South Kesteven District Council
Workforce Development Plan 2004 - 2008

Context

The Council has supported the training and development of its staff for many years. With low staff turnover, the priority had been identified as updating and up-skilling both experienced and new employees to support change initiatives and enable service delivery improvement. Arising from CPA and the change management plan, the priorities have been extended to include leadership and management development and a range of specific initiatives.

All learning and development planning takes place in the context of the following principles.

1. **Commitment to learning**
   Exists from members, managers and HR & OD.The support for a zero based (and justified) budget reflects that commitment. Trade unions actively support learning initiatives and have recently agreed the learning contract policy.
2. **Inclusiveness**
   The policy applies to all employees and Councillors. Currently we make no distinction based on role, race, gender, age, ability, disability, length of service etc. as to how we support any employee once training and development is identified.
3. **Access to learning**
   All staff have the opportunity to access learning on a needs basis and this is made explicit within appraisals / performance development reviews. Additionally appraisals & now Performance and Development Reviews are encouraging elected members, managers and individuals to use a wider range of learning approaches such as shadowing, visits, directed research as well as the more conventional attendance on courses or qualification routes. Within annual hours agreements, arrangements are in place to support those with care responsibilities and to enable those who work limited hours to access training and development activities without being disadvantaged.
4. **Capacity to learn**
   Budget provision is managed corporately on a contingency basis, so that as circumstances change during the financial year, the Council can switch resources to address needs as they arise.
   Across the authority many staff have had a depth of training experience such that they have a willingness to learn and high expectations of learning providers. Corporate thinking about learning remains focussed on operational needs rather than wants.
5. **Finance & support**
   We support in full as far as is possible within budget and this is detailed in the learning contract policy. Some managers have budgets for conferences, over which they have discretion.

Workforce development

This Workforce development plan takes a more strategic approach to providing the knowledge, skills and behaviours required to support future service delivery, and plans over a 3 – 5 year perspective rather than annual training and development plans, in line with the EO workforce development planning guidance.

This workforce development plan is derived from the HR Strategy, which takes into account the following publications:

Change Management Action Plan	Peer Challenge
Council Priorities & Corporate Planning Arrangements	Pay and workforce Strategy for local Government
Corporate Risk Register	CPA Outcomes
Best Value Performance Plan	LGA Workforce Development Plan Guidance
BVPI's	
Staff survey outcome	

The extent to which the change management plan and the corporate prioritisation process will impact on service delivery is, even at this stage, going to be considerable. The detail is still to be determined and key work is required to define required workforce composition in scale, skill, knowledge and behaviour. Current capacity also needs to be mapped against future requirements such that development priorities and learning actions become explicit in scale and detail. The key workforce development actions are detailed in the form of a matrix. Many of the actions will run concurrently; all are important and the scale of change is such that the workforce development plan must be reviewed annually to add in detail, priority and timescales.

KEY NUMERIC TARGETS
- All employees to have a current personal development plan
- All managers to have completed competency assessment programme
- All political leaders to have completed competency programme
- All elected members to have completed a self assessment questionnaire
- All members who sit on quasi-judicial committees attend initial training and updating training events.
- Achievement of Investor in People standard

KEY TANGIBLE TARGETS
- Management competency profile in use
- Service based skills audits in place
- Occupationally based skills pathways mapped
- Generic skills profile in use
- E Skills standard defined and in use
- Appropriate training & development programmes supported & delivered

Workforce Development Plan Matrix

PRIORITY AIM A: DEVELOPING LEADERSHIP AND MANAGEMENT CAPACITY IN THE ORGANISATION			
Future workforce requirements Action Plan	**Skills Mapping Action plan**	**Learning Action Plan**	**Deadline**
A1.Define key competencies for leader, cabinet and committee chairmen	A.1.1 Completed the leadership / managerial competency assessment process for political leaders	A 1.2 Review 4 year member training programme to include leadership, management and role specific development needs. A 1.3 Monitor annual personal development reviews to identify specific learning needs of political leaders in line with the member development plan A1.4 Deliver appropriate training and development programmes for political leaders to address leadership, management skills and role specific development needs.	A1 11/04 A1.1 11/04 A1.2 01/05 A1.3 01/05 A1.4ongoing
A2.Define key competencies for non-executive members.	A 2.1 Complete assessment of key competencies of non executive members	A2.2 Review 4 year member training programme in line with key competencies. 4 year plan to include pre election awareness programme for prospective members, and member induction programme. A2.3 Monitor annual personal development reviews of elected members, identifying training needs in line with revised member development quadrennium plan A2.4 Support a range of learning programmes accessible to elected members as per member development plans and the quadrennium plan A2.5 Ensure quasi judicial training programme is maintained	A2 completed A2.1 ongoing A2.2 01/05 A2.3 annually A2.4 ongoing A2.5 ongoing

