Workforce Planning Guide

U.S. Department of Transportation

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A. INTRODUCTION

The Department faces new challenges as never before due to persistent budget cuts and an aging workforce. Our recent strategic planning efforts make it clear that as we look towards the future, we are focused on a very different Department of Transportation (DOT). Making our vision a reality will require a special kind of workforce -- a workforce willing to engage in new activities, work across organizations as ONE DOT, employ new skills, and move through a variety of career paths. Many requirements must be satisfied if we are to survive in a fiercely competitive and dynamic environment. One key requirement is that replacements must be available to assume critically important positions as they become vacant. Workforce planning, like a relay race, has to do with passing on responsibility…drop the baton and you lose the race.

A systematic approach to workforce planning can facilitate more efficient and accurate alignment of the workforce to meet its organizational goals, commitments, and priorities. If done well, the result can be more effective utilization of employees, which will increase the overall effectiveness of DOT. Systematic workforce planning can help organizations implement cross-organizational placement and retraining as alternatives to reduction-in-force actions, do a better job of career counseling and development, training or retraining, and recruiting; and assess and improve their diversity profile.

This Guide is written for managers, management analysts, organizational development specialists, and human resource consultants who have the shared responsibility to ensure successful implementation of the workforce planning process. The processes described within this Guide are derived from information gathered during extensive literature research as well as benchmarking conducted throughout the private and public sectors. Although there is no one perfect model or process, many of the steps outlined in this Guide may be useful when an organization's mission and focus have changed, when there has been significant downsizing resulting in obsolete skills, or when new skills are required. Using this Guide as a resource in tandem with a facilitated process is the recommended approach.

B. DEFINITIONS

A variety of definitions for workforce planning can be found by reading current literature on the topic. Most, however cover essentially the same key issues.
We have adopted the following working definition:

Workforce Planning

Workforce planning is looking at what an organization needs to accomplish in a given period of time; what knowledge, skills, and experience are required to get the job done; and how large and what type of workforce is required to provide that mix of skills, knowledge, and experience.

Additional definitions of workforce planning terms are shown below.

Staffing Assessment

The determination by the organization of model (ideal) staff size and skill mix needed to carry out its strategic objectives.

Demand Model

The organization's forecast of needed staff size and skill mix for the designated planning period (e.g., 3-5 years). May or may not be equal to the ideal organization from the staffing assessment.

Supply Model

The projection of current organizational population for designated planning period, assuming normal attrition and no other actions (i.e., hiring freeze or reductions in force).

Gaps

The amount by which needs, as expressed by the demand model, exceed resources, as expressed by the supply model.

Critical Skill Gaps

Gaps in those skills essential to the organization in order for it to carry out its mission and accomplish its strategic objectives. Whether a skill is critical or not is determined by its inherent significance to the organization, not by its external availability. Not all gaps from the comparison of demand and supply model data will be critical skill gaps.

Surpluses

The amount by which resources, as expressed by the supply model, exceed needs, as expressed by the demand model.

At Risk Occupations   Occupations where projections indicate the demand for the occupations will decline at a rate greater than normal attrition are potentially "at risk". These occupations will be reflected as surpluses when data from the demand and supply models are compared.

**C. WORKFORCE PLANNING
   METHODOLOGY**

The methodology developed by the workforce planning work group involves three overarching phases that include eight sub-steps. The process can be viewed as a cycle, with knowledge and experience gained over time. The result will be adjustments to the numbers and strategies planned for the current strategic plan.

The three phases and their respective sub-steps are described and listed below. Section D provides general information on implementing the methodology.

**PHASE I: WHAT WORK MUST YOUR ORGANIZATION DO TO
             ACCOMPLISH ITS MISSION?**

STEP 1:

*OBTAIN LEADERSHIP
COMMITMENT*

As with any significant organizational effort, harnessing and developing leadership support is essential. Commitment and active involvement of top leadership are driving factors. Leadership's commitment ensures sufficient resources are applied to the process.

STEP 2:

*ANALYZE STRATEGIC
GOALS AND OBJECTIVES*

The review of the vision, mission, strategic goals and objectives of DOT and your organization is vital to the process. Without a sense of the direction and linkages to strategic goals and the strategies that are planned for meeting them, workforce planning results in confusing and incompatible plans to retain, hire or develop the workforce.

STEP 3:

DETERMINE FUNCTIONAL
REQUIREMENTS

In this step, the focus is on **function,** not on people needed to do the job. What functions will be performed in order to accomplish the strategic mission?

PHASE II: WHO CAN DO WHAT NEEDS TO BE DONE?

The development of data will provide a basis for evaluation of human resource needs, and the analysis of that data**.** This will include basic population data, such as future gaps and surpluses in the workforce, as well as other relevant data such as diversity statistics, population demographics, turnover rates and causes, employee opinion survey results, and other issues unique to organizations.

A significant part of this activity is that analysis of the data provides the knowledge base to be able to respond intelligently when unforeseen circumstances dictate that the plan itself must change*. The more uncertain the environment, the more likely the plan is to change.*

STEP 4:

CREATE FUTURE
WORKFORCE PROFILE

A workforce profile involves developing long range competency requirements based on future functional requirements. The types of questions traditionally asked in this step are: How will jobs within the organization change as a result of technological advancements, economic, social and political conditions? What are the consequences, outcomes or results of these changes? What competencies will workers need to perform in order to accomplish the work of the future? What are the qualifications required to perform future key roles in your organization?

STEP 5:

    DEVELOP CURRENT   This step requires developing a system to identify
    WORKFORCE PROFILE   your current workforce competencies. This analysis
    will create a profile of your current intellectual and
    performance capabilities. In this step, you will be using
    a variety of identification tools to develop a realistic
    picture of your current workforce.

STEP 6:

    ESTIMATE WORKFORCE   In this step you compare the future workforce profile
    REQUIREMENTS   with your current workforce profile. The resulting gaps
    between current and future functional requirements and
    between current and future competency requirements
    result in a matrix of requirements to assist in
    developing a workforce strategy.

PHASE III: CHOOSING THE RIGHT STRATEGIES

The development of responses to the identified needs may take the form of action plans, such as recruiting or learning and development plans, or may involve special program development activities. They will involve both agency-wide and organization-specific responses and will be integrated into organization performance agreements and rolled up into the overall DOT workforce plan.

The Departmental Human Resource Management Office (M-10) has a responsibility to assist organizations to develop interventions to satisfy unique organizational needs and to coordinate the development of interventions to agency-wide needs. The best solutions to satisfy agency-wide needs may well be developed by groups or intermodal design teams, and in that instance, M-10 has a responsibility to ensure that solutions are shared with others throughout the agency.

STEP 7:

DEVELOP WORKFORCE STRATEGY & BUDGET PROJECTIONS

Workforce planning will allow you to make smarter decisions and better long-term investments. It provides you with information to determine the right combinations and amounts of training, recruiting, and worklife programs that will be required to build the right workforce you will need. In this step, develop a plan, including resource requirements, for hiring, retaining, retraining, and developing your human assets and intellectual capital. Organizations should be mindful of aligning their strategic planning and budgetary process with their workforce planning strategies.

STEP 8:

EVALUATE WORKFORCE PLANNING PROCESS

Evaluation is the key to continuous improvement. In this step, the model is subjected to a customer satisfaction inventory, a program progress review, effective placement and development inventory or a review of how workforce planning is contributing to documentable organizational results.

D. IMPLEMENTING THE WORKFORCE PLANNING PROCESS

The purpose of this section is to provide step-by-step guidance in implementing the methodology summarized in the previous section.

PHASE I: WHAT WORK MUST YOUR ORGANIZATION DO TO ACCOMPLISH ITS MISSION?

STEP 1:

OBTAIN LEADERSHIP COMMITMENT

The first step of workforce planning methodology is obtaining leadership commitment. Therefore, the outcome of this step is that organization's leadership clearly recognizes the urgent performance issue in the organization and its link to a need for change. Top leadership commitment is the single greatest determinant of the success or failure of a workforce planning program. The head of the organization and the leadership team are the only ones who can draw the critical linkage between the direction of the organization, a process that produces the next generation of workers, and the priority to grow new employees in order to produce future results.

a. **Leadership Oversight**

A workforce planning management oversight team is recommended for each group/major organization. A responsible executive selected by the head of the organization should lead the team.

Management oversight teams ensure that workforce plans are developed to include:

- key milestones in plan development
- clarifications of accountabilities
- resolution of integration issues associated with the plan, such as any needed discussion with unions, or with other organizations (NOTE: This will be a more significant issue in higher level plans.)
- schedules for the completion of plan activities
- a requirement for communication plans to inform employees of the intent and content of the workforce plan

- identification of critical success factors the workforce plans must address
- a requirement that performance indicators be developed to measure progress in addressing critical success factors and meeting business objectives.

b. Human Resource Managers

The senior human resource official or designee will be responsible for consulting with the organization's management team on the actual development, implementation, and monitoring of the organization's workforce plan, and for providing status reports to oversight teams on progress.

Note: If you need assistance with your workforce plan, you may contact the Departmental Office of Human Resource Management (M-10).

**Workforce Plan
Components**

See illustration in Appendix I for Sample Workforce Plan Outline, which outlines a suggested format for developing your workforce plan. The following are descriptions of various elements that may be included in a workforce plan.

- Key Milestones

Every milestone in the development and implementation of the plan should be determined by each organization to meet its needs and to tie directly to the strategic planning process. Typical milestones would include the completion of the remaining steps of workforce planning methodology, integration of workforce planning data in the strategic plan, and submission of required workforce planning data to management.

- Accountabilities

The plan should include identification of specific individuals or teams responsible for the accomplishment of plan milestones, for communicating the plan, and for carrying out necessary integration efforts in accordance with the plan schedule (see "Integration Issues" below and Communication Plan" Appendix II).

- Integration Issues

There are two types of integration issues-- internal and external. **Internal** integration issues relate to items such as union involvement, training plans, recruiting plans, and coordination of gap and surplus issues across the organization's sites and offices.

A particularly significant internal integration issue is the integration of the development and implementation of the workforce plan with the development and implementation of the organization's strategic plan. Ideally, the workforce plan will be developed so that all its significant elements are extracted from the strategic plan or can be a stand-alone document even if it is not included in the strategic plan.

External integration issues will occur primarily in connection with the roll up of the organization's plan to the DOT plan, but can include coordination with other groups or operating administrations (OAs).

- Other Groups or OAs:

  Where the plan calls for joint efforts with other groups or OAs, integration efforts should be direct (OA-to-OA), without waiting for roll up to the DOT plan.

- Issues in Connection with the Plan Roll Up:

  To help integrate plans, the Office of Human Resource Management (M-10) is available to crosswalk your plan with other OA plans and identify common workforce planning issues and needs.

**Development and
Implementation Schedule**

The schedule for the development of the workforce plan should be tied to the schedule for the development of the organization's strategic plan.

Organizations with significant issues to be dealt with should communicate up-front with the appropriate organization or OA for assistance during the plan development phase of the schedule rather than waiting for the roll up for first contact.

The implementation schedule for external integration issues must be coordinated with other affected organizations. Where items have DOT-wide implications (i.e., the roll up to the DOT Plan), the Departmental Office of Human Resource Management will provide guidance. You may want to contact other DOT organizations to assist and/or learn from each other in the process.

- Communication Plan

Each organization will be responsible for developing its own plan to communicate the details of its workforce plan to employees.

(See Appendix II for Sample Communications Plan Outline)

- Critical Success Factors

For each organization, critical success factors relating to the workforce plan should be identified. A critical success factor is something that is essential to carry out the organization's strategic objectives. Action plans must address these critical success factors. For example, a critical success factor in accomplishing operating objectives is having sufficient numbers of employees with the appropriate skill levels. If all recruiting and training activities are carried out per the plan, but the organization still falls short in this critical success factor, than the recruiting and training action plans were not successful. The issue in determining workforce plan success is not whether activities are carried out but whether or not those activities have met the desired result.

- Performance Indicators

Workforce plans should include performance indicators that will indicate whether or not the plans are achieving the desired results in terms of the critical success factors

STEP 2:

IDENTIFYING STRATEGIC GOALS AND OBJECTIVES

Strategic planning is the process of defining your organization's future and determining how to get there. While many organizations have long recognized the advantages of strategic planning, it took an act of Congress, the Government Performance and Results Act of 1993 (GPRA), to institutionalize strategic planning in the federal government.

In September 1997, DOT developed a new Strategic Plan to include fiscal years 1997-2002 and to meet GPRA requirements. The Strategic Plan discusses the values of DOT, sets forth the vision, mission and strategic goals of DOT, and presents overarching corporate management strategies that will enable the Department to manage toward achievement of its strategic goals.   It provides a roadmap for the rest of the Department to follow in developing long-range plans. Most of the OAs and many individual offices have strategic plans that build off of the DOT plan. The performance agreements of all Heads of OAs and Departmental Officers are tied directly to the strategic plan.

All strategic plans and workforce plans usually require you to do the following activities:

- Clarify purpose: mission, vision, legislative mandates
- Analyze customer/stakeholder requirements
- Assess external and internal environment
- Develop strategic goals
- Formulate strategies to achieve goals
- Deploy plan throughout the organization

Through strategic planning, you are able to identify resource needs and concentrate your resources on critical core processes and their enabling programs and activities. This ensures that the outputs and outcomes of these processes meet identified customer needs and that your mission related goals are achieved. Each OA has a strategic planning coordinator who can answer any general questions

about strategic planning and provide guidance on getting started.

STEP 3

DETERMINE FUNCTIONAL REQUIREMENTS

The overall purpose of this step is to **focus on function, not on people** needed to do the job. Once you have a strategic plan, you need to think about what functions you will need to perform in order to accomplish the strategic mission of your organization. This may include many of the functions you are currently performing in addition to forecasting future functions and activities based on changes to mission, goals, and objectives. The functions outlined in your organizational manual and the activities listed in your Administrator's Performance Agreement are examples of your current functions.

Neither key positions nor their work requirements will remain forever static. Unfortunately, the unsettling fact is that there is no foolproof way to predict key positions with absolute certainty. Some possible approaches to help organizations determine functional requirements are:

- **Functional Scanning:** A systematic process of examining external trends. Focus attention on economic, government/legal, technological, social, geographical, and other issues affecting the organization's external environment. For best results, involve decision-makers in this process since key functional areas in the future should reflect the organization's plans and changing work processes.

- **Organizational Analysis:** A systematic process of examining how an organization is positioning itself to address future challenges. It is an effort to assess an organization's strengths and weaknesses. Many organizations conduct a SWOT (strengths, weaknesses, opportunities, and threats) analysis. Consider these questions:

  ➢ How well-positioned is the organization to respond to the effects of future trends?

> ➢ What action steps can the organization take to meet the threats and opportunities posed by future trends?
>
> ➢ How can the organization maximize its strengths and minimize its weaknesses as the future unfolds?

As these questions are answered, pay close attention to likely changes in **organizational structure** and **work processes**.

Again, the overarching question here is, what will people need to do in order for the organization to successfully meet its mission? Convening a small group of exemplary employees to answer this question through a facilitated process, usually accomplishes this task. In defining future functional requirements, you may want to refer to some of the questions outlined in Step 4, below, e.g., impact of technological advancements, economic, social and political conditions.

PHASE II: WHO CAN DO WHAT NEEDS TO BE DONE?

STEP 4:

DEVELOP FUTURE WORKFORCE PROFILE

In this step the organization conducts a staffing assessment, a significant activity that requires major decisions by the organization. This step involves benchmarking the organization's skill mix and staff size against functional requirements identified in Step 3. The expected result is a forecast of the type of skills, numbers and location of employees needed in the organization over the next three to five years.

