

Skills Gap Analysis

Employer Toolkit

February 2013



Co-Investment from



UK COMMISSION FOR
EMPLOYMENT AND SKILLS

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About Asset Skills

Asset Skills is one of 21 Sector Skills Councils (SSCs) that have been established to tackle skills needs and support improvements in the productivity of different industries throughout the UK. SSCs are independent employer-led organisations that cover different business sectors of economic or strategic significance.

Asset Skills represents five industries in the UK: property (including planning), housing, facilities management, cleaning and parking. Businesses in the sector share the goal of ensuring the environment in which we work, live and spend leisure time is developed, managed and maintained to the benefit of all.

About the UKCES Employer Investment Fund Round Two

The UK Commission for Employment and Skills (UKCES) have used the Employer Investment Fund Round Two (EIF2) to invest in activities designed to increase enterprise, jobs and growth. The funding is only available to licensed Sector Skills Councils and aims to:

- Stimulate leadership from the bottom up to significantly raise employer ambition;
- Drive innovation, change employer behaviours and develop new ways of working; and
- Secure momentum from employers to support sustainable increases in skills levels and better use of skills across sectors.

The funding is supporting 61 projects over the period 2012 – 2014. This research report is part of the Asset Skills EIF 2 Talent Management programme of projects.

About Insight on Demand

Insight on Demand is the research and market intelligence consultancy division of Asset Skills. It specialises in providing added value and insight generating research and evaluation services. We employ dedicated consultancy and research professionals, whose expertise is in independent, insightful and high impact research, offering actionable advice and recommendations based on a robust and rigorous evidence base. Please contact Michelle Jay (Head of Programmes and Consultancy) for more information or to discuss your research requirements (mjay@assetskills.org).

For more information, or if you would like to provide feedback on this research publication, contact the Insight Team on 01604 233336 or research@assetskills.org.

This document is available to download at www.assetskills.org/research

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Foreword

We know from working closely with employers across our sectors that workforce skills are a priority for any business looking to remain competitive in the current economic landscape. The value of employee skills cannot be underestimated as they benefit employers through improved costs, greater customer satisfaction and increasing profitability.

With this in mind, the Asset Skills talent management project team has worked hard to develop a toolkit based on employer feedback that will facilitate the design and implementation of a suitable skills gap analysis tool that will support talent management and support your organisation's approach to developing competitive advantage.

We hope you find this toolkit useful and informative. As we strive to be as accurate as possible and to cover the areas of most concern to employers, please feedback to us any comments you may have. Armed with this information we can work with employers and partners to help them develop strategies to meet their requirements and develop world class skills.

February 2013



Sarah Bentley, Chief Executive, Asset Skills



1. Introduction

Asset Skills is one of 21 Sector Skills Councils (SSCs) representing five sectors in the UK: property (including planning), housing, facilities management, cleaning and parking. Businesses in these industries share the goal of ensuring the environment in which we work, live and play is developed, managed and maintained to the benefit of all.

To achieve this goal, employers within the Asset Skills sectors must ensure that their employees have the necessary knowledge, skills and experience required to undertake their duties competently. This can be ensured by embracing the concept of a skills gap analysis. It allows employers to highlight the areas where employee skills may be lacking and thus informs them on any gaps that need to be rectified.

In recent years, workplace efficiency has become a priority for employers worldwide due to the global recession and the cost cutting measures that have been implemented as a result. Completing a skills gap analysis allows organisations to stay on top of employee development, channel their resources effectively and adapt to future skills demands.

Employers can use a range of different approaches following their skills gap analysis to facilitate appropriate employee development and training plans. For example, relevant on the job training or continuing professional development, to membership of professional bodies and attainment of career related qualifications (Asset Skills Barometer, 2011).

To support employers in implementing a successful skills gap analysis, the Asset Skills Talent Management Project Team has developed a toolkit designed to help employers conduct a skills gap analysis. Having worked through this toolkit, employers will have reached the conclusion of their skills gap analysis and should have the information available to develop a framework for the implementation of talent management strategies to improve employees' skill competencies.

The information presented will be of interest to individuals, providers, employers and others who wish to assess the skills base of an organisation in the future. Further research work that develops this theme will be undertaken through the 'Asset Skills EIF2 Talent Management' programme during the period October 2012 to March 2014 (funded by UKCES).

