guide to workforce planning in local authorities

getting the **right** people with the **right** skills in the **right** place at the **right** time

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contents

introduction

This guide is intended for local authorities embarking on workforce planning for the first time, and for those reviewing their current workforce planning practices.

The guide is divided into four sections. The first section provides an overview of workforce planning, why it is necessary in local government, what is involved in the process, and who needs to be involved.

The second section looks at the workforce information requirements for workforce planning, and some of the requirements of a computerised personnel information system.

Section three sets out an eight-stage model for workforce planning in local government and provides guidance and tools for the implementation of this model. The model described can be used for authority-wide workforce planning, or can be adapted for smaller pilot schemes in individual services.

The final section provides case study examples of workforce planning undertaken by local authorities.

The Guide is based on a number of resources:

• a literature review of workforce planning commissioned from the Institute for Educational Studies

• a focus group of local authority practitioners

• case study research

The Guide has been produced by an EO team comprising Belinda Adams (Senior Consultant), Elaine Lacey (Regional Skills and Capacity Advisor), who are the principal authors, David Mellor (Head of Surveys), Nigel Carruthers (Regional Skills and Capacity Advisor), Lucy Darley (Research Officer), and Allan Robertson (Senior Negotiating Officer).

The Guide is part of an ongoing work programme, and other EO products are referred to at the end of the Guide.

The Employers' Organisation for local government would like to thank all authorities that have made their time, experience and expertise available to inform this guide. We welcome further case study examples from local authorities that are implementing workforce planning, and any comments or suggestions for further work.

Employers' Organisation for local government
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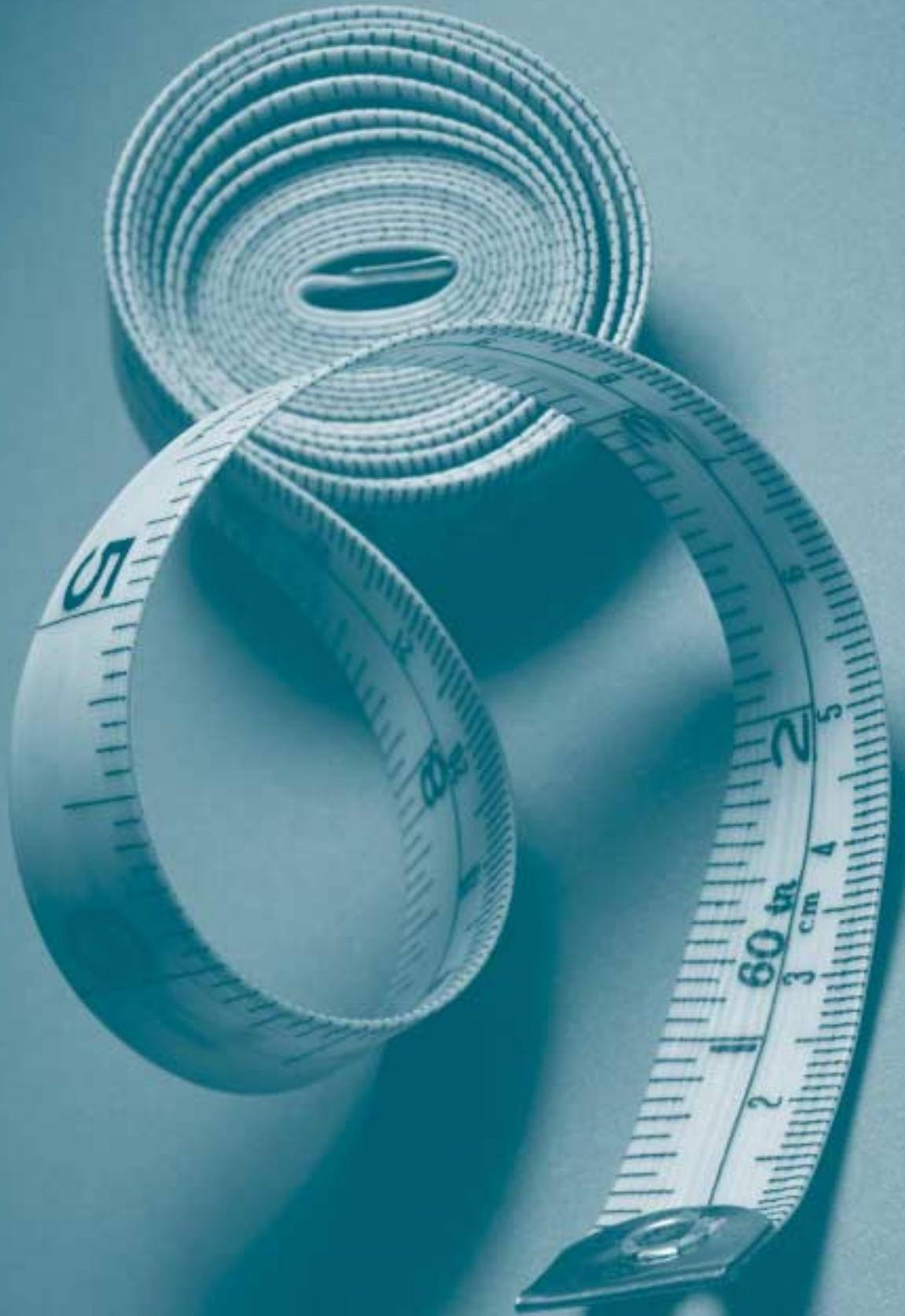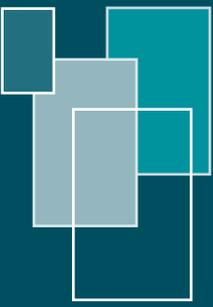
i   executive summary

why undertake workforce planning?

It's a cliché but it remains true that a council's most important asset is its people. Without the right people, it is unlikely that even the most comprehensive finance and business plans will deliver the step change in performance being demanded of local government.

The vast majority of an authority's improvement comes when the right people with the right knowledge, skills and behaviours are deployed appropriately throughout the structure.

Workforce planning is about how you achieve that match. Crucially, it can make the links between business strategies and your people plans for recruitment and retention, staff development and training. It is about how you get to where you want to be.

It also provides the opportunity for longer term thinking about future service pressures and needs, and what you need to do now to get workable strategies in place – not only for people development, but for financial and change management too.

We believe that workforce planning therefore has a central role to play in delivering improved services, and is an important issue for the corporate management of councils.

what is workforce planning?

At its simplest, workforce planning is about "trying to predict the future demand for different types of staff and seeking to match this with supply" ('A Health Service of all the talents: Developing the NHS workforce').

There is no one set model of workforce planning, nor is it a mechanistic or static process. Essentially, it is about analysing your current workforce, and then extending that analysis to identify the future skills and competencies needed to deliver new and improved services.

The comparison between the present workforce and the desired future workforce will highlight shortages, surpluses and competency gaps, whether due to external pressure or internal factors. These gaps become the focus of a detailed workforce plan, identifying and implementing strategies that will build the relevant skills and capacity needed for organisational success.

An ideal workforce planning system needs to be:

• holistic in its approach
• built around customer and service needs and the skills required to
  deliver them

- integrated with service and financial planning
- responsive to service changes and developments
- supportive of multi-disciplinary learning, development and working
- properly supported by management information systems

The Institute of Employment Studies (IES) has developed a helpful HR planning model to illustrate a workforce planning system, included as Diagram 1.

