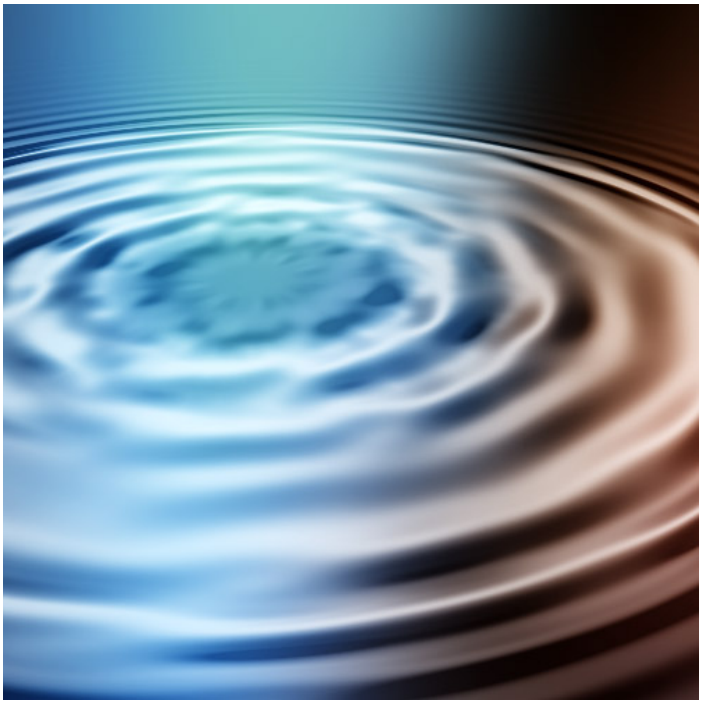
HUMAN RESOURCE PLANNING

Reference Tools



Newfoundland Labrador

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INTRODUCTION

In order to position the organization for success, Departments have been engaged in workforce planning. Corporately, three key directions have been identified to assist government in managing the workforce changes. They include:

1. Building Our Potential
2. Strengthening Our Competitiveness
3. Renewing Our Workplace

The purpose of this exercise was to ensure that our workforce and strategic objectives were aligned to guarantee the delivery of quality programs and services to the public, and that the planning would assist in positioning the public service for the future. Through a collaborative process, each department developed their own workforce plan, which outlined their critical strategic issues for the next 3 – 5 years as well as proposed strategies to address those issues.

Some key examples of how departments can plan for the future workforce are outlined in this document and could be used to help mitigate any negative impacts as a result of demographics, government priorities and competency requirements. They can also help ensure that departments have what they need to get the job done, and that there is efficient matching of skills and competencies to departmental tasks, requirements and outcomes.

To better compete in the global market, government will need to create and implement corporate strategies to promote itself as a "preferred employer" – investing in progressive HR policies and programs with the goal of building a high-performing organization of engaged people, and fostering and creating a work environment where people want to work, not where they have to work.

Retention and attraction in today's changing labour market requires government to look at the key drivers that are important to employers and potential employees. Examples of these include offering employees:

- Diversified and Challenging Work
- An Attractive Compensation Package (not just salary)
- Advancement Opportunities
- Access to Continuous Learning
- Opportunities for Personal and Professional Growth
- An Inclusive Workplace
- Work-Life Balance
- Ongoing Recognition of Contributions to the Organization

HUMAN RESOURCE / WORKFORCE PLANNING AND DEPARTMENTAL PLANNING - SUPPLEMENT

A Guide to Integration and Alignment

Newfoundland Labrador

HR POLICY AND PLANNING DIVISION
HUMAN RESOURCE BRANCH

Public Service Secretariat

April, 2008
Government of Newfoundland and Labrador
P.O. Box 8700
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Linking and Aligning HR / Workforce Planning to Departmental Planning

Effective alignment of human resources / workforce planning and departmental goals is critical in achieving both government priorities, departmental goals and objectives, as well as sustaining business continuity.

To determine current and future human resource (HR) needs, a five step approach can be employed. Such steps include the following: determining business goals, undertaking environmental scans (including a workforce analysis, as well as internal and external scans), conducting gap analyses, setting HR priorities, and measuring, monitoring, and reporting on progress. *The information and approach contained in this document is supplementary to the workforce planning guidelines prepared in the Fall of 2006 by the Public Service Secretariat.* These two documents should be used together to develop a HR / workforce plan.

The primary focus of this document is to describe the steps involved in linking and aligning HR planning / workforce planning to departmental strategic / business planning. Establishing HR priorities to help achieve business goals and measuring, monitoring and reporting on progress will be critical.

Step 1

Step 1 – Determine Your Business Goals

A solid understanding of government and ongoing departmental business and HR priorities, emerging changes and trends, and the impact of legislative reforms are needed to determine business goals. This step should also consider whether or not strategic partnerships (to facilitate business and HR planning / workforce planning efforts) should be established and ensure that accountability requirements are met. Government priorities are articulated in documents such as the Speech from the Throne, Budget Speeches and other applicable government documents, including departmental Strategic and Business Plans. This information is likely already available in existing departmental strategic / business plans.

Step 2

Step 2 – Scan the Environment

Workforce Analysis

Once business goals are understood, an understanding of the workforce, as well as planning for projected shortages and surpluses in specific occupations and skill sets, will be required. Key demographic employment data and characteristics (e.g. sex, average age, occupational groups, skills/competency profiles, etc.), as well as internal workforce trends (e.g. retirement eligibility, vacancy rates, turnover, etc.), are important factors to consider when conducting a comprehensive workforce analysis. This information is likely already available in existing departmental workforce plans, though it may require updating.

Internal Scan

The internal scan is primarily focused on identifying the factors within the department that might affect the HR capacity to meet departmental goals. Each department will be able to identify internal opportunities and challenges. It will be important for the organization to build on its strengths and to minimize challenges and risks.

INTERNAL SCAN
Changes in legislation, collective agreements, etc.
Anticipated changes in funding or budgets
Changes in leadership and priorities
Health and safety
Corporate culture
Employee engagement
Organizational restructuring
Management practices
Leadership styles
Internal policies (ex. immigration, diversity, etc.) that could affect the workforce

External Scan

The external scan focuses on identifying those external factors that may affect workforce capacity, given known operational needs and emerging issues. An external scan should consider the opportunities that exist which can be advantageous to the department. It will also enable the department to identify risks or potential risks in the external environment so that the department can identify specific strategies to manage those risks.

EXTERNAL SCAN
Current workforce trends
Demand and supply of employees in certain occupations
Candidate pools
Current and projected economic conditions
Technological advancements which could create new employment or negatively impact certain occupations or positions
Migration patterns
In-take for occupational groups at post-secondary institutions
Employment practices of competing organizations

Step 3

Step 3 – Conduct a Gap Analysis

Current and future HR requirements need to be projected based on an analysis of departmental goals and priorities, and environmental scanning. Questions that are helpful in determining HR needs, identifying gaps, and projecting future HR requirements include the following:

- Do you foresee a skill shortage in a specific occupational group?
- Will changes in program delivery require the acquisition of new skills?
- Do you have succession plans for critical positions?
- Have you conducted a risk analysis of the elements of the scan critical to the success of your organization?

Sample Gap Analysis

Business Objectives	HR requirements to deliver on the business objectives	Gap - does the department have what it needs to achieve departmental goals	Outcome of not addressing the gap	Potential solutions/strategies to address the gap
Implement the Energy Plan	Engineers with specialized training and experience in the petroleum industry	No	Plan not implemented High negative impact on development of the industry	• Explore bursary, internships etc. to encourage engineers to work in department • Build relationship with MUN and other organizations • Improve the work environment • Re-organize and/or redesign organizational structures, business processes and position descriptions • Implement Integrated Talent Management Program • Create entry-level positions

Step 4

Step 4 – Set HR Priorities to Help Achieve Departmental Goals

Subsequent to an examination of the gap analysis outcomes, HR priorities should be determined and the strategies needed to achieve desired outcomes must be identified by departments. Strategies might address the following issues:

SAMPLE STRATEGIES
Developing a talent pool
Work environment improvements
Organizational development
Competency / Skills development
Employee engagement
Workplace well-being
Recruitment / staffing
Retention

Step 5

Step 5 – Monitor, Evaluate, and Report on Progress

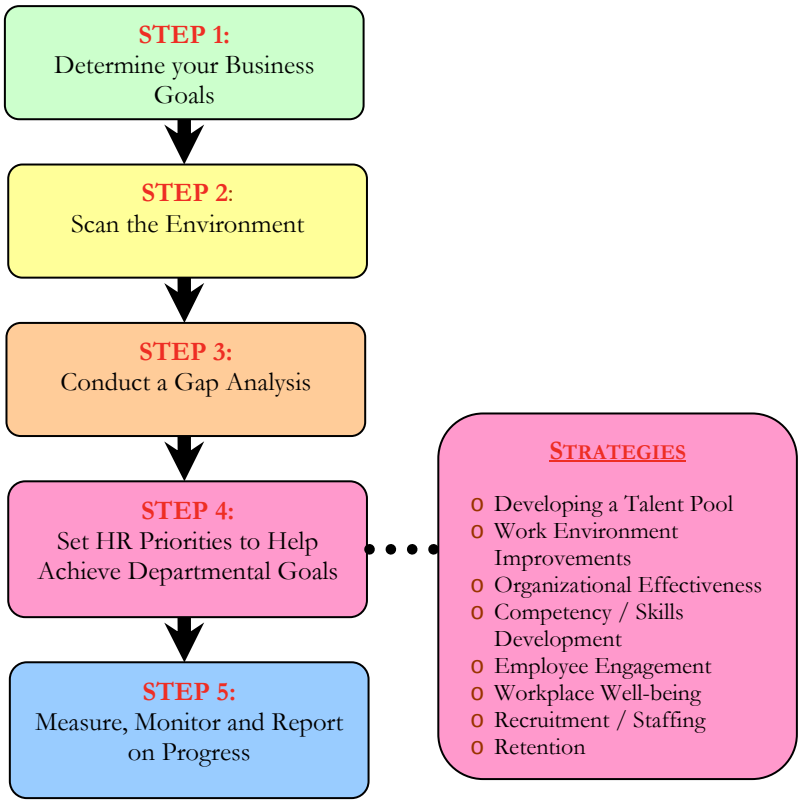
Monitoring, evaluating, and reporting on HR performance outcomes is key to assessing progress in target areas, organizational learning and improvement, and to determining future priorities.

Consider the following questions:

- Have clear and measurable HR goals been identified?
- Are the HR performance measures aligned with other existing accountability measures (ex. measures that already exist in departmental strategic plans, etc.)?
- Are systems in place to track performance indicators and analyze any cost benefit?
- Do results from performance indicators inform priority setting for the next fiscal year?
- What is the degree of success that has been achieved?

An Integrated Planning Process

Ensuring HR priorities are aligned with and support organizational directions



NOTES

SUCCESSION PLANNING

Succession Planning is embedded within Government's broader planning processes, and corresponds with Human Resource gap analysis. The process itself is usually flexible and adaptable, and can vary depending on the needs and structure of the departments, but the critical elements involve the knowledge of what and where the key/critical positions are, the development of competency requirements, and the development of a talent pool to acquire these competencies.