2. The Issue

According to figures from the Office for National Statistics the knowledge and skills of workers in the UK were worth an estimated £17.12 trillion in 2010 (ONS, 2011). However, some organisations experience significant skills gaps that are defined as an instance in which an individual lacks a skill in a particular area, preventing them from performing their job effectively (UKCES, 2012^a).

Skills gaps are self-defined by employers when they perceive that an employee lacks certain skills preventing them from being fully proficient in their job role – for example, the main cause of skills gaps cited by employers within the Asset Skills footprint is employees that are new to their job roles have only partially completed their training and are therefore lacking technical, practical or job specific skills required to perform their role to a high standard (UKCES, 2012^a).

Skills gaps can occur at an individual, departmental or organisational level at any time because staff lack critical skills (required to complete a task successfully), or non-critical skills (skills that are not essential but would enable a task to be completed more quickly or efficiently) (QFinance, 2009) due to changes in the working environment – for example, as a result of new practices, policies or equipment.

These skills gaps can have significant implications for companies as they will be unable to reach their potential productivity and profitability. For example, if employees have skills gaps in areas of verbal or written communication they could struggle to follow simple instructions and make mistakes when manufacturing products or providing services. Additionally, individuals with poor literacy or language skills may not understand health and safety procedure resulting in accidents. This could result in higher costs for customers as production will be relatively slow or missed opportunities to release new products/services as the employers will not be confident that their workforce could meet the conditions of a new contract. Furthermore, skills gaps in areas of customer service could potentially result in a failure to meet customer demands, an increased number of complaints and the loss of customers to competitors.

There are also implications on an individual level. For example, if an individual feels their development is not being supported by their organisation because they are experiencing general job dissatisfaction or stress caused by a lack of investment in their skills they may choose to move on. Driven individuals who want to develop their skills will relocate to rival firms who offer better opportunities for skills development because in modern society there is almost no stigma attached to people moving jobs to further their career.

3. Solution

A skills gap analysis is a systematic review of the skills held by individuals in a company (Clark, 2012). The first step in performing an analysis is to identify all the skills required by an individual to carry out their job role effectively (Duggan, 2013). Employers should then be able to identify the critical and non-critical skills required to achieve a higher standard of work by comparing the list of required skills with the actual skills possessed by the individual employee (QFinance, 2009).

From an individual perspective, the results of the skills gap analysis can be used to develop individual training plans, support performance appraisals or justify pay reviews (Antonucci and d'Ovidio, 2012). For a department, a skills gap analysis can be used to identify which staff members have knowledge in particular area as well as which individuals lack certain skills facilitating the mentoring process within teams (QFinance, 2009). This can also support recruitment practices as employers can select candidates with skills required by a particular department.

Traditionally, a skills gap analysis is undertaken using paper-based assessments and supporting interviews; however, technological advancements, such as skill management software, are allowing large companies to administer a skills gap analysis without using a significant proportion of human resources (Antonucci and d'Ovidio, 2012).

A skills gap analysis can really benefit an organisation by providing a critical overview of the workforce allowing managers to determine if their employees have the necessary skills to meet organisational objectives (QFinance, 2009). If employees do not have these skills, an organisation can use the skills gap analysis to prioritise training resources so that they are tailored to specific job roles rather as opposed to generic training days that are not suitable for all the individuals participating.

Research by Mudor and Tooksoon (2011) indicates that providing appropriate opportunities for training that link business and individual skills needs may influence workers to stay with an employer for longer, maximising the benefits of increased employee productivity due to a higher level of skills when considered against the original cost of training. Further long-term savings are made as employees feel valued and increasingly willing to remain with their employer, reducing the costs associated with staff turnover (Asset Skills, 2012).

If employees are more willing to remain with a company and progress their careers then they become part of the organisation's talent pipeline facilitating effective succession planning and contributing to the success of an organisation's overall talent management strategy.

4. Considerations

However, employers contemplating the implementation of a skills gap analysis should be aware that the process can be costly in terms of purchasing paper based assessments or skills management software. Furthermore the process can be very time consuming for staff administering a skills gap analysis and for directors within the business that must decide what actions they will take after evaluating the results (QFinance, 2009).

