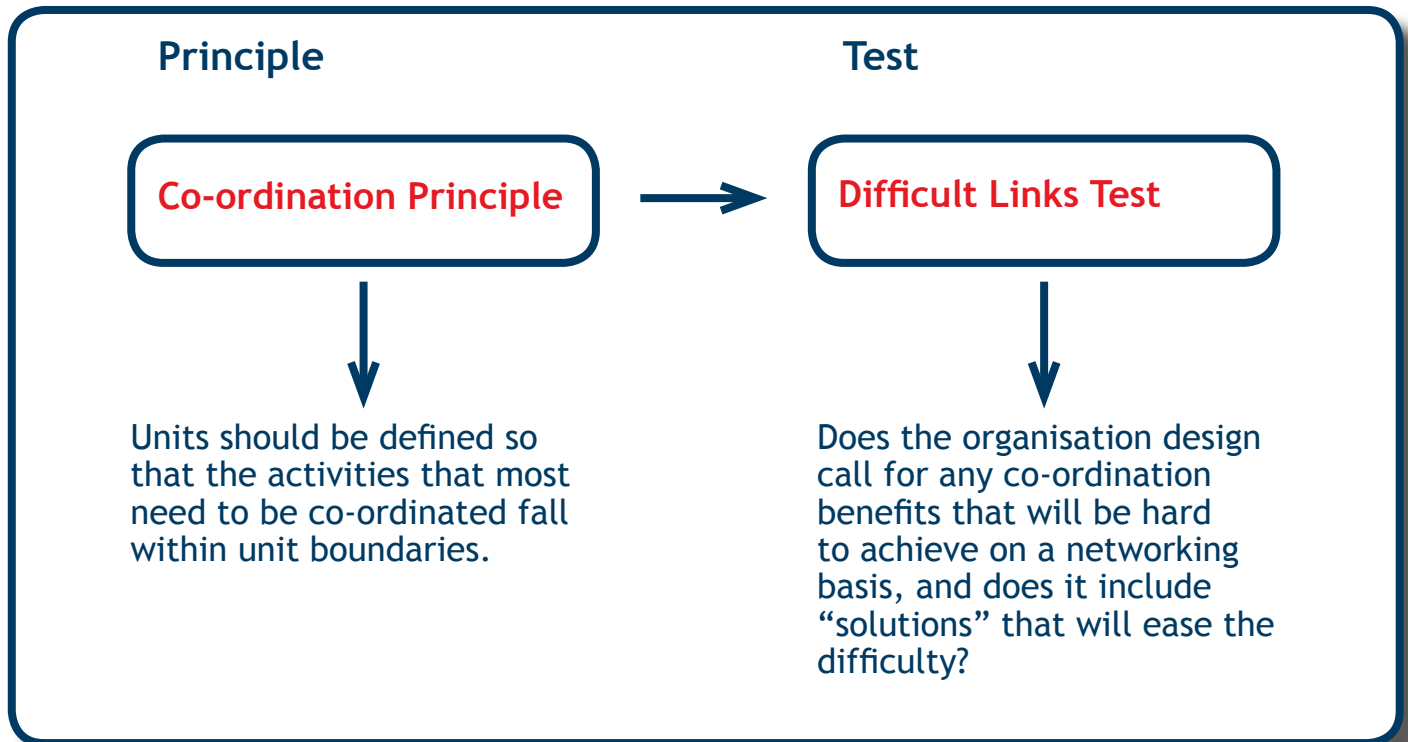
- Identifying examples from a local government environment of any “specialist cultures” and why and how they may need to be protected from the influence of a “dominant” culture
- Summarising the key points a design team should consider, including any particular challenges and prepare to present your findings to the whole group.

The slide above will be shown to the whole group to assist your presentation in addition to any flip chart paper you wish to use.

You will have 15 minutes for your discussions and 5 minutes to present your findings.

Nine Tests of Organisation Design- The Good Design Principles and Tests (Group Exercise).

Group 2 - The Co-Ordination Principle and Difficult Links Test



The co-ordination principle is mainly concerned with grouping responsibilities into units and considers the types of links that need to be established between them.

