

A generic growth model for complex organisational themes



Task Team on the Future of Work, part of the Capabilities and Communication Group under the HLG-MOS

FOREWORD

The 2023 efforts of the Task Team on the Future of Work, part of the Capabilities and Communication Group under the HLG-MOS, has been working on a few different organisational themes. These are Equality, Diversity and Inclusion, The future job, Reaching Youth, Recruitment and Onboarding. All of these themes seem to have a few things in common:

- We all agree they are becoming more and more important in terms of their impact on the organisation.
- If we don't address and actively manage them, in time they will cause bigger challenges, if they don't do that already.
- There's no clear path to to deal with them and there doesn't seem to be one single solution that works for all.

In short they are complex, multifaceted themes caused by a changing, and increasingly complex and diverse world. We must recognise these challenges and learn together how to address them.

To assist NSOs in dealing with these themes, the Task Team brings to you a generic growth model that is applicable to a wide range of themes and challenges such as those mentioned above. We also developed a few toolkits, which an NSO can use to assess the current stage it is in and what courses of action would help it progress towards the next stage.

This growth model and accompanying toolkits are a starting point but are not a complete suite of support resources. A further phase of work could establish a shared repository of knowledge, comprising, for example, case studies done by the NSOs using the model and the toolkit and lessons learned. A proposal has been submitted for this Task Team to pursue its efforts into 2024 with this objective. We look forward to the challenge!

Jeremy Visschers, Chair
Task Team on the Future of Work

TASK TEAM ON THE FUTURE OF WORK MEMBERSHIP

Nardie Crijns, Martha Kevers and Jeremy Visschers (Chair),
Netherlands

Antonio Ottaiano, Daniela Bonardo, Pietro Scalisi, Chiara Limiti and
Patrizia Collesi, *Italy*

Anna Borowska, *Poland*

Supriya Edwards, Jennifer McNichol, *Canada*

Deirdre Harte, *Ireland*

Cathy Bates, *Australia*

Sharon Ford, *UK*

Deepak Kumar Dey and Siraj Mahmudlu, *UNICEF*

InKyung Choi and Tetyana Kolomyiets, *UNECE*

A BRIEF DESCRIPTION

Within this document you will find a generic growth model and template for complex organisational themes with a brief intuitive description of the stages, which can be used as input for the toolkits.

TOOLKIT 1

A workshop for customising the growth model for a specific theme

This toolkit provides guidelines and instructions for a workshop you can hold within your organisation for a certain theme with a group of subject matter experts. The aim of the workshop is to customise the generic model for the identified theme in your organisation. The customised growth model can then be used in Toolkit 2. Examples of customised growth models can be found at the end of this document.

TOOLKIT 2

Determine the CURRENT and DESIRED situation and ACTION

This toolkit provides guidelines and instructions for a workshop you can hold within your organisation around a certain theme after you have customised the growth model for this theme (using Toolkit 1). This workshop will help you to determine the CURRENT stage your company is at for this theme, the DESIRED stage, and to identify ACTIONS you can take to help your organisation grow towards the DESIRED stage.

