



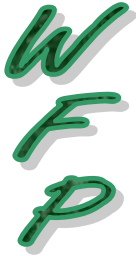
Stanislaus County Workforce Planning



Fostering knowledge transfer

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STANISLAUS COUNTY WORKFORCE PLANNING PROGRAM



INTRODUCTION

Stanislaus County is faced with the challenge of recruiting and retaining a workforce capable of delivering efficient, quality services to our citizens. It is critical to the success of Stanislaus County that important knowledge and skills are maintained as key staff members retire. Increases in turnover and intensified competition for qualified employees, makes it imperative that we retain the intellectual capital and skills that employees possess. The County's continued organizational excellence depends on our future leadership. The County has taken a proactive approach to this challenge by developing a **Workforce Planning Program (WFP)**. The objective of this program is to promote a culture of learning and development throughout the County and to provide practical tools to employees as they strive to increase their skills.

WHY WORKFORCE PLANNING?

Workforce Planning has the goal of having the right number of people, across the organization, in the right place at the right time. It involves planning for tomorrow...today. As more employees retire we need to have a system in place for knowledge transfer. Based on national statistics, for 15 years there will be a 24% gap between the number of available employees and the number of jobs. For every 20 positions open, there will only be three people to fill the jobs—not experienced qualified applicants, just warm bodies. Since June of 2006, the County has rehired over 100 retirees. Currently, the County has approximately 300 employees with more than 20 years of service. This is why it's important that departments ensure that knowledge is being transferred. Departments that analyze potential gaps and develop strategies to address the gaps between current and future workforce needs will be better able to face the challenges ahead. Managers can help by encouraging retiring employees to mentor other employees before they leave. Important processes in each department should be documented and archived so that others can learn and benefit. Just as in track, when one runner passes the baton to the next runner, so too should County employees pass the knowledge baton.

CORE COMPETENCIES

Core competencies are the characteristics of an employee that results in effective performance on the job. It is the "how" of job performance. The County has identified 11 leadership and business core competencies. Stanislaus County benchmarked the workforce planning efforts of other counties and states by conducting interviews and reviewing written materials. Research was conducted to determine the most frequent core competencies used in the private and public sector. Separate focus sessions were held with Department Heads, Human Resource Managers, and the CEO Executive Leadership Team. Each group was asked to identify and rank core leadership and business competencies into one of three categories:

- Essential
- Very Important
- Nice to Have

The data was analyzed and eleven core competencies were selected based on the highest number of participants ranking that competency as essential. The general categories of leadership and business core competencies include:

1. Building Effective Teams
2. Communication
3. Conflict Management
4. Customer Orientation
5. Effective Decision Making
6. Employee Performance Development & Coaching
7. Ethics & Integrity
8. Financial & Resource Management
9. Managing Vision & Purpose
10. Organizational Performance Management
11. Strategic Management & Planning

Each of these eleven (11) leadership and business core competencies were then defined for upper level manager, middle managers and first line supervisors. An assessment was conducted to ensure there was a progression of increasing responsibility of knowledge and skills for each of the core competencies as you move from one level to the next. Based on this analysis, the County initiated a competency-based approach to leadership development. Core competencies are mentioned in recruitment flyers and have been added to the appropriate management job specifications online.

TECHNICAL COMPETENCIES

Technical competencies are those unique set of skills, knowledge and abilities that make an employee successful in a certain position or particular job classification. Technical competencies will be identified by each department and/or division within a department and not performed countywide.

VOLUNTARY PARTICIPATION

Participation in the Workforce Planning Program is totally voluntary. Employees who embrace learning and developing their personal skills are welcome to participate. Employees must be self-motivated and take the initiative to develop new knowledge within the framework of the program. The County encourages employees to be responsible for their own learning and growth. Human Resources will help train departments in Workforce Planning to ensure that employees are aware of the leadership development opportunities. Tools, templates and samples are included in this mini-manual to assist employees.

COMPONENTS OF THE WORKFORCE PLANNING PROGRAM (WFP)

- Not Pre-Selection;
- Self-initiated;
- Self-directed;
- Target groups—Upper Managers, Middle Managers and First Line Supervisors;
- Competency based focus;
- Customized Individual Learning Plans;
- Supervisor Academy offered at the Learning Institute;
- Learn by doing;
- Practical application which shows you have applied relevant competencies in work situations;
- Equivalency provisions for prior experience and/or training; and
- Portfolio—collection of materials that shows competencies have been learned and applied in the real world.