The results can be used to develop model organizations that can be applied to projected activity levels from the strategic plan. This assessment provides a key piece of information for developing demand data. The larger and more complex the organization, the more complex this step will be. Conversely, for a smaller organization, perhaps only dealing with a

few major functions, it may be a relatively quick and simple process.

**Typical Questions
Asked at This Stage**

- How will jobs within the organization change as a result of technological advancements, economic, social and political conditions?
- What are the consequences, outcomes or results of these changes?
- What skills/competencies will workers need to accomplish the work of the future?
- What are the qualifications required to perform future key roles in the organization?
- What will be the reporting relationships?
- How will divisions, work units, and jobs be designed?
- How will work flow into each part of the organization? What will be done with it? Where will the work flow?

**Major Decisions in Connection
With This Step**

**a. Determining what
   type of assessment
   will be conducted**

- An assessment can be organization-focused. The organization as a whole can be compared to like organizations as a whole to determine appropriate staff composition.
- An assessment can also be process-focused. The organization's major processes and activities can be compared to similar processes and activities in other organizations. One process may be compared to organization A, another to organization B, and so on. The process-focused assessment provides more flexibility in that the organization can benchmark against several possible futures to determine a workforce plan that will be resilient in a variety of situations.

**b. Determining who will
   handle the assessment**

- The assessment may be handled by an external consultant:

    Pro: Perhaps a more objective viewpoint; may have access to industry data otherwise not available; can be time saver.

    Con: Cost; may not know the organization well; potential lack of commitment on management's part.

- The assessment may be handled by existing staff:

    Pro: Lower cost; learning experience for staff; possible enhanced credibility of results.

    Con: Steep learning curve; limited access to industry data; time consuming; staff limitations.

**c. Develop Demand
   Data**

Developing demand data is determining how far and how fast the organization can move toward the ideal staff envisioned in the staffing assessment. The anticipated level and type of activity reflected in various resources such as the strategic plan, performance agreements, and performance plans are clearly factors, and management judgement may be required on any number of subjective issues.

Areas for decision-making about demand assumptions include:

- Program/operational strategies that will impact staffing levels
- The organization's diversity objectives
- Level of effort issues such as construction schedules

- New DOT initiatives that will require additional staff (or different skills)
- Pending legislation
- Environmental issues
- Desired skill and experience mix in view of existing workforce demographics
- The impact of special programs such as a quality initiative on staffing needs.

Demand data **must** be forecasted for the levels at which the organization completes strategic plans. It **may** be forecasted at lower levels, if organizations wish to do so for internal analysis purposes.

The communication plan should stress that forecasted demand levels and skill mix are not carved in stone. They will be revised annually as the planning cycle is repeated or more often if unforeseen circumstances dictate.

Tools That Can be Used During This Stage

Coho

Coho is a web-based decision-support system for managers or HR consultants to create position descriptions and supporting documentation. It can be very useful in easily constructing hypothetical or real positions. A manager or HR consultant can also "mix and match" duties or clusters of occupations to easily create a "hybrid" position description. The system then automatically identifies all knowledge, skills, and abilities (KSA's) required for the position.

Federal Bureau of Labor Statistics (BLS) Occupational Outlook Handbook

Available on the web at http://www.bls.gov/ocohome.htm, this handbook describes occupations and includes research that indicates where a specific occupation seems to be headed, i.e., whether the supply will shrink or expand in the next few years and factors, e.g., technology that may affect the occupation. Of

particular use to workforce planning, this section addresses how the skill requirements are changing and evolving.

OA human resource management consultants are available to assist managers with using these tools. (See Appendix III for examples of other tools and resources.)

STEP 5

*DEVELOP CURRENT
WORKFORCE PROFILE*

Developing a current workforce profile can be achieved by developing **supply data.** This is accomplished by projecting the current employee population into the future as if there were no new hires. Projections can be made at whatever level the organization desires. The expected result of this step should be a projection of the employee population over the next three to five years if nothing were done to replace attrition.

Organizations can determine the number, types and locations of current employees using the tools described in Step 4.

As with demand, a number of assumptions must be clarified if organizations need to use attrition assumptions specific to their organization:

- The percentage of employees who will resign or transfer.
- The percentage of employees who will retire or die

A general attrition rate can then be determined. For example:

> Resign/Transfer percentage
> Retirement Percentage
> + Death Percentage
> Attrition Rate Percentage

It is important to know the components of the attrition rate so adjustments can be made. For example, a planned voluntary retirement program

may impact the retirement and/or resignation rate.

> **NOTE: The literature suggests that a common attrition assumption of 4.5% has been used by various organizations. This may vary depending on size of the organization, government hiring freezes, downsizing, or economic change.**

Tools That Can be Used During This Stage

See Appendix III for samples of Competency Frameworks/Skill Assessments

DOT Attrition Planner

Attrition Planner is a workforce-planning tool that assists DOT managers in identifying past attrition and predicting future attrition of employees in key occupations.

This Excel spreadsheet model contains eight years of actual attrition data and it predicts losses for the next eight years. Managers can view summary data, e.g., total attrition, for an occupation or drill down several levels of detail, e.g., to look at optional and early retirements, and other losses.

For most of the key occupations, Attrition Planner reflects a pressing need for planning based on the impact of "baby boomer" retirements beginning in 2001. Attrition Planner is available for download on the Departmental HR web site. http://dothr.ost.dot.gov .

DOT Employment Facts

This annual workforce demographic publication contains organizational onboard strengths and workforce profiles, e.g., females, minorities, disabled, veterans, etc. Current and past issues can be researched to determine patterns for your organization. All report tables from this publication are also available on the DOT HR web site at http://dothr.ost.dot.gov.

STEP 6

*IDENTIFY WORKFORCE
REQUIREMENTS*

This step is concerned with comparing **demand and supply data** or determining the **gap or surplus** situation that will exist in future years.   The expected result of this step should be the identification of future gaps and surpluses in the organization, with particular emphasis on gaps in critical skills and in the identification of "at risk" occupations.

a.   A gap (the projected supply is less than the forecasted demand) indicates a future shortage of needed employees, and steps will have to be taken to fill the need. The organization's critical skills should be identified and analyzed with particular care, as the workforce plan will need to reflect strategies to deal with critical skill gaps.

b. A surplus (the projected supply is greater than the forecasted demand) indicates a future excess in some categories of employees, which will also require action. Surplus data should be analyzed to determine "at risk" occupations. These are occupations where the skills required are no longer going to be needed in the future, or at least will no longer be needed to the same degree. This information needs to be shared to identify possible matches with gaps that may exist in other organizations and to help guide retraining plans.

PHASE III: CHOOSING THE RIGHT STRATEGIES

STEP 7:

*DEVELOP WORKFORCE
STRATEGY*

The overall result of this step is a workforce plan that provides ways to ensure that the organization will have the appropriate staff and other personnel, e.g., contingent workforce, to do its mission related work.

The workforce plan identifies workforce strategies that resolve issues surfaced during the analysis of demand and supply data (gaps, surpluses, critical skills issues, and "at risk" occupations). The plan should address ways to resolve the unique demographic characteristics of the organization's workforce, e.g., aging workforce, and must respond to the human resource issues of the organization's strategic plan and related performance agreements.

**Strategies for Specific
Internal Issues**

Maximizing the extent to which critical skills needs can be filled internally, including addressing diversity objectives and succession planning.

a. Ensuring that career development programs reflect the reality of the organization's future skill needs.

b. Ensuring that learning and development programs make it possible for "at risk" employees to transition to fill skill gaps, and for other employees to train for critical skill areas if they wish.

c. Ensuring that information on "at risk" employees who cannot be transitioned within the immediate organization is shared to determine if these employees can transition to needed skills in other organizations.

d. Ensuring the special needs of the organization's employee population are known and addressed in order to enhance retention.

**Strategies for Specific
External Issues**

a. Developing solid demographic data on the external workforce, with particular regard to the future availability of those with the organization's critical skills. Data are needed on the future availability of graduates and experienced employees in all projected skill gap areas ensuring recruiting plans take into account external demographics. For example, projected graduation rates in a critical skill may indicate a shortage of availability at the time needed. It may be necessary to hire at a lower level (or use existing employees) and train internally.

b. Developing recruiting plans where skill gaps or diversity objectives cannot be met internally, and where "feeder" strategies are necessary due to the aging workforce.

The workforce plan will need to recognize where organizations need to work together. If your OA is depending on other OAs to get the job done (and vice versa), you will need to be planning together. The plan should also support the organization's strategies, performance agreements and schedules.

Appendix I provides a prototype workforce plan outline format. Organizations are free to integrate the required workforce planning elements in their strategic plans as appropriate.

**Communicating and
Implementing the
Workforce Plan**

The ultimate outcome here should be that the basis for, and strategies of, the workforce plan have been communicated to employees and that employees understand them.

Communicating and implementing the plan brings it to life. Effective communication is vital since it will contribute to employees' perceptions of the plan's value. Without implementation and follow-through, the plan has no value. The tie to

the organization's strategic plan/performance agreements must be clear to all.

The basis of the plan, as well as its elements, should be communicated to all employees. That is, inform people how the plan was developed, including the assumptions that were used and how it will be applied.

Involve union representatives in communicating the plan. The more they are involved in the plan's development, the more effectively they will be able to communicate its intent.

Implement the workforce plan strategies in connection with the requirements of the strategic plan. If the strategic plan timetable changes, then workforce plan strategies may have to be adjusted.

A separate action plan may be put in place to implement each strategy of the workforce plan, including accountabilities, schedule, milestones, etc. The senior management team should periodically review progress against the action plans.

Many of the internal strategies developed by organizations will touch on issues that may involve the unions or can be best accomplished with their cooperation. Most issues should be worked out during plan development, but any questions remaining at implementation time should be reviewed by labor relations specialists to ensure implementation is handled properly.

STEP 8

*EVALUATING WORKFORCE
WORKFORCE PLANNING
PROCESS*

The workforce planning process is a continuous process of forecasting, clarifying and identifying organizational workforce needs, assessing competencies, and implementing appropriate interventions. As such, the process should be continuously evaluated to determine how well each of its component parts are functioning and where adjustments are needed.

Updating and revising the plan annually "restarts" the process. The senior management sponsor and oversight group should consider a number of questions:

- Have the organization's strategies upon which the workforce plan is based changed?
- Is another staffing assessment needed for the next year?
- Are the assumptions of the demand and supply models still valid?
- Was the communication plan effective?
- Did the action plan accomplish what was needed?
- Have conditions changed such that strategies need to be revisited?
- Is there a need to modify the planning methodology?
- Is there a need to modify our approach to implementation?

Data collection strategies such as customer satisfaction inventories, program progress reviews, effective placement and development inventories, are a few ways organizations can measure how workforce planning contributes to organizational results.

The planning process should serve the organization's needs, and is not an end in itself. If, in the middle of the normal cycle, conditions change significantly, there should be no hesitation to modify the plan and its strategies accordingly.

APPENDIX I

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SAMPLE WORKFORCE PLAN

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OPERATING ADMINISTRATION: _____

POINT OF CONTACT: _____

Extension:_____

A. INTRODUCTION (General comments from the Head of the Operating
    Administration.

B. MAJOR ORGANIZATIONAL MISSIONS / STRATEGIES / OBJECTIVES
    (from the Performance Agreement) that the Workforce Plan supports.
    (Steps 2 & 3)

C. CRITICAL SUCCESS FACTORS

D. STAFFING DATA (three year projections) (Steps 4 & 5)

    1. Demand Data
    2. Supply Data
    3. Identification of gaps and surpluses
    4. Critical skills analysis
    5. Analysis of at risk occupations

A. Key Milestones

B. Accountabilities

C. Integration Issues

D. Development and implementation schedule

E. Communication plan

APPENDIX II

SAMPLE COMMUNICATION PLAN

A. Major Objectives: Inform stakeholders about the purpose and objectives of workforce planning in general and about the specific contents of the organization's workforce plan.

B. Key Audiences: Employees, HR professionals, supervisors, senior management, and unions.

C. Key messages:

   ➢ Workforce planning involves assessing future human resource needs and determining required responses. This includes determining the skills we will need in the future and those occupations that may be "at risk" of surplus in the future.

   ➢ Workforce planning is driven by strategic objectives.

   ➢ The workforce planning process is flexible; as conditions impact our objectives and human resource needs change, the workforce plan will be changed accordingly.

D. Plan Outline: (steps are shown in sequence below)

Responsibility	Action
Planning Team	Begin workforce planning process in conjunction with strategic planning process.
Labor Relations Specialist	Supply information to the unions about the planned process and its expected results (plan content).
Planning Team	Cascade information to supervisors about the planning process including the methodology, planning cycle, and expected results (plan content).
Supervisors	Use the information to discuss the planning process with employees.
Planning Team	Brief Human Resource Management specialists and supervisors on numbers and skill requirements of plan with particular regard to "at risk" occupations.
Labor Relations Specialist	Brief unions on numbers and skill requirements of plan, with particular regard to "at risk" occupations.
Human Resource Specialist	Provide employees in at risk occupations (individually or in small groups) information about projected gaps and surpluses in the plan.
Planning Team	Release plan information to general employee population. Include numbers and skills as well as information on human resource action plans included in workforce plan.

U.S. DEPARTMENT OF TRANSPORTATION

FEDERAL HIGHWAY ADMINISTRATION

PROFESSIONAL SKILLS COMPETENCY FRAMEWORK

Foreword

The purpose of this Professional Skills Framework is to outline the workforce requirements in relation to professional skills within the Federal Highway Administration. This framework identifies roles, the competencies required by those roles, learning and development activities available for developing the various competencies, and a self assessment tool to measure skill in each competency.

This framework was developed by the Professional Skills Core Competency Workgroup. This group included technical, managerial, and human resource expertise. This framework supports the work group's charter to analyze professional skills requirements across FHWA, identify available resources, and devise efficient and innovative approaches for obtaining training services.

This professional skills framework was developed based on competency models created by other Federal agencies, professional associations, and private organizations. This particular framework is unique in that it spans across each discipline in the agency. Although most competency frameworks place competencies into three major categories (technical, professional, business management), this framework, being unique, addresses competencies primarily in the professional and business categories with additional subcategories.

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This framework is designed as a comprehensive development tool. However, portions of the framework may be used independently to meet specific needs.

Summary

The Professional Skills Competency Framework captures the professional skills requirements of FHWA, agency-wide. The framework includes the following information:

Roles

The framework identifies and defines broad roles agency-wide. Nearly every employee should be able to identify the position they are in as being primarily within one of these respective roles. These roles are common to all FHWA components. However, the following roles are not meant to be exhaustive--some FHWA organizational units may have unique roles reflecting their particular structure and approach.

The roles are defined in the context of positions in the organization with an attempt to fit all employees under several broad areas. From these broadly defined roles, managers should be able to pick the competencies for individual positions and integrate or add those to the technical competencies to define the total position requirements. Keep in mind that these are broad agency roles--they are not job classification titles. Therefore, each role may contain several job classification titles within it. For example, in the Human Resource Specialist role, some job classification titles which are included in that role are employee development specialist, staffing specialist, employee relations specialist, and personnel management specialist.

The fourteen FHWA roles in the framework are:

C   *Office Support*
C   *Administrative Specialist*
C   *Human Resource Specialist*
C   *Project Managers*
C   *Program Managers*
C   *Technical Managers*
C   *Technical/Information Technology Specialist*
C   *Regulatory Specialist*
C   *Legal Counsel*
C   *Marketing/Communications Specialist*
C   *Research & Development Specialist*
C   *Team Leaders*
C   *Unit Leaders*
C   *Senior Leaders*

These roles are defined as follows:

Office Support - This role is required of employees whose job and customers are primarily internal to the organization such as secretaries, mail and file clerks, supply or depot specialist, etc.

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Administrative Specialist - This role is typically required of people in internal support groups with limited external customer contact but continuous support and advice requirements, usually to multiple internal customers. Examples are specialist in: budget, fiscal, procurement, support services, program analyst, etc.