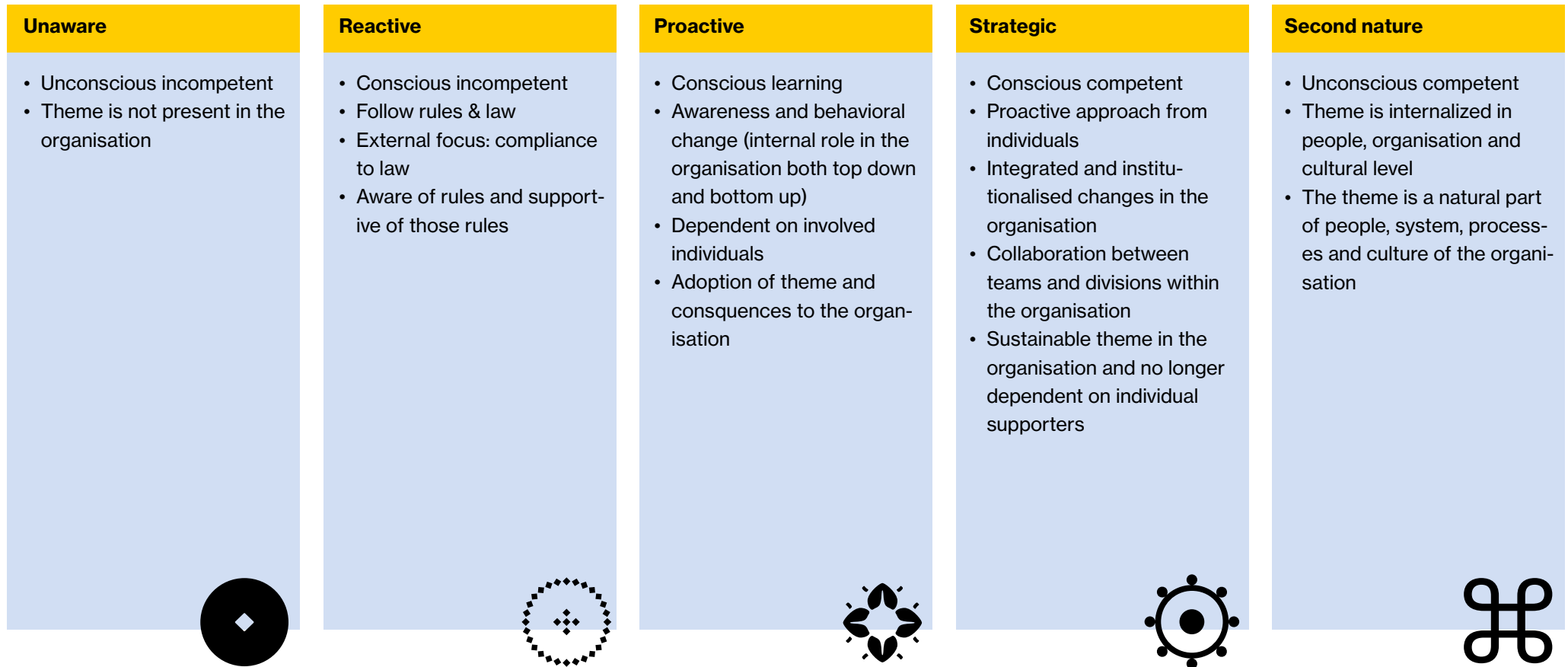
Template for Case studies

We provide a template that can be used to visualise the end result of a workshop using Toolkit 1.

Examples of Case studies

The members of the Task Team have applied the generic growth model to certain themes within their organisations, leading to several examples of customised growth models. These can be found at the end of the document.

A GENERIC GROWTH MODEL FOR COMPLEX ORGANISATIONAL THEMES



TOOLKIT 1: A WORKSHOP FOR CUSTOMISING THE GROWTH MODEL TO A SPECIFIC THEME

Materials

- Sticky Note pads
- Pens
- Flip chart paper or whiteboard wall
- A timer
- Generic Growth model (names and description of stages)

Participants

- Subject matter experts
- Clients/users
- Stakeholders/people involved in the process being considered.

NOTE: For small groups (8 or fewer), work through each stage with the entire group. For larger groups, form smaller break-out groups and assign a stage or stages to each.

Preparation

Flip chart paper Pre-prepare the flip chart sheets by writing each stage title and a brief explanation of what it represents at the top of the page.

White board wall Draw a column for each stage, then label each column with the stage title and write a brief explanation of what it represents. Then cover all the titles with a piece of flip chart paper.

Process

—————→
STEP 1

Brainstorm (in silence)

5 mins
 —————→

Hand each participant a sticky note pad and a pen. Explain:

- We are brainstorming what we think it looks like when an organisation is at a particular level of growth in relation to [subject being investigated]. We want your thoughts on what behaviours, systems, policies, etc you would expect to see at each stage. We are focusing on the ‘what’, not the ‘how’.
- The first part of the process is done individually, with no discussion. This is to ensure everyone has an opportunity to contribute their ideas without fear of judgement.
- When we start, people should write their ideas on their sticky notes – one idea per note. This should be done in silence – there

will be lots of opportunity for discussion later.

- We are going to work through each stage, from left to right.

Check that everyone understands the process and resolve any questions.

Put up the flip chart sheet for the first stage / uncover the first column on the whiteboard. Read the stage title and explanation. Check that everyone understands what it means. Once you've confirmed understanding, invite participants to start noting their ideas on their sticky note pads and start the timer for 5 minutes.

After 5 minutes, invite participants to post their sticky notes on the flip chart / whiteboard.

Invite participants to read through the posted ideas and add any new thoughts that occur to them by writing them on new sticky notes and posting them (5 minutes).

STEP 2
Identify Affinities (in silence)
5 mins

Invite participants to start grouping sticky notes that appear to be related by moving/sticking them together. This is again done in silence. If a

particular note (or notes) keeps getting moved between 2 or more groups, duplicate it on a new sticky note/s, tag it with an asterix and add it to the relevant group/s. Note that it is common for some sticky notes to remain ungrouped.

Set timer for 5 minutes. Activity can be halted earlier if sticky notes are no longer being moved around.

Move to the next stage/stages and repeat the process until all stages have been completed.

STEP 3
Discuss

Facilitator begins with the first stage. Select the first grouping (affinity) of sticky notes and read each aloud to the participants.

Identify duplicate ideas in the affinity and bundle them together. Invite participants to consider all the ideas in the affinity and discuss what they think the primary theme is. Once the group agrees on the theme, facilitator writes this title on a new sticky note and places it above the affinity.

Repeat with all affinity groups in the stage, including standalone posts. Move to the next stage and repeat until all stages and affinities have been discussed.

STEP 4
Reflect

Invite participants to discuss:

- Are the affinities under each stage correct? Should any be moved?
- Is anything missing in terms of moving from one stage to the next? (if so, add it to a new sticky note and post it in the appropriate affinity)
- Where do we think we are now?
- What do we want/need to be prioritised as a next step in our developing? (Note: this can be done by allocating each participant 5-6 sticky dots and getting them to vote by placing a sticky dot on the 5-6 affinities they believe should be prioritised.

Review the vote outcome, discuss and confirm priorities.

STEP 5
Record.

Affinities and the ideas they contain should be recorded under each stage, along with the group's assessment of current growth and agreed priorities. This then becomes the map for future planning ('How to') conversations.

TOOLKIT 2: DETERMINE THE CURRENT AND DESIRED SITUATION AND ACTION

This toolkit is used to help determine where an organisation is currently at in relation to the theme and to plan how to get to the next stage in the model. This could be used by different groups and departments within the organisation such as senior managers, HR, employee focus groups etc.

—————>

Determine the CURRENT situation:
 what stage is your organisation at with respect to the theme?