STEPS IN WORKFORCE PLANNING

Step One—Identify Key Positions for Succession

These classifications and positions have been identified by the focus groups as: Department Heads, Assistant Department Heads, Deputy Executive Officer, Manager IV, Manager III, Manager II, Manager I and first line supervisors. Workforce Planning is related to key positions and is not intended for every position. Additional positions should be identified by each Department Head as needed.

Step Two—Identify Competencies Needed

Core competencies have already been developed and can be found on the Core Competency Comparison Table. The table gives the employee a clear delineation of what skills differentiate each level of advancement.

Step Three—Employees Begin Development with Assistance of Key Manager

Employee self-identifies as wanting to participate. Employee development begins with creating a custom Individualized Learning Plan. This offers employees the chance to assess their personal learning needs and goals. The employee's development does not guarantee promotion and is not pre-selection. Rather, it is intended to assist them in developing the skills to be a marketable candidate in the event of a vacancy at a higher level of management. An example of development responsibilities are as follows: Department Heads develop Assistant Department Heads, who in turn develop Program Managers, who in turn develop first line supervisors.

Step Four—Employees Assess Development with Assistance of Key Manager

Meet with those interested employees under your direct supervision during and after developmental activities to assess their progress. Create additional goals and learning plans as appropriate. Positive and constructive feedback is paramount as they work toward their stretch goals. Written feedback from the supervisor is not required.

WORKFORCE PLANNING AND P4P DEVELOPMENT PLANS

The Board of Supervisors adopted a new Pay for Performance Plan on May 23, 2006. This new evaluation tool also aligns with the Board Priorities and the Workforce Planning Program.

This tool provides relevant information to employees regarding their strengths and opportunities for improvement. Employees are required to evaluate their progress in completing the Development Plan they adopted during the prior year evaluation. The employee analyzes the expected outcomes and actual outcomes for each goal on the Development Plan. The current Pay for Performance process applies to unclassified department heads, management and confidential employees who are not represented for labor relations purposes. P4P development plans may be a component in Workforce Planning but not the main component.

CORE COMPETENCIES AND P4P RATING CATEGORIES

The team and self evaluation tool for department heads and managers includes ratings on leadership attributes, quality of work product and accountability. The supervisor's evaluation rates the employee on quality of work product, customer focus, leadership, accountability, initiative, employee development, process improvement, communication, fiscal responsibility, adherence to County policies and overall achievement of business results.

These rating categories tie into the core competencies of the Workforce Planning Program that are needed to promote within the County organization. The Pay for Performance tool and the Development Plan help the employee determine what areas they need to work on for future leadership opportunities.

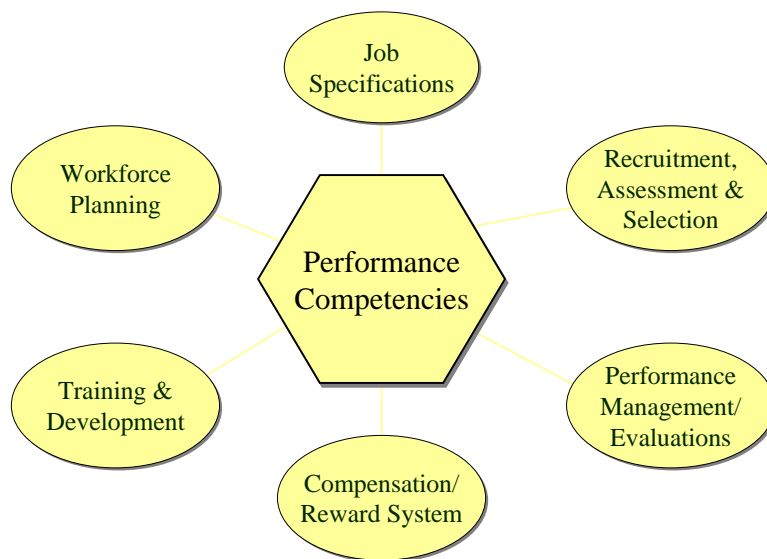
An employee's Development Plan is expected to connect directly to the supervisor's Development Plan. This ensures that the employee's focus on development in the coming year will support the goals the supervisor has defined. This approach aligns all managers in a department to the direction defined by the Board of Supervisors, the Chief Executive Officer and the department heads.

INDIVIDUAL LEARNING PLANS

This could be used to supplement an employee's P4P development plan stretch goals or used for classified employees who do not participate in the P4P process.

IMPLEMENTING THE CORE COMPETENCIES

As shown in the diagram below, the concepts of Workforce Planning, Training and Development, Evaluations, Job Specifications and Recruitment are all interconnected and related.



