



**Skills Audit
(Consultation & Engagement Workforce)**

August 2016

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1.0 Audit Details

- Date arranged: 14th August 2016
- Total Number of Employees: 3
- Total take-up: 100%
- Total time to 100% take-up: 6 days.

2.0 Organisation-wide breakdown of results

This table details the comparative relevance, training need and training priority per skill

Project and Programme Management				Relevance to workforce	Training need	Priority	
1.Managing others (e.g. subcontractors or team members)	Negligible		1	1	67%	60%	40%
2.Working effectively as a team (and with other teams) to deliver results	Negligible		1		33%	33%	33%
3.Creating project documentation (e.g. project initiation documents)	Low	1	1		67%	33%	33%
4.Creating a detailed project plan with key milestones and dependencies	Negligible			2	67%	67%	45%
5.Prioritising tasks and setting priorities	Negligible			1	33%	33%	33%
6.Measuring and evaluating performance	High	1		1	67%	40%	33%
7.Assessment and allocation of resources required for projects	Negligible			1	33%	33%	33%
8.Identifying and managing risks	Negligible			1	33%	33%	33%

Consultation process management

9. Creating an impact assessment based on given options	Negligible		1			
10. Adhering to relevant legislation (e.g. FOI/Data Protection Act) when dealing with Consultee data	Negligible					
11. Awareness of Equalities duties and embedding Equalities monitoring	Negligible		1			
12. Tracking the progress of a consultation, including expenditure	Low	1	1			
13. Dealing with the press and public relations	Negligible		3			
14. Evaluating the effectiveness of ongoing consultation / engagement work	Negligible					
15. Awareness and interpretation of relevant legislation regarding public consultation and engagement (e.g. Gunning/Aarhus/Bills & Acts of Parliament)	Low	1	2			

Stakeholder Management

16. Conducting a stakeholder identification and mapping exercise	Negligible	1	2		100%	53%	53%	
17. Creating a targeted communications plan	Negligible	1	1		67%	89%	6%	
18. Keeping stakeholders informed throughout the engagement / consultation process	High	1		1	67%	40%	6%	
19. Creating content for the web	Negligible	1	1		67%	89%	6%	
20. Making and maintaining efficient contact with hard to reach / seldom heard groups	Negligible			1	1	67%	60%	40%
21. Dealing with complaints	High	1			1	67%	40%	6%

Dialogue Management

22.Advise on the most appropriate dialogue methods for specific consultation/engagement requirements	Negligible	1	1	1	100%	100%	100%
23.Designing and delivering surveys (e.g. telephone or mail)	Medium	1		1	67%	83%	83%
24.Writing a consultation paper narrative to support a survey	Low		1	1	67%	100%	83%
25.Designing and delivering a 'web based' (internet) survey	High	1		1	67%	100%	83%
26.Managing or monitoring social media content relevant to a project	Medium	1		1	67%	83%	83%
27.Moderating or facilitating online discussions	Low		1	1	67%	100%	83%
28.Accurate capture and recording of what has been said during dialogues	Negligible		1		83%	100%	100%
29.Organising and delivering facilitated focus groups or similar discussions	Negligible			2	67%	67%	45%
30.Preparing information in an easily understood way such as describing complex concepts	Negligible	1			83%	100%	100%
31.Preparing and delivering presentations for engagement or consultation meetings (e.g. exhibits or public meetings)	High	1		1	67%	100%	83%
32.Organising meaningful and constructive public meetings	High	1		2	100%	73%	73%
33.Organising exhibitions to gather stakeholder feedback on proposals	Medium		1	2	100%	80%	80%

