Reskilling Toolkit

Accelerating the Gears of Transformation

A resource for agency leaders, managers, supervisors and employees who are involved in reskilling or upskilling. If you have a successful practice to contribute to the Toolkit, please send it to workforce@opm.gov.
THIS PAGE IS BLANK.
The Reskilling Toolkit contains information, guidance, tips, and resources on how to reskill and/or upskill employees impacted by major workforce changes, such as automation. The toolkit aligns to the Human Capital Framework (HCF), which guides agencies through the four different systems of the human capital management life cycle (see Appendix A). Continuous reskilling and upskilling contributes to fostering a culture of continuous learning. By actively managing the workforce and developing agile operations, agencies better position themselves for effective and efficient achievement of their mission and goals. As technology continues to advance, digitization and automation will eliminate or lead to changes of work roles or tasks within positions. For example, some of the top labor-intensive Federal activities with automation potential are:

- Retrieving and Synthesizing Data
- Providing some Customer Service Activities
- Performing some Administrative Activities

The purpose of this Toolkit is to assist agencies with meeting their President’s Management Agenda’s goal “Developing a Workforce for the 21st Century,” while adhering to the Merit System Principles. It serves as a resource for agency leaders, managers, supervisors and employees who are involved in planning, implementing, and/or receiving reskilling or upskilling efforts.

The information in this toolkit is a compilation of the U. S. Office of Personnel Management’s (OPM) guidance and tools, in collaboration with agency partners, such as the Office of Management and Budget (OMB), National Science Foundation (NSF), and the U.S. Department of Housing and Urban Development (HUD).
# Table of Contents

**Ready. Set. Go!** .................................................................................................................................................................. 6

- What is Reskilling and Upskilling?
- Who are the Stakeholders?
- What are the Benefits of Reskilling and Upskilling for Managers, Supervisors, and Employees?
- How do you Communicate Change?

**Let’s Plan** .................................................................................................................................................................. 10

- When to Reskill or Upskill
  - The Reskilling and Upskilling Toolkit Flow Chart
  - The Reskilling and Upskilling Logic Model
- Readiness to Reskill (Agency and Employee)
  - Key Factors & Assess Key Factors
  - Key Workforce Planning Data
  - Analyze Workforce, Identify Skills Gaps and Conduct Workforce Analysis & Desired Outcomes
- Plan Take Away

**Let’s Implement** .......................................................................................................................................................... 18

- How to Get Employees the Needed New Skills
- Example Reskilling and Upskilling Approach
- Action Plan Example
- Implement Take Away

**Let’s Evaluate** .............................................................................................................................................................. 23

- Were the objectives met?
- Evaluate Take Away

**Resources and Appendices** ............................................................................................................................................ 25

- Appendix A: Planning Tools
- Appendix B: Implementation Tools
- Appendix C: Evaluation Tools
- Appendix D: Agency Promising Practices
What is Reskilling?
Reskilling is training individuals who have shown they have the aptitude to learn in a completely new occupation.

What is Upskilling?
Upskilling is training individuals in the same occupation, but in a new way (i.e., if automation overtakes certain job duties, training that individual in new work).
### Who are the Stakeholders?