DEVELOPING FUTURE LEADERS

The Chief Executive Office-Human Resources Division is committed to promoting continuous employee learning and development. The Supervisor Training Academy has been developed to help meet those needs. Employees with good technical abilities who have been promoted into supervisor/management roles; and experienced supervisors who want or need to brush up on their supervisory skills are encouraged to attend. The Academy consists of a series of classes designed to develop future leaders and assist them in reaching their individual development goals. Classes range from two to four hours for a total of 40 hours of training. Employees successfully completing the program will be awarded a Supervisor Training Certificate. The objective of the Supervisor Training Academy is to promote professional growth and develop a group of highly trained versatile leaders who are prepared to lead the County into the future. Developing, maintaining and preserving the intellectual capital of our employees will allow the County to continue to deliver efficient, quality services to our citizens.



Business & Leadership Core Competencies



LEADERSHIP & BUSINESS CORE COMPETENCIES

| CORE COMPETENCY | UPPER MANAGER | MIDDLE MANAGER | FIRST LINE SUPERVISORS |
|---------------------------------|--|--|---|
| Building Effective Teams | <ul style="list-style-type: none"> • Fosters an environment that encourages teamwork, supports group decision-making and builds good rapport with team members. • Encourages both teams and individuals to use resources and authority to make and execute decisions. Removes obstacles and barriers to team and individual authority. Holds individual team members accountable for contributing to team performance. • Understands team dynamics, how to motivate team members and the appropriate assignments for teams. Capitalizes on the strengths of individual team members and maximizes these strengths to create a balanced and well-rounded team. • Assists team members and individuals to look for opportunities for improvement and lessons learned when decisions do not produce anticipated results. • Coaches staff on how to assemble talented staff by hiring best people from inside and outside the County. | <ul style="list-style-type: none"> • Creates an environment that encourages teamwork and group decision-making. • Assists team with making and executing decisions and holds individual team members accountable for contributing to team performance. • Facilitates effective team dynamics by making individual team assignments that capitalize on the individual strengths and styles of each team member. • Recognizes team accomplishments. • Is adept at assembling talented staff by hiring best people from inside and outside the County. | <ul style="list-style-type: none"> • Supports an environment that encourages teamwork and group decision-making. • Assists team with making and executing decisions and holds individual team members accountable for contributing to team performance. • Recognizes and draws upon the individual differences and talents of team members. • Recognizes team accomplishments. • Is adept at assembling talented staff by hiring best people from inside and outside the County. |
| Communication | <ul style="list-style-type: none"> • Communicates complex information in a well thought-out, concise and easy to understand manner. Is comfortable communicating both orally and in writing in a variety of settings and styles that are tailored to the audience being addressed. • Communicates with others in an honest, direct and professional manner. | <ul style="list-style-type: none"> • Provides well thought-out, concise and timely oral and written information in a variety of settings and styles that are tailored to the audience being addressed. • Communicates with others in an honest, direct and professional manner. | <ul style="list-style-type: none"> • Communicates orally and in writing in clear, succinct and understandable ways. • Adjusts style to fit the audience. • Communicates with others in an honest, direct and professional manner. |

| CORE COMPETENCY | UPPER MANAGER | MIDDLE MANAGER | FIRST LINE SUPERVISORS |
|-----------------------------|--|--|--|
| Communication (cont) | <ul style="list-style-type: none"> Relates well to others, builds rapport and effective relationships, and is adept at using diplomacy to diffuse high-tension situations. Demonstrates active listening by asking clarifying questions and accurately restating the opinions of others. Identifies and shares relevant information that is important to others. Solicits feedback from others and gives and receives feedback objectively. Has a positive sense of humor and uses humor to ease tension. | <ul style="list-style-type: none"> Promotes and sustains effective relationships with others. Demonstrates active listening by asking clarifying questions and accurately restating the opinions of others. Shares relevant information with others. Solicits feedback from others and gives and receives feedback objectively. Has a positive sense of humor and uses humor to ease tension. | <ul style="list-style-type: none"> Builds effective relationships with others. Demonstrates active listening by asking clarifying questions and accurately restating the opinions of others. Passes information on to customers and staff, as appropriate. Gives and receives feedback objectively. Has a positive sense of humor and uses humor to ease tension. |
| Conflict Management | <ul style="list-style-type: none"> Effectively resolves conflicts. Acts as a neutral third-party in the resolution of disputes through use of effective mediation and negotiation principles to reach fair and equitable agreements. Objectively analyzes issues without regard for personal ownership of ideas or personal bias. Solves difficult problems using thorough analysis of many sources to find answers. | <ul style="list-style-type: none"> Resolves conflicts at lowest possible level using effective mediation techniques. Identifies trends in conflicts and brings them to the attention of upper management. Encourages expression of different points of view and negotiates to find common ground. Objectively analyzes issues without regard for personal ownership of ideas or personal bias. | <ul style="list-style-type: none"> Addresses and mediates conflict. Refers unresolved conflicts to middle manager. Encourages expression of different points of view and negotiates to find common ground. Objectively analyzes issues without regard for personal ownership of ideas or personal bias. |
| Customer Orientation | <ul style="list-style-type: none"> Develops plans to address customer feedback, improve customer satisfaction and maintain effective relationships with customers. | <ul style="list-style-type: none"> Administers plans to address customer feedback, improve customer satisfaction and maintain effective relationships with customers. | <ul style="list-style-type: none"> Gives employees the freedom and authority to meet customer expectations in a timely manner within established guidelines. |