diagram 1: HR Planning Model
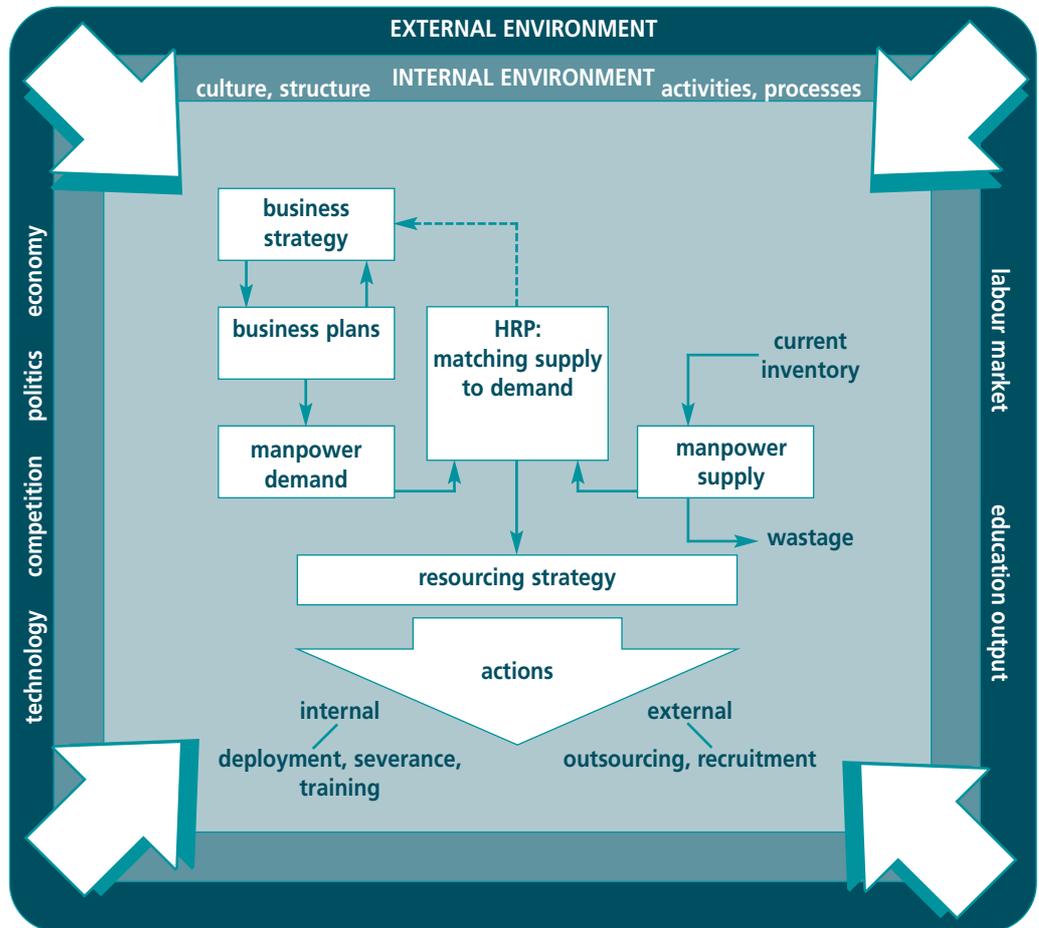
(Source IES)

main drivers for workforce planning

The main drivers for workforce planning are:

- **Political and policy change:** including Comprehensive Performance Assessment (CPA) in England, Wales Programme for Improvement (WPI) and Whole Authority Assessment (WAA) in Wales, other inspections, e-government, Best Value and Modernisation, the Race Relations Amendment Act 2000, which have significant HR implications for service delivery and employment practice.

- **Labour market:** Labour market trends have implications for recruitment and retention of local government staff, and authorities already face difficulties in some occupations.

- **Demographic and social change:** Demographic change such as the ageing population in the UK is affecting both the demand for services and workforce supply.

- **Technological change:** Technological change is leading to changes in service delivery, and changes in ways of working and the skills needed in the workforce.

benefits of workforce planning

Workforce planning is vital in helping councils to tackle problems such as staff shortages and staffing costs. It can help to ensure the delivery of quality and timely services, and can save money by cutting costs associated with high vacancies and turnover. Costly redundancies can be minimised if redeployment processes are taken into account during workforce planning. Careful consideration of the age profile of an organisation can ensure that skills gaps will not have to be met through costly interim measures, such as high numbers of agency staff and overtime payments. Demographic analysis of the workforce is a vital part of ensuring that workforce diversity policies are effectively implemented. Longer term workforce planning provides the opportunity to link training and development with future skills needs and devise strategies to meet these needs.

Workforce planning will help the organisation to:

- decide how many employees are and will be needed
- manage employment expenditure by anticipating changes
- ensure that sufficient and appropriate training and development is provided

- cope with peaks and troughs in supply and demand for different skills

- deliver improved services by linking business strategy to people plans

- retain employees and identify longer term workplace accommodation requirements

- implement diversity policies effectively

- manage staff performance and sickness absence

key tasks for senior managers and members

It is essential that members and senior management "buy in" to the process to ensure that the work is prioritised. A focus on workforce planning and its alignment with the strategy of the organisation is one of the most important tasks for chief executives and senior managers, and members need to be persuaded of the benefits of longer term planning.

Key tasks are to:

- apply a project management approach and identify a project manager

- set up a steering group

- have a work plan

- find high level champion(s) to own the process

- identify organisational capability gaps and work out how to fill them

- set timescales to fit in with other key business planning cycles

- set workforce priorities based on your analysis of issues such as labour market, demography, modernisation requirements

- ensure data sources fit the requirements

- ensure monitoring, follow through and feedback systems are in place

key tasks for HR team and line managers

Support from an information specialist who can interrogate information systems and coordinate data on employee numbers and skills is essential, and other specialist advisers, such as finance and learning and development colleagues, can make a valuable contribution to the workforce planning process.

However workforce planning must be seen as a mainstream management activity engaging the entire workforce and cannot only be undertaken by HR and personnel staff and consultants in isolation from business units and services.

The involvement of key managers and front line staff is needed to build up detailed information about present and future workforce needs.

Project managers should:

- Ensure that all staff and relevant external stakeholders/contractors understand their role within the overall planning framework
- Communicate with and involve frontline employees in the process, so that they are reassured and committed
- Consult where necessary on any changes being implemented
- Identify what data to collect and why
- Keep performance management data and training records up to date
- Review the plan regularly

timescales and scope

The first step is to agree timescales and the scope of the planning process, and then begin to collect appropriate data. For most organisations twelve months is the shortest timeframe on which to plan ahead. Many authorities have a three year business plan. Planning over more than five years may be more difficult, but some of the demographic issues facing the local government workforce, like the overall age profile, may require longer term plans.

An objective of workforce planning is to build a longer term context within which shorter term staffing decisions can be made. Workforce planning cannot and should not predict the future. It is a living document and will need to be reviewed in order to respond to changing circumstances. Regular monitoring will avoid 'strategic drift' and ensure that plans remain current.

Authority-wide workforce planning is the ideal for longer term cross-cutting issues such as the ageing workforce. However, service-specific short and medium term business-critical issues

identified by Best Value reviews, CPA (England), WPI and WAA (Wales) or other assessments can be a more practical starting point for some authorities to begin to build workforce planning capacity. Not all services will require the same detailed level of analysis and planning.

New ways of working in local government include increasingly 'joined up' services. Inter-authority arrangements are common as are arrangements with external and other partner organisations. Workforce planning will need to consider how organisations can work together to ensure that sufficient people with the right skills are in place to deliver a seamless service to the community.

methodology

Reliable, up to date information is crucial. The minimum data for effective workforce planning will include job title and job description, location and length of service, personal employee details and figures on vacancies, turnover and wastage, reasons for leaving and destination, qualifications and skills.

Assessment of the current position will be completed by training needs analysis and/or skills audits, mapped against business strategies, which will identify key competency and skills gaps that require addressing. Many authorities have adapted the balanced scorecard model for strategic planning which promotes linkages between business, finance, and people strategies for performance improvement.

Authorities also need to consider the wider external environment. Work study/activity analysis, trend analysis and forecasting are commonly used planning tools here. It may also be useful to apply a model like the PEST/LE model to help in thinking about issues which can impact on the authority. The model is a simple aid to identifying and analysing the impact of political, economic, social, technological, legislative and environmental factors that can impact on workforce planning.

When you have collected relevant data and analysed the current position of the council you will need to consider future needs. A useful tool here is scenario planning, considering a range of future scenarios to make your business strategy as flexible as possible.

The result will be an analysis from which you can develop a strategy or series of strategies to bridge the gaps identified. The workforce planning process should form the basis for the HR strategy. This will ensure the HR strategy is soundly based. Workforce planning should develop a broad strategy across the entire workforce, including the following approaches:

• Recruitment and retention policies and practices, including remuneration

• Training and development

• Skills mix, staff deployment, performance management and outsourcing

- General HR policies and practices

The above strategies should be developed with regard to equalities, organisational development and health and safety issues

conclusion

Effective workforce planning is an important tool to support authorities in maximising resources and building capacity in a structured and planned way. People are the key to successful improvement and capacity building and organisations that plan well are equipped to manage both day to day business needs and to address changing priorities.

ii   what are the key workforce information needs for effective workforce planning?

workforce data

The overall workforce planning system should be simple, systematic and well documented, supported through reliable and accurate data recording systems. Knowledge management systems need to be able to integrate and support a wide range of planning activities including workforce planning. People need to know why data are being collected and can play an important role in keeping information up to date and accurate.

