

# 4 INNOVATION AND STRATEGIC MANAGEMENT OF HUMAN RESOURCES FOR LOCAL GOVERNMENTS

## A GUIDE TO GENERATIONAL CHANGEOVER FOR LOCAL GOVERNMENTS



**Diputació  
Barcelona**

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**Diputació  
Barcelona**

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## Foreword

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We all work in the public administration with the intention of providing the best service, progress, well-being and quality of life to our citizens. The focus of everything we do is always on our citizens. This should not be forgotten.

We live in a changing world. A world that is evolving and transforming. A world in which new challenges and needs are developing, to which we must respond. And we need to adapt, transform our organisational structures and also gain new knowledge.

In this context, the administration needs to be flexible and adapt to the new requirements of a reality based on the management of uncertainty. For this, we need to have the best solution: well-organised, trained, motivated and committed teams.

And after 42 years of democratic local councils, in the coming years we will find ourselves facing a mass wave of retirements in certain areas, and we will need to react in order to attract new talent through new selection processes that must be innovative.

With this challenge very much in mind, we are publishing this *Guide to generational changeover for Local Governments*, which is the fourth in the "Collection of guides to innovation and strategic management of Human Resources for Local Governments" that we launched during 2020.

I am convinced that it will be a guide that will raise many questions and will also provide you with some answers. I hope it will be a very useful tool and, above all, our entire department, the Department of Innovation, Local Governments and Territorial Cohesion, is here to help you with anything you need.

**Josep Arimany**

Representative for the Department of Innovation, Local Governments and Territorial Cohesion

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## Presentation

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Since the creation of this corporate legislature for the Diputació de Barcelona, which, in fact, coincided with the creation of the Department of Innovation, Local Governments and Territorial Cohesion, we have not stopped searching for projects that reflect the spirit that inspired the creation of this department and which, in turn, are crucial in terms of the innovation of the corporation and the area's 311 municipalities. This innovation is understood in a broad and cross-cutting sense, seeking and defining projects that mostly share a common goal: the internal improvement of local governments, with regard to administration, planning and disruption. In other words, projects that, in many cases, cannot be understood without their connection to the others, but which are crucial for tackling what we believe to be one of the most necessary investments of our time: investing in government administration, in its internal improvement, in its technology and digitalisation, in its training, etc.

And while these projects were already specific to the department when it defined its initial scope, the COVID-19 pandemic has only accelerated the majority of them. Indeed, many of the projects were already needed to transform our local organisations and a large part of their way of operating, but after this time, many of the projects have become unavoidable and urgent. For this reason, many of them have been defined and published in the Department's Strategic Plan <https://media.diba.cat/diba/Pla-Estrategic-Area-Innovacio-Governs-Locals-i-Cohesio-Territorial-2020-2023/index.html>. This plan explains and details their content, objectives, strategic alliances to make them possible, the budget and schedule, as well as the evaluation and accountability of the work carried out.

Specifically, and with regard to the Management of Local Government Support Services, we have defined and are already working at a very advanced stage on projects linked to professional public management; in addition to being able to cooperate with the municipalities to find mechanisms that make it as easy as possible to consolidate the workforce in the face of the high level of existing interim positions (although it must be said that in this case, without a regulatory framework that allows this to happen, it is not at all an easy process); studying the internal situation of each local council from an organisational, remuneration and sizing, etc. point of view, and publishing studies of the results; searching for and comparing new selective methods to innovate in a key issue like this; structurally reinforcing the municipalities with smaller demographic dimensions to help them to have the necessary basic functions of secretariat-intervention and technical services; introducing robotics and artificial intelligence in the citizen support offices; making it easier to work remotely; the search for new talent in public universities, etc., and many other issues that derive from these initiatives or are connected to them. And all this must be done without neglecting, of course, the most basic, and therefore essential, daily functions resulting from our technical and legal assistance to local governments.

Today, however, we are particularly excited to present one of these projects in which we have put special effort because we are aware of its relevance, which is tackling the generational changes in our workforces that we are witnessing, and doing so more successfully than we have done so far. Indeed, for a long time we have been talking about the professional replacements resulting from the first democratic local governments since 1979 (the same applies to the Generalitat de Catalunya, universities, Governmental Agencies, etc.), since *a priori* it is purely a matter of calendars, of retirements. But it is not only that, it is above all a matter of strategy. How can we make it so that staff who have acquired unique knowledge and

experience over the decades reintroduce it back into the organisation itself, while at the same time retaining and growing new young talent over time (talent that we must look for in universities, which we do not do enough, and also talent that we already have within the organisation, to whom we must provide career opportunities and internal professional development) to create a feedback loop of knowledge? It is a vital project which we have all written or read a lot about, but the difficult thing is to bring it to fruition, to put it into practice, to make it tangible. To move from words on paper to action. Hence, the interest of the project and the momentum that, as a department, we wanted to give it.

In fact, this project has been urgently needed for a long time, and for this reason, in recent years, the Diputació de Barcelona has been carrying out studies on the age of the workforce, to which almost a hundred local councils have been added and have become aware of their situation. However, we are now going a step further, because we have not talked much about it recently as the pandemic has taken over practically everything – as is normal, to a large extent – but unfortunately the issue of changeovers has become more acute.

That is why we have accelerated the work to finalise this dynamic and evolving guide, which we are now pleased to present to you. We are facing a profound transformation of our local governments, but it all starts with having a workforce that is adequately sized, motivated, suitable for the challenges... and also has all the knowledge of the past, the present and the future. In this regard, we have tested it in three pilot municipalities (Esplugues de Llobregat, Sant Feliu de Llobregat and Premià de Mar, whom we must thank for their cooperation). And for this reason, having done so, we would like to present it in a generalised way to all local governments in the form of a guide.

In this publication, you will see how we analyse the workforce ten years into the future, define possible new positions and redefine others, and make a commitment to internal professional careers and training, as well as to the specialisation of personnel, searching above all for internal talent. We propose searching for new talent in universities and different training environments, attracting it to our corporations, and transferring knowledge as a result of employees in the final stage of their working life interacting with employees who have already begun their journey and those to come.

It is a guide that must be complemented by important internal work in each government and by the experience of the technicians of our Management, whom we must thank for their efforts in the preparation of this publication and the constant high quality of their work, in order to implement the guide; and, in fact, we are working to offer our own channels from now on. Of course, above all, it is the beginning of a project that is both ambitious and necessary, and we are determined to offer strategic tools to local governments to improve and perfect their internal administration, without which it would not be possible to carry out the public policies and services that society asks of us and deserves.

This is our purpose and the driving force that moves us forward, not only from the most cooperative plan of technical and legal assistance, but also, and above all, from the most innovative and transforming vision.

**Xavier Forcadell i Esteller**

Coordinator of the Department of Innovation,  
Local Governments and Territorial Cohesion

Barcelona, September 2021

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# 1. Introduction and objectives

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The mass retirements that the public sector will have to face in the coming years poses a crisis scenario, but also an opportunity, to transform public administrations.

The progressive ageing of the workforce leaves us with an immense challenge and, at the same time, an opportunity, in terms of both the management of internal knowledge in organisations and generational changeover, and the need to detect, retain and attract external talent in the new selection processes that must be planned.

In order to retain internal talent, it is first necessary to identify it; in many cases organisations, under the burden of day-to-day administration and management, do not identify this or know how to do so.

This process will influence the planning of the recruitment processes that will be carried out in response to the organisational needs arising from the mass retirements faced all organisations. Thus, depending on the internal analysis to identify whether the talent we need exists or not, we will have to carry out recruitment procedures included in the Public Employment Offer or processes for filling positions, for example. We will therefore talk about procedures to *attract external talent* or to *retain and manage internal talent*.

In order for organisations to be able to carry out this whole process, a very careful action plan must be drawn up that involves, as presented below, planning based on comprehensive human resources management, in which each part of the system is key to implementing a generational changeover process, which is of paramount importance for public sector organisations.

Before making any decision or taking any internal action, it is necessary to carry out an internal analysis that allows us to obtain our own diagnosis. Without this starting point, no action plan can be drawn up.

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## 2. Action plan: phases

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The following is a detailed presentation of the methodology on which the action plan has been based in order to carry out the generational changeover process in the local governments of the Barcelona area. This plan consists of **4 essential phases** which are detailed and developed in this guide. The phases are as follows:

<b>PHASE 1</b>	<b>ANALYSIS OF THE AGE OF THE WORKFORCE AND ITS EVOLUTION</b>
<b>PHASE 2</b>	<b>PROCESS OF IDENTIFYING KEY POSITIONS ON THE PREDICTED RETIREMENT MAP</b>
<b>PHASE 3</b>	<b>PROFILE OF KEY POSITIONS AND CRITERIA FOR FILLING VACANCIES CREATED BY RETIREMENT</b>
<b>PHASE 4</b>	<b>MANAGEMENT AND KNOWLEDGE TRANSFER IN GENERATIONAL CHANGEOVER PROCESSES</b>

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## PHASE 1

### ANALYSIS OF THE AGE OF THE WORKFORCE AND ITS EVOLUTION

First of all, we must analyse the age of the workforce. In order to be able to work with this information in a practical way and to make it useful for further processing, it will be necessary to gather the following information:

- Post.
- Position.
- Area of work.
- Employee.
- Age.

The age of the workforce is analysed from **different perspectives**:

#### **1. The average age of the workforce**

Knowing the average age of our staff is fundamental and, additionally, the following **variables** must be taken into account:

- **Average age of the council workforce.**
- **Average ages by classification groups and subgroups.**

- **Average age by position type.**
- **Average age by gender.**
- **Average age according to the organisational structure (by departments and services).**

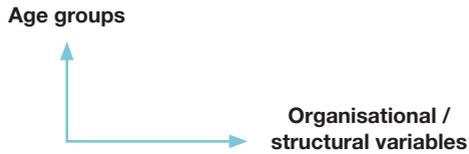
## **2. Analysis of the workforce by age group or age range**

It is also necessary to identify the posts that are likely to become vacant in the next 10 years due to the retirement of the current employees. These scenarios may vary in the short, medium or long term depending on the starting point of each organisation.

The aim of this particular analysis is to obtain specific data, in percentage and number, for the age ranges of the entire workforce. It is recommended to work in **four age ranges with all the information organised by organisational areas, by technical levels and by groups**. In this way, not only can we know which positions are affected by retirements in the different scenarios, but we can also make a more strategic and global interpretation to be able to answer questions such as:

- Which **services** are most affected by the upcoming retirements?
- What **types of positions** are most affected?
- Are there mass retirements in any of the **groups, departments or services**?

Thus, having set out how the analysis should be approached, we show a detailed description of **how this analysis should be structured in practice, taking into account the combination of the variables set out:**



<b>By age group:</b>	< <b>30</b> years old
	from <b>31 to 45</b> years old
	from <b>46 to 55</b> years old
	< <b>56</b> years old

<b>By organisation and structure:</b>	<b>of the entire workforce</b>
	by <b>departments, services</b> or <b>areas of work</b>
	by <b>organisational levels</b> (managers, technicians, etc.)
	by <b>posts/groups/job families</b> , etc.