| CORE COMPETENCY | UPPER MANAGER | MIDDLE MANAGER | FIRST LINE SUPERVISORS |
|--|--|---|--|
| Customer Orientation (cont) | <ul style="list-style-type: none"> • Fosters an environment at all levels of the organization that is focused on customer needs. Establishes and communicates customer service standards to staff. • Models a strong commitment to quality, cost-effective internal and external customer service. • Implements a process for seeking ongoing customer feedback. | <ul style="list-style-type: none"> • Communicates customer expectations and service standards to staff. • Establishes guidelines for serving customers and responding to customer expectations. • Promotes and sustains a strong commitment to customer service and implements improvements to meet customer expectations. • Seeks ongoing customer feedback and communicates results to staff. | <ul style="list-style-type: none"> • Ensures staff meets customer service standards. • Provides timely service to customers. • Promotes and sustains a strong commitment to customer service and implements improvements to meet customer expectations. • Genuinely listens to and considers customers' concerns and complaints. |
| Effective Decision Making | <ul style="list-style-type: none"> • Makes timely decisions that demonstrate a broad and creative range of options and a view toward long-term solutions. • Gathers appropriate level of data and conducts thorough analysis to make sound decisions. • Supports and rewards effective decisions made by middle managers. • Encourages new and creative alternatives. • Is valued by others for advice and solutions. | <ul style="list-style-type: none"> • Makes timely decisions that demonstrate a broad and creative range of options. • Recommends best course of action based on thorough analysis of options and appropriate criteria or guidelines. • Supports and rewards effective decisions made by first line supervisors. • Promotes new and creative alternatives. | <ul style="list-style-type: none"> • Makes timely decisions based on the best information available. • Considers alternatives and selects among ones that are most effective. • Supports effective decisions made by employees. • Is open to new and creative alternatives. |
| Employee Performance Development & Coaching | <ul style="list-style-type: none"> • Establishes succession management program and employee development standards for staff. • Creates an environment where people can stretch and grow by performing increasingly difficult assignments. • Sets clear direction for staff and assigns appropriate workload. Maintains open dialogue with staff and is available to coach staff as needed. | <ul style="list-style-type: none"> • Promotes employee development through work assignments, training opportunities and coaching feedback sessions. • Sets clear direction for staff and assigns appropriate workload. Is available to coach staff as needed. Maintains open dialogue with staff. | <ul style="list-style-type: none"> • Supports employee development through work assignments, training opportunities and coaching feedback sessions. • Assigns appropriate workload to staff. Maintains open dialogue with staff. |

| CORE COMPETENCY | UPPER MANAGER | MIDDLE MANAGER | FIRST LINE SUPERVISORS |
|---|---|--|--|
| Employee Performance Development & Coaching (cont) | <ul style="list-style-type: none"> Delegates both large projects and important tasks to staff. Allows staff to work independently to complete own work and shares the responsibility and accountability for successful completion of tasks. Provides coaching direction to middle managers on assessing each person's career goals, supporting development of individual goals and encouraging the pursuit of new learning opportunities through training. Establishes employee performance standards and provides direct and actionable feedback to staff. Responds to personnel problems quickly and directly. Establishes and upholds standards for progressive discipline. Responds to all formal disciplinary matters with consistency and objectivity. Recognizes and supports employee readiness for new assignments and provides opportunities for growth. Demonstrates the ability to foster and actively utilize multicultural skills, knowledge and experience to improve the work environment and better serve customers. | <ul style="list-style-type: none"> Delegates both important and routine tasks to staff. Allows staff to work independently to complete own work and shares the responsibility and accountability for successful completion of tasks. Is aware of each person's career goals, supports development of individual goals and encourages the pursuit of new learning opportunities through training. Implements employee performance standards and provides direct and actionable feedback to staff. Responds to personnel problems in a timely manner. Implements and upholds standards for progressive discipline. Mentors first line supervisors on appropriate progressive disciplinary measures. Assesses employee readiness for new assignments and recommends opportunities for growth. Utilizes multicultural skills, knowledge and experience to improve the work environment and better serve customers. | <ul style="list-style-type: none"> Delegates both important and routine tasks to staff. Allows staff to work independently to complete own work and shares the responsibility and accountability for successful completion of tasks. Supports development of individual goals and encourages new learning opportunities. Monitors employee performance standards and provides direct and actionable feedback to staff. Manages employee performance through progressive discipline measures. Identifies personnel performance and behavioral problems and works with middle manager to address and resolve them. Delegate tasks to staff to provide new learning opportunities. |
| Ethics & Integrity | <ul style="list-style-type: none"> Consistently models the organizational values (Six Pillars of Character) and leaves no doubt about his/her ethics and values. Sets ethical standards and holds staff accountable for meeting the standards. | <ul style="list-style-type: none"> Consistently models the organizational values (Six Pillars of Character) and leaves no doubt about his/her ethics and values. Communicates ethical standards and holds staff accountable for meeting the standards. | <ul style="list-style-type: none"> Consistently models the organizational values (Six Pillars of Character) and leaves no doubt about his/her ethics and values. Communicates ethical standards. |