Many employers believe that administering a skills gap analysis will require them to create an in-house framework to implement the process, but there are a number of human resource companies that provide frameworks that can simply be adapted to a particular employer's needs (Antonucci and d'Ovidio, 2012).

However, bringing in a consultant to conduct a skills gap analysis could result in apprehension or suspicion that may ultimately affect staff morale because the process involves a stranger evaluating employees' skillsets (QFinance, 2009). It is therefore important to communicate the purpose of the assessment and include employees throughout the process by offering individual feedback so that they understand the importance of such a review.

It has been suggested that a more cost-effective approach to analysing skills gaps would be to have individual line managers identify specific skills in their department or simply to ask staff to identify specific areas they need additional training (Duggan, 2013). However, asking line managers or staff to complete the assessment themselves can result in bias as staff may not answer the questions correctly or honestly (QFinance, 2009).

Furthermore, this approach will often require a 'culture of learning' within the workplace which according to survey evidence from across the UK is not prevalent as less than one third (27 per cent) of employed adults report to have engaged in job related training in the last three months (UKCES, 2010).

It is therefore important to remember that while a skills gap analysis can contribute to prioritising training needs, a "skills gap analysis can also be used to plan recruitment and redundancy programmes, support organisational restructures, build effective teams and manage business change" (QFinance, 2009).

5. The Toolkit

The process of conducting a skills gap analysis can be broken down into four main steps: identifying business goals, collecting the data, analysing or interpreting the data and finally implementing training plans based on the results. The following toolkit will outline each of the sections and provide templates and examples to assist you in your own skills gap analysis work.

5.1 Identify business goals

Before conducting a skills gap analysis the organisation needs to identify specific skills needs and goals by asking a few simple questions. Identifying business goals in relation to a skills gap analysis broadly means that the organisation should come up with a list of the skills and traits that they value in their employees and business. You may wish to highlight what you most value in an employee, generally as well as role specifically. Identifying critical and non-critical skills gaps will help you to prioritise training according to budget constraints, timing requirements or business plan priorities.

The following checklist highlights several areas to consider when identifying the demand for skills your industry requires now or will in the future.

Checklist 1: Identifying your current understanding of skill requirements

Information	Yes	No	Not sure
Demand for skills			
1. What are the key goals within your organisational business plan? 1. _____ 2. _____ 3. _____			
2. Can you identify the current demand for skills in your industry and list the top three here? 1. _____ 2. _____ 3. _____			
2.1 Do you know why these skills are important? Please explain: _____ _____			

<p>3. Can you identify the expected future (5 to 10 years) demand for skills in your industry and list the top three here?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>			
<p>4. Have you carried out scenario planning to identify the possible future skills demand / issues for your company? What did this tell you?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>			
<p>5. What are the top three internal or company drivers of change and what is the main skill required to address each driver?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>			
<p>6. What are the company values and identify the main skills, behaviours and competencies required to support each value?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>			
<p>7. Will the skills you have identified in the previous questions help you to meet the business goals identified in question 1? Please explain: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			

☺ *If you answered mostly 'yes' to checklist 1 and could complete most of the information you have enough information to conduct an analysis of your skills gaps easily. You could conduct this analysis in-house or use external specialists. You would then use the information to properly evaluate the talent management strategy options available to you.*

☹ *You do not have enough information to conduct a skills gap analysis easily if you answered mostly 'no' or 'not sure' to checklist 1. You will need to consider a separate project to collect this information so that you can make informed decisions about talent management strategies and properly evaluate the options available to you.*

Definition: Future Skills Needs

Using labour market information to predict future skills needs can help to improve decision making in areas such as investing in training and identifying courses that will best support employee skills needs. However, it is important that employers do not solely rely on forecasting methods because skill needs are driven by a variety of factors including legislation, environment and technological advances.

5.2 Current Processes and Procedures

Another area that needs identifying at this early stage is the current processes and procedures that are in place. Identifying these early on will allow you to come back to them throughout the project and assess how effective the current training or recruitment processes and procedures are. At the end of the project a comparison between old and newly implemented initiatives will show you the positive changes associated with performing a skills gap assessment.