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities for Reskilling &amp; Upskilling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agency Leaders, Sr. Leaders, C-Suite</strong></td>
<td>Within the legal framework, determine agency priorities and goals, identify the strategies and resources required to achieve the agency’s mission and evaluate progress towards goals using data and performance results. Foster positive working relationships with employees to achieve the agency’s mission.</td>
</tr>
<tr>
<td><strong>Managers, Supervisors, Team Leaders</strong></td>
<td>Within the legal framework, implement the strategies, acquire and manage the resources required to achieve the agency’s mission and collect and provide performance data for accurate evaluation of progress towards goals. Foster positive working relationships with employees to achieve the agency’s mission.</td>
</tr>
<tr>
<td><strong>Employees</strong></td>
<td>Within the legal framework, be a successful contributor and seek opportunities to enhance your knowledge, skills and abilities. Own your professional development and career goals. Foster positive working relationships with management, leadership and colleagues to achieve the agency’s mission.</td>
</tr>
<tr>
<td><strong>Enterprise Risk Managers</strong></td>
<td>Within the legal framework, identify performance and mission risk at all levels (strategy, tactical and operational).</td>
</tr>
<tr>
<td><strong>Unions</strong></td>
<td>Within the legal framework, advocate for measures that will foster fairness within the structure of agency reskilling and upskilling efforts and inform the leadership of members’ concerns.</td>
</tr>
<tr>
<td><strong>Federal Partners (non-profit, non-partisan organizations, Federal</strong></td>
<td>Provide insight, training solutions and products.</td>
</tr>
</tbody>
</table>
What are the Benefits of Reskilling or Upskilling for Managers, Supervisors, and Employees?

**Managers**
- Mission Accomplishment
- Future-focused
- Improved Customer Service
- Well-developed workforce
- Engaged workforce
- Employee Retention
- Pipeline of qualified employees
- Knowledge management/knowledge transfer

**Supervisors**
- Reduce skills gaps
- Prepare workforce
- More productive employees
- Create culture of continuous learning

**Employees**
- Opportunity to change positions
- Learn new skills
- Remain engaged
- Begin new career
How do you Communicate Change?

**Change Management** is when agency leadership is committed to reviewing, implementing, and communicating organizational enhancements and collectively inspiring employees to achieve significant, sustained, and measurable improvements in performance on an ongoing and regular basis. The ability of change sponsors and leaders to communicate effectively about the change is key to its ultimate success. Change sponsors (i.e., Agency Leaders, Sr. Leaders and Executives) and leaders (i.e., Managers, Supervisors and Team Leaders) should take the personal/psychological aspects of change into account when managing and communicating about change. **Recommended practices for communicating change are:**

- **Recognize responses to change are necessary and normal.** Employees are going to experience a wide range of feelings.
- **Anticipate and allow for strong emotions.** Allow employees to “let off steam.” Recognize and communicate that emotions are not only natural, but also a necessary part of the change and transition process. Find productive venues for people to express their anger, frustration, confusion, anxiety, etc.
- **Communicate first through action, then words.** In other words, “walk the talk.” Leadership statements, no matter how well crafted, only deliver conflicting and ultimately alienating messages to the workforce if leadership’s behavior is inconsistent with the underlying values or vision expressed. Behavioral integrity is of utmost importance when communicating change. Employees expect leadership to walk the talk and to operate with integrity. In addition, leadership should communicate clear goals and use common language during the change initiatives.
- **Know that employees will not move faster through the change than change sponsors and leaders do.** Hence, if leaders become stuck, employees will become stuck too. It is important for managers to correctly understand their own feelings about the change and to take care of themselves.
- **Increase information flow.** Significant change can produce fear. Perceptions become distorted. Employees want to know where they will end up.

Try to keep the familiar in place. Change sponsors and leaders should ask themselves what they can leave in place that will create a sense of stability.
Planning is key to an effective reskilling and upskilling program. It is important to set the strategic direction; identify the skill gaps; conduct workforce analysis; develop and implement action plans; monitor and evaluate the performance of the programs; and develop and communicate a reskilling/upskilling strategy.

When to Reskill or Upskill?