Once we have all this information, it is possible to calculate **the workforce age evolution index can be calculated.** This index uses the proportion of **staff over 55 years of age in relation to staff under 35 years of age.** The interpretation of the result is as follows:

<b>Workforce age evolution index:</b>	<b>&lt; 100: there are more staff under the age of 35.</b>
	<b>= 100: there is an equal proportion of those over the age of 55 and those under the age of 35.</b>
	<b>&gt; 100: there are more staff over the age of 55. The further it moves away from the value of 100, the greater the proportion of staff &gt; 55 and, therefore, the older the workforce.</b>

### **3. What result do we obtain from all this analysis according to the established parameters?**

The following is a sample of the different types of analysis that can be carried out in terms of **an organisation's age evolution map and retirement scenarios:**

Analysis by department and age groups				
DEPARTMENT AGE GROUP	Department 1	Department 2	Department 3	Total by age group
<b>Under 35 years old</b>	No. .... % of total number of department 1	No. .... % of total number of department 2	(...)	Total No. of employees <b>&lt; 35 years old</b> ..... <b>% of the &lt; 35 years old age group</b> out of total of employees
<b>from 35 to 45 years old</b>	No. .... % of total number of department 1	(...)	(...)	Total No. of employees <b>between 35 and 45 years old</b> ..... <b>% of the 35-45 age group</b> out of total employees
<b>from 46 to 55 years old</b>	(...)	(...)	(...)	Total No. of employees <b>between 46 and 55 years old</b> ..... <b>% of the 45-55 age group</b> out of total employees
<b>Over 56 years old</b>	(...)	(...)	(...)	Total No. of employees <b>&gt; 55 years old</b> ..... <b>% of the &gt; 55 years age group</b> out of total employees
<b>Total by department</b>	Total No. of employees in department 1 ..... <b>% of department 1</b> out of total employees	Total No. of employees in department 2 ..... <b>% of department 2</b> out of total employees	Total No. of employees in department 3 ..... <b>% of department 3</b> out of total employees	<b>Total number of employees in the organisation</b> ..... <b>100 %</b>

Analysis by classification subgroups and age groups						
CLASSIFICATION SUB-GROUP AGE GROUP	A1	A2	C1	C2	AP	Total by age group
<b>Under 35 years old</b>	No. ..... % of A1 total	No. ..... % of A2 total	No. ..... % of C1 total	No. ..... % of C2 total	No. ..... % of AP total	Total No. of employees <b>&lt; 35 years old</b> ..... <b>% of the &lt; 35 years old age group out of total of employees</b>
<b>From 35 to 45 years old</b>	No. ..... % of A1 total	(...)	(...)	(...)	(...)	Total No. of employees <b>35- 45 years old</b> ..... <b>% of the 35-45 age group out of total employees</b>
<b>From 46 to 55 years old</b>	(...)	(...)	(...)	(...)	(...)	Total No. of employees <b>46- 55 years old</b> ..... <b>% of the 45-55 age group out of total employees</b>
<b>Over 56 years old</b>	(...)	(...)	(...)	(...)	(...)	Total No. of employees <b>&gt; 55 years old</b> ..... <b>% of the &gt; 55 years age group out of total employees</b>
<b>Total by classification subgroups</b>	Total No. of <b>A1</b> employees ..... <b>% of A1 out of total employees</b>	Total No. of <b>A2</b> employees ..... <b>% of A2 out of total employees</b>	Total No. of <b>C1</b> employees ..... <b>% of C1 out of total employees</b>	Total No. of <b>C2</b> employees ..... <b>% of C2 out of total employees</b>	Total No. of <b>AP</b> employees ..... <b>% of AP out of total employees</b>	<b>Total number of employees in the organisation</b> ..... <b>100 %</b>

Analysis by organisational level and age group						
ORGANISATIONAL LEVEL AGE GROUP	Manager	Technician	Admin- istrator	Admin- istrative Assistant	Police (...)	Total by age group
<b>Under 35 years old</b>	No. ..... % of total number of managers	No. ..... % of total number of technicians	No. ..... % of total number of administrators	No. ..... % of total number of administrative assistants	No. ..... % of total number of police	Total No. of em- ployees <b>&lt; 35 years old</b> ..... <b>% of the &lt; 35 years old age group out of total of employees</b>
<b>From 35 to 45 years old</b>	No. ..... % of total number of managers	(...)	(...)	(...)	(...)	Total No. of em- ployees <b>between 35 and 45 years old</b> ..... <b>% of the 35-45 age group out of total employees</b>
<b>From 46 to 55 years old</b>	(...)	(...)	(...)	(...)	(...)	No. Total employ- ees <b>between 46 and 55 years old</b> ..... <b>% of the 45-55 age group out of total employees</b>
<b>Over 56 years old</b>	(...)	(...)	(...)	(...)	(...)	No. Total employ- ees <b>&gt; 55 years old</b> ..... <b>% of the &gt; 55 years age group out of total employees</b>
<b>Total by organisational level</b>	Total No. of managers ..... <b>% of managers out of total employees</b>	Total No. of technicians ..... <b>% of technicians out of total employees</b>	Total No. of admin- istrative employees ..... <b>% of ad- ministrative employees out of total employees</b>	Total number of support personnel ..... <b>% of ad- ministrative assistants out of total employees</b>	No. Total AP em- ployees ..... <b>% of AP out of total em- ployees</b>	<b>Total number of employees in the organisation</b> ..... <b>100 %</b>

Once employees who will retire in the next 10 years<sup>1</sup> and the affected positions have been identified, an important phase of internal reflection will begin in which **the positions that are key to the organisation must be identified.** To do this, it will be necessary to begin the tasks set out in the second phase, which is presented in the next section.

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<sup>1</sup> This period should be decided by each organisation.

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## PHASE 2

### PROCESS OF IDENTIFYING KEY POSITIONS ON THE PREDICTED RETIREMENT MAP

The current context shows us that data analysis is essential to analyse a situation as complex as the current one and to respond to the needs of our municipalities. Only then will we know what kind of organisation we need, what services we need to provide and how they should be provided.

This phase aims to **identify the key positions that are predicted to become vacant in the next 10 years due to retirement**. For this, the following methodology is proposed:

- 1. Determine the criteria for deciding and identifying** key and non-key positions.
- 2. Evaluate and classify positions** expected to retire.

However, a prior analysis must be done to allow us to obtain the following information:

- **Map of the council's critical services:** based on basic data and indicators, the economic, social and demographic context of the municipality and its surroundings, this helps us to identify the user profile of municipal services and, consequently, which municipal services may be most needed in our municipality.
- **List of key positions:** positions that are strategic and essential to the smooth running of the organisation. These positions are not easy to replace due to the relevance of their duties and the impact they have on the organisation.

- **List of non-key positions:** positions that are necessary for the normal functioning of the organisation, but can be easily replaced.

In order to obtain all this information, the following sources of information will be analysed:<sup>2</sup>

1. Regarding municipal data and indicators:
  - Hermes Programme (municipal statistical tool limited to the Barcelona area)
  - Idescat, Institut d'Estadística de Catalunya (Statistical Institute of Catalonia).
  - INE, Instituto Nacional de Estadística (National Statistics Institute of Spain).
2. Portfolio of council services (corporate websites).
3. Information and data obtained in phase 1 of the project.

The analysis of this information will give us the tools to identify and work on the following aspects:

## 1. DETERMINING WHAT THE DECISION CRITERIA ARE

The position must be evaluated with **three decision criteria:**

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<sup>2</sup> We propose these sources of information, but other sources of information that the organisation considers to be relevant can also be used.

- **Criterion 1: key positions integrated into the 'critical' services of the service map**
  - Positions included in one of the critical services of the service map.
- **Criterion 2: key positions due to their content**
  - Positions that are considered relevant because of their duties, their presence in the structure and the nature of their duties.
- **Criterion 3: key positions due to the impact of mass retirements**
  - The retirement map shows a high number of positions in the same area or service that are predicted to become vacant due to retirement at the same time.

The **methodology used in each of the decision criteria**, which we propose be applied internally in the organisations, is developed below:

### **1.1. Decision criterion 1: key positions integrated into the 'critical' services of the service map**

The decision criterion of a **critical service** aims to establish key positions based on determining their inclusion in one of the critical services identified in the service map.

The process followed to determine which are the **critical services** of the organisation has the following steps:

1. Definition of the user profile of the municipal services.

2. Detection of citizen needs.
3. Linking needs with the services provided to citizens.
4. Equivalence of services with the organisational units providing the service.
5. Determination of critical services corresponding to external services<sup>3</sup> and internal services.<sup>4</sup>

The process includes analysing, based on basic data and indicators, the economic, social and demographic context of the municipality and its surroundings. This data will give us information about the **profile of the user of municipal services** and, consequently, about which municipal **services may be more necessary and more strategic in our municipality**.

The analysis aims to provide basic information on the municipality itself, analysing data trends and indicators of recent years and comparing them with the area, the region and a group of municipalities which are comparable in number of inhabitants to the Barcelona area, or to the one being analysed.

The proposed panel delimits a series of indicators and basic, easy-to-obtain data, with the aim of monitoring them and obtaining sufficient information on the main characteristics of the municipality. This information should be supplemented with data and other information on the services available to the organisation to develop the final map of services.

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<sup>3</sup> External services: services that have a direct impact on citizens and which, in this methodology, take priority.

<sup>4</sup> Internal services: services that are not provided directly to citizens, but are necessary for the proper functioning of the organisation and are also important because they end up having an impact on the service that citizens receive.

The objective is to include a **critical service decision criterion** to determine which included positions have been identified as such.

### A) Analysis of the user profile of municipal services

Based on the information made available by the National Statistical Institute of Catalonia, all the variables available for the municipality and its territory will be analysed. This data contemplates different **dimensions**.<sup>5</sup>

- **Demography:** the study of the size, structure, evolution and general characteristics of the population and some population projections.
- **Quality of life:** indicators are analysed in terms of culture and sport, home and housing, waste, welfare, etc.
- **Macromagnitudes and taxes:** GDP, GDHI (gross disposable household income), taxes, budgets, etc.
- **Economic activity:** data and indicators on companies, economic sectors, etc. are examined.
- **Labour market:** active population, unemployment, recruitment, etc.

Each dimension includes variables and indicators with detailed and up-to-date information. We can analyse this information based on the indicators that most interest us or that, in the case of each

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<sup>5</sup> Each organisation should assess which variables it wants to analyse in each dimension and which sources of information it will use to analyse them. The aim is to obtain important information for the municipality and to show us the municipality's situation and the profile of its citizens as reliably as possible.

municipality, are more significant or relevant depending on the data that it provides us with or its evolution. This is why each organisation, within each of the proposed dimensions, will be able to choose the most significant indicators, with the aim of detecting the needs and the reality of the municipality that these indicators show us and which, therefore, will be of vital importance for making future decisions. It will also be possible to go deeper or not into certain magnitudes, depending on the macro results obtained.