An early hurdle can be that current information systems may not be capable of delivering the requirements of modern workforce planning. However, a reasonable analysis can often be undertaken by examining the suggested key data which include 'hard' or quantitative data and 'soft' or qualitative information about skills, reasons people leave and information from organisational health surveys.

Suggested minimum data for effective workforce planning:

- Job title – or relevant code
- Occupation
- Location within the authority
- Contracted hours
- Length of service
- Date of birth
- Gender
- Ethnicity
- Vacancies
- Source of recruitment
- Turnover and wastage, reason for leaving and destination
- Qualifications and skills data

computerised information systems

Those taking decisions on procuring and improving computerised HR/personnel information systems must have an understanding and appreciation of the full range of management information required.

Careful specification and construction of a computerised information system can also assist in service delivery by enhancing knowledge management systems. Diagram 2 illustrates the desirable features of a computerised information system.

Key questions about current systems:

- Is the right information available?
- Is it up to date?
- Is it easily accessible?
- Are data held centrally or locally?
- Is data analysis easy to achieve?
- What is the average lead-time from requests for information to the time supplied?
- Are regular reports supplied that inform business unit managers of key information?
- Is this information frequent enough?
- Are employees provided regularly with their own record to verify the accuracy of data held?
- Who has access to regular or irregular reports? Are these the right people to receive data?
- Who can update data?
- Does the current information system help or hinder the HR team and the wider business?
- Are managers consulted on the quantity and quality of information provided?
- Does the system support payroll needs?
- Are there adequate numbers of trained and experienced staff able to access and utilise data on the existing system?
- Does the current system meet the needs of the organisation? Is there a business case to support changing the existing system?

diagram 2: Computerised information system for workforce planning

1. availability of required and up-to-date information

2. easily accessible information

3. data analysis easy to achieve

4. short lead-time to available information

5. regular, accurate, timely and appropriate reports to managers

6. employee records are accurate

7. employees regularly check/update their own records

8. system support mechanisms in place are swift and professional

9. information only accessible to the correct people

10. system supports business needs

11. system supports HR Needs

12. managers are consulted on quantity and quality of information provided

13. system supports payroll needs

14. HR access is by well-trained & sufficient staff

15. review & monitoring of system replacement needs

16. review and monitoring of system upgrade needs

computerised personnel information system

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

iii the workforce planning cycle

The workforce planning cycle (Diagram 3) describes an eight stage, cyclical model for workforce planning. Although consecutive stages are described in this guide, in reality the process may not be so clear cut. There are a number of processes, which may not proceed at an even pace. Workforce planning systems are not necessarily neat and tidy and authorities should not be constrained by blockages or barriers in one phase, for example data collection, which prevent or delay consideration of others. For example, useful work can be undertaken around scenario planning without necessarily having all the employee data available.

phase 1 pre-planning

Time spent in pre-planning is essential to identify where key information sources are held and to identify who needs to be involved. It is also an opportunity to plan the level of resources required to support workforce planning activities. There is a need to identify at an early stage all external stakeholders/contractors who you may need to include in the overall planning process.

It is also important to scope who the key players will be (internally and externally) and ensure that they know and understand what is happening.

Authority-wide or service-based?
Research commissioned by the EO from IES suggests that to be effective plans should be 'right-sized', that is that they should aim to cover areas where they will have the most significant impact.

To avoid information overload and where capacity is limited, authorities need to scope the level of workforce planning required and the essential information needed. To do this it may be necessary to focus on smaller parts of the organisation or business, although strategic benefits may be lost. A holistic approach is recommended but it is recognised that not all services or jobs may require the same detailed level of analysis and planning.

Our research has identified two approaches to workforce planning in authorities. These are the organisation-wide approach or the limited service/directorate workforce planning project.

Authority-wide planning
This approach has tended to be found across a range of authorities that have an integrated history of workforce development and planning with a strong organisation development focus. These organisations have built capacity within the HR/OD function and have a strategic profile which enables them to carry out organisation-wide workforce planning. The key outcomes to this approach appear to be continuous job data analysis underpinned by comprehensive skills and job analysis which enable integrated and longer term business plans to be realised.

Diagram 3: Workforce planning cycle

pre-planning

1

data collection

2

assessment of current position

3

future needs and scenario palnning

4

gap analysis

5

strategies and action plans

6

evaluation against initial plans

7

process evaluation

8

workforce planning

resource implications
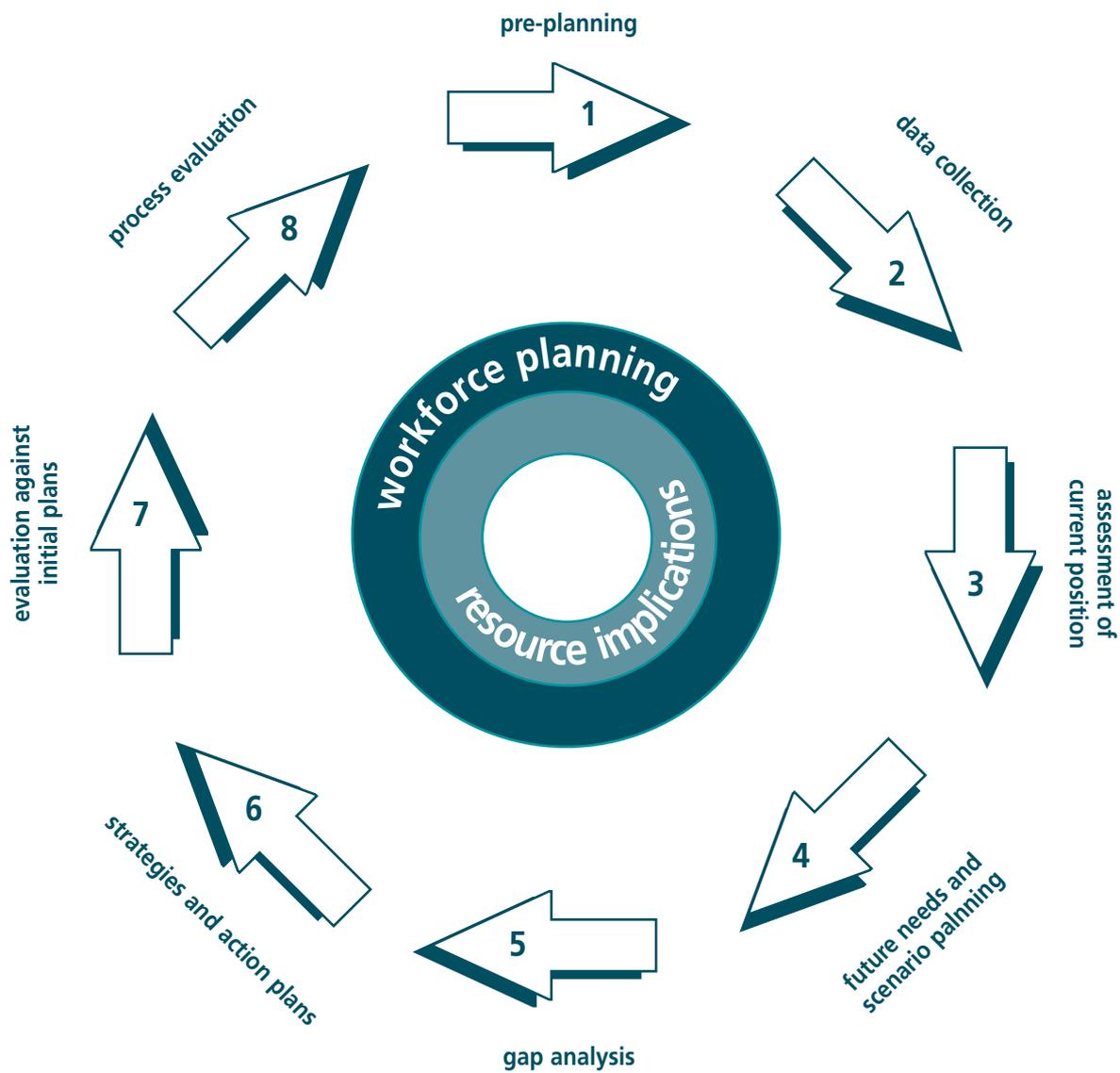
Service or directorate level planning

This approach has tended to be undertaken in authorities that are attempting to build workforce planning capacity from a low base. The key outcomes for this approach appear to be generating useful information from a variety of management information systems and bringing this together into a coherent framework for a specific service or directorate. Allied to this is the generation of quality information about the supply of skills internally, in the wider external labour market and partner organisations. This is being driven by the need to address both shorter term issues of recruitment and retention and longer term business needs like partnership working.

phase 2 data collection

The ability to gather accurate information must be the foundation stone for effective workforce planning.

