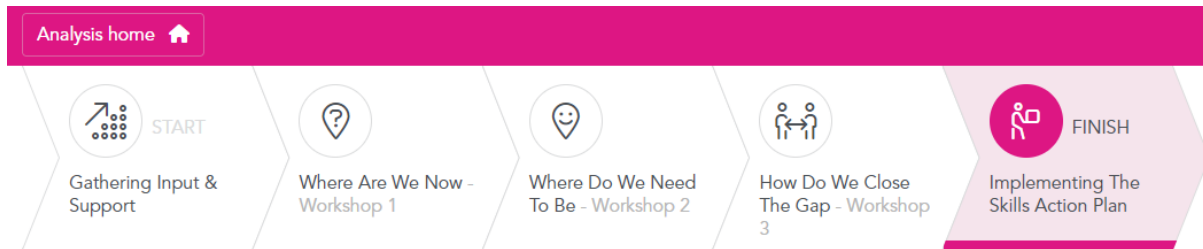


## Video Transcript - Implementing the Action Plan (Outputs and Actions)



- So, you've completed your three workshops and you now have a collective understanding of and a load of write-ups that summarise:
  1. Changes to key work activity
  2. Changes to key roles, headcount and resource mix
  3. Future key skills and where the key gaps are
  4. Key actions to build, buy, borrow, retain and redeploy
- You might think the hard work is behind you - and yes, you have accomplished a lot. It might even be the first time that anyone has written any of this down, which is great - but I am afraid to say you still only at the beginning of the work!
- The next part has three bits to it:
  1. First you need to prioritise your actions. You are unlikely to be able to do everything on your list, or at least not all at the same time. As a result, you need to **prioritise**:
    - What are the 'no regret' actions on your list? These are those actions that you feel you will need to do irrespective of what happens in the future. Or it could be those actions where you are 95% confident that the assumption on which they are based will hold to be true. For example, you might know a particular role is definitely going to be replaced in a year and the change programme is already underway
    - The other thing to consider is what actions are the most complex and most expensive? Ultimately you are more likely to prioritise the actions that are a) the easiest to do, b) will have the greatest impact for the least amount of money but also c) are more likely to have an impact sooner rather than later.
  2. Secondly you need to build your plan and get owners. After you have prioritised your list, you then need to make sure that you have the **actions on a plan with realistic timescales** and **each one has a clear owner**
  3. Thirdly you need to track and manage that plan through to delivery and you need to agree a way of doing this. Without this the skills gap analysis exercise will never move beyond being a set of slides. This needs to include not only an agreed **way and frequency of getting together** to discuss progress but also a way of **measuring progress** so that you know what is being done is making a difference (both lead indicators and lag indicators)

4. So, what type of actions would you expect to see on this plan? There are some great examples in the toolkit which you could use as a helpful checklist. It is by no means exhaustive, but it should give you some ideas:
  - **Training programmes** will obviously feature as part of any efforts to build skills but these can vary wildly – you might be recommending a training programme that is attending by all that brings everyone up to a similar standard on something like data and analytics, next to it you might have a few specialists who need to attend an externally provided accredited course on data science. But separate to all of that, you will need to think through how you create the time for employees to complete this training? Do you need to bring in additional temporary resource to cover? Or do you need to slow down delivery so you have time to properly reskill?
  - **Recruitment campaigns** could well feature as part of your buy efforts, but ahead of that you may well need to look at your employee value proposition in order to attract the calibre of highly skilled individual you are looking for.
  - You will almost certainly discuss **apprenticeship or graduate programmes**, but you have to keep in mind that the programmes themselves can be 18 months, 2 years, 3 years or longer so if you are looking for an immediate impact at scale, it probably won't be through this route.
  - Borrowing might be quick to ramp-up but ramping it down can be more complex. If you are looking to **reduce your reliance on external resource**, you will need concrete actions that enable you to equip internal colleagues effectively and efficiently to do what external resource might have historically done at the same time as gradually reducing your use of them.
  - Redeployment can be similarly complex. Your actions might include newly designed **learning pathways that are fast enough to enable employees to build the skills they need for future growth roles** before their current roles disappear. Some organisations have even established partnerships with external organisations where they pay the cost of re-skilling employees to go and work for them because it is more cost effective plus better for the employee.
5. Making **each of these individual actions tangible and measurable** then holding people to account to deliver them is the most important and arguably the hardest part of the whole exercise. But ultimately, if you don't do it, nothing that has come before would really have been worth it.
6. My final point - and one of the key lessons that I have learned - this skills gap analysis work is a **live piece of work that will always change and never be finished**. As a result, you have to find someone who can own it and update it as and when assumptions change or as the organisation evolves. That individual should not be in HR or in People otherwise the work can become disconnected from the business. It probably needs to be owned and driven by whoever is responsible for the execution of the business strategy because one cannot be done without the other. That's how important it is.
7. I hope these videos were **helpful in bringing to life the FSSC skills gap analysis approach** and the supporting toolkit. I also hope you are left with the feeling that the most important part of all of it is getting the **right people together** with the **right**

**experience and inputs to talk about future skills** with **enough time available** to **put in place tangible actions** to help **proactively build, buy or borrow the skills you need by the time you need them**. The toolkit is there to help, but you should not feel like you need to use it all or any of it if you can achieve these same ends through different means.