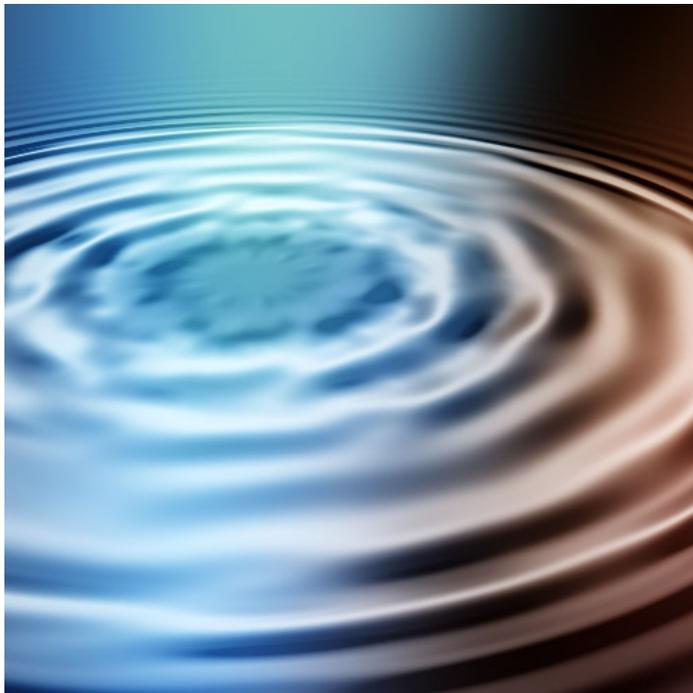




# HUMAN RESOURCE PLANNING

## Reference Tools



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## INTRODUCTION

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

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

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

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

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

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

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

## SUCCESSION PLANNING

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

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

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

## CAPACITY-BUILDING

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

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

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

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

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

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

## RELATIONSHIP-BUILDING (WITH STUDENTS AND LEARNING INSTITUTIONS )

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

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

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

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

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

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

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

## BURSARIES

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

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

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

## INTERNSHIP PROGRAMS

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

For the organization, Internships provide an opportunity to:

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

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

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

## APPRENTICESHIP PROGRAMS

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

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

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

## LEARNING AND DEVELOPMENT

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

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

Currently, government offers:

- Education and training opportunities through the Centre for Learning and Development, as well as through departmental initiatives. Further integration of these initiatives is needed to ensure that effective educational support is available to all employees, including the development of an Individual Learning Plan.
- A Tuition Re-imbursement Program that enables employees to access funding to assist with tuition. Further refinement of this program is necessary and the concept of scholarship programs needs to be explored for possible implementation.

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

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

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

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

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

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

Leaders may want to consider:

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

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

(See TAB – CLD Training Forms)



**REGISTRATION FORM**

**TO BE COMPLETED BY EMPLOYEE:**

<p>COURSE TITLE: _____</p> <p>DATE(S): _____</p> <p><b>Your job responsibilities related to course content:</b></p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Ms.    <input type="checkbox"/> Mr.    <input type="checkbox"/> Other _____ (please specify)</p> <p>NAME: _____</p> <p>DEPARTMENT: _____</p> <p>DIVISION: _____</p> <p>E-MAIL ADDRESS: _____</p> <p>WORKPLACE MAILING ADDRESS: _____</p> <p>POSTAL CODE: _____</p> <p>Special Needs Request (medical/accessibility): _____</p> <p>_____</p>	<p><b>LOCATION:</b></p> <p><input type="checkbox"/> St. John's</p> <p><input type="checkbox"/> Gander/Grand Falls-Windsor</p> <p><input type="checkbox"/> Corner Brook/Stephenville</p> <p><input type="checkbox"/> Happy Valley/Goose Bay</p> <p><input type="checkbox"/> Other _____ (please specify)</p> <p>OFFICE TEL. NO.: _____</p> <p>FAX NO.: _____</p> <p>POSITION TITLE: _____</p> <p>PAY LEVEL:    <input type="checkbox"/> HL</p> <p>                  <input type="checkbox"/> GS</p> <p>                  <input type="checkbox"/> Other _____ (please specify)</p> <p>CLASSIFICATION:</p> <p><input type="checkbox"/> Support Staff</p> <p><input type="checkbox"/> Supervisory</p> <p><input type="checkbox"/> Management</p> <p><input type="checkbox"/> Other: _____ (please specify)</p>
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**TO BE COMPLETED BY IMMEDIATE SUPERVISOR:**