—————>

This exercise can be done with a larger group, preferably in a workshop-room, with brown paper and sticky notes, or online with support of a white board tool. It can also be done with a smaller group with pencil and paper. It is advisable to have people present at the workshop so that the group is able to assess the perspective of the three stakeholder groups below.

There are three main stakeholder groups within the organisation you may want to focus on in this exercise:

- Employer: this group consists of the board of directors, HR, recruitment, IT, FM (facility management)
- Management: this group consists of all the managers in the organisation
- Employees: this group consists of all employees of the organisation

Individuals may therefore be in all three groups, consider this from the perspective of the role, not the person.

Assess each group against these questions:

- How aware is this group of the importance of this theme?
- What are the views of this group regarding the importance of this theme?
- What is the level of consistency in the group in the way individuals look at this theme and in the meaning they give to it (Is there a generally accepted perspective or meaning, or do the views differ between individuals)?
- What is the level of engagement this group has to the theme? Reactive, proactive, strategic?



→
Determine DESIRED situation:

what stage does your organisation want to be in next with respect to the theme?

→

Pick a horizon, for example 6 months.

Assess each group against these questions:

- How aware is this group of the importance of this theme? What is the desired level of awareness with respect to this theme in 6 months' time from now?
- What are the views of this group regarding the importance of this theme?
- What is the desired level of consistency in the group in the way individuals look at this theme and in the meaning they give to the theme in 6 months' time from now?
- What is the desired level of engagement this group has to the theme in 6 months' time from now? Reactive, proactive, strategic?

→
Determine ACTION:

what does your organisation want to do to reach the DESIRED situation?

→

We have three stakeholder groups, with a possible gap between CURRENT and DESIRED, a gap in awareness/consciousness, a gap in a common vision/meaning, and a gap in the level of action. In total we have 9 possible gaps (3 times 3).

Order: order these 9 gaps in order of importance, taking into the account the gap size, possible dependencies and other criteria that are relevant to your organisation.

Refine: start refining from the top. Brainstorm about the gap and what you can do to close it. What actions will help you to turn the CURRENT into the DESIRED or help you a step further towards the DESIRED?

Act: perform the actions, realise the plans and ideas.

Inspect and iterate: Check the impact your actions are having in the organisation, reorder the list of gaps, refine and adapt your actions and plans and continue.

TEMPLATE FOR A CASE STUDY A GENERIC GROWTH MODEL FOR COMPLEX ORGANISATIONAL THEMES

	Unaware	Reactive	Proactive	Strategic	Second nature
Generic growth model	<ul style="list-style-type: none"> • Unconscious incompetent • Theme is not present in the organisation 	<ul style="list-style-type: none"> • Conscious incompetent • Follow rules & law • External focus: compliance to law • Aware of rules and supportive of those rules 	<ul style="list-style-type: none"> • Conscious learning • Awareness and behavioral change (internal role in the organisation both top down and bottom up) • Dependent on involved individuals • Adoption of theme and consequences to the organisation 	<ul style="list-style-type: none"> • Conscious competent • Proactive approach from individuals • Integrated and institutionalised changes in the organisation • Collaboration between teams and divisions within the organisation • Sustainable theme in the organisation and no longer dependent on individual supporters 	<ul style="list-style-type: none"> • Unconscious competent • Theme is internalized in people, organisation and cultural level • The theme is a natural part of people, system, processes and culture of the organisation
Your case study					



EXAMPLE OF A CASE STUDY

ISTAT: REACHING YOUTH

Generic growth model

Unaware	Reactive	Proactive	Strategic	Second nature
<ul style="list-style-type: none"> • Unconscious incompetent • Theme is not present in the organisation 	<ul style="list-style-type: none"> • Conscious incompetent • Follow rules & law • External focus: compliance to law • Aware of rules and supportive of those rules 	<ul style="list-style-type: none"> • Conscious learning • Awareness and behavioral change (internal role in the organisation both top down and bottom up) • Dependent on involved individuals • Adoption of theme and consequences to the organisation 	<ul style="list-style-type: none"> • Conscious competent • Proactive approach from individuals • Integrated and institutionalised changes in the organisation • Collaboration between teams and divisions within the organisation • Sustainable theme in the organisation and no longer dependent on individual supporters 	<ul style="list-style-type: none"> • Unconscious competent • Theme is internalized in people, organisation and cultural level • The theme is a natural part of people, system, processes and culture of the organisation