The analysis of data and basic indicators should be carried out on municipalities and groups, taking into account the territory and the number of inhabitants. The data to be analysed from the municipality will be used for comparison with:

- The average of the Barcelona area, which includes the 311 municipalities or, if applicable, the average area of the province in which the municipality is located.
- The average of the region of the municipality being analysed.
- The average of a sample of municipalities that are in the population range of the Barcelona area or the area under analysis.
- The evolution of the municipality's data and indicators over the last three years, analysing what the data expresses and what the trend of the indicator is – has it remained the same, decreased or increased.

The main sources of information used in the proposed methodology are databases created by the provincial councils themselves (in the case of the Diputació de Barcelona, the Hermes database), Idescat, Institut d'Estadística de Catalunya (Statistical Institute of

Catalonia).and the INE, Instituto Nacional de Estadística (National Statistics Institute of Spain).<sup>6</sup>

Once this comparative analysis has been carried out, we will obtain a complete picture of the municipality's situation. Only by doing this, as has already been mentioned, will we be able to **create a map of services based on the needs and real situation of the municipality and its citizens.**

### **B) Detecting needs and linking them to citizen services**

Based on the indicators and the most relevant data which, on the one hand, describe the current user profile of municipal services and, on the other hand, determine the direction of the trend – increasing or decreasing – of the analysed indicator, the **main needs detected in this analysis of the municipality** are established. These needs may be accommodated in existing services or may refer to services that are not currently provided by the organisation being analysed.

**Once the needs have been identified,** the process involves **linking them** to the **services provided by the council**. This step first of all takes into account the council's current service portfolio, which allows us to see which of the current services are more relevant and to identify some new ones, if necessary. Secondly, **the needs detected in the municipality are linked to the existing services already provided by the council** and, if they do not appear in the directory, the **creation of the service or services** is determined.

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<sup>6</sup> These sources of information will be different depending on where the organisation that will analyse them is from.

Thus, in order to draw up the **map of critical services**, it is necessary that:

1. The identified citizen services that are **considered** to be **critical** for the future of the municipality are highlighted and their existence is ensured through **solid organisational structures**.
2. The **structure of the organisational units** is shown, including a classification of the **units in internal and external services**. The equivalence of services can only be carried out with external services; in relation to **internal services, it will be the organisation, with its own information, the current legislation<sup>7</sup> and the results obtained from the indicators, which will determine whether they are critical services or not.**

## 1.2. Decision criterion 2: key positions due to their content

This criterion is defined on the basis of the job description in the job specifications or in the organisation's job manual, taking into account its organisational position and functional content.

According to their nature, positions are classified as follows:

- **Management positions**
- **Highly specialised positions**

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<sup>7</sup> The legislation is the one that establishes the skills that the local administration must develop and, therefore, this fact will determine the existence of a certain service and whether it is critical or not.

- **Specific basic positions (single positions or single-person positions in the organisation, the knowledge of which must remain in the organisation)**

**Regardless of which of the three classifications the position is given, criterion 2 will be awarded.**

### **1.3. Decision criterion 3: key positions due to the impact of mass retirements**

- Owing to the high number of positions in the same area or service that will become vacant as a result of the retirement of their occupants, known as *mass retirement*; **a high percentage of occupants retiring within the 10-year period or within the analysed period chosen.**

## **2. APPLICATION OF THE DECISION CRITERIA**

This section includes the process of evaluating and classifying the positions in order to draw up **the map of key positions** and this means that, among all the positions that are expected to become vacant due to retirement in the next 10 years, those that are **strategic for the organisation** must be proposed.

This process involves the following steps:

- Retrieve the **map of predicted retirements** over the next 10 years (result of phase 1).
- Have the **decision criteria** defined:

- **Criterion 1: key positions integrated into the 'critical' services of the service map**
- **Criterion 2: key positions due to their content**
- **Criterion 3: Key positions due to the impact of mass retirements**
- **Analyse** the information obtained to **make decisions**.

As a result of this analysis and decision-making, a **table with only the key positions will be made, which is the basis for the rest of the action plan presented in this guide and in which the employees relevant to the generational changeover process are specified.**

On the other hand, and as a result of the table of key positions, **a table will also be made with a list of all the positions in which their occupants are retiring, but which are not classed as key positions for the organisation.** At this point, it will be necessary to reflect on what to do with these job positions:

- **Should they be abolished?**
- **Should they remain the same?**
- **Should they be changed?**

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### PHASE 3

## PROFILE OF KEY POSITIONS AND CRITERIA FOR FILLING VACANCIES CREATED BY RETIREMENT

The basic objectives of this phase are:

- To study **non-key positions**. There is a need to rethink possible changes and to determine the future of non-key positions.
- **To define the profile of key positions<sup>8</sup>** whose occupants are predicted to retire within the next 10 years (2021-2031).
- To determine **how to fill** the vacancies created by the retirement from key positions in the organisation.
- To create a **working committee** led by **Human Resources and made up of management positions from different areas of the organisation**.

The methodology adopted for this phase consists of descriptive work and the creation of proposals that are presented to the city council to be approved and completed. The council must approve the proposed structure and definition of the **profile of duties, skills and training by position type** and must complete the **profile for each key position that will retire**. This **profile sheet** will serve as the basis for the process of filling retirement vacancies.

In addition to the above analysis and information, the following information and sources have been taken into account:

1. The training data of the organisation's employees.

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<sup>8</sup> Positions where the transfer of information and knowledge is a priority.

2. The Directori Marc de Competències per a l'Administració Local (Skills Framework Directory for Local Government) of the Diputació de Barcelona, hereinafter referred to as DIMCAL.<sup>9</sup>
3. Information and data from phases 1 and 2 of this changeover plan.

As a result of the analysis of the data and information mentioned above, the results are presented in the following sections.

## 1. ANALYSIS OF NON-KEY POSITIONS

Phase 2 of this plan provides a **list of key positions** – positions where the transfer of information and knowledge is a priority, based on the criteria of future services, uniqueness, specialisation and management positions – and a **list of non-key positions** – positions where the transfer of information and knowledge is not a priority.

This section focuses on the non-key positions identified in the retirement map, since before the retirement vacancy can be filled, it is necessary to plan how and in what way to fill the vacancy. This action involves carrying out a process of analysis and reflection, in which answers must be given to different questions relating to the non-key position being analysed:

- Should the position be kept as it is?
- Should any duties, tasks or requirements be changed?

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<sup>9</sup> DIMCAL: Directori Marc de Competències per a l'Administració Local (Skills Framework Directory for Local Government) of the Diputació de Barcelona. Organisations that are not part of the Barcelona area may use other directories as a reference.

- Could the vacant position be streamlined and the position eliminated?

In order to carry out this process, the **working committee** must meet **every six months** to reflect on and decide what the non-key positions of the vacancies created by retirement should look like in the future. In these sessions, we suggest following **a questionnaire that supports the process of analysis, reflection and making the final decision.**

Thus, a **list of different questions or items that may form part of this questionnaire** is shown in order to decide on possible changes to the position. These items or questions are as follows:

Question	Reply
<b>Questions relating to staffing or the post</b>	
Is this a single basic position or is there more than one occupant?	
Can the objectives of the work be met by the current occupants of the position?	
Is the continuation of this service envisaged? In the short and medium term, will the service be provided in the same way as it has been until now?	
When the current occupant of the position is absent (due to sick leave, temporary incapacity and holidays, etc.):	
<ul style="list-style-type: none"> <li>• is it necessary to replace them?</li> <li>• is it necessary to replace them in all the duties of the role or just take over some of their duties?</li> <li>• what are the tasks performed by their substitute?</li> </ul>	
<b>Questions relating to the continuation, abolition or modification of position duties</b>	

Question	Reply
Review duties to detect duplicate or unnecessary tasks.	
Indicate, in general terms, the complexity of the position's duties (indicating whether there is a low, medium or high complexity).	
What is the manager's assessment of the tasks being carried out? Which tasks stand out? Can some tasks be eliminated? Can any of the tasks currently being carried out be changed?	
Does the organisation plan to introduce digital tools or artificial intelligence that will carry out duties that are now specific to the position?	
Proposal for action	
(to be completed by the Working Committee)	

## 2. DEFINITION OF THE PROFILE OF DUTIES, SKILLS AND TRAINING OF KEY POSITIONS

### 2.1. Types of responsibilities, skills and training

The aim of this section is to rethink the profile<sup>10</sup> of duties, skills and training of key positions or positions where the transfer of information and knowledge is a priority due to the approaching retirement of its occupant.

**Firstly, the job profile will take into account the following content:**

<sup>10</sup> In order to draw up the profiles, it is necessary to consider the existence of job manuals or job descriptions that will serve as a basis for determining the profile of the specific position.

- **Duties:** The duties of a job are understood to be the most significant partial aims that a position must provide to the organisation. In a broad sense, the integration of the position's duties must enable its purpose to be carried out.
- **Skills:** according to the DIMCAL definition:
  - They enable the organisation to clarify what is expected of each person and how this is to be done.
  - They facilitate the achievement of organisational excellence through the development of the people who are part of it, and promote professional and personal growth through competence improvement.
  - They enable the definition of a consensual, common and comprehensive framework for people management.
  - They allow people and the organisation to align through a common element to achieve common learning and improvement.
- **Training:** on the one hand, the basic and essential training required to perform the job role and, on the other hand, the complementary basic training.

**Secondly, we classify these descriptive categories into:**

- **Type of duties:** generic and specific.
- **Type of skills:** generic and specific.
- **Type of training:** required and complementary basic training.

**Thirdly, the selection and description of the types of duties, skills and training is carried out considering the following:**

- The adjective **generic**: the duties and skills are described on the basis of the type of positions.
- The adjective **specific**: the duties are determined by the functional domains and the specific job role, and the skills are described by the organisation on the basis of the specific positions.
- The **position type**:<sup>11</sup>

Position type	Description
<b>1. Manager</b>	The following management positions have been included: coordinator, director, head of section, head of unit and sergeant.
<b>2. Senior technician and mid-level technician</b>	Senior and mid-level technician without management.
<b>3. Assistant specialist technician and assistant technician</b>	Specialist technician (corresponds to C1, assistant technician) and support technician (corresponds to C2, assistant technician) positions.
<b>4. Administrative support</b>	Administrative positions (C1 and C2).
<b>5. Police</b>	Basically corporals and officers.
<b>6. Trades</b>	Tradesman and manual worker jobs.
<b>7. Support personnel</b>	Support positions, such as caretaker or services assistant, corresponding to AP group (E)

<sup>11</sup> The classification provided is a suggestion, but another classification can be made. In any case, the one that is appropriate to the organisational structure of the organisation should be used.

