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# IDENTIFYING YOUR WORKFORCE NEEDS AND SOLUTIONS



# TABLE DISCUSSION

- > What is important to you about today's topic?
  
- > How is your organization preparing for future talent needs?



# AGENDA

The 4 Big Shifts

Demographics & Leadership

Workforce Planning Process Review

Identifying Business Gaps & Solutions

Next Steps



# THE 4 BIG SHIFTS



# THE FOUR SHIFTS ARE...

The Aging Population

Transitioning Generations

Increasing Options

Redefined Work Life



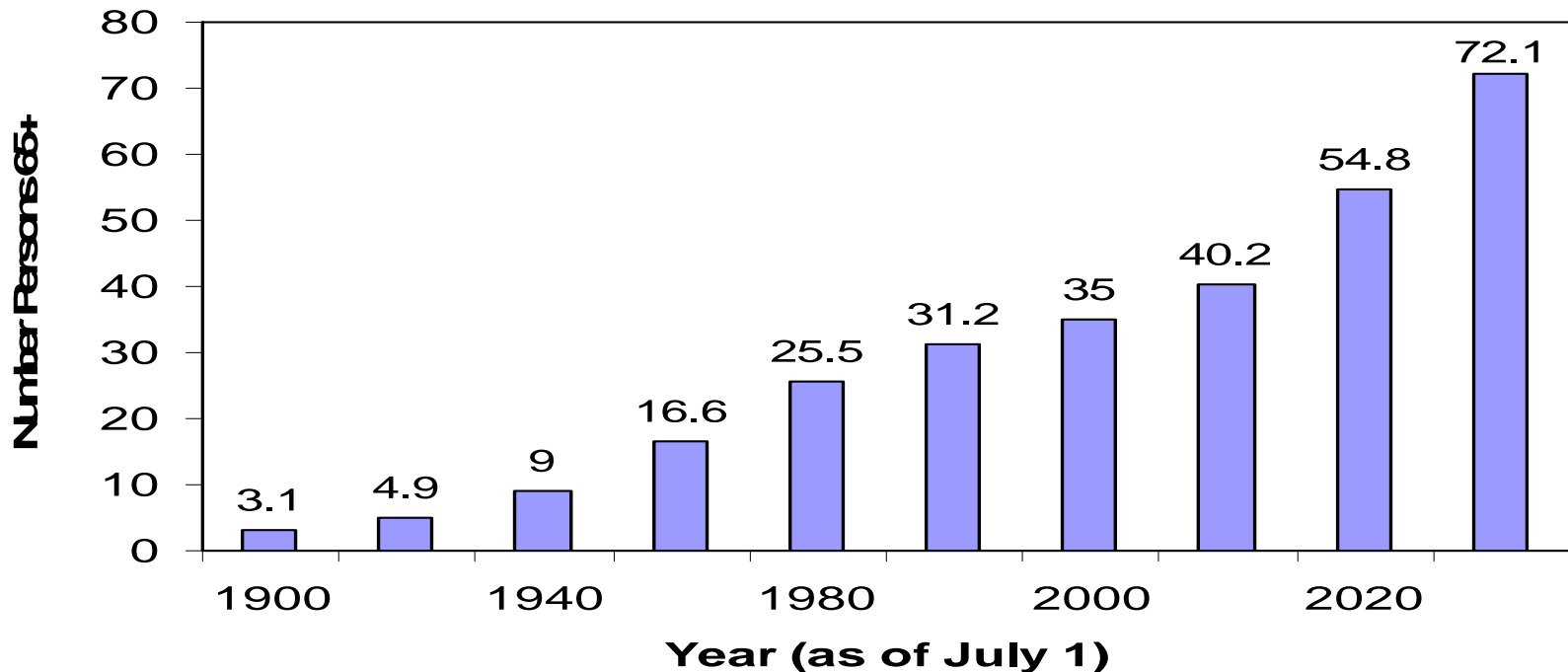
# A SHIFT IN THE WORKFORCE

- In 1971 the average age of a US worker was **28**.
- In 2007 the average age of a US worker was **46**.
- **10,000 Baby Boomers become eligible for retirement each day**
- *Difference between unemployment and TALENT: 3 million unfilled jobs by 2012*



# AGING POPULATION

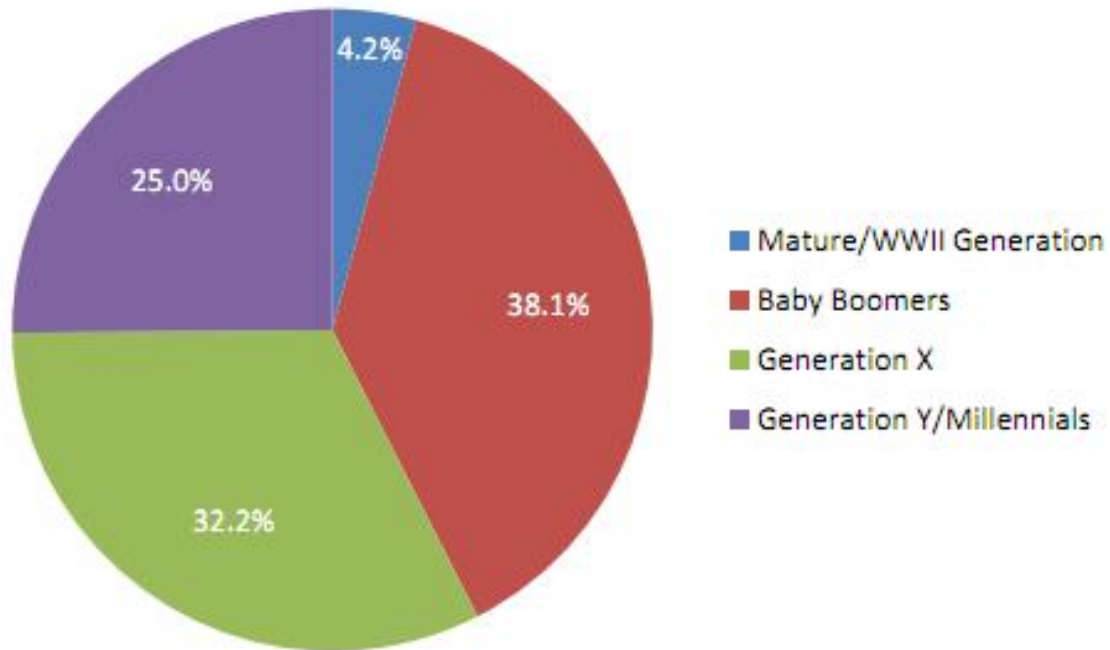
**Figure 1: Number of Persons 65+,  
1900 - 2030 (numbers in millions)**





# TRANSITIONING GENERATIONS

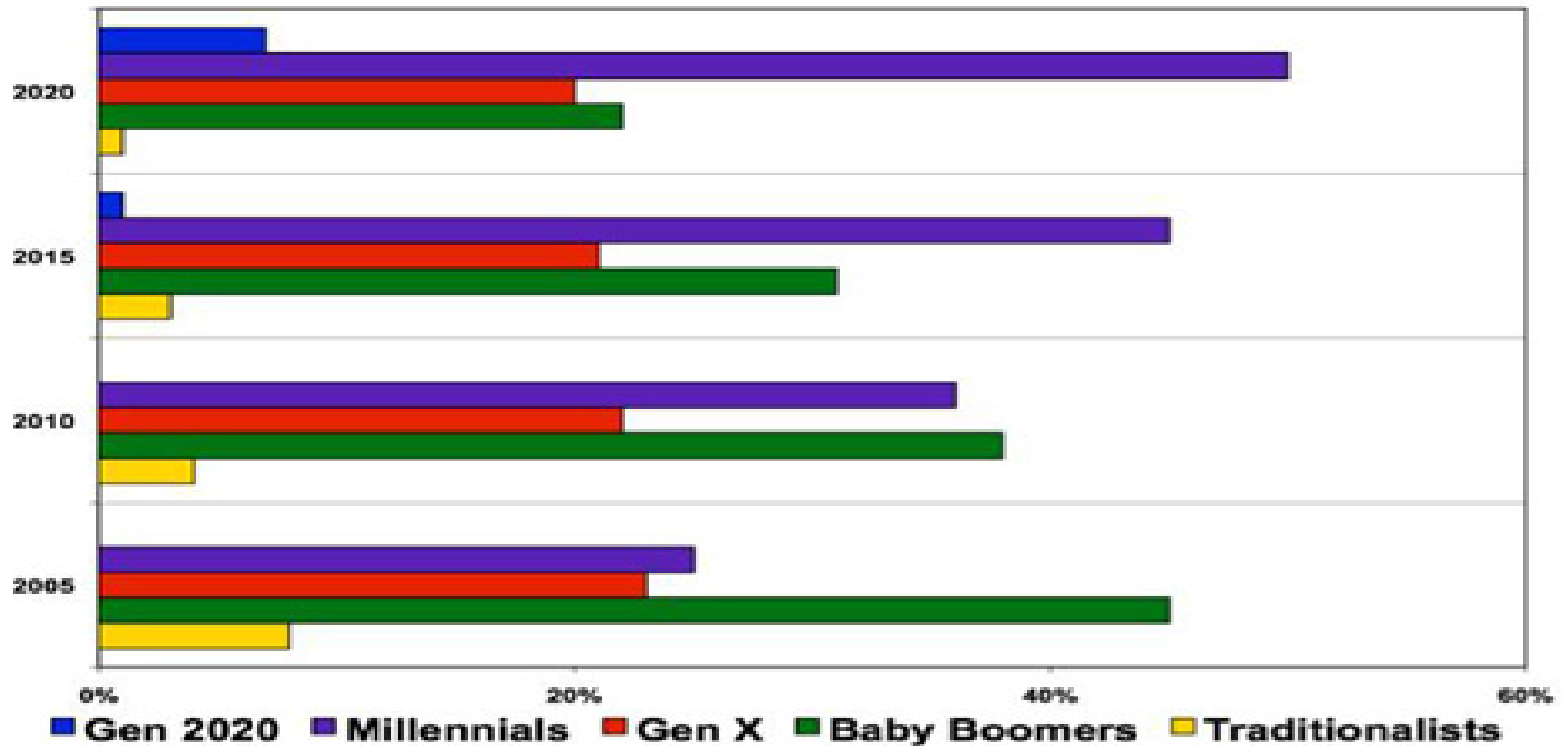
United States Total Labor Force Participation by Generation\* 17