Example case study

ISTAT: Reaching Youth

Unaware	Reactive	Proactive	Strategic	Second nature
<p>Unaware Youth is not considered as a separate target group or cohort in the communication strategy.</p> <p>Specific</p> <ul style="list-style-type: none"> • Only generic and standard focus is in place which does target youth, but as a part of a bigger target group • No specific or targeted marketing towards youth is in place • Recruitment does not have specific guidelines or considerations in place focused on youth • There is no dedicated communication format in place specifically targeted at youth 	<p>Reactive A minimalistic approach is executed to target youth as a separate cohort in the communication strategy and / or other areas of communication like reporting, recruitment, social media exposure or marketing. Some strategy might be in place, but the practical implementation is often lacking and not coherent.</p> <p>Specific</p> <ul style="list-style-type: none"> • There is some focus on boosting statistical literacy and data usage in place for youth which is mostly derived from pre-existing (one size fits all) material • Social media focuses on one broad audience with some hints to different demographics, including age/youth • Youth is seen as a separate target group in recruitment, but dedicated campaigns or processes are still missing • Some strategy in communicating and reporting to youth might be in place, but lack implementation or validation 	<p>Proactive Youth is considered as a separate target group in the various areas of communication. The distinction of youth is seen as an important demographic to focus on both from upper management as in day-to-day work by colleagues. Plans are created to reach objectives with regards to the youth cohort.</p> <p>Specific</p> <ul style="list-style-type: none"> • Custom created material is created and shared internal/external to increase statistical literacy and data usage targeted at youth. • Social media content is created and targeted at different age groups where exposure and usage of the youth cohort is considered • The need for youth (however small or big) and the need of youth by the organisation is understood and promoted during the recruitment process in dedicated campaigns, programs and other implementations that satisfy the need of youth • Reporting methods actively call out to youth in a distinct manner when collecting data • Experiments to validate effectiveness of response are executed 	<p>Strategic A robust and well implemented approach is carried out which places youth and other demographics as an important distinction with regards to communication, reporting recruitment, social media and other forms of communication.</p> <p>Specific</p> <ul style="list-style-type: none"> • Clear guidelines are lived by and continuously refined on when and how to target youth to boost statistical literacy and data usage. The guidelines are understood across departments and there is clear communication between colleagues and managers. • Social media strategy is aligned in both theory and practice which considers age demographics. Reach, content and exposure are tracked and steered upon to further improve quality of content. • Recruitment identifies and develops initiatives and plans that link to the needs of youth. These needs are recorded during research, interviews and exit interviews to which appropriate initiatives are mapped to actively promote initiatives to youth. • Integrated and clear guidelines are used to communicate to youth based on the age demographic and goal of the report 	<p>Second nature Why and how youth are targeted in communication areas is well understood across all organisation layers and is a natural part of work. Guidelines and policies are in place which are both updated and self-evident to colleagues.</p> <p>Specific</p> <ul style="list-style-type: none"> • Why and how to reach youth strategies across all areas of communication are fully incorporated into corporate functions • All statistical literacy and data usage boosting guidelines are included into related plans, material, departments and services • Social media is a well explored and well understood discipline of the organisation used to inform, reach and interact with youth based on detailed communication plans and goals • Business areas related to recruitment naturally consult youth and steer their initiatives based on insights and corporate information • Dedicated enablers on how to reach youth are continuously used, validated and improved to boost response by youth. • Experiments to validate existing or new methods to reach youth are executed regularly and naturally 

EXAMPLE OF A CASE STUDY

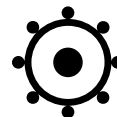
ISTAT: REACHING YOUTH

Theme: Reaching youth
Istat positioning:
Current status: **Proactive**



Students of universities affiliated with Italian Institute of Statistics can carry out curricular training internships in our offices. Currently about 100 thematic training paths are issued every year, divided into various disciplinary sectors: statistics, information technology, administration and communication. The primary objective of internships is to facilitate professional choices through direct knowledge of the productive world and to create moments of alternation between study and work in the context of training processes. For Istat, internships represent an opportunity to involve young people in the context of official statistics, generating a potential impact on process innovation and strengthening partnerships with the academic world.

Goal: **Strategic**



The goal is to make Istat more attractive for young people and to contribute to their education by promoting knowledge of official statistics through coaching activities with our researchers. This commitment is part of the promotion of statistical culture and, in the future, we intend to increase the number of students accepted for internships.

EXAMPLE OF A CASE STUDY

CSO: RECRUITMENT

	Unaware	Reactive	Proactive	Strategic	Second nature
Generic growth model	<ul style="list-style-type: none"> Unconscious incompetent Theme is not present in the organisation 	<ul style="list-style-type: none"> Conscious incompetent Follow rules & law External focus: compliance to law Aware of rules and supportive of those rules 	<ul style="list-style-type: none"> Conscious learning Awareness and behavioral change (internal role in the organisation both top down and bottom up) Dependent on involved individuals Adoption of theme and consequences to the organisation 	<ul style="list-style-type: none"> Conscious competent Proactive approach from individuals Integrated and institutionalised changes in the organisation Collaboration between teams and divisions within the organisation Sustainable theme in the organisation and no longer dependent on individual supporters 	<ul style="list-style-type: none"> Unconscious competent Theme is internalized in people, organisation and cultural level The theme is a natural part of people, system, processes and culture of the organisation

