11 Key Components of a Workforce Development Program

The 11 Key Components of a workforce development program are listed below. Each component contains columns that describe four levels of workforce development performance. Select the column that BEST describes your organization's performance. The score (number above the column) should be circled, and then written in the column labeled SubScore for the appropriate key component in Section 3. Remember, each scoring column describes a set of actions/policies that your organization currently undertakes. To achieve a particular score, your workforce development program must contain ALL of the listed criteria. Any scores on the WDMS self-assessment that do not match any of the four available scoring options in each of the 11 Key Components will automatically be rounded down to the nearest listed score.

Grow the Workforce

1. Employer Involvement

0	1	2	3
Employer is not involved in the workforce development program and demonstrates little interest in it	Employer wants and supports workforce development, but does not actively participate	Members of company management participate in the workforce development program	Owner/CEO and senior leadership directly and actively participates in the workforce development program
Workforce development is left to supervisory personnel to handle "as needed"	Limited employee responsibility for workforce development, with limited or no accountability	Employee responsibility for workforce development is expected, with limited or no accountability	Employer instills employee responsibility for workforce development throughout the company with accountability
No employee responsibility or accountability for workforce development	Employer provides limited funds for workforce development	Company has workforce development program goals/objectives, but does not track progress	Employer tracks and annually reviews goals/objectives for workforce development
Little or no funding for workforce development activities		Company provides resources for workforce development	Employer solicits feedback on the workforce development program and seeks ways to improve it
			Employer commits reasonable resources (money, time, personnel, equipment, supplies, etc.) to the workforce development program to achieve goals
			Workforce development is a part of everyone's performance appraisal
			Employer integrates workforce development into other facets of company operations

2. Employee Involvement

0	1	2	3
There are no opportunities for employees to participate in the workforce development program	Employees are encouraged to participate in the workforce development program, but no concerted efforts are made to engage them	Opportunities for employees to participate in workforce development program exist, but are not specifically documented	Opportunities for employee participation in the workforce development program are clearly identified (e.g., workforce development surveys, a continuous improvement program, inclusion in company orientation, training team engages with employees, enrollment initiatives, policy development/auditing, mentoring programs, on-the-job opportunities, instructor-led education, continuing education, etc.)
	Employees have little guidance or understanding in how to participate in the workforce development program.	Supervisors are provided limited education in soliciting employee participation, but nonetheless encourage involvement	Supervisory personnel are informed of these opportunities and trained on how to actively solicit employee involvement
		Employees may be aware of opportunities, but there are no specific participation expectations	Participation opportunities are explained to employees, along with expectations for active involvement
		There is limited focus on identifying and eliminating potential barriers to participation	Participation opportunities are evaluated to ensure they are meaningful, necessary resources are available (time, money, staff, equipment, etc.) and potential barriers are identified and eliminated

Develop the Workforce

Workforce Development Written Policy

0	1	2	3
No workforce development written policy exists	A workforce development policy exists, but is not readily available or the location is not widely known	A workforce development written policy exists and is available, but is not widely known	A workforce development policy is in writing and is signed and supported by the Owner/CEO and senior leadership and senior leadership
	The policy is not explained to employees and most do not know of its existence	The policy is not explained to employees, but most know of its existence and are vaguely aware of education opportunities and expectations by word of mouth	The policy is explained to employees at time of new hire orientation
	Employees are unaware of education opportunities and expectations	The policy explains the employer's general commitment to workforce development	The policy explains the value of workforce development in the company
	The in-house educational team is unaware of the existence of the workforce development policy	The in-house educational team familiar with workforce development policy and seldom use or refer to it for guidance	The policy commits to educating people, continually improving the program, involving employees and meeting company needs
	The in-house educational team is not held accountable for achieving goals or objectives	The in-house educational team is seldom held accountable for achieving goals and objectives.	The policy includes universal accountability for workforce development in the company
	The workforce development policy is not reviewed or updated	The workforce development policy is reviewed and updated as an afterthought	In-house instructors are educated on the workforce development policy and how to implement education programs
			The in-house educational team is held accountable for achieving goals and objectives
			The workforce development policy has a scheduled review and update cycle