This may be dependent on a number of external pressures such as legislative changes, outsourcing decisions, change management initiatives and recruitment and retention difficulties facing the organisation.

To consider the future it will be essential to look at a range of information (see Table 1 Workforce Planning Information).

A key data set for workforce planning has been suggested, see 'What are the key information needs for workforce planning'. It is important to ensure that the workforce data cover the whole relevant workforce, including temporary, agency and other types of workers not necessarily on standard working contracts of employment. In addition it may be necessary to consider workforce data from relevant partner organisations.

Effective links between financial data and employee data as well as supporting business strategy will ensure a holistic approach to planning. Initially this may be time consuming but once embedded the organisation will benefit from integrated planning systems.

Integration of diversity and equality considerations into workforce planning will help the authority manage equalities requirements under both the Race Relations (Amendment) Act 2000 as well as the new Equalities Standard.

The amount of information and the information sources will of course depend on what the organisation is hoping to achieve from the exercise and the breadth and depth of the exercise necessary for organisational success.

Skills and training needs analysis processes

To assist with planning for skills needs, it is helpful if appropriate skills and training data are stored centrally with other employee information. This process should ensure that employees have the skills to carry out current work, and to assist in training and development or recruitment plans to ensure that the organisation will be able to meet changes in skills needs or growth in future demands.

If training data are absent, a skills audit may be required to provide the information before the whole picture is revealed. This is easiest to do during the cycle of the annual performance management/appraisal process. This activity could be linked to employees checking their existing records, maximising the opportunity to update existing data. Employees may need reassuring about the purpose of skills audits and communication will be crucial to manage employee expectations and fears.

Assessment and development centres may help the organisation to identify where key skills gaps are occurring and provide the trigger for appropriate training or development interventions. Job analysis information can also help as this focuses on the job requirements and links this to the overall skills and competencies required by the people in those jobs. Performance management data help form an overall picture and identifies specific skills and abilities that will be needed to achieve individual, team and corporate objectives. Managers have a key role to identify emerging trends and changes in working patterns and practices in their area of work.

> **If you are engaging in a smaller exercise (eg service or directorate level), appraisals and individual training/development plans will provide the basis of skills information for workforce planning.**

table 1 – workforce planning information

planning	input	outcome

Supply Analysis –
    use of data collection
    tools
	• Workforce demographic and personal data including turnover
	• Workforce skills/experience/job data
	• Staff survey data, organisational health check information and exit interview data
	• Workload measurements
	• Performance management information
	• Establishment information
	• Outsourced contractual information and partnership information
	• Financial data, agency costs and on-costs
	• Labour market data, for example unemployment rates, local skills base
		• Workforce profiles, such as age, gender, job type, length of service, tenure, ethnicity, disability
		• Trends such as turnover, retirements, redundancies, skill changes, ill health, accident rates
		• Workforce skills information, current skills, training and learning data
		• Staff perception and involvement
		• Local labour market supply information

Needs Analysis	• Strategic objectives for the organisation • Management assessment of business plans and HR implications • Review of Best Value reports • Review of external inspection reports • Review of internal informal inspection reports and audit reports • Budget plans • Performance management information	• Future workplace trends • Implications of e-government • Workforce profiles, skills, numbers, occupations • Turnover, retirement projections • New responsibilities, changed roles creating different jobs and potential skills gaps • Proposals for filling skills gaps cost-effectively

phase 3 assessment of current position

Phase 2 should provide the baseline data about the current workforce in terms of current numbers and skills. This then needs to be developed in phase 3 by consideration of the wider environment and in phase 4, identifying the future needs of the organisation.

Using tools to handle qualitative data
It may be useful to apply the PEST/LE model to organise and promote thinking about the range of issues that face local authorities. Identifying future trends and applying them to the local context can help to make underlying assumptions explicit and to identify priorities.

table 2 – PEST/LE model for workforce planning

political issues	economic issues
• Accountability • Transparency • Equal opportunity • Diversity • Improvement CPA/Best Value • Partnership working • E-government • Public Private Finance	• Pay rates • Skill shortages • Economic development plans • Cost of living • Housing costs • Corporate risk
social issues	**technological change**
• Changing customer expectations and needs • More sophisticated market • Changing demographics • Changing employee expectations and needs i.e. work life balance issues • Inequalities and deprivation • Qualifications, skills and competencies • Flexible working opportunities	• Innovation - new equipment, new techniques, new methodologies • Information technology • Communications • Improved transport / increased mobility • New ways of working
legislation	**environmental issues**
• Service obligations • Employment legislation • Human Rights Act • Environmental legislation • European Directives	• Increased awareness and expectations • Local markets • Stricter controls • Pressure groups

Training needs analysis

Following data gathering, it should be possible to carry out an exercise to link skills to jobs. This exercise may already be carried out through performance appraisal and performance management processes. The benefit of carrying out this exercise as part of workforce planning is to ensure that integrated HR strategies can be developed to meet the future skills needs of the organisation.

The results of the training audit and the link to job analysis, which can then be cross referenced to the overall organisational objectives, provide organisations with the opportunity to identify skills surplus areas and consider whether there are re-training opportunities for individuals or groups of employees. Information gathered here can assist with redeployment and rehabilitation cases.

The final phase is considering how existing skills gaps can be filled and what strategic plans need to be considered to fill identified future skills shortages.

Development options include:
- **Formal training and re-training**
- **E-training**
- **Qualification training**
- **Occasional or refresher training**
- **Special projects**
- **Secondments and acting up opportunities**
- **Shadowing, on job training, mentoring, coaching opportunities**

phase 4 future needs and scenario planning

Once the data have been collected and the current position analysed the next key stage must be to consider the future needs of the organisation, recognising that the future is difficult to predict.

Table 3, Investigative Framework, takes key documents and aligns them against key baseline data in order to stimulate discussion around future needs. The results can be used to develop gap analysis and emergent strategies to manage future changes. Different business units may need to identify their own issues before this can be collated into a set of strategic plans for the organisation.

A further tool that has been suggested by research carried out by IES is Scenario Planning. They found that best practice in workforce planning considered a range of future scenarios, in order to maximise flexibility within the business strategy.

Generic scenario planning
Potential futures to consider

- **Increased partnership working with other agencies/organisations to deliver improved services**
- **Looser labour market easing recruitment and retention**
- **Tighter labour market increased recruitment and retention difficulties**
- **Impact of regional government**
- **E-government**
- **Increased financial freedoms potentially available from CPA process**

table 3 – investigative framework

| key document and information sources	key questions to establish 'baseline'	questions to promote future thinking
• Corporate plans • Business plans • Service plans • Strategic plans • Action plans • Inspection reports eg OFSTED/SSI (England), ESTYN/SSIW (Wales) • CPA reports (England) • WAA reports (Wales) • Best Value reports • Equalities action plans • Health and Safety plans	• What are the key priorities for the organisation during the planning period? • What are the potential internal and external environmental issues that are known at this stage? • What are the overall staffing numbers required within each part of the business? • Are the levels of skills appropriate within the business currently? • Are there any incomplete current initiatives that still need to be completed?	• What are the anticipated changes required in connection with re-structuring or business changes? • Are there any proposals to outsource any of the work areas? • How will new strategies, objectives, business plans change requirements for the future? • What are the external factors that affect the organisation? • Does the organisation have effective leaders who can ensure consistent improvement? • What are the health and safety implications? • Will risk assessments require review and revision?
• Financial reports • Control of corporate risk • Budget reports	• Are there specific issues surrounding budgets that are known at this time? • What is the training cost per head within the organisation? • What is the training cost as a % of the overall salary bill? • Are agency costs too high? • Is the use of interim measures to fill vacancies costing more than it should?	• What are the financial trends and issues facing the organisation and how might they influence strategy? • Are there any potential changes to funding levels?