Example case study CSO: Recruitment	<p>Unaware</p> <ul style="list-style-type: none"> Not applicable, e.g. recruitment is carried out by an external body, e.g. centralised Civil Service recruitment service that supplies staff to all Civil Service Departments. 	<p>Reactive</p> <ul style="list-style-type: none"> Transactional, process-driven approach. Recruitment is carried out by internal team and/or external agency. Focus on compliance - all recruitment activity is carried out under recruitment licence and is compliant with relevant employment legislation and codes of practice. Standard recruitment processes are in place, one size fits all approach. All recruitment staff received internal training. Selection Board members trained at the time of the competition. Limited capacity, carried out on an "as needed" basis with main focus on filling new posts or known upcoming vacancies. Basic recruitment metrics are produced. 	<p>Proactive</p> <ul style="list-style-type: none"> Recruitment policy in place that is published on website. Some customisation of recruitment processes is emerging. Greater focus on development of better job-person matching, competency-based recruiting. Recruitment processes are streamlined to reduce administrative burden. Greater investment in recruitment staffing resources - increased capacity and capability. Panels available for large volume in demand posts. Increased focus on recruitment metrics - more data-driven decisions. 	<p>Strategic</p> <ul style="list-style-type: none"> Recruitment Strategy developed and aligned with strategic Workforce Plan. Recruitment managers have professional qualification in recruitment, considered a specialist HR post. Trained in inclusive and selection practices. Formal diversity policy in place - strategic focus on widening the applicant pool and attracting diverse candidates. Strong focus on developing accurate job and person specifications to ensure an effective recruitment process is conducted. Requires strong engagement between the business area and the recruitment team. Ensure the key competencies and behaviours required for the role are understood, the target talent pool is identified, and the most effective selection methods are utilised. Trained and experienced Selection Board members readily available. Ensure training is up to date, including unconscious bias training. Incorporate digital recruitment processes to widen potential applicant reach. Increased focus on ensuring a positive recruitment experience - maintaining a candidate centric approach. Investment in recruitment Applicant Tracking System (ATS) to manage the process more efficiently and help applicants navigate seamlessly through the various stages of the recruitment process. Focus on improving outreach channels, e.g. partnerships with relevant colleges that produce graduates with the required skills sets. Use of graduate placement programmes, internships etc. Participate in Graduate Fairs - showcasing the organisation as an attractive place to work. Continuous recruitment campaigns in place for difficult to recruit roles. Continuous improvement. On completion of recruitment campaigns gather feedback from all key stakeholders on improving the process. Increased focus on producing and analysing metrics, including diversity metrics to evaluate the effectiveness of recruitment activities. Strategic use of external recruitment body when required. 	<p>Second nature</p> <ul style="list-style-type: none"> Continuous focus on anticipating longer term resourcing needs. Recruitment is seen as one key component of a talent acquisition strategy that is fully aligned with the medium to longer term strategic objectives of the organisation. Senior management fully engaged with recruitment activities - seen as key corporate activity. All staff have a role in recruiting - building a strong Employer of Choice brand is seen as an ongoing, organisation-wide effort. Engagement with sectoral network to develop recruitment communities of practice to share learnings and best practices. Improve employer branding - utilise strong marketing skills in the recruitment campaign. Recruitment and Marketing forge partnership to fully leverage the employer brand. Focus on ensuring the entire process reflects the employer brand and the culture and values the organisation is promoting. Focus on creating talent pipelines to meet future workforce demands. Building internal capacity is seen as a key organisational aim - create internal career development pathways for staff. Full technology integration system (Talent management system -TMS) in place that integrates key employee lifecycle stages, including recruitment, onboarding, performance management and learning and development. Supports the development of career pathways for employees. Strategic workforce planning - succession planning strategy in place for critical roles. Culture of continuous improvement and refinement of recruitment processes, increased automation where applicable. Ensure optimal balance is achieved between technology and human interaction. Key performance metrics in place to evaluate the effectiveness of recruitment processes. Focus is not just on recruiting individuals for their current skills but also on individual's ability and potential to adapt and acquire new skills. Organisation is recognised externally for its expertise in recruitment.
---	---	--	--	---	--



EXAMPLE OF A CASE STUDY

CSO: ONBOARDING

	Unaware	Reactive	Proactive	Strategic	Second nature
Generic growth model	<ul style="list-style-type: none"> • Unconscious incompetent • Theme is not present in the organisation 	<ul style="list-style-type: none"> • Conscious incompetent • Follow rules & law • External focus: compliance to law • Aware of rules and supportive of those rules 	<ul style="list-style-type: none"> • Conscious learning • Awareness and behavioral change (internal role in the organisation both top down and bottom up) • Dependent on involved individuals • Adoption of theme and consequences to the organisation 	<ul style="list-style-type: none"> • Conscious competent • Proactive approach from individuals • Integrated and institutionalised changes in the organisation • Collaboration between teams and divisions within the organisation • Sustainable theme in the organisation and no longer dependent on individual supporters 	<ul style="list-style-type: none"> • Unconscious competent • Theme is internalized in people, organisation and cultural level • The theme is a natural part of people, system, processes and culture of the organisation
Example case study CSO: Onboarding	<p>Unaware</p> <ul style="list-style-type: none"> • Not applicable. Onboarding is carried out by centralised Civil Service unit, same process is delivered to all staff to all Civil Service Departments, including the NSO. 	<p>Reactive</p> <ul style="list-style-type: none"> • Onboarding is carried out by internal HR team. Transactional approach. • Focus is largely on administration and compliance, with no clear communication on organisational culture and core values. Largely, tick box exercise. • Traditional focus solely on induction and orientation. Standard processes are in place, one size fits all approach. • New recruits are likely to receive an excessive amount of information on Day 1. • Siloed approach to onboarding. HR conduct the Day 1 orientation programme. Line Manager takes over from Day 2. • From Day 2 HR respond to individual issues on an ad hoc basis. Main responsibility for onboarding rests with Line Manager. As a result, inconsistent experience for new employees. • Focus is largely on getting the new hire operational as soon as possible. • Duration: 1 to 5 days maximum. 	<p>Proactive</p> <ul style="list-style-type: none"> • Moving from the ad hoc and inconsistent approach. • Starting to see onboarding as a collaborative business partnering process. HR meets with Line Manager prior to commencement of new hire. Clearly defined roles for HR and managers in the onboarding process. • Recognition of its positive impact on an employee's performance, their job satisfaction and employee retention. • Some customisation of onboarding processes is emerging. • Some induction documentation is issued to the new employee in advance of Day 1. • Regular check ins between employee, line manager and HR during the first 3 months. • Starting to see the merits of investing in developing a longer, more professional onboarding programme. Seen as a 'must have' rather than a 'nice to have' key organisational process. • Key input of L&D is emerging, in terms of developing learning programmes as part of the onboarding process. 	<p>Strategic</p> <ul style="list-style-type: none"> • Focus on ensuring a consistent, positive onboarding experience for all new employees - keeping a candidate centric approach. • Professional and comprehensive onboarding programme in place. Seen as key organisational process to enhance an organisation's standing as an employer of choice. Improving its ability to attract and retain employees in a competitive labour market. • Onboarding programme encompasses both the initial generic induction/orientation components plus a structured 6 month to Year 1 development programme that is grade-specific. • Onboarding is considered the first stage of the learning & development process and integrated with probation and performance management processes. • Buddy, coaching & mentoring supports are put in place to help the new employee settle in. • Shared process between HR, L&D and line managers. Clearly defined roles for each. • Continuous improvement approach. Identification of key measures of success of the process is taking place to evaluate whether it is meeting the needs of the employee and the organisation. Ensure alignment of employee's goals with the organisational goals. • Onboarding programme is expanded to include newly promoted staff. • Developing a solution to integrate onboarding technology, recruitment technology – Application Tracking System (ATS) and a Learning Management System (LMS). Duration: 6 -12 months. 	<p>Second nature</p> <ul style="list-style-type: none"> • Onboarding is seen as a Year 1 development programme. Focus is on setting new employees and newly promoted staff up for success. • Professional and comprehensive onboarding programme is in place that comprises induction/generic orientation components, structured Year 1 grade-specific development programme, as well as customised role-specific learning and development elements to meet the needs of the individual. • Full technology integration system (Talent management system -TMS) in place that integrates key employee lifecycle stages, including recruitment, onboarding, performance management and learning and development. Supports the development of career pathways for employees. • Involvement of senior managers at particular stages in the onboarding process. • Focus on ensuring the entire onboarding process reflects the employer brand and the culture and values it is promoting. • Onboarding is considered the umbrella term covering all the processes in which new employees are integrated into the organisation. Rather than considering it from Day 1 in the organisation, it starts from the employee's first engagement with the organisation at application stage. Focus on creating a positive employee experience from the outset. • Key role of line managers in achieving successful onboarding is recognised. Resources such as training and toolkits are in place to support them in their role. • Formal evaluation process using technology to analytically assess the effectiveness of the programme and support early interventions if required. • Organisation is recognised externally as a leader in onboarding new employees.