# WORKFORCE PROJECTIONS

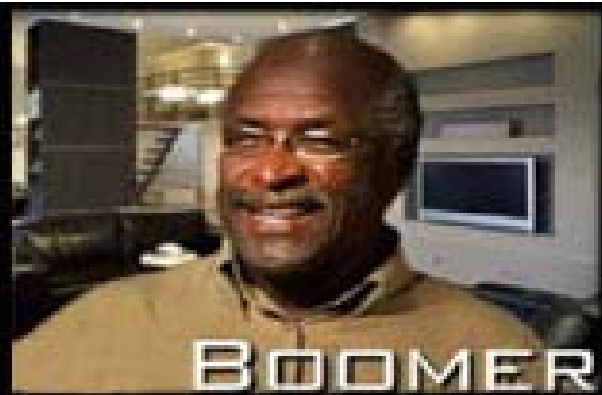
## Five Generations in the Workplace



Bureau of Labor Statistics Employment Projections



# TRANSITIONING GENERATIONS





# GENERATION TIMELINE

## GENERATION TIMELINE

**1922–1945**

Veterans, Silent,  
Traditionalists

**1946–1964**

Baby Boomers

**1965–1980**

Generation X, Gen X,  
Xers

**1981–2000**

Generation Y, Gen Y, Millennial,  
Echo Boomers

## PERSONAL AND LIFESTYLE CHARACTERISTICS BY GENERATION

	<b>Veterans (1922–1945)</b>	<b>Baby Boomers (1946–1964)</b>	<b>Generation X (1965–1980)</b>	<b>Generation Y (1981–2000)</b>
<b>Core Values</b>	Respect for authority Conformers Discipline	Optimism Involvement	Skepticism Fun Informality	Realism Confidence Extreme fun Social
<b>Family</b>	Traditional Nuclear	Disintegrating	Latch-key kids	Merged families
<b>Education</b>	A dream	A birthright	A way to get there	An incredible expense
<b>Communication Media</b>	Rotary phones One-on-one Write a memo	Touch-tone phones Call me anytime	Cell phones Call me only at work	Internet Picture phones E-mail
<b>Dealing with Money</b>	Put it away Pay cash	Buy now, pay later	Cautious Conservative Save, save, save	Earn to spend



# WORKPLACE CHARACTERISTICS

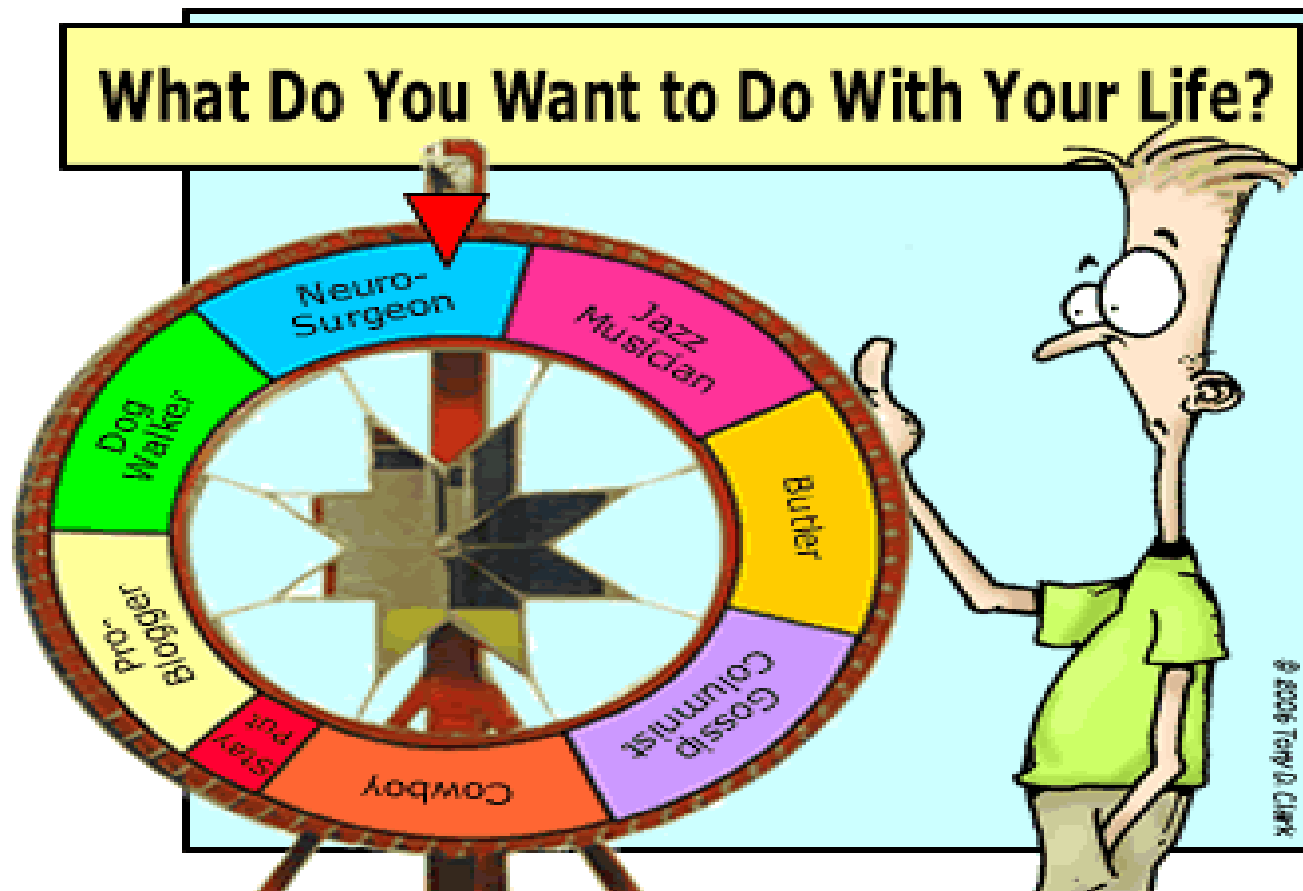
## WORKPLACE CHARACTERISTICS

	Veterans (1922–1945)	Baby Boomers (1946–1964)	Generation X (1965–1980)	Generation Y (1981–2000)
<b>Work Ethic and Values</b>	Hard work Respect authority Sacrifice Duty before fun Adhere to rules	Workaholics Work efficiently Crusading causes Personal fulfillment Desire quality Question authority	Eliminate the task Self-reliance Want structure and direction Skeptical	What's next Multitasking Tenacity Entrepreneurial Tolerant Goal oriented
<b>Work Is ...</b>	An obligation	An exciting adventure	A difficult challenge A contract	A means to an end Fulfillment
<b>Leadership Style</b>	Directive Command-and-control	Consensual Collegial	Everyone is the same Challenge others Ask why	*TBD
<b>Interactive Style</b>	Individual	Team player Loves to have meetings	Entrepreneur	Participative
<b>Communications</b>	Formal Memo	In person	Direct Immediate	E-mail Voice mail
<b>Feedback and Rewards</b>	No news is good news Satisfaction in a job well done	Don't appreciate it Money Title recognition	Sorry to interrupt, but how am I doing? Freedom is the best reward	Whenever I want it, at the push of a button Meaningful work
<b>Messages That Motivate</b>	Your experience is respected	You are valued You are needed	Do it your way Forget the rules	You will work with other bright, creative people
<b>Work and Family Life</b>	Ne'er the twain shall meet	No balance Work to live	Balance	Balance

\*As this group has not spent much time in the workforce, this characteristic has yet to be determined.