When undertaking a Succession Planning process, there are general requirements which could be considered:

- Identification of key positions – through the workforce planning gap analysis
- Identification of core position competencies – establish requirement for position incumbent; basis for learning/development plans; means to assess potential candidates
- Identification of potential candidates – self-identification; executive/management identification
- Assessment of potential candidates – screening process to identify both short- and long-term candidates ("feeder" group)
- Create development plans – through individual learning plans re: critical/required opportunities to meet career development needs of employees
- Implementation of plans – monitor and measure Succession Planning progress re: development of "feeder" group (effectiveness would be a longer term measure)

SUCCESSION PLANNING AND MANAGEMENT GUIDE

Newfoundland Labrador

HR POLICY AND PLANNING DIVISION
HUMAN RESOURCE BRANCH

Public Service Secretariat

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Introduction

The concept of succession planning is driven by two complementary elements that are available to the Core Public Service (CPS).

First is the established design of the organization, which functionalizes broad Government commitments to the Newfoundland and Labrador (NL) public into discrete, highly specialized jobs. There are literally thousands of unique jobs within the CPS, each with a set of roles and responsibilities that must be fulfilled. Many of these positions are specific to the public service and, thus, skill sets may not be readily available in the labour market.

Second, of course, are the people who assume these roles and responsibilities. Given the scope of work that occurs within the CPS, employees are often highly specialized in their jobs. Focusing on a rather small set of duties, out of the thousands that exist within the organization, allows employees to become an expert in their particular field of practice. In turn, this expertise allows the CPS to operate efficiently and effectively. However, for a number of different reasons, employees may move from one job to another over relatively short periods of time. Keeping a job filled with a qualified person can sometimes be challenging but is necessary to ensure business continuity.

Business continuity refers to the organization's ability to ensure that qualified employees are always available and in place to carry out its plethora of job functions. Developing the potential for business continuity is emerging as a priority in the CPS. As part of a broader human resource (HR) planning framework, succession planning is just one strategy that can help or support the organization to address HR issues related to:

- The ageing workforce
- Increasing retirement eligibility in the CPS
- Competitive labour markets
- Negative net migration and shrinking population
- Potential skill shortages
- Internal competency gaps
- Immigration and employment equity

As the CPS prepares for these emerging issues, succession planning and management is becoming an important corporate and departmental responsibility. The following guidelines are intended to provide a general method to help departments develop and implement their own succession planning process.

What is Succession Planning?

Essentially, succession planning is a conscious decision by an organization to foster and promote the continual development of employees, and ensure that key positions maintain some measure of stability, thus enabling an organization to achieve business objectives.

Traditionally, succession planning has sometimes taken a replacement approach, often focusing on executive-level positions. One or two successors might be identified and selected, probably based on the exclusive input of their immediate supervisor, and then placed on the fast-track into a senior position. However, succession planning has evolved into a process that can be used to:

1. Replenish an organization's HR at a broad or specific level;
2. Identify, assess and develop employee knowledge, skills and abilities to meet the current and future staffing needs of the organization; and
3. Ensure a continuous supply of talent by helping employees develop their potential, as successors for key departmental positions.

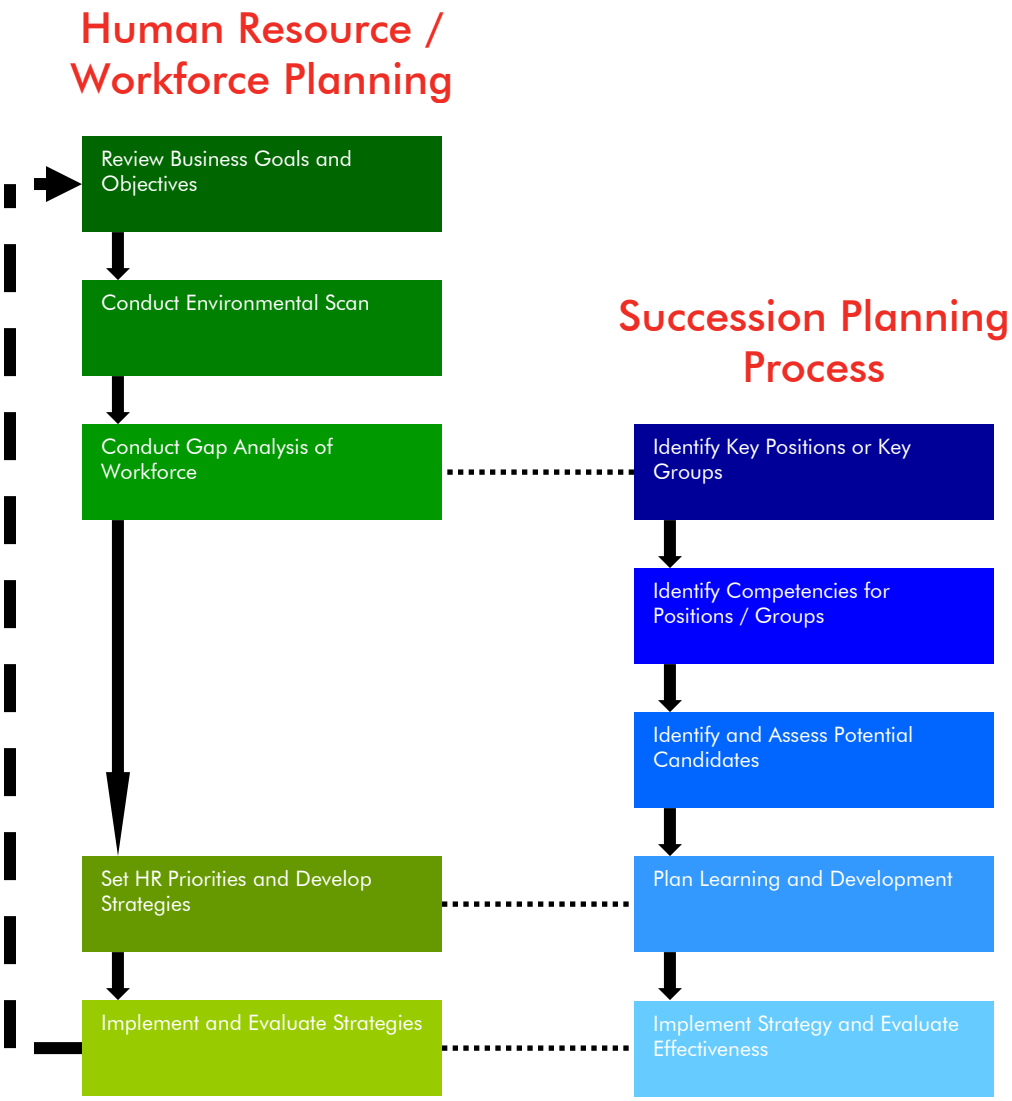
Some of the current practices in succession planning include the following:

- Knowing what jobs at various levels, if removed, would cause a significant loss to the organization, and which of these jobs represent the greatest retention risk.
- Knowing which employees are both interested in, and demonstrate short- and/or long-term potential for, succession into key positions.
- Significant investment to ensure that employees have appropriate and structured learning, development and training opportunities to fulfill their potential.
- Aligning succession planning with current and anticipated business goals and objectives.

Succession management is principally about knowing the needs of the organization and its employees and developing the capacity to address emerging issues that can or will affect business continuity.

Succession Planning Supports Workforce Planning

Contemporary succession planning should not be done in isolation of the broader HR / workforce planning process. Specifically, a gap analysis might identify succession planning as one of several priority strategies for the organization.



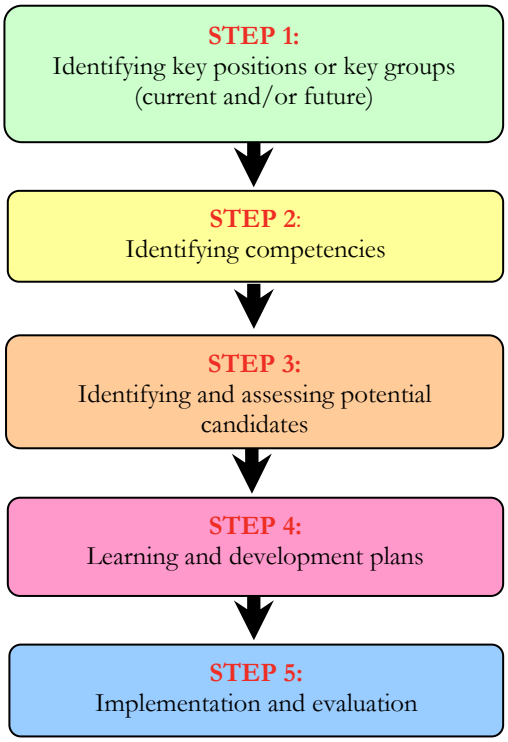
Important Considerations for Succession Planning

As part of the broader workforce planning process, there are several considerations that should preface any succession planning initiative. Some preliminary questions to consider include the following:

- What is the business case for succession planning in the organization?
- Is planning based on short- and long-term goals and objectives?
- Have the key stakeholders and decision-makers been consulted?
- How involved are the leaders?
- Is succession planning linked with workforce planning?
- Can succession planning be linked with other HR strategies?
- Is there accountability at the departmental level?
- Are HR professionals and departmental planners involved with the planning process?
- What are the roles and responsibilities of stakeholders?
- Is the process, and its expected outcomes, clearly understood by everyone involved?
- What decisions should be made at the departmental and corporate levels?
- How will the process demonstrate value for transparency, fairness and accessibility?
- How will the department ensure that all employees are provided the same opportunities and are treated without significant bias?
- Is there a plan or strategy to manage employee expectations?
- Do employees understand that they are not guaranteed a promotion?
- What resources are required to plan effectively and efficiently?
- How will succession plans be evaluated?
- How will evaluation results affect decision-making?
- Do employees understand they are responsible for managing their own career path(s)?
- Is the department capable of supporting necessary learning and development?
- Is the work environment supportive of succession planning?
- How will the collection, retention, use, and protection of personal information be compliant with the *Access to Information and Protection of Privacy Act*?

Succession Planning Process

It is important to acknowledge that succession planning will vary slightly between organizations. Different resources, different organizational designs and different attitudes all mean that succession planning should be flexible and adaptable in order to accommodate varying needs and achieve business continuity. However, there is a general framework that departments can use as the basis and guide for their succession planning activities. This framework involves:



Step 1

Step 1 – Identifying Key Positions or Key Groups

A key position or occupational group can be defined in many different ways, but two important criteria that should be considered are *criticality* and *retention risk*. A critical position is one that, if it were vacant, would have a significant impact on the organization's ability to conduct normal business. The significance of the impact could be considered in terms of safety, operation of equipment, financial operation, efficiency, public opinion, and so on. Retention risk refers to positions where the departure of an employee is expected (e.g. retirement) or likely (e.g. history of turnover). By examining these criteria on a low-to-high scale, an organization can determine what positions require short- or long-term planning.

A gap analysis, as a part of workforce planning, can also be an invaluable tool to identify key areas or occupational groups. Information that may help identify key positions can include:

- Current and future strategic goals and objectives
- Retirement forecasts
- Turnover rates
- Current and expected vacancies
- Changes to existing programs and services
- Highly specialized function

In addition to the analysis of criticality, retention risk, and other workforce data, it might be beneficial to consider the following types of questions:

- What jobs, if vacant, have the potential to prevent the organization from achieving goals and objectives?
- What jobs have a direct impact on the public?
- What jobs would be difficult to fill because of required expertise or because the exiting incumbent possesses a wealth of unique and/or corporate knowledge?
- Is there a projected labour market shortage for relevant job skills?
- Is there a need to plan for anticipated positions that do not currently exist?