Analysis & Feedback

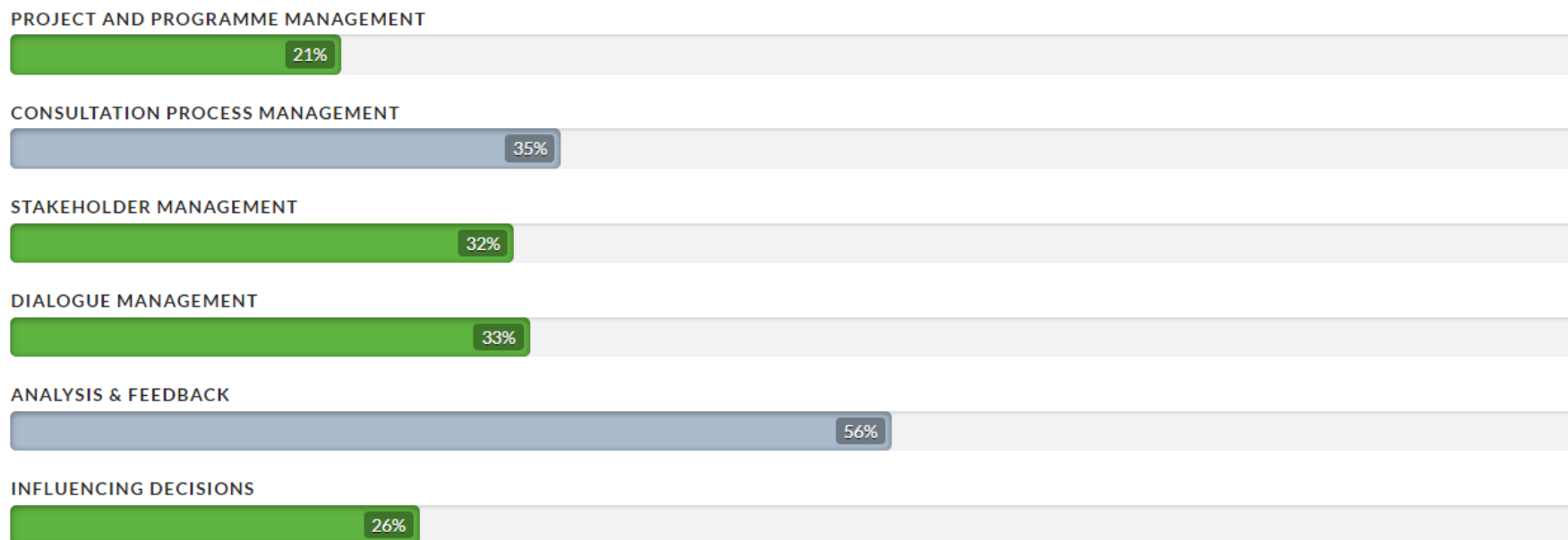
34.Preparing a comprehensive analysis plan	Medium	2	1		100%	60%	60%
35.Statistical analysis and presentation of quantitative data	Medium	1	2		100%	80%	80%
36.Analysis of non-structured (qualitative) data	Low	1	1	1	100%	73%	73%
37.Developing and scoring options (optioneering)	Negligible		1		3%	2%	
38.Drafting a full report on engagement / consultation output for publication as formal feedback	Negligible		2	1	100%	87%	87%
39.Delivering an oral presentation of engagement / consultation output (e.g. to Board Members or Committees)	Medium	1		1	67%	47%	2%

Influencing Decisions

40.Determining whether/what further engagement or consultation may be necessary	Negligible		1			
41.Considering alternative proposals	Negligible			2		
42.Drafting a full report on engagement / consultation output for publication as formal feedback	Negligible		2	1		
43.Preparation of formal output submission for decision makers	High		1		1	
44.Publicising the engagement / consultation outcome	Negligible				1	

2.1 Priority training needs summary

Green bars indicate that there is a low priority training need. Gray bars indicate there is a medium priority. Red bars indicate that there is an urgent training priority. Organisations will typically invest in medium to high areas of priority training first.



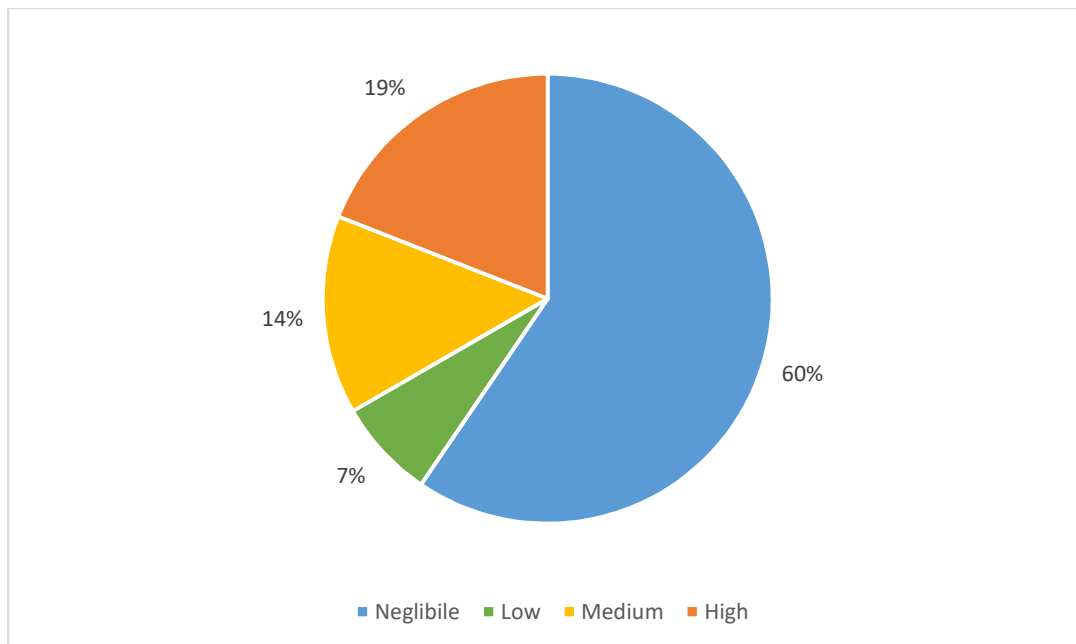
The overall skills deficit is small, with 4 out of 6 areas requiring no immediate improvement. Analysis and Feedback is the weakest category by some considerable margin.