| CORE COMPETENCY | UPPER MANAGER | MIDDLE MANAGER | FIRST LINE SUPERVISORS |
|--|---|---|---|
| Ethics & Integrity (cont) | <ul style="list-style-type: none"> • Is both fair and straightforward when interacting with others. • Requires timely investigation of ethical complaints and appropriate corrective actions. • Establishes expectation for frequent discussions about ethics in staff meetings that involve ethical judgments and decision-making. | <ul style="list-style-type: none"> • Makes fair decisions based on facts and sound values. • Is open and honest when interacting with others. • Investigates ethical complaints and implements appropriate corrective actions in a timely manner. • Initiates frequent discussions about ethics in staff meetings that involve ethical judgments and decision-making. | <ul style="list-style-type: none"> • Makes fair decisions based on facts and sound values. • Is open and honest when interacting with others. • Keeps confidences and maintains confidentiality of information. • Participates in frequent discussions and ethical decision-making. |
| Financial and Resource Management | <ul style="list-style-type: none"> • Promotes fiscal responsibility acting as a trustee of County resources and ensuring that they are used appropriately in accordance with policies or requirements. • Is dedicated to continually improving the fiscal performance of the department and requires fiscal responsibility and accountability of staff as good stewards of public resources. • Oversees and allocates program resources in the most cost-effective manner. • Demonstrates a thorough understanding of budget allocations and expenditures. • Holds staff accountable for monitoring existing resources and expenditures, adhering to authorized spending plan and making necessary adjustments. • Requires a sound business case for future spending decisions and monitors performance outcomes. • Pursues and leverages available resources to generate and protect funding that supports County programs. | <ul style="list-style-type: none"> • Promotes fiscal responsibility by making timely decisions on how staff resources and dollars are committed. • Identifies and recommends improvements to fiscal performance. • Administers program resources in the most cost-effective manner. • Assists in the development of the budget and understands budget allocations and expenditures. • Manages resources and expenditures, ensures spending is within allocated budget, and makes any necessary adjustments. • Develops a sound business case for future spending decisions and reports performance outcomes. • Maximizes all available resources to support County programs. | <ul style="list-style-type: none"> • Adheres to fiscal policies on how staff resources and dollars are committed. • Utilizes program resources in the most cost-effective manner. • Understands program specific budget allocations as appropriate. |