Future workforce requirements Action Plan	Skills Mapping Action plan	Learning Action Plan	Deadline
A3. Develop a standard of what it means to be a South Kesteven District Council manager. The standard must reflect preferred leadership styles in a managerial competency template. It needs to address universal leadership and management development requirements and reflect the level of responsibility within the organisation	A.3.1 Completed the leadership / managerial competency assessment process for managers	A3.2 Ensure all managers have a personal development plan that details leadership and management development needs in line with the managerial competency template. A3.3 Deliver appropriate training and development programmes for managers based on the managerial competency template and identified needs. A.3.4 Development opportunities will need to support the breadth of managerial roles – from corporate directors and managers to team leaders and coordinators. A3.5 Priorities include leadership, business planning, and performance management skills to meet the challenge of change. Recruitment skills training is an urgent priority	A3.1 11/04 A3.2 11/04 A3.3 ongoing A3.5 01/05
A4. Define learning requirements for "high flyer" / graduate recruitment initiatives in the context of managerial competency template and generic skills template		A4.1 Support accelerated learning programmes for any "high flyer", graduate or similar initiatives	A4 10/05 A4.03/06

PRIORITY AIM B: DEVELOPING THE SKILLS AND CAPACITY OF THE WORKFORCE

Leadership and Management skills are included in priority aim A

A range of trainee/ progression schemes are included in priority aim E

Future workforce requirements Action Plan	Skills Mapping Action plan	Learning Action Plan	Deadline
B1 Review business plans, Performance & Development Reviews and Value for Money reviews to define future skills, knowledge, requirements of staff	B1.1 Audit the skill base of the authority by supporting service specific skills audits. The skills audits will to assist with: • Flexible working and skills • Development of latent capacity • Career progression Priority will be given to service areas experiencing recruitment problems, operation changes and for customer service initiatives.	B1.2 continually improve and focus the skills base in the authority through targeted micro learning programmes, rather than one universal annual programme. Micro learning programmes may include occupationally specific training and development and generic skills such as communication skills, ICT skills. B1.3 Encourage a greater diversity of learning approaches, rather than the traditional short course. This might include coaching, learning set work, secondments for learning. B1.4Developing learning diversity is an important adjunct for the capability process. B1.5 Develop intranet based learning capacity using learning pool tools for cost effectiveness	B1 ongoing B1.1 ongoing C1.2 ongoing C1.3 ongoing C1.5 ongoing
B2 Define the generic skill requirements for all Council staff. This may include customer service skills, communication skills, project management skills, procurement skills, partnership working skills	B2.1 Map existing workforce against generic skills profiles	B2.3 Deliver a range of corporate Micro learning programmes address generic skills requirements.	B2 03/06 B2.1 03/06 B2.3 03/06

Future workforce requirements Action Plan	Skills Mapping Action plan	Learning Action Plan	Deadline
B3 Monitor Health and Safety Audits to identify future training/ development requirements	B3.1 Audit existing knowledge/skills requirements in services affected by audits.	B3.2 Review mandatory H&S & /DSE awareness for new employees and redefine H&S training programme B3.3Explore different ways in which learning about Health and Safety matters can be achieved	B3 As required B3.1 As required B3.2 Annually B3.3 03/06
B4 Assess requirements for the induction process at corporate and service level	B4.1Evaluate existing provision	B4.2 Review and develop the induction process to assist new starters to become effective quickly and to create a positive first impression of the organisation.	B4 05/05 B4.1 05/05 B4.2 05/05
B5 Monitor Performance and Development reviews to ensure that all staff have a personal development plan, and have access to relevant training and development opportunities in line with service development plans		B5.1 As part of the PDR monitoring process, monitor access to training & development across all sections of the council	B5 01/05 B5.1 quarterly monitoring
B6 Define service based requirement for Continuous Professional Development (CPD) programmes within services	B6.1 Assess current Continuous Performance Development programmes within services	B6.2 Focus Continuous Professional Development programmes within services to support service plans as well as professional body requirements and personal aspirations B6.3 Monitor the occupationally specific training providers	B6 03/07 B6.1 03/07 B6.2 03/07 B6.3 ongoing
B7 Identify corporate initiatives (e.g. procurement, Freedom of Information, risk management) which have training implications across the whole council		B7.1 Provide relevant training and development as required. B7.2Develop the use of intranet to enable staff to keep up to date	B7 as required B7.1 ongoing

Future workforce requirements Action Plan	Skills Mapping Action plan	Learning Action Plan	Deadline
B8 Flexibility in future workforce requirements is commensurate with flexibility in learning		B8.1 Pilot and support different ways of learning, such as coaching, mentoring, action learning sets, reading / self study programmes, e learning, visits, multi authority training and development initiatives to develop learning flexibility and to develop active rather than passive learning habits (like attending courses or seminars).	B8 03/06 B8.1 03/06
B9 Provide effective learning opportunities in partnership with appropriate providers		B9.1 Revise training specification template for contracting with suppliers in line with legislation, Inland revenue guidance and internal procurement policies.	B9 ongoing B9.1 03/05
B10 Set E skill standards	B10.1.Audit E skills across the authority	B10.2 Provide a range of e skills development options including on line learning B10.3 Support access to community based learning for CLAIT and ECDL qualifications B10.4 Assess scope to raise awareness of ICT capability and potential for managers	B10 09/05 B10.1 06/05 B10.2 12/05 B10.3 ongoing B10.4 12/05