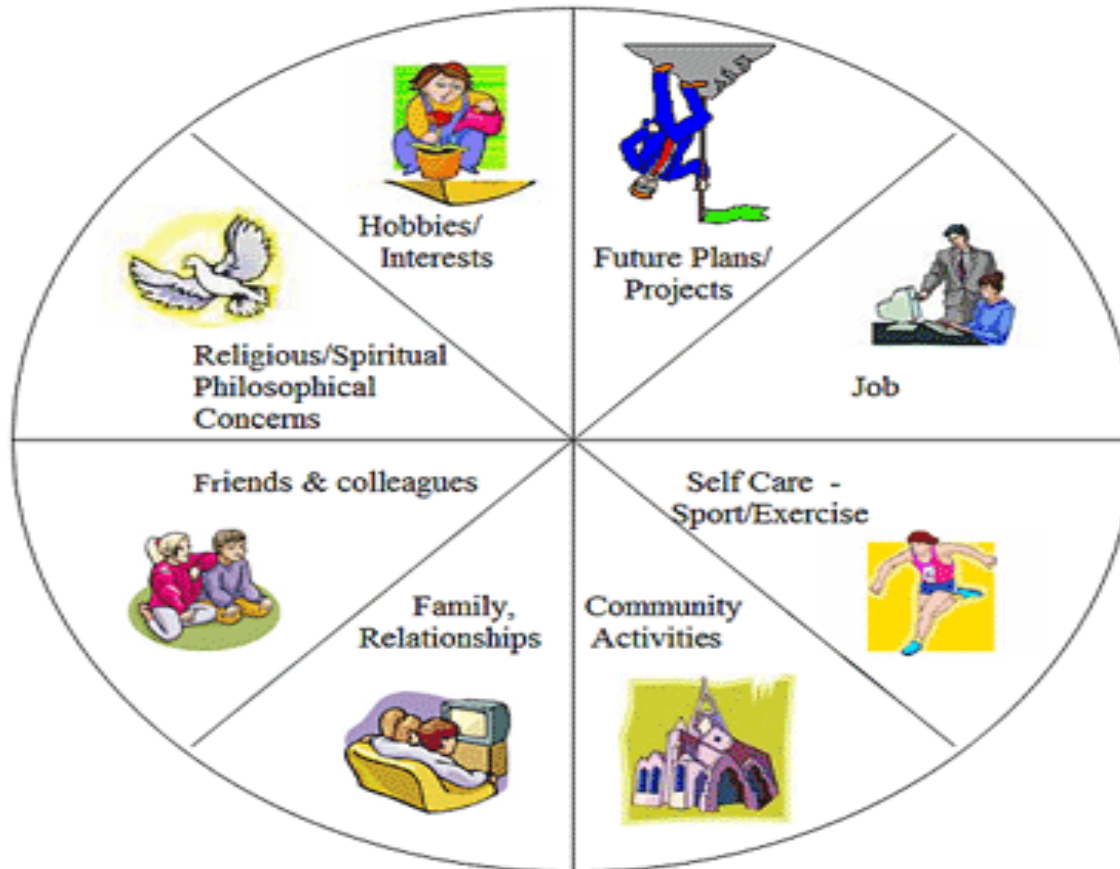


# INCREASING OPTIONS





# REDEFINED WORKLIFE





# BALANCE

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search ID: aton1228

**"Who wants to work late again, raise  
your hands."**



# FUTURE OUTLOOK



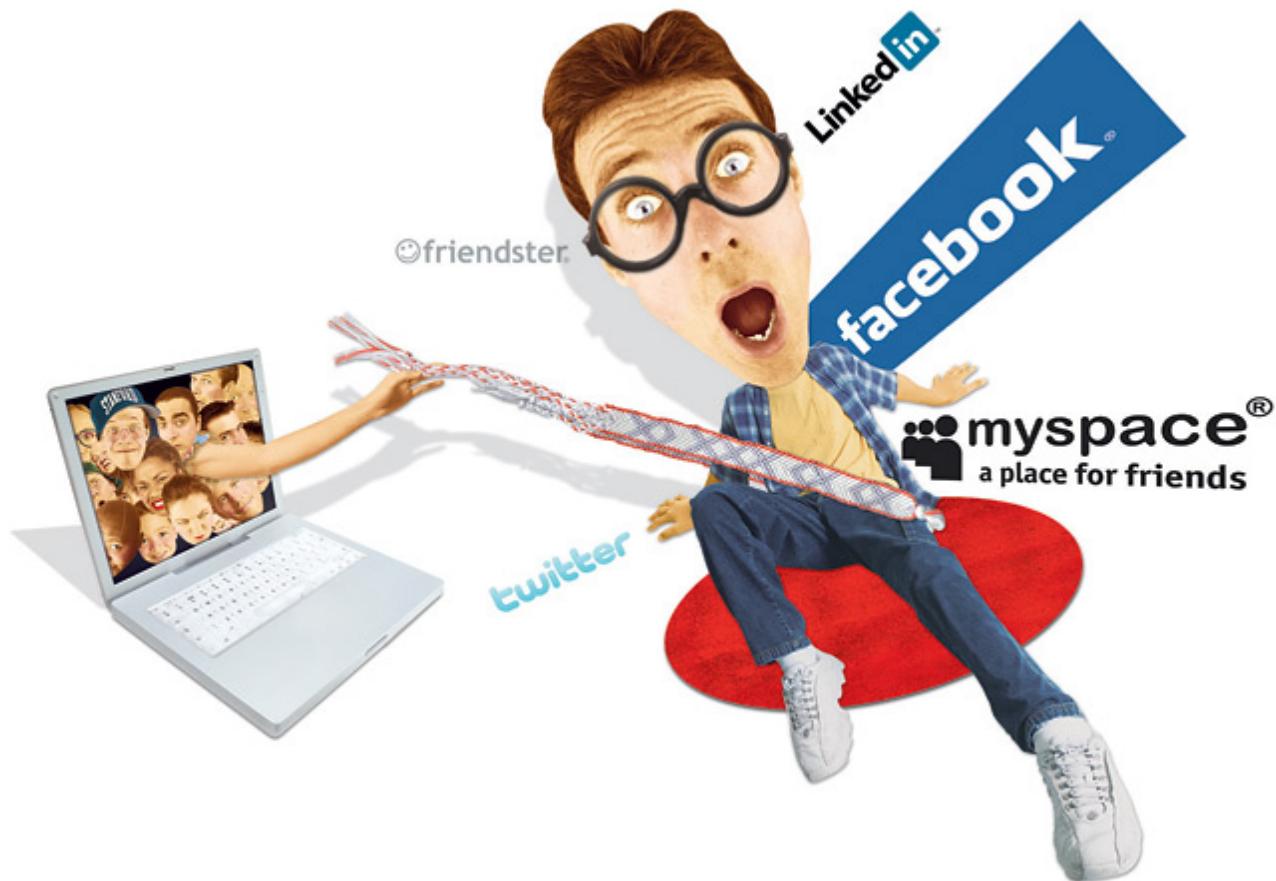
# FIVE WORKFORCE TRENDS YOU CAN COUNT ON...

1. Smaller and Less Sufficiently Skilled Workforce
2. Increasingly Global
3. Highly Virtual
4. Vastly Diverse
5. Autonomous and Empowered





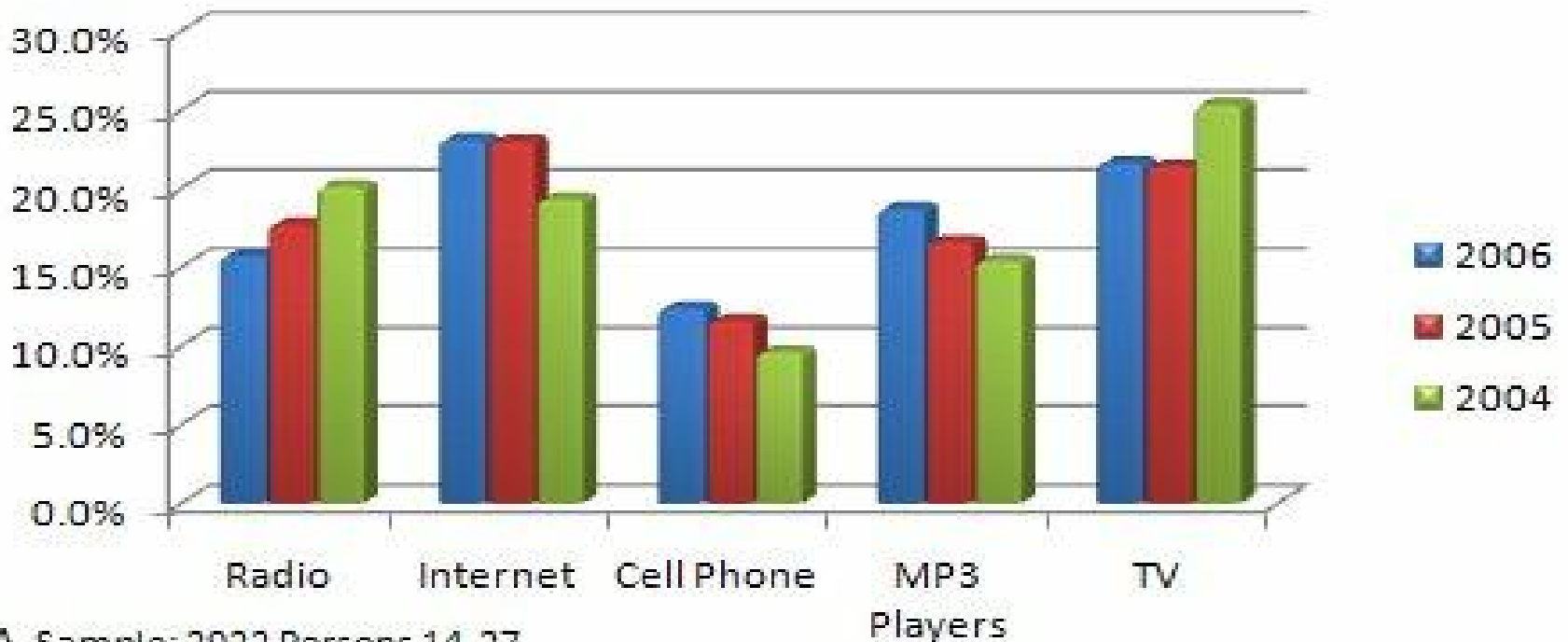
# MILLENNIALS & MEDIA





# MILLENNIALS & MEDIA

## Gen-Y % of Media Time





# MILLENNIALS WORKPLACE CHARACTERISTICS





# EMERGING ADULTHOOD

- > Ages 18-29
- > Distinct new life stage: identity & cognitive development
- > Result of societal changes
- > Extended period of exploration and instability in the late teens & twenties

*Most employers are just starting to realize their entry level employees have not yet reached the life stage of adulthood & this impacts every aspect of entry level talent practices.*



# DEVELOPMENT

Prefrontal  
Cortex



Basal  
Ganglia



# MILLENNIAL DEAL BREAKERS

- Meaningful & Challenging Work
- Innovative Technology
- Professional Skill Development
- Clear Career Path
- Structure
- Immediate Access

