



Workforce Development Plan

2013-2017

Our Vision

*“To be Western Australia’s most sought-after and
unique regional City to live, work and visit”*

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1. Executive Summary

The overall goal of our Workforce Development Plan is to ensure we build the capacity and capability of our workforce to enable them to better meet the needs and aspirations of our community. We will measure success against a set of key performance indicators set out in the integrated planning framework. We will use a dashboard approach to report on statistics.

The Council's workforce is employed in a variety of roles across a range of services and is the largest employer in Albany. Our Workforce Development Plan aims to ensure that we have the right number of people, with the right attitudes and skills, in the right place doing the right things.

To make this happen we will make a commitment to attract, develop, retain and recognise talented and motivated employees who are aligned with our Vision and Values. Our values have been developed through staff and elected member consultation. They are very important to our organisation as they show the **way** we deliver services to our community as well as **what** we deliver.

There are three key cornerstones of this plan. They are interdependent and as such may overlap in some areas:

- Recruitment; Selection and Appointment;
- Performance Management;
- Learning and Development.

Robust and effective Information & Communication Technology (ICT) is important to be able to manage and monitor data for reporting purposes, and to support collaboration between the three cornerstones. We will be improving the functionality and use of ICT systems that deal with this during the next twelve months.

We are faced with a number of challenges. These include potential skills shortage in specific occupations, a proportion of our current workforce near retirement age and recruiting the next generation of skilled specialist staff. We are taking a proactive approach by developing policy and strategies for employment and support for professional development and capacity building of our workforce across the City.

We plan to focus on attracting and retaining talented people, including trainees, creating a learning culture, investing in developing leaders and recognising and rewarding our high performers.

As our council continually improves, we need to plan ahead, get things done right first time, and take our staff with us to create a 'fit for the future' contemporary organisation in order to deliver our communities' priorities.

This Workforce Development Plan aims to support the City of Albany in achieving the skilled, motivated, flexible and diverse workforce it needs to deliver value for money services that make a difference to our local community.

2. Workforce Development Plan in context

Background

Local Government Authorities's are required to adopt a plan for the future under section 5.56 of the Local Government Act 1995, (the Act). This section of the Act was amended to make it a requirement to develop and adopt an Integrated Planning Framework from July 2013.

The City of Albany, has developed this Workforce Plan with a view to adopting it as required prior to 1 July 2013.

Aim

The aim of the City's Workforce Development Plan is to engage our workforce in co-creating and implementing plans and approaches to address key challenges for the future which are:

- Skills shortage;
- Gaps between current and future workforce capability;
- Areas of workforce growth and shrinkage;
- Capacity building and a succession plan for critical positions;
- Designing a robust performance management system to identify capability, learning and training opportunities;
- Developing future Leaders.

Consultation

The development of the Integrated Planning Framework documentation has involved broad community consultation and briefings to staff on the process.

- In 2012 staff members were involved in a 'Training Improvement Team' process that identified key principles for workforce development; the guiding principles from that work have been included in this plan;
- Consultation has occurred throughout 2013 on the Values for the City of Albany and work has now started on a business approach to implementation;
- The cornerstones for Workforce Development included in the Corporate Business Plan form the basis of this plan;
- Implementation and communication with staff will be ongoing as we review and refine activities associated with delivering this plan.

3. Our Values

All Councillors, Staff and Volunteers at the City of Albany will be...

Focused: on community outcomes

This means we will listen and pay attention to our community. We will consult widely and set clear direction for action. We will do what we say we will do to ensure that if it's good for Albany, we get it done.

United: by working and learning together

This means we will work as a team, sharing knowledge and skills. We will build strong relationships internally and externally through effective communication. We will support people to help them reach their full potential by encouraging loyalty, trust, innovation and high performance.

Accountable: for our actions

This means we will act professionally using resources responsibly; (people, skills and physical assets as well as money). We will be fair and consistent when allocating these resources and look for opportunities to work jointly with other directorates and with our partners. We will commit to a culture of continuous improvement.