Step 2

Step 2 – Identifying Competencies

All positions have a requisite set of knowledge, skills and abilities that are expected of employees who are filling that function. Thus, knowing the competencies of a job is a mandatory component of recruitment, serving as a general baseline to measure against interested potential candidates. However, succession planning provides an opportunity to review the competencies traditionally associated with jobs, particularly with respect to current goals and objectives. Several ways to determine and develop required competencies include:

- Reviewing job descriptions, advertisements, and relevant merit criteria
- Interviewing current and former job incumbents
- Interviewing supervisors, clients, and other stakeholders
- Conducting focus groups or surveys
- Reviewing any existing development programs (i.e. leadership competencies)
- Reviewing organizational values

Although job descriptions offer a good starting point for the identification of competencies, it is important to consider some of the other sources of information listed above.

Current incumbents, for example, would have a good understanding of which competencies are the most important to their job. Interviewing these people may reveal knowledge, skills and abilities that are necessary for the job, but are not currently identified in the job description. Given the practical scope of any job, valid identification of competencies is necessary for:

- Establishing minimum requirements for job success;
- Creating a baseline for assessing interested potential candidates; and
- Identifying appropriate learning and development opportunities.

Some questions to consider might include:

- What are the specific functional competencies that apply to a key job or group?
- What competencies apply to all employees and groups? Are these competencies aligned with the organization's vision, mission and values?

Step 3

Step 3 – Identifying and Assessing Potential Candidates

The key purpose of identifying and assessing employees against core job competencies is to help focus their learning and development opportunities in order to prepare them for future roles in the organization. Traditional approaches to succession planning have the potential to result in a one-sided selection process – the organization identifies a key position, and then executives select a high-potential individual for preparation or training. Given the potential sensitivity around the decision-making process in these situations, an employee might be advised about their prospective opportunity for advancement in private. This process is not transparent and can negatively impact the morale of other employees (including the person chosen for succession) and their relationship with the organization.

Modern approaches to succession planning suggest that transparency and accountability are the best practices for an organization. Recruitment in the public service is based on merit, fairness and respect, and these concepts are maintained and supported by the succession planning process. To demonstrate these values, succession planning must be:

- Objective and independent of personal bias;
- Merit-based;
- Communicated to and understood by all employees; and
- Transparent at all stages of the process.

Under these circumstances, self-identification is a useful starting point to see which employees are interested in leadership roles, career advancement or lateral moves that might not be easily attained without focused training or other learning and development opportunities. Several ways to solicit for self-identification include:

🕮 Circulating an expression of interest
🕮 Employees discussing career goals and objectives with their supervisor
🕮 Developing an inventory of employee skills/competencies and careers interests

There are a number of other supporting methods to identify potential candidates once a pool of interested candidates has been established. Some of these methods can include:

- Written exams
- Candidate interviews
- Review of résumés/CVs
- Simulated work exercises
- Performance reviews
- Reference checks
- Talent review meetings

This step of the succession planning process is closely related to regular recruitment practices, but succession planning goes one step further by helping interested candidates develop the requisite skills prior to the formal recruitment process that begins once a position becomes vacant. Public service organizations should consider consulting with the Public Service Commission to ensure that the steps used for identifying potential candidates support decisions that are based on merit, fairness and respect.

Some critical questions that may help departments prepare for this step include:

- Has there been one-on-one discussion with employees regarding their career goals and interests?
- Have all employees been made aware of available succession opportunities?
- Do employees understand the purpose and process of succession planning? Specifically, do they understand that they are not guaranteed a promotion as a result of this process?
- Do employees who were not considered for a current opportunity understand that they can be considered in the future with further development of their knowledge, skills, and abilities?
- How will the organization communicate the outcome of a succession-based appointment?
- Have alternative career paths (i.e., relevant lateral moves) been identified for employees who were not considered for a current opportunity?
- Will the organization use multiple sources of information when assessing a candidate?
- How will the organization develop an inventory of employee skills and interests?
- Are an appropriate number of candidates being developed for a key job?
- How will the candidate pool demonstrate the organization's value for employment equity and diversity?

Step 4

Step 4 – Learning and Development Plans

Once the relevant candidates have been identified, based on their interest and potential for success in a key position, the organization must ensure that these employees have access to focused learning and development opportunities.

Some key points to remember when developing learning and development plans are:

- Plans should focus on decreasing or removing the gap between expected competencies and the current knowledge, skills and abilities of candidates.
- Manage expectations – modern succession planning is based on learning and development to fulfill employee potential, rather than merely filling a vacancy.
- There are a wide range of learning and development opportunities to consider, which can include:
  - Job assignments that develop and/or improve a candidate's competencies;
  - Job rotations; and
  - Formal training.
- Ensure appropriate strategies are in place to support the transfer of corporate knowledge to candidates for key jobs, which can include:
  - Mentoring, coaching or job-shadowing;
  - Documenting critical knowledge;
  - Exit interviews; and
  - Establishing communities of practice.

Step 5

Step 5 – Implementation and Evaluation

Evaluating succession planning efforts will help to ensure the effectiveness of the process by providing information regarding:

- How the process operates – the relationship between inputs, activities, outputs, and outcomes
- Impact of the process relative to stated goals and objectives
- Functional strengths and weaknesses
- Potential gaps in planning and assumptions
- Cost-effectiveness and cost-benefit

Planning to collect and assess these types of information will ensure that the organization monitors its succession planning activities, appropriately measures success, and adjusts the process accordingly given sufficient evidence. Some evaluative questions for departments to consider might include:

- Have all key jobs been identified and do they have succession plans?
- What is the impact of succession plans on business continuity in key positions?
- Are successful candidates performing well in their new roles?
- What is the impact of learning and development efforts? Are employees ready to compete for a vacant key position?
- Is the candidate pool diverse and reflective of employment equity values?
- What are the areas for improvement in the succession planning process?

Once a succession plan has been established, monitoring its efficiency and effectiveness will be essential. Thus, each succession plan should be developed within an evaluation framework in order to measure progress and success, as well as provide any evidence to support changes to the succession planning process.

NOTES

CAPACITY-BUILDING

Commitment to learning and development and career enhancement is imperative if the organization is to prepare its human resources to meet future skill and knowledge requirements.

Development is not only a competitive advantage, it is essential in building a culture of innovation and for the development and delivery of best-in-class programs and services. We know that to retain our top talent and deliver the best programs and services, we need to ensure that people have access to programs that enhance their knowledge, skills and abilities; interesting and challenging work; and opportunities to advance their careers.

Furthermore, we need to be ever cognizant that roles in government are not always found in university / college course calendars, but are often specific to the public service. These skills need to be continuously nurtured, honed and developed.

Effectively managing people and having appropriate tools, programs, and initiatives available to assist employees, managers and departments to maximize the talent of employees is essential in meeting organizational goals and ensuring the provision of excellence in the public service, and will develop and enhance the pool of suitable talent within the organization.

Departments and Agencies may want to consider the following as options to staff. These are examples of some of the opportunities, but could certainly include more:

- Linking learning with organizational requirements of future skills,
- Career Development,
- Reassignment (i.e. temporary assignment on a special project),
- Entry-Level positions.

RELATIONSHIP-BUILDING (WITH STUDENTS AND LEARNING INSTITUTIONS)

Increasing opportunities for students to participate in student employment and part-time employment within the public service provides opportunities for the organization to develop and hone skills needed for excellence in the provision of public service.

Likewise, investing in internships, work-terms and co-op placements offers opportunities for the employer to introduce students to public service work and establish an attachment to the organization. It may also provide an opportunity to showcase Government as a viable option as a future employer, and instill in students a sense of attachment to the organization.

A key component of this activity will be to offer meaningful opportunities, giving students a true sense of real work in the public service and preparing them for eventual employment, preferably in the public service.

Examples of various programs or initiatives that Departments may want to consider include:

- Apprenticeship Programs,
- Internships,
- Bursary Programs,
- Fellowship Programs,
- Co-op programs,
- Part-time student employment.

Either of these options provide an opportunity for the student to:

- Try out an employment field;
- Cultivate industry contacts; and
- Further develop skill sets
- See Government as a viable option for future employment

BURSARIES

Bursary Programs are used to provide assistance to selected candidates to pursue a specific area of expertise by providing candidates with the opportunity to gain valuable practical training experience in a particular field of work. The candidate, in return for the assistance, commits to work for a specified period of time.

By providing structured, on-the-job training to qualified candidates, the Program can be a mutually rewarding experience, aiding Trainees in their personal and professional development and helping the organization, or host department, to create a more dynamic workplace and build needed skill sets for future HR planning.

Such Programs guarantee that government has the employees required to fill "challenging" positions and skills gaps, and builds the pool of employees entering the public service.

INTERNSHIP PROGRAMS

Internships provide students with an opportunity to experience work in the public service in specific areas of interest to the student, but of benefit to the organization since it offers support (i.e. research, analysis) in completing certain goals or objectives, and the opportunity to identify potential employees.

For the organization, Internships provide an opportunity to:

- Access junior professional-level workers
- Achieve progress on projects
- Contribute to a young person's knowledge
- Influence a career path, by promoting government as a potential employer

Information on Internships for specific program areas can be found on the websites of the various schools of study (e.g. Political Science - www.mun.ca/posc/undergraduate/internships; Engineering - http://www.engr.mun.ca/graduate/intern.php).

Additional information on Cooperative Education can be found on the websites of the various provincial learning institutions.

APPRENTICESHIP PROGRAMS

An apprenticeship is an opportunity for a student to learn and develop certain skills with an employer who needs to build capacity in that area and can be viewed as a "earning while learning" (practical, paid experience) arrangement.

Apprenticeship help the student gain knowledge and develops skills associated with the job, and often involves:

- Supervision from experienced, seasoned professionals
- Supplemental specialized, in-class training

LEARNING AND DEVELOPMENT

The organization is committed to putting in place processes that encourage and promote employees to access learning and development opportunities. Learning and development is an important component of developing a workforce that is well-positioned to meet the needs of its clients and should be linked with current and future organizational and skills requirements.

It is a responsibility of the employee, the manager and the organization, and can consist of a range of interventions and activities that can improve individual competencies and thus increase the organization's capacity to deliver service excellence.

Currently, government offers:

- Education and training opportunities through the Centre for Learning and Development, as well as through departmental initiatives. Further integration of these initiatives is needed to ensure that effective educational support is available to all employees, including the development of an Individual Learning Plan.

- A Tuition Re-imbursement Program that enables employees to access funding to assist with tuition. Further refinement of this program is necessary and the concept of scholarship programs needs to be explored for possible implementation.

Departments and Agencies may also want to consider encouraging continuous education as a means to keep pace with the latest methodologies and technologies that are being applied in various areas of expertise; ensuring a skills gap analysis is occurring at the divisional level; ensuring that departmental priorities are being established and are in focus, and that all executives have a learning plan that is aligned with those priorities. This may be accomplished through such activities as:

- Educational exchanges,
- Relevant courses at universities and colleges,

- Study tours,
- Attendance and participation in conferences, and
- Membership on associations or boards.

