

Inspiring leaders to
improve children's lives

Building and implementing an effective local workforce strategy

Module 4: project managing the workforce strategy development process

August 2010

Resource

Preface

Building and implementing an effective local workforce strategy is a valuable activity a local area can embark on to enable the delivery of its ambitions for children's services. Put simply, it is not "organisations", but the people within them, that make change happen – and workforce strategy is about people.

A workforce strategy summarises how each of the organisations working with children and young people intend to work together to make certain that everyone is excellent in their practice, committed to partnership and collaborative working, respected and valued as a professional and ambitious for every child and young person.

This local workforce strategy guide has been developed jointly by the National College for Leadership of Schools and Children's Services (National College), the Children's Workforce Development Council (CWDC) and the Training and Development Agency for Schools (TDA), working collaboratively to improve the support and service we can offer the children's workforce.

This is a practical, "how to" guide designed to provide support and a framework of guiding principles from the start to the end of the process of creating and implementing a local workforce strategy, no matter where the local area is on that journey. The guide has been written for the use of any individual or group whose professional role involves working towards helping children achieve more and securing the best possible results for children and families.¹

¹ As these materials have been published separately on the CWDC and National College websites there may be minor discrepancies in language between the two versions, although content remains largely consistent.

Introduction and overview

A local children and young people's² workforce strategy (workforce strategy) is a key document that draws together all that local organisations aim to do to attract, retain, support and develop everyone working with children and young people in their local area.

Building and implementing an effective local workforce strategy is a valuable activity a local area can embark on to enable the delivery of its ambitions for children and young people.

This practical, how to guide is designed to provide support at each stage of creating and implementing a workforce strategy, whether that is:

- **at the start:** trying to understand what a workforce strategy is and its local, regional and national context
- **already underway:** either reviewing or refining a workforce strategy
- **complete:** and ready to be promoted and implemented; or
- **being implemented:** requiring sustained focus and momentum, as well as regular review to ensure it is having the desired impact

There is a slide deck 'building and implementing an effective local workforce strategy' to accompany this how to guide, all slide references refer to this document.

Workforce strategy and other human resources (HR) activities

A workforce strategy, also sometimes known as "HR strategy" or "people strategy", provides the direction and principles which managers and practitioners need to guide decision making and in order to create their own, more detailed, people related plans.

In every agency and service area, and often at department level within them, one would hope to see a number of detailed plans and strategies being regularly developed and reviewed, such as:

- workforce plans³
- recruitment, reward and retention plans
- training and development plans (guided by skills and qualifications audits)
- continuous professional development plans
- leadership development plans
- succession plans
- their own workforce or HR strategies

The local workforce strategy does not seek to replace any of these, rather it seeks to be informed by them, respond to them and provide direction to them in an ongoing cycle (slide 4).

² Throughout this document children & young people should be read to include their families & carers where appropriate

³ Workforce planning is sometimes confused with workforce strategy. Workforce planning is focused on estimating an organisation's future staffing requirements and calculating the numbers, nature and sources of potential full time and temporary staff who might meet that demand.

Background to the guide

'Building and implementing an effective local workforce strategy' has been developed jointly by the **National College**, the **CWDC** and the **TDA**. The immediate focus of activity is support to local areas with workforce strategy and planning to ensure everyone working with children and young people is:

- ambitious for every child and young person
- excellent in their practice
- committed to partnership and integrated working
- respected and valued as a professional

Priorities

- Understanding the real time workforce issues facing local areas.
- Collaborating to achieve local solutions that encourage sustainable change.
- Working together to ensure best use of resources, shared efficiency and increased effectiveness.

Roles of development partners

The **National College** works to develop and inspire great leadership across children's centres, schools and children's services so that leaders and their teams can make a real and positive difference to the lives of children and young people. Our four key goals are:

- inspiring new leaders
- great leadership development
- inspiring successful leadership
- shaping future leadership

CWDC specialises in the development of the children and young people's workforce. Our immediate focus is on early years, social work, young people's workforce, social care and the integration of leadership and management of children's services in local authorities.

TDA focuses on developing the skills of the children's workforce in schools and ensures that schools can recruit good quality, well trained people who will continue to develop and improve their skills to support children's learning and development. We work to secure the supply and quality of the teaching workforce and promote teaching as a career. We also support the modernisation of the children's workforce in schools by helping schools to access the resources they need to remodel their workforce, deploy their staff effectively and introduce extended services.