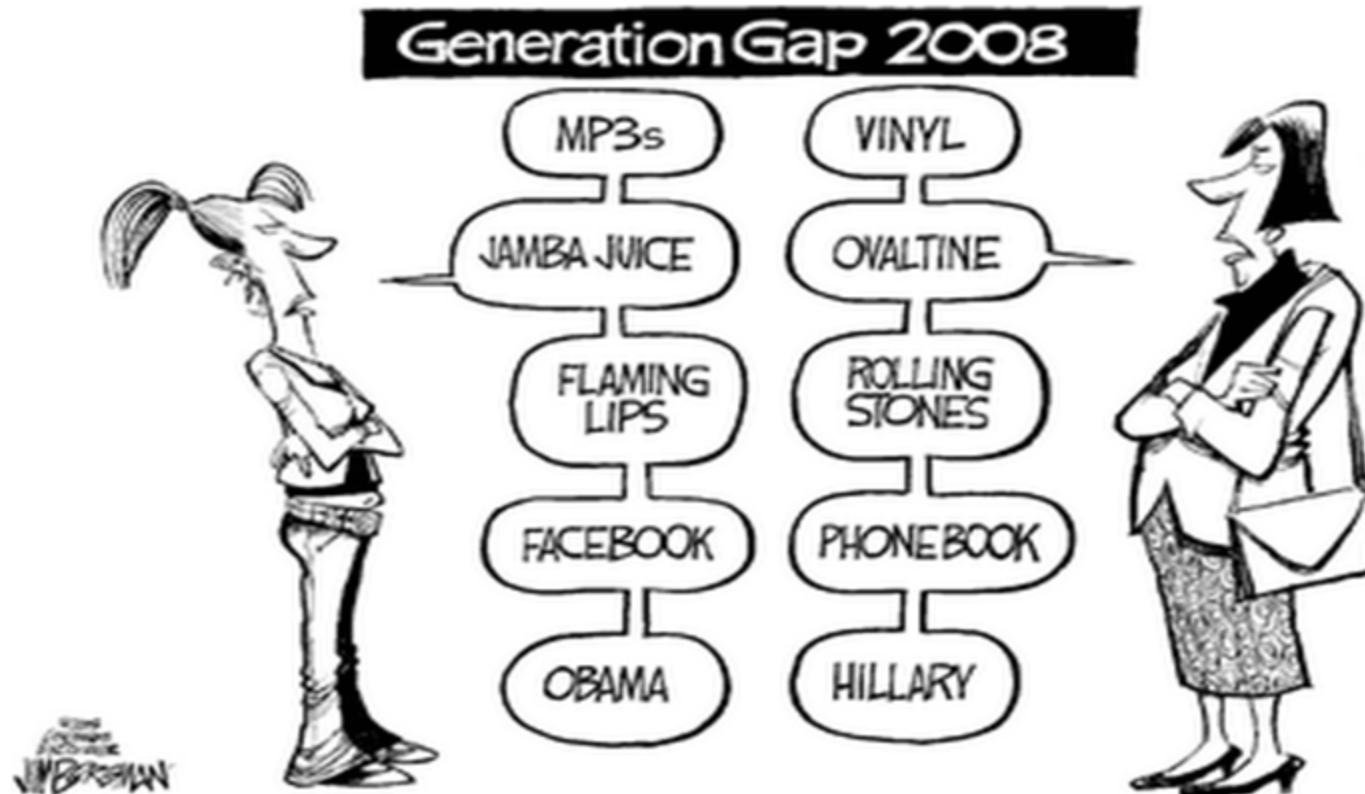


# MILLENNIAL DEAL BREAKERS

- Positive Connection & Rapport with Manager
- Recognition of Individual Contribution
- Team Structure
- Positive Work Culture
- Flexible Work Environment
- Competitive Compensation



# GENERATION GAPS





# MILLENIAL CULTURE OF ENGAGEMENT



# EMPLOYEE ENGAGEMENT

*"You can divide any working population into three categories: People who are engaged (loyal and productive), Those who are not engaged (just putting in time), and Those who are actively disengaged (unhappy and spreading their discontent)."*

*"Research shows that the U.S. workforce is 26% engaged, 55% not engaged, and 19% actively disengaged."*

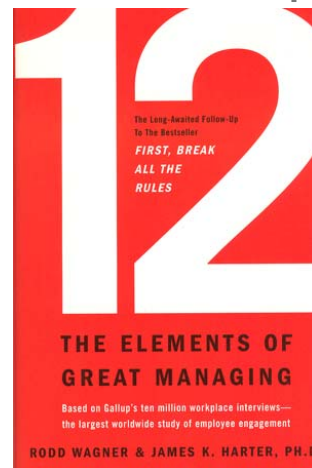
- Marcus Buckingham, Gallup Polls



# ENGAGEMENT ROAD MAP

Productivity, profitability, retention and satisfaction  
all linked to **Engagement**.

Engagement occurs when EEs know what's  
expected of them, feel valued, get to leverage  
their strengths, and have quality relationships at  
work.





# ENGAGEMENT TRENDS

1. Engaged employees plan to stay for what they *give*; the Disengaged stay for what they *get*.
2. Employees worldwide view **opportunities to apply their talents, career development and training** as top drivers of job satisfaction.
3. Trust in *executives* appears to have more than twice the impact on engagement levels than trust in immediate managers does.
4. Engagement surveys without visible follow-up action may actually decrease engagement levels.



# STEP 1: ACING THE THREE STEPS OF ENGAGEMENT

Activate Careers – Employees want work that provides personal satisfaction

- > Encourage employees to talk freely & openly about their career aspirations
- > Schedule career discussions with employees
- > Provide feedback
- > Help build skills in place
- > Link employees' work to "bottom line" performance



## STEP 2: ACING THE THREE STEPS OF ENGAGEMENT

Create climate – Employees want a positive, empowering work environment.

- > Increase camaraderie-building events
- > Be open to new, innovative ideas from employees
- > Offer flexibility in work schedules
- > Delegate more tasks and learning opportunities to team members
- > Encourage work/life balance
- > Schedule lunch dates to get to know your employees better





## STEP 3: ACING THE THREE STEPS OF ENGAGEMENT

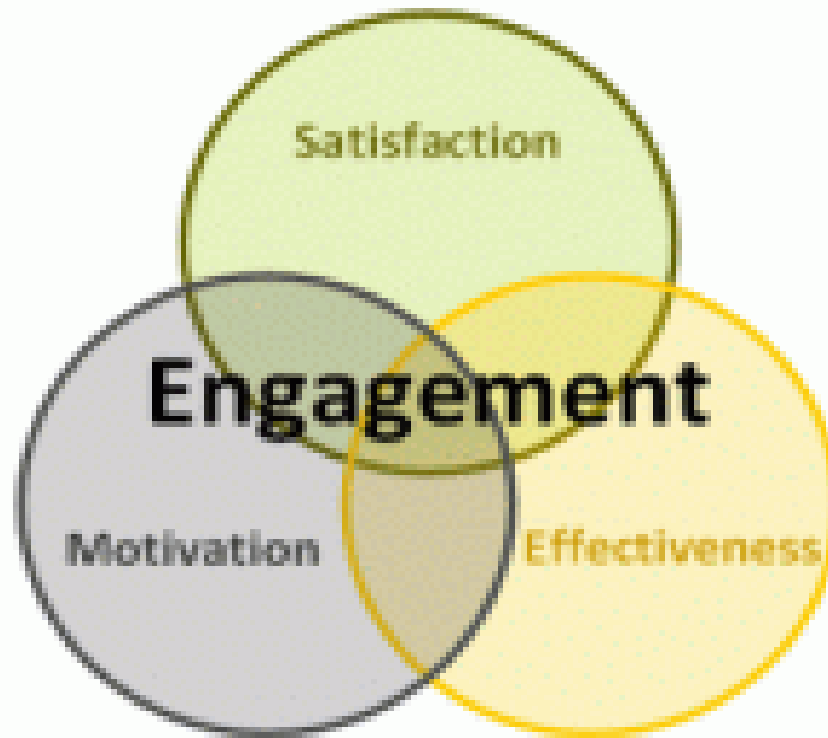
Emphasize communication – Communication is the number one opportunity for improvement in organizations.

- > Listen 75% of the time and talk only 25%
- > Frequent feedback
- > Regularly recognize the significance of each individual's contribution
- > Beat the rumor mill – be a proactive communicator
- > Link employees into other teams' meetings to network and learn
- > Be visible and available to all employees





# EMPLOYEE ENGAGEMENT



<http://movieclips.com/2pyJo-office-space-movie-motivation-problems/>



## TABLE DISCUSSION

As Jack Welch, former CEO of General Electric, stated, "Any company trying to compete... must figure out a way to engage the mind of every employee."

But how can a 20-something sales manager engage the members of his team who range in age from 23 to 68?



# MILLENIAL RECRUITMENT & RETENTION



# COMPETING FOR TALENT IS ESCALATING

- > The cost of replacing experienced workers can range from 50 to 150 percent of their annual salaries when costs for recruiting, orienting and training new employees are combined.
- > The median age of the U.S. worker in 2006 was 40 years, which is the highest in history.



# KNOW YOUR AUDIENCE...





# TABLE DISCUSSION

What recruitment avenues have you used which work for attracting various demographics? And how do you know if they're effective?





# RETENTION

1. An engaged workforce results in higher retention and reduced turnover and training costs.
2. Employee benefits which are geared to the needs of different generations can build loyalty and retention.
3. All generations want their contributions to be recognized.
4. Employees look for a work culture that fits their lifestyle



# RETENTION TIPS

1. Create a Fun Environment
2. Provide Feedback
3. Provide Comprehensive Training
4. Meet the Employee's Needs
5. Allow Anonymous Feedback



# CULTURE

## DOCTOR FUN

8 Apr 2002



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<http://ibiblio.org/Dave/drfun.html>

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New paradigms in employee retention



# CULTURE





# CULTURE & MOTIVATION

- Occurs when learning activity & learning environment elicit motivation in a person.
- Key to organizational effectiveness = empowered & intrinsically motivated employees.
- Organizations need to create an environment that fosters developing and maintaining constructive thinking.