The benefits of such activities are numerous and invaluable to the employee and the organization, on a whole, and include:

- Expanding knowledge and skills;
- Gaining valuable experience from other professionals in the field;
- Gaining insight into best practices used by other jurisdictions to solve problems;
- Providing a forum to share experiences, methodologies and techniques; and
- Providing an opportunity to build networks (community of learning)

Employee development is both personal and professional in nature and is directly linked to the employee's ability to be successful in work and in life. The employer must ensure that employees have the tools required to complete required tasks and duties, and be given opportunities to increase knowledge, improve existing skills and develop new ones.

Leaders may want to consider:

- follow-up sessions with employees to discuss outcomes of a screening process for a development opportunity in which they were unsuccessful;
- look at areas to improve; and,
- develop those areas for future opportunities.

For these to be successful, departments will need to ensure that a skills gap analysis is occurring at the divisional level, that departmental priorities are being established and are in focus, and that all executives have a learning plan that is aligned with those priorities.

(See TAB – CLD Training Forms)

CENTRE FOR LEARNING & DEVELOPMENT
Public Service Secretariat

REGISTRATION FORM

TO BE COMPLETED BY EMPLOYEE:

LOCATION:

COURSE TITLE:_____
DATE(S):_____

☐ St. John's
☐ Gander/Grand Falls-Windsor
☐ Corner Brook/Stephenville
☐ Happy Valley/Goose Bay
☐ Other_____
(please specify)

Your job responsibilities related to course content:

_____
_____

☐ Ms. ☐ Mr. ☐ Other _____(please specify)

NAME: _____
DEPARTMENT: _____
DIVISION: _____

OFFICE TEL. NO.:_____
FAX NO.:_____
POSITION TITLE:_____

E-MAIL ADDRESS: _____

WORKPLACE
MAILING ADDRESS:_____
_____
POSTAL CODE: _____

PAY LEVEL:
☐ HL
☐ GS
☐ Other _____
(please specify)

CLASSIFICATION:
☐ Support Staff
☐ Supervisory
☐ Management
☐ Other:_____
(please specify)

Special Needs Request (medical/accessibility): _____
_____

TO BE COMPLETED BY IMMEDIATE SUPERVISOR:

NAME:_____

OFFICE TEL. NO.:_____
FAX NO.:_____

POSITION TITLE:_____

Your expectations of this learning event for the employee/organization:_____
_____
_____

_____
(Signature of Supervisor)

Please ensure registration form is completed in full and mailed or faxed (729-4114) to the Centre for Learning & Development, Public Service Secretariat, 5th Floor, West Block, Confederation Building, P. O. Box 8700, St. John's, NL, A1B 4J6, at least fifteen (15) days prior to the course commencement date

DATE RECEIVED:_____

ASSIGNMENT OPPORTUNITIES

Employers can build needed capacity within the organization by offering employees the opportunity for reassignment to other areas of a department or government where supports are required to complete a particular task. Such opportunities, though required by the organization, provide the employee with hands-on learning and development.

This can occur in a number of situations:

- Reassignment occurs when an employee moves from a current position to another one where additional support is required to complete a task;
- Temporary Assignment occurs when an employee performs the work of another, often higher, classification in the absence of the regular incumbent for a period of time; and
- Secondment occurs when an employee is offered the opportunity to occupy a different position within the organization, normally taking their current salary to the new position.

Either of these situations could be considered as a means to fulfill certain operational requirements of the organization, and though it may be challenging to refill the positions that are vacated by the assignment opportunity, the approval for the Assignment indicates the employer's support of the continuing learning and development of the employee.

ENTRY-LEVEL POSITIONS

Entry-level positions can be created within an organization to enable the employer to offer an opportunity to an individual to gain significant "hands-on" experience in a particular area of expertise. In such cases, the individual may not possess all the skill sets required to do the job, but possess other skills or the aptitude to learn those skills if given the opportunity to excel. These positions are usually remunerated at a lower pay level than experienced employees.

The benefits to the new incumbent include:

- Awareness that there is the ability to advance in the future;
- Opportunity to learn from experienced staff; and,
- Opportunity for on-going learning and development to further expand skills

The benefits to the organization include opportunities to:

- Manage future succession;
- Expand the pool of talent for a particular field;
- Integrate employees into the corporate culture;
- Contribute to the development of employee

WORK ENVIRONMENT

There are various elements, or practices, in the workplace that affect the level of employee engagement, and that can also influence employee attraction and retention. To promote and encourage engagement, a leader must improve / enhance work and the work environment to ensure the success of employees, overall productivity, and the achievement of the organization's broader goals.

LEADERSHIP

Without effective leadership, employee engagement will be difficult. Having leaders that are visionary can enhance employee engagement, motivation and productivity. Also, leaders who model the values of the organization and support employees can significantly impact the effectiveness of the relationship between the employee and employer.

Having leaders one respects and trusts is not only essential to retaining talent, but it is also critical to building capacity within the organization, reaching organizational expectations, and ensuring that employees do not become disengaged.

In support of such promotion, supports and resources must be in place to ensure that managers:

- develop positive and constructive relationships with employees;
- have knowledge of how the organization works;
- continue to build their skills as managers and leaders to provide vision, direction, motivation and support for the people to whom they manage.

One such support is a specialized Resource Management Package offered through the Centre for Learning and Development. This training provides managers with training relevant to managing in the public service, and some tools and strategies to better equip them to the face challenges and build relationships and trust with the employees they manage.

(See TAB – Leadership & Management Development Program)

A Guide to Leadership & Management Development

CENTRE FOR LEARNING AND DEVELOPMENT
Public Service Secretariat

Newfoundland Labrador

Acknowledgements

Many people have contributed to the development of this revised competency model. We extend our appreciation to the individuals who participated in focus groups and interviews to provide their valuable feedback. Their contribution helped to ensure this strategy is responsive and relevant to the needs of the Public Service. We also thank them for their commitment and enthusiasm for learning.

We acknowledge the involvement of the team at the Centre for Learning and Development. Their ongoing feedback and guidance has been instrumental to this strategy.

July 2007

Introduction

The Guide to Leadership and Management Development was developed for the individual use of leaders and managers in the core public service. This booklet is designed to assist in the development of individual learning plans. The Centre for Learning and Development (CLD) encourages the use of individual learning plans as a means of approaching learning and development in a systematic and strategic manner. The process of developing an individual learning plan will assist you in identifying and prioritizing your learning needs, as well as support the requirements of your department and the organization.

The purpose of this Guide is to:

- provide an overview of the Leadership and Management Development Strategy
- assist leaders and managers on their journey in leadership and management development
- introduce the revised leadership and management competency model
- illustrate the steps involved in developing your own individual learning plan

This Guide contains the ***Background*** to the Leadership and Management Development Strategy and a ***Personal Reflection*** section. It also includes the ***Competency Assessment Model*** overview and the ***Steps to Developing your Learning Plan***. This Guide provides the ***Self-Assessment*** and ***Peer Assessment*** tools, which will assist you in identifying learning priorities. The ***Learning Plan*** form and ***Feedback*** components are also included. The final section of the Guide is devoted to the ***Resource Management Package***.

For additional direction on the process, you may wish to attend the "Developing your Learning Plan" session, which is offered regularly by the CLD. Please see our website, http://www.intranet.gov.nl.ca/learning/, for the delivery schedule in your area.

"You don't have to be great to get started, but you have to get started to be great".

Les Brown

Background

The CLD provides corporate-wide learning opportunities and consultative services to promote visionary leadership, responsible management and optimum performance. We believe that learning is essential to the development of a dynamic workforce. The Leadership and Management Development Strategy endorses learning and development opportunities to strengthen the leadership and management capacity of the Newfoundland and Labrador Public Service. Your success as a Leader and Manager is vital to building this capacity.

The goals for the Leadership and Management Development Strategy are:

- To develop critical knowledge and skills needed to improve organizational and individual effectiveness and performance
- To foster a learning culture that respects ethics and values
- To promote consistency in management practices in the public service

> ***"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn."***
>
> Alvin Toffler

The CLD believes the onus of continuous learning must be placed with both individuals and the organization to maintain and build competency. The Leadership and Management Development Strategy was developed to promote continuous learning in the Newfoundland and Labrador public service through the introduction of a structured and systematic approach to learning.

This Strategy complements the new **Executive Competency Model**, which supports the development needs of the Executive level. For those involved in the **Performance Management Initiative** (*Work Planning)*, you will recognize the linkage between planning for results and the strategic alignment of learning and development to achieve these results.

The Leadership and Management Development Strategy includes:

1. **LEARNING PLAN DEVELOPMENT-** We use a competency-based model for learning and development. This Guidebook provides support for developing your learning plan for leadership and management competencies.

2. **RESOURCE MANAGEMENT PACKAGE-** This is a series of modules designed to build the competency of ***Resource Management*** in the Newfoundland and Labrador public service. At this time, Resource Management is the only core competency that has been deemed a mandatory competency for some managers. If you are responsible for managing human resources, financial resources and information resources, then you are required to register for the Resource Management Package.

There are several scenarios in which individuals would be involved in Leadership and Management Development.

- Firstly, there are leaders and managers who will participate in both of the above components of the Leadership and Management Development Strategy. A Director, for instance, may complete a learning plan to develop her core-competency in "Decision Making". As well, she may be registered to complete the modules in the Resource Management Package.

- Secondly, there are leaders and managers who will be required to focus their learning and development solely on the completion of the Resource Management Package modules.

- Thirdly, there are individuals whose learning will focus on one of the core competencies but they do not meet the criteria for registration in the Resource Management Package.

In addition to the core competencies, there are technical competencies required for each of the departments. Technical competencies refer to the technical knowledge and skills required for a specific position. Learning interventions related to technical competencies are the responsibility of the organization and supported by your Manager in partnership with the Human Resources Division for your department, specifically the Manager of Organizational Development.

Core competency: The knowledge, skills, and abilities necessary to successful performance as a leader and manager regardless of your department.

Technical competency: The technical knowledge and skills required for a specific position.

Personal Reflection

Understanding your values, beliefs and interests is an important aspect of learning and development. As well, it is essential that you consider establishing goals for your future career development. To assist you in this reflection, ask yourself the following questions:

- Which work-related activities do I enjoy? not enjoy?
- In reviewing my past work history, what provided me with the greatest satisfaction?
- What do I aspire to do?
- What kinds of activities and relationships have meaning for me?

By determining what you love to do, you will be energized and passionate about your work.

> ***"Active learning involves the learners taking considerable personal responsibility for their learning journey; that is, they are self-directed and identify their own educational needs."***
>
> Denicolo et al, 1990

Your approach to learning is another key dimension in your personal reflection. At the CLD, we believe that learning is not just about training. We do not see learning as a linear event. Learning is "the development of skills in reflection and inquiry" about the world (McNamara, C., Authenticity Consulting, 1997-2007). Individuals can experience learning in their daily work in many ways, including actively seeking out opportunities to try new methods or inquiring about what their colleagues are working on.

Individual learning styles are also important to learning. We do not all feel comfortable learning in the same way. Do you prefer to sit back and observe or do you prefer to jump right in and try a new task? Do you like to learn about new ideas by reading about them or by discussing them with a group? Understanding your preferred learning style will help you in choosing more effective learning opportunities in the future.