EXAMPLE OF A CASE STUDY

ISTAT: RECRUITING AND ONBOARDING

Theme: Recruiting and onboarding
Istat positioning:
Current status: **Reactive**



recruiting The need for new staff is based on financial/management data (budgets and retirements); the screening tool is the public competition, disciplined by law; weakness: time misalignment between resources needs recognition and actual recruitment (even 6/7 years lag).
onboarding Involves several steps, starting from a screening of the curriculum vitae to verify the actual correspondence between the qualifications requested in the recruiting phase and the profile of the successful applicants. An individual interview follows, aiming at better defining the candidate's professional profile (which takes into account educational-professional experience, professional aspirations and career development expectations) and at proposing an allocation within the Institute's organisational structure. Finally, newcomers take part in a training course, where a general overview of the Institute is provided in terms of organisational structure, rights/duties, production system.

Goal: **Proactive**



recruiting The profile of new recruits should be outlined on the basis of an updated skills mapping. Strength: the skills mapping system is being tested: for some years now, Istat has been implementing competence system, which aims to collect information necessary to address human resources policies. The assumption is that an accurate knowledge of staff is a key factor in order to appropriately develop human resources management policies.
onboarding It is advisable to remodulate and update requirements in order to make the allocation process more consistent with current needs. Training will not be delivered exclusively in the classroom, but shall also include coaching and mentoring activities outside the classroom.