| CORE COMPETENCY | UPPER MANAGER | MIDDLE MANAGER | FIRST LINE SUPERVISORS |
|--|--|--|--|
| Managing Vision & Purpose | <ul style="list-style-type: none"> • Articulates the County's and department's vision for the future and uses it to drive daily decisions, strategies and actions. • Strives to develop organizational strengths to further vision. • Guides others to share the vision and stay focused. • Copes effectively with change and is comfortable handling risk and uncertainty. • Demonstrates ability to act without having total picture. | <ul style="list-style-type: none"> • Communicates the County's and department's vision for the future and uses it to drive daily decisions, strategies and actions. • Promotes employee understanding about program strengths that further the County's and department's vision. • Copes effectively with change and handles risk and uncertainty without regard for personal ownership of ideas or personal bias. • Demonstrates ability to act without having total picture. | <ul style="list-style-type: none"> • Communicates the County's and department's vision in appropriate ways. • Educates employees about program strengths that further the County's and department's vision. • Copes effectively with change. |
| Organizational Performance Management | <ul style="list-style-type: none"> • Provides leadership to staff to consistently take actions to improve the work process so that quality, service and efficiency improve. Guides staff in understanding how to use time effectively on most important priorities. • Establishes and communicates goals and performance standards through a dialogue that ensures understanding and commitment. • Encourages and supports innovation. • Stays abreast of individual/team performance and achievements, providing feedback and confronting substandard performance as required. Evaluates performance against pre-established expectations. • Monitors and promotes the achievement of expected performance outcomes. Inspires people to do their best. | <ul style="list-style-type: none"> • Identifies and takes action to improve work processes. Guides staff in setting priorities. • Communicates goals and performance standards through a dialogue that ensures understanding and commitment. • Encourages and supports innovation. • Strengthens employees' confidence in their abilities, while holding them accountable for results. Provides honest, helpful feedback. • Evaluates performance against pre-established expectations for priorities, deadlines and quality. | <ul style="list-style-type: none"> • Clearly states expectations for what is to be done, why, and with what concerns for priorities, deadlines and quality. • Encourages and supports innovation. • Strengthens employees' confidence in their abilities, while holding them accountable for results. Provides honest, helpful feedback. • Assesses performance against objective standards. |

| CORE COMPETENCY | UPPER MANAGER | MIDDLE MANAGER | FIRST LINE SUPERVISORS |
|---|---|--|---|
| Organizational Performance Management (cont) | <ul style="list-style-type: none"> Educates staff about current and future trends in areas of responsibility and ensures staff has functional and technical skills necessary to support high performance. | <ul style="list-style-type: none"> Communicates current and future trends to staff. Ensures staff has functional and technical skills necessary to support high performance. | |
| Strategic Management & Planning | <ul style="list-style-type: none"> Promotes a long-term strategic planning process that identifies future organizational priorities and goals. Develops goals and measurable outcomes that establish performance expectations for the future direction of the organization. Guides the development of action plans to support the priorities and goals. Defines for staff how the department's planning efforts fit into the Board of Supervisors' priorities and goals. Conducts progress assessments to determine organizational progress in meeting priorities and goals and identifies mid-course adjustments to action plans. Anticipates events and expectations and stays ahead of emerging issues and trends. | <ul style="list-style-type: none"> Promotes goals and measurable outcomes that establish performance expectations for the future direction of the organization. Participates in the development of the strategic plan and action plans. Understands and communicates how the work unit's efforts fit in to the organization's goals. Measures progress periodically. Plans for contingencies and adjusts and maintains plans as needed. Anticipates future needs and works toward meeting them. | <ul style="list-style-type: none"> Implements short-term actions. Identifies goals, objectives, and strategies to support the departmental strategic plan and develops action plans. Understands and communicates how the work unit's efforts fit in to the organization's goals. Measures progress periodically and reports progress to middle managers. Identifies future needs and communicates them to middle manager. |



Workforce Planning Sample Forms





WORKFORCE PLANNING—SAMPLE DOCUMENT

Instructions: The individual currently occupying the key position (Deputy Executive Officer, Department Head, Assistant Department Head or Senior Management Consultant) completes **Steps One and Two** on this Form and distributes to all staff reporting directly to him or her. If they so choose, each of these staff members then works with their direct manager to complete an Individualized Learning Plan **Steps Three and Four**.

Step One: Identify a Key Position for Succession

Step Two: Identify business, leadership and technical competencies, responsibilities, and essential job functions of this position. Then list specific examples of how these competencies and functions are exhibited in this job. Please use the Core Competency spreadsheet as a guide.

| Competency, Responsibility, Duty, Task Essential Job Function | Behavioral Examples |
|--|--|
| Budgeting | <ul style="list-style-type: none"> • Accurate budget preparation; • Able to justify budget items; • Able to analyze and prepare departmental budget assignments; and • Correctly project revenue and expenses. |
| Interacting Appropriately with Elected Officials | <ul style="list-style-type: none"> • Shows understanding of policy; and • Responsive to elected officials' needs. |
| Communication Skills | <ul style="list-style-type: none"> • Uses active listening techniques with individuals & groups; and • Presentations have impact and content is easy to remember. |
| Time Management | <ul style="list-style-type: none"> • Attends meetings on time; and • Does not overextend schedule. |
| Facilitation Skills | <ul style="list-style-type: none"> • Facilitates meetings that are productive; and • Serves as chair of committees on cross-functional teams that produce quality work. |
| Performance Appraisals | <ul style="list-style-type: none"> • Assesses staff performance in a way that creates positive changes in behavior of staff; and • Can clearly write an appraisal in a timely manner. |
| Technology Skills | <ul style="list-style-type: none"> • Able to use Word, Excel and PowerPoint at the intermediate level; and • Able to use the County website to access information. |
| Administrative Skills | <ul style="list-style-type: none"> • Handles all administrative assignments related to Board of Supervisor meetings with accuracy; and • Meets all deadlines related to assignments for these meetings. |
| Emotional Intelligence | <ul style="list-style-type: none"> • Interacts with people in a way that shows empathy and understanding of diversity. |

Position

Department

Signature of Manager

Date

Step Three: Employee completes an Individualized Learning Plan with the assistance of key manager.