Human Resource Specialist - This role is required of people in personnel operations, training, and information systems units. This may also be a component of an administrative role in the field or a program office. Some examples of this are: employee development specialists, personnel management specialists, employee relations specialist, and training or human resource coordinators in field or headquarters units.

Project Managers - This role is typical of employees who manage projects for delivery to external customers. While the term program manager and project manager may be confused at this level the employee is working mostly on project specific issues and interacting with customers based on policy and guidelines for program delivery. Examples are - area engineers, FLH project engineers, designers, headquarters project managers, etc.

Program Managers - This role is typical of employees who must convert laws and directives to policy and procedures and assure their implementation. An example is headquarters specialist.

Technical Managers - This role is typical of employees who must market, train, and discuss technical issues with a variety of internal and external customers. Examples are: headquarters and resource center technical specialist, FLH technical leaders, research and technology delivery specialist, etc.

Technical/Information Technology Specialist - This role is typical of people in internal support groups of a technical nature which require problem solving, plan development, data management, and team delivery skills and may require external customer contacts and daily work with professionals in their technical specialty. Examples are research assistants, engineering technicians, engineering assistants, computer specialist, etc.

Regulatory Specialist -This role is required of employees who must review and enforce regulatory requirements. This role is the front-line employee who communicates highway safety messages and enforces the consequences of non-compliance with regulatory requirements to a diverse group of external customers, such as the motor carrier safety specialist.

Legal Counsel - This role is typical of staff council in headquarters or the field who provide legal advice, counsel, and representation to upper management and others.

Marketing/Communications Specialist - This role is typical of employees who develop and produce communications strategies and define priorities and media approaches. They are responsible for production schedules and final products--all of which must be in concert with

customer needs, identified target audiences, and communications messages. Some also conduct market analysis. Positions include multimedia specialist, public affairs specialist, visual information specialist, writers, editors, and marketing specialists.

Research & Development Specialist - This role is typical of staff engaged in basic or applied research studies either as staff researcher or contracting officer's technical representative. People in these roles are considered technical experts in their field such as geotechnology, traffic operations, structural design, hydraulics, pavements, and advanced technologies.

Team Leaders - This role is typical of employees who manage a team responsible for one or more projects and/or programs; providing internal training and guidance and external customer consistency and support. Examples are found in all units of FHWA such as district engineers, specialty team leaders such as environmental, design, geotech, fiscal, procurement, legal, research, etc.. The role of these employees in many instances will be in addition to those under other categories noted above when the employee is both the team leader and specialist.

Unit Leaders - This role is typical of first level supervisors who in addition to advising the team leader and in many cases handling a technical role, must also provide supervisory support and direction. Examples are assistant division administrator, resource center operations director, headquarters office directors and division chiefs, FLH branch chiefs, etc.

Senior Leaders - This role is typical of those employees who lead significant units of FHWA and are required to conduct considerable external customer dialogue that develops or implements policies and procedures with wide ranging application and impact. Examples are core business unit mgrs., service business unit directors, senior field leaders (motor carrier and fed-aid), division administrators, division engineers, resource center directors, state directors of motor carriers, etc.

Once again, these roles and the following competency definitions are intended to be generic. When comparing your positions to this framework, it is intended that this generic model be used to guide the development of specific skills for those individual positions. It may be necessary to adjust the competency from what is shown in the model to meet specific job requirement. This is a decision left to the supervisor and the employee.

Competencies

The framework identifies and defines the professional skills competencies common throughout FHWA. The competencies are organized into two major categories and further into seven subcategories. These categories represent major cluster areas.

Two Major Categories

C *Professional Competencies* **(P)** represent basic interpersonal competencies required to perform a job in any discipline.

C *Business Management Competencies* **(B)** include competencies related to common organizational management practices and techniques.

Seven Subcategories

C *Communications* **(P)** represents competencies which deal with concise and effective interactions between other individuals as well as internal and external organizations.

C *Self/Life Management* **(P)** includes balancing personal and professional characteristics appropriately to meet the demands of the workplace.

C *Interpersonal* **(P)** competencies are those dealing with the quality, scope, and savvy involved in individual and group dealings.

C *Leadership* **(P)** competencies are those involving providing direction and guidance to others as well as facilitating structure and teamwork.

C *Organizational* **(B)** competencies include planning, evaluation, and understanding the parameters in which the organization operates as well as the factors which impact the organization.

C *Management* **(B)** represents competencies that deal with daily operations and support of the organization.

C *Marketing* **(B)** represents competencies needed to assess customer needs and then accommodate those needs in the products and services which are subsequently offered.

Competencies/Definitions

Communications
Listening
Ability to listen actively and accurately while adapting appropriately to the respective communicator's style and ability to provide constructive feedback.

Presentation - formal
Conducts formal presentations to various sized groups. Presentations demonstrate language appropriate to the audience. Skill in the use of voice, diction, visual aids, and gestures is evident.

Oral Communication
Clearly and effectively communicates with individuals and groups. Responsive to the various styles and needs of the individuals/groups they are communicating with.

Written Communication
Communicates effectively in writing; reviews and critiques others' writing. Form and approach of writing is appropriate for the audience and situation. Correct usage and grammar is evident.

Facilitation
Plans and conducts meetings and work group sessions in a manner that achieves the groups objectives. Efficiently utilizes the group's talents and experiences and constructively manages group dynamics.

Media Interaction
Utilizes proper judgement in clearly communicating agency position to the media without speculation. Follows agency's media policy on these matters.

Self/Life Management

Ethics
Adheres to high standards of integrity. Behaves in a fair manner toward others and demonstrates a sense of corporate responsibility and commitment to public service.

Assertiveness
Exercises judgement in voicing ideas and suggestions. Addresses problems and issues in a professional and respectful manner. Takes initiative to communicate with employees and/or management.

Stress Management
Effectively balances competing demands. Takes healthy steps to prioritize and manage these demands.

Time Management
Completes short- and long-term projects and programs on time and shows ability to respond to changing demands while doing so. Demonstrates the ability to prioritize work and make the best use of available time and resources for higher prioritized tasks while maintaining timeliness on other projects.

Personal Presentation
Appearance and behavior reflects positively on the agency's image and is appropriate for respective events and situations.

Interpersonal Skills

Conflict Management

Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner.

Teamwork

Works cooperatively with other team members and contributes to group solutions through constructive feedback, ideas, and suggestions. Facilitates the open exchange of ideas and information among team members.

Diplomacy

Demonstrates tact and skill in dealing with people. Uses behaviors and language in dealing with people which is appropriate for the workplace and a respective situation.

Diversity

Recognizes the value of cultural, ethnic, gender, and other individuals differences. Understands differences in and responds appropriately to other employees in the workplace.

Partnering

Develops and nurtures alliances. Engages in cross-functional activities. Collaborates across boundaries and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

Networking

Establishes and nurtures internal and external connections with individuals and groups to enhance professional effectiveness.

Negotiating/Influencing

Appropriately uses negotiation, persuasion, and authority in dealing with others to achieve goals. Builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals. Facilitates "win-win" situations.

Leadership

Team Building

Fosters cooperation, communication, and consensus among groups. Fosters shared leadership, builds trust among team members, and creates commitment to team goals.

Decisiveness

Exercises good judgement by making sound and well-informed decisions. Perceives the impact and implications of decisions. Makes effective and timely decisions even when data are limited or when solutions produce unpleasant consequences. Knows when and when not to seek consensus.

Change Management
Develops strategic goals for change. Assesses the readiness for change and identifies appropriate change strategies. Leads change initiatives and acts as a change agent. Communicates changes goals and strategies to appropriate parties.

Political savvy
Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with clear perception of organizational and political reality. Recognizes the impact of alternative courses of action.

Coaching
Develops or assists in the development of others through such activities as training, coaching, mentoring, and sharing ideas and feedback. Tailors these activities to the needs of a diverse range of people. Identifies situations where coaching contributes to the goals of the organization.

Organizational

Vision
Creates and/or shares a vision of the organization; promotes wide ownership; champions organizational change.

Strategic Planning
Participates in or supports development and implementation of agency strategic plans, including vision and mission statements; develops strategic plans that support overall organizational goals and objectives; advises management on incorporation of organizational goals and considerations into strategic plans.

Organizational Awareness
Understands the vision, mission, functions, resources, values, culture, and business strategies of the organization. Understands roles and responsibilities of organizational units and utilizes resources to accomplish work objectives.

External Awareness
Stays current on political, social, technological, industry, and economic factors and understands their impact on organizational policies and actions.

Performance Measurement and Improvement
Measures the organization's performance and improvement in key business areas. Assesses progress relative to goals, plans, and changing needs.

Customer Focus (Orientation)

Knows who primary and secondary customers are and actively seeks customer input. Addresses customer needs as a priority; continuously seeks to improve the quality of services, products, and processes.

Management

Financial Management
Prepares and justifies budget; monitors planned and actual expenses; manages procurement and contracting.

Human Resource Management
Ensures effective recruitment, selection, training, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee well-being.

Technology Management
Stays informed about new technology; applies new technologies to organizational needs; seeks out training and development to stay abreast of leading-edge technology advances.

Information Analysis and Management
Has knowledge of data analysis techniques and keeps abreast with the technologies that facilitate analysis; applies these techniques for the purpose of analyzing information and data; manages information technologies; systems; and data collection or data filtering or data organization.

Process Management
Uses effective techniques to define delivery processes. Identifies improvement areas and resolves barriers to effective delivery. Effectively uses performance measures to drive process improvement.

Analytical Thinking
Thinks through all facets of an issue, problem, or situation. Demonstrates an attention to detail. Reports, documents, projects, and programs follow a logical and linear progression in thought.

Creative Thinking
Develops insights into situations and applies innovative solutions beyond those traditionally considered to projects, programs, and problems. Initiates new concepts and ideas.

Problem Solving
Recognizes and defines problems; analyzes relevant information; encourages alternative solutions and plans to solve problems.

Marketing

Market Analysis
Considers the following elements in knowing the market which the employee services: customer classification; customer needs; type of request; knowledge of product or service; and distribution channels.

Distribution
Knows appropriate external or internal channels for distributing services and information. Obtains necessary internal approvals and clearances for passing on services and information.

Message Development
Develops and tailors technical and program information to be sensitive to the needs, terminology and perspective of different audiences. Communicates information clearly and succinctly.

Advertising
Establishes suitable administrative and control procedures for effective operation of advertising, sales promotion, publicity, merchandising, and other communications activities.

Product Knowledge
Communicates information about products or programs so that the essential points and issues are clear and understandable. Ensures that technical content is maintained through development of marketing materials.

Message Packaging
Understands audiences, their needs and methods of receiving information. Assembles information in a format that promotes understanding and provides the information through a medium designed to reach the target audience.

Proficiency Requirements

The matrix on the following pages shows the agency roles and level of proficiency which each role requires relative to each of the individual competencies. For example, if you are a program manager, you would need an applied level of skill in strategic planning.

Please keep in mind this is intended to be used as a guide toward desired levels. The levels shown relative to each position are not mandatory and use in personnel selections should be carefully considered.

Three levels of proficiency have been defined as follows:

BASIC - Must have knowledge of general terms, concepts, processes, and objectives of the competency.

INTERMEDIATE - Must apply the competency to perform common tasks.

ACCOMPLISHED - Must use the competency to perform complex tasks requiring creativity and judgement.

The three levels of proficiency are not intended to represent different position levels. Their purpose is to capture the requirements of the role in general for proficiency in the competencies that make up the framework. The blank areas without a designated level represent non-applicability.

The matrix follows:

B=Basic *I=Intermediate* *A=Accomplished*	Office Support	Admin. Spec.	HR Spec.	Proj. Mgr.	Pgrm Mgr.	Tech. Mgr.	Tech/IT Spec.	Regulatory Spec.	Legal Cnsl.	Mrktng/ Comm. Spec.	R&D Spec.	Team Ldr.	Unit Ldr.	Senior Ldr.
Communications:														
Listening	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Presentation	B	I	I	I	A	A	I	I	A	A	I	A	A	A
Oral	I	I	I	A	A	A	I	A	A	A	I	A	A	A
Written	I	A	A	A	A	A	I	I	A	A	I	A	A	A
Facilitation	B	I	I	I	I	A	B	I	A	A	I	A	A	A
Media Relations		B	B	B	I	I		B	I	A	B	I	A	A
Self/Life Mgmt.:	Office Support	Admin. Spec.	HR Spec.	Proj. Mgr.	Pgrm Mgr.	Tech. Mgr.	Tech/IT Spec.	Regulatory Spec.	Legal Cnsl.	Mrktng/ Comm. Spec.	R&D Spec.	Team Ldr.	Unit Ldr.	Senior Ldr.
Ethics	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Assertiveness	I	I	I	A	A	A	I	A	A	A	B	A	A	A
Stress Mgmt.	I	I	I	I	A	A	I	A	I	I	I	A	A	A
Time Mgmt.	I	A	A	A	A	A	A	A	A	A	A	A	A	A
Personal Presentation	I	I	I	I	A	A	I	I	A	A	I	A	A	A
Interpersonal:	Office Support	Admin. Spec.	HR Spec.	Proj. Mgr.	Pgrm Mgr.	Tech. Mgr.	Tech/IT Spec.	Regulatory Spec.	Legal Cnsl.	Mrktng/ Comm. Spec.	R&D Spec.	Team Ldr.	Unit Ldr.	Senior Ldr.
Conflict Mgmt.	B	I	A	A	A	I	I	A	A	I	I	A	A	A
Teamwork	I	A	A	A	A	A	A	A	A	A	A	A	A	A
Diplomacy	I	I	A	I	I	A	I	I	A	A	I	A	A	A
Diversity	I	I	A	I	I	I	I	I	I	I	I	A	A	A
Partnering	B	B	I	A	A	A	I	I	I	A	I	A	A	A

	Office Support	Admin. Spec.	HR Spec.	Proj. Mgr.	Pgrm Mgr.	Tech. Mgr.	Tech/IT Spec.	Regulatory Spec.	Legal Cnsl.	Mrktng/ Comm. Spec.	R&D Spec.	Team Ldr.	Unit Ldr.	Senior Ldr.
Networking	I	I	I	A	A	A	I	I	I	A	I	A	A	A
Negotiating/Influencing	B	A	I	I	A	A	I	I	A	I	I	A	A	A
Leadership:	**Office Support**	**Admin. Spec.**	**HR Spec.**	**Proj. Mgr.**	**Pgrm Mgr.**	**Tech. Mgr.**	**Tech/IT Spec.**	**Regulatory Spec.**	**Legal Cnsl.**	**Mrktng/ Comm. Spec.**	**R&D Spec.**	**Team Ldr.**	**Unit Ldr.**	**Senior Ldr.**
Team Building	B	B	I	I	I	I	I	I	I	I	I	A	A	A
Decisiveness	I	I	I	A	A	A	I	A	A	A	I	A	A	A
Change Mgmt.	B	B	I	I	I	I	B	I	I	I	I	A	A	A
Political Savvy	B	B	I	I	A	A	I	I	A	A	B	A	A	A
Coaching	B	B	I	I	I	I	I	I	I	I	I	A	A	A
Organizational:	**Office Support**	**Admin. Spec.**	**HR Spec.**	**Proj. Mgr.**	**Pgrm Mgr.**	**Tech. Mgr.**	**Tech/IT Spec.**	**Regulatory Spec.**	**Legal Cnsl.**	**Mrktng/ Comm. Spec.**	**R&D Spec.**	**Team Ldr.**	**Unit Ldr.**	**Senior Ldr.**
Vision	B	I	I	I	I	I	I	I	I	I	I	A	A	A
Strategic Planning	B	B	I	I	I	I	I	I	I	I	I	A	A	A
Organizational Awareness	B	I	A	I	A	A	I	I	A	A	I	A	A	A
External Awareness	B	I	I	I	A	A	I	I	A	A	A	A	A	A
Performance Measurement & Improvement	B	I	I	I	I	I	I	I	I	I	I	A	A	A
Customer Focus	I	A	A	A	A	A	A	A	A	A	A	A	A	A
Management	**Office Support**	**Admin. Spec.**	**HR Spec.**	**Proj. Mgr.**	**Pgrm Mgr.**	**Tech. Mgr.**	**Tech/IT Spec.**	**Regulatory Spec.**	**Legal Cnsl.**	**Mrktng/ Comm. Spec.**	**R&D Spec.**	**Team Ldr.**	**Unit Ldr.**	**Senior Ldr.**
Financial Mgmt.	B	A	I	I	I	I	I	B	I	B	I	I	I	I
Human Resource Mgmt.	B	I	A	B	I	I	B	B	I	B	B	A	I	A
Technology Mgmt.	B	I	I	I	I	A	A	I	I	I	A	I	I	I