Self-discovery is a critical component of learning. It is valuable to assess your strengths and areas for development, understand your preferred learning style, and consider how your work style affects your interactions with others. There are many options available to assist you with this self-discovery as you begin your journey in learning and development. These options include courses such as ***Leadership and Learning***: ***A Discovery Approach*** (previously titled: A Self Discovery Approach to Leadership) and ***Myers-Briggs Type Indicator***.

Competency Assessment Model

This revised competency assessment tool was developed in Winter 2007 through consultation with leaders and managers throughout the core public service. The assessment tools provide you with an opportunity to assess your personal strengths and areas for improvement in your role as a leader and/or manager.

The tool includes nine competency clusters and several behaviour descriptors for each cluster. These competencies are the key behavioural core competencies for leaders and managers in the Government of Newfoundland and Labrador. Note: Resource Management is the only core competency that has been deemed mandatory for those managers who manage people, finances and information.

Core Competencies for Leaders and Managers

- **RESOURCE MANAGEMENT**
  - Manages all resources to achieve organizational goals.
    - Performance Management
    - Financial Management
    - Information Management
    - Information Technology
    - Change Management
    - Project Management

- **SERVICE DELIVERY**
  - Serves the public interest by focusing effort on program policy, programs and services that support the direction of government.

- **DECISION MAKING**
  - Makes, and takes responsibility for, appropriate decisions in a timely manner.

- **COMMUNICATION**
  - Shares information effectively within and outside the public service.

- **ETHICS AND PROFESSIONALISM**
  - Acts in accordance with the values and beliefs of the public service

- **CREATIVITY AND INNOVATION**
  - Encourages and supports innovative ideas and solutions that are beyond the conventional.

- **STRATEGIC FOCUS**
  - Demonstrates an understanding of the long-term issues and opportunities affecting the department and government.

- **RELATIONSHIP BUILDING**
  - Identifies, builds and maintains working relationships and partnerships that are important to the achievement of government objectives.

- **SELF MANAGEMENT**
  - Effectively manages one's time and work in order to achieve results

Steps in Developing Your Learning Plan

STEP 1: Complete the Self Assessment

The self-assessment tool is the foundation for the development of your individual learning plan. This tool (Form 1) will allow you to consider the leadership behaviours which you are using frequently and those which require development. If possible, you should complete a self-assessment on an annual basis to ensure your learning plans reflect your current learning priorities.

It is essential that you allot sufficient time to complete the assessment with minimal distractions. The assessment will require approximately 30-45 minutes. Review each statement carefully and consider examples of how you have demonstrated the behaviour.

The self-assessment tool uses a frequency scale to help you determine how frequently you demonstrate the identified behaviours:

- **ALMOST NEVER** – I rarely act in this manner
- **OCCASIONALLY** – I sometimes act in this manner
- **FREQUENTLY** – I regularly act in this manner and I can provide recent examples
- **ALMOST ALWAYS** – I always behave in this way and I can illustrate with many recent examples

You are also asked to indicate how important these behaviours are in your current role as a leader/manager in the Public Service of Newfoundland and Labrador:

- **NOT IMPORTANT**- this behaviour is not relevant in this role
- **SOMEWHAT IMPORTANT**- relevant, but you can be successful without application of this behaviour
- **IMPORTANT**- it would be difficult to be successful without application of this behaviour
- **CRITICAL**- it would be impossible to be successful without application of this behaviour

Be honest and objective in your assessment to ensure your results will be meaningful. Remember your first instincts are usually accurate!

STEP 2: Ask for peer feedback

Peer feedback will offer greater objectivity to your identification of areas of strength and development. You should choose one or two people, such as a co-worker, your manager or a former colleague, to provide this feedback. Make sure that you choose a person who is familiar with your behaviour on the job and is willing to give you an honest opinion. Provide them with the Peer Assessment Form (Form 2). Review these ratings and adjust/revise your assessment as you feel warranted.

The peer assessment is an optional component of the process, but it is strongly encouraged.

STEP 3: Meet with your manager

For the meeting with your manager, be sure to allow ample time to devote to your discussion. You will proceed through a discussion of each competency. A significant part of your discussion should be on the criticality of each behaviour to the stated priorities for your work.

Your discussion with your manager should link your assessment to your performance goals, and specific plans and initiatives of the department. This discussion will assist both of you with making decisions regarding the learning priorities.

STEP 4: Determine priority learning

To determine which competencies are considered to be priority learning, review your completed assessment and peer assessment(s). Ask yourself, "Is this competency critical to the achievement of results within the next 6-12 months?" As well, look for those competencies that you rated the frequency as "rarely" or "seldom" and you considered

them to be "important" or "critical" to be applied in your current role. These identified core competencies can be considered as opportunities for priority learning.

The discussion with your manager will assist in informing which of the competencies you should consider as areas of priority learning. Your discussion should incorporate your individual work plan, the strategic plans for the department/division and the goals of the organization. This would be an ideal time to discuss issues such as succession planning.

STEP 5: Complete the Individual Learning Plan

An individual learning plan is a valuable tool that provides a systematic way of identifying and addressing your specific development needs. Through the process of developing an individual learning plan, you will identify and prioritize your learning needs. It is important to be realistic in achieving your learning goals. Prioritize your goals and seek to accomplish one to two every 6-12 months.

Please complete one learning plan (Form 3) for each of the competency areas you wish to address. Your manager must approve the plan through provision of his/her signature, prior to its submission to the Centre for Learning and Development.

STEP 6: Action the Learning Plan

When the learning plan is received by the CLD, a Learning and Development Officer will contact you offering suggestions that you may consider in addressing your learning goals. Options will be presented using a blended learning approach, which will allow you to make decisions based on your individual and operational needs. A blended learning approach recognizes and respects the unique learning styles for individuals. This approach would include learning methodologies such as:

- Books, articles or manuals
- On-the-job experiences
- E-Learning programs
- Coaching and mentoring relationships
- Development Opportunities
- Workshops and courses

Your learning plan will be held in confidence at the CLD. However, to ensure the integration of all learning partners in the process, the response letter will be copied to your Manager and the Manager of Organizational Development for your Department.

Transferring your new learning to the workplace requires the support and encouragement of your manager. Having opportunities to practice new behaviours learned and allowing time for individuals to share information from the learning experience are examples of strategies that many organizations employ to support the transfer of learning.

STEP 7: Feedback

Your learning and development does not end upon your completion of your learning objectives. It is imperative that you consider whether you have achieved the intended outcomes from your learning plan. The purpose of this planned approach to learning is to increase the organization's ability to achieve its objectives.

Upon completion of learning activities, it is important to establish new learning goals. As the demands on work units and individuals change due to new organizational commitments, individual work roles must change to accommodate new priorities. You may need to build new leadership and management competencies to ensure you continue to be effective.

"We have an innate desire to endlessly learn, grow, and develop. We want to become more than what we already are. Once we yield to this inclination for continuous and never-ending improvement, we lead a life of endless accomplishments and satisfaction."

Chuck Gallozzi

Congratulations on taking the initiative to begin the journey of leadership and management development. We hope that this process will be meaningful to your success in the public service of Newfoundland and Labrador.

Should you have questions or comments, please contact us at:

Centre for Learning and Development
Public Service Secretariat
5th Floor, West Block
PO Box 8700
St. John's, NL
A1A 5K5

Tel: (709) 729-3654
Fax: (709) 729-4114
E-mail: learninganddevelopment@gov.nl.ca
Website: http://www.intranet.gov.nl.ca/learning/

COMMUNICATION

Communication is one of the fundamental building blocks to creating an engaged workforce, since it contributes to an employee's sense of organizational goals and needs, and where they fit into the big picture. It is a key element of the employee-employer relationship and is an essential component to building an organizational culture that values employees and encourages employees to reach their full potential.

For communication to be effective it must be timely and transparent, and should occur throughout all levels of the organization. Currently, information is shared through:

- the Public Service Network (intranet);
- departmental employee newsletter;
- departmental planning or development sessions in which key priorities and action plans of the department are communicated or worked on; and
- Divisional, Branch and Management meetings.

Some of the practices an employer may use to promote a communication culture include:

- providing orientation to new employees and current employees, outlining basic information on the organization and its goals, and their place in achieving those goals;
- providing employees with opportunities to communicate on important workplace and work-related issues with their managers and leaders, as well as amongst themselves;
- presenting new programs and policies to employees with a mechanism to provide feedback;
- providing individual feedback on performance that is detailed, timely and constructive.

HEALTH AND SAFETY

Creating organizations and work environments that invest and support people in their efforts to provide quality public service in an environment that is healthy and safe will positively impact the delivery of services.

In order to be productive and satisfied in the workplace, employee's need to feel that the organization is concerned with their overall health and safety, and that it will take measures to establish and preserve such an environment – one that is free of:

- violence,
- discrimination,
- bullying,
- harassment,
- as well as other physical hazards.

Workplace health promotion programs can serve as a foundation to build a high performance organization and tackle difficult cultural issues such as trust and commitment. It can also be associated with improvement in employee attitudes towards the employer.

Employers can begin establishing trust through:

- visible concern for the well-being of employees,
- ongoing encouragement,
- feedback,
- an open-door policy, and
- general support in dealing with issues.

Such a display may influence other staff and result in the establishment of a similar culture in the work environment.

Organizational Structures, Business Practices and Processes, And Position Descriptions

Organizational structures, business practices and processes as well as position descriptions are developed to ensure the effective delivery of departmental programs and services. Organizational structures systematize work into units, divisions, branches, sectors, divisions, etc. Effective business practices are designed to ensure optimal efficiency and effectiveness in the delivery of programs and services and position descriptions are developed to identify and clarify individual roles and responsibilities. Decisions on organization design, assignment of work and business practices are part of sound HR management. These decisions affect the long-term ability of departments to not only deliver programs and services and maintain business continuity but also to compete for resources and retain staff.

Changes in information and communication technologies have changed how organizations are structured and managed. Some newer design elements include: de-layering of hierarchies, creation of team-based networks and multidisciplinary approaches, movement from an insular to a broad-based mindset, focus on alliances and partnerships, creation of interdependent units rather than independent activities and horizontal organizational structures that tend to be more flexible and responsive in service delivery. The impacts of good organizational design and business processes include faster response time, larger spans of control and a broader range of assignments and roles, which can in turn increase employee engagement and productivity.

It is also imperative that the business processes to manage human resources are aligned with organizational objectives. Internal red tape and outdated process, policies and procedures must be identified, reviewed and revised to ensure alignment with organizational objectives and needs.

During an internal scan, organizational structures, business process and position descriptions should be reviewed to ensure they are effective and also to encourage

individual responsibility and decision making. The ultimate goal is to enhance the organization's ability to effectively and efficiently achieve its goals. Some questions to consider during a review of organizational structures, business process and position descriptions include:

- Does the structure meet your operational needs now and in the foreseeable future? Is there a need to change?
- Can the current structure support anticipated changes in program delivery?
- Are the lines of authority clearly indicated so that overlap and and duplication of effort are avoided?
- Is each person's span of control reasonable?
- Is all the work performed clearly and explicitly idenfitied?
- Does all work facilitate the achievement of departmental goals?
- Are the functions clearly established and evely distributed?
- Is work allocated effectively and is it balanced? Is workload evenly distributed?
- Are services provided at appropriate levels (e.g. administrative services)?
- Are existing organizational charts and position descriptions up-to-date?