There are several options to reshape the workforce, such as recruiting, voluntary separation incentive payments, or voluntary early retirement. The Workforce Reshaping Executive Playbook contains plays representing key Human Capital Strategies agencies can use to shape and build a modern workforce for the 21st century. How do you know when to reskill or upskill? Let’s take a look at the sample Reskilling and Upskilling Toolkit Flowchart and the sample Reskilling and Upskilling Logic Model to see how they can assist when considering reskilling or upskilling. The Reskilling and Upskilling Toolkit Flowchart is a roadmap that contains examples of areas a manager should consider when faced with a workforce reskilling issue.
Reskilling and Upskilling Toolkit Flowchart

Drivers

- Mandate
- Major Change in Workforce/Agency
- Employee Need/Desire

Refer to Agency Goals and Plans

Relevant manager, * with decision-making support, determines:

- Goal Setting
- Goal Alignment with Legal Requirements, Business and Performance Management
- Feasibility (Do we have the resources?)
- Reskilling Category (Where is the alignment?)

Action

- Approve
- Disapprove

Document, justify regarding strategy & risks

Informal Training w/evaluation (unfunded)

*Decision-Making Support

Assessment Data
HR
Supervisor/Manager Requestor
Enterprise Risk Manager
Others?

Reskilling Category

(How will reskilling/upskilling occur?)

Formal Training w/evaluation Complete SF-182

NOTE: This is a SAMPLE flowchart. Each agency should determine and formally document the process flow specific to their reskilling or upskilling efforts.

Reskilling Toolkit
Managers may receive drivers to reskill in the form of: executive mandate, a major change in the workforce or agency or an employee’s request to reskill. To act on the drivers, managers should refer to agency guidance on reskilling.

With decision making support, from relevant agency information, stakeholders and decision makers (e.g., assessment data, HR, Executive Resource Management Office, immediate supervisor) the manager should:

- Determine feasibility
- Determine alignment of the request/mandate (e.g., strategic, operational, and technical).

Finally, a final decision should be made to either approve/follow through with the reskilling or upskilling activity, or disapprove/do not follow through with the activity. If the activity is valid, feasible and aligned with the reskilling or upskilling strategy, but if action is not taken to reskill or upskill, the manager should formally document and justify the decision.

The Reskilling and Upskilling Logic Model

A sample approach to reskilling or upskilling is depicted by using the Reskilling and Upskilling Logic Model format. Logic models are very easy tools to help you plan and evaluate your training program. A logic model provides a representation of a "theory of change" (if...then) that clearly aligns the training inputs and activities to the outputs and results. Logic models are created in the planning phase and can be completed for programs, initiatives, individual courses, events and activities.
# Reskilling and Upskilling Logic Model Example

This Reskilling and Upskilling Logic Model serves as a sample visual for planning, implementing and evaluating the performance of these efforts.

## Drivers
- Agency Goals and Plans
- Mandate
- Major Change in Agency or Workforce
- Different Work or Change in How Work is Accomplished
- Employee Desire or Need
- PMA

## Inputs
- Time
- Financial Resources
- Federal Partners
- Equipment
- Facilities
- Staff
- Technology
- Data

## Activities
### PLANNING
- Conduct Job Analysis
- Position Management Review
- Identify Agency Skills and Performance Gaps
- Develop and Communicate a Reskilling or Upskilling Strategy

### IMPLEMENTATION
- Mentoring Programs
- Coaching Programs
- Rotation Opportunities
- Details Training—Internal and External
- Shadowing Programs
- Blended Learning
- Online Training
- Career Paths

## Outputs
- Percent of Competency and Skills Gaps Closed
- Percent of employees who participate in training
- Percent of employees who participate in mentoring, shadowing or coaching programs
- Manager satisfaction with quality of reskilled or upskilled employees
- Employee overall satisfaction

## Outcomes
### SHORT TERM
- Position Agency for the Future
- Reduced Skills Gaps
- New Opportunities;
- New Career
- Improved Performance

### LONG TERM
- Mission Achievement
- Continuous Learning Culture
- Engaged Workforce

## Assumptions
What unexamined beliefs about people involved, leadership support, and agency context influence the inputs, activities, outputs and outcomes?

## External Influences
What in the external social, economic, etc., environment could positively or negatively interact with and/or influence outcomes?
Before your reskilling or upskilling effort begins, the strategic direction should be set. Information on this step is available in the Workforce Reshaping Executive Playbook. Leadership commitment and direction are critical for a successful reskilling or upskilling effort.