Responsibility for Workforce Development

0	1	2	3
Responsibility for workforce development has not been defined within the company	Responsibility for workforce development rests solely with a designated individual or team, but the responsibilities are not in writing	Responsibility for workforce development is defined for everyone in company in writing, but employees are not necessarily aware of policy	Responsibility for workforce development is defined for everyone in company in writing
There is little or no accountability for workforce development in the company	All employees know is that they are responsible for their own development	Responsibility is generally known to supervisory personnel	Responsibility is explained to employees at time of new hire orientation
	There is little or no accountability for workforce development	Accountability for workforce development is not always universally applied	Supervisory personnel have additional responsibilities that are reviewed with them at the time of hire or promotion
			A policy to hold everyone accountable for workforce development is in place and is universally applied

Resources for Workforce Development

0	1	2	3
Adequate resources are not made available for workforce development	Minimal investments are made in workforce development	Reasonable resources are budgeted for or invested in workforce development	Reasonable resources (funds, time, personnel, equipment, supplies, etc.) are regularly budgeted or invested in workforce development
Workforce development is not viewed as an investment	Return on workforce development investment is not tracked	Return on workforce development investment is rarely tracked to evaluate allocation and to guide future expenditure decisions	Return on workforce development investment is tracked to evaluate effectiveness of resource allocation and to guide future expenditure decisions
	Money is taken from general funds as needed to react to workforce development needs	Supervisory personnel are generally aware of company resources available for workforce development	Resource availability and expectation is explained to supervisory personnel upon hire or promotion
	Workforce development is viewed as an investment, but only reactively	Workforce development is viewed as an investment, but not applied universally	Workforce development is viewed as an investment and is applied universally

Workforce Development Goal Setting

0	1	2	3
There is no process of workforce development program goal setting	Informal or infrequent workforce development program goals are established There is little or no documentation or employee knowledge of goals No realistic action plans are developed to accomplish goals The employer is not involved Goals are seldom tracked or reviewed Goals are rarely achieved	Workforce development program goals are established periodically and are documented, but not necessarily annually or following a formal process A plan to achieve goals has been decided, but not documented The status of the action plan is informally checked, but with no set frequency and with little follow-up or solicitation of feedback The employer plays a minor role in the workforce development goal-setting process No process is in place to gauge the effectiveness of the action plan in achieving the end goal	A formal process is in place to annually assess workforce development program needs and establish goals Action plans are developed, documented and communicated to assure goals are accomplished in a timely manner The progress of action plans is tracked with status reports and feedback from those assigned tasks The employer reviews goals, action plans and status reports to provide feedback, direction and support of initiatives A process is in place to evaluate the degree of effectiveness the action plan had in achieving the end goal

Continuous Improvement

0	1	2	3
No process of workforce development program continuous improvement measurement is in place	A workforce development program improvement process is in place but rarely used There is very little input from leadership and supervisors during workforce development program evaluation and improvement The Owner/CEO and senior leadership is not involved in the continuous improvement process Employees are not involved in the continuous improvement process No workforce development committee has been established	A workforce development program improvement process is in place and used annually Leadership and supervisors are involved during workforce development program evaluation and improvement The Owner/CEO and senior leadership is involved in the continuous improvement process Employees are seldom involved in the continuous improvement process (surveys, course and instructor evaluations, etc.) The workforce development committee established no mission statement, goals and/or objectives and meets infrequently	A workforce development program assessment process is in place, used annually and after major workforce development program alterations and events Leadership and supervisors are actively involved during workforce development program evaluation and improvement The Owner/CEO and senior leadership is actively involved in continuous improvement process and sets the tone and is the champion Employees are involved in the continuous improvement process and participate in meetings/discussions The workforce development committee was established with a mission statement, goals and objectives

Education Methodology

0	1	2	3
There is no concerted effort to provide education. Employees are expected to take care of their own education Employees are hired with the expectation that they are fully qualified to perform required work tasks	Little education is provided. Vendors provide education on their products or services Provided apprenticeship-style education without structured classroom or OJT —OR— Provided some in-house education but no structured classroom or OJT, inconsistently used, with more added as needed or reactively —OR— Used one or more of the following methodologies inconsistently: ABC chapter education programs College education programs There is no work area rotation process to provide exposure to all facets of a craft Unstructured supervisor education is used as needed or reactively; intermittent use of technical and people skill component No coaching or mentoring process No instructor orientation, development or audit process	Education is provided. Vendors provide education on their products or services and provide qualification/certification Provided apprenticeship-style education or consistently used one or more of the following methodologies: Structured in-house program with structured OJT but no structured classroom ABC chapter education programs College education programs Limited work area rotation process to provide exposure to all facets of craft, used inconsistently Structured supervisor education with technical and people skill component used as needed or reactively No defined coaching or mentoring process; however, coaching and mentoring is provided Limited instructor orientation, development and audit process	Education is provided. Vendors provide education on their products or services and provide qualification/certification Provided apprenticeship-style education or consistently used one or more of the following methodologies: Structured in-house program with structured classroom and OJT ABC chapter education programs College education programs Structured work area rotation process is used consistently to provide exposure to all facets of craft Structured supervisor education with technical and people skill component is used consistently; all new supervisors receive education Fully developed and structured mentoring and coaching process Fully developed instructor orientation, development and audit process