2.2 Variance

The variance for each skill has been measured. This is a measure of the gap difference in terms of capabilities between the participants where the skill has been assessed as being 'relevant'.

For example, a high variation is recorded where one employee has rated themselves as having low proficiency and a second employee has rated themselves as having high proficiency in the same skill which is relevant to their work.

This is an important facet as it highlights weaknesses or potential single points of failure. Moreover, potential for work quality inconsistency.

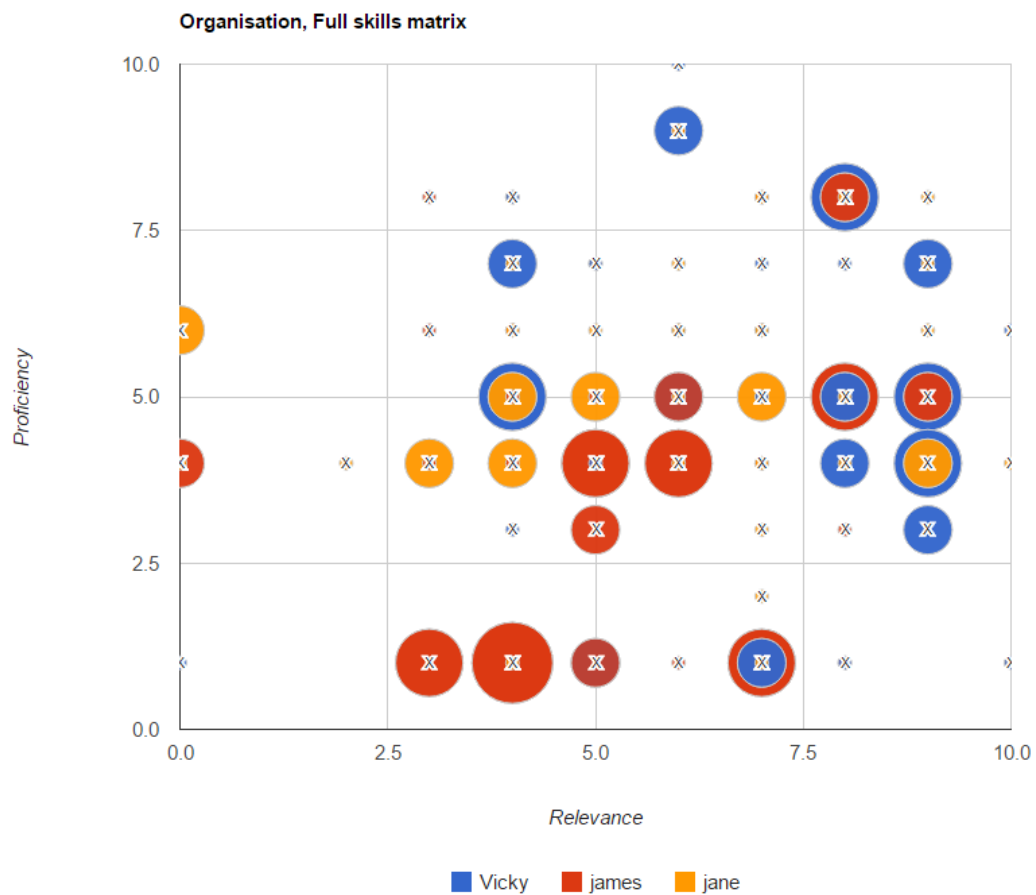


Areas of high variance

- Measuring and evaluating performance
- Keeping stakeholders informed throughout the consultation lifecycle
- Dealing with complaints
- Designing and delivering web surveys
- Preparing and delivering presentations for consultations
- Organising meaningful public meetings

2.3 Organisation: Gap view

The gap view is a bubble chart which plots each answer and the frequency of that answer for both relevance (x-axis) and proficiency (y-axis). It shows you the distribution of answers across your organisation. Ideally the more relevant a skill becomes, the more dense proficiency should appear.