	Office Support	Admin. Spec.	HR Spec.	Proj. Mgr.	Pgrm Mgr.	Tech. Mgr.	Tech/IT Spec.	Regulatory Spec.	Legal Cnsl	Mrktng/ Comm. Spec.	R&D Spec.	Team Ldr.	Unit Ldr.	Senior Ldr.
Information Analysis & Mgmt.		I	I	I	I	A	A	I	A	I	A	I	I	I
Process Mgmt.		I	I	I	A	A	I	A	I	I	I	A	A	A
Analytical Thinking	B	A	I	I	A	A	A	A	A	I	A	A	A	A
Creative Thinking	B	I	I	I	A	A	I	I	A	A	A	A	A	A
Problem Solving	I	I	I	A	A	A	I	I	A	A	A	A	A	A
Marketing:	**Office Support**	**Admin. Spec.**	**HR Spec.**	**Proj. Mgr.**	**Pgrm Mgr.**	**Tech. Mgr.**	**Tech/IT Spec.**	**Regulatory Spec.**	**Legal Cnsl**	**Mrktng/ Comm. Spec.**	**R&D Spec.**	**Team Ldr.**	**Unit Ldr.**	**Senior Ldr.**
Market Analysis		B	B	I	I	I	B	I	I	A	I	I	I	I
Distribution	B	B	I	I	I	I	B	I	B	A	B	I	I	I
Message Development	B	I	A	I	A	A	I	I	I	A	I	A	A	I
Advertising	B	B	I	B	B	I	B	B	B	A	B	I	I	I
Product Knowledge	B	I	I	A	A	A	I	I	I	B	A	A	I	I
Message Packaging		B	I	I	A	A	B	A	I	A	I	A	A	I

PROFESSIONAL SKILLS COMPETENCY FRAMEWORK

SKILLS ASSESSMENT TOOL

The following assessment tool measures your skill in each competency (as opposed to the level of skill for each competency your role requires). In order to develop a well-rounded analysis, it is recommended that you complete an assessment for yourself, and have your supervisor and, at least one peer or employee complete an assessment for you with respect to these skills. If you are not comfortable having a peer complete the assessment, then complete a less comprehensive assessment with your supervisor.

Once all individual assessments are completed, compile all results on a single table and refer to the analysis instructions below for completion of "Level Required for the Position" and "Areas to Improve" columns, and interpretation of results.

Directions: In the table below, indicate the appropriate measure (0-5) assessing the skill exhibited for each area. 1= Basic level of skill, 3=Intermediate level of skill, 5=Accomplished level of skill as defined below. Use "0" to indicate need for basic skill development. If a skill cannot be assessed, leave the space blank.

BASIC(1) - Has knowledge of general terms, concepts, processes, and objectives relative to the competency.
INTERMEDIATE(3) - Has the ability to apply the competency to perform common tasks.
ACCOMPLISHED(5) - Uses the competency to perform complex tasks requiring creativity and judgement.

Competency/Skill	*Self Asses.* *(0 to 5)*	*Peer or Empl. Asses.* *(0 to 5)*	*Supervisor Assessment* *(0 to 5)*	*Level required for Position* *(B,I,orA)*	*Area to Improve* *T*
Communication					
Listening					
Presentation - Formal					
Oral					
Written					
Facilitation					
Media Interaction					
Self/Life Management					
Ethics					

Assertiveness				
Stress Management				
Time Management				
Personal Presentation				
Interpersonal Skills				
Conflict Management				
Teamwork				
Diplomacy				
Diversity				
Partnering				
Networking				
Negotiating/Influencing				
Leadership				
Team Building				
Decisiveness				
Change Management				
Political Savvy				
Coaching				
Organizational				
Vision				
Strategic Planning				
Organizational Awareness				
External Awareness				
Performance Measurement and Improvement				
Customer Focus (Orientation)				
Management				
Financial Management				
Human Resource Management				
Technology Management				
Information Analysis and Management				

Program/Process Management					
Analytical Thinking					
Creative Thinking					
Problem Solving					
Marketing					
Market Analysis					
Distribution					
Message Development					
Advertising					
Product Knowledge					
Message Packaging					

ANALYSIS of INFORMATION

In the column marked "Level Required for Position" mark, in consultation with supervisor (if necessary), the appropriate level for your role/position (basic, intermediate or accomplished) by referring to the proficiency level grid in the framework. Remember: Accomplished (A)=5, Intermediate (I)=3, and Basic(B)=1.

Place a T in the rows where two of the three (or both if you only have two columns completed) assessments of your skills fall below the required proficiency level for your role as identified in the skill requirements grid in this framework. For example, if your role requires an intermediate level of skill (3) in Listening and you rated yourself a 2, your supervisor a 3, and your peer a 1, you should mark that row with a T. This identifies a need for development in that competency. This information should then be used, with your supervisor, to develop an improvement plan. Refer to the learning and development activities in the framework for possible sources of development in the competencies marked with a T.

LEARNING AND DEVELOPMENT ACTIVITIES

This section includes a list of learning and development resources related to each competency in this framework. The resources include training classes, ways to improve on the job, self-study resources, and books. This list is not all inclusive, but a good starting point--many other sources for development exist. Some of the training vendors listed here have nationwide training sites. For more resources, contact your servicing training representative or office.

In using this resource, first consider the competencies you have identified as needing development. This is meant as a guide, development in all of these areas is not necessary or expected.

<u>*Communication*</u>
Listening
> <u>*Training/Programs*</u>
> *You're Not Listening, American Media, Inc., 515-224-0919*
> *Listening Until You Really Hear, Booher Consultants, Inc. 817-545-4534*
> *Dynamic Listening Skills for Successful Communication, American Management Association, 800-714-6395*
>
> <u>*Other ways to improve*</u>
> *Practice listening with a co-worker or friend by paraphrasing what is said to you in a conversation, tell your associates you are trying to do a better job of listening and ask them to help you, listen more to your family and friends.*
>
> <u>*Other*</u>
> *Listening: The Forgotten Skill, by Burley-Allen*

Presentation - formal
> <u>*Training*</u>
> *Strategies for Developing Effective Presentation Skills, American Management Association, 800-714-6395*
> *Basic Presentation Skills, Management Concepts, Inc., 703-790-9595*
> *Powerful Presentations with PowerPoint, Management Concepts, Inc., 703-790-9595*
>
> <u>*Other ways to improve*</u>
> *Make presentations to schools, trade associations, or church/synagogue groups, practice your business presentations with family, friends, and co-workers, record presentations on audio- or videotape beforehand and then review it.*

Other
Federal Toastmasters Organization has chapters nationwide
The Presentations Kit, by Claudyne Wilder

Oral Communication

Training
Effective Communicating, Decker Communications, Inc. 415-391-5544
Basic Communication Skills, USDA Graduate School, 202-314-3400

Other ways to improve
*Observe people who interact effectively with others, initiate conversations at organizational gathering*s

Written Communication

Training
Effective Writing Skills, USDA Graduate School, 202-314-3400
Technical Writing Skills, Management Concepts, Inc., 703-790-9595
Report Writing, USDA Graduate School, 202-314-3400
How to Sharpen Your Business Writing Skills, American Management Association, 800-714-6395
The Grammar Course, American Management Association, 800-714-6395

Other ways to improve
Volunteer for writing assignments that will be reviewed by a good writer, compare your letters and memos with someone else's on a similar subject, write rough drafts for others, offer to proofread the work of other writers.

Other
English Grammar and Usage (self-study), National Independent Study Center, 303-969-5800
Gregg Reference Manual, by William Sabin
FHWA Correspondence Manual
GSA Style Manual

Facilitation

Training
Facilitating Work Teams, USDA Graduate School, 202-314-3400
The Effective Facilitator, American Management Association, 800-262-9699

Other ways to improve
Look for opportunities to facilitate meetings and other work processes, try offering suggestions to solving problems, resolving issues, and improving processes by trying to remain objective, volunteer to lead a group through brainstorming and other facilitative exercises.

Media Interaction

Training/Programs
Public Relations: Strategies for Success, American Management Association, 800-714-6395
Public Relations Seminars - 301-460-4472

Other
Federal Highway Administration Public Affairs Office - 202/366-0660

Self/Life Management
Ethics

Training
Practical Ethics and the Federal Employee, Federal Personnel Management Institute, 205-539-1850
Ethics for Senior Executives and Policy Makers, USDA Graduate School, 202-447-3247
Ethics: Standards of Conduct Overview, USDA Graduate School, 202-447-3247
Understanding the Federal Code of Ethics, Management Concepts, Inc., 703-790-9595

Other ways to improve
Keep abreast of media coverage of ethics cases, keep up-to-date with Federal ethics policies, know who your organization's ethics officer is and take questions and issues to them if ever in doubt about an ethics issue.

Assertiveness

Training
Assertiveness Training for Managers, American Management Association, 800-714-6395
Assertiveness Training for New or Prospective Managers, American Management Association, 800-714-6395
Assertiveness Training for Women in Business, American Management Association, 800-714-6395

Other ways to improve
Distinguish between assertive and aggressive behaviors, observe key people in your organization whose assertiveness skills you respect, ask for feedback from those you trust with respect to your assertiveness skill, practice being assertive in safe situations such as service industry interactions or with family and friends.

Other
People Skills, by Robert Bolton

Stress Management

Training
Stress Management, USDA Graduate School, 202-314-3400
Juggling Competing Priorities in Today's New Workplace, American Management Association, 800-714-6395
Making Stress Work for You, Management Concepts, Inc., 703-790-9595

Other
Controlling Stress in the Workplace: How to Handle What Happens, by Gatto
Successful Self-Management: A Psychologically Sound Approach to Personal Effectiveness, by Timm

Time Management

Training/Programs
Time Management, American Management Association, 800-714-6395
Time Management: Making Every Minute Count, Management Concepts Inc., 703-790-9595

Other ways to improve
Plan and execute projects for social, religions, or civic organizations, establish detailed, quantifiable milestones for projects, use project management software, create daily, weekly, and monthly task lists and stick to them, for complex, long-term work activities, break down tasks into smaller groupings and create deadlines for yourself

Other
Time Management, National Independent Study Center (self-study), 303-969-5800

Personal Presentation

Training
Business Etiquette, Management Concepts, Inc., 703-790-9595
Projecting a Positive Professional Image, American Management Association, 800-714-6395

Interpersonal Skills
Conflict Management

Training
Responding to Conflict: Strategies for Improved Communication, American Management Association, 800-714-6395
Constructive Conflict Resolution, USDA Graduate School, 202-314-3400
Alternative Dispute Resolution, USDA Graduate School, 202-314-3400

Working with Difficult People, Management Concepts, Inc., 703-790-9595

Other ways to improve
Role play a hypothetical conflict resolution with a co-worker, confront problems when they first arise, ask for feedback from people you have resolved conflict with, assess yourself to see if you are allowing conflict to go on unresolved.

Other
Dealing with Conflict, CRM Films
Conflict Management: The Courage to Confront, by Lundin and Lundin

Teamwork
Training
Leading Work Teams, USDA Graduate School, 202-314-3400
Succeeding in Work Teams, USDA Graduate School, 202-314-3400
Making Teams Work, Management Concepts, Inc., 703-790-9595
Becoming a Team Player, Management Concepts, Inc., 703-790-9595

Other ways to improve
Get involved in joint projects and task forces, invite others to share input on projects you are coordinating, work on a community project, local government issue or fund-raiser, observe meetings and training sessions and note what behaviors add or detract from the process.

Other
How to Meet, Think, and Work to Consensus, by Tagliere

Diplomacy
Training
Managing Your Emotions in the Workplace, American Management Association, 800-714-6395
Communication and Interpersonal Skills, American Management Association, 800-714-6395
Projecting a Positive Professional Image, American Management Association, 800-714-6395

Other ways to improve
Observe the strategies and behaviors of those you consider highly skilled in this area, practice maintaining objectivity in emotionally charged situations, avoid reacting to situations prior to analyzing facts, volunteer to work on projects that may be controversial in nature, observe seasoned trainers and facilitators to learn tips on dealing with difficult situations and hostility.

Diversity
Training
The Diverse Work Force, Management Concepts, Inc., 703-790-9595

Managing Diversity, USDA Graduate School, 202-314-3400
Communicating Across Genders, Cultures, and Generations, Management
Concepts, Inc., 703-790-9595

Other ways to improve
Be open to multicultural education, get involved with people who have different
back-grounds that you, conduct volunteer work outside your own neighborhood,
engage in discussions and multicultural events.

Other
Beyond Race and Gender, by Roosevelt Thomas
Differences Do Make a Difference, by Roosevelt Thomas
Managing a Diverse Work Force, by Fernandez
Working Together, Succeeding in a Multicultural Organization, by Simons and
Zuckerman

Partnering
Training/Programs
Establishing International Strategic Alliances and Joint Ventures, American
Management Association, 800-714-6395
Managing International/Domestic Strategic Alliances and Joint Ventures,
American Management Association, 800-714-6395
Maximizing Joint Productivity, Thoren Consulting Group, 602-838-7406

Other
The Knowledge Link: How Firms Compete Through Strategic Alliances, by
Badaracco

Networking
Training
Building Better Work Relationships, American Management Association,
800-714-6395
Cross-Functional Communication, American Management Association,
800-714-6395
Interpersonal Communication: Developing Effective Relationships, Management
Concepts, Inc., 703-790-9595

Other ways to improve
Become involved in professional/academic organizations relevant to your field,
keep abreast of leading-edge trends and contacts in your field, nurture
relationships with those you work with on a regular basis both internally and
externally, talk to a career counselor about additional ideas relative to your
organization and field.

Other
Is Your "Net" Working? A Complete Guide to Building Contacts and Career

Visibility, by Boe and Youngs

Negotiating/Influencing

Training
Negotiating to Win, American Management Association, 800-714-6395
Negotiation Skills, USDA Graduate School, 202-447-3247
Negotiating Strategies and Techniques, George Washington University School of Business, 202-578-8810

Other ways to improve
Role play with a manager or peer prior to making a negotiable request, build reciprocal agreements by helping others when they need it, offer to lead a task force of co-workers on an organization-wide project, observe mediation hearings at work or in your community.

Other
Successful Negotiating, American Management Association (self-study), 800-714-6395
Influence Without Authority, by Cohen and Bradford
Influence: Portable Power for the "90s, by Zuker

Leadership

Team Building

Training
Building High Performance Teams, USDA Graduate School, 202-314-3400
Fundamentals of Team Building, American Management Association, 800-714-6395
Leadership and Team Development for Managerial Success, American Management Association, 800-714-6395

Other ways to improve
Hold more group meetings, involve others in decision-making processes, define roles of each team member if you are in a leadership role, provide constant and immediate feedback, identify decisions or objectives you want to involve your staff in and begin soliciting their input as a way to practice.