table 3 – investigative framework (continued)

key document and information sources	key questions to establish 'baseline'	questions to promote future thinking
• Employee data records • Structure charts • Organisational development plans • Change management plans	• Staffing levels • Contract type • Gender, ethnicity and age • Length of service • Turnover and retention • Sickness absence • Does the organisation have the right number of people in place? Does the current structure, number of staff and skills levels support the future needs of the organisation? • Is there an appropriate ratio of managers within teams? • Do we have the right skills at senior, middle and junior levels? • Is there an appropriate amount of administrative support within teams?	• Does the organisation have the right number of people in place? • Does the workforce reflect the community? • Are potential barriers being effectively examined? • Are there any changes in the way that people work proposed for the future? (This may cover new information systems, the introduction of flexible working patterns) • Are there changes planned to the location of work (this may cover re-location and re-organisation of services e.g. one stop shops in the community, homeworking, teleworking) • How does staff turnover impact on each area of the business? • What problems do you anticipate in recruiting or retaining staff? • Is sickness absence an issue for individual work areas or for the organisation as a whole?

table 3 – investigative framework (continued)

key document and information sources	key questions to establish 'baseline'	questions to promote future thinking
• Recruitment and retention studies • Demographic information • Labour force information • Skills insight surveys • Legislative changes • Economic trends	• What skills are available in the external market? • Un/employment levels • Competitive employers • Reputation and relative status of local authority jobs • Housing costs • Travel costs • Nature of work environment • Cost of living indicators • Comparative pay rates (all sectors) • Are recruitment and retention difficulties affecting any areas of the business?	• Are there any skill changes that are going to impact on the organisation? • Are there any known legislative changes that are going to impact on the organisation? • What are the social and economic trends indicating? • What is the potential impact from external pressures? • Are working practices subject to change?

phase 5 – gap analysis

This phase involves a comparison between the future workforce needs identified in phase 4, with the profile of the current workforce identified in phase 3.

Gaps in the supply and demand for employees are likely to be caused by:

• Supply gaps associated with national and local labour market shortages. This may include a wide range of professions and in particular those of teachers, social workers, environmental health, planners and building control employees. Shortages may be more severe in some areas or regions.

• Changes in demand associated with modernising the way that services are to be delivered including changing roles, new skill mixes, different ways of delivering services eg outsourcing, partnerships, joint ventures.

• Skills shortages within the workforce. This may include basic/essential skills, customer care skills, managerial competences, project management and skills required to deliver e-government.

• Areas of inefficiency in the authority caused by poor performance management, inappropriate job design and under investment in training.

• Wastage caused by the ageing workforce including ill health and early retirement.

It is not always possible to produce very detailed workforce development plans for every group of staff in the organization. It is therefore, important to prioritise in the pre-planning phase those groups that have the highest impact on the business. (See Diagram 4)

Workforce planning will support decision-making regarding recruitment criteria and effective methods. Workforce costs can be reduced by identifying how services can be delivered most effectively and efficiently. Forecasting the type and number of jobs that are needed in the future identifies the skills, knowledge and behaviour needed by both existing employees and potential recruits. Anticipating future changes can allow remedial action to be taken like recruitment freezes and retraining to minimise the potential costs of redundancies. As working practices change workforce planning information will also provide information about the future workplace accommodation needs, thereby enhancing opportunities to control costs.

diagram 4 – prioritisation of gaps and needs

priority area for action

level of impact identified

priority 1   high impact and large gap
priority 2   high impact and small gap
priority 3   large gap and low impact
priority 4   small gap and low impact

large gap / small gap — gaps identified

low impact / high impact
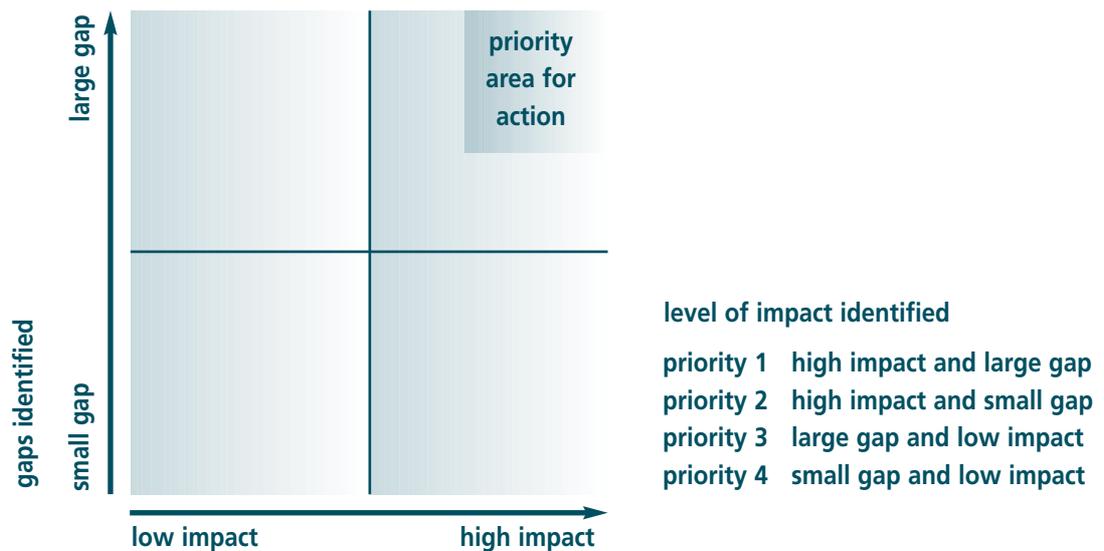
Succession Planning

Succession planning activities may happen in an unplanned and unstructured way. This can include, acting up, providing qualification and additional training that goes beyond the scope of the person's current job, or by providing a range of "stretching" activities to individuals as part of their normal day-to-day work plan. Succession planning may be viewed as contrary to equal opportunities, for example, where certain groups are under-represented. However, in a tight labour market there are strong business arguments for succession planning activities. These activities can certainly be justified where:

• Skills shortages very clearly cannot be met from the wider labour market

• Job areas for succession planning are identified through evidence based planning mechanisms

• Equalities issues are taken into account during the succession planning activities

• There is a need to retain good employees and provide development opportunities

• Jobs are open to competition to test the wider labour market

phase 6 strategies and action plans

General considerations for strategy development (See Diagram 5)

The next stage in the process is to consider strategies to bridge the supply and demand gaps that have been identified. When developing strategies, these are examples of some issues to consider:

- Ensuring that HR strategy documents and action plans are up to date and reflect the needs of the business

- Whether all strategies and plans are consistent with each other and the business

- The cost associated with the strategies for addressing competency or skill gaps

- Ways to maximise recruitment in order to minimise training needs of new employees

- The use of retraining or recruiting options to fill competency gaps

- The development of appropriate retention strategies

- Alternative training mechanisms

- Sourcing of skills through sharing of resources

- Cost-effectiveness of contracting

- Implementation of career development programmes and succession planning interventions

- Development of graduate and other trainee programmes, such as Modern Apprenticeships (England) or Modern Skills Diplomas for Adults (Wales)

- Performance management processes for the organisation that are robust, clear and transparent and are clearly linked to overall business needs

- Identifying wasted or hidden costs of human resource management plans

- Consultation required at an early stage, to ensure that stakeholders are involved and consulted, and to meet legal requirements regarding employees

Action plans should identify actions, timescales and the specific person(s) responsible for implementing them.

diagram 5 – potential developments arising from workforce planning

Diagram showing "business planning and strategies" at centre, surrounded by "workforce planning process and strategic development" and "resource implications", with the following potential developments radiating out: communication, team working, employee relations, record system and process, leadership, recrutment, retention, absence, rewards and benefits, health and safety, new technology and working practices, training and development, equalities, diversity, flexible working and work/life balance, performance management, change management.

phase 7 evaluations against initial plans

Review of outcomes

The Workforce Plan should be reviewed regularly, and the overall plan should act as a map for managers to ensure that the organisation has the right people, with the right skills, in the right jobs. Key questions to include when reviewing outcomes include:

- Are the people, skills and jobs appropriate to ensure that the organisational objectives can be achieved in the short term, medium term and long term?