### Key Factors

Some key factors to ensure effective reskilling and upskilling are:

- Leadership support
- Appropriate resources
- Workforce Plans and policies to support reskilling and upskilling

### Assess Key Factors

Assess your agencies readiness to reskill or upskill:

- Does agency leadership support reskilling or upskilling?
- Do you have the appropriate resources to effectively reskill or upskill?
- Does your agency Human Capital Operating Plan (HCOP), workforce, strategic and/or performance plans support reskilling or upskilling?
- Do your agency policies (to include Collective Bargaining Unit Agreements) support upskilling and reskilling?

If no is the answer to one or more of these questions, then you need to address those factors.
Key Workforce Planning Data

- Personnel Data
- Position Classification
- Job Analysis
- FedScope
- Staffing Gap Charts
- Agency Dashboards
- Time-to-Hire
- Agency Retention, Turnover, Transfer and Retirement Data
- Employee Surveys
- Focus Groups
- Occupational Questionnaires
- Competency Assessments
- Government Accountability Office Reports
- Internal Agency Audits
- Benchmarking Data (industry and government)

See the Resource Page for a full listing of data sources, to include:

Federal Employee Viewpoint Survey
https://www.opm.gov/fevs

Unlocking Federal Talent
https://www.unlocktalent.gov
Analyze Workforce, Identify Skills Gaps and Conduct Workforce Analysis by:

- Determining what the current workforce resources are and how they will evolve over time through turnover, etc.
- Developing specifications for the kind, number, and location of workers and managers needed to accomplish the agency’s strategic requirements for reskilling and upskilling.
- Determining what gaps (staffing and skills) exist between the current and projected workforce needs.

Desired Outcomes

It is important to know the desired outcomes of the reskilling and upskilling initiative. For example, if the purpose of your workforce initiative is to align training with the agency mission and goals, the following determinations are needed.

- Determine the desired results of reskilling and upskilling.
  
  “What will success look like?”

  “In order to do what?” For example, we upskilled employees in X position to gain new skills to accomplish Y goal of Z.

  “So that you can do what?”

- Determine how the results will be measured or quantified.
- Determine if the result is reasonable to accomplish with allocated resources.
- Identify possible collateral and intangible benefits that may be obtained (i.e., increased employee engagement, reduced turnover).
Plan Take Away

Agency Leaders, Managers

- Host a planning meeting with key leaders to develop the Reskilling and Upskilling objectives and strategies and communication plan.
- Collectively identify agency strategic goals to determine what future initiatives, policies or programs will have a significant impact on human capital within your organization.
- Be the change management champion.

Supervisors

- Develop Reskilling and Upskilling Performance Goals.
- Develop employee performance plans, to make certain reskilling and upskilling goals cascade to the organization’s strategic goals.
- Create the conditions for employees to improve their skills and performance.

Employees

- Understand how reskilling and upskilling is an opportunity to improve your skills and develop new skills.
- Understand how your work contributes to the mission.
- Determine your training requirements and development needs in order to develop an Individual Development Plan (IDP).
Now that the Planning phase is complete, it is time to implement reskilling or upskilling. The Implementation phase involves the identification of strategies to close gaps, plans to implement the strategies, and measures for assessing strategic progress. It also involves communicating progress and strategies on a regular basis. The Implementation Model has four components: Define Focus, Implement, Measure, and Communicate.

**Define Focus**

Confirm goals, strategies, and policies.
- Identify the occupations with skills gaps
- Identify the occupations requiring reskilling or upskilling
- Identify the approach to reskilling or upskilling and closing skills gaps
- Create an action plan

**Implement**

Implement reskilling or upskilling strategies and policies in the agency using an action plan with a measurable timeline.