It is clear from the spread of answers across the question range that the workforce has a wide range of abilities. Moreover, that there are few with high proficiency skills.

The distribution suggests that there are some employees which have skills which they are not using.

The ratio of the top right quadrant to the rest of the matrix is 20% which is lower than most companies.

3.0 Individual Needs

Adam Sadle

Technology basics

Cabling-up a computer (e.g. plugging in peripherals)	
Changing the settings on a computer monitor	
ICT health and safety (e.g. setting up a workstation for optimal use)	Training need that should be satisfied
Retrieving and storing information (e.g. to a USB stick)	
Setting up a home network	Serious training need
Setting up a wireless connection	
Printing something	
Printer maintenance (e.g. changing the ink)	
Scanning documents	

Diagnosing problems with computer hardware	
Diagnosing problems with computer software	Training need that should be satisfied
Installing and uninstalling new software applications (other than an operating system)	
Installing and uninstalling smartphone apps	
Changing your operating system (e.g. 'Windows') settings	
Performing software updates	

Interacting and collaborating

Sending and receiving email at work and on the go	
Using team communication tools (e.g. an intranet)	
Sending large files or reducing the size of files so that they can be transmitted by email	Serious training need
Formatting content for social media	Serious training need
Managing a social media profile	Serious training need
Monitoring social media content	
Understanding and implementing “Netiquette” (internet communications etiquette, such as the use of emoticons)	
Videoconferencing and participating in Webinars	Serious training need
Finding and retrieving information from the web (e.g. using a search engine)	


Cyber Essentials

Awareness of cyber security (e.g., selecting strong passwords)	Training need that should be satisfied
Safeguarding your identity and personal information online	
Protecting sensitive data (e.g. creating secure backups or encrypting files)	Serious training need
Deleting sensitive data (i.e. to avoid it being recovered)	Training need that should be satisfied
Understanding trustworthiness of data sources	Serious training need
Implementing protective measures (e.g. using a firewall or digital signature)	

Office and business processing skills

Dealing with software licensing (i.e. how licensing works)	
Maintaining document archives effectively	Training need that should be satisfied
Using third party digital content (i.e. copyright law)	Serious training need
Developing digital policies (e.g. creating a corporate data retention policy)	
Placing free or paid-for adverts on a digital channels (i.e. digital marketing)	Serious training need
Using web analytics to understand web traffic or customer behaviours	Serious training need
Synchronising or aggregating data	
Interpreting technical specifications	Serious training need
Choosing and implementing a cloud based solution	
Adhering to web accessibility standards	
Using online payments (e.g. to send and receive money)	Training need that should be satisfied

eProcurement or comparing suppliers and prices using online tools	
Working with digital video (e.g. video editing)	Training need that should be satisfied
Working with digital audio (e.g. playback and recording)	
Working with digital images (e.g. adjusting their size, downloading from a digital camera)	Training need that should be satisfied
Working with documents (e.g. word processing, using a spreadsheet)	



Advanced Skills

Swapping out or updating hardware (e.g. fitting a new hard disk)	
Setting up a wireless network in a building	Training need that should be satisfied
Installing an operating system	Training need that should be satisfied
Automating tasks or computer programming	Serious training need
Using or querying online databases	
Purchasing and setting-up of web hosting	
Maintaining a website	Serious training need
Registering a domain name for a website	Serious training need
Search Engine Optimisation	
Optimising the digital user experience	Serious training need
Supporting others (e.g, remote technical support)	Serious training need

Configuring a network router

Overall training priority

TECHNOLOGY BASICS

7%

INTERACTING AND COLLABORATING

39%

CYBER ESSENTIALS

50%

OFFICE AND BUSINESS PROCESSING SKILLS

36%

ADVANCED SKILLS

46%

Tobias

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Advanced Skills

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Configuring a network router

Overall training priority

TECHNOLOGY BASICS

17%

INTERACTING AND COLLABORATING

12%

CYBER ESSENTIALS

67%

OFFICE AND BUSINESS PROCESSING SKILLS

33%

ADVANCED SKILLS

28%