Proud: of our people and our community

This means we will earn respect and build trust between ourselves, and the residents of Albany through the honesty of what we say and do and in what we achieve together. We will be transparent in our decision making and committed to serving the diverse needs of the community while recognising we can't be all things to all people

1. Focused: on community outcomes	
Description/explanation	Example behaviours (words in brackets show the context for the behaviour)
<p>We do this by:</p> <ul style="list-style-type: none"> ▪ Ensuring we don't let unnecessary process get in the way ▪ taking responsibility for the service we give , seeking ways to improve it ▪ behaving as if we all work for the same organisation, so taking ownership regardless of whether it is our own service area ▪ knowing who our customers are – including colleagues and internal customers; giving them the same standards of service as we would to external audiences ▪ ensuring consistency in the high standard of service that customers experience; so-using a 'professional manner' while acknowledging we may not always feel like doing so ▪ managing our own emotions and not overreacting ▪ giving the right answer in the appropriate way ▪ providing a service that is focused on what customers need and expect, not focused on internal needs ▪ being polite, personable, approachable, calm and assertive ▪ motivating and encouraging staff to have a 'make it happen' attitude ▪ Staff in outreach business units are the City's ambassadors, keep them informed of business. 	<p>What we say We:</p> <ul style="list-style-type: none"> ▪ give rationale for decisions openly, ask if there's anything more we can help with, even if we personally can't do more ▪ explain the City's position simply and honestly, which will help to manage expectations ▪ be positive and proactive, displaying a 'make it happen' attitude, not appearing bureaucratic in attitude (whilst recognising that some services have essential bureaucratic process's) <p>What we do We:</p> <ul style="list-style-type: none"> ▪ listen to feedback and act on it ▪ follow things up ▪ don't pass the 'customer 'from one contact to another ▪ show attention to detail ▪ ask for as much information from people as possible question and listen. ▪ seek community feedback to improve service; consult using a variety of methods ▪ show empathy – convey that we appreciate how the member of the public feels and <i>want</i> to help them to resolve the issue ▪ convey a willingness to help: explain to the person what you are going to do and what the process will be; (conveying competency and reassurance) explain the options for dealing with it ▪ ask 'open' questions to understand ▪ let customer service staff know what's going on regularly, so that they can answer the public's questions.

2. United: by working and learning together	
Description/explanation	Example behaviours (words in brackets are context for the behaviour)
<p>We do this by:</p> <ul style="list-style-type: none"> ▪ seeking to learn, rather than blaming, sharing of learning within the team and with others; ▪ taking a collaborative approach to problem solving, ▪ empowering staff within clear boundaries, enabling them to take more responsibility efficiency and confidence of staff) ▪ ensuring that colleagues on other sites are not inadvertently ‘ left out of the loop’ ▪ being supportive of colleagues ▪ working collaboratively with staff, councillors and partners to access information from different sources and develop solutions ▪ making links across services to achieve greater learning ▪ reflecting on what was done and achieved; and recording experiences ▪ focusing on communicating the facts: there is significant scope to get things wrong when people hear what they want to hear. ▪ not passing the buck or blaming others, following things through to make sure they are resolved; giving staff, elected members and the public confidence that this will happen ▪ being positive, not cynical, about what the corporate body is trying to achieve when communicating and expressing opinions, ▪ providing moral and emotional support; contributing to a strong, supportive management culture ▪ encouraging contemporary & good ideas to be received through formal mechanisms – such as one-to-ones, performance appraisals– as well as informal ones ▪ bolstering the confidence of colleagues to take development opportunities, and encouraging training ▪ demonstrating that we all work for organisation 	<ul style="list-style-type: none"> ▪ listen to and learn from others ▪ communicate a clear and consistent message, listen and check. ▪ ask for help and admit mistakes ▪ (if things go wrong, rather than ignoring the situation) we will explain why and ask what we can learn from it ▪ keep promises but don’t over promise, do what we say we will do ▪ have <i>good</i> conversations with colleagues; take time to build the informal connections that ‘oil the wheels’ of how teams and directorates work together, which can help to build trust ▪ avoid the use of jargon (it is non-inclusive and a barrier to learning) ▪ share good and bad practice with colleagues including those working in outreach business units ▪ seek out good performance and publicise best practice, welcome new thinking, ask questions, explain ideas, listen, be unafraid of giving things a try and experimenting (when what to do isn’t clear) ▪ be inclusive, help team members to gain ownership of what they’re trying to achieve together. ▪ discuss projects early on to understand better the connections between teams /directorates ▪ take time out to have regular team discussions & Managers to have 1-1 with your team members ▪ Praise in public criticise in private