Consider how this principle and test may be applied in practice within the local government environment by:

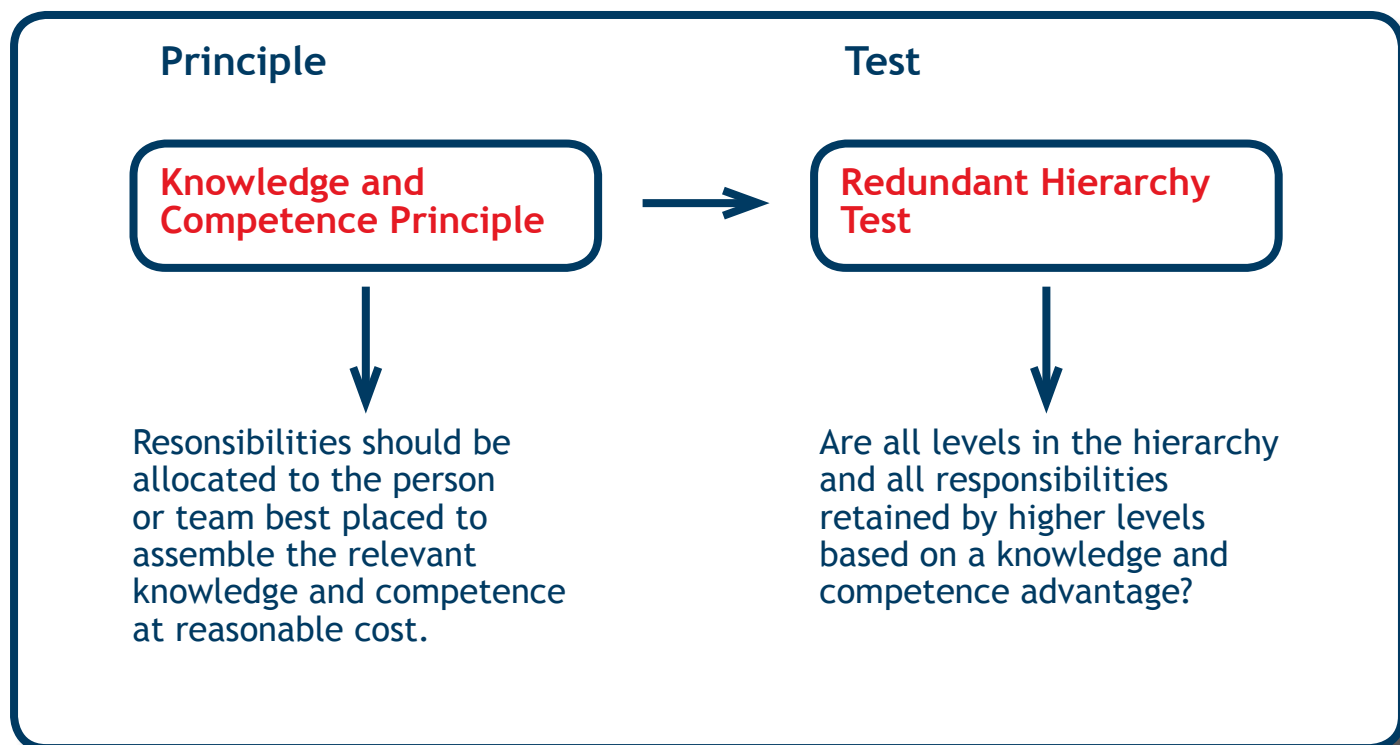
- Identifying examples from the local government environment of groupings where co-ordination must be formalised and how this is or can be done in practice
- Summarising the key points a design team should consider, including any particular challenges

The slide above will be shown to the whole group to assist your presentation in addition to any flip chart paper you wish to use.

You will have 15 minutes for your discussions and 5 minutes to present your findings.

Nine Tests of Organisation Design- The Good Design Principles and Tests (Group Exercise).

Group 3 - The Knowledge & Competence Principle and Redundant Hierarchy Test



This principle is mainly concerned with allocating decision-making responsibilities and rights to the right people at the right level of seniority.