<p>NAME: _____</p> <p>POSITION TITLE: _____</p> <p><b>Your expectations of this learning event for the employee/organization:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>OFFICE TEL. NO.: _____</p> <p>FAX NO.: _____</p>   <p>_____</p> <p style="text-align: center;"><b>(Signature of Supervisor)</b></p>
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Please ensure registration form is completed in full and mailed or faxed (729-4114) to the Centre for Learning & Development, Public Service Secretariat, 5th Floor, West Block, Confederation Building, P. O. Box 8700, St. John's, NL, A1B 4J6, at least fifteen (15) days prior to the course commencement date

DATE RECEIVED: \_\_\_\_\_

## ASSIGNMENT OPPORTUNITIES

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

This can occur in a number of situations:

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

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

## ENTRY-LEVEL POSITIONS

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

The benefits to the new incumbent include:

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

The benefits to the organization include opportunities to:

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

## WORK ENVIRONMENT

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

## LEADERSHIP

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

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

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

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

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

(See TAB – Leadership & Management Development Program)

## COMMUNICATION

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

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

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

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

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

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

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

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

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

Employers can begin establishing trust through:

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

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

## ORGANIZATIONAL STRUCTURES, BUSINESS PRACTICES AND PROCESSES, AND POSITION DESCRIPTIONS

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

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

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

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

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

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

## SCOPE OF PRACTICE

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

## DEPARTMENTAL COLLABORATION

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

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

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

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

These may be accomplished through:

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

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

## ENTRY INTERVIEW

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

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

Some discussion items might include:

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

## EXIT SURVEYS / INTERVIEWS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# POTENTIAL ATTRACTION, RECRUITMENT AND RETENTION STRATEGIES

ISSUE	POTENTIAL STRATEGY	DESCRIPTIONS / ACTIONS
ATTRACTION AND RECRUITMENT	Relationship-building with educational institutions	<ol style="list-style-type: none"> <li>1. Apprenticeship Programs</li> <li>2. Internships</li> <li>3. Bursary Programs</li> <li>4. Fellowship Programs</li> <li>5. Co-op programs</li> <li>6. Summer student employment</li> <li>7. Part-time student employment throughout the year</li> <li>8. Provide educational subsidies, with return-in-service agreement</li> <li>9. Provide support for pursuing graduate studies</li> <li>10. Assess those that offer training in oil and gas. Aggressively target MUN, and others in Atlantic Canada and eastern U.S.</li> <li>11. Offer positions upon graduation (i.e. structured career advancement program – competencies for distinct levels of a position, plus support for ongoing learning and development)</li> <li>12. Employee Ambassador Program - Engage current staff to speak with potential employees</li> <li>13. Actively participate in job fairs and career expos</li> </ol>
	Develop an immigrant recruitment plan	<ol style="list-style-type: none"> <li>1. Target university students (strategic migration) with the skills needed and offer incentives to stay after graduation (i.e. pay tuition for “return-in-service”). Recently, approval was obtained to allow foreign students to work part-time during their studies.</li> <li>2. Target local immigrant groups through collaboration with GNL’s Immigration Office. (i.e. Due to differences in training/study programs, many immigrants cannot use their credentials to pursue their field of study in NL. How can we remedy this? Offer entry-level positions plus tuition to upgrade to Cdn/NL credentials, with in increase upon completion? Test of knowledge based on Cdn/NL standards for attainment of credentials?)</li> <li>3. Employee Ambassador Program - Engage current staff to speak with potential employees</li> <li>4. Actively participate in international job fairs and career expos</li> </ol>
	Develop a diversity plan	<ol style="list-style-type: none"> <li>1. Target under-represented groups, including women, persons with disabilities, aboriginals, and visible minorities, focusing on fostering and promoting a more inclusive workplace</li> <li>2. Target under-employed, i.e. unemployed, part-time who might like full-time work (Offer sessions on reskilling, reintegration into the workforce, etc.)</li> </ol>
	Develop marketing campaign	<ol style="list-style-type: none"> <li>1. Specialized and targeted recruitment campaigns.</li> </ol>
	Remuneration	<ol style="list-style-type: none"> <li>1. Allow for upscale hiring. <b>(Note: Departments can already accommodate this within certain parameters. Treasury Board authority may be necessary in some cases)</b></li> <li>2. Explore a competitive employment package</li> </ol>
	Other	<ol style="list-style-type: none"> <li>1. Exchange / Special Secondment Programs</li> <li>2. International Visitor Leadership Program</li> <li>3. Cross-appointments</li> </ol>