- Is there sufficient flexibility within the planning process to ensure that change management initiatives will not be held back through people resourcing issues?

- Are outcomes thoroughly and regularly evaluated to assess progress against the overall plan?

- Are gaps being closed quickly enough to ensure that organisational objectives can be met?

- Are adjustments to the plan timely and effective?

Assessing achievements

Regardless of the method of assessment, some key questions will need to be asked to determine whether strategies and action plans are effective, and these may include:

- Were the actions and strategies completed?

- Did they achieve the required targets and outcomes?

- Were these targets and outcomes the right ones?

- If not, have the organisational needs been amended? Have linked strategies and action plans been amended to reflect this?

- Are all current plans still valid?

- Have any conditions that are changing or been expected to change been built into future or amended plans?

- Has a future evaluation been programmed?

- What are the results of external service inspections? What actions need to be considered?

Addressing the need for adjustments to strategies and action plans

After the above analysis has been conducted, steps to redress problem areas could include:

• Adjustment to timeframe for implementation for change

• Adjustment to content of action items

• Discussion/consultation with relevant people or groups

• Deletion of action plans if they are no longer valid

Communication

Changes to any of the plans or strategies needs to be fully communicated to key individuals in a timely manner to allow for work programmes to be amended and for individuals to raise any queries about changes that they may have. Consultation may be required with employees, stakeholders, clients/customers, contractors and this may need to be at a very early stage.

Similarly, when plans have been achieved all those who have been affected should be informed of the outcomes, acknowledging the people closely involved in its success.

phase 8 process evaluation

Workforce planning is an ongoing process of forecasting, clarifying and identifying organisational needs. This may include assessing competencies and implementing appropriate interventions. The process should be regularly evaluated to determine how well each of its component parts are functioning and where appropriate adjustments might be needed.

Determining the effectiveness of the process

Feedback should be gathered from front line employees, managers, contractors and where appropriate customers in order to determine whether the workforce planning process is robust and meets business needs.

This feedback can be gathered through a variety of methods and means such as interviews, focus groups, surveys, review of the quality of the workforce plan, etc. When ascertaining the effectiveness of the plan the following areas should be probed:

- What was expected from the process?
- Did this process produce a plan that is useful to managers in support of the organisational strategic goals and plans?
- What worked well and why?
- Were there areas that need improvement?
- If some of the steps did not work what remedies can be made to ensure that this works in the future?
- Was there enough time for managers to contribute to the overall process?
- Were the appropriate people involved? If not who else needs to be included?
- Were there adequate resources provided for the process?

Communicating change

Modification to the workforce planning process should be communicated to all relevant parties, ensuring that sufficient time is built in to allow future training needs to be met or for clarification of issues to be managed effectively. Appropriate actions will need to be identified to address process problems or inefficiencies. Any changes to the processes and subsequent impact on the people involved in current or future workforce planning initiatives need to be clearly communicated.
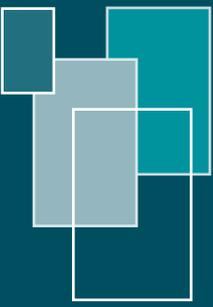
iv case studies

In the following pages of this guide are some case studies from local authorities that already carry out workforce planning, these authorities (along with other authorities), have helped to inform the production of this guidance document.

The case studies below take a range of approaches to workforce planning. At Tameside a "jigsaw" approach is used with each business unit working on their own workforce plan to feed into an overall workforce plan. The Medway case study is an example of a single directorate approach to workforce planning, and also illustrates consultancy involvement in the process. The Essex case study illustrates a detailed workforce planning exercise in a small area of one directorate, which is facing particular difficulties.

case study 1:
Tameside Metropolitan Borough Council

Tameside Metropolitan Borough Council has 9,100 staff and services a community of 220,000.

Tameside MBC is located in the eastern part of the Greater Manchester conurbation, and services the fortieth most deprived local authority in the country. Income levels sit at 83% of the national average and the area is heavily reliant on industries and occupations that are likely to continue to decline: a further 5,000 jobs are forecast to be lost from the manufacturing sector over the next 5 years. However, unemployment has recently fallen to one of its lowest levels ever. A range of key issues managed during workforce planning include equalities, turnover, age profiles and reward strategies as well as external forces such as labour market forces, demographics and skills shortages. Workforce planning is seen as essential to ensure that the Council can attract and retain people with the right levels of skills to support the needs of the community.

Workforce planning is an embedded practice within the authority and it is seen as an integral part of the overall business planning process. The HR function has a pivotal role in carrying out HR planning. Its role in the workforce planning process is to set the framework, advise on the process and supply data.

Like many authorities, Tameside is in the process of procuring a new computerised HR system, but currently battling with an ageing system, pushed to its limits to compile the necessary workforce data. The key skills needed, from an HR perspective, include excellent levels of HR knowledge and practices (including employment law and policy development), good communication skills throughout the organisation and strong technical skills to ensure that data are appropriately managed and analysed.

Typical data collection and analysis covers:

• Leavers

• Employees aged 55 and over

• Employees due to retire (i.e. those aged 65 within the planning cycle)

• Employees on fixed term contracts

• Age and service profiles of employees during the planning cycle

Information relating to employment law and organisational development issues is also gathered. Service plans, and internal and external operational factors are analysed to profile the desired workforce. The profile includes estimates of the number of employees needed and their required knowledge, skills and qualifications. A strategy to bridge the gap between the current situation and future needs is developed for each service.

While these plans ensure that the workforce is planned at service level, in order to maintain an understanding of the "bigger picture" a corporate HR plan, a sum of the service workforce plans, is drawn up. This plan evaluates the impact of HR policies and practices across the authority, such as early retirement, absence management.

The HR planning cycle currently is based on a 12-month cycle, which clearly links to the business planning cycle. Longer term planning is in the developmental stage. The HR cycle over 12 months covers:

• Annual review of previous year in April

• Quarterly review of current plan in July

• Half yearly review in October

• Preparation for plan for following year in December

• Three quarterly yearly review in January

• HR plan finalised in February

• Complete HR plan for following year in March

The Human Resources Strategy document can be fully cross-referenced to the workforce planning process. The Council has strong systems of performance management and robust systems of monitoring in place to ensure that service delivery is well supported.

This process is not simply a "tick box" exercise - Tameside have examples of real and sizeable issues they have addressed through workforce planning. One example is the redeployment of home care staff to classroom assistant roles, following a decision to increase the outsourced element of the home care service from 33% to 75%.

John Dyke, E-HR Advisor at Tameside, describes the key elements to their success: 'Workforce planning is set inside a robust overall planning framework, and the medium term HR strategy is driven by organisational needs. The Chief Executive drives the process, so all staff recognise organisational development as a core priority for the council. Effective workforce planning has been crucial in supporting our organisational change programme and developing a more flexible environment."

case study 2:
Essex County Council

Essex County Council employs a total of nearly 40,000 staff and has a budget of around one billion pounds a year.

The Council is currently implementing a scheme to centralise workforce information gathering across the whole council, and has developed an Oracle computer system to centralise data previously held in departmental databases. Lack of centrally held information to date had hindered workforce planning at authority-wide level.

The Essex Children's Services workforce planning project was driven by a 25% deficit in the number of qualified practitioners in social work. Essex had double the 11.3% national Social Services vacancy rate, with particularly acute services among field staff, and practitioners at the higher levels. There was stiff competition with other authorities to attract a small pool of qualified practitioners.

Since there was limited opportunity to increase numbers of qualified practitioners through recruitment, the council explored opportunities to maximise the capacity of the current workforce. The department believed that there was scope for qualified practitioners to delegate some activities to administrative support staff. In order to explore this hypothesis further, it was decided to model the current workforce activity via a survey covering three job families within the directorate: Care Management, Specialist Health and Community Support. The survey would also create an opportunity to identify human resource opportunities and issues, relating to staff performance and capacity.