# LEADERS COACH



# LEADERS ROLE

People who agree their manager cares about them as a person:

Are more likely to be top performers

Produce higher quality work

Are less likely to be sick

Are less likely to change jobs

Are less likely to get injured on the job

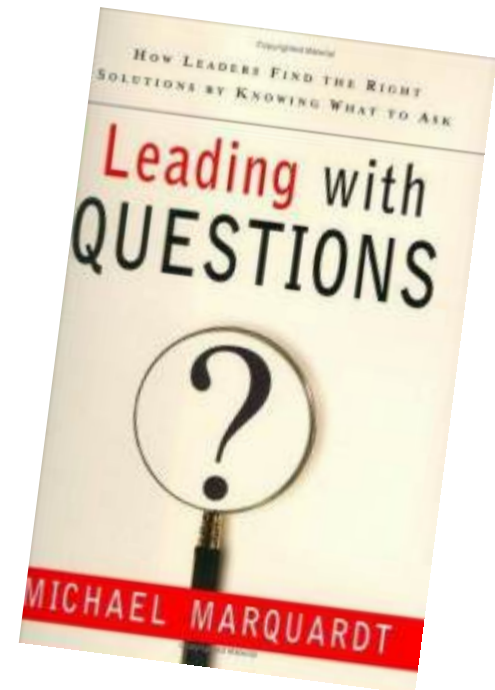
Effective Leaders  
*lead by example ...*  
*with honesty ...*  
*confidence*  
and *compassion ...*  
*intelligence*  
*and humor !*  
Ineffective leaders  
merely mislead themselves ... :)  
SRF



# LEADERS & COACHES

## Lead with questions ....

- > Ask rather than tell
- > Questions rather than answers





# COACHING MODEL

Coaching is the process of using the wisdom that people want recognition and praise to help employees experience and work through the changes required of them.

Societal change has caused management to shift from an authoritarian “my way or the highway” style to an all-inclusive approach that requires the manager to be a coach, cheerleader, mentor, trainer, disciplinarian and counselor.



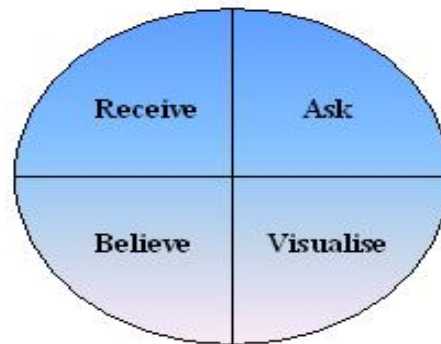
# TODAY'S MODEL

## COACHING MODEL

Your Coach: Supporter, Motivator, Listener, Challenger, Celebrator, Pal, Empowerer, Acknowledger



Reframing, Trust, Responding, Game, Powerful Questions, Accountability, Feedback, Fun



Y  
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- |                            |                        |                  |               |                  |
|----------------------------|------------------------|------------------|---------------|------------------|
| • Positive Mental Attitude | • Self-Confidence      | • Do-It          | • Perspective | • Truth          |
| • Goals                    | • The Universal Energy | • Commitment     | • Celebrating | • Commitment     |
| • Desire                   | • Persistence          | • Autosuggestion | • Respect     | • Enthusing      |
| • Values                   | • Belief               | • Concentration  | • Structure   | • Responsibility |



# IT ALL COMES DOWN TO RESULTS

Leaders who assume the role of coach immediately begin changing attitudes & perspectives, which in turn changes behavior and results.

The benefits of leaders who can inspire, develop, influence and motivate ...

- > Increased productivity & results
- > Increased quality of work
- > Increased skill sets
- > Empowerment



# SUCCESSFUL LEADERS

Thought Pattern/ Behavior	From...	To...
<b>Listening</b>	<p>Talk more than listen.</p> <p>Interrupt people to provide own thoughts &amp; ideas.</p>	<p>Listen more than talk.</p> <p>Let people finish their thoughts.</p>
<b>Engaging Others in Conversation</b>	<p>Give advice/tell people what I think they should do.</p>	<p>Ask questions to elicit their best thinking so they can decide for themselves what they want to do.</p>

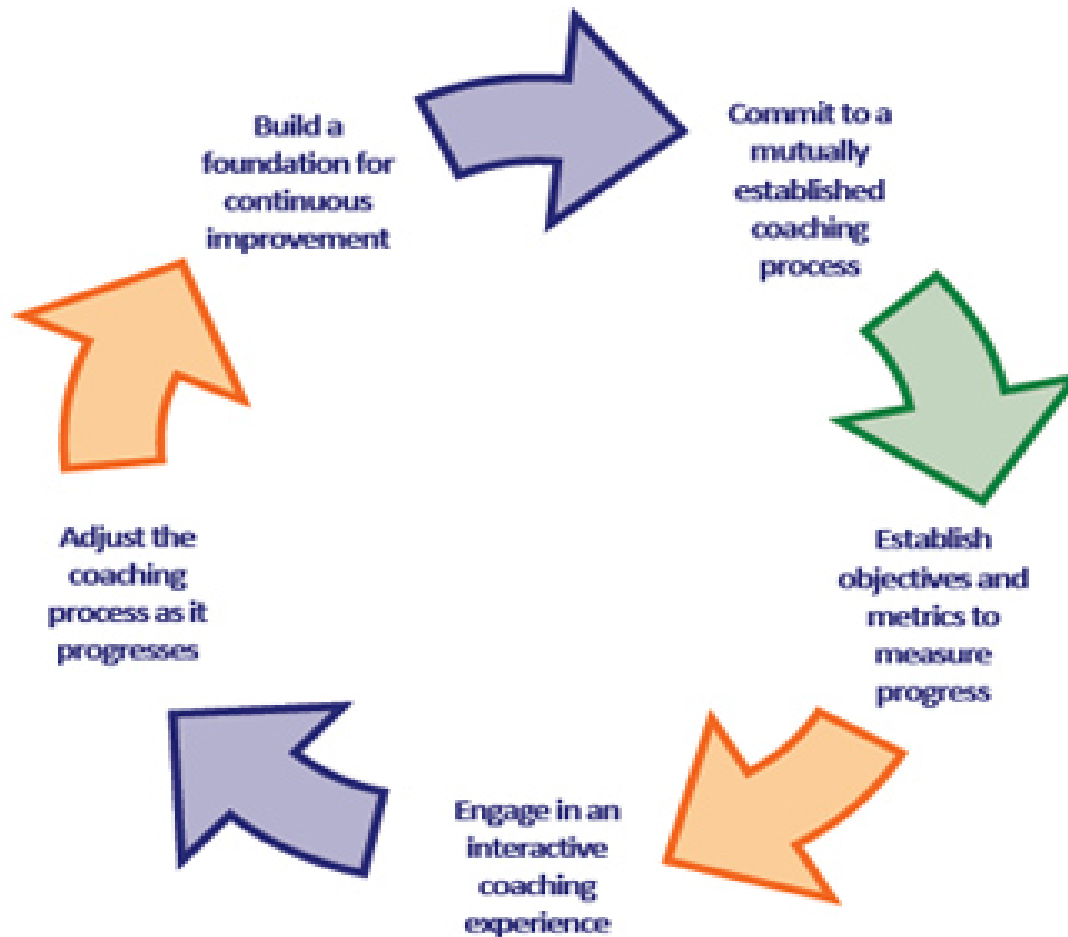


# CULTIVATE THE 10 VALUES OF A SUCCESSFUL EMPLOYEE

1. Clarity
2. Supportiveness
3. Confidence Building
4. Mutuality
5. Perspective
6. Risk
7. Patience
8. Involvement
9. Confidentiality
10. Respect



# THE MODEL IN ACTION





# SUCCESSION DEVELOPMENT



# FORWARD THINKING DEVELOPMENT

- > Challenging times can cause executive tunnel vision, but it's important to remember the needs of your work force.
- > Developing and rewarding employees can mean the difference between succeeding and simply surviving.
- > A company is only as good as the people it keeps.



# MOVING FROM GOOD TO GREAT

“A good hockey player skates to where the puck is. A great hockey player plays where the puck is going to be.”  
~Wayne Gretzky