Checklist 2: Processes and Procedures

Information	Yes	No	Not sure
Current Processes and Procedures			
1. Do you have the following selection and recruitment processes: a) Job description regularly reviewed b) Job specification regularly reviewed c) Formal process for identifying suitable candidates with skills that match description/specification d) Formal interview process to confirm they have skills			
2. Do you have the following training and development procedures: a) Performance appraisals b) Training needs analysis c) Compulsory training d) Policy to enable employees to request training e) Training plans for staff f) Training matrix – need more info on what this is. g) Feedback after training – who gives the feedback and to whom			
3. Do you have the following exit interview processes that allow staff to rate: a) Opportunities for advancement in what? b) Training available related to job description and development c) Line manager interest in supporting career development d) Primary reason for leaving			

☺ *If you answered mostly 'yes' to checklist 2 and could complete most of the information you have enough information to conduct an analysis of your skills gaps easily. You could conduct this analysis in-house or use external specialists. You would then use the information to properly evaluate the talent management strategy options available to you.*

⊗ *You will have to develop new processes and procedures that facilitate skills gap assessment if you answered mostly 'no' or 'not sure' to checklist 2. You will need to consider a separate project to collect this information so that you can make informed decisions the types of procedures and processes that will suit your business.*

5.3 Identifying Job Roles

To facilitate the skills gap analysis process it can be beneficial to identify particular departments or job roles where staff are failing to perform or meet business targets. These issues can be a symptom of skills gaps and the checklist below is designed to support employers through the identification process.

Checklist 3: Job roles

Information	Yes	No	Not sure
Determine Job Roles to Target			
1. Largest job classification in organisation: a) Directors b) Managers c) Team leaders / Supervisors d) Technicians e) Administrators f) Entry Level			
2. What job roles have the greatest impact on clients/customers?(could refer to annual report) 1. _____ 2. _____ 3. _____			
3. What job roles generate the most income for your company? (could refer to annual report) 1. _____ 2. _____ 3. _____			
4. What job roles have the largest gap between employees' performance and organisation expectations? 1. _____ 2. _____ 3. _____			
5. What job roles experience the highest staff turnover? 1. _____ 2. _____ 3. _____			

<p>6. What job roles are expecting the greatest proportion of staff retirement in the next five years?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>			
<p>6.1 Are these job roles in business critical areas of the business?</p>			
<p>7. Are any job roles experiencing recruitment difficulty? (list below)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>			
<p>7.1 Are these job roles in business critical areas of the business?</p>			
<p>8. Will any job roles experience significant changes in service delivery or performance expectations during the next 12 months? (list below)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>			

☺ *If you answered mostly 'yes' to checklist 3 and could complete most of the information you have enough information to conduct an analysis of your skills gaps focusing on specific job roles or departments.*

☹ *You do not have enough information to conduct a job role or department focused skills gap analysis easily if you answered mostly 'no' or 'not sure' to checklist 3. This may indicate that the skills gaps within your business must be identified on an individual basis. The following section describes how this data can be collected.*

5.4 Identifying Skills Gaps

Identifying skills gaps so an organisation can prioritise them in areas like recruitment, training and development has the potential to allow organisations to operate more effectively. We recommend that employers follow the following steps and record the skills gaps identified in Checklist 4.

Checklist 4: Evidence table

Step 1: Think about whether an employee or team is meeting their stated goals on a regular basis. If they are missing targets then there may be a skills gap preventing them from being effective in their role. List the skills they require in their job role below – what are they missing?				
Skill	Behavioural Description	Yes	No	Not sure
Step 2: Ask your employees to list the skills they need to perform in their current role. Have they identified any that they do not have? By giving them this opportunity they are more likely to be receptive to the introduction of new training.				
Skill	Behavioural Description	Yes	No	Not sure
Step 3: Encourage each member of staff to complete a written or online assessment to complement the information you have already collected.				

☺ *If you have followed the three steps process above you should have identified skills that will need to be prioritised through training. This is because it allows the weaknesses of the individual to be easily pinpointed, allowing you to progress to plan your training.*

Definition: Online Surveys	Definition: 360 Degree Feedback
These surveys are commonly used to gather data due to the quick and easy nature of them. Attention should be paid to the fact that they should not be used alone as the data may be skewed by personal opinions.	A performance appraisal system that gathers feedback on an individual from a number of sources, such as supervisors, peers, direct reports, external customers and a self-assessment, and can be used to identify skills gaps/training needs.