RETENTION	<b>Formal Learning Opportunities</b>	<ol style="list-style-type: none"> <li>1. Attendance at Conferences (i.e. Off-shore Technology, Global Petroleum Show)</li> <li>2. Courses (i.e. MUN, Northern Alberta Institute of Tech.)</li> <li>3. Study Tours</li> </ol>
	<b>Development / Advancement opportunities</b>	<ol style="list-style-type: none"> <li>1. Temporary Assignment (Already occurring in some instances, i.e. TA of Geologist I to Geologist III)</li> <li>2. Secondment</li> <li>3. Special Project Assignment</li> <li>4. Development Assignment / Opportunity</li> <li>5. Access to corporate training (e.g. IT, writing skills, French language)</li> </ol>
	<b>Work environment</b>	<ol style="list-style-type: none"> <li>1. Scope of Practice (i.e. as it relates to review roles and responsibilities, workload, and reducing tedium for more specialized staff to enable them to do their job more effectively)</li> <li>2. OHS requirements and initiatives to promote a safe and healthy workplace</li> <li>3. Environmental practices (e.g. recycling)</li> <li>4. Ergonomic assessments of work stations (upon medical recommendation)</li> <li>5. Workplace reorganization (for privacy issues and esthetic appeal)</li> </ol>
	<b>Recognition and support</b>	<ol style="list-style-type: none"> <li>1. Membership in organizations / professional associations, with payment of relevant fees, where applicable (<b>Note: currently under review</b>)</li> <li>2. Public Service Award of Excellence</li> <li>3. Just do it! Change in organizational culture</li> </ol>
	<b>Mature Worker Retention Strategy</b>	<p>Recognition of the value of older workers in the organization.</p> <ol style="list-style-type: none"> <li>1. Mentoring relationships (linked to a formal mentoring program)</li> <li>2. “Ease-out” Programs (flexible work schedules)</li> <li>3. Training in “Life Adjustment”</li> <li>4. Wellness Programs aimed at their needs and concerns</li> </ol>
	<b>Benefits (Note: further research is required)</b>	<ol style="list-style-type: none"> <li>1. Allow for “opting out” of Public Service Pension Plan, with matching to a private plan</li> <li>2. Develop a system of “cafeteria-style” benefits</li> </ol>
	<b>Employee Orientation</b>	<ol style="list-style-type: none"> <li>1. A general session to provide greater detail on government departments, services, functions, etc. and especially the employee’s roles and responsibilities in the organization. (e.g. new/recent appointees)</li> </ol>
	<b>Employee-Employer Relationships</b>	<ol style="list-style-type: none"> <li>1. Communications</li> <li>2. Trust</li> <li>3. Influence (opportunities to contribute to decision-making process)</li> </ol>

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