### 2.1.1. Generic and specific duties

A description of the **generic duties by type of position** included in the **profile sheet** is proposed below:

Position type	Generic duties (mission)
<b>1. Manager</b>	Organise and supervise the human resources, material and economic resources, and the practices and procedures that must be followed by the department, service or field to which they belong, and evaluate and communicate the results obtained, in accordance with the procedures established by the corporation and current legislation.
<b>2. Senior technician and mid-level technician</b>	Advise, analyse and provide technical support by preparing reports or coordinating and managing technical actions on their subject of speciality.
<b>3. Assistant specialist technician and assistant technician</b>	Serve and assist the managers or senior technicians or collaborate in the development of measures and reports on their subject of speciality.
<b>4. Administrative support</b>	Support the management, registration, filing and administrative processing of files and procedures in the assigned department and to work together to complete reports on documentation and its status.
<b>5. Police</b>	In general terms, this position is responsible for carrying out the duties described in Articles 11 and 12 of the Llei de policies locals de Catalunya (Catalan Local Police Act) of 26th of June 1991.
<b>6. Trades</b>	Carry out general maintenance and repair work on public roads and municipal buildings.
<b>7. Support personnel</b>	Carry out surveillance and guard duties and provide basic support to the different organisational areas and municipal facilities.

Regarding the description of **specific duties by functional domains** and specific **positions**:

- The **specific duties** for each **functional domain** involve determining which core duties correspond to the areas of work in

question and to the positions. The following arrangement of areas of work is a standard and generic categorisation; the result of homogenising and classifying areas of work of different councils.

Department	Area of work	Duties specific to the area
<b>Town hall and communication</b>	Town hall	
	Communication	
<b>Internal services</b>	Secretary's office and general services	
	Legal services and recruitment	
	Economic services	
	Human Resources	
	Information and Communication Technologies. (ICT)	
<b>Territorial services</b>	Town planning and works	
	Activities and services	
	Environment	
	Maintenance	
<b>Public safety services</b>	Police	
	Civil protection	
<b>Personal services</b>	Personal services	
	Culture	
	Education	
	Music, dance and art	
	Childcare	
	Youth	
	Sports	
	Social services	
	Public health	
	Economic development	
	Citizen participation	

- **Position-specific duties** involve going a step further and describing the specific duties.
- The **Working Committee** will have to fill out the **profile sheet** indicating the **specific duties** for each position being analysed.

### 2.1.2. Generic and specific skills

In this section, a **selection of the relevant skills for each profile** is made by considering the **generic skills** by **position type** and the **specific skills** by **specific positions**.

Below is the **list of skills** extracted from the DIMCAL. From this list, the generic skills are selected for the different position types being defined and **the organisation must determine the specific skills for the different positions**.

TYPE OF SKILLS	
<p><b>ATTITUDINAL SKILLS</b></p> <p><b>These are skills in which the attitudinal aspect dominates.</b></p>	<ul style="list-style-type: none"> <li>• Adaptation</li> <li>• Learning to learn</li> <li>• Self-control</li> <li>• Commitment to the organisation</li> <li>• Initiative</li> <li>• Innovation</li> <li>• Finding solutions</li> </ul>

TYPE OF SKILLS	
<p><b>RELATIONAL SKILLS</b></p> <p>These are also skills which rely on attitude but which, due to their importance, deserve a different status in the profile.</p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Interpersonal skills</li> <li>• Persuasion and influence</li> <li>• Relational Network</li> </ul>
<p><b>FUNCTIONAL SKILLS</b></p> <p>These are skills linked to the role, which rely on cognitive abilities.</p>	<ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Digital competence</li> <li>• Knowledge of the area</li> <li>• Professional mastery</li> <li>• Conflict management</li> <li>• Information management</li> <li>• Instruments, tools and machinery</li> <li>• Negotiation</li> <li>• Resource optimisation</li> <li>• Work organisation</li> <li>• Focus on the quality of results</li> <li>• Focus on internal and external clients</li> <li>• Drafting documents</li> </ul>
<p><b>MANAGERIAL SKILLS</b></p> <p>These are skills specifically associated with management and leadership.</p>	<ul style="list-style-type: none"> <li>• People development</li> <li>• People Management</li> <li>• Decision making</li> <li>• Strategic vision</li> </ul>

A table is proposed below that sets out:

- A **selection of generic skills** that are **considered relevant** to the development of the mission, duties and responsibilities of the different **position types** and which are described in the table below.
- The **Working Committee** must **complete the profile sheet** and select **three specific skills**<sup>12</sup> for the **position** under analysis.

Table of **generic** and **specific skills**<sup>13</sup> of the position:

Position type	Generic skills	Position-specific skills
<b>1. Manager</b>	<ul style="list-style-type: none"> <li>• People development</li> <li>• People Management</li> <li>• Decision making</li> <li>• Strategic vision</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>2. Senior technician and mid-level technician</b>	<ul style="list-style-type: none"> <li>• Finding solutions</li> <li>• Analytical skills</li> <li>• Professional mastery</li> <li>• Focus on the quality of results</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>3. Specialist assistant technician and assistant technician</b>	<ul style="list-style-type: none"> <li>• Focus on the quality of results</li> <li>• Work organisation</li> <li>• Professional mastery</li> <li>• Focus on internal and external clients</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

<sup>12</sup> In the methodology presented, three skills are proposed, but each organisation will be able to determine the number of skills it wishes to put forward and set them for each profile.

<sup>13</sup> The organisation should select a **maximum number of three skills that are specific to the position.**

Position type	Generic skills	Position-specific skills
<b>4. Administrative Support</b>	<ul style="list-style-type: none"> <li>• Digital competence</li> <li>• Focus on internal and external clients</li> <li>• Information management</li> <li>• Commitment to the organisation</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>5. Police</b>	<ul style="list-style-type: none"> <li>• Conflict management</li> <li>• Knowledge of the area</li> <li>• Commitment to the organisation</li> <li>• Self-control</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>6. Trades</b>	<ul style="list-style-type: none"> <li>• Instruments, tools and machinery</li> <li>• Professional mastery</li> <li>• Focus on the quality of results</li> <li>• Work organisation</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>7. Support personnel</b>	<ul style="list-style-type: none"> <li>• Instruments, tools and machinery</li> <li>• Focus on internal and external clients</li> <li>• Work organisation</li> <li>• Commitment to the organisation</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

### 2.1.3. Required and complementary basic training

The following is a proposal of the **training required for each type of position** included in the **profile sheet**:

Position type	Basic training
<b>1. Manager</b>	<ul style="list-style-type: none"> <li>Higher education: bachelor's degree or equivalent – A1, or</li> <li>University diploma or equivalent – A2, or</li> <li>Baccalaureate, 2nd degree vocational training, advanced vocational certificate or equivalent – C1</li> </ul>
<b>2. Senior technician and mid-level technician</b>	<ul style="list-style-type: none"> <li>Higher education: bachelor's degree or equivalent – A1, or</li> <li>University diploma or equivalent – A2</li> </ul>
<b>3. Specialist assistant technician and assistant technician</b>	<ul style="list-style-type: none"> <li>Baccalaureate, 2nd degree vocational training, advanced vocational certificate – C1, or</li> <li>School graduate, ESO (GCSE equivalent) graduate, 1st degree vocational training or equivalent – C2</li> </ul>
<b>4. Administrative support</b>	<ul style="list-style-type: none"> <li>Baccalaureate, 2nd degree vocational training, advanced vocational certificate – C1, or</li> <li>School graduate, ESO (GCSE equivalent) graduate, 1st degree vocational training or equivalent – C2</li> </ul>
<b>5. Police</b>	<ul style="list-style-type: none"> <li>Baccalaureate, 2nd degree vocational training, advanced vocational certificate – C1, or</li> <li>School graduate, ESO (GCSE equivalent) graduate, 1st degree vocational training or equivalent – C2</li> </ul>
<b>6. Trades</b>	<ul style="list-style-type: none"> <li>Baccalaureate, 2nd degree vocational training, advanced vocational certificate – C1, or</li> <li>School graduate, ESO (GCSE equivalent) graduate, 1st degree vocational training or equivalent – C2, or</li> <li>Certificate of primary education or ESO (GCSE equivalent) – AP</li> </ul>
<b>7. Support personnel</b>	<ul style="list-style-type: none"> <li>School graduate, ESO (GCSE equivalent) graduate, 1st degree vocational training or equivalent – C2, or</li> <li>Certificate of primary education or ESO (GCSE equivalent) – AP</li> </ul>

- The **Working Committee** must **fill in the profile sheet and select the basic complementary training** for the **position** being analysed.

### 3. PROFILE OF KEY POSITIONS

This section lists the specific cases identified in the **retirement map foreseen in the organisation during the** period analysed in **phase 1**, in which the **key positions** were identified, grouped by type and with the number of employees affected, as shown below:

Position type	No. of key positions	No. of employees
<b>1. Manager</b>		
<b>2. Senior technician and mid-level technician</b>		
<b>3. Specialist assistant technician and assistant technician</b>		
<b>4. Administrative Support</b>		
<b>5. Police</b>		
<b>6. Trades</b>		
<b>7. Support personnel</b>		
<b>Key positions with predicted retirement in the 2021-2030 period<sup>14</sup></b>		

<sup>14</sup> Selected period under analysis.

From there, the next steps are as follows:

1. Retrieve the **retirement map for key positions, which will be elaborated on here in phase 3**. For a better understanding of the information, it is advisable to use the table of key positions sorted by area and by retirement date of each employee.<sup>15</sup>
2. By position type, the duties<sup>16</sup> **skills and training profile sheet**, required for the retiring employee, is completed below.

As mentioned above, the **Working Committee** will fill in each **profile sheet** and indicate the **basic complementary training**, the **specific skills** and the **specific duties of the key positions**. The **standard profile sheet** for each **management position** is proposed below. The rest of the profile sheets by position type are described in the annexes of this guide.

### 3.1. Profile sheet template: management position

The **duties, skills and training profile of a management position** has the structure shown below. This **profile sheet** is standard for each position type and, in each specific case, the organisation must indicate the necessary and complementary training, the specific skills and the specific duties.<sup>17</sup>

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<sup>15</sup> This table was created in phase 1 of the project.

<sup>16</sup> Table of position types listed in section 3.

<sup>17</sup> Parts of the sheet that are empty.

MANAGEMENT POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>DUTIES PROFILE</b>			
<b>Generic duties (mission)</b>		<b>Specific duties (functional area)</b>	
<p>Organise and supervise the human resources, material and economic resources, and the practices and procedures to be followed by the --- department, service or field, and to evaluate and report the results achieved, following the procedures established by the corporation and current legislation.</p>		<p><b>Specific duties (specific position)</b></p>	
<b>SKILLS PROFILE</b>			
<b>Generic skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>Decision making</b>	The ability to choose the most feasible decision, from a number of options, to achieve the objectives, based on an analysis of the possible effects and risks of the implementation scenarios.	Maximum	Understand, identify and choose the optimal scenario from a number of scenarios that would greatly impact the whole organisation (on a personal, economic or structural level), foreseeing and accepting the consequences of this choice.
<b>Strategic vision</b>	The ability to take into account changes in the environment, opportunities, disadvantages, as well as the strengths and weaknesses of the organisation itself when planning any action for oneself or the team.	Maximum	Formulate proposals, alternatives and innovations for the government team that lead to improvements in citizen satisfaction with regard to the services offered by the corporation and to carry out the actions necessary for their implementation.