**Measure**

Measure and monitor agency’s reskilling efforts using a timeline that shows progress against milestones. Evaluate and revise for continuous improvement, and make adjustments as necessary to address issues or corrections to change reskilling approach.

**Communication**

Communication is key to success. Communicate clear goals, progress, strategies, and engage with agency departments to ensure continuous and ongoing improvement on reskilling the workforce. Ensure a common change language is used to describe and discuss the program.
# Example Reskilling and Upskilling Approaches

<table>
<thead>
<tr>
<th><strong>Blended Training</strong></th>
<th>Training that requires two or more methods of delivery, which must be completed in order to satisfy the educational requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Path</strong></td>
<td>A progression of positions in one or more occupational series.</td>
</tr>
<tr>
<td><strong>Coaching</strong></td>
<td>Partnering with individuals in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>A temporary assignment of an employee to a different position for a specified period, with the employee returning to his or her regular duties at the end of the assignment. A detail assignment implies that there is a vacant position available for the candidate to occupy which requires a Standard Form 52 preparation and submittal through proper channels.</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>A process that focuses specifically on providing guidance, direction, and career advice. It is usually a formal or informal relationship between two people – a senior mentor (usually outside the protégé’s chain of supervision) and a junior protégé.</td>
</tr>
<tr>
<td><strong>On The Job Training</strong></td>
<td>Formal methods/activities planned and structured to promote learning by doing, e.g., detail assignments/programs.</td>
</tr>
<tr>
<td><strong>Rotational Assignment</strong></td>
<td>Developmental assignment away from an employee’s current position. During these assignments, individuals learn to adapt and successfully lead in a new position.</td>
</tr>
<tr>
<td><strong>Shadowing Assignment</strong></td>
<td>Observing a Federal leader in daily activities for a defined period of time. By watching leaders in action, the program participant gains exposure to leadership duties, responsibilities and approaches, and observes how concepts learned are applied in real-world situations.</td>
</tr>
</tbody>
</table>
# Action Plan Example

This is an example of a completed action plan. A template can be found in Appendix B.

## Reskilling/Upskilling Action Plan

<table>
<thead>
<tr>
<th>Reskilling/Upskilling Initiative: Electrical Engineers</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the number of Electrical Engineers at the Government Mechanical Office (GMO) by reskilling employees currently employed as General Engineers, Industrial Engineers, and Mechanical Engineers. The reskilling initiative will include career development for Electrical Technicians to transition to Electrical Engineers</td>
<td>October 30, 2018</td>
</tr>
</tbody>
</table>

**Describe the trigger for Reskilling and/or Upskilling? (Mandate, major change in workforce agency, employee need/desire, automation, etc.) What is the problem being addressed?**

GMO is downsizing its workforce from 7,000 to 3,000 employees due to a change in mission. To maintain productivity, GMO plans to cross train (reskill) all employees that work in mission critical occupations versus hire new employees.

**Describe the objectives and goals of the Reskilling/Upskilling initiative?**

1. Reskill entire workforce to ensure adequate knowledge, skill, and ability to complete the agency’s mission successfully.
2. Reskilling effort will cross train employees for two or more occupations in their career field.
3. Build a pipeline of qualified employees for leadership positions.
4. Establish a sustainable process for reskilling at GMO and include it in the agency’s strategic plan for succession planning.

**Describe the barrier, problem, or deficiency being addressed:**

GMO’s average workforce age is 50. The practice of performing more than one job at GMO is uncommon and often a task given to employees in the special pay category. GMO’s goal is to close skill gaps in ALL of the STEM occupations by fiscal year 2021.

**Describe what is causing the barrier/problem (i.e., What is the root cause?):**

Most employees are reluctant to change and accept additional work assignments without an increase in pay and benefits. Managers fear the workforce reduction will leave GMO with employees who are near retirement or who lack the interest to learn a new occupation under reskilling.