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Future workforce requirements Action Plan	Skills Mapping Action plan	Learning Action Plan	Deadline
B11 Assess requirement for ICT in house training capacity to help staff optimise their use of ICT systems	B11.1Audit existing ICT training capacity	B11.2 Develop internal ICT training/ coaching capacity as a network of expertise for general and specialist systems	B11 03/05 B11.1 03/05 B11.2 06/05
B12 Include basic skills in the generic skill requirement for the Council	B12.1 Assess basic skills across Council	B12.2 Produce basic skills strategy in the context of generic skills map. (Effective learning presupposes basic literacy and numeracy) B12.3 Review existing basis skills learning provision	B12 03/06 B12.1 03/06 B12.2 03/06

PRIORITY AIM C: DEVELOPING THE ORGANISATION			
Future workforce requirements Action Plan	**Skills Mapping Action plan**	**Learning Action Plan**	**Deadline**
C1 Monitor risk assessment reports for training issues. Consult with managers to define service specific and generic learning requirements		C1.1 Provide appropriate awareness and skills training to meet requirements	C1 as required C1.1 as required
C2 Assess the requirement for internal training / coaching capacity	C2.1 Map existing capacity	C2.2 Develop internal capacity for coaching, training &/ or briefing colleagues to facilitate shared learning. This may be a requirement for both generic skills development, occupationally specific development & for corporate initiatives	C2 03/05 C2.1 03/05 C2.2 03/05
C3 To achieve ever higher levels of the generic equalities standard, a clear map of the training and development requirements across all Council activity must be derived from the standards.		C3.1 Provide a range of appropriate awareness training across all aspects of the generic equalities standard as a part of the generic skills programme. C3.2 Support any positive action initiatives with relevant learning opportunities	C3 01/05 C3.1 01/05 C3.2 as required

Future workforce requirements Action Plan	Skills Mapping Action plan	Learning Action Plan	Deadline
C4 As prioritisation impacts on service organisation and structures assess training implication of staff affected by major change.		C4.1Provide return to learning support for those who have to change role, obtain qualifications, and learn new skills as a result of organisational change.	C4 as required C4.1 as required
C5 Monitor service plans for Investor in People compliance	C5.1 Assess organisational readiness for Investor In People assessment & the extent to which individual services embrace the standard in everyday practice	C5.2 Review training and development processes enable the achievement of the Investor in People standard.	C5 12/06 C5.1 12/06 C5.2 ongoing
C6 Personal Performance and Development Reviews (PDR) should be in place for all staff to define at an individual what is expected of them to support the achievement of service plans		C6.1 Monitor process to ensure all staff have a personal performance and development review (PDR). C6.2 Review the new starter performance and development plan, which feeds into the PDR arrangements.	C6 ongoing C6.1 12/04 C6.2 12/04

PRIORITY AIM D RESOURCING THE COUNCIL (Including recruitment and retention)			
Development of recruitment & service planning skills for managers is included in management competencies development programme in Aim A Trainees/ career grades are included in Aim E			
Future workforce requirements Action Plan	**Skills Mapping Action plan**	**Learning Action Plan**	**Deadline**
D1 Assess corporate work life balance initiatives for training / development requirements.	D1.1 Include learning awareness questions in stress / well being/resilience surveys.	D1.2 Supply specific learning opportunities as required, however awareness training for managers now historic	D1 as required D1.1 ongoing D1.2 As required

PRIORITY AIM: E DEVELOP PAY AND REWARDS			
Development of pay budgeting and budget management skills for managers is included in management competencies development programme in Aim 1			
Future workforce requirements Action Plan	**Skills Mapping Action plan**	**Learning Action Plan**	**Deadline**
E1 Identify skill shortage areas and determine scale and extent of workforce requirements.	E1.1 Map skills development frameworks / skills pathways/ career pathways / progressions for jobs in skill shortage areas, to assist with the customer service initiatives and to assist with succession planning	E1.2 Develop appropriate trainee initiatives in response to skill shortages that impact on recruitment & retention E1.3 Develop fast track training progressions for services when required/ feasible E1.4 Support college based work placements to attract future employees	E1 as required E1.1 03/05 E1.2 as required E1.3 as required E1.4 as required
E2 Create trainee progression / career grade schemes.	E2.1 Assess effectiveness of trainee learning progressions and programmes	E2.2 Support and monitor apprentice and trainees programmes within the authority. E2.3 Align these with skills development frameworks / skills pathways/ career pathways / progressions skills pathways/ progression plans	E2 03/05 E2.1 Annually E2.2 as required E2.3 as required

Future workforce requirements Action Plan	Skills Mapping Action plan	Learning Action Plan	Deadline
E3 Monitor age profile of workforce for training implications of retirement/ end of working life arrangements		E3.1 Support knowledge and skills transfer programmes in relation to retirees E3.2 Provide access to pre- retirement planning for staff	E3 as required E3.1 as required E3.2 As required