Other
Team Building and Communication, by Gatto
Making Groups Effective, by Zander
Managing the Team, by Marchington

Decisiveness

Training
Problem Solving and Decision Making, Management Concepts, Inc., 703-790-9595
Problem Solving and Decision Making, American Management Association,

800-714-6395
Problem Solving and Decision Making for Technical Professionals, American Management Association, 800-714-6395
Problems and Decisions, Situation Management Systems, Inc., 617-826-4433

Other ways to improve
Make decisions under pressure and then ask for feedback, draw up contingency plans for decision making, make a checklist of important factors to be considered when making decisions, talk to people who are in jobs that require critical decision-making such as paramedics, emergency room personnel, pilots, ...

Other
Yes or No: Guide to Better Decisions, by Johnson
Overcoming Indecisiveness: Eight Stages of Effective Decision Making, by Rubin
NumberWise: How to Analyze Your Facts and Figures for Smart Business Decisions, by Thomsett

Change Management
Training
Partners in Change, USDA Graduate School, 202-314-3400
Managing Organizational Change, USDA Graduate School, 202-447-3247
Leadership: Change, Challenge, and Empowerment, USDA Graduate School, 202-314-3400
Change Management, MTL Services International, 703-914-0091
Change Leadership for the 90s, Federal Personnel Management Institute, 205-539-1850

Other
The Challenge of Organizational Change, by Kanter, Stein, and Jick
Change Riders: Managing the Power of Change, by Kissler
Aftershock: Helping People Through Corporate Change, by Woodward and Buchholz

Political Savvy
Training
Projecting a Positive Professional Image, American Management Association, 800-714-6395
Exercising Influence, Barnes & Conti Associates, 510-644-0911
Promoting and Implementing Innovation, Situation Management Systems, Inc., 617-826-4433

Other ways to improve
Write out your predictions of who will support or oppose ideas presented by others--check to see how accurate you are, volunteer to help management or co-workers gain support for any respective proposals they wish to make, present an idea to upper management, enroll in a mentoring program.

Other
Managing with Power: Politics and Influence in Organizations, by Pfeffer
The Empowered Manager: Positive Political Skills at Work, by Block
Neanderthals at Work: How People and Politics Can Drive You Crazy, by
Bernstein and Rosen
Conquering Corporate Co-dependence: Life Skills for Making It Within or
Without the Corporation, by Corbin

Coaching

Training
Coaching and Counseling for Outstanding Job Performance, American
Management Association, 800-714-6395
Coaching Skills to Improve Employee Work Performance, Management Concepts,
Inc., 703-790-9595
Helping Others Succeed, Blessing White, Inc., (FHWA Course No. 36013) 908-
904-1000

Other ways to improve
Become a teacher or trainer at work, role play coaching with peers or managers,
practice with your family, set a development plan for yourself and have your
manager coach you.

Other
Masterful Coaching: Extraordinary Results by Impacting People the Way They
Think and Work Together, by Hargrove
The Career Coach, by Kleiman

Organizational
Vision

Training
Visionary Leadership and Planning, Innovation Associates, Inc., 617-398-8500
HighGain Mind Mapping, HighGain, Inc., 707-824-9312

Other ways to improve
Find out what your organization's vision is and talk to management about how
they intend to achieve it, project an image of being a part owner of the
organization and take a stake at the organization's success, ask to sit in strategy
planning sessions.

Other
Creating Shared Vision, by Parker
The Successful Business Plan: Secrets and Strategies, by Abrams

Strategic Planning

Training
Strategic Planning, USDA Graduate School, 202-314-3400
Strategic Planning, American Management Association, 800-714-6395
Strategic Planning for a Customer-Focused Government, USDA Graduate School, 202-314-3400
Tools and Techniques for Thinking and Managing Strategically, American Management Association, 800-714-6395
Strategy Implementation, American Management Association, 800-714-6395

Other ways to improve
Set goals and milestones for your projects, ask your manager to assist them in planning for the organization, become familiar with trends in your industry and discipline.

Other
The Successful Business Plan: Secrets and Strategies, by Abrams
Management: Tasks, Responsibilities, Practices, by Drucker

Organizational Awareness

Training
Custom Training Solutions, Universal Training, 847-498-9700

Other ways to improve
Keep a subject binder on information about your organization, talk to a mentor or trusted colleague more experienced than you about the organization's culture, meet with employees in other offices and locations to learn alternate perspectives about the organization, spend some time each week reading organizational publications, watch an orientation video and read through orientation material, keep abreast of what how your organization is making news in the media.

Other
On Organizational Learning, by Argyris

External Awareness

Training
Global Awareness for Global Competitiveness, EBI Consulting, Inc., 508-636-5656

Other ways to improve
Regularly read the daily newspaper, technical journals, congressional publications, and internal publications, join a trade or professional association, conduct "trends" meetings with your peers, discuss trends with friends and co-workers.

Other
Managing Strategic Change: Technical, Political, and Cultural Dynamics, by
Tichy
Managing the Future: 10 Driving Forces of Change for the 90s, by Tucker
Future Work: Seven Critical Forces Reshaping Work and the Work Force in
North America, by Coates, Jarratt, and Mahaffie

Performance Measurement and Improvement

Training
Performance Measurement: Measuring Your Organization's Efforts,
Management Concepts, Inc., 703-790-9595
Focusing on Results: Developing and Implementing Performance Measurement
Systems, GSA Interagency Training Center, 703-603-3216
Performance Measures and the Balanced Scorecard: How to Determine and
Measure What Really Counts, American Management Association, 800-714-6395
Continuous Improvement Program, Gilmore & Associates, 416-926-1944

Other ways to improve
Develop feedback forms for internal and external customers, conduct some
benchmarking of other organizations who are known for their effectiveness,
schedule meetings with internal or external customers to identify ways to enhance
services/effectiveness, check progress to ensure that you are improving the quality
in your unit/organization.

Other
Building a Total Quality Culture, by Batten
Quality in America: How to Implement a Competitive Quality Program, by Hunt
The Team Handbook: How to Use Teams to Improve Quality, by Scholtes

Customer Focus (Orientation)

Training
Creating a Customer-Focused Organization, GSA Interagency Training Center,
703-603-3216
The Hidden Customer: Internal Customer Service, GSA Interagency Training
Center, 703-603-3216
Managing Superior Customer Service, American Management Association,
800-714-6395
Customer Satisfaction Measurement, American Management Association,
800-714-6395

Other ways to improve
Verify the customer's needs and expectations by listening, asking questions to test
understanding, and restating your understanding of his/her requirements, keep
your customers abreast of your progress, continually ask customers for feedback
while the work is in progress to ensure you are meeting his/her expectations, keep

*track of missed deadlines and determine how quality can be improved in the
future.*

Other
The Customer Connection: Quality for the Rest of Us, by Guaspari
The Customer is King, by Harris
Customer Driven Company, by Whiteley
Moments of Truth, by Carlzon

Management
Financial Management

Training
*Federal Financial Management Overview, Management Concepts, Inc., 703-790-
9595*
*Financial Management for Program Managers, Management Concepts, Inc., 703-
790-9595*
Introduction to Financial Management, USDA Graduate School, 202-314-3400
Introduction to Federal Budgeting, USDA Graduate School, 202-314-3400
*Federal Budgeting for Non-Budget Personnel, USDA Graduate School, 202-314-
3400*
Budget Execution, USDA Graduate School, 202-314-3400

Other ways to improve
*Plan, budget, and execute projects for social groups, churches, or civic
organizations, serve as a treasurer for a club or community organization,
volunteer to manage projects with a budget, create and live within a budget at
home.*

Other
On Time/On Budget, by Baker and Baker
*Getting the Job Done! Managing Project Teams and Task Forces for Success, by
Randolph and Posner*

Human Resource Management

Training
*Fundamentals of Human Resources Management, American Management
Association, 800-714-6395*
Issues in Employment Law, American Management Association, 800-714-6395
*Recruiting, Interviewing, and Selecting Employees, American Management
Association, 800-714-6395*
Human Resource Management, Management Concepts, Inc., 703-790-9595

Other ways to improve
Volunteer to serve on work teams and task forces driven by your human resource

department, participate in human resource programs mentoring, training, etc., build a rapport with your servicing human resource office or professional.

Other
High Impact Hiring, by Rosse and Levin
Performance Appraisal, by Smither

Technology Management

Training
Technology Issues for Professionals, Management Concepts, Inc., 703-790-9595
The Internet: Business Applications, Management Concepts, Inc., 703-790-9595
Strategic Information Systems Planning, American Management Association, 800-714-6395
Electronic Commerce Over the Web, American Management Association, 800-714-6395

Other ways to improve
Guide yourself through new and different software programs via user manuals, attend training classes for specific applications relevant to your work, talk to colleagues in your organization who are responsible for "macro" technology systems for your organization to get a "big picture" understanding of issues, consider purchasing a computer for your home.

Information Analysis and Management

Training
Systems Analysis and Design for Information and Business Professionals, American Management Association, 800-714-6395
Strategic Information Systems Planning, American Management Association, 800-714-6395
Building and Managing the Data Warehouse: Centralizing Your Organization's Intelligence, 800-714-6395
Successful Internal Consulting for IS Professionals, American Management Association, 800-714-6395

Other ways to improve
Conduct some benchmarking in this area to see what systems other organizations have in place, collaborate with colleagues in your organization's information or technology systems department, stay current with analytical methods by subscribing to various information-related publications and journals.

Process Management

Training
Business Process Reengineering, American Management Association, 800-714-6395
Work Improvement through Redesign and Simplification, American Management Association, 800-714-6395

Transformational Leadership: How to Implement TQM in Today's Business Culture, American Management Association, 800-714-6395

Other ways to improve
Learn who your quality coordinator is and consult with them on activities you can become involved with, attend TQM meetings and conferences, serve on TQM task forces and special projects, collect and read your organization's literature on TQM initiatives, record inefficiencies in work processes and detail options for improvement, be aware of ways to fine-tune the execution of your routine responsibilities by thinking of "continuous improvement".

Other
Continuous Improvement and Measurement for Total Quality, by Kinlaw
Organizational Architecture: Designs for Changing Organizations, by Nadler, Gerstein, and Shaw

Analytical Thinking

Training
Critical Thinking, Management Concepts, Inc., 703-790-9595
Proactive Thinking for Fast Forward Management, American Management Association, 800-714-6395

Other ways to improve
Ask analytical people how they review reports, data, and other materials, work with analytical people on projects requiring significant analysis, spend time in departments such as accounting, budget, information systems, personnel classification, and take notes on their techniques, tackle data one piece at a time rather than as a whole.

Other
Use Both Sides of Your Brain, by Buzan

Creative Thinking

Training
Creative Thinking: Setting the Stage for Innovation, Management Concepts, Inc., 703-790-1371
Critical Thinking: A New Paradigm for Peak Performance, American Management Association, 800-714-6395
Proactive Thinking for Fast-Forward Management, American Management Association, 800-790-1371

Other ways to improve
Practice looking at problems as opportunities to generate new ideas for improvement, do not try to force a quick answer, discuss ideas with others to discover the best alternative, brainstorm various ideas on paper before deciding on specific actions, brainstorm with a group.

Other
The Creative Brain, by Herrman
The Creative Edge: Fostering Innovation Where You Work, by Miller
Conceptual Blockbusting: A Guide to Better Ideas, by Adams
DeBono's Thinking Course, by DeBono
Managing for Innovation, by Smith and Ainsworth

Problem Solving

Training
Problem Solving, USDA Graduate School, 202-314-3400
Creative Problem Solving, USDA Graduate School, 202-314-3400
Interest-Based Problem Solving, Federal Personnel Management Institute,
205-539-1850
Problem Solving and Decision Making: Good Decisions, Good Solutions,
American
Management Association, 800-714-6395
Problem Solving and Decision Making for Technical Professionals, American
Management Association, 800-714-6395
Problem Solving and Decision Making, Management Concepts, Inc., 703-790-
9595

Other ways to improve
Ask your manager how he/she solicits input, analyzes the responses, and selects
the options to take, tap the people most qualified in the area of concern to
contribute solution possibilities, ask colleagues for input to try to get other
perspectives, think of the top three solutions to a problem and list out the pros
and cons of each--make a decision from there, or work with a peer to do so.

Other
Winnie-the-Pooh on Problem Solving, by Allen
Are Your Lights On? How to Figure Out What the Problem Really Is, by Gauze
and Weinberg
Overcoming Indecisiveness: The Eight Stages of Effective Decision Making, by
Rubin

Marketing
Market Analysis

Training
Fundamentals of Marketing: Your Action Plan for Success, American
Management Association, 800-714-6395
Competitive Analysis: Managing Business Intelligence to Outperform the
Competition,   800-714-6395

Distribution

Training
*Fundamentals of Marketing: Your Action Plan for Success, American
Management Association, 800-714-6395*
*Managing Your Marketing Communications Mix, American Management
Association, 800-714-6395*

Other
Marketing Boot Camp, by Sanow and McComas
Power Direct Marketing, by Jutkins

Message Development

Training
*Planning and Developing New Products and Markets, American Management
Association, 800-714-6395*
*Public Relations: Strategies for Success, American Management Association,
800-714-6395*

Other
Marketing Boot Camp, by Sanow and McComas
Power Direct Marketing, by Jutkins

Advertising

Training
*Fundamentals of Marketing: Your Action Plan for Success, American
Management   Association, 800-714-6395*

Other
Marketing Boot Camp, by Sanow and McComas
Power Direct Marketing, by Jutkins

Product Knowledge

Training
*Planning and Developing New Products and Markets, American Management
Association, 800-714-6395*
*Successful Product Management, American Management Association, 800-714-
6395*

Other ways to improve
*Read manuals, pamphlets, and other materials on the products or services you
work with, get literature from other organizations via benchmarking on respective
products and services, attend trade shows, conferences, and other relevant
functions for knowledge building, talk to other professionals in your field,
subscribe to magazines and trade journals relevant to your products and services.*

Other

Technology to Payoff: Managing the New Product from Creation to Customer, by Buttrell

Message Packaging

<u>Training</u>
Public Relations: Strategies for Success, American Management Association, 800-714-6395

<u>Other</u>
Marketing Boot Camp, by Sanow and McComas
Power Direct Marketing, by Jutkins

U.S. DEPARTMENT OF TRANSPORTATION

OFFICE OF THE SECRETARY

OFFICE OF HUMAN RESOURCES MANAGEMENT

GENERAL AND TECHNICAL COMPETENCY GUIDE

1. Human Resources Management (HRM)

Research, interpret, or apply a wide range of personnel management theories, principles, laws, rules, regulations, procedures, precedents and practices. **(1)**

Analyze data, draw conclusions, provide feasible options, and appropriate courses of action to internal and external customers. **(22)**

Identify interrelated problems. **(43)**

Track trends in a functional area of expertise and provide forecasts and recommendations. **(64)**

Re-engineer/redesign HRM processes to achieve improvements in individual and organizational effectiveness. **(84)**

Recognize the interrelationships among all functional areas. **(103)**

Apply knowledge of Merit Principles to various functional areas. **(122)**

Apply knowledge of Federal sector case to various functional areas. **(139)**

Understands administrative and appellate litigation forums, processes and requirements. **(18)**

Understand third party proceedings. **(160)**

Determine the impact of Privacy Act, Freedom of Information Act (FOIA), suitability and security regulations on personnel actions. **(169)**

2. Customer Relations

Anticipate and assess customer needs. **(2)**

Evaluate customer requirements from the customer's perspective. **(23)**

Consult and partner with internal and external customers to meet requirements and achieve organizational goals. **(44)**

Provide service to customers in a flexible, innovative responsive, timely and cost-effective manner. **(65)**

