TRAINING:
Workforce Analytics 101

1. Course Objective

To introduce workforce data, workforce data depictions, understanding workforce data depictions, identifying correlations / driving factors in workforce data, leveraging workforce data in Workforce Planning / Human Capital Management / Informing Decision Making / Problem Identification & Strategy Development with the overarching theme of how to think like a workforce analyst.

2. Course Description

Curriculum themes:
- -Throughout the curriculum, the same populations is used in order to allow the students to see the relationships between workforce behaviors. For example, the course continually ties back to demographic trend behavior while examining gains & losses and incentives usage.

- -The critical thinking and analysis aspect of the work is continually reinforced. Being able to build a rates table is far less important than the individual being able to interpret and use data products in intelligent and useful ways.

- -Problem sets and the Capstone Exercise are primarily critical thinking exercises. The discussion of the problems / potential problems and the solutions / potential solutions is what's important.

- -Telling the story of the workforce's behavior and understanding that behavior is critical to effective Strategic Workforce Planning activities.

The following modules are covered:
1 - *Strategic Workforce Planning.* An overview of the 6-step Strategic Workforce Planning model employed by DCPAS. This class is presented first so the audience understands how all the information following fits into Strategic Workforce Planning activities.
2 - *Requirements* (also known as Force Structure Development or the Manpower Process). Provides the audience with a 100-level understanding of what the Requirements process is, and why it's important to us on the personnel side.
3 - *Authoritative Data and Environmental Scan Data* (DoD Workforce Data). Gives the audience an understanding of what data to use, why it's important to use authoritative data, and what data sources may be considered when conducting environmental scans.
4 - *Demographics*. Introduces different key demographics. Introduces demographic trend presentation and how to build rates and/or counts tables. Begins the discussion of how to interpret/analyze graphic depictions of trend data, to identify area that may warrant further investigation. Introduces the audience to the concept of telling the story of workforce behavior. Problem set included.
5 - *Gains and Losses*. Provides the definitions of Gains and Losses from the data perspective. Introduces the importance of Gains and Losses to understanding workforce behaviors over time, specifically how they influence the demographic composition of the workforce. Like the previous class, speaks to identifying areas of interest in the data, trends, potential problems, knots, etc. Problem set included.

6 - *Incentives*. Defines incentives. Discusses the interpretation of Incentives usage trend data. Discusses identification of potential correlations to workforce behaviors. Problem set included.

7 - *Forecasting*. 100 level how to conduct forecasting, to include identification of outliers and pitfalls to avoid. Problem Set included.

Capstone Exercise: Comprehensive capstone exercise allows students to do hands on data work and analysis to explain workforce behaviors, identify problems, provide possible solutions, etc.

3. Eligibility

Designed for those personnel that work directly or tangentially in the Human Resources / Workforce Planning / Human Capital Management domains but not exclusive of others.

4. Sign Up

Course given on customer demand.