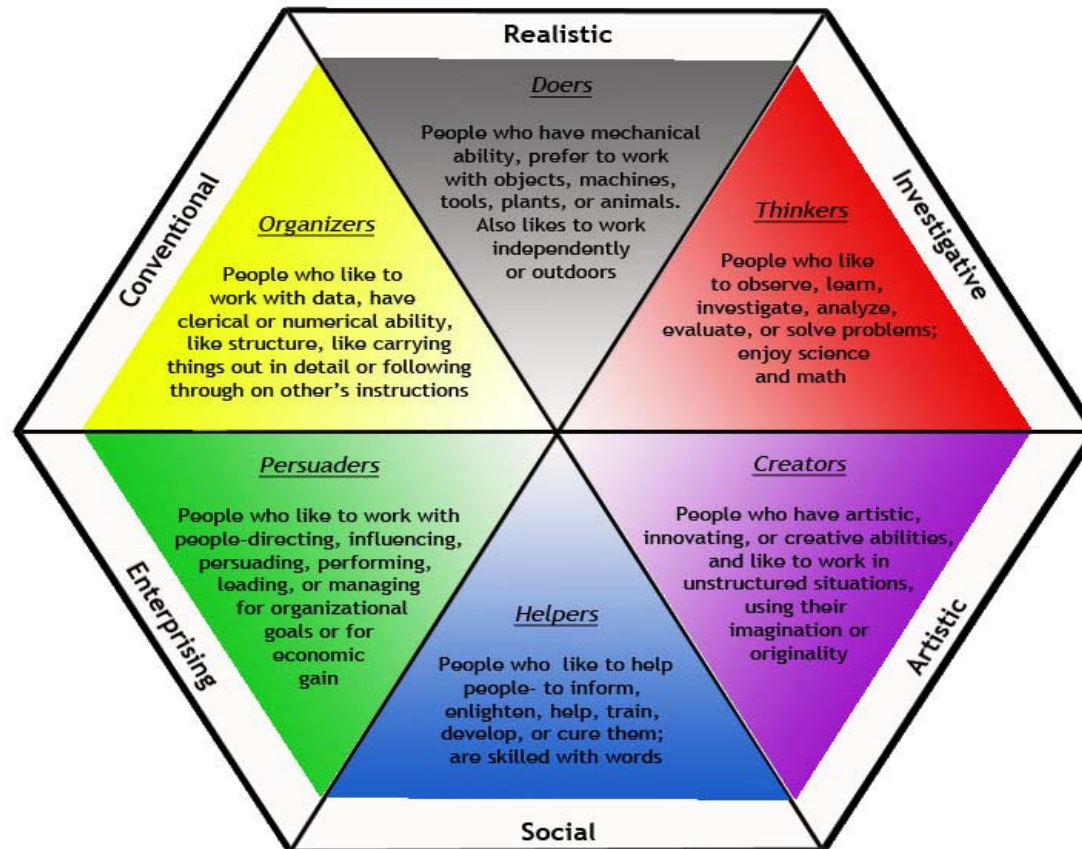


# DEVELOPMENT CYCLE



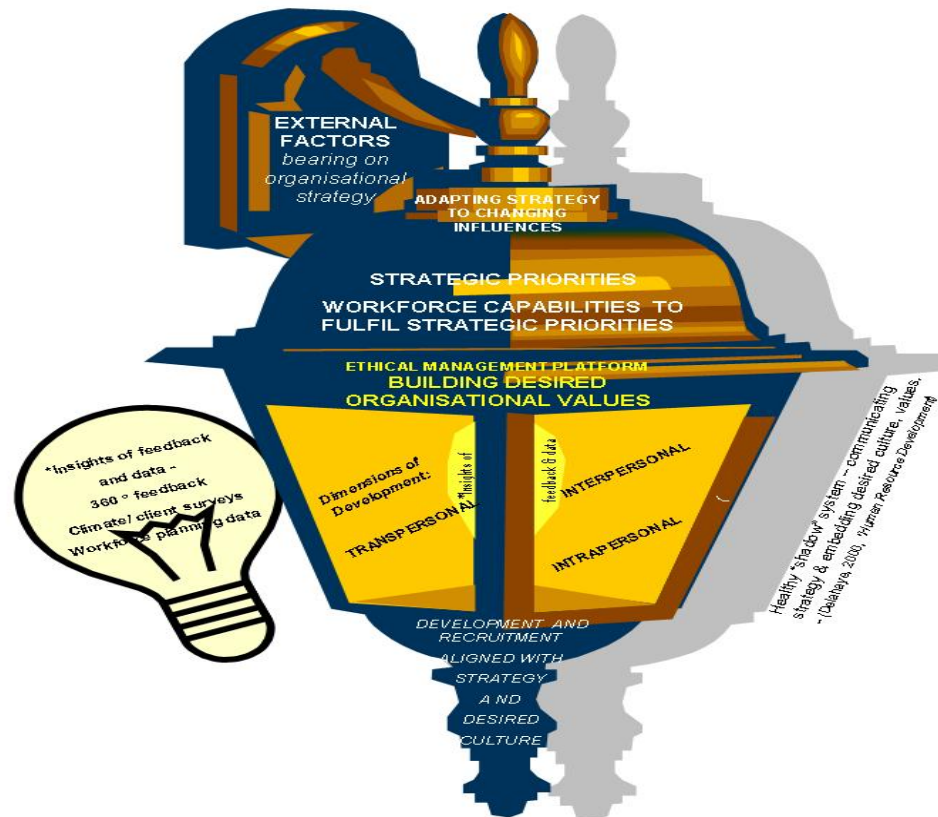


# HOLLAND'S MODEL





# INGREDIENTS



**Appendix: "Lantern" model** – an Illuminated Model of Organisational Leadership Development informing Succession Development



# NEEDS IDENTIFICATION

Making sure: the right people, with the right knowledge, skills and abilities, in the right numbers are in the right jobs, at the right time.





# PLANNING PROVIDES

1. A framework for making staffing decisions based on mission and priorities
2. A means of aligning program priorities with fiscal and human resources needs
3. A connection between HR services and the strategic plan
4. A tool to use when motivating multiple demographics



## WHY?

1. Strategic basis for HR decisions
2. Links expenditures to organization's long-term goals and objectives
3. Links recruitment, development and training decisions to organizational goals



# KNOW YOUR BUSINESS NEEDS





# TABLE DISCUSSION

What are your organization's current human resource needs?

What do you anticipate to be your organization's future needs?

How does your organization view employees?



# APPROACHES TO WORKFORCE PLANNING



# THREE APPROACHES TO WORKFORCE PLANNING

## Workforce Approach:

*examines the current workforce and occupations and projects the number and characteristics of jobs and number of employees needed to fill them at a specific point in the future.*

## Workload Approach:

*focuses on the amount and type of work the organization anticipates handling at a specific point in the future, and uses this information to project the number of resources (people and skills) needed to perform that work.*

## Competency/Capability Approach:

*identifies sets of competencies aligned with the organization's mission, vision and strategic goals. This approach assumes the organization has already considered workforce and workload and can focus not only on the number of people, but the competencies employees must master for organizational success.*





# CAPABILITY MANAGEMENT

## Workforce Planning is Capability Management:

- > Understanding core skill and capability requirements of the work
- > Anticipating and planning for changing work requirements
- > Intentional, on-going development
- > Leveraging skill and talent
- > Anticipating and planning for skill loss



# THE ISSUE OF CAPABILITY

Consider:

1. What is the demographic profile of employees in each area?
2. What are the employees capability skill set?
3. What training is essential to ensure continuity of skill and capability?
4. **What is the percentage of employees who have been in your group or business for less than two years?**



# CAPABILITY MANAGEMENT WORKSHEETS

## Group discussion and worksheet completion

- > Distinguish Between Vacancy & Capability Management Worksheet
- > Development Options Worksheet



# APPROACH INCLUDES ALL OF THE BUSINESS





# WORKFORCE PLANNING PROCESS



# THE PROCESS





## 6 STEP PROCESS

1. Establish where your business is going
2. Understand where the labor market is going
3. Understand your future talent demands
4. Assess your current talent inventory
5. Identify your talent gaps & strategies to close them
6. Implement your strategies



# STEP 1: ESTABLISH BUSINESS DIRECTION

Have a clear understanding of your business strategy – your workforce is there to implement your strategy & achieve results.

- > Areas of business you want to grow
- > Areas of business you want to maintain but make more profitable
- > Areas you want to divest or exit



## STEP 2: LABOR MARKET

### Understand where the labor market is going

- > Macroeconomic forecasts
- > Demographic trends
- > Regulatory changes
- > Talent movement trends within industry



# STEP 3: IDENTIFY FUTURE TALENT DEMANDS

## Identify

- > Critical roles
- > Critical employee segments

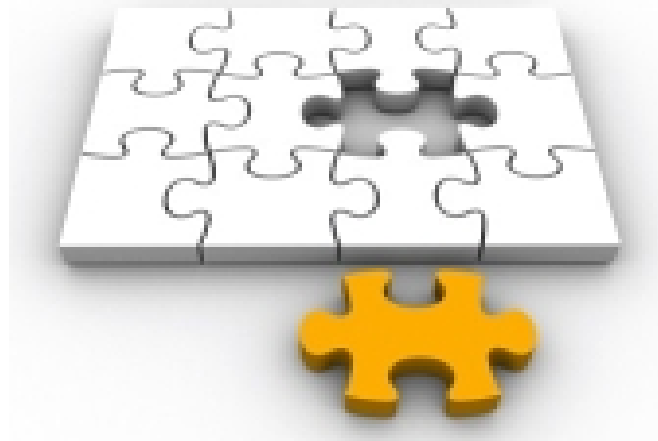




# STEP 4: ASSESS YOUR CURRENT TALENT INVENTORY

## Take inventory of your current talent pool

- > How well will the worker “fit” in the new job
- > Will the worker have the “skills” to perform the new job
- > How is talent currently moving in your organization





# STEP 5: IDENTIFY TALENT GAPS

## The Four B's

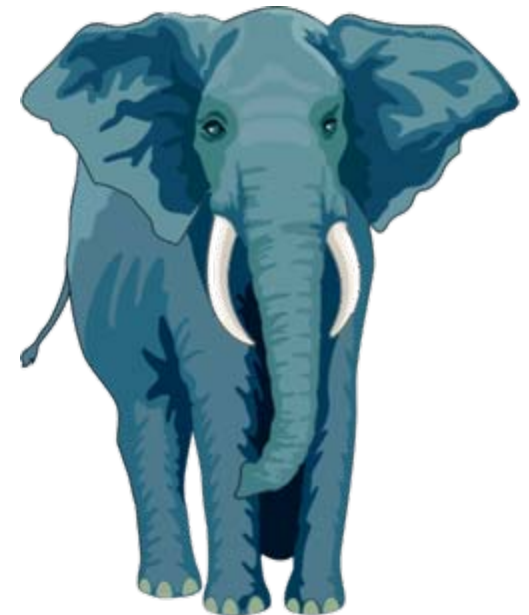
- > Build Internal Talent
- > Bounce – Redeploy Talent
- > Buy – Recruit Outside Talent
- > Borrow – Utilize Outside Resources for Flexibility  
(Consultants, Contractors, etc.)