MANAGEMENT POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
<b>People development</b>	The ability to facilitate and promote the growth of people on the team, in terms of both learning and performance, maximising their capabilities and contributions to the organisation with the most appropriate strategies.	Maximum	Generate spaces and possibilities for people development linked to their commitment to the organisation to ensure that improvement and lifelong learning are part of the organisation's culture.
<b>People Management</b>	The ability to achieve results in teams through the coordination of the people within them, and get these people to contribute effectively to achieving the objectives.	Maximum	Ensure that teams achieve organisational objectives by encouraging people to innovate and take responsibility, and to promote a leadership style in the organisation based on cooperation and a cross-sectoral approach.
<b>Generic skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>CE1</b>			
<b>CE2</b>			
<b>CE3</b>			
<b>Basic training</b>		<b>Necessary complementary training</b>	
<ul style="list-style-type: none"> <li>• Higher education: bachelor's degree or equivalent – A1, or</li> <li>• University diploma or equivalent – A2, or</li> <li>• Baccalaureate, 2nd degree vocational training, advanced vocational certificate or equivalent – C1</li> </ul>			

## 4. HOW TO PLAN TO FILL RETIREMENT VACANCIES IN KEY POSITIONS

At this point in the project, the organisation should begin planning how it will fill retirement vacancies in key positions. Before starting an external selection process, an **analysis of internal potential** is recommended in order to try to fill the vacancy with employees from within the same organisation, as such employees are already familiar with how it works and, at the same time, this encourages career opportunities for your employees.

In order to discover the existence of internal potential to fill these key positions, **the employee's training record, achievements and results obtained must be analysed.**

### 4.1. Discovering the organisation's internal potential

A proposed analysis to begin this internal assessment is described below.

#### 4.1.1. Analysis of the employees' training record

In this section, we work on the basis of the employees' training record. An analysis of the record is carried out by measuring the academic and training level or potential of the employees with respect to the posts they occupy and the jobs they are carrying out.

With regard to **the analysis of the training record**, indicators are proposed that describe, in part, the human capital of the organisation and that measure the academic and training level or potential of the employees, with respect to the posts occupied and the jobs being carried out. It is about knowing what human

capital the organisation has in order to identify how it can fit with the needs of future retirement vacancies. It is an analysis that can also be used in the overall map of the organisation's positions, to find replacements for staff on long-term or permanent leave or to cover new human resources needs as they arise.

The following **4 levels** are proposed:

- 1. Employees' level of academic qualifications in relation to the post:** at the same level, above or well above the level.
- 2. Employees' level of specialisation:** according to degrees and specific specialities.
- 3. Strategic level of employees:** according to the optional skills of certain professions.
- 4. Technological level of employees:** according to the capacity inherent in the title itself and in the position being performed.

**1. Academic level of employees in relation to the post they occupy:**

The academic level of the employees in relation to what is required for each post. In this case, a general indicator has been established and the level has also been given a value **from 0 to 3**, considering level 0 is given only when the qualification or level of the qualification coincides with that of the post. In other cases, 1 will be for those who exceed the respective classification group or sub-group or professional category by one level, and 3 for those who exceed it up to three times.

The values are described as follows:

Value	Description
<b>Value 0</b>	Match between the level of the qualification or specific qualification and the classification group or subgroup or professional category of the post.
<b>Value 1</b>	If the level of the qualification or specific qualification is a classification group or sub-group or a higher professional category than the corresponding post.
<b>Value 2</b>	If the level of the qualification or specific qualification is two classification groups or subgroups or two professional categories higher than the corresponding post.
<b>Value 3</b>	If the level of the qualification or specific qualification is three classification groups or subgroups or three professional categories higher than the corresponding post.

**2. Level of specialisation of employees:** the level of specialisation of the organisation's employees according to their academic profile, which has been **given a value from 0 to 3**. The scale of values is described as follows:

Values	Description	Reference qualifications
<b>Value 0: no specific specialisation</b>	Formal qualification without any specialisation.  Any formal non-university qualification, whatever it may be, which is directly related to the position to be filled.	Certificate of primary education, ESO (GCSE equivalent), baccalaureate, etc.  Advanced professional certificate, 1st or 2nd degree vocational training.
<b>Value 1: with some specialisation</b>	University degree or equivalent without having a direct or essential relationship to the position to be filled.	Bachelor's degree, diploma or equivalent that does not have a direct relationship to the role. Direct is interpreted as meaning 'professional'.
<b>Value 2: with a fair amount of specialisation</b>	University degree or equivalent with a direct relationship to the position to be filled.	University degrees in Architecture, Engineering, Law, Communication, Economics, Business, etc.
<b>Value 3: with a high level of specialisation</b>	More than one formal qualification, at least one of which must be a university degree or equivalent and directly related to the position to be filled (or its professional or working field). The other(s) must be directly related or optional to a professional practice.	Those specified in value 2 on a cumulative basis, or others. In the case of a direct relationship, they can be combinations of university degrees and advanced professional certificates. In the other case, it must be more than one qualification that is specific to a "professional finalist".

**3. Strategic level of employees:** this is the level of the academic profile of employees according to their specific qualification. It has been given a **value from 0 to 2** according to the potential possibilities that their respective qualifications have. This indicator has been very restrictive because only certain degrees linked to law, economics, engineering and architecture are considered to be very strategic. The classification of the values is as follows:

Values	Description	Reference qualifications
<b>Value 0: non-strategic qualifications</b>	Qualifications that are not required for a particular profession or are not relevant to the position, notwithstanding the level of the qualification itself.	Certificate of primary education, ESO (GCSE equivalent), baccalaureate, training programmes, certain university degrees and diplomas, without specifying the information of the employees.
<b>Value 1: strategic qualifications</b>	University degree or equivalent which, according to its specification, may involve the development of professional skills of a certain strategic value in the organisation.	Bachelor's degree in Social Education, Social Work, Psychopedagogy, Psychology, Library Science, Documentation, Political Science, etc.
<b>Value 2: highly strategic qualifications</b>	University degree or equivalent which, according to its specification, may involve the development of professional skills of an important strategic value for the organisation.	Bachelor's degree in Architecture, Engineering, Law, Economics, Business, etc.

**4. Technological level of employees:** the level of the technological profile of the employees according to their specific qualification. It has been given a **value from 0 to 3** considering that only certain employees with a qualification at a level associated with a very operative position have a 0. However, 3 is for those cases where it is essential to use and master the technology for the job and in accordance with the qualification.

The values are described as follows:

Values	Description	Reference qualifications
<b>Value 0: no technological level</b>	Formal qualifications without any technological component.	Any qualification from primary to basic education not directly linked to the use of technologies.
<b>Value 1: with a certain technological level equivalent to a user level</b>	Formal qualifications with a technological user level with some knowledge of office automation.	Any primary, secondary or higher education certificate not directly linked to the use of technologies, but associated with the performance of jobs that require a user level.
<b>Value 2: with a technological level equivalent to an advanced user when using certain applications</b>	Formal mid- or higher-level qualifications with an important technological level for the use of certain applications beyond user level.	Secondary education certificate or higher that involves the use of certain applications for the performance of the job.
<b>Value 3: with a high technological level in terms of the use and handling of information and communication technologies and the protection of personal data</b>	A formal mid- or higher-level qualification with a high technological level for creating and maintaining networks and information, server and personal data protection systems.	Engineering and advanced vocational certificates associated with information systems and telecommunications and computer science.

The following table<sup>18</sup> shows a first **list of employees with a high-level training record** after the academic, specialisation, strategic and technological levels of the organisation's employees have been evaluated and an ordered list of employees with potential, considering their training record, has been obtained.

Level	Academic				Specialisation				Strategic			Technological				Total
Value	0	1	2	3	0	1	2	3	0	1	2	0	1	2	3	
Employee 1																0
Employee 2																0
Employee 3																0
Employee 4																0
Employee 'n'																0

#### 4.1.2. Identifying internal talent

The objective of this section is to **identify** the organisation's **internal talent**, and it is up to the **Technical Committee** to carry out, in different work sessions, the following process:

- For each of the areas of the organisation, it is necessary to **identify employees who stand out according to the following criteria**: achievements, working capacity, efficiency and problem solving.

In order to identify them, indicators are proposed with a methodology that measures **the skills of the employees with respect to**

<sup>18</sup> Proposed table template to work with the results of the evaluation.

**the posts they occupy and the jobs they are performing.** It is about knowing if we have internal talent and detecting whether it would fit with the retirement vacancies.<sup>19</sup>

The following concepts are proposed:

- 1. Number of achievements** of employees in relation to the post held: whether they have achieved many or some achievements, or none at all.

Values	Description	Evidence
<b>Value 0</b>	<b>There have been no concrete achievements.</b>	The manager cannot provide evidence for any of the employee's achievements.
<b>Value 1</b>	<b>Some achievements have been made.</b>	The manager lists more than one achievement of the employee and explains them.
<b>Value 2</b>	<b>Achievements are normally made.</b>	The employee always achieves the objectives successfully. Based on achievements, this employee is exemplary.

- 2. Level of working capacity and efficiency** of employees according to the manager's observation.

<sup>19</sup> As mentioned above, this analysis process also allows us to have the knowledge necessary to fill not only retirement vacancies but also vacancies generated by leaves of absence or new organisational needs.

Values	Description	Evidence
<b>Value 0</b>	<b>Lower working capacity or has shortcomings.</b>	Failure to perform work within the agreed deadlines in working hours.
<b>Value 1</b>	<b>Adequate working capacity and level of efficiency.</b>	Performs work within the agreed deadlines and working hours.
<b>Value 2</b>	<b>High working capacity and efficiency.</b>	Tries to finish the work before the agreed deadlines. Sometimes stays beyond regular working hours to get work done and meet objectives.
<b>Value 3</b>	<b>Very high working capacity and efficiency.</b>	Takes on a high volume of work. Always stays as long as necessary to get meet objectives.

**3. Employee level of problem solving:** according to the manager's observation, being decisive, innovative and providing new solutions.

Values	Description	Evidence
<b>Value 0</b>	<b>Brings nothing new to the table.</b>	Never comes up with new solutions and, when faced with a new situation, waits to be told what to do and accepts it.
<b>Value 1</b>	<b>Good level of problem solving.</b>	The employee, faced with different problems, is able to solve the problems (proposes a solution).

Values	Description	Evidence
<b>Value 2</b>	<b>High level of problem solving.</b>	In the face of problems, he/ she thrives and provides innovative and creative solutions and successfully resolves the situation at hand in an efficient manner.

The following table<sup>20</sup> shows a second **list of employees** in which levels of achievement, working capacity, efficiency and problem solving have been assessed, resulting in a **ranked list of employees with potential who make up the internal talent pool**.