Develop customer confidence and trust. **(85)**

Demonstrate to customers that their concerns and problems and heard. **(104)**

Be polite and courteous. **(123)**

3. Business Management

Understand the business processes of the organization(s) served. **(3)**

Assist in preparing strategic plans and vision and mission statements. **(24)**

Link HRM services to strategic plans and vision and mission statements. **(45)**

Use quantitative analysis, statistics, and/or cost benefit analysis. **(66)**

Track trends and provide projections. **(86)**

Identify and manage resources and budgets. **(105)**

Market HRM programs and services to internal and external customers. **(124)**

Show value added (the intersection of cost and quality) for service(s) provided. **(140)**

Use accepted benchmarking techniques. **(151)**

Apply contracting and procurement rules and procedures. **(161)**

Understand the Federal budget process and strategies for acquiring and defending

a budget**. (170)**

Apply GPRA regulations to various functional areas. **(177)**

4. Technology

Demonstrate basic computer skills. **(4)**

Knowledge of computer hardware (CPU's, floppy disks, etc.). **(25)**

Understand common operating systems; e.g., DOS and Windows. **(46)**

Use various software programs: word processing, graphics, database, spreadsheets and LAN/E-mail systems. **(67)**

Use common network operating systems commands. **(87)**

Obtain information using automated research tools. **(106)**

Understand applicable automated HR systems. **(125)**

Use other office technology such as fax machine, telephone, photocopy devices, etc. **(141)**

Use the keyboard. **(152)**

5. Leadership

Create a shared vision of the organization and promote wide ownership of that vision. **(5)**

Serve as mentor to peers and other staff. **(26)**

Serve as coach to peers and other staff. **(47)**

Delegate responsibility to others. **(68)**

Build quality principles and methodologies into processes and systems. **(88)**

Empower, motivate and guide others, taking responsibility for personal decisions and actions. **(107)**

Adapt leadership style to situation and people. **(126)**

6. Teamwork

Maintain and foster effective working relationships with others. **(6)**

Demonstrate understanding of group dynamics. **(27)**

Use group facilitation techniques. **(48)**

Facilitate cooperation, pride, trust, group identity and team spirit. **(69)**

Implement and/or contribute to self-managed work teams. **(89)**

Apply negotiation, persuasion and other conflict resolution techniques to achieve goals. **(108)**

Ability to coordinate. **(127)**

Establish relationships and networks across a broad range of people and groups. **(142)**

7. Planning and Implementing Change

Understand change process. **(7)**

Develop a change strategy and communication plan. **(28)**

Identify change approaches appropriate to the specific culture. **(49)**

Lead or introduce change initiatives. **(70)**

Assess readiness to change of the target group(s). **(90)**

Serve as change agent. **(109)**

Develop change agent capacity of individuals in the organization. **(128)**

8. Ethical Response/Integrity

Demonstrate an understanding of the Department of Transportation's Core Values. **(8)**

Apply ethical principals and standards in accomplishing work. **(29)**

Model and encourage high standards of behavior. **(50)**

Deal directly and specifically with apparent discrepancies and problems. **(71)**

Challenge inappropriate or ineffective courses of action. **(91)**

9. Organizational Awareness

Knowledge of customer(s) mission, objectives strategic plans and work processes. **(9)**

Knowledge of the customer(s) work force differences and trends. **(30)**

Conduct organizational analysis. **(51)**

Utilize consultant skills to define problems and goals, gather data, and propose approached to organizational problems. **(72)**

Identify systemic and regulatory encumbrances to giving customers what they need. **(92)**

Plan, track, manage, and report the execution of HR programs and projects, including associated resources and manpower, using established project management tools, techniques, and software. **(110)**

10. External Awareness

Understand up-to-date practices, trends, political initiatives and key laws which affect the organization. **(10)**

Understand state-of-the-art HRM practices used by public and private sector organizations. **(31)**

Conceptualize beyond the immediate situation. **(52)**

Represent the organization in special projects and groups sponsored by other organizations. **(73)**

11. Diversity Awareness

Recognize the value of cultural, ethnic, gender and other individual differences. **(11)**

Respect and value the contributions made by all members of the organization. **(32)**

Practice and promote inclusiveness. **(53)**

Communicate with individuals with diverse backgrounds. **(111)**

12. Managing Self

Be results oriented. **(12)**

Knowledge of one's personal values, needs interests, style and strengths, and their effects on the organization and others. **(33)**

Set priorities. **(54)**

Handle a variety of assignments at the same time and keep track of details. **(74)**

Adapt to change retain a high level of flexibility. **(93)**

Use time management techniques. **(112)**

Take responsibility for own career development. **(129)**

Set career goals. **(143)**

Learn new skills and competencies. **(153)**

Deal with stress. **(162)**

13. Problem solving and decision making

Recognize and define problems, implement solutions and track and evaluate results. **(13)**

Organize and apply a logical, rational process to resolving problems. **(34)**

Generate creative ideas and innovative ways to solve problems. **(55)**

Differentiate between symptoms and root causes of problems. **(75)**

Use consensus and other group decision making techniques. **(94)**

Consider a wide range of alternatives before making a decision. **(113)**

Take appropriate risks, calculate the chance of success and make difficult decisions when necessary. **(130)**

Use graphic techniques to identify, analyze and describe problems. **(144)**

14. Communication (Written & Oral)

Prepare written reports, legal briefs and instructions. **(14)**

Clearly articulate, present and promote ideas and issues before a wide range of audiences. **(35)**

Utilize effective win/win techniques. **(56)**

Listen actively and provide feedback. **(76)**

Handle difficult or angry people and diffuse tense situations. **(95)**

Communicate with all levels of management and customers. **(114)**

Persuade others and sell ideas. **(131)**

Instruct/train others in functional area(s) of expertise. **(145)**

Technical

15. Personnel Management (GS-201)

Understand more than one HRM functional area. **(15)**

Skill and proficiency in a combination of HRM functional areas and the related competencies. **(36)**

16. Staffing

Apply merit promotion and internal placement procedures. **(16)**

Conduct job analysis and develop and apply evaluation criteria. **(37)**

Advise management of various options for filling, realigning, or downsizing positions. **(57)**

Understand FEORP and special emphasis/selective placement programs. **(77)**

Forecast staffing needs and select appropriate recruitment sources, methods and materials using various appointing authorities. **(96)**

Determine applicant qualifications and suitability for positions. **(115)**

Set pay for individual employees. **(132)**

Understand allowances, differentials, PCS travel and entitlements. **(146)**

Understand RIF, Career Transition and other outplacement and incentives programs. **(154)**

Understand non-appropriated fund procedures. **(163)**

Apply the requirements of the Federal Acquisition Streamlining Act (FASA) and the Federal Acquisition Reform Act (FARA). **(171)**

Analyze work force data to identify trends and areas of under representation. **(178)**

Identify and define systemic barriers to equal employment opportunity. **(181)**

17. Classification/ Compensation

Understand occupational groups, structures and positions. **(17)**

Interpret and apply classification standards. **(58)**

Provide position management and classification advice. **(78)**

Provide recommendations on job restructuring and job re-engineering. **(97)**

conduct job audits. **(116)**

Understand classification, complaint and appeals procedures. **(133)**

Conduct and document accurate FLSA determinations. **(147)**

Determine the appropriateness of special pays such as hazard and environmental pay differentials. **(155)**

Understand financial and resource implications on classification and position management. **(164)**

Understand government-wide compensation laws and regulations and the ability to apply them to specific situations. **(172)**

18. Labor Relations

Understand administrative and appellate litigation forums, processes and requirements. **(18)**

Negotiate effectively (both Distributive and Interest Based Bargaining). **(38)**

Understand the scope of bargaining and the legal obligation to bargain (negotiability). **(59)**

Understand impasse resolution processes. **(79)**

Understand Federal sector labor case law and its application. **(98)**

Mediate, negotiate and use other Alternative Dispute Resolution (ADR) techniques. **(80;117)**

Evaluate LR cases and make appropriate recommendations. **(134)**

Understand bargaining unit determination and recognition processes. **(156)**

Assist in the structuring and operation of labor/management partnerships. **(165)**

Apply administrative and negotiated grievance procedures (NGP). **(173)**

19. Employee Relations

Understand Performance Management Program requirements. **(39)**

Advise management on the appropriate courses of action and documentation in medical issues, performance and discipline cases. **(60)**

Assist management in determining the appropriate steps, options and penalties in disciplinary cases. **(99)**

Understand adverse action procedures. **(118)**

Evaluate ER cases and make appropriate recommendations. **(135)**

Represent management in administrative litigation forums. **(148)**

Understand all leave programs and requirements. **(157)**

Understand the Drug-Free Workplace Program. **(166)**

Understand Pay and Benefits Programs (e.g., FECA, OWCP, FERS, CSRS, FEGLI, FEHB, TSP). **(174)**

Understand Incentive Awards program requirements. **(179)**

Understand Wellness/Quality of Worklife Programs. **(182)**

Understand Special Counsel processes. **(183)**

Understand Privacy Act and Freedom of Information Act requirements. **(184)**

Understand Hatch Act requirements. **(185)**

Understand alternative work arrangements (e.g. AWS, Telecommuting) **(186)**

20. Employee Development

Design and administer developmental and training programs to address current and projected work force competency requirements. **(19)**

Design and develop a training curriculum using Instructional Systems Design (ISD) methodology; knowledge of adult learning concepts and theories. **(40)**

Instruct individuals and groups in a specific subject matter. **(61)**

Distinguish between training problems and problems for which training is not an appropriate solution. **(81)**

Identify training needs, including conducting surveys and developing an Individual Development Plan (IDP). **(100)**

Research, evaluate and select training methods, sources and materials. **(119)**

Develop and execute a training budget. **(136)**

Apply knowledge of organizational development theory and practice to unique situations within the organization. **(149)**

Conduct career counseling, including developing Individual Development Plans (IDPs). **(158)**

Understand contracting (procurement) requirements for training. **(167)**

Evaluate training, including measurements of cost/quality and return on training investment. **(175)**

Apply the requirements of the Federal Acquisition Streamlining Act (FASA) and the Federal Acquisition Reform Act (FARA). **(171)**

Use state-of-the-art training technologies (video-teleconferencing, satellite, interactive video, etc.). **(180)**

21. Personnel System Management (PSM)

Understand automated HR systems, including hardware and software. **(20)**

Understand all HRM functional areas supported by automated HR systems. **(41)**

Assist customers in obtaining desired data and reports. **(62)**

Manage the integrity and security of the data. **(82)**

Understand off-the-shelf software to integrate data extracted from automated HR systems. **(101)**

Apply system logic to functional requirements. **(120)**

Understand functions, features and potential applications of automated systems for the delivery and management of HRM processes. **(137)**

22. Personnel Support

Understand pertinent regulations, rules or procedures governing the processing of personnel actions related to more than one HRM functional area. **(21)**

Assemble and review standard personnel documents for completeness and accuracy. **(42)**

Maintain personnel-related logs and files either manually and/or electronically. **(63)**

Perform simple calculations in accordance with established guidelines. **(83)**

Understand technologies (i.e., fax machine, telephone, photocopy devices, LAN and E-mail systems, word-processing, spreadsheet and graphics software packages). **(102)**

Interview people to elicit information. **(121)**

Resolve routine complaints or problems by explaining or interpreting personnel policy. **(138)**

Prepare recurring personnel reports. **(150)**

Analyze and interpret raw data. **(159)**

Process actions in automated HR systems applicable to their area of responsibility or assigned work. **(168)**

Understand common clerical practices and office routines. **(176)**

OFFICE OF THE SECRETARY
OFFICE OF HUMAN RESOURCE MANAGEMENT
Individual Developmental Needs Assessment

Section I - This section is designed to gather information about you, your job, and the development that you have received through formal education and technical training courses.

Name: _____ Occupational Series: _____ Grade Level: GS-_____

Highest formal education: High School ❐   Associate ❐   Bachelors ❐   Masters ❐   Doctorate ❐

General field of education: _____ Specialties: (a) _____ (b)_____

Current job title: _____ Years of experience related to your job requirements: _____

Technical training courses (taken within the last 5 years).

_____

_____

_____

_____

_____

_____

_____

_____

_____

Developmental Needs Analysis
Office of Human Resource Management

> **Section II** - This section is designed to gather specific information about competencies: e.g., Understand, Skills and Abilities (KSA's) that you may need to accomplish your job. You know the subtle facts about each KSA: the frequency that you use them, their relative importance and, how competent, confident, and current you are with them considering the dynamics of change associated with your job.

1. Indicate how frequently you use the listed Knowledge, Skills or Abilities (KSA's) in your job by circling the appropriate number on the scale.

2. Indicate the relative importance of each KSA to do your job competently by placing one of the following numerical values in the ☐ under the **"I"** column**: *1= Minimally important, 2=Important, 3=Critical.***

3. Indicate your current need for development for each of the listed KSA's by placing one of the following numerical values in the area under the **"D"** column: *1= no need, 2 = moderate need, 3=critical need.*

		Almost Never ... Almost Always	I	D
1.	Research, interpret, or apply a wide range of personnel management theories, principles, laws, rules, regulations, procedures, precedents and practices.	1 2 3 4 5	☐	[ ]
2.	Anticipate and assess customer needs.	1 2 3 4 5	☐	[ ]
3.	Understand the business processes of the organization(s) served.	1 2 3 4 5	☐	[ ]
4.	Demonstrate basic computer skills	1 2 3 4 5	☐	[ ]
5.	Create a shared vision of the organization and promote wide ownership of that vision.	1 2 3 4 5	☐	[ ]
6.	Maintain and foster effective working relationships with others.	1 2 3 4 5	☐	[ ]
7.	Understand the change process.	1 2 3 4 5	☐	[ ]
8.	Understand the Department of Transportation's Core Values:	1 2 3 4 5	☐	[ ]
9.	Understand customer(s) mission, objectives, strategic plans and work processes.	1 2 3 4 5	☐	[ ]
10.	Understand up-to-date practices, trends, political initiatives and key laws which affect the organization.	1 2 3 4 5	☐	[ ]
11.	Recognize the value of cultural, ethnic, gender and other individual differences.	1 2 3 4 5	☐	[ ]
12.	Be results oriented.	1 2 3 4 5	☐	[ ]
13.	Recognize and define problems, implement solutions and track and evaluate results.	1 2 3 4 5	☐	[ ]

		Almost Never			Almost Always		I	D

14.	Prepare written reports, legal briefs and instructions.	1 2 3 4 5	☐	[ ]
15.	Understand in more than one HRM functional area.	1 2 3 4 5	☐	[ ]
16.	Apply merit promotion and internal placement procedures.	1 2 3 4 5	☐	[ ]
17.	Understand occupational groups, structures and positions.	1 2 3 4 5	☐	[ ]
18.	Understand standard administrative/appellate case litigation forums, processes and requirements	1 2 3 4 5	☐	[ ]
19.	X design and administer developmental and training programs to address current and projected work force competency requirements.	1 2 3 4 5	☐	[ ]
20.	Understand automated HR systems, including hardware and software.	1 2 3 4 5	☐	[ ]
21.	Understand pertinent regulations, rules or procedures governing the processing of personnel actions related to more than one HRM functional area.	1 2 3 4 5	☐	[ ]
22.	Analyze data, draw conclusions, provide feasible options, and appropriate courses of action to internal and external customers.	1 2 3 4 5	☐	[ ]
23.	Evaluate customer requirements from the customer's perspective.	1 2 3 4 5	☐	[ ]
24.	Assist in preparing strategic plans, vision and mission statements	1 2 3 4 5	☐	[ ]
25.	Understand computer hardware (CPU's, floppy disks, etc.).	1 2 3 4 5	☐	[ ]
26.	Serve as mentor to peers and other staff.	1 2 3 4 5	☐	[ ]
27.	Understand group dynamics.	1 2 3 4 5	☐	[ ]
28.	Develop a change strategy and communication plan.	1 2 3 4 5	☐	[ ]
29.	Apply ethical principals and standards in accomplishing work.	1 2 3 4 5	☐	[ ]
30.	Understand the customer(s) work force differences and trends.	1 2 3 4 5	☐	[ ]
31.	Understand state-of-the-art HRM practices used by public and private sector organizations.	1 2 3 4 5	☐	[ ]
32.	Respect and value the contributions made by all members of the organization	1 2 3 4 5	☐	[ ]
33.	Understand one's personal values, needs interests, style and strengths, and their effects on the organization and others.	1 2 3 4 5	☐	[ ]
34.	Organize and apply a logical, rational process to resolving problems.	1 2 3 4 5	☐	[ ]
35.	clearly articulate, present and promote ideas and issues before a wide range of audiences.	1 2 3 4 5	☐	[ ]
36.	Proficient in a combination of HRM functional areas and the related competencies.	1 2 3 4 5	☐	[ ]
37.	conduct job analysis and develop and apply evaluation criteria.	1 2 3 4 5	☐	[ ]
38.	Negotiate effectively (both Distributive and Interest Based Bargaining).	1 2 3 4 5	☐	[ ]