Step Four: Employee Assesses Ability by Verifying that he/she has closed developmental gaps with assistance of key manager. This information is also recorded on the Individualized Learning Plan.

Note: Steps One and Two are to be completed by a Department Head, Department Leadership Team, or Deputy Executive Officer. Steps Three & Four are to be completed by a subordinate employee.



**EXAMPLES OF DEVELOPMENTAL STRATEGIES FOR LEADERS
RESOURCE FOR COMPLETING STEPS THREE AND FOUR**

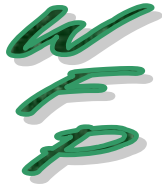


Position _____ Department _____

Incumbent _____ Date _____

Many managerial activities contain the potential for learning and development. It could be learning a new skill or confirming a previously acquired skill. It could be augmenting or adjusting a previous skill to fit a different or unique situation. Some of these strategies would apply to some people and not others depending on the particular job or project. Listed below are some possible strategies and the ways they can be used to develop and enhance leadership skills.

| STRATEGY | GAP ADDRESSED | EXAMPLE |
|---|--|---|
| Degree or Credential Program | Education | Department Head completing Master's in Public Administration |
| Training for Management Team | More than one employee has gap in a specific area | Management team receives training in that process |
| Special project, team assignment | Teamwork skills, analysis, visibility, exposure to new people, diversity awareness | Become Team Member of a special project |
| Assignments in new location | Exposure to special location or culture | Sergeant in Sheriff's Department working at Honor Farm starts working at Public Safety Center |
| Cross Training | Exposure to management skills and knowledge of lateral manager in different division | Human Resources Manager receives cross training with Budget Manager |
| Leadership Internships | In depth how-to of leadership position outside regular area of influence | Deputy Executive Officer working with Management Consultant. |
| Informal Mentoring | Specific developmental areas | Feedback following public meeting on employee's handling of public's questions |
| Individual short-term assignments | Specific developmental areas | Employee takes over budget review process |
| External Leadership Experience | Exposure to outside groups for competency in higher level positions | Sheriff Lieutenant being involved in State Sheriff functions and/or training |
| Human Resources Sponsored Training | When specific competencies need to be developed | Employee meets with manager, discusses gaps, completes available training in this area. After training, they meet again to discuss application to specific job requirements |
| Formal Mentoring | Special skill and/or management style | Employee is partnered with another manager for job shadowing to learn team building skills from manager with proven style worth emulating |



INDIVIDUAL LEARNING PLAN FOR LEADERSHIP POSITIONS
SAMPLE STEPS THREE AND FOUR

Directions: Use this Individual Learning Plan to help develop the skills for higher-level leadership positions. Work with your manager to reach agreement on objectives and strategies.

| | |
|-----------------|-------------------|
| Employee's Name | Job Title |
| Department | Years in Position |

| | | |
|----------------|--------------------|----|
| Manager's Name | Job Title | |
| Department | Years in Position | |
| Today's Date | Plan Covering Date | to |

Below list the competencies, activities, responsibilities, duties, tasks, or essential job functions of a higher-level leadership position in which you have developmental needs and to which you aspire.

| |
|---|
| Learn protocol and intricacies of Board of Supervisors meetings; |
| Learn about budget preparation and justification at the department level; and |
| Facilitation skills and making effective presentations. |