5.5 Identifying Competencies

Identifying the competencies and behaviours individual staff possess can also help prioritise training resources. Checklist 5 shows a selection of different competencies that can make up employees roles. Add or delete competencies as you see necessary. Once all evidence is in the relevant skills can then be assigned competency ratings.

Checklist 5: Competency

Competency	No evidence of competence	Some evidence of competence needs more training	Quite competent, needs more experience	Very Competent
Building Trust				
Coaching				
Collaboration				
Communication				
Conflict management				
Customer service				
CPD				
Problem solving				
Decision making				
Delegation				
Presentation skills				
Initiative				
Innovation				
Managing workload				
Time management				
Negotiation				
Planning				
Leadership				
Teamwork				
Technical knowledge				

© *If you answered 'very' or 'quite' competent to checklist 5 then you know that employees possess the correct competency for their role. You could conduct this analysis in-house or use external specialists. You would then use the information to properly evaluate the talent management strategy options available to you.*

⊗ *You will need to prioritise your training resources if you answered mostly 'no' or 'some' competence to checklist 5. You will need to consider a separate project to collect this information so that you can make informed decisions about talent management strategies and evaluate the options available to you.*

5.6 Identifying Hidden Skills

Although this document has focused on skills gaps we must not forget that performing a skills gap analysis will also uncover skills that people did not know they had. These hidden skills are often not job specific skills, but transferable skills that you have gained throughout your life. Checklist 6 identifies some common skills that individuals often do not realise are noteworthy accompanied by an example of the skill and how they may have developed it.

Checklist 6: Identifying hidden skills

Skill	Example	Yes	No	Not Sure
Budgeting	This skill is developed by everyday tasks, from grocery shopping to paying your bills each month.			
Multi-tasking	Holding down a job, running a home, having children, all adds to your multi-tasking capabilities.			
Planning, Organising and Time Management	These three skills are intrinsically linked, to succeed in many aspects of life. By meeting educational deadlines you will have combined these skills to succeed.			
Resource Management	Getting done what you need to get done with the resources at hand.			
Social skills	General interactions will have given you the confidence to lead people without realising.			
System skills	Seeing how things, people or information relates to each other. If you are proficient in this area you are likely to respond well to detailed training			
Technical skills	Having a foundation in using IT equipment will mean that employers can train you in the area without starting from the very beginning.			
Foreign Language skills	Speaking a foreign language says a lot about a person, it shows you are willing to work hard and have a good memory.			
Work ethic	Being punctual, setting yourself high goals and standards will show employers that you can be an asset.			

☺ *If you can answer 'yes' to most of these skills you will find that you have a good level of foundational, or transferable skills. These are looked upon highly by employers as they show you have the potential to learn job specific skills and respond well to training.*

☹ *If you have answered 'No' or 'Not sure' to all or the majority of the listed skills you are probably being too harsh on yourself. Life experiences will have led to you developing certain skill sets, you just need to work out which ones.*

5.7 Interpretation

The final outcomes of such an assessment will be that individual/job role/department competency profiles are produced, containing the skills interpretation table and any comments associated with it for each employee. Explanations of lacks of competencies and measures to counteract this will be included in the individual reports. Keeping the individual reports well filed and up to date with any training that takes place is suggested as it will help track employee development progress.

Table 2: Competency scale

0	0.25	0.5	0.75	1
No evidence of competence	Some evidence of competence	Evidence of competence, however needs extra training	Very competent, needs more exposure to use their skills	Full evidence of competence

Checklist 7 could be used to interpret the data and produce Individual/job role/department competency profiles based on the scale shown in Table 2. The example below is drawn up for an individual although it could quite easily be adapted to show the trends of a particular job role.

Checklist 7: Data interpretation

Name:	Rating scale				
Role:	0	0.25	0.5	0.75	1
Skills					
Leadership					
Communication					
Team work					
Problem Solving					
Self-Management					
Planning and organising					
Technology					
Learning					
Initiative and enterprise					
Comments:					

5.8 The Next Step

By the time you reach the final stage, the skills gaps within your organisation should have been identified following the interpretation of the results. Checklist 8 is designed to establish if you have sufficient understanding of the skills gaps within your organisation required to prepare training programs.