The survey was presented in three sections, the first of which sought basic information such as staff name, role and contract type. The second section of the survey requested information regarding how staff spent their time during a selected week and the volume of service activity during the same period. The third part of the questionnaire gathered the views about how recipients thought that the service might or should change and how this should be reflected in their role. Recipients were asked to identify any:

• Tasks that should cease

• Tasks that should be done in less time

• Tasks which could be done better by someone else

• Tasks that should be allocated more time

• New tasks that should be undertaken

• Tasks that they should undertake that are currently done by someone else

An abbreviated copy of the Essex survey is included as Appendix 1. The full version can be downloaded from **www.lg-employers.gov.uk/recruit/working_planning/cases**

Initially, a workshop was held to communicate the aims of the project, and the intended benefits of developing a new workforce model. The survey was distributed to over 500 staff.

Initial response to the survey was low, and visits were made to community support resource centres to help groups of staff complete their returns.

Once the survey results had been collated and analysed, a second workshop was held to allow practitioners to discuss the findings, consider changes in the nature and pattern of existing roles, and help shape the agenda for discussion with senior service managers.

Information gained from the survey led to the development of a number of proposals which were then discussed with senior management, including the development of multi-agency health care and a proposal for professional input to developing the skills levels of staff in residential/private homes. The information gained regarding how time was spent across the service offered a valuable snapshot for senior managers, raising a number of issues to be considered in more detail.

This approach is labour intensive, and not feasible to apply across an entire authority, however it can provide detailed information where certain services face particular difficulties. While certain outcomes were successfully achieved by the Essex project, the project team encountered some difficulties in this exercise due to lack of staff support and participation. Internal evaluation of the Essex experience identified the following factors as key to success for the workforce modelling approach:

• Communication with staff and liaison with the union at every stage of the project, to ensure clear understanding of the project aims, and to gain staff support and participation.

• Careful planning of staff survey to ensure high survey return rate.

• At least one member of the project team should have strong analytical skills to enable careful survey design, and analysis of the data captured.

• Pro-active engagement of managers to ensure their ownership of the issues raised through the survey process.
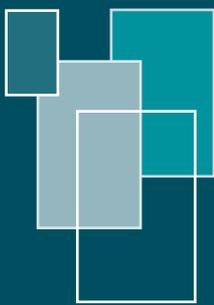
case study 3:
Medway Council

Medway is a unitary council providing services to a quarter of a million people. The current workforce is over 7,000 people and was created in April 1998 taking over services formerly provided by Kent County Council, Rochester upon Medway city council and Gillingham Borough Council. The new directorate, Health and Community Services, was created (which includes Social Services and Housing) in a recent re-organisation.

The workforce planning project has been driven by a business need identified by the Director of Health and Community Services. It was recognised that current workforce planning practices would not meet the challenge of the Care Standards Act and the changes in the way services were being delivered.

In July 2001, the Director identified the need to produce a strategic report drawing on workforce planning data in order to maintain the current workforce and respond to the challenge of future workforce requirements. The increasing complexity of the social care sector with statutory minimum qualification levels, partnership working with Health Authorities and contractual arrangements with the private sector, made effective workforce planning a key business priority for the Directorate.

A template (see Appendix 2) was developed to support the compilation of detailed workforce information needed. This revealed the shortcomings of the current human resource management information system. The system was payroll driven and could not produce the data required.

At this stage it was decided to take workforce planning capacity forward as a strategic Organisation Development project. An external consultancy company was contracted to support the project.

Stage One of the project tasked the consultant to produce the workforce data required for the strategic planning report. In recognition of the need to be proactive on strategic issues, Workforce Planning and Development teams, representing each of the Directorate's services, have been set up to feed into the process. The teams are to consider recruitment, retention, impacts on future staffing, new roles/working practices, new skills/competencies, training and development implications (See Appendix 3). In addition labour market data, including qualifications, local labour market characteristics and comparative data on pay have been collected to inform planning discussions.

Defining which issues will have the greatest impact, which are the most important in terms of service delivery and what are the acute difficulties will support the identification of priorities for action. The final stage is to align current initiatives with these priorities and to plan further initiatives which address workforce issues.

The key success factors of the approach are considered to be:

A senior manager who could champion the project at a corporate level, raising the importance of effective workforce planning activity.

Workforce planning and development being seen to be driven by identified business needs and not by the HR/Personnel department, leading to sustainable, strategic action embedded in the business.

Proactive engagement of managers across the entire Directorate through the Workforce Planning and Development teams, creating ownership and mainstreaming the issues of workforce planning and development.

Securing expert support and additional capacity through the engagement of consultant advice (particularly in respect to overcoming the problem of inadequate data generated by the management information system).

appendix 1:

Essex Children's Services - activity survey for practitioners

guidance on completion

The attached survey comprises three sections; the first of which gathers general information, the second seeks data regarding tasks undertaken during a sample week and the third gathers your views about how roles within the Children's Service should develop over the next three years.

To help with gathering and analysing data, practitioner job titles within your part of Children's Services have been assigned to one of three job families; Senior Practitioner, Social Worker or Family Support Family. These job families are explained in more detail on the final page of the survey document.

Completing Section A

This section seeks information about you and the post you occupy. The personal questions are optional so if you prefer you can contribute anonymously. However, answering these questions would enable us, where necessary, to clarify any information provided. Irrespective of anonymity, completed surveys will only be seen by project team members and information presented without reference to individual staff. If you job-share, please complete one form that covers both members of staff.

Completing Section B

This section seeks information about how you spent your time during the **week commencing 4th March 2002**. To help this process a list of tasks considered relevant to each job family is provided. As staff may undertake tasks that are not pre-printed on the attached forms, space is provided for these to be added. Space is also provided to record the time taken by general activities, for example meetings, training and supervision.

Completing Page 4 (Adjusted Time).

This page makes allowance for the **week commencing 4th March 2002** to be different from a usual working week. If the week of the survey differs from your usual time due to a temporary change of duties/practice, (unusual amount of meeting) then this page enables you to allow for that activity or task. An example is given.

This section, which contains grids designed for each job family, can be completed in 3 steps.

Step 1 - Selecting the correct grid

Please select the grid relating to your job title and disregard the others. If you are unsure which grid to use you can identify the family group to which your job belongs by using the attached list.

Step 2 - Completing Columns 2-8

Please use these columns to record the time you spend each day on each of the tasks identified in Column 1. Time.

Recordings can be rounded up turn 12 minutes into either 10 or 15 minutes, which closely represents the norm.

Please identify under 'Other Tasks' any task that you undertake that does not appear on the grid, providing that this normally accounts for at least one hour of your time each week

Step 3 – Entering the Total Time this Week (Column 9)

Please add the daily figures in Columns 2-8 and insert the total in Column 9. When entering weekly totals please provide information in hours and minutes (e.g. 3 hours and 40 minutes should be shown as 3 hrs 40).

Completing Section C

This section seeks your views regarding how your role should change over the next three years. In completing this please consider how you think the service will need to change due to legislation, policies etc. as well as how you might like it to change. Where questions ask for an indication of how much time will be needed or saved as a result of undertaking, changing or ceasing certain tasks, only approximate figures are requested. It would be a great help if you could identify specific tasks rather than use general terms like administration or meetings.

section a – general information

The first part of Section A seeks personal information and the second part information regarding your job.

Please select the grid relating to your job title and disregard the others. If you are unsure which grid to use you can identify the family group to which your job belongs by using the attached list.

Personal Information (Optional)

First Name .... Surname ....

Work Telephone .... E-mail ....

☐ If, in addition to completing this survey, you would be willing to participate further in this review, please tick this box.

Job Details (Please Complete)

Team Name (ie CAFS Colchester) ....

Job Title ....

Work Address ....

....

....

Postcode ....

Contract Basis: ☐ Full Time   ☐ Part Time   ☐ Hours Per Week

If you are allocated a caseload please indicate the size of this on the 4th March 2002

☐ Service Users   ☐ Carers

section b – activity survey

Section B contains 3 grids. Please complete the one that relates to your job title.