**Define success or the desired outcome upon completion of Reskilling/Upskilling:**

GMO communicates to employees the change in organizational structure and job duties. The agency is able to reduce the workforce size from 7,000 to 3,000 using VERA/VSIP authorities, agency transfers, voluntary retirements, and resignations without any consideration of a reduction in force process. The 3,000 employees are successfully reskilled for one or more occupations in their career field over a multi-year process with the help of the HR department and GMO’s training office. GMO successfully closes skill gaps in ALL STEM occupations.
### Primary Action Planning Team: Lead: Electrical Engineer Division Leaders, CLO, Training Officers
**Members:** CLO, Training Officers

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Key Deliverables/Output</th>
<th>Start Date/End Date</th>
<th>Responsible Party (Parties)</th>
<th>Budget, Resources, and Approvals Needed</th>
</tr>
</thead>
</table>
| Closing Skill Gaps for Electrical Engineers | Determine strategy  
Identify series that have gaps  
Determine number of positions which need more staff | Jan 2019-Sept 2023 | CLO, Training Officers, Division Leads | None |
| Reskill Engineers in other series | List Engineering series  
Identify positive education requirement  
List coursework | Jan 2019-Sept 2023 | CLO, Training Officers, Division Leads | None |
| Track Reskilling process | List of employees participating in Reskilling | Jan 2019-Sept 2023 | CLO, Training Officers, Division Leads | None |
| Identify measurable metrics to assess reskilling effort | USE SMART metrics: specific, measurable, accurate, reliable and timely | Jan 2019-Sept 2023 | CLO, Training Officers, Division Leads | None |
| Create reskilling curriculum, process | Determine process for retraining staff (course work, on the job-training, rotational assignments, mentoring) | Jan 2019-Sept 2023 | CLO, Training Officers, Division Leads | Requires budget proposal and cost analysis |
| Create pipeline of qualified Engineers (2 or more disciplines) | Roster of Engineers with competencies in two or more disciplines | Jan 2019-Sept 2023 | CLO, Division Leads | None |
Implement Take Away

Agency Leaders/Managers

- Identify strategies and resources required to achieve the agency’s reskilling and upskilling efforts.
- Engage key stakeholders (e.g., Chief Human Capital Officer, Chief Financial Officer, Chief Information Officer, etc.) to establish the necessary governance structure for implementation.
- Draft processes and procedures to drive corporate philosophy and methodology for conducting reskilling and upskilling.

Supervisors

- Continually communicate. Supervisory communication with employees is essential to clear performance expectations and results.
- Continuously monitor progress while taking corrective action as needed.
- Determine the necessary performance milestones and measures to track progress toward the completion of office goals.

Employees

- Ensure you have thorough understanding of how your performance goals will be monitored and assessed.
- Take the initiative to complete elements outlined within your IDP.
- With your supervisor, develop a robust set of milestones and outcome measures to track progress toward completion of the goals you have established.
**Let’s Evaluate**

**Were the Objectives Met?**

**Evaluation** is an important step in all training programs. It begins at the design phase and continues beyond implementation. To assess the effectiveness of training and the impact on an employee’s development for reskilling or closing a skill gap, evaluation must occur to gauge the impact and show measurable results.

Evaluation data enables judgments about the following questions:

- How well did the training meet the development needs identified?
- How well did the learners master the training content?
- How well did the learning transfer to the work setting?
- How well did the training contribute to the achievement of the agency’s mission?

Training and development are tools that help increase workforce knowledge and ability in specific areas and lead to improvement in individual and organizational performance. An effective way to evaluate training is use of a logic model (see Appendix C). It provides a systematic approach to evaluation. Kirkpatrick’s Four Level Training and Evaluation Model is just one of several available evaluation tools.

Evaluate Take Away

**Agency Leaders/Managers**

- Hold senior management accountable for organizational and individual progress and performance.
- Utilize all appropriate data and results of the reskilling and upskilling initiative to make organizational decisions, and monitor and/or adjust strategy and goals based on Agency’s organizational performance.