Consider how this principle and test may be applied in practice within the local government environment by:

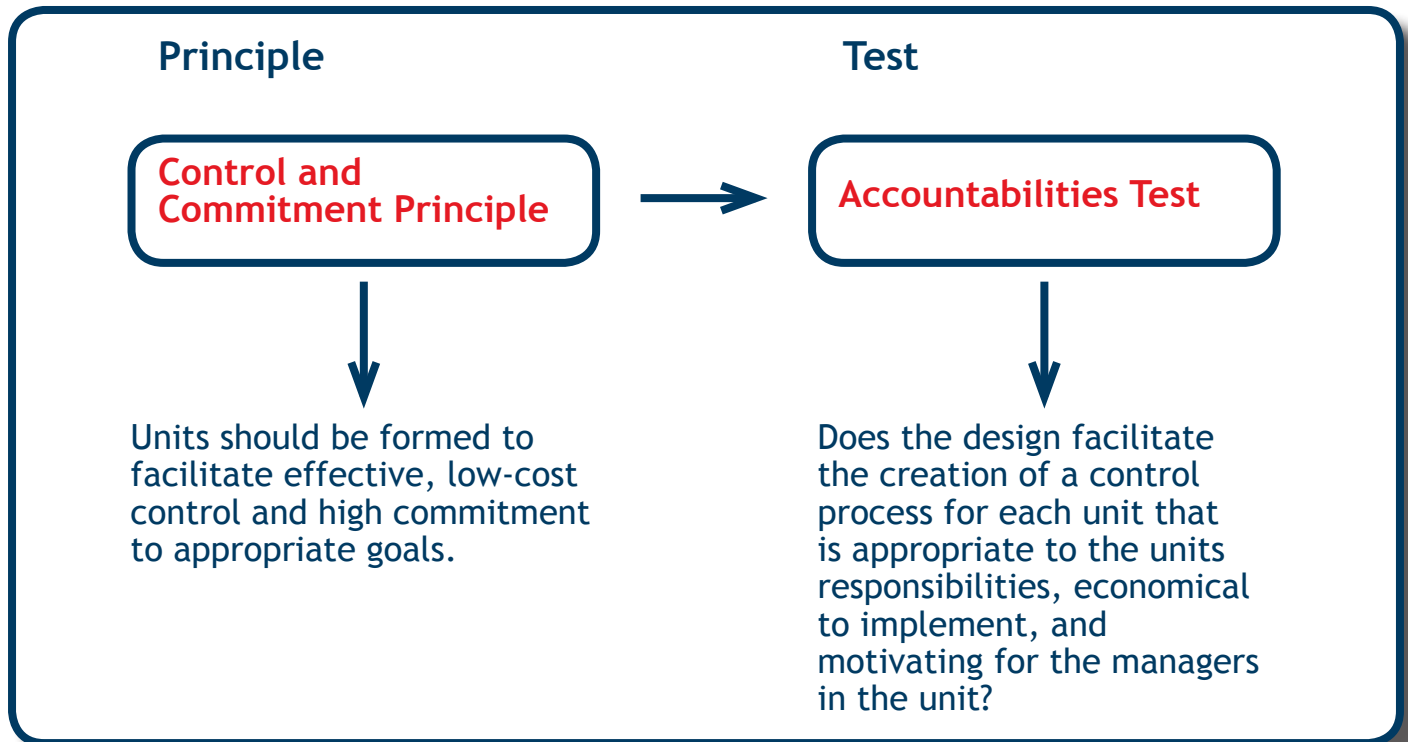
- Exploring whether there are examples within local government which could be “flatter” by removing levels of hierarchy that do not meet the test.
- Summarising the key points a design team should consider, including any particular challenges

The slide above will be shown to the whole group to assist your presentation in addition to any flip chart paper you wish to use.

You will have 15 minutes for your discussions and 5 minutes to present your findings.

Nine Tests of Organisation Design- The Good Design Principles and Tests (Group Exercise).

Group 4 - The Control & Commitment Principle and Accountability Test



This principle is mainly concerned with ensuring that even in a decentralised structure all work is controlled effectively and commitment, for example to high performance targets is maintained.