		Almost Never			Almost Always		I	D
39.	Understand Performance Management Program requirements	1	2	3	4	5	▭	[ ]
40.	Design and develop a training curriculum using Instructional Systems Design (ISD) methodology; Understand of adult learning concepts and theories.	1	2	3	4	5	▭	[ ]
41.	Understand all HRM functional areas supported by automated HR systems.	1	2	3	4	5	▭	[ ]
42.	Assemble and review standard personnel documents for completeness and accuracy.	1	2	3	4	5	▭	[ ]
43.	Identify interrelated problems.	1	2	3	4	5	▭	[ ]
44.	Consult and partner with internal and external customers to meet requirements and achieve organizational goals.	1	2	3	4	5	▭	[ ]
45.	Link HRM services to strategic plans and vision and mission statements.	1	2	3	4	5	▭	[ ]
46.	Understand DOS and Windows operating systems.	1	2	3	4	5	▭	[ ]
47.	Serve as coach to peers and other staff	1	2	3	4	5	▭	[ ]
48.	Understand group facilitation techniques.	1	2	3	4	5	▭	[ ]
49.	Identify change approaches appropriate to the specific culture.	1	2	3	4	5	▭	[ ]
50.	Model and encourage high standards of behavior.	1	2	3	4	5	▭	[ ]
51.	Conduct organizational analysis.	1	2	3	4	5	▭	[ ]
52.	Conceptualize beyond the immediate situation.	1	2	3	4	5	▭	[ ]
53.	Practice and promote inclusiveness.	1	2	3	4	5	▭	[ ]
54.	Set priorities.	1	2	3	4	5	▭	[ ]
55.	Generate creative ideas and innovative ways to solve problems.	1	2	3	4	5	▭	[ ]
56.	X utilize effective win/win techniques.	1	2	3	4	5	▭	[ ]
57.	X advise management of various options for filling, realigning, or downsizing positions.	1	2	3	4	5	▭	[ ]
58.	X interpret and apply classification standards.	1	2	3	4	5	▭	[ ]
59.	Understand of the scope of bargaining and the legal obligation to bargain (negotiability).	1	2	3	4	5	▭	[ ]
60.	Advise management on the appropriate courses of action and documentation in medical issues, performance and discipline cases.	1	2	3	4	5	▭	[ ]
61.	Instruct individuals and groups in a specific subject matter.	1	2	3	4	5	▭	[ ]
62.	Assist customers in obtaining desired data and reports.	1	2	3	4	5	▭	[ ]
63.	Maintain personnel-related logs and files either manually and/or electronically.	1	2	3	4	5	▭	[ ]
64.	Track trends in a functional area of expertise and provide forecasts and recommendations.	1	2	3	4	5	▭	[ ]

		Almost Never				Almost Always	I	D
65.	Provide service to customers in a flexible, innovative responsive, timely and cost-effective manner.	1	2	3	4	5	☐	[ ]
66.	Use quantitative analysis, statistics and/or cost benefit analysis	1	2	3	4	5	☐	[ ]
67.	Use various software programs: word processing, graphics, database, spreadsheets and LAN/E-mail systems.	1	2	3	4	5	☐	[ ]
68.	Delegate responsibility to others.	1	2	3	4	5	☐	[ ]
69.	Facilitate cooperation, pride, trust, group identity and team spirit.	1	2	3	4	5	☐	[ ]
70.	Lead or introduce change initiatives.	1	2	3	4	5	☐	[ ]
71.	Deal directly and specifically with apparent discrepancies and problems.	1	2	3	4	5	☐	[ ]
72.	Utilize consultant skills to define problems and goals, gather data, and propose approaches to organizational problems	1	2	3	4	5	☐	[ ]
73.	Represent the organization in special projects and groups sponsored by other organizations.	1	2	3	4	5	☐	[ ]
74.	Handle a variety of assignments at the same time and keep track of details.	1	2	3	4	5	☐	[ ]
75.	Differentiate between symptoms and root causes of problems.	1	2	3	4	5	☐	[ ]
76.	Listen actively and provide feedback.	1	2	3	4	5	☐	[ ]
77.	Understand FEORP and special emphasis/selective placement programs.	1	2	3	4	5	☐	[ ]
78.	Provide position management and classification advice.	1	2	3	4	5	☐	[ ]
79.	Understand impasse resolution processes.	1	2	3	4	5	☐	[ ]
80.	Mediate, negotiate and use other Alternative Dispute Resolution (ADR) techniques.	1	2	3	4	5	☐	[ ]
81.	Distinguish between training problems and problems for which training is not an appropriate solution.	1	2	3	4	5	☐	[ ]
82.	Manage the integrity and security of the data.	1	2	3	4	5	☐	[ ]
83.	Perform simple calculations in accordance with established guidelines.	1	2	3	4	5	☐	[ ]
84.	Re-engineer/redesign HRM processes to achieve improvements in individual and organizational effectiveness	1	2	3	4	5	☐	[ ]
85.	Develop customer confidence and trust.	1	2	3	4	5	☐	[ ]
86.	Track trends and provide projections.	1	2	3	4	5	☐	[ ]
87.	Understand network operating systems commands.	1	2	3	4	5	☐	[ ]
88.	Build quality principles and methodologies into processes and systems.	1	2	3	4	5	☐	[ ]
89.	Implement and/or contribute to self-managed work teams.	1	2	3	4	5	☐	[ ]
90.	Assess readiness to change of the target group(s).	1	2	3	4	5	☐	[ ]

		Almost Never				Almost Always	I	D
91.	Challenge inappropriate or ineffective courses of action.	1	2	3	4	5	☐	[ ]
92.	Identify systemic and regulatory encumbrances to giving customers what they need.	1	2	3	4	5	☐	[ ]
93.	Adapt to change and retain a high level of flexibility.	1	2	3	4	5	☐	[ ]
94.	Use consensus and other group decision making techniques.	1	2	3	4	5	☐	[ ]
95.	Handle difficult or angry people and diffuse tense situations.	1	2	3	4	5	☐	[ ]
96.	Forecast staffing needs and select appropriate recruitment sources, methods and materials using various appointing authorities.	1	2	3	4	5	☐	[ ]
97.	Provide recommendations on job restructuring and job re-engineering.	1	2	3	4	5	☐	[ ]
98.	Understand Federal sector labor case law and its application.	1	2	3	4	5	☐	[ ]
99.	Assist management in determining the appropriate steps, options and penalties in disciplinary cases.	1	2	3	4	5	☐	[ ]
100.	Identify training needs, including conducting surveys and developing an Individual Development Plan (IDP).	1	2	3	4	5	☐	[ ]
101.	Understand other off-the-shelf software to integrate data extracted from automated HR systems.	1	2	3	4	5	☐	[ ]
102.	Understand office technologies (i.e., fax machine, telephone, photocopy devices, LAN and E-mail systems, word-processing, spreadsheet and graphics software packages).	1	2	3	4	5	☐	[ ]
103.	X recognize the interrelationships among all functional areas.	1	2	3	4	5	☐	[ ]
104.	Demonstrates to customers that their concerns and problems are heard.	1	2	3	4	5	☐	[ ]
105.	Identify and manage resources and budgets.	1	2	3	4	5	☐	[ ]
106.	Obtain information using automated research tools.	1	2	3	4	5	☐	[ ]
107.	Empower, motivate and guide others, taking responsibility for personal decisions and actions	1	2	3	4	5	☐	[ ]
108.	Negotiate, persuade and use other conflict resolution techniques to achieve goals.	1	2	3	4	5	☐	[ ]
109.	Serve as change agent.	1	2	3	4	5	☐	[ ]
110.	Plan, track, manage and report the execution of HR programs and projects, including associated resources and manpower, using established project management tools, techniques, and software	1	2	3	4	5	☐	[ ]
111.	Communicate with individuals with diverse backgrounds	1	2	3	4	5	☐	[ ]
112.	Skill in time management techniques.	1	2	3	4	5	☐	[ ]
113.	Skill in considering a wide range of alternatives before making a decision.	1	2	3	4	5	☐	[ ]
114.	Communicate with all levels of management and customers.	1	2	3	4	5	☐	[ ]
115.	Skill in determining applicant qualifications and suitability for positions.	1	2	3	4	5	☐	[ ]

		Almost Never				Almost Always	I	D
116.	Conduct job audits.	1	2	3	4	5	⬚	[ ]
117.	Mediate, negotiate and use other Alternative Dispute Resolution (ADR) techniques.	1	2	3	4	5	⬚	[ ]
118.	Understand adverse action procedures.	1	2	3	4	5	⬚	[ ]
119.	Research, evaluate and select training methods, sources and materials.	1	2	3	4	5	⬚	[ ]
120.	Apply system logic to functional requirements.	1	2	3	4	5	⬚	[ ]
121.	X interview people to elicit information.	1	2	3	4	5	⬚	[ ]
122.	Understand of Merit Principles and their application to various functional areas.	1	2	3	4	5	⬚	[ ]
123.	Be polite and courteous.	1	2	3	4	5	⬚	[ ]
124.	Market HRM programs and services to internal and external customers.	1	2	3	4	5	⬚	[ ]
125.	Understand applicable automated HR systems.	1	2	3	4	5	⬚	[ ]
126.	Adapt leadership style to situation and people.	1	2	3	4	5	⬚	[ ]
127.	Coordinate multiple tasks	1	2	3	4	5	⬚	[ ]
128.	Develop change agent capacity of individuals in the organization.	1	2	3	4	5	⬚	[ ]
129.	Take responsibility for own career development.	1	2	3	4	5	⬚	[ ]
130.	Take appropriate risks, calculate the chance of success and make difficult decisions when necessary.	1	2	3	4	5	⬚	[ ]
131.	Persuade others and sell ideas.	1	2	3	4	5	⬚	[ ]
132.	Set pay for individual employees.	1	2	3	4	5	⬚	[ ]
133.	Understand classification, complaint and appeals procedures.	1	2	3	4	5	⬚	[ ]
134.	Evaluate LR cases and make appropriate recommendations.	1	2	3	4	5	⬚	[ ]
135.	Evaluate ER cases and make appropriate recommendations.	1	2	3	4	5	⬚	[ ]
136.	Develop and execute a training budget.	1	2	3	4	5	⬚	[ ]
137.	Understand functions, features and potential applications of automated systems for the delivery and management of HRM processes.	1	2	3	4	5	⬚	[ ]
138.	Resolve routine complaints or problems by explaining or interpreting personnel policy.	1	2	3	4	5	⬚	[ ]
139.	Understand Federal sector case law and its application to various functional area.	1	2	3	4	5	⬚	[ ]
140.	Show value added (the intersection of cost and quality) for service(s) provided.	1	2	3	4	5	⬚	[ ]
141.	Use other office technology such as fax machine, telephone, photocopy devices, etc.	1	2	3	4	5	⬚	[ ]
142.	Establish relationships and networks across a broad range of people and groups.	1	2	3	4	5	⬚	[ ]

	Almost Never	Almost Always	I	D
143. Set career goals	1 2 3 4 5		☐	[ ]
144. Understand graphic techniques to identify, analyze and describe problems.	1 2 3 4 5		☐	[ ]
145. Instruct/train others in functional area(s) of expertise.	1 2 3 4 5		☐	[ ]
146. Understand allowances, differentials, PCS travel and entitlements.	1 2 3 4 5		☐	[ ]
147. Make and document accurate FLSA determinations.	1 2 3 4 5		☐	[ ]
148. Represent management in administrative litigation forums.	1 2 3 4 5		☐	[ ]
149. Apply organizational development theory and practice to unique situations within the organization.	1 2 3 4 5		☐	[ ]
150. Prepare recurring personnel reports.	1 2 3 4 5		☐	[ ]
151. Understand benchmarking techniques.	1 2 3 4 5		☐	[ ]
152. Use keyboard skills	1 2 3 4 5		☐	[ ]
153. Learn new skills and competencies.	1 2 3 4 5		☐	[ ]
154. Understand RIF, Career Transition and other outplacement and incentives programs.	1 2 3 4 5		☐	[ ]
155. Determine the appropriateness of special pays such as hazard and environmental pay differentials.	1 2 3 4 5		☐	[ ]
156. Understand bargaining unit determination and recognition processes.	1 2 3 4 5		☐	[ ]
157. Understand all leave programs and requirements.	1 2 3 4 5		☐	[ ]
158. Conduct career counseling, including developing Individual Development Plans (IDPs).	1 2 3 4 5		☐	[ ]
159. Analyze and interpret information.	1 2 3 4 5		☐	[ ]
160. Understand third party proceedings.	1 2 3 4 5		☐	[ ]
161. Understand contracting and procurement rules and procedures.	1 2 3 4 5		☐	[ ]
162. Deal with stress.	1 2 3 4 5		☐	[ ]
163. Understand non-appropriated fund procedures.	1 2 3 4 5		☐	[ ]
164. Understand financial and resource implications on classification and position management.	1 2 3 4 5		☐	[ ]
165. Assist in the structuring and operation of labor/management partnerships.	1 2 3 4 5		☐	[ ]
166. Understand the Drug-Free Workplace Program.	1 2 3 4 5		☐	[ ]
167. Understand contracting (procurement) requirements for training.	1 2 3 4 5		☐	[ ]
168. Process actions in automated HR systems applicable to their area of responsibility or assigned work.	1 2 3 4 5		☐	[ ]
169. Determine the impact of Privacy Act, Freedom of Information Act (FOIA), suitability and security regulations on personnel actions.	1 2 3 4 5		☐	[ ]

	Almost Never	Almost Always	I	D
170. Understand the Federal budget process and strategies for acquiring and defending a budget	*1 2 3 4 5*	⬭	[ ]
171. Understand and apply the requirements of the Federal Acquisition Streamlining Act (FASA) and the Federal Acquisition Reform Act (FARA).	*1 2 3 4 5*	⬭	[ ]
172. Understand government-wide compensation laws and regulations and the apply them to specific situations.	*1 2 3 4 5*	⬭	[ ]
173. Understand and apply administrative and negotiated grievance procedures (NGP).	*1 2 3 4 5*	⬭	[ ]
174. Understand Pay and Benefits Programs (e.g., FECA, OWCP, FERS, CSRS, FEGLI, FEHB, TSP).	*1 2 3 4 5*	⬭	[ ]
175. Evaluate training, including measurements of cost/quality and return on training investment.	*1 2 3 4 5*	⬭	[ ]
176. Understand common clerical practices and office routines.	*1 2 3 4 5*	⬭	[ ]
177. Apply GPRA regulations to various functional areas.	*1 2 3 4 5*	⬭	[ ]
178. Analyze work force data to identify trends and areas of under representation.	*1 2 3 4 5*	⬭	[ ]
179. Understand Incentive Awards program requirements.	*1 2 3 4 5*	⬭	[ ]
180. Use state-of -the -art training technologies (video-teleconferencing, satellite, interactive video, etc.).	*1 2 3 4 5*	⬭	[ ]
181. Identify and define systemic barriers to equal employment opportunity.	*1 2 3 4 5*	⬭	[ ]
182. Understand Wellness/Quality of Worklife Programs.	*1 2 3 4 5*	⬭	[ ]
183. Understand Special Counsel processes	*1 2 3 4 5*	⬭	[ ]
184. Understand Privacy Act and Freedom of Information Act requirements.	*1 2 3 4 5*	⬭	[ ]
185. Understand Hatch Act requirements	*1 2 3 4 5*	⬭	[ ]
186. Understand alternative work arrangements (e.g. AWS, Telecommuting)	*1 2 3 4 5*	⬭	[ ]
187. OTHER	*1 2 3 4 5*	⬭	[ ]
188.	*1 2 3 4 5*	⬭	[ ]
189.	*1 2 3 4 5*	⬭	[ ]
190.	*1 2 3 4 5*	⬭	[ ]

Examples of Workforce Planning Software

Tailored workforce planning software is becoming more common. Usually formatted for personal computers, this software ranges in price (at this writing) from a few hundred dollars to many thousands of dollars. The features run the gamut from simple to complex. Those who coordinate a workforce-planning program should review several such packages before purchasing one.