**Supervisors**

- Hold supervisors accountable for individual progress and performance.
- Capture data and results of reskilling and upskilling and use it to drive future planning and decisions.

**Employees**

- Track your own accomplishments throughout your reskilling or upskilling training.
- Regularly discuss with your supervisor any adjustments to your reskilling or upskilling performance plan.
RESOURCES AND APPENDICES

Related Articles/Studies/Whitepapers:

- “A Guide to Upskilling America’s Frontline Workers,” Deloitte and The Aspen Institute
- “How much time and money can AI save government?” Deloitte Center for Government Insights

Federal Resources:

- 5 CFR part 250, subpart B – Strategic Human Capital Management
- Federal Academic Alliances
- Federal Employee Viewpoint Survey
- Federal Employment Statistics
- Federal Strategy and Performance
- Federal Workforce Priorities Report
- Human Capital Framework
- Merit System Principles
- MOSAIC Competencies
- OPM Federal Training and Development Wiki
- OPM’s Workforce Planning Model
- President’s Management Agenda
- Unlocking Federal Talent
- USAJobs
**APPENDIX A: PLANNING TOOLS**

**THE HUMAN CAPITAL FRAMEWORK DIAGNOSTIC TOOL**

The Human Capital Framework (HCF) Diagnostic Tool is an assessment designed to help determine your agency’s relative strengths and weaknesses in strategic human capital management. The tool is organized around HCF focus areas. Focus areas are key elements to consider when designing and implementing the four HCF systems (Strategic Planning and Alignment, Performance Culture, Talent Management and Evaluation). Additional information on this tool is at [HTTPS://WWW.OPM.GOV/POLICY-DATA-OVERSIGHT/HUMAN-CAPITAL-MANAGEMENT/HUMAN-CAPITAL-FRAMEWORK-ASSESSMENT/SHARED/DIAGNOSTIC_TOOL.HTML](HTTPS://WWW.OPM.GOV/POLICY-DATA-OVERSIGHT/HUMAN-CAPITAL-MANAGEMENT/HUMAN-CAPITAL-FRAMEWORK-ASSESSMENT/SHARED/DIAGNOSTIC_TOOL.HTML).

**TRANSFORMATION IQ**

If you need help aligning workforce to mission requirements, OPM offers a reshaping service that considers business need, employee interest and qualifications.

OPM HR Solutions’ *Transformation IQ* service adds rigor, transparency and employee engagement to agencies’ workforce reshaping and restructuring efforts. OPM’s transformation experts provide a framework, process and tools to place current employees into a new organizational structure. The service includes a streamlined process, online multi-part assessment strategy, OPM-evaluated qualifications, OPM-delivered talent distribution and placement recommendations into the future-state organization chart, and OPM-facilitated sessions with executive leadership to finalize all placements.

*Transformation IQ* includes customizable, multi-faceted assessments leveraging both USA Staffing™ and USA Hire™ to integrate and assess:

- Critical competencies for employees (supervisory and non-supervisory)
- Minimum qualifications
- For supervisors, their situational judgment capabilities (assessed online via OPM’s USA Hire™ platform, and integrated into the process)
- Organizational interest (where people want to work) and occupational interest (what jobs they want to do)

For more information, please contact HRStrategy@opm.gov.
**INDIVIDUAL DEVELOPMENT PLAN (IDP)**

An individual development plan (IDP) is a tool to assist employees in career and personal development. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. An IDP is *not* a performance evaluation tool or a one-time activity. It should be looked at like a partnership between the employee and the supervisor. It involves preparation and continuous feedback. Many agencies require IDPs for new and current employees. It is encouraged throughout many organizations. Many Federal agencies require their employees to complete an IDP, annually. All Senior Executives are required to have an Executive Development Plan (EDP) (5 CFR 412.401).