Use of Technology

0	1	2	3
No use of technology in education efforts	Limited use of technology in education efforts No use of a learning management system Limited use of presentation software No use of online education delivery No use of virtual or augmented reality	Utilization of technology in education efforts Limited use of a learning management system Full use of presentation software Limited use of online education delivery No use of virtual or augmented reality	Utilization of technology in education efforts Full use of learning management system Full use of presentation software Full use of online delivery of education Utilization of virtual or augmented reality

Recordkeeping and Documentation

0	1	2	3
No records are kept for workforce development efforts	No record retention policy and defined list of records and documents to maintain	A record retention policy defines the list of records and documents to maintain but is used inconsistently	The record retention policy that defines the list of records and documents to maintain is used consistently
	Copy of employee qualification and/or certification documents collected inconsistently	Copies of employee qualification and/or certification documents are collected inconsistently	Copies of employee qualification and/or certification documents are consistently maintained
	Copies of assessments, tests, quizzes and performance documentation completed by employees collected inconsistently	Copies of assessments, tests, quizzes and performance documentation completed by employee are collected inconsistently	Copy of assessments, tests, quizzes and performance documentation completed by employees are consistently maintained
	There is no method of ensuring reoccurring education requirements are completed	Sign-in sheets used to capture employee participation in instructor-led training are collected inconsistently	Sign-in sheets are used to capture employee participation in instructor-led training and consistently maintained
	There is no method of tracking completed education courses	The method for ensuring reoccurring education requirements are completed is used inconsistently	The method for ensuring reoccurring education requirements are completed is maintained consistently
	No library of in-house and/or vendor-purchased education courses is maintained	The method for tracking completed education courses is used inconsistently	The method for tracking completed education courses is maintained consistently
	Metrics and reporting of workforce development efforts occurs but is not structured; metrics are requested and provided reactively.	No library of in-house and/or vendor-purchased education courses is maintained	A library of in-house and/or vendor-purchased education courses is maintained
		Metrics and reporting of workforce development efforts occurs and is structured, but requested and provided reactively	Metrics and reporting of workforce development efforts occurs and is structured, and are presented on a scheduled basis

Create Career Dreams

Succession Planning and Retention

0	1	2	3
Succession planning is not utilized	Succession planning exists, but is not consistently used	Succession planning is used consistently, but the process is not formalized: The organization/supervisor "believes" the candidate is ready for advancement or a new role.	Succession planning is used consistently, and the process is formalized: The organization and supervisors know the employee is ready for advancement or a new role
No effort is made to fill vacant positions internally	Minimal effort is made to fill vacant positions internally	The organization makes a dedicated effort to fill vacant positions internally.	The organization has a culture that encourages personal development and strives to fill vacant positions internally
No job descriptions exist	Succession planning is used only for non-management positions	Succession planning is used for lower level and management positions	Succession planning used for all levels of the organization
There is no defined path for advancement from entry to senior leadership levels	Job descriptions are created, but do not clearly define education requirements, knowledge, skills and abilities and are not consistently used	Job descriptions are created to clearly define education requirements, knowledge, skills and abilities and are used consistently	Job descriptions are created and used consistently to clearly define education requirements, knowledge, skills and abilities.
No performance management process or personal development plan is in place	No document or matrix indicating advancement paths from entry to senior leadership levels exists	A document or matrix indicates advancement paths, but it is incomplete or inaccurate	A document or matrix indicating advancement paths from entry level to executive leadership is complete and accurate
	No performance management process or personal development plan is in place	A performance management process or personal development plan is in place but not consistently used, and supervisors and employees are not held accountable for completing the process	A performance management process or personal development plan is put in place and consistently used, and supervisors and employees are held accountable for completing the process