Checklist 8: Understanding skills gaps

Information	Yes	No	Not sure
Skills Gaps			
1. Can you identify and articulate specific skills gaps?			
2. Can you identify and articulate specific levels within the company where there are emerging skills gaps?			
3. Can you identify specific teams within the company where there are emerging skills gaps?			
4. Can you identify specific demographic profiles within the company where there are emerging skills gaps?			

☺ *If you answered mostly 'yes' to checklist 7 you have enough information to make some decisions about how to address your workforce issues through talent management. The information you have collected and analysed will help you properly evaluate the talent management strategy options available to you.*

☹ *You do not have enough information to conduct an analysis of your workforce easily if you answered mostly 'no' or 'not sure'. You will need to consider a separate project to collect this information so that you can make informed decisions about talent management strategies and properly evaluate the options available to you.*

The next stage of the process will involve implementing a training needs analysis which is the process of identifying the skills deficiency and associated training need to improve business performance, continue professional development, and ensure succession planning. Please refer to the training needs analysis toolkit available at: www.assetskills.org

6. Summary

According to figures from the Office for National Statistics the knowledge and skills of workers in the UK were worth an estimated £17.12 trillion in 2010 (ONS, 2011). However, many organisations are plagued with skills gaps that are defined as an instance in which an individual lacks a skill in a particular area, preventing them from performing their job effectively (UKCES, 2012^a).

These skills gaps can have significant implications for companies as they will be unable to reach their potential productivity and profitability. For example, if employees have skills gaps in areas of verbal or written communication they could struggle to follow simple instructions, make mistakes when manufacturing products or providing services and individuals that do not understand health and safety procedure may have accidents. This could result in higher costs for customers or missed opportunities to release new products or services as production will be relatively slow.

There are also implications on an individual level. For example, if an individual feels their development is not being supported by their organisation because they are experiencing general job dissatisfaction or stress caused by worrying about work they may choose to move on.

To overcome these issues, employers can administer a skills gap analysis which involves a systematic review of the skills held by individuals in a particular organisation (QFinance, 2009). A skills gap analysis can really benefit an organisation by providing a critical overview of the workforce allowing managers to determine if their employees have the necessary skills to meet organisational objectives (QFinance, 2009). If employees do not have these skills, an organisation can use the skills gap analysis to prioritise training resources so that they are tailored to specific job roles rather as opposed to generic training days that are not suitable for all the individuals participating.

Research by Mudor and Tooksoon (2011) indicates that providing appropriate opportunities for training that link business and individual skills needs may influence workers to stay with an employer for longer, maximising the benefits of increased employee productivity due to a higher level of skills when considered against the original cost of training.

If employees are more willing to remain with a company and progress their careers then they become part of the organisation's talent pipeline facilitating effective succession planning and contributing to the success of an organisation's overall talent management strategy.

Further information

Asset Skills is working on several projects in collaboration with employers across the housing, property, cleaning, parking, and facilities management sectors to help them implement successful talent management strategies. Additional information is available in the following publications:

Talent Management Strategies Research Report

This report identifies the key characteristics of different talent management strategies through a literature review and a series of primary research case studies to establish in what ways such schemes are suitable for employers working in the Asset Skills sectors.

<http://www.assetskills.org/Projects/TalentManagement/TalentManagementReports.aspx>

Talent Management Diagnostic Tools

This report discusses the different talent management diagnostic tools available through a literature review and a series of talent diagnostic tool technical profiles that incorporate several primary research case studies.

<http://www.assetskills.org/Projects/TalentManagement/TalentManagementReports.aspx>

Coaching and Mentoring Research Report

This report contains a literature review and five supporting case studies designed to establish in what ways coaching and mentoring schemes are suitable for employers working across the Asset Skills footprint. Click on the image to download the report.

<http://www.assetskills.org/Projects/TalentManagement/TalentManagementReports.aspx>

Women and Work: Career Progression Research Report

This report contains a literature review and six supporting case studies focussing on female graduates of the Women and Work programme. It highlights the obstacles (such as being the primary unpaid carers of children and vulnerable adults in society) that some women face with regards to their career development and demonstrates that investing in their skills not only benefits the individual, but the organisation as a whole.

<http://www.assetskills.org/Projects/TalentManagement/TalentManagementReports.aspx>

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