| Learning Objective | Methods and Strategies to meet the Objective | Resources Needed to Achieve Objective – Information, Money, Training, Equipment and/or Time | Deadline or Benchmark Dates | How will success of each learning objective be measured? | Verified? Yes () No () |
|--|---|--|---|---|--------------------------------|
| I want to learn more about interacting with elected officials and how decisions are made. | I will attend meetings with Department Head and BOS members including individual meetings, work sessions and BOS meetings. I will meet with the Department Head afterward to assess, evaluate and discuss the meetings. | <p>Time to attend meetings.</p> <p>Time with Department Head for review and discussion.</p> | 4 months. Goal is to attend 4 individual meetings with BOS members. | <p>Department Head will discuss content, answer questions and evaluate each meeting with me.</p> <p>I will conduct one individual meeting with a BOS member that the Department Head will observe.</p> | |
| I want to learn more about the budget process including preparation, presentation and justification. | <p>I will work with an experienced Budget Analyst.</p> <p>I will attend budget training workshops</p> | <p>Time to attend budget class</p> <p>Time to attend budget meetings</p> | 6 months to go through entire budget cycle including department preparation, budget review and BOS approval | <p>I will meet with Department Head after budget cycle to discuss and evaluate.</p> <p>Next year, I will make department budget presentation at department staff meeting.</p> | |
| I want to learn to conduct public meetings and make effective presentations. | I will take over public meeting facilitator role from Department Head. I will need to take a PowerPoint class. | <ul style="list-style-type: none"> • PowerPoint class • Time to take classes • Money for classes if not offered by HR • Time to meet with Department Head to do run-through of PowerPoint presentation | Three (3) months to complete classes. Six (6) months to complete objective. | Department Head will observe me conducting the meeting and will assess how well I prepared for the meeting by seeing how I handle questions from the audience, and by getting feedback from audience members. | |



A portfolio is a participant-prepared document that illustrates the competencies that were **acquired** and/or **applied** by the employee. Effort will be required on the part of the employee to select work products that best illustrate the competencies achieved. Some work examples may need a brief note to explain the context within which the material corresponds to a competency.

When the competency was applied in an unwritten manner, a short description written by another party may be appropriate. To illustrate a competency that was acquired through an in-service training program from several years ago, a copy of the training record from Oracle with the course highlighted and a brief statement of what subjects were covered could be included in the portfolio.

| COMPETENCY | EXAMPLES OF PORTFOLIO MATERIAL |
|---|--|
| <p>Strategic Management and Planning</p> | <ol style="list-style-type: none"> 1. Identification of classes taken and subject matter; 2. Statement of assumptions used in budgeting for upcoming or current fiscal year; 3. Samples of goals, objectives and strategies from work planning or from strategic management planning; 4. Excerpts of memoranda written to staff on desired outcomes for program efforts; 5. Records of presentations to the BOS, governing bodies or community groups on the direction of the organization and the value of their assistance in progressing toward the County's goals; 6. Conference participation; 7. Learning by doing experiences; 8. Samples of work products—with brief note if necessary; 9. Resume; 10. Formal training records; and 11. Academic records. |



Workforce Planning Blank Forms





WORKFORCE PLANNING



Instructions: The individual currently occupying the key position (Deputy Executive Officer, Department Head, Assistant Department Head, Senior Management Consultant or Manager I, II or III) completes **Steps One and Two** on this form and distributes to all staff reporting directly to him or her. If they so choose, each of these staff members then works with their direct manager to complete an Individualized Learning Plan—**Steps Three and Four**.

Step One: Identify a Key Position for Succession

Step Two: Identify business, leadership and technical competencies, responsibilities, and essential job functions of this position. Then list specific examples of how these competencies and functions are exhibited in this job. Please use the Core Competency spreadsheet as a guide.

| Competency, Responsibility, Duty, Task Essential Job Function | Behavioral Examples |
|--|---------------------|
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Position

Department

Signature of Manager

Date

Step Three: Employee completes an Individualized Learning Plan with the assistance of key manager.

Step Four: Employee Assesses Ability by Verifying that he/she has closed developmental gaps with assistance of key manager. This information is also recorded on the Individualized Learning Plan.

Note: Steps One and Two are to be completed by a Department Head, Department Leadership Team, or Deputy Executive Officer. Steps Three & Four are to be completed by a subordinate employee.



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| | |
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| Today's Date | Plan Covering Date to |

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| |
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| Learning Objective | Methods and Strategies to meet the Objective | Resources Needed to Achieve Objective – Information, Money, Training, Equipment and/or Time | Deadline or Benchmark Dates | How will success of each learning objective be measured? | Verified? Yes () No () |
|--------------------|--|---|-----------------------------|--|--------------------------------|
| | | | | | |
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| COMPETENCY | EXAMPLES OF PORTFOLIO MATERIAL |
|------------|--------------------------------|
| | |



Workforce Planning Knowledge Transfer Form



DEPARTMENTAL SPECIFIC PROCESS

Name:

Department:

Job Title:

Date Prepared:

WHAT is the process?

WHAT departments are involved in this process?

WHEN is this process used?

WHY is this process done?

HOW is the process completed?

HOW do I handle errors or questions?

WHO do I contact for questions or concerns?

| NAME OF REPORT | WHEN DO I RUN THE REPORT? | WHO RECEIVES THE REPORT? |
|----------------|---------------------------|--------------------------|
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