EXAMPLE OF A CASE STUDY

ABS: INCLUSION AND DIVERSITY

	Unaware	Reactive	Proactive	Strategic	Second nature
Generic growth model	<ul style="list-style-type: none"> Unconscious incompetent Theme is not present in the organisation 	<ul style="list-style-type: none"> Conscious incompetent Follow rules & law External focus: compliance to law Aware of rules and supportive of those rules 	<ul style="list-style-type: none"> Conscious learning Awareness and behavioral change (internal role in the organisation both top down and bottom up) Dependent on involved individuals Adoption of theme and consequences to the organisation 	<ul style="list-style-type: none"> Conscious competent Proactive approach from individuals Integrated and institutionalised changes in the organisation Collaboration between teams and divisions within the organisation Sustainable theme in the organisation and no longer dependent on individual supporters 	<ul style="list-style-type: none"> Unconscious competent Theme is internalized in people, organisation and cultural level The theme is a natural part of people, system, processes and culture of the organisation
Example case study ABS: Inclusion and Diversity	<p>Unaware</p> <p>Generic Policy and strategy:</p> <ul style="list-style-type: none"> Standard government-mandated Equal Opportunity policies may be present, No organisational policies, strategies or guidelines supporting I&D or specific marginalised groups in place <p>Lack of Psychological Safety:</p> <ul style="list-style-type: none"> No employee diversity networks No emotional support for employees experiencing discrimination Unrecognised conscious bias in the organisation <p>Lack of visibility:</p> <ul style="list-style-type: none"> Diversity Days of significance not recognised/promoted Recruitment processes don't include Reasonable Workplace Adjustments 	<p>Reactive</p> <p>Compliance:</p> <ul style="list-style-type: none"> Minimum activity to comply with external legislation (e.g., Fair Work Act, anti discrimination, Equal Opportunity) Minimal data collection and reporting (only what's required to meet legislative obligations) <p>Agency Specific Policy and Strategy:</p> <ul style="list-style-type: none"> Basic internal I&D policies in place I&D strategies developed but lack tangible/measurable actions to support them I&D processes are rules-based (one size fits all) and don't consider intersecting identities <p>Relationships:</p> <ul style="list-style-type: none"> Start to be built informally within staff diversity cohorts Managers make decisions about I&D matters without staff consultation 	<p>Proactive</p> <p>I&D Strategies mature:</p> <ul style="list-style-type: none"> Establish a team whose role is to develop, implement and drive the agency I&D strategy. Strategies include tangible actions that are associated with performance measures and targets. Metrics are used to understand the experience of diversity cohorts and measure the effectiveness of strategic actions Specific strategies are developed for particularly marginalised cohorts <p>Communication/Awareness:</p> <ul style="list-style-type: none"> Employee networks are established and actively promoted Days of significance are actively promoted to all employees Knowledge and awareness of I&D is developed via training packages, resources, sources of support, achievable actions for teams Managers begin to demonstrate an understanding of the importance of communication and actively listening to staff <p>Leadership:</p> <ul style="list-style-type: none"> Senior leaders actively model and promote I&D – SES Champions and Executive sponsors commit to supporting networks 	<p>Strategic</p> <p>Capability Building:</p> <ul style="list-style-type: none"> Inclusive language and work practices built into organisational processes I&D is integral to all capability – especially manager – development programs. I&D strategies are recognised and understood by all employees. <p>Forward planning and Business as Usual:</p> <ul style="list-style-type: none"> An I&D lens is applied to all new and renewed agency policies and strategies. Senior executive planning days include an I&D lens for developing and reflecting on strategies, decisions etc., and forward direction (e.g., mission/vision) <p>Consultation:</p> <ul style="list-style-type: none"> Diversity networks are consulted about change in the workplace Diversity networks are viewed as valuable resources to help shape business activities and community engagement <p>Active, engaged networks:</p> <ul style="list-style-type: none"> Diversity networks identify, develop and lead initiatives to address systemic barriers, improve working life for diversity cohort members, increase awareness and build organisational capability 	<p>Second nature</p> <p>I&D embedded:</p> <ul style="list-style-type: none"> I&D strategies fully incorporated into all corporate functions Enterprise, business and corporate plans have I&D included at the strategic level - I&D strategy becomes the implementation strategy. Organisation builds I&D into all its client services (internal and external). People understand I&D and what it means for the individual and the organisation – it is a foundation principle for all team management practices. I&D is seen as an enabler of the ABS employee value proposition <p>Consultation:</p> <ul style="list-style-type: none"> Business areas naturally consult with diversity groups as a matter of course Organisation actively seeks out and openly acknowledges advice from diversity cohorts <p>Leadership and Advocacy:</p> <ul style="list-style-type: none"> Leaders actively, regularly and naturally demonstrate their personal commitment to I&D. Organisation is a public advocate for I&D Organisation is externally recognised as a leader in I&D



EXAMPLE OF A CASE STUDY

ONS: HYBRID/FLEXIBLE WORKING

	Unaware	Reactive	Proactive	Strategic	Second nature
Generic growth model	<ul style="list-style-type: none"> Unconscious incompetent Theme is not present in the organisation 	<ul style="list-style-type: none"> Conscious incompetent Follow rules & law External focus: compliance to law Aware of rules and supportive of those rules 	<ul style="list-style-type: none"> Conscious learning Awareness and behavioral change (internal role in the organisation both top down and bottom up) Dependent on involved individuals Adoption of theme and consequences to the organisation 	<ul style="list-style-type: none"> Conscious competent Proactive approach from individuals Integrated and institutionalised changes in the organisation Collaboration between teams and divisions within the organisation Sustainable theme in the organisation and no longer dependent on individual supporters 	<ul style="list-style-type: none"> Unconscious competent Theme is internalized in people, organisation and cultural level The theme is a natural part of people, system, processes and culture of the organisation
Example case study ONS: Hybrid/ Flexible working	<p>Unaware</p> <ul style="list-style-type: none"> Technology does not support hybrid/ flexible working No flexible working policy offered Flexible working not offered as part of contract 	<p>Reactive</p> <ul style="list-style-type: none"> Allow flexible working as a reasonable adjustment Guidance exists to support managers for exceptions Business need is the key driver on where someone works Working time regulations allow for application to change working patterns 	<p>Proactive</p> <ul style="list-style-type: none"> Frameworks exist to allow informal flexible working at a local/manager level Performance management frameworks support management by objectives Individuals are assigned to an office location (permanent base) but can work from other venues Toolkits are easily available to have conversations around hybrid working 	<p>Strategic</p> <ul style="list-style-type: none"> All meetings offered hybrid by default Equality impact assessments undertaken on hybrid working Analytical data used to assess impact on retention, attraction and disability outcomes Work can be done at multiple locations Where clocking in/out exists the bandwidth is broader 	<p>Second nature</p> <ul style="list-style-type: none"> Flexible working actively used as part of the attraction strategy Flexible/hybrid working forms part of the inclusion agenda Office space configured for collaboration zones Offices configured for sensory quiet spaces for neurodiverse colleagues Flexible working as default, balancing freedom of choice and business delivery Leesman Survey to guide improvement