Links

National College: www.nationalcollege.org.uk
CWDC: www.cwdcouncil.org.uk
TDA: www.tda.gov.uk

Overriding principles

By following this guide, the organisations involved can be certain that their efforts will result in a local workforce strategy that is not only well thought-out and achievable, but will also follow and promote a set of fundamental overriding principles:

- Involving children and young people, their families and carers in the decisions that affect them.
- Engaging staff from all levels in shaping the children’s workforce of the future.
- Including all workforce groups (or sectors) working with children and young people in the process.
- Promoting integrated working and reducing barriers and obstacles to this approach wherever and whenever possible.
- Being focused, both in terms of how resources are deployed and on making a real, tangible difference in the lives of children and young people.
- Driving more efficient operations of children’s services to achieve the best possible value for money from the continued investment.
- Ensuring a diverse children’s workforce that is representative of the community it serves, and in which everybody is treated fairly and offered equal opportunities.
- Striving to create a fully engaged, motivated and enthusiastic children’s workforce, made up of high performing teams.
- Investing in the ongoing development of those working with children and young people to ensure that they have the right levels of qualification and experience, skills and knowledge.
- Inspiring the children’s workforce through visionary, expert leadership and creating a succession pipeline of capable managers and leaders for the future.
- Collecting, analysing and acting on data intelligently in order to drive performance and focus resources.

Who is the guide designed for?

This guide could be useful to a number of audience groups, such as:

- the person or group of people directly responsible for drafting and implementing the workforce strategy – the developers of the local workforce strategy and actions
- the main sponsor of the local workforce strategy activity
- other active senior stakeholders, senior managers and leaders in the organisations involved who act as internal advocates and sponsors within their relevant organisations
- actively involved human resources and training practitioners, policy and commissioning leads, or people involved in evidence gathering or implementation projects

Developers

The guide has been written primarily for local workforce strategy developers. If you are the developer of your local workforce strategy, you will find in each module an explanation of what it is about and why it is important, followed by a range of practical support materials such as individual or group exercises, case studies and useful links.

Sponsors

If you are a sponsor of the local workforce strategy activity you will find a checklist at the end of each section giving suggestions of how you, in your role, can best support and promote the activity in that module. You will find that the role of sponsor is not a passive one, there are many doors that require opening, obstacles to remove and, importantly, tough questions to be asked along the way.

Active stakeholders

The guide has been written in modules which allows you to dip in to the modules relating to the activity areas you have been asked to contribute to or participate in.

Module 4: project managing the workforce strategy development process

By the end of this module, you will have:

- identified ambitions for the workforce strategy activity
- created a project plan or project charter including an overall approach, scope, timings and milestones and resource requirements
- created a stakeholder engagement plan
- identified key contact people within the HR and training departments in each organisation involved, and reviewed any relevant plans and strategies they have produced
- set up a regular review meeting with the project sponsor

This section provides support for managing the activities required to develop the workforce strategy. It covers:

- a model and approach for developing a local workforce strategy
- learning from past workforce strategy activities
- scoping the ambitions and elements of the workforce strategy
- deciding who to engage in the development of the strategy

Deciding on the overall model and approach

Strategy is not a linear process – it takes place in an ever changing world and therefore must be dynamic. Although it will be described as a step by step process in this guide, in practice it is likely that there will be elements of reiteration at various times. Nevertheless this does encapsulate the key stages along the way and provides a logic in terms of the sensible ordering of activities.

This process can be undertaken at the pace relevant to your local need. Speed being determined by the resources available and the level and nature of consultation you choose to undertake at each stage.

Slide 7 shows a dynamic high level model and approach for developing and implementing local workforce strategy.

What is involved in each key stage:

- **Gathering data:** at a local, regional and national level to inform the vision and gap analysis.
- **Vision:** developing a clear vision for the workforce in order to deliver the ambitions set out within the children's plan.
- **Gap analysis:** determining the current situation and position against the workforce strategy vision.
- **Develop strategy:** creating a strategy to achieve the vision as quickly and effectively as possible.
- **Action:** agreeing and implementing key workforce strategy actions.
- **Review:** checking that the workforce strategy is having the desired impact on the objectives set for children's services and the local vision for children and young people.
- **Monitor:** keeping track of the implementation of actions; managing and maintaining the workforce strategy activity at each stage of the cycle.