SCOPE OF PRACTICE

The scope of practice concept is important in determining appropriate organizational structures, designing effective business practices and appropriately assigning work. Departments should strive to ensure that they are fully utilizing employee competencies gained through education and experience. As an example, if a department hires a professional human resources practitioner to conduct human resources planning, lead the development of a departmental workforce planning initiative and develop strategies to address recruitment and retention challenges but subsequently assigns work that is not aligned with the individuals education and experience (e.g. performing some routine administrative functions), this will have a negative impact on the both the individual and the department. The department is not fully utilizing the skills and competencies of this individual. As well, the individual may become dissatisfied and disengaged. When combined, these factors will likely have a negative impact on organizational productivity. Given these circumstances, it will become almost impossible for a department to achieve its goals.

DEPARTMENTAL COLLABORATION

Each Department / Agency possesses employees with specific competencies, skill-sets and expertise as it pertains to organizational and project requirements. These skills, though specific, have the potential to benefit other areas of government if departments were aware of the existence of such skills. Rather than seek specialized support through contracting or outsourcing when skill-sets are not readily available, such skills could be shared between departments/agencies.

Collaboration could allow departments to achieve organizational / corporate priorities. Examples already exist in government of horizontal commitments that involve the participation of various departments to achieve preferred outcomes and measures (i.e. Poverty Reduction Strategy, Northern Strategic Plan).

The purpose of the collaboration can take many forms and evolve with changing organizational priorities:

- Human resource sharing (skills / particular position)
- Information-sharing (from attendance at conferences and trade shows)
- Joint program Development

These may be accomplished through:

- departmental assessment of internal talent in specialized areas that may be beneficial to the organization;
- the establishment of a small working group of public sector management/executive to manage the collaboration process; and
- the expansion of the PSN to include ideas, information and resources, in the spirit of collaboration.

In a first instance, it may be more appropriate to assess the additional skills and talents of management level employees and executive, given possible complexities surrounding bargaining unit employees.

DEVELOPING AN INTEGRATED TALENT MANAGEMENT PROGRAM

A Human Resource Management Framework

Newfoundland Labrador

HR POLICY AND PLANNING DIVISION
HUMAN RESOURCE BRANCH

Public Service Secretariat

April, 2008
Government of Newfoundland and Labrador
P.O. Box 8700
St. John's
Newfoundland and Labrador
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Introduction

Developing an Integrated Talent Management Program will assist Departments in achieving successful organizational outcomes.

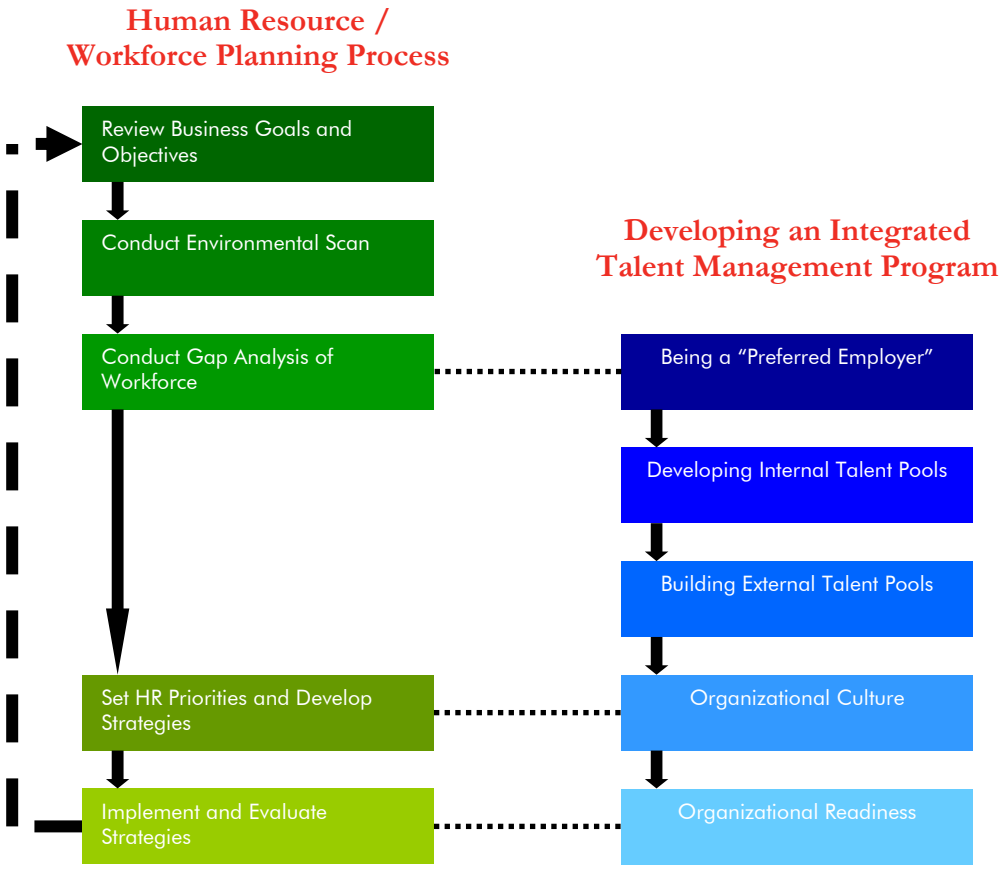
Talent management is about more than just attracting and retaining talent. It is also about researching, developing, and implementing a series of human resource (HR) initiatives and looking at how these initiatives fit together to manage the talent available to a Department.

Building and enhancing employee potential will not only benefit employees, it will also support the organization in meeting its goals and objectives while focusing on the provision of excellence in public service.

The development of an Integrated Talent Management Program (ITMP) can be used by departments as a key strategy for addressing a number of critical HR issues in the Newfoundland and Labrador Public Service. Managing an organization's HR and the talent that is available to the organization is both a corporate and a departmental priority.

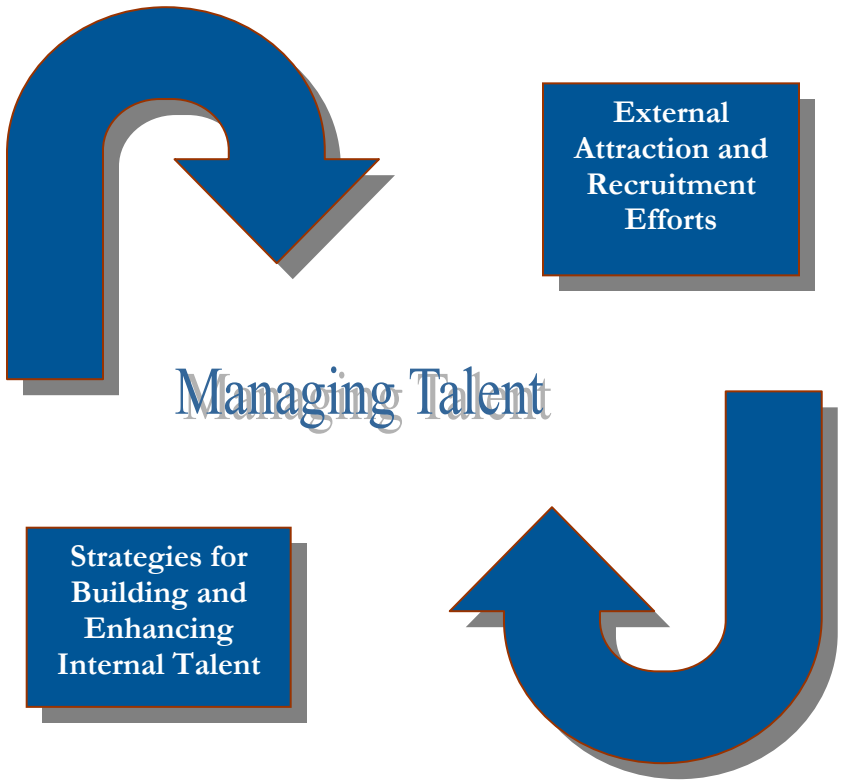
CRITICAL HR ISSUES
Current competency requirements
Skills gaps
Competitive labour market
Fast-pace changes in work and work environment
Changing needs and interests of current and potential employees

This guide provides departments with some general tools and processes that can be used in developing a department-wide ITMP or one that is specific to a particular occupational group.


Human Resource / Workforce Planning Process
Review Business Goals and Objectives
Conduct Environmental Scan
Conduct Gap Analysis of Workforce
Set HR Priorities and Develop Strategies
Implement and Evaluate Strategies
Developing an Integrated Talent Management Program
Being a "Preferred Employer"
Developing Internal Talent Pools
Building External Talent Pools
Organizational Culture
Organizational Readiness

Managing Talent

Managing talent is about ensuring that the organization has an external talent pool available from which to draw, qualified candidates, while at the same time continuing to build on the existing talent that exists within the organization.



Being a Preferred Employer

Being a preferred employer is integral to competing for talent. It is necessary for both attracting new hires to the organization and retaining the talent that the organization currently employs. Being an employer that people want to work for is about more than just hitting or exceeding market medium with respect to wages. There are many factors that influence the attraction and retention of workers, in addition to compensation.

While compensation is important to competitiveness, it is often not the single most important factor to employees or potential employees. People want to work for an organization that they are proud to be working for. Other factors that influence a person's decision to accept or remain with an employer are noted in the following text box.

INFLUENCING FACTORS
Support for professional development
Opportunities for career advancement
Having respected and trusted leaders
Ability to direct individual work
Ability to influence organizational initiatives and directions
Flexible work environments
Workplace innovation
Communication
Recognition and respect

In managing talent, an organization must build an attractive employer brand so that the perception of the organization to both potential and existing employees is one of a progressive employer that is focused on achieving organizational priorities and excellence in public service, and recognizes the value of employees to organizational efforts.

Benefits of a Talent Management Program

Organizations that effectively manage their talent provide benefits to the employee and to the clients whom the organization serves.

The outcomes associated with effective talent management are depicted in the figure below.

Foundation for an Integrated Talent Management Program

For an ITMP to work effectively it must be informed by evidence. This evidence needs to be analyzed and strategies then formulated based on the findings. It is important to recognize that no one strategy may be the best, rather a set of strategies (HR bundling) may need to occur to effectively address HR issues.

Gathering and Analyzing the Evidence

Data that is required to determine what strategies may be effective in the management of an organization's talent can be achieved through a number of methods, including, but not limited to:

- Organizational directions, priorities, goals and objectives
- Exit surveys/interviews
- Entry interviews
- Regular employee surveys
- Surveys and qualitative information from students and other potential employees
- Divisional and departmental meetings
- Employee demographics
- Demographics of the external labour market
- Documented attraction and retention difficulties
- Internal departmental scan of culture, leadership, management practices, work environment, decision-making and other business processes and practices
- Documentation gained from recruitment processes

Developing Talent Pools

The organization must continuously be engaged in developing and building talent pools, especially for those professional and technical skills for which there exists a high labour market demand, or where specialized knowledge and skills are required.

Developing a talent pool is essentially building sources of talent available to the organization that can be drawn upon when the need arises. The talent base can be either internal or external, or both, and is developed in an effort to ensure business continuity.