Level	Achievements				Working capacity				Problem solving			Total
Value	0	1	2	3	0	1	2	3	0	1	2	
<b>Employee 1</b>												<b>0</b>
<b>Employee 2</b>												<b>0</b>
<b>Employee 3</b>												<b>0</b>
<b>Employee 4</b>												<b>0</b>
<b>Employee 'n'</b>												<b>0</b>

Finally, as a result of the sum of the previous values, a **list of all employees, ranked according to their internal potential** (from highest to lowest potential) has been created<sup>21</sup>.

<sup>20</sup> Proposed table template to work with the results of the evaluation.

<sup>21</sup> Proposed table template to work with the results that are obtained.

Employees	High-level training report	Internal talent	Total score	Employee total
Employee 1				
Employee 2				
Employee 3				
Employee 4				
Employee 'n'				

#### 4.2. Criteria for Filling Retirement Vacancies

Once the above analysis has been carried out, in order to fill vacancies in key positions, the result of the analysis of the previous point should be considered first:

- **List of employees with potential.** This proposal will be approved by the line managers, as they are part of the Working Committee.

LIST OF EMPLOYEES WITH POTENTIAL	Overall score of employees (from highest to lowest)
Employee 1	
Employee 2	
Employee 3	
Employee 4	
Employee 'n'	

- Consideration needs to be given to the eligibility of these employees identified for the vacancies, taking into account their **legal relationship, the post and job group they hold**. The table below indicates the minimum information you should know about these employees:

List of employees with potential	Post occupied	G /SG	Position occupied	Current legal relationship	Does it allow internal promotion?	Which G/SG?	Does it allow for the position to be filled?
				(1)	YES/NO	(2)	YES/NO
<b>Employee 1</b>							
<b>Employee 2</b>							
<b>Employee 3</b>							
<b>Employee 4</b>							
<b>Employee 5</b>							
<b>Employee 'n'</b>							
					No.:		No.:

(1) (Career civil servant, temporary civil servant, permanent position, non-permanent position)

(2) (A1, A2, C1, C2, AP)

- From the list of employees with potential, a **proposal is drawn up with the employees with potential who are likely to fill key retirement vacancies**, which must be approved by line managers and which must be individually contrasted with the **needs and requirements for filling vacant posts**.

List of employees with the potential to fill vacancies	Post and position held	G /SG	Position occupied	Current legal relationship (1)	Does it allow internal promotion? YES/NO	Which G/SG? (2)	Does it allow for the position to be filled? YES/NO	What retirement vacancies are they suitable for?	How are they eligible for promotion or appointment?
Employee a									
Employee b									
Employee c									

In this sense, **in the event of having suitable candidates** – with sufficient potential and legal ties – an **internal promotion process or filling of the job position** may be carried out before informing the employee in question of this proposal.

In the event of **NOT having candidates who, although suitable both in terms of profile and training, have a legal relationship that allows for internal promotion**, the organisation must **carry out** an **external employee selection process**, taking into account the profile of duties, skills and training for the vacant position.

Since the selection process is for a **key position** and the objective is to **attract the best candidate for it, an external talent recruitment process must be carried out.**

Listed below are some ideas for **attracting external talent.**

- **Search for candidates in specific job pools:**
  - Universities
  - Vocational training centres or training programmes

- Professional colleges
- Professional associations
- And so on.
- **Promotional and advertising actions:**
  - Informative brochures on what the organisation does and the projects in the area of the vacancy to be covered, and the promotion of actions that have an impact on citizens and the municipality.
  - Promotional videos posted on the organisation's social networks (LinkedIn, Facebook, Twitter, etc.).
  - Talks at universities and in training programmes of particular interest, to raise awareness of what councils do.
  - Use of media such as radio, digital channels, etc.
- **Collaboration actions in the form of internships and scholarships at universities.**

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## PHASE 4

### MANAGEMENT AND KNOWLEDGE TRANSFER IN GENERATIONAL CHANGEOVER PROCESSES

The main objective of this phase is to **preserve the critical knowledge in the organisation held by employees who are imminently retiring and who occupy key positions.**

This last phase mainly involves the following positions:

- **The senior employee** who, as a key figure in the process, must collect the knowledge learned in the position and give practical support with the aim of conserving all the critical knowledge.
- **The HR unit** which, as the leader, coordinates and drives the whole process.
- **The managers of the senior employees**, who act as validators of the information and, at the same time, assist and support the senior employee and the new employee.

This phase is divided into two parts:

1. A concrete working methodology is proposed to carry out the **knowledge transfer process**, incorporating a roadmap for this process.
2. **An annexes section is added with the standard documents and forms** that can be used as a guide or support tool and that form part of the developed methodology.

For the analysis, the information and data from **phases 2 and 3 of the guide** have been taken into account.

## 1. PROCESS OF KNOWLEDGE MANAGEMENT AND TRANSFER

As mentioned in the different phases of this guide, the proposed methodology is presented so that the organisation has a roadmap for its generational changeover processes. We remind you that, up to now, the organisation has the following tools at its disposal:

- 1. The organisation's retirement map for the next 10 years** (resulting from the Phase 1 analysis).
- 2. The map of key positions that will become vacant due to retirement in the 10-year period** (resulting from the Phase 2 analysis).
- 3. The duties, skills and training profile of the key positions** (resulting from the description work in Phase 3).

All this previous analysis is necessary so that the organisation can plan and manage its changeover processes properly, and it can be carried out for the period of time that the organisation considers necessary: 5 years ahead, 10 years ahead, etc. However, in order to apply the methodology of knowledge collection and transfer, the retirement horizon should be limited to no more than two years ahead.<sup>22</sup> In this way, a list of employees who will retire over the next two years can be made.

The methodology designed takes into account the following premises:

- **Employees in key positions retiring in the next two years, grouped by six-month periods.**

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<sup>22</sup> This two-year period is a recommendation. Each organisation can lay out the period it deems appropriate.

- **The knowledge transfer process is expected to last for the 9 months before the employee's retirement.**

In addition, it is necessary to specify the different roles involved in the whole process, which are as follows:

- **Human Resources (HR):** plans and coordinates the entire process, carrying out the monitoring and providing support. It guarantees the success of the management and transfer of knowledge.
- **Senior employee:** key figure in the process.
- **New employee:** the successor to the key position, i.e. the person who will have to learn the duties of the new position through the resources and actions developed in the process. Their quick adaptation to the position and the learning of their duties will indicate the success of the generational changeover process.
- **Management:** assists and supports the senior employee and the new employee.

## 2. METHODOLOGY

In the following point, the roadmap and the specific working methodology is outlined, which determine what actions must be carried out in chronological order, and those responsible for each action are detailed.

### 2.1. Roadmap: actions and schedule

The roadmap includes the designation of actions that must be undertaken and the predicted schedule<sup>23</sup>.

ACTIONS	WORK SCHEDULE (months)										
	Pre-vious	1	2	3	4	5	6	7	8	9	Post. <sup>24</sup>
1. Assigning responsibility and resources	0										
2. Drawing up the final list of employees on the verge of retirement	0										
3. Initial communication of the project to retiring employees of key positions		1									
4. Training to prepare transfer resources and measures			2								
5. Proposed resources and measures and delivery schedule				3							
6. Information gathering, analysis and classification of the knowledge					4	5	6				
7. Validation of transfer resources and measures								7	8		
8. Senior employee recognition activities				3	4	5	6	7	8	9	
9. Inclusion of the new employee and support											

<sup>23</sup> The time frames are a proposal; each organisation will be able to adapt them according to its context or needs.

<sup>24</sup> Date on which the new employee joins.

The Human Resources unit assigned to provide support in generational changeover processes reviews and studies the previous information of the following project:

- The projected 10-year retirement scenario.
- The list of key positions under analysis.
- The profile of key positions.

The steps to be taken by human resources unit or area are outlined in the action plan below.

## 1. ASSIGNING RESPONSIBILITY AND RESOURCES

Prior to the start of the process, the organisation must **assign responsibilities and personal resources to manage the generational changeover processes** predicted in the organisation. As we will see, employees must follow and assist these processes, so we propose assigning responsibilities and roles to specific positions, preferably in the field of human resources.

## 2. DRAFTING OF THE FINAL LIST OF EMPLOYEES IN KEY POSITIONS WHO ARE DUE TO RETIRE (WITHIN A 2-YEAR PERIOD)

To start the process, it is necessary to specify which employees are affected and in which order. This choice should be made by **groups of employees who are expected to retire in the next two years**. Therefore, lists of retiring employees are made every two years.

The human resources unit (hereinafter, HR), as the unit responsible for generational changeover processes, is in charge of drawing up the final lists of employees. To compile the lists, it is necessary to start from the **table of key positions/employees sorted by retirement dates** and, in addition, the following information is required for each of the employees:

- a) Their situation in terms of periods of Social Security contributions.
- b) Their willingness to take ordinary or early retirement. With this information, the **final lists** are drawn up.

In addition, for practical and logistical reasons following the process, the methodology determines the groups of retiring employees by six-month periods. Therefore, each list is divided into 4 employee groups.

### **3. INITIAL COMMUNICATION OF THE PROJECT TO RETIRING EMPLOYEES OF KEY POSITIONS**

As mentioned in previous paragraphs, the **process of knowledge management and transfer** is expected to **last 9 months**.

The organisation must make the affected employees aware of this process, as it involves significant participation and effort. To do this, the HR team will need to present an initial report of the process, explaining its rationale, objectives and finally the operational issues.

### 3.1. Initial communication session by Human Resources to employees in key positions who are retiring imminently

- **Frequency and target audience:** this session should be held **twice a year** and is intended for the following employees (example table):

Communication in the month of April 20YY	Group 1: employees retiring between the months of January and June of the following year 20YY+1
Communication in the month of October 20YY	Group 2: employees retiring between July and December of the following year 20YY+1

- **Content of the session:**
  - a) In this session, the HR team should present the project, explaining the outcome of the phases, the objective of this process, the people involved in it, what it will consist of and what will be asked of them during the process.
  - b) It should be explained that the process is always foreseen to receive assistance from the HR department (online support, interviews, approvals, etc.)

### 3.2. Individual communication to the employee

The HR department sends an email to each employee at the start of their changeover process (employee-retirement date/start date 9 months before date of retirement).

## 4. TRAINING TO PREPARE TRANSFER RESOURCES AND MEASURES

Training session to explain and prepare the transfer resources<sup>25</sup> and measures.

- **Frequency and target audience:** this training session will take place **1 month after the target audience communication session** and on the following dates (example table):

Training session: May 20YY	<p>Group 1: employees retiring between the months of January and June of the following year 20YY+1</p> <p>The line managers<sup>26</sup> of the retiring positions</p>
Training session: November 20YY	<p>Group 2: employees retiring between July and December of the following year 20YY+1</p> <p>The line managers of the retiring positions</p>

- **Content of the session**
  - a) The HR department provides training on the types of **transfer resources** and **measures** that can be prepared. Given that people retire at different times, the training session should be in a digital format for later reference.
  - b) At the end of the session, the document detailing the **proposal of resources and measures and the delivery schedule** are handed out and explained to the attendees. The employee must

<sup>25</sup> The resource repository stores all the essential information of the key positions, which is collected by the occupants of the position themselves, since it is the people who carry out their duties who create the different resources.