Exercise 4.1 recommends how you can create a project plan based on the strategy approach and model you and your sponsor have decided to use. Other approaches to consider include:

- Skills for Health workforce strategy guidance
www.skillsforhealth.org.uk/workforce-design-development/workforce-strategy.aspx
- I&DeA - workforce strategy guidance
www.idea.gov.uk/idk/core/page.do?pageId=5433098

Six steps models for workforce planning can also help to frame ideas on how to approach the overall workforce strategy process.

- Skills for Health Six Steps Methodology to Integrated Workforce Planning
www.healthcareworkforce.nhs.uk/resources/latest_resources/six_steps_refresh.html
- I&DeA six step approach to workforce planning
www.idea.gov.uk/idk/core/page.do?pageId=5448611

What lessons can we learn from the past?

Planning to develop a new cycle of workforce strategy activity provides an opportunity to look back and establish the extent to which previous versions have delivered the planned outcomes and hence what can be learnt going forward. This learning needs to embrace not just the strategy itself but the activity and behaviours around it.

A simple way to do this is to conduct a “What worked well / not so well” exercise with a group of people from across the children’s workforce, such as a workforce development group (see slide 26).

This activity, explained in Exercise 4.2, will reveal a number of important aspects to consider in the plan for new workforce strategy, as shown in the worked example above right.

The TDA website provides useful guidance for conducting “what worked well” exercises:
www.tda.gov.uk/remodelling/managingchange/tools/whats_working.aspx

Scoping the local workforce strategy activity and contents

An important preparatory step to planning the workforce strategy project is to scope what it will cover in terms of its content and the activities involved in creating and implementing it. A standard project charter template can be used for this, or a brief scoping document can be written if a template is not in use. (In its simplest form, a project charter sets out what is going to be done, when and by whom.)

Overall ambitions and priorities

The starting point for scoping is to work with the main sponsors of the workforce strategy activity to determine what impact they would like to achieve from the workforce strategy process itself. This will allow you to plan both the journey of creating the workforce strategy plus the document to deliver success in each of the agreed areas of ambition.

Aspirations for a workforce strategy could include:

- **Build understanding of stakeholder needs and aspirations:** a strategy and action plans that take account of the needs and aspirations of the local communities, service users, the children's strategic and operational workforce and other stakeholders.
- **Share vision and identity more widely:** result in a shared vision, understanding and mutual respect across the workforce of the roles that we all play in delivering improved outcomes for children.
- **Increase excitement and participation:** involve a wide range of stakeholders and all partner organisations in the development of workforce strategy in order to increase ownership and excitement about its potential to improve outcomes for children and young people.
- **Reach consensus on priorities:** agreement on the priority activities that will deliver the highest impact.
- **Raise the profile of workforce development:** increase widespread understanding and appreciation of how workforce development can deliver improved services for children and young people, and help to deliver local objectives and vision for the local children's workforce.
- **Clarify outcomes and impact:** an approach for the planning and development of the workforce that firmly links priority activities with set objectives, with success indicators for each activity.
- **Introduce stretch and challenge:** use collective creativity, knowledge and expertise to develop bold and imaginative solutions to challenges facing the children's workforce.
- **Improve sustainability:** introduce a continuous cycle of assessment and improvement.
- **Increase commitment:** build ownership and engagement by jointly tackling critical issues and working together towards achieving outcomes and the vision.
- **Establish links between HR and related functions:** use the workforce strategy activity to forge links between HR and training practitioners in the organisations involved and align to their HR or people related plans and strategies to establish a powerful force for implementing the workforce strategy.
- **Achieve clarity of roles and build relationships:** through consultation, collaboration and participation of people across the children's workforce as well as children, young people and their families, build relationships between the teams within universal, targeted and specialist services and achieve greater clarity of their respective roles and responsibilities.

Prioritise the list of agreed ambitions so that the most important objectives are identified. Finally, discuss and agree the basis by which you will assess whether they have been achieved. A simple matrix can be used to facilitate this discussion, (details of which are provided in Exercise 4.3) as shown in slide 29.