Consider how this principle and test may be applied in practice within the local government environment by:

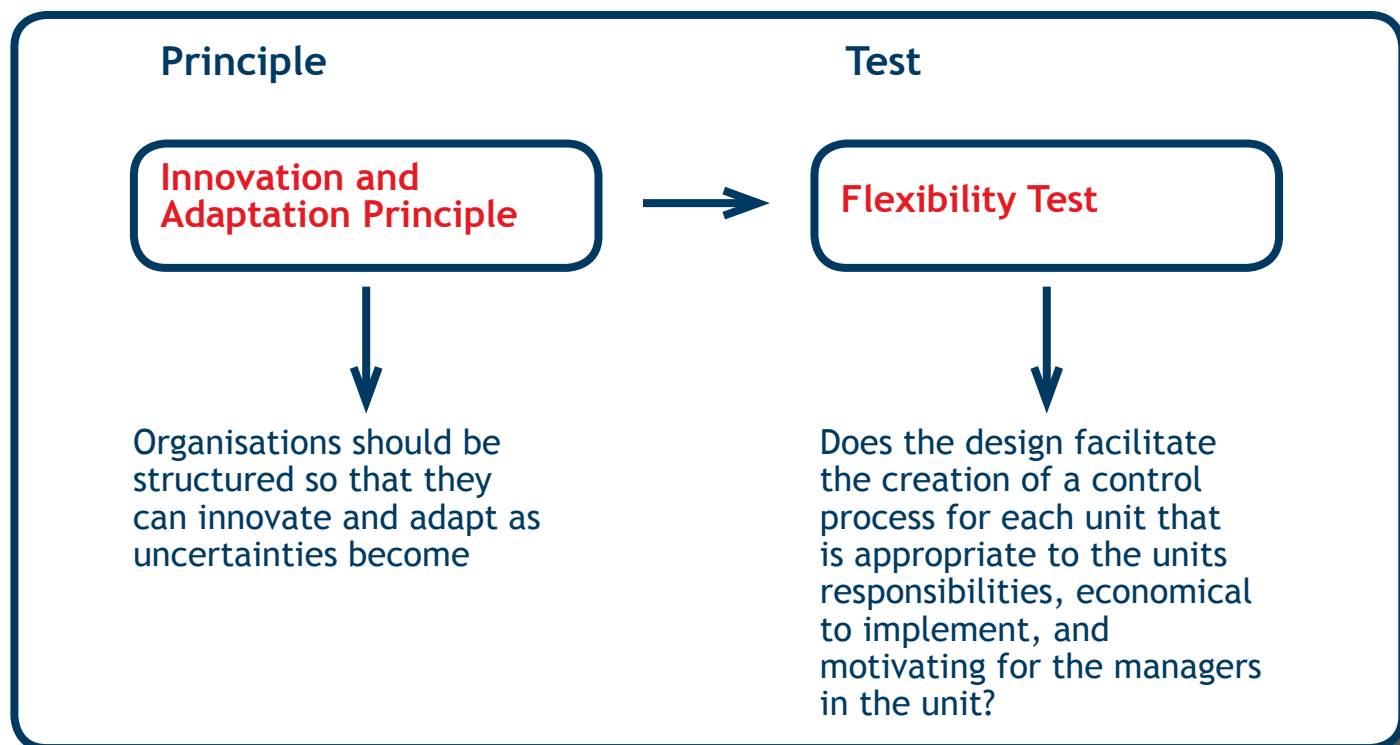
- Exploring examples of control processes from a local government environment and whether there is room for making them more cost-effective
- Summarising the key points a design team should consider, including any particular challenges

The slide above will be shown to the whole group to assist your presentation in addition to any flip chart paper you wish to use.

You will have 15 minutes for your discussions and 5 minutes to present your findings.

Nine Tests of Organisation Design- The Good Design Principles and Tests (Group Exercise).

Group 5 - The Innovation and Adaptation Principle and Flexibility Test



This principle is mainly concerned with the ability of an organisation to adapt and change and meet the challenges of an uncertain future.

Consider how this principle and test may be applied in practice within the local government environment by:

- Exploring examples from a local government environment of what such agile and flexible structures might look like in practice
- Summarising the key points a design team should consider, including any particular challenges

The slide above will be shown to the whole group to assist your presentation in addition to any flip chart paper you wish to use.

You will have 15 minutes for your discussions and 5 minutes to present your findings

Westerton House, Westerton Road
East Mains industrial Estate
Broxburn
EH52 5AU
Tel: 01506 775558
Fax: 01506 775566
Email: info@improvementservice.org.uk
www.improvementservice.org.uk

June 2012



The Improvement Service is devoted to improving the efficiency, quality and accountability of public services in Scotland through learning and sharing information and experiences.