EXAMPLE OF A CASE STUDY

STATISTICS POLAND: DATA SCIENCE ACADEMY

	Unaware	Reactive	Proactive	Strategic	Second nature
Generic growth model	<ul style="list-style-type: none"> Unconscious incompetent Theme is not present in the organisation 	<ul style="list-style-type: none"> Conscious incompetent Follow rules & law External focus: compliance to law Aware of rules and supportive of those rules 	<ul style="list-style-type: none"> Conscious learning Awareness and behavioral change (internal role in the organisation both top down and bottom up) Dependent on involved individuals Adoption of theme and consequences to the organisation 	<ul style="list-style-type: none"> Conscious competent Proactive approach from individuals Integrated and institutionalised changes in the organisation Collaboration between teams and divisions within the organisation Sustainable theme in the organisation and no longer dependent on individual supporters 	<ul style="list-style-type: none"> Unconscious competent Theme is internalized in people, organisation and cultural level The theme is a natural part of people, system, processes and culture of the organisation
Example case study Statistics Poland: Data Science Academy	Unaware <ul style="list-style-type: none"> The organisation does not see the need to develop employees' competences in the area of data science There is a lack of cooperation and knowledge exchange between teams and units in the organisation 	Reactive <ul style="list-style-type: none"> The development of employee competencies is a response to the needs reported through various channels regarding the use of new data sources – needs reported by employees, resulting from identified skill gaps in the organisation. Cooperation and exchange of knowledge between teams or units in the organisation takes place on an ad hoc basis There is no common IT environment, it is created for the purpose of starting new research work 	Proactive <ul style="list-style-type: none"> Taking uncoordinated actions to provide the necessary data science competences Raising awareness of the need for development in the area of data science The formation of proactive local groups in the organisation that need development in the area of data science Building a networking (inside and outside the organisation) and cooperation with a common development objective Seeking to create a common IT environment 	Strategic <ul style="list-style-type: none"> Creating system solutions aimed at facilitating the development of the field and competences of employees – implementation of the development program of the Data Science Academy Introduction of a pro-development culture – promoting attitudes that initiate innovative activities Development a networking (inside and outside the organisation) and cooperation to share knowledge and experience Using the skills and experience of employees to build the know-how potential in the organisation Use of a common IT environment 	Second nature <ul style="list-style-type: none"> Employees develop competences in the area of data science, the organisation supports their development Throughout the organisation there is close cooperation between teams and units, employees are willing to share knowledge and experience High competences of employees allow for better response to the needs of data stakeholders



EXAMPLE OF A CASE STUDY

STATISTICS POLAND: COACHING

	Unaware	Reactive	Proactive	Strategic	Second nature
Generic growth model	<ul style="list-style-type: none"> Unconscious incompetent Theme is not present in the organisation 	<ul style="list-style-type: none"> Conscious incompetent Follow rules & law External focus: compliance to law Aware of rules and supportive of those rules 	<ul style="list-style-type: none"> Conscious learning Awareness and behavioral change (internal role in the organisation both top down and bottom up) Dependent on involved individuals Adoption of theme and consequences to the organisation 	<ul style="list-style-type: none"> Conscious competent Proactive approach from individuals Integrated and institutionalised changes in the organisation Collaboration between teams and divisions within the organisation Sustainable theme in the organisation and no longer dependent on individual supporters 	<ul style="list-style-type: none"> Unconscious competent Theme is internalized in people, organisation and cultural level The theme is a natural part of people, system, processes and culture of the organisation
Example case study Statistics Poland: Coaching	<p>Unaware</p> <ul style="list-style-type: none"> Coaching is not available within the organisation The organisation is not aware of the impact of coaching activities and the benefits of coaching, nor does it know how to use coaching 	<p>Reactive</p> <ul style="list-style-type: none"> Identification of areas requiring coaching support in the organisation Consideration of the implementation of coaching as a tool to support human resource management processes in the organisation Planning the implementation of coaching at organisational level Involvement of an internal team for organisational change Analysis of the benefits of employing an internal coach vs. an external company Making a formal decision to create a coaching position Looking for the right person for the coaching position 	<p>Proactive</p> <ul style="list-style-type: none"> Employing a coach in the organisation Definition of the areas in which coaching will support the organisation and development of a concept for coaching programmes for the various human resource management processes Announcing and publicising in the organisation the implementation of coaching and its essence Providing tools for the coach to communicate with employees (e.g. setting up a website, a special tab on the intranet, designating a place for coaching meetings, defining forms of communication with the coach) 	<p>Strategic</p> <ul style="list-style-type: none"> Implementing coaching programmes for different audiences in the organisation including new managers, mature managers, individual employees, "talents" Expanding the reach of coaching in the organisation by promoting coaching activities and encouraging employees to participate in coaching support programmes Evaluating coaching activities by surveying the satisfaction of employees using coaching support Creating new coaching programmes appropriate to the needs of employees and the employer Focusing on the development of managerial competence of executives and "talents" Executives actively use the coaching style of management and focus on employee development and improvement Promoting open communication and involving management and staff in co-creating and co-defining tasks for coaching Openness of the organisation to changes in management style 	<p>Second nature</p> <ul style="list-style-type: none"> Coaching embedded in human resource management strategy The topic is internalised in people, the organisation and at a cultural level Employees see coaching as an opportunity resource, which they automatically benefit from Coaching as one of the management styles - embedded in the DNA of the organisation - reinforces the organisational culture of the organisation, increasing well-being and retention of employees Dissemination of good practices and sharing of results, including participation in conferences The organisation is seen as a benchmark for other institutions in the active use of coaching Improved employer image - using of coaching results in recruitment campaigns