# STEP 6: IMPLEMENTING PROCESS

## 3 Key Lessons

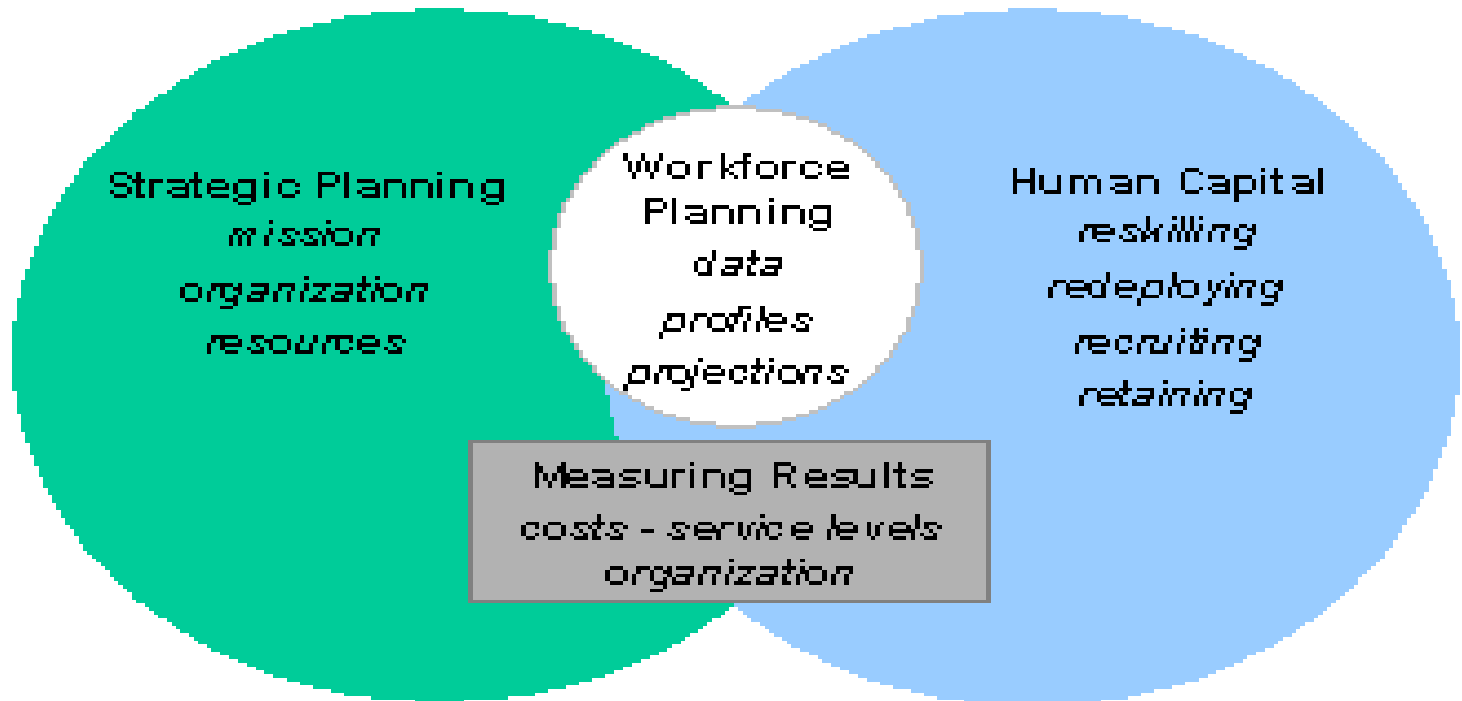
- > Secure top-level executive sponsorship
- > Don't attempt to swallow the entire elephant at once
- > Establish and track leading metrics





# ALIGNMENT

## The People Factor





# EVALUATE

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search ID: rde0108

**" We projected every contingency except for our plan actually working. "**



# WORKFORCE PLANNING STATUS CHECK

ITEM:	YES	NO	NOT SURE
1. We can identify our critical “must fill if vacant” positions.			
2. We know our aggregate current and projected turnover rates.			
3. We know why those who leave choose to do so.			
4. We know why those who stay choose to do so.			
5. Our strategic plan addresses the human resources needed to accomplish our goals and objectives.			
6. Our recruiting efforts identify and attract the kind of applicants we need.			
7. Our managers create a work climate that fosters retaining high performers.			
8. Employees have individualized training plans designed to support the organization’s mission.			
9. We use a variety of methods to assure transfer of knowledge by experienced employees prior to retirement			
10. We use employee surveys to identify opportunities for organizational improvements.			
11. We make optimum use of flexible pay options, work, arrangements, dress codes, etc. throughout the organization.			
<b>TOTALS:</b>			



# IDENTIFYING GAPS & SOLUTIONS



# GAPS

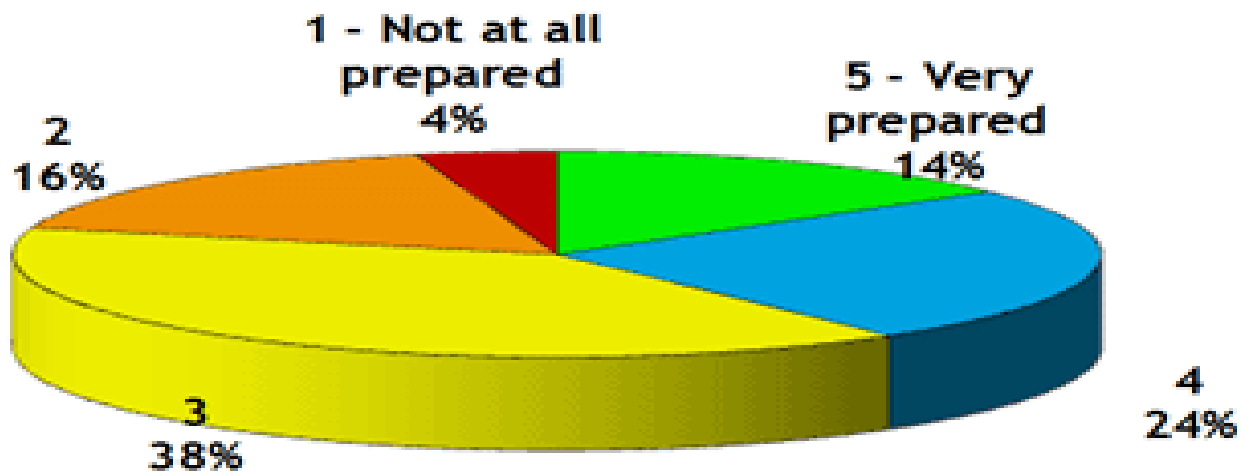
Once you've completed your workforce plan, you will have determined where the business gaps are:

1. People - Demographics
2. Talent – Do you have the talent to achieve the growth identified
3. Do you have the right leaders to lead? Do they have the understanding of how to lead the next generation?



# ARE YOU READY?

Two in Five Employers Suggest They Are Prepared to Accommodate Older Workers  
*One in Ten Say They Are Very Prepared*





# SOLUTIONS & NEXT STEPS

## 1. Workforce Plan

## 2. Assessment Tools

- > Judgment Index
- > Alternative Work Environments - ROWE
- > Career Development Programs
- > College Recruiting Programs

## 3. Communication



# JUDGMENT INDEX™

Highly valid tool that gets underneath surface behaviors to assess values and judgment.

- > Hiring
- > Individual & Team Development
- > Succession Development
- > Mentoring

Broad-reaching application that links ALL areas of the company.



# JUDGMENT INDEX™

## Judgment Index Score Sheet

Name: Generic Sample  
Address: 123 Main Street

Company/Org:  
Email: 123@isp.com

Date: 2/11/2010  
Tel: 123-555-1234

		Part 1 (Work Side)		Systemic (Big Picture): 17								
		Intrinsic (People): 3		Extrinsic (Work/Task): 4		Judgment Capacity						
Index	Measuring Capacity for	Score	Range	Very High	High	Above Average	Average	Below Average	Low	Very Low		
1. DIF	Basic insight, noticing, general sensitivity	20	0-80+	●								
2. DIM-I	General tolerance and acceptance of others	3	0-42+	●								
3. DIM-E	Trainability; the ability to understand work	4	0-42+	●								
4. DIM-S	Big picture (conceptualization)	13	0-42+		●							
5. DIM	Problem-solving style	19	0-24+									
6. DIM%	General realism-idealism orientation	95	0-60+									
7. INT-I	Compassion, caring, relational/people skills	0	0-33+	●								
8. INT-E	Dependability, reliability, work ethic	0	0-33+	●								
9. INT-S	Big picture (actualization)	4	0-33+		●							
10. INT	Problem-solving, excellence with decisions	4	0-42+	●								
11. INT%	Dealing with difficult people/scenarios	20	0-60+		●							
12. DI	Focus and concentration	8	0-23+			●						
13. DIS	Following directions with accuracy	0	0-8+	●								
14. AM%	Dealing with stress, coping and positive attitude	50	50-71+	●								
15. RHO	Summary of validity and consistency	0.948	1-0	●								

		Part 2 (Self Side)		Systemic (Self in Big Picture): 20								
		Intrinsic (Unique Self): 17		Extrinsic (Role): 7		Judgment Capacity						
Index	Measuring Capacity for	Score	Range	Very High	High	Above Average	Average	Below Average	Low	Very Low		
1. DIF	Adequacy of self-regard/self-care	32	0-80+		●							
2. DIM-I	Meaningfulness of current work	12	0-42+		●							
3. DIM-E	Valuing work as an important end	6	0-42+	●								
4. DIM-S	Basic self-organizational ability	14	0-42+		●							
5. DIM	Person's problem solving style	10	0-24+									
6. DIM%	Dealing with change/role identity	31	0-60+									
7. INT-I	Solving personal problems for self	5	0-33+		●							
8. INT-E	Solving practical problems for self	1	0-33+	●								
9. INT-S	Being environmentally conscientious	6	0-33+		●							
10. INT	Understanding what is 'important'	12	0-42+		●							
11. INT%	Self-criticism, being too hard on self	38	0-60+				●					
12. DI	Assertiveness or conflict avoidance	6	0-23+		●							
13. DIS	General moral conscience	4	0-8+				●					
14. AM%	Dealing with stress, coping and positive attitude	75	50-71+							●		
15. RHO	Summary of validity and consistency	0.884	1-0		●							