Software System and Vendor's Name/Address	Key Features
Blueprint™ **Vendor:** **Criterion, Inc.** **9425 N. MacArthur Blvd.** **Irving, Tex. 75063** **214-401-2100**	• **This IBM-compatible software:** • **Is a true Windows software system.** • **Tracks employee and position information necessary to carry out succession planning.** • **Allows you to create detailed career development plans that track with your succession plans.** • **Links career paths to candidate lists.** • **Allows preparation of replacement charts.** • **Is available in single-user and multi-user versions.** • **Provides for user customization of data, formulas, screens, reports, forms, graphics, and organization charts.** • **Client/server architecture.**
Career Forecasting Reports **Care-For**™ **Vendor:** **Charles Russ Associates** **P.O. Box 6667** **Shawnee Mission Kans. 66206** **913-338-1211**	This IBM-compatible software: • **Plans the movement of people up, down, in, and out of the organization.** • **Totally relates career development with succession planning.** • **Develops a five-year strategic plan for every person in the system with expected position openings.** • **Gives all minorities and protected classes access to upward mobility in compliance with the "glass ceiling" report.** • **Gives the most accurate picture of who is going where of any system, because it matches expected openings with real people to get the right person in the right job at the right time.** • **Generates three very user-friendly reports and hundreds of other reports using two simple but powerful report writers.** • **Is priced at $26,000 for a single user, which**

includes a complete turnkey installation, forty hours of consulting, and, a free hotline.

Executive Resource
System™

Vendor:
Organization Metrics, Inc.
10 Winchester Rd. E.
PO Box 550
Brooklin, Ont., Canada
905-655-8414

This IBM-compatible software:

- **Is strategic human resources management tool.**
- **Allows organizations to define and analyze required competencies at individual, group, and organization level.**
- **Allows preparation of development plans to address gaps between employee competencies and those required for the position; shows time and costs required.**
- **Provides strategic planning view of the organizations' capabilities at any time in the future and allows comparison between strategic time frames.**
- **Is custom coded for each organization.**
- **Has intuitive, flexible Windows screens.**
- **Is compatible with all Lan, Wan, and client/server platforms.**
- **Is capable of interfacing with existing mainframe, mini-, or micro-based systems to eliminate duplicate data storage.**
- **Has a flexible modular system design, allowing you to buy what you need, when you need it.**
- **Is priced at $16,000 and above for a comprehensive system.**
- **Site licenses are available.**

Executive Track™

Vendor:

HRSoft, Inc.
123 N. Main St.
Fairfield, la. 52556
515-472-7720

This IBM-compatible software:

- **Serves more than 1,300 corporate customers in the United States and is thus the market leader for specialized, personal computer-based succession planning software.**
- **Stores data on individuals and positions.**
- **Permits on-line searches for candidates for key positions.**
- **Can be used to prepare color-coded replacement charts and 'what if' scenarios.**
- **Is capable of uploading and downloading from a mainframe HRIS.**
- **Can be lined to other specialized software, available elsewhere, to track IDPs.**
- **Has excellent security.**
- **Allows screen, menu, and report customization by the end-user.**

- **Is priced at 25,000 and above for a single user on a PC.**

Vendor:

Genesys Software Systems
5 Branch St.
Methuen, Mass. 01844
508-685-5400

This IBM-compatible software:
- **Can be used on IBM PCs and some IBM mainframes.**
- **Is part of a complete HRIS that integrates payroll, budgeting, and most HR applications-including succession planning, performance tracking, position data, and much more.**
- **Lends itself to vendor customization.**

Hay/McBer Xcel™

McBer and Company
116 Huntington Ave
Boston, Mass. 02116
617-4377080

This IBM-compatible software:
- **Is a computer-assisted process that quickly and efficiently identifies the characteristics that predict success in a particular job. The McBer competency modeling method incorporates the use of a base of proven core competencies that determine superior performance. McBer consultants create a customized approach to modeling success according to the organization's unique culture.**
- **Is installed in a customized way to meet the requirements of the client's Job Competency Assessment research projects and to facilitate the application of competency models in its organization.**
- **Allows ratings of individuals that can be generated in a full 360-degree assessment process within the actual work setting, with superiors, peers, incumbents themselves, and employees completing the evaluation.**
- **Permits data exchange with ASCII and SQL Servers.**
- **Is designed to identify gaps between person and job (current, future), identify individuals whose current competencies closely match work requirements, identify careers in the organization that match individual competencies, and provide recommendations for individual development/training to help individuals qualify for advancement to new positions.**

Occupational Skills
Analysis System (OSAS)™

Vendor:

Educational Data Systems
1 Parklane Blvd.
Suite 701 W.
Dearborn, Mich. 48126
313-271-2660

This IBM-compatible software:
- **Assists in the collection of job-related information at the task level.**
- **Is useful in assessing individual performance, conducting occupational analysis, conducting job task analysis, developing OJT and apprenticeship requirements, developing training plans, and much more.**
- **Is priced at approximately $2,995.**

Panavue™

Vendor:

Iris International, Inc.
2810 E. Oakland Park Blvd.
Suite 304
Ft. Lauderdale, Fla. 33306
305-564-0408

This IBM-compatible software:
- **Can be used on IBM PCs.**
- **Can interface with other systems through ASCII.**
- **Permits data exchange with Lotus 1-2-3 and WordPerfect software.**
- **Allows the user to summarize individual status, including position, salary grade, performance information, promotability, time in position and with the organization, classification, and some skills (e.g; foreign language fluency).**
- **Allows the user to track compensation, Experience and training, goal attainment, career development, and personal information.**
- **Is priced between $15,000 and $25,000 for a single user**

RESTRAC PLAN™(Formerly Success Plan)

Vendor:

RESTRAC (Formerly MicroTrac Systems)
1 Dedham Place
Dedham, Mass. 02026
617-320-5600

This IBM-compatible software:
- **Is a Windows-based, true client-server application.**
- **Tracks sucession planning, career planning,training and development skills, and various position information.**
- **Generates numerous status and planning reports, including successor reports, T&D reports, EEO reports, employee and position profiles, managers blocked, managers at risk, and high-potential reports.**

- **Includes charting module for standard and custom organization charts.**
- **Allows documents management for scaning, attaching, and searching internal resumes and performance appraisals.**
- **Is priced at 30,000 and above.**

Skills 2000™

Vendor:

**Educational Technologies
1007 Whitehead Rd. Ext.
Treton, N.J. 08638
609-882-2668**

This IBM-compatible software:
- **Operates in a Windows environment and consists of four programs with a database of 1,734 skills statements.**
- **Is used to survey skills of people, jobs, and training programs.**
- **Includes a comparison program that enables users to select the best candidates for jobs/training.**
- **Provides more than 50 reports, including resumes, job descriptions,critical skill profiles, basic skills profiles, and reading/math levels.**
- **Is priced at $18,230.**

Succession Plus™

Vendor:

**Nardoni Associates, Inc.
1465 Route 31 S.
Annandale, N.J. 08801
800-338-9701**

This IBM-compatible software:
- **Is geared primarily to senior management positions.**
- **Allows for documentation of basic demographic data, resume information, and development-related information as well as position data, position requirements, and listings of potential sucessors.**
- **Produces numerous reports, including succession plans and summaries, individual resumes and development plans, position profiles, and succession/replacement charts.**
- **Is priced at $21,000 and above.**

Wingspread™

Vendor:

**Delphi Systems, Ltd.
6740 Pennsylvania Ave.
Kansas City, Mo. 64113
816-333-6944**

This IBM-compatible software:
- **Is a human resources management tool based on a model of leadership, management, and technical skills derived from the research of R. Katz and J. Kotter.**
- **Provides a factual underpinning for all standard and many innovative human resources functions.**

- **Is built in the Omnis 7 4Gl/GUI development and deployment environment; runs on IBM and Macintosh workstation or mainframe platforms; WAN and LAN distribution are standard.**
- **Is of object-oriented design supporting powerful current and future artificial intelligence applications.**
- **Is specifically tailored for each client installation; function modules grow from a robust core system as client needs mature.**
- **Incorporates data from existing internal(i.e; HRMIS, financial, and other corporate MIS) and external (e.g; training and executive search) databases into its decision-making processes.**
- **Operates from proprietary search, sort, composite, and virtual profile-generating algorithms that ensure accurate information.**

HUMAN RESOURCE PLANNING TOOLS

Human Resource Planning is a relatively traditional discipline. However the world of business is changing rapidly and new tools are necessary if we in HR are to meet these new challenges. This is a list of "New Age" HR planning tools that you might consider adding to your HR "toolkit".

❑ **Corporate Headcount "Fat" Assessment Plan** - Ever wonder why the decision that we need layoffs seems to come up as a surprise? Why not establish a set of assessment tools that will let you know in advance where headcount and overhead costs are excessive.

❑ **Redeployment/ Agility Plans** - In this changing world it is not uncommon for new markets and products to open (and close) rapidly. Companies need to have a strategy to remain "agile" and to be able to move people, and resources rapidly from areas of low return to areas of a higher return.

❑ **"Smoke" Detectors (Predictors)** - If HR is to be proactive it needs to be able to anticipate problems. Developing HR systems and metrics known as "smoke detectors" that indicate potential problems might give us sufficient time to develop plans and strategies to either avoid the problem or minimize its impact.

❑ **Bench Strength (Back Fill) Plan)** - In this time of high turnover, it's increasingly essential to have a strategy of identifying and developing individuals that can take over if an employee leaves. A bench strength plan differs from traditional succession planning in that it only covers replacing key jobs within a single department. It is not a company-wide succession plan. Individual managers are held responsible for developing at least one individual to fill every key job.

❑ **Employee Challenge Plan** - One of the primary reasons employees leave their jobs is due to a lack of challenge. HR can dramatically increase retention rates if it gets managers to develop individual "Challenge Plans" for each worker. The plan is reviewed each month to ensure that the individual is constantly growing and feels challenged.

❑ **Retention Plan** - A retention plan is a corporate strategy to lower turnover. The first step is to identify key performers and hard to fill positions. Individuals that may be "at risk" are identified. Individuals or position -wide strategies are then developed to increase their retention rates. Additional efforts are made to identify why people stay in their jobs and why people leave.

❑ **Quality of Labor Supply Forecasts** - Identifying the "quality" of the future labor supply is a medium term strategy based on the assumption that the available labor force will not have the competencies and skills that our company needs. Accurate forecasting will allow a company to prepare training and development plans to upgrade

the available talent. Adequate preparation will give us a competitive talent advantage over our rivals.

❑ **Horizontal Progression Plan** - Because most companies have delayered or eliminated many management positions there are fewer opportunities for promotion to stimulate workers. As a result, companies need to develop horizontal transfer and job rotation plans to ensure the continued development of both technical and managerial skills among our top employees.

❑ **Work/Life Balance Supply/Demand Forecasts** - New hires, as well as our current workers are demanding an increasing array of benefits and work life balance options. HR needs to develop strategies to accurately assess what those work life balance demands will be. It must also be able to forecast what percentage of our workforce will choose to participate in work life balance programs like job sharing and sabbaticals. This forecast will enable us to be prepared for the decreased amount of hours our employees will be willing to put in.

❑ **Learning / Knowledge plan** - Companies are becoming increasingly aware that a major competitive advantage occurs when a company can rapidly acquire information/solutions and swiftly share them throughout the company. HR can help by assisting managers in developing individual and corporate wide learning plans and strategies to increase our speed of learning and the application of that knowledge within our company.

❑ **Skills/ Competency Inventories** - In order to rapidly redeploy resources and fill unexpected vacancies HR must develop computerized skill or competency inventories. Such inventories allow us to "throw" talent at a problem because we are aware of which individuals in our corporation have the needed skill or experience to solve that problem. These inventories do not require people to move between positions as they can also be used as sources for advice and benchmarking.

❑ **Interest Inventories** - In order to retain employees it is essential that we have a strategy for identifying and meeting the changing needs of our workers. By asking workers What projects they might like to work on? What skills they would like to develop? and What individuals or teams would they like to work with? managers can develop strategies for increasing a worker excitement and productivity levels.

❑ **Candidate Expectation (offer acceptance criteria) Forecast** - The increased number of job openings and the "unique" expectations of the current crop of generation Xer's and college hires makes it increasingly more difficult to get candidates to accept an offer. By using focus groups and surveys companies can identify and forecast the unique offer acceptance demands of it's recruits. Accurate forecasts can give the company sufficient time to develop the array of programs and benefits that are increasingly essential to get a candidate to say yes.

❑ **HR Competitive Analysis** - As CEOs become increasingly aware of the value of strong HR programs they're demanding that each and every program we offer is superior to that of our direct competitors. This requires a side by side and program by programs assessment on how every HR program we currently have is superior to our competitors. In addition, in order to continually improve, HR must show an improvement each year in our "this year to last years" comparison.

❑ **Bad Management Identification Program** - One of the primary reasons that employees quit their jobs are the bad management practices of their direct supervisor. Companies often have thrown managers into their jobs with little training or preparation. Through the use of surveys, 360 degree assessments and interviews companies can identify "bad managers". The organization can then develop strategies for fixing these managers, transferring them back to more technical jobs or for releasing them. Because managers are responsible for meeting many employee needs that are cited as reasons for employee turnover(communicating with the worker, challenging them, recognizing their efforts etc.) fixing bad managers may be the single most important factor in increasing productivity and decreasing turnover.

❑ **Talent Acquisition Through Mergers & Acquisition Plan**- There are ways to acquire talent beyond traditional recruiting. Acquiring "intact" teams and large numbers of talented people (with similar values) rapidly is possible by having HR "scout out" target firms and then recommending their acquisition just for their employees.

❑ **Targeted Succession plans** - Targeted succession plans are narrowly focused strategies for ensuring that individuals are available to fill vacant key positions in project teams. Targeted areas often include major software implementations, year 2000 efforts and product development teams. Most succession plans have often failed because they were too broad. Targeted plans allow the focus and forecasting to be more narrowly applied with the goal of increasing the accuracy of the planning.

❑ **Turnover / Exit Forecast** - A strong economy coupled with large swings in the health of world economies makes predicting the supply of labor increasingly difficult. The other side of this issue is identifying where our company is likely to lose key talent through turnover and retirements. This turnover forecast is designed to predict short term vacancies in the next six months in order to prepare the appropriate recruitment or internal promotion strategies.

1998 / Dr John Sullivan
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