Strategies will differ depending on the type of skill set required, when it is required, and how critical it is in meeting organizational priorities. Strategies to address immediate needs may differ from those that can be established to address future needs. Moreover, organizational priorities continuously shift, so a skill set critical to operations may also change.

STEPS TO CONSIDER
Review position description
Develop competency profiles for critical positions
Assess current competencies available to the Department
Determine whether competencies can be found internally
Develop strategies to address current or immediate needs
Plan for future needs now

Attracting External Talent

Strategies employed in attracting experienced new hires may include building an employer brand that is conducive to attracting top talent. This may mean developing strategies to showcase public service work, especially for those positions that are critical to the current requirements of the organization. In building the employer brand, the organization must also ensure that the work environment and organizational culture supports a positive employee-employer relationship and meets or exceeds employee expectations.

Moreover, developing strategies focused on diversity or immigration, continuing to participate in career fairs and expos that market the organization and public service work, and developing specialized recruitment programs specific to critical occupational groups can also assist the organization in its efforts to attract new and experienced talent to the organization. Success in implementing these strategies will involve the collaboration and cooperation of central agencies and departments.

Building an External Talent Pool

Key to building a talent pool from which to draw upon is to support the development of a long term attachment to the organization. In order to do this, the organization must have effective and supportive leadership that will lay the foundation on which this will occur.

Engaging students in the early stages of their studies is important to building an external pool. Encouraging students to pursue a career in the public service will also assist the organization in building a potential talent base and offer the organization an opportunity to not only begin the development of a long term attachment of the student to the organization, but also develop specific skill sets needed in the public service.

OPPORTUNITIES
🕮 Look for opportunities to create entry-level positions
🕮 Hire students on a temporary basis to assess potential
🕮 Consider working with a post-secondary institute to develop specific skill requirements if they are not readily available in the labour market
🕮 Engage current staff to speak with potential employees – develop an Employee Ambassador Program
🕮 Actively participate in job fairs and career expos
🕮 Participate in student internships and begin training of specialized skills needed within the public service

Strategies to engage students include:

- Student employment
- Part-time employment
- Summer employment
- Organizational support for
  - ↳ Co-operative programs
  - ↳ Internships
  - ↳ Fellowships
  - ↳ Bursaries
  - ↳ Apprenticeships
  - ↳ Seat Purchase Programs
  - ↳ Exchange Programs
  - ↳ "Career Pathing" – e.g. bring a Co-op student back for 2nd, 3rd and 4th work terms, until point of hire.

Note: Keep your fingers on the pulse… When students are employed with the Department, ask them what they are looking for in an employer. This provides insight into what is important to students in terms of being a preferred employer.

Investment in the Organization's Internal Talent

Building on the organization's existing talent will support the organization's efforts to plan and address critical skill requirements. Furthermore, investing in the organization's current human resources will benefit the employee, which will increase the likelihood of retention and enhance individual and organizational performance.

With respect to managing internal talent there are three major elements:

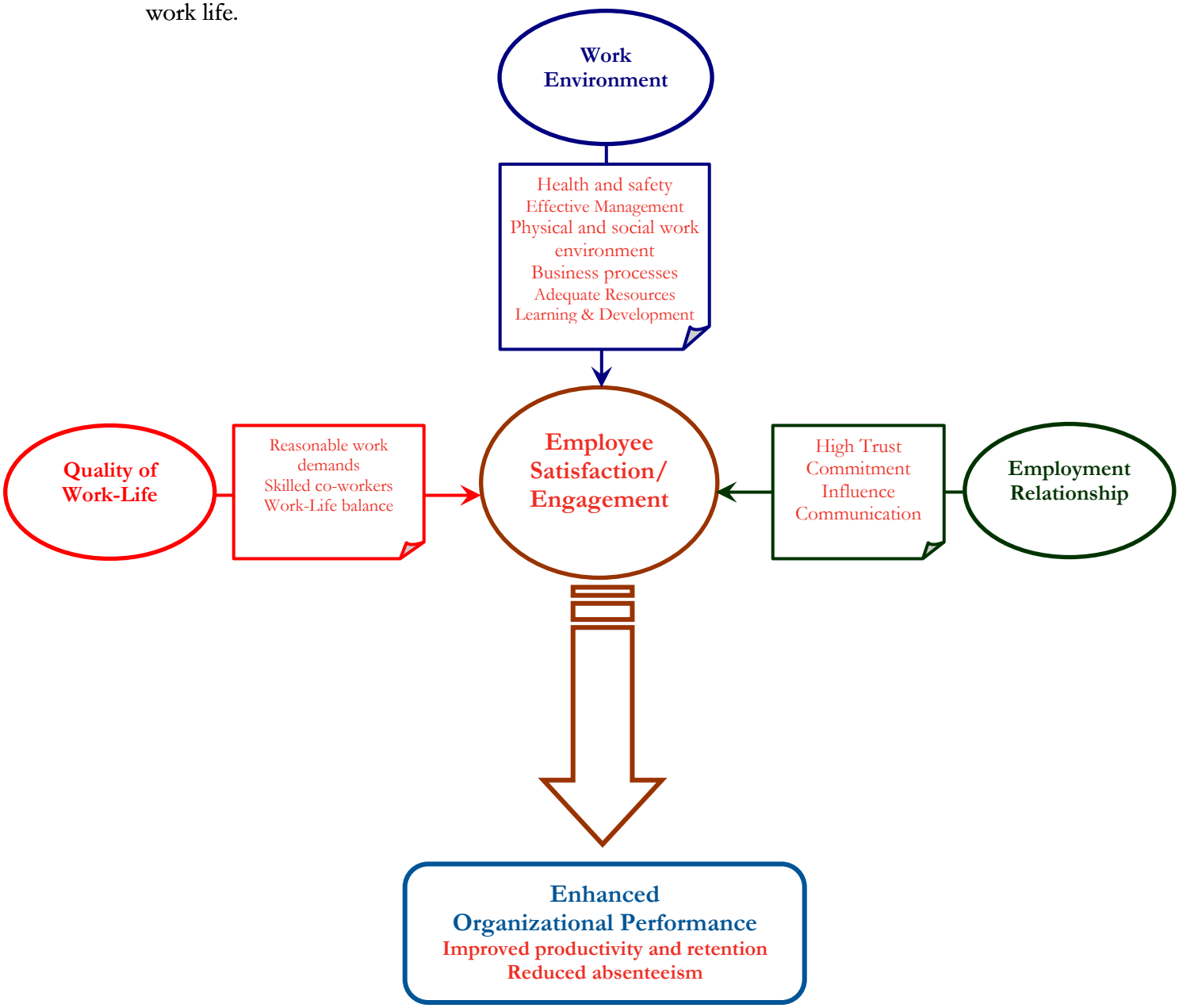
1. Professional Development
2. High Potential Development
3. Performance Management

Strategies for enhancing the organization's internal talent		
Professional Development	**High Potential Development**	**Performance Management**
Access to assessment centres and tools Targeted learning and training Educational support programs Mentoring	Career assignment programs (stretch and short-term special assignments) Cross-functional opportunities (involvement in cross-departmental work teams) National and international committee involvement Coaching Support to present work at national and international events Participation in professional organizations Involvement with internal working groups, committees, and communities of practice	Performance enhancement – establish individual goals and priorities Competency assessment Performance feedback Individual learning plan Rewards and recognition Work load analysis (resource management, decrease non-value added work) Supports to work within full scope of practice

Organizational Culture

An important component of managing an organization's talent is developing strategies to improve elements of the organizational culture and the work environment.

Retention and employee satisfaction, and thus, organizational performance is enhanced by a number of factors involving the employment relationship, work environment and quality of work life.



Some questions to consider…

1. What are the organization's values?
2. Does the organization's business processes and culture support these values?
3. Is the organization diverse? (i.e. Does it represent the population it serves?)
4. Is the organization flexible? (i.e. How adaptable is the organization and its people to shifting organizational priorities?)
5. Does the organization value creativity and innovation? If so, how?
6. How effective is the organization's leadership in setting a vision for the department and articulating this vision to staff?
7. What types of management practices and supervisory styles are evident? Given their content, which ones work and which ones do not?
8. How effective are the organization's internal communication methods? (i.e. Do supervisors and managers hold regular staff meetings where organizational priorities are discussed and employee input is encouraged?)
9. What are the business and decision-making processes of the organization?

Preparing to Develop an Integrated Talent Management Program

Understanding	Organizational Readiness	Other HR Strategies	Moving Forward
Before starting to develop an ITMP, it is critical that departmental managers / supervisors have a good understanding of what talent management means for the department, and be committed to the process.	How ready is the department to start the development process? Does the department have supporting HR programs available? (e.g. performance management/performance enhancement; individual learning plans; workforce planning) Are departmental employees actively engaged in these programs? How accountable are managers and supervisors for employee development? What is the level of commitment by departmental executives? Does a supportive organizational culture exist? (e.g. flexibility, effective leadership, effective communication processes) How open are departmental managers to change?	Do other strategies need to be developed to support an integrated talent management program? (e.g. diversity strategy, immigration strategy, employer branding, marketing campaigns)	Ensure HR workforce planning is a continuous process. It is often the impetus for developing an ITMP. Workforce planning is also vital in the identification of critical needs and resource requirements, including present skills gaps and forecasted requirements. Collect data from other sources to ensure that the program is informed by evidence. If unreliable/invalid information is used in developing a program, its effectiveness will be limited or non-existent. Develop a project plan with deliverables and engage in continuous evaluation and program modification.

Critical Success Factors

There are numerous critical success factors in developing and implementing an ITMP. Having access to good data, and the critical appraisal and analysis of that data, is essential in developing strategies to address the needs of the organization. Effective and continuous workforce planning is also essential. Moreover, it is the quality of the workplace that is integral to the attraction and retention of top talent. In addition to these factors, the following organizational elements must be present if an ITMP is to be effective:

- Active participation by senior executives
- Alignment of the program with the strategic directions of the organization
- Accountability for the program at the director and supervisory level
- Effective departmental HR management and supports
- Employee input, engagement, and participation
- Continuous evaluation, monitoring, and improvement efforts
- Effective organizational communication of the program

Summary of the Program Development Process

NOTES

ENTRY INTERVIEW

During an entry interview, not only can managers link new employees with mentors, coaches, and introduce a new employee to other employees with similar interests, but managers can begin outlining work expectations and learning and development needs.

It would also provide an opportunity to get to know the employee you have hired. And, though their ability to perform the tasks required in the position is not in question, there may be other skill sets that can be further developed that may benefit the individual's career aspirations and the organization, sometime in the future.

Some discussion items might include:

- where the employee sees him/herself in the next 5-10 years (goals, aspirations); interests (training or personal); previous work experience; other skills over and above those required for the current position.

EXIT SURVEYS / INTERVIEWS

The purpose of the survey could provide the employer with valuable insight into the work environment and factors that may have influenced the employee's departure in some way. The results and outcomes of the survey could also feed in to the enhancement of recruitment and retention strategies in the public service for future human resource planning.

In the case of the Exit Survey, it is important to avail of the opportunity while the employee is still with the public service, while ensuring complete confidentiality of the employee's feed back through neutral, third-party involvement.

Additionally, work environment monitoring and support can be an effective means for directors and executives to "know their organization", the dynamics that exist (i.e. interpersonal relationships), and issues that are impacting that environment and productivity.