Adjusted time	Mon 4th	Tues 5th	Wed 6th	Thu 7th	Fri 8th	Sat 9th	Sun 10th	Total time
1	2	3	4	5	6	7	8	9
Specify task (plus or minus times)								
Assessment/direct client contact due to staff sickness	+1 Hr 30 Mins	Hr +30 Mins	Hr Mins	+2 Hr 0 Mins	+1 Hr 30 Mins	Hr Mins	Hr Mins	+4Hr Mins
Report writing	Hr +45 Mins	Hr Mins	Hr Mins	Hr +45 Mins	Hr Mins	Hr Mins	Hr Mins	+1Hr 30Mins
Panel meeting cancelled	Hr Mins	Hr Mins	-2Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	-2Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins

Senior practitioner family

| 1	Mon 4th		Tues 5th		Wed 6th		Thu 7th		Fri 8th		Sat 9th		Sun 10th		Total time	
	2		**3**		**4**		**5**		**6**		**7**		**8**		**9**	
Assessment & Reviews																
Information gathering and meetings	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Initial meetings and contacts	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Report writings and case recording	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Formulating intervention plan/method	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Implementing package including finance	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Attending professionals meeting/reviews and recording	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Data inputting	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Consultancy/Facilitator/Mentor/Teacher																
Managing informal/formal complaints	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Co-working/case management	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Preparation and participation for team meeting	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Practice teaching/mentoring/assessing D32/33	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Report production	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Case Management and Court Work																
Report writing/case recording	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Court attendance	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Attending professional meeting/reviews and recording	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Implementing court instruction	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Direct work with Children/Adults	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Information gathering/telephone/correspondence	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins
Other Tasks (please describe)																
Sub Total (Carry Overleaf)	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins	Hr	Mins

N.B. Only one sample page of this section has been included

section c – the future

This section seeks your views as to how you think your role should change over the next three years.

Tasks specifically you consider should cease
1. Which tasks, if any, do you undertake that you consider should cease?
2. Approximately how much time would you save each week if these tasks were to cease?

Tasks that you consider could be done in less time
3. Which tasks, if any, do you undertake that might be completed in less time than at present?
4. How might a reduction in the time taken be achieved?
5. Approximately how much time would this reduction release per week?

Tasks you do which could be done better by someone else
6. Which tasks, if any, do you undertake that would be better performed by someone else?
7. Who might be better placed to perform the tasks?
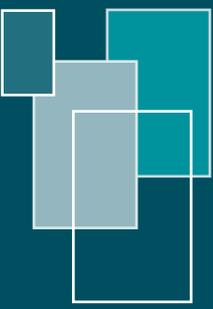
Tasks that should be allocated more time

9. Which tasks, if any, should have more time allocated to them?

10. Approximately how much more time each week should be allocated to these tasks?

New tasks

11. Which new tasks, if any, should be undertaken in order to better meet the needs of service users?

12. Approximately how much time each week should be allocated to these new tasks?

Tasks someone else does that should be done by you

13. Which tasks, if any, currently undertaken by someone else would be better performed by you?

14. Who currently undertakes these tasks?

15. Approximately how much time each week would you need to undertake these tasks?

appendix 2:

Medway Council Health and Community Service Directorate workforce planning and development dataset

Staff numbers by staff group and directorate	
Actual People "head count"	Whole time equivalents WTE
Contract type*	*temporary, agency, other
☐ Full time ☐ Part time ☐ Zero	
Gender	
☐ Female ☐ Male	
Ethnicity	
Census categories	
Age	
☐ 16-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55+	
Length of service of leavers	
☐ <1 year ☐ 1-5 years ☐ > 5 years	
Turnover by staff group and directorate	
% of leavers	Actual people "head count
Sickness by staff group and directorate	
% of contract days	
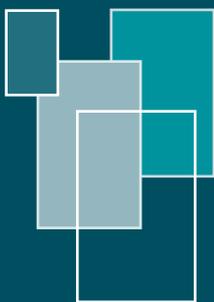
appendix 3:

Medway Council Health and Community Service Directorate workforce planning and development framework

Current Recruitment and Retention issues	
Recruitment	**Retention**
• Which are the 'difficult to recruit to' posts?	• Where is turnover particularly high?
• Why are these difficult?	• What specific skills are being lost?
• What are the current skills shortages?	• What factors cause turnover?
• What is the impact of recruitment problems on the service?	• What is the impact of high turnover on the service?

Future Workforce requirements	
Service issues	**New roles/working practices**
• Modernisation requirements	• New models of service delivery e.g. partnerships, therapeutic advances
• Impact of Legislation	• Specialist staff, generic roles, support roles, breaking down professional boundaries
• Demographic changes that impact on service	• Contracts / annualised hours / shift patterns
• Best Value reviews	
• Service plans and developments	**New skills / competencies**
Staffing numbers	• Continuous Professional Development
• Planned changes	• NVQs
• What is the short, medium and long term impact?	• Behavioural / competency frameworks

Training and Development Implications	
• Which staff groups are affected?	
• What areas do they need development in?	

Workforce Planning and Development Action Plan

Key areas	Current initiatives	Planned initiatives
• What are the most acute staffing shortages? • Where are the largest increases in staffing numbers required? • Which of these increases relate to difficult to recruit staff groups? • Which areas have the greatest impact on service delivery? • Which future changes are the most important to achieve?	• What work is currently ongoing to address recruitment and retention issues? • What work is being done on new roles and working practices? • What training programmes are in place to develop staff for the future?	What further work needs to take place to ensure that: • The necessary additional staff are recruited? • Where they cannot be recruited, the work can be covered in a different way? • Current staff have the right skills to do the work required? • New roles required are developed? • New working practices are introduced? • Appropriate training and development programmes are put in place?
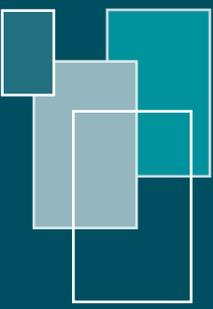
EO publications and services that can help you with workforce planning

Advice on workforce planning

The EO has established a web area to disseminate advice on workforce planning. This includes case studies, downloadable tools, useful web links and the opportunity to get in touch with workforce planners from other authorities. The EO has appointed Regional Skills and Capacity Advisors to provide direct advice and guidance to authorities on Workforce Development activities.

For further information visit our website at:
www.lg-employers.gov.uk/recruit/working_planning/
or contact **Jonathan Trubshaw on 020 7296 6503**

Workforce planning consultancy service

The EO can provide you with a tailored service for all your workforce planning needs – departments, service areas or whole authorities. For a free quote or informal chat, please contact **Jo Fowles on 020 7296 6640**

The Local Government Workforce Development Plan

The Local Government Workforce Development Plan (LGWfDP) 2001-2004 sets out the key challenges facing authorities and outlines what action needs to be taken at local and national level to develop the workforce across the board to address these challenges. It has four key aims:

- to improve leadership development
- to improve employee development
- to improve the development of e-skills
- to address current and future recruitment and retention issues.

A consultation to revise the LGWfDP and up-date its targets to reflect the current issues facing local government is being undertaken in 2003.

For further information please visit:
www.lg-employers.gov.uk/skills/workforce/
or contact **Joan Munro on 020 7296 6579**

Skills Foresight Senior managers' teams

This report predicts the skills of senior managers that local government is likely to require in the next five to 15 years. Councils can use it to map their current members of staff against future skills requirements and to design development pathways.

For further information visit our website at:
www.lg-employers.gov.uk/skills/ foresight/smt.html
or **contact Jonathan Trubshaw on 020 7296 6503**

Recruitment, retention and workforce surveys

The EO collects information annually on recruitment and retention difficulties being encountered by councils. This information also highlights skills gaps for particular groups of staff. The surveys provide a "snapshot" of the difficulties faced by local authorities.

For more information about these surveys please visit our website at:
www.lg-employers.gov.uk/recruit/workforce_surveys/
or contact **David Mellor on 020 7296 6638**

The Employers' Organisation for local government is the national body for local authorities as employers. We provide expert advice and information on people management and development in local government, and lead the formulation of policy on some employer issues. The main functions of the Employers' Organisation include:

- National negotiations on the pay and conditions of local government and other public sector employees, advice on the operation of various national agreements and administration of various exams and awarding body functions

- Expert advice on human resource management and employment law issues

- Advice, support and consultancy on wide range of people management issues including: personnel and industrial relations, health and safety, and procurement issues

- Research and management information on pay and employment in local government

- A futures service to anticipate changes that will affect local authorities as employers

- Strategic information and advice on skills development and workforce training and development

- Advice and information on diversity issues including race, gender, age and disability.

For further information, please contact:

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Layden House
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