3. Accountable: for our actions	
Description/explanation	Example behaviours (words in brackets are context for the behaviour)
<p>We do this by:</p> <ul style="list-style-type: none"> ▪ working to corporate priorities/strategic initiatives in allocating resources; making links between people’s work and other services in connection with the broader outcomes ▪ understanding the need for performance management, taking it seriously and delivering on it ▪ committing to continuous improvement; having a clear understanding of how much it costs to provide the service; being creative and open-minded and displaying a willingness to change and accept new ways of working (not just blindly following processes if they are no longer the most effective) ▪ exploring partnerships to create value for money; understanding that the community’s idea of ‘value for money’ may be different to the Council’s ▪ using risk assessment to innovate, not prevent, action ▪ demonstrating to colleagues that we make decisions after evaluating options; ▪ demonstrating to the community that we understand their needs through our decisions about how and where we invest resources ▪ encouraging innovative activities and challenge: people might be less willing to ‘put their heads above the parapet’, particularly in the first year. This may impact negatively on the Council if it means less effective practices or processes are going unchallenged ▪ Appreciating that resources include property and assets, people and skills base, etc. 	<ul style="list-style-type: none"> ▪ measure success ▪ communicate outcomes that we need to achieve ▪ take responsibility for change, be prepared to question how things are done and ask ‘Is this the best way to use our resources?’ ▪ calculate the risks (involved in projects and new ways of working) and assess if they are acceptable ▪ (based on evidence), review and challenge processes and ideas, ▪ communicate reasons for decisions and be receptive to feedback ▪ communicate with the community to explain what they are getting for their money; talk and listen to them and seek to understand what value looks like to them; include questions in community survey’s and organise focus groups /community forums ▪ plan across teams and directorates , as early as possible, to enhance efficient use of resources ▪ explain tasks fully and appropriately ▪ use the skills of the team members ▪ Involve lead officers in training. <i>For example, finance staff could lead training for budget holders – this would involve more than the mechanics of accounting, but the judgements that sit behind budgetary decisions</i>

4. Proud: of our community and our colleagues	
Description/explanation	Example behaviours (words in brackets are context for the behaviour)
<p>We do this by:</p> <ul style="list-style-type: none"> ▪ being committed to serving diverse needs by involving relevant and appropriate parts of the communities in shaping our plans to design and improve the services we offer ▪ build effective working relationships between councillors and staff ▪ build effective relationship with our community ▪ plan ahead to ensure good communication with everyone impacted upon by the outcome (of a project or plan), this will maximise chance of achieving outcome ▪ being practically prepared: aware of what the cultural barriers might be, and who or what can help overcome them ▪ being creative in overcoming barriers, looking for alternatives ▪ acknowledging that differences are not always obvious ▪ recognising the differences between people and value them and in terms of operational, professional and status level ▪ recognising that you can't be all things to all people ▪ Almost everyone at the City is also a member of the community of Albany and a rate payer, use their knowledge and opinion of services to continually improve 	<ul style="list-style-type: none"> ▪ challenge inappropriate behaviour in the organisation wherever it is ▪ treat people fairly and respect confidences ▪ take the time to solve, or help others, solve problems, (for example, recognising that individual colleagues and groups may have different needs and expectations); giving them time and space to ask for clarification, etc. ▪ communicate with colleagues in a way that fits with work patterns and with how staff want to be involved. For example, find appropriate times for meetings; rotate timings; avoid jargon that colleagues may not understand ▪ listen to others (colleagues and the public) and take account of their needs ▪ treat colleagues and service users as individuals and don't make assumptions about them ... (but be aware that as humans we do make assumptions) ▪ celebrate internal and external achievement and success ▪ celebrate people's length of service and experience ▪ share good news stories and with the media

5. Workforce Development-Guiding Principles

The following are the principles which will guide the ongoing development and improvement of work force development Policies, Processes and plans.

To build the capacity and capability required to continually improve the level of service provided to our community;