Balance of Judgment - the tendency to Over Value or Under Value regarding:			
Part 1 (Work Side)	People: -3	Work/ Tasks: 0	Ideas/ Big Picture: +3
Part 2 (Self Side)	Self Esteem: -12	Roles in Life: +2	Self-Direction: -8

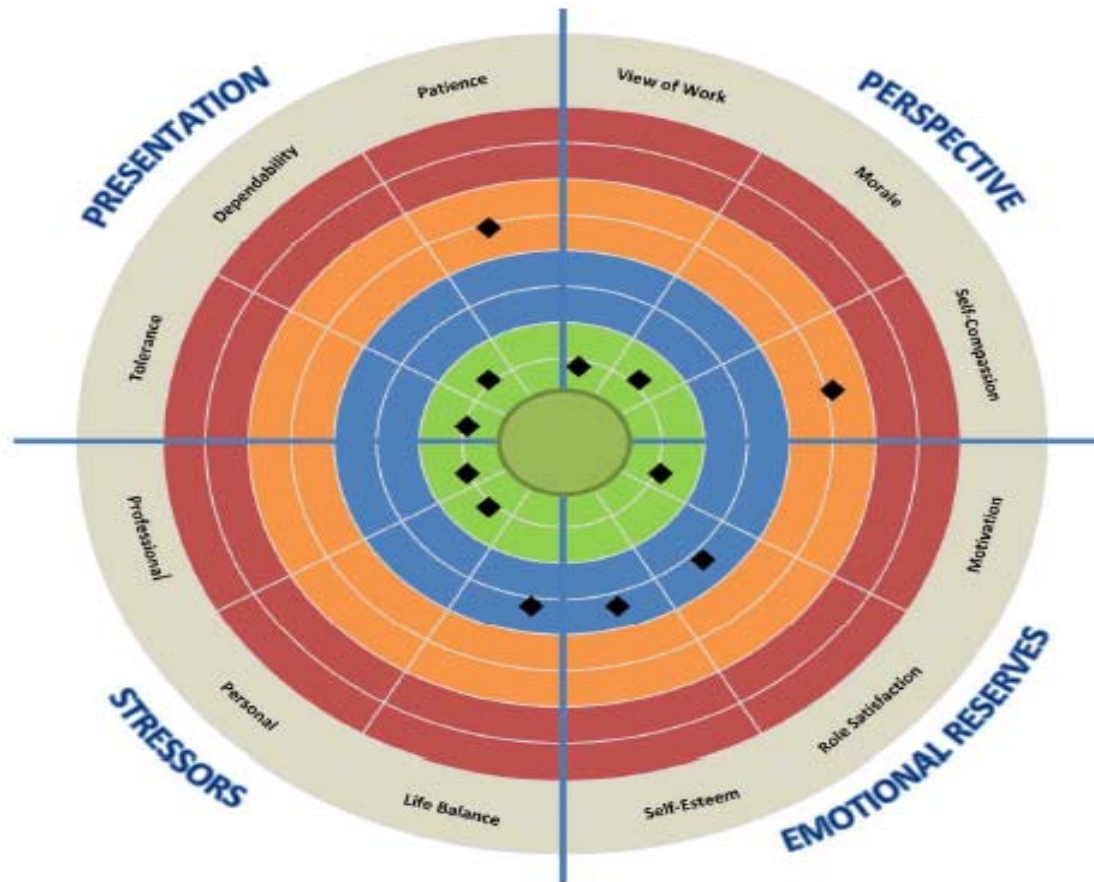
Primary Character Stage Type = Latent (6 I) > E > S Fringe Type (if any) = Developing People (2 I) = E > S

DISC: 47 Y 02: 47 Y 02: 23 SQ: 35 SQ: 24 SHAR: 11





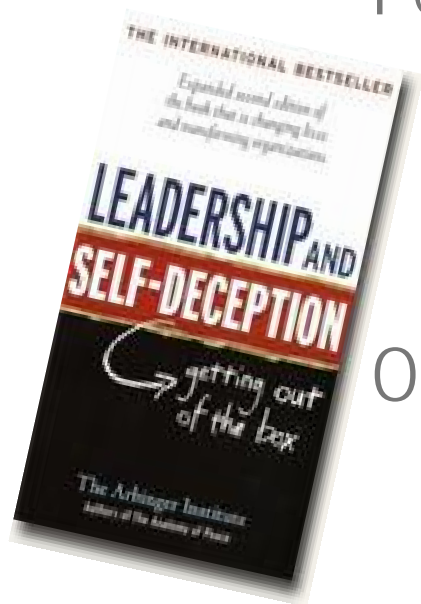
# JUDGMENT INDEX™ & ENGAGEMENT





# STOP DOING, START BEING

People know if being manipulated, coped with, etc....it's not about skills but how leaders *regard* others.



Our *thinking* about others influences how they perceive our behaviors.

People respond not to what we're doing but how we're *being*.

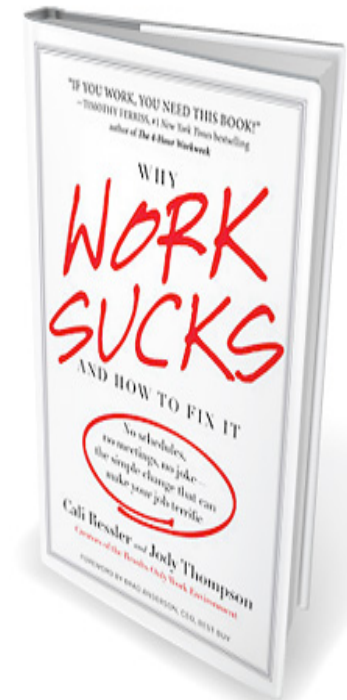


# RESULTS ONLY WORK ENVIRONMENT

Teamwork, morale & engagement increase

35% avg. increase in productivity

Up to a 90% decrease in voluntary turnover rates





# ROWE CONSIDERATIONS

**Trust** – trust people to deliver results & hold accountable

**Empowerment** – employees manage work responsibilities & schedules

**Leadership** – focus on results rather than *how* results are achieved

**Federal Government now piloting ROWE**



# CAREER DEVELOPMENT

## Implement Career Development Program

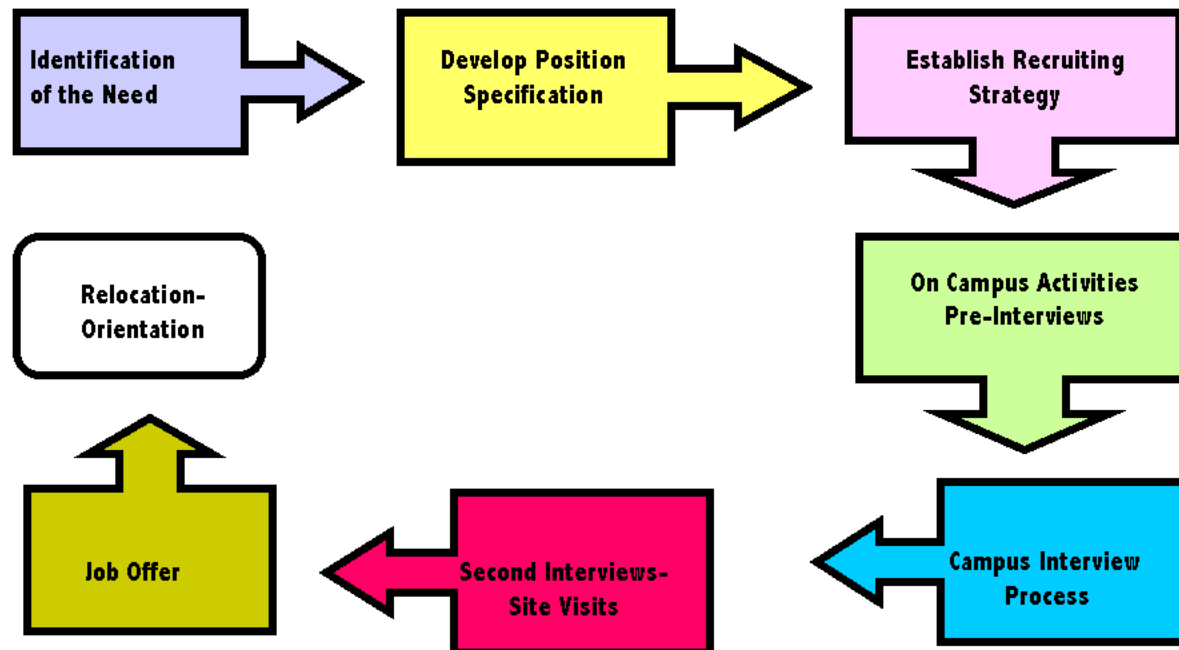


- > Target candidates who are recent graduates
- > Fill entry-level positions (lower cost, higher potential)
- > Rotate candidates through all functional areas of the business
- > Program develops future leaders
- > Program provides organizational bench strength
- > Program provides succession development



# COLLEGE RECRUITING PROGRAMS

## Typical College Recruiting Cycle





# MORE CONSIDERATIONS

Only 1 in 5 people have found what they consider to be the “right” work for them (playing to their strengths & fulfilling their passions).

**1 in 5 people have quit because of workplace dissatisfaction**





# TALK TO YOUR EMPLOYEES...





NOW IS THE TIME TO FOCUS ON THE  
FUTURE AND MOVE FORWARD WITH  
ALIGNED FOCUS





WHAT DID YOU LEARN  
TODAY THAT YOU  
CAN USE IN YOUR  
ORGANIZATION?