<sup>26</sup> Line managers: line managers should be present during training so that they can support the preparation of resources and measures.

fill it in and send it to the HR department within a **maximum period of 1 month from the training date**.

- c) **Resources:** the basic resources in this process are explained, although it must be taken into consideration that they **will have to be chosen according to the type of knowledge that will be transferred and the job position**. These resources are critical, as the old and new occupants will not work together and it is necessary to determine how best to document the knowledge and information of the position.

The **resources** proposed in our methodology and explained in the training session are as follows:

**1. Knowledge Transfer File (KTF):**<sup>27</sup> it is necessary to explain how to fill it in. It is the basic resource and it is compulsory to fill it in.

**2. Tutorials.**

**3. Digital training videos.**

**4. Job manual:** information available to the organisation.

**5. Other materials.**

- **Transfer measures**

Once the **resource repository** has been prepared, we need to look at **how the senior employee can pass on the knowledge**

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<sup>27</sup> KTF: basic resource to get to know the job, where all the information and knowledge about the position is collected.

**to the organisation or their successor.** The following **transfer measures** are proposed:

- 1. Internal workshop as an expert:** can be started before the employee retires.
- 2. Mentoring new recruits:** can be started before the employee retires.
- 3. Support sessions:** can be carried out after retirement, whether anticipated or not, and providing that an agreement is reached, as they are completely voluntary.

**According to Article 213.4 of Royal Legislative Decree 8/2015,** it is possible to receive the contributory retirement benefit while working as an employee as long as the total annual income does not exceed the minimum interprofessional salary in the annual calculation.<sup>28</sup> This situation does not require registration with the Social Security Scheme.

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<sup>28</sup> Query made at the General Treasury of Social Security on 29/01/2020 under no. 1880584 and answered on 31/01/2020. "Since 2-8-2011. The 31st Additional Provision of Law 27/2011 incorporates a Section 4 in Art. 165 of the former LGSS (General Social Security Law) which is now in Art. 213.4 of Legislative Royal Decree 8/2015 with the following content:

4. Receipt of the retirement pension will be compatible with self-employment where total annual income does not exceed the Minimum Interprofessional Salary, on an annual basis. Those who carry out these economic activities are not obliged to pay Social Security contributions. The activities specified in the previous paragraph, for which no contributions are paid, will not generate new rights to Social Security benefits.

Total annual income' should take into account the net income derived from self-employment, i.e. full income minus tax-deductible expenses. Control is carried out by the National Institute of Social Security"

## 5. PROPOSED RESOURCES AND MEASURES AND DELIVERY SCHEDULE

Based on the training session received, the senior employee should draw up his/her **proposal for resources and measures** and include in it the schedule for delivery. The process is as follows:

- a) **The senior employee prepares and submits the proposal of resources and measures** to be carried out and the delivery schedule to the HR department. The proposal is then discussed with the **line manager**.

The **deadline for submission** of the proposal is **the month after** the date of the training received (example table):

<p>Training: May 20YY Proposal: June 20YY</p>	<p>Group 1: those retiring between January and June of the following year 20YY+1.  The line managers of the retiring positions.</p>
<p>Training: November 20YY Proposal: December 20YY</p>	<p>Group 2: those retiring between July and December of the following year, 20YY+1.  The line managers of the retiring positions.</p>

- b) The HR department and the senior employee agree on the proposal** and the HR department accepts it within a **maximum of 1 week** after receiving the proposal (example table):

<p>Proposal: 30 June 20YY Acceptance of the proposal: 1st week of July</p>	<p>Group 1: those retiring between January and June of the following year 20YY+1.</p>
<p>Proposal: 31 December 20YY Acceptance of the proposal: 1st week of January</p>	<p>Group 2: those retiring between July and December of the following year 20YY+1.</p>

- c) The HR department informs each employee of the start of the information gathering process:** the HR department sends an email attaching the Knowledge Transfer File (KTF) and indicating the date by which it must be sent back to HR.

The **deadline for the submission** of the **data sheet to HR** is **1 month** from the date of the email.

## 6. INFORMATION GATHERING, ANALYSIS AND CLASSIFICATION OF THE KNOWLEDGE

The moment in the process when the senior employee prepares the resources and measures he/she has identified in the proposal. Based on the **data sheet**, the **basic resource used to become familiar with the position**, all the information and knowledge of the position will be analysed.

The collection of basic information about the position is based on the **data sheet**. Once it is submitted to the HR department, a joint analysis is carried out and **two support sessions are scheduled**.

The first support session should take place no later than **2 weeks after the form has been submitted to HR** and the second session should take place **1 week after the first**.

**The content of the sessions is as follows:**

- **Support session 1.** To go deeper into the data sheet, resolve any doubts that may have arisen when filling it in and categorise the knowledge according to the matrix.

In this part of the process, we start from the basic premise that **it is not necessary to preserve all knowledge** and, therefore, knowledge will be categorised between **critical** and **non-critical knowledge**, and **necessary knowledge** and **less necessary or non-necessary knowledge**. This exercise involves analysing the information collected from the position and is categorised in the following matrix:



We understand that the knowledge categorised in the boxes marked **PRESERVE should NOT change** and that, therefore, it must be preserved because it remains relevant for the organisation and for the new employees. On the other hand, the knowledge categorised in the **DO NOT PRESERVE box DOES need to change**, since it is no longer relevant for the organisation and it is time to make use of new knowledge and new ways of doing things.

- **Support session 2.** Once the transferable knowledge is determined, we must go a step further and **differentiate between explicit and tacit knowledge**. The objective of this session is for the HR department and the employee to work together to define this knowledge with specific techniques.<sup>29</sup>

### **1. Explicit knowledge**

- What is it? It is basic knowledge, that you can see and that is easy to identify; mainly everything that is covered on the data sheet.

### **2. Tacit knowledge / intuition (experience):**

- What is it? It is the unwritten knowledge that has more to do with the intuition, experience and the accumulated background knowledge that the senior employee has acquired in the position, which helps him/her know how to act or deal with new situations. Therefore, it would not be a question of what you know, but how it's done.

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<sup>29</sup> Specific techniques: we recommend that the HR department receives training in these techniques and can seek advice from the relevant provincial councils, depending on their area.

- How? More work needs to be done on how the work is done:
  - ◇ Discrimination of information.
  - ◇ Diagnosis of situations and problems.
  - ◇ Decision-making in the position environment.

## 7. VALIDATION OF TRANSFER RESOURCES AND MEASURES

The HR department keeps track of deliveries of resources and measures prepared by employees.

When the HR department receives the different **transfer resources and measures**, it must do the following:

- Review them to determine if they are correct and if they have an adequate level of quality, since all this information and knowledge will be part of the organisation's knowledge repository and, therefore, this level of quality must be guaranteed. If they are incorrect, they will be sent to the employee for improvement. The HR department will make these revisions as resources are received.
- Give feedback to each senior employee regarding the developed products.

## 8. SENIOR EMPLOYEE RECOGNITION ACTIVITIES

Parallel to the whole process being carried out, the organisation must **plan activities to recognise** senior professionals. The aim is, on the one hand, to reward their **involvement and participation in this effort to transfer knowledge** and, on the other, **to value their professional career** in the organisation.

The organisation should do at least **one recognition activity** using some of the following ideas:

- Public events that recognise their contribution to the organisation, such as:
  - Internal public farewell ceremony.
  - News in the internal newsletter.
  - Video on the intranet of their superior explaining their career.
  - Publicity of all the employee's achievements.
  - Presence in strategic meetings.
- Expert training accreditations.

## 9. INCLUSION OF THE NEW EMPLOYEE AND SUPPORT

In this whole process, the new employee will ideally assume their position with the help of the previous employee and the transfer of knowledge would be carried out directly. Certainly, in most cases

this will not be possible, so all the information is collected and stored in the repository.

The HR department and the immediate superior should support and accompany the new employee and facilitate and explain the resources and tools used throughout the process.

As discussed in point 4 of the process, certain **transfer measures** are carried out after retirement. For example, the **support sessions** can be started after retirement, providing that an agreement is reached with the senior employee, as they are entirely voluntary.<sup>30</sup>

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<sup>30</sup> According to Article 213.4 of Royal Legislative Decree 8/2015, it is possible to receive the contributory retirement benefit while working as an employee as long as the total annual income does not exceed the minimum interprofessional salary in the annual calculation. This situation does not require registration with the Social Security Scheme.

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## 3. Final considerations

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The methodology presented in this guide, in addition to being a process that aims to respond to the mass retirements situation that most administrations are facing, also aims for these organisations to gradually establish this way of working in their organisational culture. Therefore, it is not only to respond to the outflow of knowledge caused by these retirements, but it aims to go a step further and use this generational changeover plan as a first step, as a pilot test of the process that must really be undertaken to achieve transparent, digital and cross-cutting organisations in which knowledge is shared and learning is lifelong.

For this reason, this is a great window of opportunity for us to prepare to face the challenge of mass employee retirements, but also to adapt this process to the strategic planning of our resources. Therefore, organisations will have to consider this changeover plan as a pilot test with a methodology that will have to be adapted to each organisation, so that it is subsequently incorporated into the whole organisation and not just into the group of employees who are about to retire.

Finally, this system will allow us to be more prepared and empowered as an organisation:

- To have identified all the strategic positions of the map of overall positions.

- To make decisions on this map of positions in accordance with the needs that our organisation and those of the municipalities and the territory must face.
- To have identified internal talent to fill possible vacancies in case of any eventuality and to know when it is necessary to attract external talent and how to do so.
- To establish ways of working that facilitate knowledge sharing and continuous learning and align with the organisation's strategy.

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## 4. Annexes

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The following are document templates that are generated during the development of the generational changeover plan and that have been described in phases 3 and 4 of the plan presented in this guide, as a result of the application of the methodology described.

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### 4.1. Annexes: Phase 3

#### 1. Criteria for future-oriented analysis of non-key positions

Question	Reply
<b>Questions relating to staffing and the post</b>	
Is the position a single basic position or is it held by more than one person?	
Can the objectives of the work be met by the current occupants?	
Is the continuation of this service envisaged? In the short or medium term, will the service be provided in the same way as it has been until now?	
When the current occupant of the job is absent (due to temporary incapacity or holidays, etc.): <ul style="list-style-type: none"><li>• is it necessary to replace them?</li><li>• are they replaced in all the duties of the role or are only some of their duties taken over?</li><li>• What are the tasks performed by their substitute?</li></ul>	

Question	Reply
<b>Questions relating to the continuation, abolition or modification of position duties</b>	
Review duties to detect duplicate or unnecessary tasks.	
Indicate, in general terms, the complexity of the position's duties (indicating whether they are of a low, medium or high complexity).	
What is the manager's assessment of the tasks being carried out? Which tasks stand out? Can some tasks be eliminated? Can any of the tasks currently being carried out be changed?	
Does the organisation plan to introduce digital support or artificial intelligence to carry out the duties that are now specific to this position?	
<b>Proposal for action</b>	
(to be completed by the Working Committee)	

## 2. Assessment of the training record

Employee records are assessed according to their academic and training level or potential with respect to the posts and positions they occupy.