Alongside this it will then be possible to agree a set of attributes that the strategy needs to be based on to achieve the agreed priority objectives, such as it needs to:

- be highly flexible and responsive
- be highly visible
- stimulate creative thinking and ambitious solutions

By agreeing ambitions for the workforce strategy activity and document, the overall approach and project plan can be tailored to try to achieve these goals. Each goal should be matched with the practical steps the developer will take to achieve them. For example, if a goal is to increase stretch and challenge, then the developer might introduce a multi-agency creativity and stretch workshop as part of the process, and sponsors would enable the support and resources required for the workshop.

Scoping the elements of the workforce strategy

In addition to defining the desired impact of the workforce strategy activity, the contents, or elements, of the activity need to be scoped. The local workforce strategy acts as an umbrella providing direction to and being informed by a number of more detailed people plans and strategies in place within the departments, services, organisations and sectors in the organisations involved..

The key to an effective workforce strategy is to avoid duplicating these efforts and rather to identify and summarise the key workforce challenges and drivers of change which need to be addressed by the workforce strategy.

The elements of human resources and learning and development activity which could be embraced within the workforce strategy include:

- recruitment and retention
- equality and diversity
- performance management and appraisals
- compensation and benefits
- induction and mentoring
- training and development
- quality assurance and compliance
- continuous professional development
- leadership development
- succession planning
- talent management
- workforce planning, staffing and deployment
- supervision arrangements
- involvement of private, community, voluntary sectors
- integrated working
- workforce reform and modernisation
- employee engagement

Where detailed plans are not already in place, the workforce strategy may want to address this as a proposed action point, rather than compensating for it within the strategy and losing focus by including too much detail.

Slide 28 shows how the plan for the local workforce strategy is influenced and shaped by the ambitions for the activity and document, and by the elements of HR practice which the developer and sponsor decide to incorporate into the plan.

Exercise 4.3 recommends that the project charter or project plan is expanded to include the scope of the workforce strategy in terms of ambitions and the elements to be included in the content.

Deciding who to engage and when

It is vital that there is active participation by key stakeholders throughout all the stages of workforce strategy development, implementation and review. A proactive approach to managing this participation will result in the endorsement and support of the key leaders, managers, practitioners and workforce groups which ultimately will turn the strategy into reality.

The process of engaging a range of stakeholders has additional benefits such as raising the profile of the workforce development agenda, unearthing root cause issues and challenges and building support and commitment to the priorities that emerge.

Exercise 4.4 can be used to identify the **key stakeholder groups** to engage with at each of the stages of the workforce strategy activity:

- scoping the workforce strategy activity
- designing the workforce strategy
- implementing and promoting the workforce strategy
- monitoring and reviewing the progress of the strategy

The stakeholder groups to consider as part of this exercise are:

- the workforce strategy developer/s
- the main sponsor
- the children's strategic partnership (or trust board) members and subgroups
 - workforce development group
- director of children's services
- other senior level sponsors within each sector or organisation
- other actively involved senior level stakeholders, such as:
 - strategic partnership board
 - the local safeguarding children board
 - joint commissioning board
- lead member for children's services
- other children's workforce related counsellors and politicians
- actively involved HR, training, policy or commissioning practitioners
- communications and marketing teams
- staff – frontline and support
- other leaders and managers
- trade unions
- associations and forums for voluntary and community organisations
- children, young people, their families and carers
- consultation and participation groups

Slide 27 provides a worked example.

Recommended activities

Exercise 4.1: create a workforce strategy project plan or project charter

Review the different approaches to strategy that could be adopted, and in consultation with the sponsor, agree on the model and approach that will be used. Create a project plan listing the main activity steps that will be taken, main project objectives, resource requirements and key milestones. A project charter template has been provided in Appendix 2 (Template 3).

Exercise 4.2: what can we learn from the past

This exercise works best if a number of people from across the children's workforce are involved. Create the matrix illustrated below using flip chart paper or large sheet of brown paper. Ask participants to brainstorm under the headings provided, writing one thought per post-it note, and stick them into the relevant sections. This will reveal a number of important aspects to consider in the plan for new workforce strategy.

Exercise 4.3: establish the scope of the workforce strategy project

Part a: ambitions

Work with a group of senior level sponsors to discuss and agree their overriding ambitions for the workforce strategy activity to be included in the project plan.

Part b: elements

Work with key HR, training and related practitioners within each of the partner organisations to establish which elements of human resources management and workforce development to include in the workforce strategy.

