» Step 3 WORKSHEET | Analyze Workforce Supply & Demand

Assign team members the responsibility of locating and gathering the relevant information to inform your responses to the questions. The information may be found in multiple sources. Download the Step 3 worksheet and record and save the information and your responses. Individually consider the questions, and then come together as a team to compare and contrast your responses. Reflecting upon the answers provides your team with critical information about your agency's workforce supply and demand.
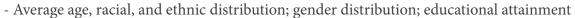
STOP ⚡ Download, save, and work in your saved worksheet!

Gather Information - Locate and check off the information as it is assembled. Download and save this information along with the worksheet.

SUPPLY:

Number of employees

Job applications—trends and sources of new employees (e.g., recent graduates and their university, transfers from within the agency or from external community agencies and other states, etc.)

Demographic characteristics and diversity of applicants and new hires: 🌿
- Average age, racial, and ethnic distribution; gender distribution; educational attainment

Information about tenure and length of employment (e.g., average years of employment with this agency; the percentage of staff within specific ranges by position, function, unit, etc.)

LEARN MORE 🌿 with this sample template that you can use to capture this information

Caseload and/or workload data 🌿

Staffing patterns within the agency (percentage of staff by function and position)

Current rate of authorized positions (full-time equivalents) that are vacant and average number of days/weeks that it takes to fill a position

Annual turnover rate by position and function (Note: the definition of "turnover" can vary across child welfare agencies, but here it is defined as the rate at which staff leave a workforce and must be replaced - i.e. it is based on separation from an organization, and not movement within.). A simple formula to calculate turnover is:

(# of employees who left during the period) ÷ **(# of employees at the beginning of the period)** x 100 = Turnover Rate

NOTE: This is a simple formula to calculate turnover. 🕐 **LEARN MORE** with this article that provides a slightly different approach to obtaining an "overall turnover" rate and also does a nice job of explaining why/how you would get at a turnover rate for different groupings of employees, such as new employees.

Labor market conditions (state/local employment rates for people with necessary qualifications)

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Consider the Following Question

What planned, current, and future activities may impact the workload of your staff or workforce needs? Be specific. Consider the alignment of your staffing needs with your mission or vision.

Current and Future Demand

Instructions: Now, forecast the overall number, type, and skills of staff needed in your agency, based upon the current supply and anticipated future needs. These needs should be based on the agency's program direction and budget plans, recognition and prioritization of the value of a diverse workforce, and a realistic estimate of future demand. Consider each grouping:

1. By function (e.g., initial assessment or "intake" versus in-home staff)
2. By position (e.g., social workers/case managers, supervisors, MIS staff, etc.)
3. By location (e.g., by # of staff within a county or office, or within a region, school district)
4. By needed core or advanced skills, knowledge, and competencies
5. By other characteristics such as language proficiency or education level (e.g., languages spoken by families residing within or immigrating to the area, or # of staff trained in substance abuse counseling and intervention)

Summing It Up

What does the information tell you about your agency and its current and future workforce (staff) supply and demand?

Dig deeper to consider the questions below and summarize your responses in a few paragraphs.

1. What information is most useful to you?

2. What does it tell you about your agency?

3. What else do you need to know? For example, what are the critical gaps in information? What information is not available or missing? How will you obtain missing information, and how you will best move forward in the interim?

Now, consider your responses. On a scale of 1 = less important/significant to 5 = more important/significant, how important or significant is this information for your own agency's workforce planning?

Importance/Significance of Step 3 Information:

(less important/ significant)				(more important/ significant)
1	2	3	4	5

Keep In Mind:

Before you develop your Action Plan, your team will return to this information and your rating and consider how it influences the selection of strategies and development of your Action Plan.