Additional information on IDPs is on OPM’s Training & Development Policy Wiki at [https://www.opm.gov/WIKI/training/Individual-Development-Plans.ashx](https://www.opm.gov/WIKI/training/Individual-Development-Plans.ashx).
## Reskilling/Upskilling Action Plan Template

<table>
<thead>
<tr>
<th>Reskilling/Upskilling Initiative:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the driver for reskilling and/or upskilling?</strong>  (Mandate, major change in workforce agency, employee need/desire, automation, etc.) What is the problem being addressed?</td>
<td></td>
</tr>
<tr>
<td><strong>Describe the objectives and goals of the Reskilling/Upskilling Initiative?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe the barriers to the Reskilling/Upskilling Initiative and the cause of them?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe what is causing the barrier/problem (i.e. What is the root cause?)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Define success or the desired outcome upon completion of Reskilling/Upskilling</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Action Planning Team</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lead:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Members:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Action Steps

<table>
<thead>
<tr>
<th>Actions to be Taken</th>
<th>Key Deliverables/Output</th>
<th>Start Date/End Date</th>
<th>Responsible Party (Parties)</th>
<th>Budget, Resources, and Approvals Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Measuring Results Chart

**Talent Management Reskilling/Upskilling Focus**

The Measuring Results Chart contains sample metrics to consider for evaluation and to achieve results.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategic Metrics</th>
<th>Operational Metrics</th>
<th>Employee Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workforce Planning</strong></td>
<td>Mission-Critical Occupation (MCO) resource targets are met</td>
<td>Percent of managers involved in the workforce planning process (manager satisfaction survey)</td>
<td>Percent of MCO staffing gaps closed</td>
</tr>
<tr>
<td><strong>Recruitment and Outreach</strong></td>
<td>Competency and skills gaps are closed for MCOs</td>
<td>Applicant satisfaction with the hiring process</td>
<td>Percent of applicants satisfied with the application process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of reduction in time-to-hire</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manager satisfaction with quality of applicants</td>
<td></td>
</tr>
<tr>
<td><strong>Employee Development</strong></td>
<td>Organizational survey</td>
<td>Employee training</td>
<td>Percent of employees who participate in training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employee mentoring</td>
<td>Percent of employees who participate in agency mentor or coaching programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employee coaching</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Development</strong></td>
<td>Competency and skills gaps filled for Management and Leadership positions</td>
<td>Leadership ongoing training</td>
<td>Percent of staffing gaps closed for leadership positions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership mentoring</td>
<td></td>
</tr>
<tr>
<td><strong>Retention</strong></td>
<td>Retention percentage of employees in MCOs</td>
<td>Manager satisfaction with quality of hires after 1 year</td>
<td>Percent of managers satisfied with the quality of hire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase in employee engagement on the Federal Employee Viewpoint Survey</td>
<td>Percent of new hire overall satisfaction</td>
</tr>
</tbody>
</table>
| KNOWLEDGE MANAGEMENT | Establishing a business case for change  
Focus on agency mission, vision, strategic goals (short and long term) | How has “managed knowledge” contributed to the organization’s desired outcomes?  
Have any new knowledge gaps emerged based on new requirements? | Building and maintaining trust  
Transfer of knowledge  
Succession Planning  
Pipeline of qualified employees |
|----------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| CHANGE MANAGEMENT    | Action Plan  
Task Responsibility Matrix  
Risk Assessment  
Stakeholder Analysis | Establishing a Change Management Structure  
Clarifying Stakeholder requirements and expectations | Guidelines for Communicating Change |
| CONTINUOUS IMPROVEMENT | Phase/Stage End Assessment Report | Post –Implementation Review  
Evaluation Planning | Action learning team  
Data collection methods  
Gap analysis |
Appendix C: Evaluation Tools

**Evaluation Logic Model**

- [Logic Model.docx](#)
Appendix D: Agency Promising Practices

CAREER RESOURCE CENTERS


More agency promising practices coming soon