The ambitions and elements aspects of the project scope can be summarised in the project charter (Template 3).

Exercise 4.4: identify which stakeholder groups to engage with and when

Use Template 4 provided in Appendix 2 to help to identify key stakeholder groups and decide when each should be engaged at each of the stages of the workforce strategy activity. This is added to and completes the project charter.

Preferably working with a group of people from across the children's workforce, such as the workforce development group, go through a process of asking:

- who are our key stakeholders?
- when do we need to engage them in the process?
- how are we going to ensure this engagement is effective?

Checklist for sponsors

Sponsors can support and enable the activities in this module by:

- helping the developer to select an approach and model for the workforce strategy which will best suit the local situation
- enabling a discussion with key senior stakeholders to identify and agree your key ambitions for the workforce strategy activity itself
- helping the developer to identify key HR, training, policy and commissioning managers who can support and feed into the workforce strategy activity
- sense checking and contributing to the stakeholder engagement plan
- signing off the children's workforce project plan or project charter, ensuring the resources required are made available and key stakeholders are on board with the planned activity
- establishing regular meetings with the developer to monitor the progress of the project against the plan and identify any areas in which they may need your support

Appendix 1: the local workforce strategy diagnostic

The following questions are designed to help give you a perspective on your workforce strategy and the process you have gone through to establish it.

Question	Useful modules	Useful exercises
Have we developed clear links between the workforce strategy and the children's plan?	1	
Have we identified the workforce implications of the children's plan?	1	1.1
Are the workforce strategy and children's plan cycles mapped and aligned?	1	1.2
Have we aligned the workforce strategy locally?	2	
Do we have a good understanding of who makes up our children's workforce, possibly presented in a stakeholder map?	2	2.1
Do we have a clear picture of the local partnership arrangements?	2	2.2
Have we identified the local priorities for the children's workforce by interviewing key stakeholders within each sector?	2	2.3
Have we identified the workforce implications of the local community strategy and local area agreements?	2	2.3
Do we understand the local workforce development priorities highlighted in the workforce strategies, people plans and other documents for each of the sectors in our children's trust?	2	2.3
Have we asked children, young people and their families how they would like the future children's workforce to be shaped?	2, 10	
Have we asked staff at all levels and managers from across the children's workforce to participate in shaping the future of the children's workforce?	2, 10	
Have we aligned our workforce strategy nationally and regionally?	3	

Question	Useful modules	Useful exercises
Do we understand the national context in which our workforce strategy sits?	3	
Have we identified the national priorities for the children's workforce?	3	3.1
Are we effectively project managing the workforce strategy activity and cycle?	4	
Have we decided on an overall model and approach to our strategy activity?	4	4.1
Have we considered the lessons we can learn from the past?	4	4.2
Has the children's partnership scoped the overall ambitions of the workforce strategy activity?	4	4.3
Have we scoped the HR elements to be included in the workforce strategy?	4	4.3
Do we know who to engage in the workforce strategy activities, and when?	4	4.4
Have we created a formal project plan or project charter for the workforce strategy activity?	4	4.1
Have we defined a shared vision of where we want to be?	5	
Have we created a clear and motivating vision statement?	5	5.1
Have we identified the key focus areas of strategic themes of the workforce strategy?	5	5.2
Are a core set of agreed principles in place?	5	5.3
Do we know what we have to do in order to achieve our vision?	6	
Have we conducted a gap analysis to determine where we are now?	6	6.1
Have we made use of evidence such as audit reports, Ofsted and other inspection reports ?	6	

Question	Useful modules	Useful exercises
Have we thought about how to use the children's workforce tool to establish a baseline and support our gap analysis?	6	
Have we developed a range of creative solutions to bridge the gaps?	6	6.2
Could we come up with more effective solutions by embracing creative techniques and engaging in group problem solving?	6	6.2
Are we confident that we have selected and prioritised the strategy actions which will have the greatest impact?	6	
Have we mapped the likely impact of workforce strategy actions?	6	6.3
Are our actions prioritised to ensure there are sufficient resources to deliver the action plan?	6	6.4
Have we assessed the likely impact of the proposed changes?	6	6.5
Do we have a detailed strategy action plan in place – and is it up to date?	6	
Are we confident about the implementation of our workforce strategy?	7	
Are we clear on what structure we need for the strategy document?	7	7.1
Do we know what look and feel we want for our strategy?	7	7.1
Have we taken the needs of our target audience groups into consideration?	7	7.2
Have we thought how best to launch and then promote and communication about the workforce strategy on an ongoing basis?	8	
Have we identified key formal and informal leaders to endorse the workforce strategy and the importance of workforce development?	8	