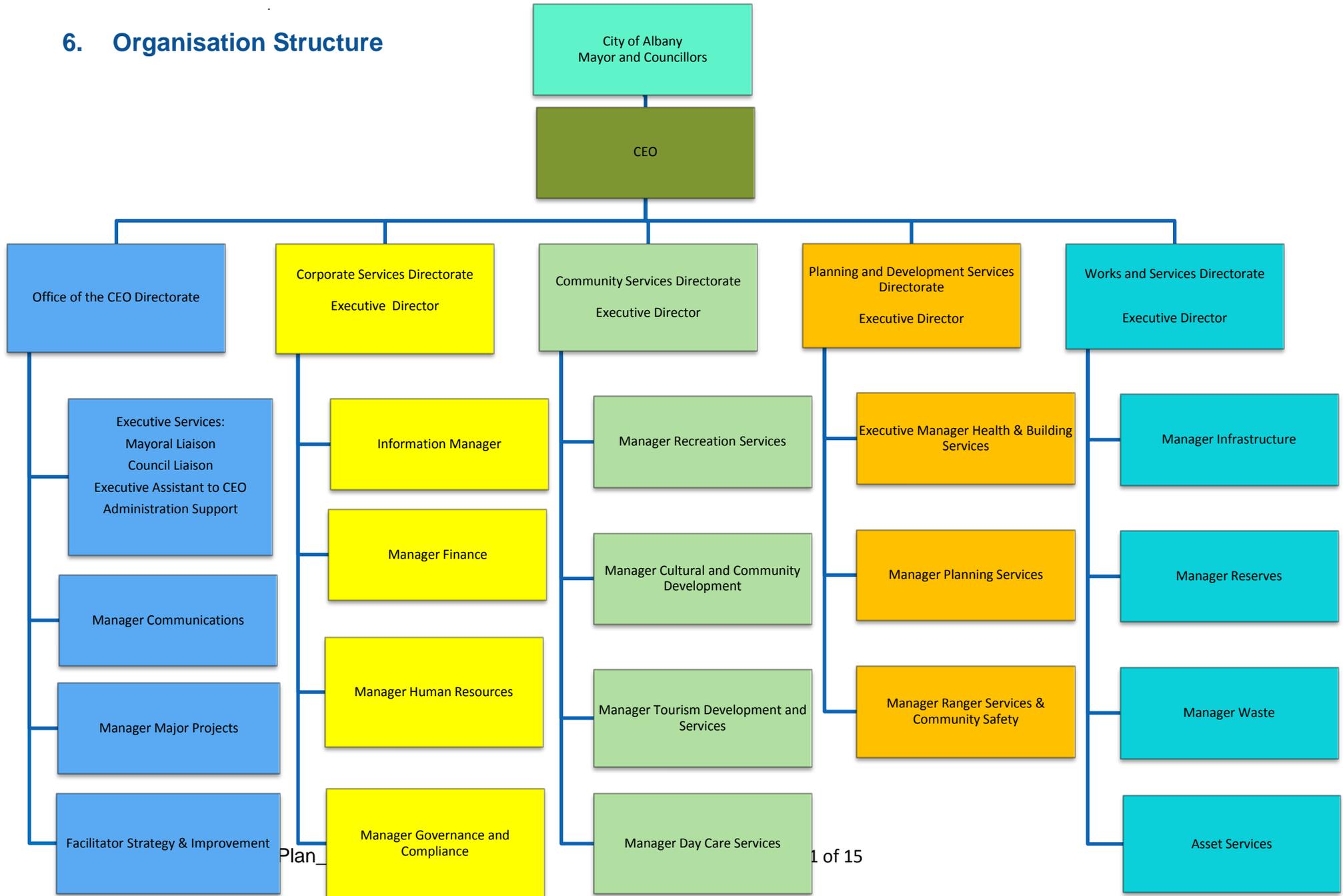
To encourage knowledge sharing and networking through conferences and working groups;

To provide an incentive to attract and retain talented people by shaping a culture of learning and improvement;

To encourage participation to enable employees to perform their jobs to their full potential, and to realise their career aspirations;

To ensure equity and fairness to all staff in sourcing development opportunities.

6. Organisation Structure



7. The 3 Cornerstones of Workforce Development



8. Activity Planning

The diagram below summarises training and development opportunities available to develop capability.



9. Workforce Dashboard Template

QUARTERLY REPORT TO CEO							
City of Albany				Quarter:			
Target met or improved upon			Requires monitoring			Immediate attention needed	
	Target	Actuals			Dashboard Indicator		Comments
		Last Quarter	This Quarter	FYTD			
Overall Workforce 'Health Check' Indicators							
FTE compared to FTE ceiling				269			
YTD Salaries Expenditure to YTD Salaries Budget							
Number of HR policies to review this quarter							
Actual training expenditure compared to budget							
Number of employees with > 8 weeks of accrued annual leave				3			
Unplanned Absenteeism (Average hours per FTE)				42.35hrs			
Recruitment Indicators							
Number of new employees or recruits				100			
Number of permanent positions filled				22			
% of employees in acting positions for > 6 months				1			
Average length of recruitment time				8 weeks			
Number of unfilled vacancies exceeding 8 weeks				0			
% of inductions undertaken to number of new employees/recruits				~100%			External agency staff have an OH&S and worksite induction as a minimum

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Retention Indicators						
Number of separations				54		
Turnover ratio (% of 'resignations/terminations to headcount)				12.77		
% of separations involving exit surveys				~1%		Has only recently been reinstated
% of employees participating in performance development				?		