ATTRACTION AND RECRUITMENT STRATEGIES – PUBLIC SERVICE COMMISSION

The Public Service Commission's core mandate is derived from the *Public Service Commission Act* (1973). The prime legislated mandate is the recommendation for appointment and/or promotion to permanent full-time positions within the provincial public service.

The Commission has, as one of its major responsibilities, the protection of the merit principles, and serves as the recruitment agency for the public service for those departments and agencies outlined in the *Act*.

The overall responsibility for ensuring that appointments to and promotions within the public service are based on merit is included within the Strategic Staffing Division of the Commission, and involves research, evaluation and leadership in the development and implementation of current best practices to meet the evolving staffing needs of scheduled departments and agencies.

The current business plan for the PSC has identified the themes of marketing and accessibility to employment as a high priority to our current and future directions. As such, the Public Service Commission is in the initial stages of developing attraction strategies to promote and profile the Government of Newfoundland and Labrador as an "Employer of Choice".

Attraction strategies are those programs, services, and initiatives which provide opportunities to engage and entice interest in working within the public service. Although many of these initiatives will focus specifically on 'hard-to-fill" positions, it is recognized that effective attraction strategies must also take a generic approach to presenting the overall image of working within the public service. Included in this approach, the PSC will collaborate with departments and agencies to also identify positions which are "under pressure":

- positions of any type that may or may not be currently filled; however, there is evidence that there has been difficulty experienced in staffing the position due to lack availability of suitable candidates;
- positions that are anticipated to be difficult to fill when they are vacated in the foreseeable future.

This is a subjective definition but will provide an indication of positions which might not necessarily be identified under the current "hard-to-fill" description.

Developing an attraction strategy will involve a variety of components. Contained within this evolving strategy will be the identification of various positions which are "hard-to-fill" and "under pressure". Although this list will need to be periodically revised, the identified career categories will then be assessed to identify what immediate and long-term measures need to be implemented on a go-forward basis.

There are currently a number of target groups which have been identified for which attraction strategies will need to be developed. Some of these groups include but are not limited to:

- secondary and post-secondary students,
- post-secondary graduates,
- international recruits,
- ex-patriot Newfoundlanders and Labradorians,
- under-employed,
- retirees, and
- under-represented (i.e. women, aboriginal groups, and persons with disabilities).

The Public Service Commission is currently developing mechanisms which will be utilized to best connect the employment needs to the target groups. Effectively making this connection requires a thorough review of the current programs and marketing techniques used which serve as a conduit to the current target groups. In this context, two traditional communication formats will be reviewed and revised with the marketing lens being clearly applied to both categories.

The current newspaper job advertisement for the public service, and the PSC/Government websites both need to be revised to focus more on marketing our opportunities. Some considerations for the PSC website include:

- requesting a direct link for career opportunities be created from the governments' main webpage;
- developing a live video stream of employees talking about their specific career roles and what they enjoy about working in the public service;
- developing a video to introduce people to Newfoundland and Labrador, profiling Government as an employer and, at the same time, contributing to branding the Government as an "Employer of Choice";
- allowing for on-line applications;
- providing more clarity on the selection process;
- profiling links to other public service employment opportunities that are not currently under the responsibilities of the PSC (eg. NLC and HLHC);
- having a section which specifically outlines "hard-to-fill" positions; and
- enhancing promotion of the student experience by profiling students in their co-op positions.

The overarching premise to this approach should be on enticing interest in the position, and in the public service as an appealing and viable employment option.

With the establishment of the Manager of Recruitment Services, more procedural talent searches will be coordinated for identified positions that have been identified as "hard-to-fill"/"under pressure". A central focus of this position will be to identify networks allowing access to candidates who are included in those challenging categories. This will involve identifying educational institutions, professional associations, conferences and professional related career fairs/expos (provincial, national and international), as well as relevant publications where the Government of Newfoundland and Labrador needs to start profiling itself. The Manager of Recruitment Services will work closely with human

resource personnel and relevant departmental contacts to identify areas where the PSC needs to establish an intentional marketing/networking presence.

The Public Service Commission will increase its role in various larger scale recruitment functions. In April 2008, the PSC will be launching its second annual Career Expo. There were many valuable lessons learned from our inaugural year, and this years' Expo will strive to build on the lessons learned. Initial plans are underway to make sure that the event is logistically sound and that it provides a richer career-related exposure to the public service. Included in this approach will be the consideration of:

- career related workshops,
- a virtual career fair, and
- generation of e-mailing lists for all people interested in employment within the public service.

In addition to the Expo, the PSC will continue to be active participants in other career fairs hosted by other institutions and organizations including: Memorial University of Newfoundland, College of the North Atlantic, Marine Institute, Association for New Canadians, and the YM-YWCA.

Furthermore, the PSC will also embark on assessing a more frequent presence at some of the larger post-secondary institutions throughout the year so that it is more visible and has an opportunity to speak with students without having to compete with other recruiters. These "mini-fairs" would see the PSC visiting the Marine Institute, Memorial University and College of the North Atlantic. Further consideration will be given to the potential of having a presence at similar career fairs nationally and internationally.

Students, secondary or post-secondary, are a critical source of how the Government of Newfoundland and Labrador will address its recruitment challenges now and in the years to come. There are many avenues by which students have direct encounters with the public service.

A centralized, coordinated, and planned approach needs to be taken to ensure that these students receive a positive and structured experience, whether high school co-op, post-

secondary co-op, graduate internships, or even through "bring a child to work day" initiatives. The "on-boarding", mentorship, career pathing, and exit interview aspects of these experiences are pivotal to creating a positive employer brand for our graduates of tomorrow. Through a student coordination centre, the PSC could collaborate closely with the PSS to make sure that these initiatives are effectively actioned.

An assertive, proactive approach to the talent acquisition aspect of recruitment necessitates a change in mind-set for Government as an employer. As such, there is an array of existing functions which need review as well as new possibilities which need consideration. In this light, the following components are either under review or are in the development stages. These include:

- Non-print Advertising Strategy entailing the launch of a media campaign targeting non-print sources;
- Bench-marking recruitment/selection time lines from the period of listing a position to the point in which positions are offered;
- Establishing more eligibility lists and cluster competitions in positions where similar skill sets make it worthwhile to do so;
- Establishing a talent acquisition database for unsolicited resumes which would provide an applicant pool for short-term positions arising throughout government;
- Improved tracking process of how applicants became aware of employment opportunities in the public service. This would allow the PSC to identify the most preferred means of communicating staffing opportunities within government.
- Reviewing the manner in which we communicate to unsuccessful applicants for positions to ensure that, while they will not be offered a position, they still have skill sets which may be valuable in future competitions;
- Establishing an acceptance process which allows Government, as an employer, to understand the main reasons why candidates who are offered positions either accept or decline. This process will allow the PSC to have a clear picture of what factors are critical in both successful and unsuccessful job offers;

- Developing an Employer Ambassador Program where employees are identified to become spokespersons for the public service, in general, not just their specific profession.

A clear understanding of our current and future recruitment challenges, coupled with a strong relationship with relevant, potential employee stakeholders, and an effective and unified marketing approach will be the three central tenants of future recruitment strategies.

POTENTIAL ATTRACTION, RECRUITMENT AND RETENTION STRATEGIES

ISSUE	POTENTIAL STRATEGY	DESCRIPTIONS / ACTIONS
ATTRACTION AND RECRUITMENT	**Relationship-building with educational institutions**	1. Apprenticeship Programs 2. Internships 3. Bursary Programs 4. Fellowship Programs 5. Co-op programs 6. Summer student employment 7. Part-time student employment throughout the year 8. Provide educational subsidies, with return-in-service agreement 9. Provide support for pursuing graduate studies 10. Assess those that offer training in oil and gas. Aggressively target MUN, and others in Atlantic Canada and eastern U.S. 11. Offer positions upon graduation (i.e. structured career advancement program – competencies for distinct levels of a position, plus support for ongoing learning and development) 12. Employee Ambassador Program - Engage current staff to speak with potential employees 13. Actively participate in job fairs and career expos
	Develop an immigrant recruitment plan	1. Target university students (strategic migration) with the skills needed and offer incentives to stay after graduation (i.e. pay tuition for "return-in-service"). Recently, approval was obtained to allow foreign students to work part-time during their studies. 2. Target local immigrant groups through collaboration with GNL's Immigration Office. (i.e. Due to differences in training/study programs, many immigrants cannot use their credentials to pursue their field of study in NL. How can we remedy this? Offer entry-level positions plus tuition to upgrade to Cdn/NL credentials, with in increase upon completion? Test of knowledge based on Cdn/NL standards for attainment of credentials?) 3. Employee Ambassador Program - Engage current staff to speak with potential employees 4. Actively participate in international job fairs and career expos
	Develop a diversity plan	1. Target under-represented groups, including women, persons with disabilities, aboriginals, and visible minorities, focusing on fostering and promoting a more inclusive workplace 2. Target under-employed, i.e. unemployed, part-time who might like full-time work (Offer sessions on reskilling, reintegration into the workforce, etc.)
	Develop marketing campaign	1. Specialized and targeted recruitment campaigns.
	Remuneration	1. Allow for upscale hiring. **(Note: Departments can already accommodate this within certain parameters. Treasury Board authority may be necessary in some cases)** 2. Explore a competitive employment package
	Other	1. Exchange / Special Secondment Programs 2. International Visitor Leadership Program 3. Cross-appointments

RETENTION	**Formal Learning Opportunities**	1. Attendance at Conferences (i.e. Off-shore Technology, Global Petroleum Show) 2. Courses (i.e. MUN, Northern Alberta Institute of Tech.) 3. Study Tours
	Development / Advancement opportunities	1. Temporary Assignment (Already occurring in some instances, i.e. TA of Geologist I to Geologist III) 2. Secondment 3. Special Project Assignment 4. Development Assignment / Opportunity 5. Access to corporate training (e.g. IT, writing skills, French language)
	Work environment	1. Scope of Practice (i.e. as it relates to review roles and responsibilities, workload, and reducing tedium for more specialized staff to enable them to do their job more effectively) 2. OHS requirements and initiatives to promote a safe and healthy workplace 3. Environmental practices (e.g. recycling) 4. Ergonomic assessments of work stations (upon medical recommendation) 5. Workplace reorganization (for privacy issues and esthetic appeal)
	Recognition and support	1. Membership in organizations / professional associations, with payment of relevant fees, where applicable **(Note: currently under review)** 2. Public Service Award of Excellence 3. Just do it! Change in organizational culture
	Mature Worker Retention Strategy	Recognition of the value of older workers in the organization. 1. Mentoring relationships (linked to a formal mentoring program) 2. "Ease-out" Programs (flexible work schedules) 3. Training in "Life Adjustment" 4. Wellness Programs aimed at their needs and concerns
	Benefits (Note: further research is required)	1. Allow for "opting out" of Public Service Pension Plan, with matching to a private plan 2. Develop a system of "cafeteria-style" benefits
	Employee Orientation	1. A general session to provide greater detail on government departments, services, functions, etc. and especially the employee's roles and responsibilities in the organization. (e.g. new/recent appointees)
	Employee-Employer Relationships	1. Communications 2. Trust 3. Influence (opportunities to contribute to decision-making process)

Note: This document provides a list of possible strategies to manage various issues related to attraction, recruitment, and retention. It is, by no means, an exhaustive list of all strategies available to the department.