Question	Useful modules	Useful exercises
Have we established links, and possibly created a working group, of marketing and communications managers from across the children's partnership?	8	8.1
Do we know what the communication and marketing review and sign off procedures are in each of the partner organisations?	8	8.1
Have we planned an exciting launch of the workforce strategy?	8	8.2
Is there a communications plan in place which sets out the key messages and activities to move from awareness building to keep understanding?	8	8.3
Are we effectively implementing the workforce strategy actions?	9	
Have we identified the key internal factors enabling or blocking implementation at a local level?	9	9.1
Is there a programme of change in place?	9	
Are we fostering an innovative, creative and challenging approach to the implementation projects?	9	
Is there support for working in multi-agency or cross-functional teams wherever possible?	9	
Do we know who is responsible and who is accountable for the implementation of every action?	9	9.2
Does everybody implementing strategy actions understand what to report on, when and how?	9, 10	9.2
Are we helping individuals and teams to understand what the workforce strategy means for them personally?	9	9.3
Do we have an effective, agreed, workforce strategy cycle?	10	
Is the workforce strategy cycle linked into existing planning cycles and governance structures?	10	10.1

Question	Useful modules	Useful exercises
Are the workforce strategy cycle and children's plan cycle well aligned? Are commissioning and performance management cycles also taken into consideration?	10	10.1
Are we monitoring and measuring how effectively we're managing the workforce strategy cycle and activities?	11	11.1
Have we identified and mitigated any risks to the workforce strategy activity, and are we reviewing these appropriately?	11	11.2
Are we confident that we are doing the right things, and doing things right?	12	
Do we regularly review the impact the workforce strategy is having on meeting our children's plan and local area objectives?	12	12.1
Do we regularly review the impact the workforce strategy is having on the lives of children and young people, and do we consult them first hand as part of this process?	12	12.1
Do we regularly review the impact the workforce strategy is having on the working environment and job satisfaction of our staff and managers, and do we consult with them first had as part of the process?	12	12.1

Appendix 2: templates and guidelines for exercises

Template 1 Local workforce priorities

Exercise 1.1: workforce development priorities from the children's plan

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

Template 1

Local workforce priorities

Exercise 2.3a: workforce development priorities from the local community strategy and local area agreement

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

Template 1

Local workforce priorities

Exercise 2.3b: workforce development priorities – interviews with sector leads

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

Sectors to consider are, for example: education, early years, health, justice and crime prevention, social, family and community support, sport and culture and the third sector.

Template 1

Local workforce priorities

Exercise 2.3b: workforce development priorities – sector level plans, strategies and data

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

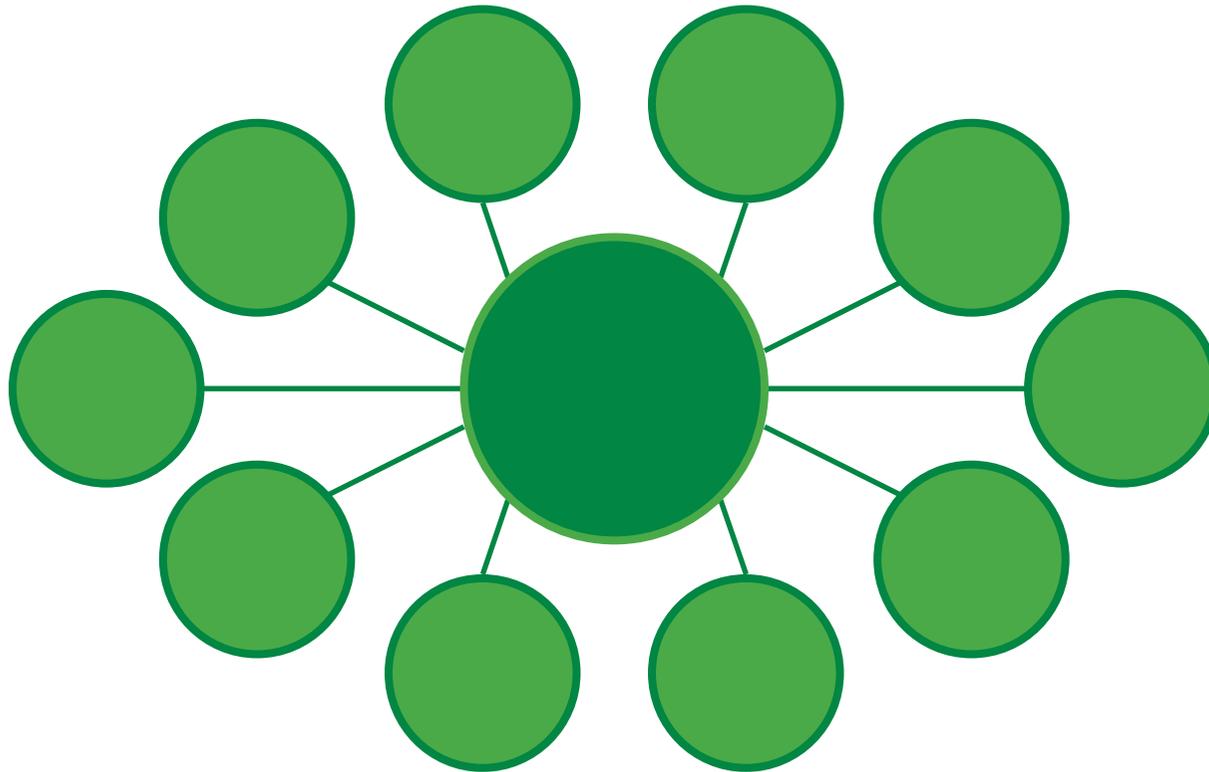
Sectors to consider are, for example: education, early years, health, justice and crime prevention, social, family and community support, sport and culture and the third sector.

Template 1
Local workforce priorities

Exercise 3.1: national and regional workforce development priorities

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

Template 2
Stakeholder map



Template 3
Workforce strategy project charter

Project summary

Aim	to... by...
Overall approach	- - - -
Key milestones	- - - -
Resource	- - - -

People directly involved

Developer		Sponsor	
Overseeing	(eg workforce development group)	Governance	(eg local partnership)
Other project team members	- - - - -	- - - - -	

The scope of the workforce strategy

Ambitions for the workforce strategy	<ul style="list-style-type: none">– (ie what is hoped will be achieved through the workforce strategy activity)––––	Elements of the workforce strategy	<ul style="list-style-type: none">– (ie what will be included or excluded from the workforce strategy)––––
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Key project objectives

Workforce strategy objectives	<ul style="list-style-type: none">– (ie the main achievements and activities planned)––––
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Template 4 Stakeholder engagement plan

Exercise 4.4: identify which stakeholder groups to engage with and when

Stakeholder group	Aligning the strategy	Designing the strategy	Implementing and promoting the strategy	Sustaining the strategy
The workforce strategy developer/s				
The local children's partnership - members and subgroups – most importantly the:				
– workforce development group				
Director of children's services				
Other senior level sponsors within each sector or organisation				
Other actively involved senior level stakeholders such as:				
– strategic partnership board				

Stakeholder group	Aligning the strategy	Designing the strategy	Implementing and promoting the strategy	Sustaining the strategy
– the local safeguarding children board				
– joint Commissioning Board				
– lead member for children’s services				
– other children’s workforce related councillors and politicians				
Actively involved HR or training managers, policy leads				
Commissioning leads				
Communications and marketing teams				
Staff – frontline and support				
Other leaders and managers				

Stakeholder group	Aligning the strategy	Designing the strategy	Implementing and promoting the strategy	Sustaining the strategy
Trade unions				
Associations and forums for voluntary and community organisations				
Children, young people, their families and carers				
– consultation and participation groups				

Template 5

Gap analysis

Exercise 6.1: conducting a gap analysis, where are we now?

The rating scale and criteria should be developed by the group conducting this exercise to ensure common understanding of what they are and mean. A suggested approach is to use High, Medium and Low for Importance and for current status a scale such as: Not yet begun, struggling, average or midpoint, making progress and excelling.

Key workforce objective – where we aim to be	Importance (impact on ECM outcomes)	Current status	Comments regarding current position

Template 6

Action impact mapping

Exercise 6.3: mapping the likely impact of workforce strategy actions

Part a: The criteria for rating the actions should be discussed and agreed by the exercise participants. A simple rating could be high, medium and low.

Proposed workforce strategy action	Children's plan objective 1	Children's plan objective 2	Children's plan objective 3	Children's plan objective 4, etc

Template 7

Assessing the impact of change

Exercise 6.5: assessing the impact of change

Part a: The criteria for rating the level of impact (such as high, medium or low) should be discussed and agreed by the exercise participants.

Description of change	Who will it impact?	Level of impact	Nature of impact	Pressure points	Actions

Template 8

Target audience groups

Exercise 7.2: assessing the needs of the target audience groups

Stakeholder group	How they use the workforce strategy document	Main areas of interest	Level of detail required	Preferred format and media	How we will meet their needs
The local children's partnership - members and subgroups – most importantly the:					
– workforce development group					
Director of children's services					
Other senior level sponsors within each sector or organisation					
Other actively involved senior level stakeholders such as:					

Continued

Stakeholder group	How they use the workforce strategy document	Main areas of interest	Level of detail required	Preferred format and media	How we will meet their needs
– strategic partnership board					
– the local safeguarding children board					
– joint Commissioning Board					
– lead member for children's services					
– other children's workforce related councillors and politicians					

Stakeholder group	How they use the workforce strategy document	Main areas of interest	Level of detail required	Preferred format and media	How we will meet their needs
Actively involved HR or training managers, policy leads					
Commissioning leads					
Communications and marketing teams					
Staff – frontline and support					
Other leaders and managers					
Trade unions					
Associations and forums for voluntary and community organisations					
Children, young people, their families and carers					
– consultation and participation groups					
The community as a whole					
The press					

Template 9

Key internal factors

Exercise 9.1: identifying the key internal factors which could enable or block the implementation of strategy actions.

Key internal factor	Enabler or blocker	Degree of impact	How it could be leveraged / overcome
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-

Template 10 Team level impact assessment

Exercise 9.3: identifying the required tasks and likely impact of workforce strategy actions at team level.

Workforce strategy action	Tasks we are required to do	What changes we are likely to see for our team	Additional tasks and actions we will need to take
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-

Template 11 Project progress report

Exercise 11.1: project and action progress reporting.

		Stages of implementation						
	Action or project	Stage 1 (eg resourcing)	Stage 2 (eg designing)	Stage 3 (eg piloting)	Stage 4 (eg roll out)	Stage 5 (eg embedding)	Stage 6 (eg reviewing)	Comments
Strategic Theme 1	Project 1							
	Project 2							
	Project 3							
	Project 4							
Strategic Theme	Project 1							
	Project 2							
	Project 3							
	Project 4							
Strategic Theme	Project 1							
	Project 2							
	Project 3							
	Project 4							
Strategic Theme	Project 1							
	Project 2							
	Project 3							
	Project 4							

Copy and paste, then move into the box concerned:

-  **Red:** a significant problem requiring the help of a sponsor
-  **Amber:** a delay or hiccup which the project team can resolve themselves
-  **Green:** everything running smoothly
- NYS:** Not yet started, as planned

Note: Stages of implementation could be replaced by Months or Weeks.

Template 12 Risk register

Exercise 11.2: identifying and mitigating potential risks to the workforce strategy cycle

Part a: risk matrix

	IMPACT (most likely impact, if in doubt grade up, not down)				
Probability (likelihood of occurrence)	Insignificant	Minor	Moderate	Major	Catastrophic
	1	2	3	4	5
almost certain	5				
probable (highly likely)	4				
likely	3				
possible	2				
rare	1				

HIGH – plan immediate action, MEDIUM – review closely, LOW – limited action, long term plans

Part b: risk register

Risk identification	Risk assessment (H,M,L)	Actions on risks	When to monitor next
		-	
		-	
		-	
		-	
		-	
		-	
		-	
		-	
		-	
		-	

Template 13

Exercise 10.4: gauging the impact of workforce development.

Action	Desired / planned impacts	Impact achieved so far	Evidenced by	Comments / further actions

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The College gives its members the professional development and recognition they need to build their careers and support those they work with. Members are part of a community of thousands of other leaders – exchanging ideas, sharing good practice and working together to make a bigger difference for children and young people.

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