The assessment is based on the following **assessment items**:

- Academic qualifications.
- Specialisation.
- Strategic level.
- Technological level.

**a) Academic level of employees in relation to the post they occupy**

The academic level of the employees with respect to what is required for each post. In this case, a general indicator has been established and the level has also been given a value from 0 to 3, considering level 0 is given only when the qualification or level of the qualification coincides with that of the post. In other cases, 1 will be for those who exceed the respective classification group or sub-group or professional category by one level, and 3 for those who exceed it up to three times.

The values are described as follows:

Value	Description
<b>Value 0</b>	Match between the level of the qualification or specific qualification and the classification group or subgroup or professional category of the post.
<b>Value 1</b>	If the level of the qualification or specific qualification is a classification group or sub-group or a higher professional category than the corresponding post.
<b>Value 2</b>	If the level of the qualification or specific qualification is two classification groups or subgroups or two professional categories higher than the corresponding post.
<b>Value 3</b>	If the level of the qualification or specific qualification is three classification groups or subgroups or three professional categories higher than the corresponding post.

**b) Level of specialisation of employees**

The level of specialisation of the council employees according to their academic profile, which has been given a value from 0 to 3.

The scale of values is described as follows:

**c) Strategic level of employees**

Values	Description	Reference qualifications
<b>Value 0: non-strategic qualifications</b>	Qualifications that are not required for a particular profession or are not relevant to the position, notwithstanding the level of the qualification itself.	Certificate of primary education, ESO (GCSE equivalent), baccalaureate, training programmes, certain university degrees and diplomas, without specifying the information of the employees.
<b>Value 1: strategic qualifications</b>	University degree or equivalent which, according to its specification, may involve the development of professional skills of a certain strategic value in the organisation.	Bachelor's degree in Social Education, Social Work, Psychopedagogy, Psychology, Library Science, Documentation, Political Science, etc.
<b>Value 2: highly strategic qualifications</b>	University degree or equivalent which, according to its specification, may involve the development of professional skills of an important strategic value for the organisation.	Bachelor's degree in Architecture, Engineering, Law, Economics, Business Studies, etc.

The level of the academic profile of employees according to their specific qualification. It has been given a value from 0 to 2 according to the potential possibilities that their respective qualifications have. This indicator has been very restrictive because only certain degrees linked to law, economics, engineering and architecture are considered to be very strategic.

The classification of the values is as follows:

**d) Technological level of employees**

The level of the technological profile of the employees according to their specific qualification. It has been given a value from 0 to 3 considering that only certain employees with a qualification at a level associated with a very operative position have a 0. However, 3 is for those cases where it is essential to use and master the technology for the job and in accordance with the qualification.

The values are described as follows:

Values	Description	Reference qualifications
<b>Value 0: no technological level</b>	Formal qualifications without any technological component.	Any qualification from primary to basic education not directly linked to the use of technologies.
<b>Value 1: with a certain technological level equivalent to a user level</b>	Formal qualifications with a technological user level with some knowledge of office automation.	Any primary, secondary or higher education certificate not directly linked to the use of technologies, but associated with the performance of jobs that require a user level.

Values	Description	Reference qualifications
<b>Value 2: with a technological level equivalent to an advanced user when using certain applications</b>	Formal mid- or higher-level qualifications with an important technological level for the use of certain applications beyond user level.	Secondary education certificate or higher that involves the use of certain applications for the performance of the job.
<b>Value 3: with a high technological level in terms of the use and handling of information and communication technologies and the protection of personal data</b>	A formal mid- or higher-level qualification with a high technological level for creating and maintaining networks and information, server and personal data protection systems.	Engineering and advanced vocational certificates associated with information systems and telecommunications, and computer science.

### Training record assessment table

The academic, specialisation, strategic and technological levels of council employees are evaluated and an ordered list of employees with potential is obtained according to their training record

Level	Academic			Specialisation			Strategic			Technological			Total
Value	0	1	2	3	0	1	2	3	0	1	2	3	
<b>Employee 1</b>													<b>0</b>
<b>Employee 2</b>													<b>0</b>
<b>Employee 3</b>													<b>0</b>
<b>Employee 4</b>													<b>0</b>
<b>Employee 'n'</b>													<b>0</b>

### 3. Identification of internal talent

The organisation's internal talent is identified by evaluating employees against job performance criteria.

Identification is carried out by assessing the employees who stand out according to the following **criteria**:

- Achievements.
- Working capacity and efficiency.
- Problem solving.

#### a) Number of achievements

The employee's achievements over the last ten years are measured and quantified:<sup>31</sup>

Values	Description	Evidence
<b>Value 0</b>	<b>There have been no concrete achievements.</b>	The manager cannot provide evidence for any of the employee's achievements.
<b>Value 1</b>	<b>Some achievements have been made.</b>	The manager lists more than one achievement of the employee and explains them.
<b>Value 2</b>	<b>Achievements are normally made.</b>	The employee always achieves the objectives successfully. Based on achievements, this employee is exemplary.

<sup>31</sup> Each organisation will decide the period it wishes to analyse.

### b) Level of working capacity and efficiency

The degree of involvement and efficiency of the employees in their work is measured according to the observations made by the manager.

Values	Description	Evidence
<b>Value 0</b>	<b>Lower working capacity or has shortcomings.</b>	Failure to perform work within the agreed deadlines in working hours.
<b>Value 1</b>	<b>Adequate working capacity and level of efficiency.</b>	Performs the work within the agreed deadlines and working hours.
<b>Value 2</b>	<b>High working capacity and efficiency.</b>	Tries to finish the work before the agreed deadlines. Sometimes stays beyond regular working hours to get work done and meet objectives.
<b>Value 3</b>	<b>Very high working capacity and efficiency.</b>	Takes on a high volume of work. Always stays as long as necessary to get meet objectives.

### c) Problem solving level

Measures the ability to deal with problems by proposing solutions, innovating and providing new proposals.

Values	Description	Evidence
<b>Value 0</b>	<b>Brings nothing new to the table.</b>	Never comes up with new solutions and, when faced with a new situation, waits to be told what to do and accepts it.
<b>Value 1</b>	<b>Good level of problem solving.</b>	The employee, faced with different problems, is able to solve the problems (proposes a solution).
<b>Value 2</b>	<b>High level of problem solving.</b>	In the face of problems, he/she thrives and provides innovative and creative solutions and successfully resolves the situation at hand in an efficient manner.

### **Internal talent identification table**

Following the evaluation of the achievements, working capacity and efficiency and problem solving skills of council employees, an ordered list of employees with potential and internal talent is obtained.

Level	Achievements				Working capacity				Problem solving			Total	
	Value	0	1	2	3	0	1	2	3	0	1		2
<b>Employee 1</b>													<b>0</b>
<b>Employee 2</b>													<b>0</b>
<b>Employee 3</b>													<b>0</b>
<b>Employee 4</b>													<b>0</b>
<b>Employee 'n'</b>													<b>0</b>

#### 4. List of the organisation's internal potential

This list is the result of combining the assessment of employee records and the identification of internal talent.

##### Training record assessment table

Level	Academic				Specialisation				Strategic			Technological			Total	
Value	0	1	2	3	0	1	2	3	0	1	2	0	1	2	3	
Employee 1															0	
Employee 2															0	
Employee 3															0	
Employee 4															0	
Employee 'n'															0	

##### Internal talent identification table

Level	Achievements				Working capacity				Problem solving			Total
Value	0	1	2	3	0	1	2	3	0	1	2	
Employee 1												0
Employee 2												0
Employee 3												0
Employee 4												0
Employee 'n'												0

**Proposal of employees with internal potential:  
resulting from adding the two previous tables  
together.**

LIST OF EMPLOYEES WITH POTENTIAL	Overall score of employees (from highest to lowest)
Employee 1	
Employee 2	
Employee 3	
Employee 4	
Employee 'n'	

## 5. Skills profile by position type

- **Management position**

MANAGEMENT POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>DUTIES PROFILE</b>			
<b>Generic duties (mission)</b>		<b>Specific duties (functional area)</b>	
Organise and supervise the human resources, material and economic resources, and the practices and procedures to be followed by the ---- department, service or field, and to evaluate and report the results achieved, following the procedures established by the corporation and current legislation.		<b>Specific duties (specific position)</b>	
<b>SKILLS PROFILE</b>			
<b>Generic skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>Decision making</b>	The ability to choose the most feasible decision, from a number of options, to achieve the objectives, based on an analysis of the possible effects and risks of the implementation scenarios.	Maximum	Understand, identify and choose the optimal scenario from a number of scenarios that would greatly impact the whole organisation (on a personal, economic or structural level), foreseeing and accepting the consequences of this choice.

MANAGEMENT POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
<b>Strategic vision</b>	The ability to take into account changes in the environment, opportunities, disadvantages, as well as the strengths and weaknesses of the organisation itself when planning any action for oneself or the team.	Maximum	Formulate proposals, alternatives and innovations for the government team that lead to improvements in citizen satisfaction with regard to the services offered by the corporation and to carry out the actions necessary for their implementation.
<b>People development</b>	The ability to facilitate and promote the growth of people on the team, in terms of both learning and performance, maximising their capabilities and contributions to the organisation with the most appropriate strategies.	Maximum	Generate spaces and possibilities for people development linked to their commitment to the organisation to ensure that improvement and lifelong learning are part of the organisation's culture.
<b>People Management</b>	The ability to achieve results in teams through the coordination of the people within them, and get these people to contribute effectively to achieving the objectives.	Maximum	Ensure that teams achieve organisational objectives by encouraging people to innovate and take responsibility, and to promote a leadership style in the organisation based on cooperation and a cross-sectoral approach.
<b>Generic skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>CE1</b>			
<b>CE2</b>			
<b>CE3</b>			
<b>Basic training</b>		<b>Necessary complementary training</b>	

MANAGEMENT POSITION	JOB POSITION
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>	
<ul style="list-style-type: none"> <li>• Higher education: bachelor's degree or equivalent – A1, or</li> <li>• University diploma or equivalent – A2, or</li> <li>• Baccalaureate, 2nd degree vocational training, advanced vocational certificate or equivalent – C1</li> </ul>	

- **Technician position**

The **duties, skills and training profile** of a technician position (senior technician or mid-level technician).

TECHNICIAN POSITION	JOB POSITION
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>	
<b>DUTIES PROFILE</b>	
<b>Generic duties (mission)</b>	<b>Specific duties (functional area)</b>
Advise, analyse and provide technical support by preparing reports and coordinating or managing technical measures on the subject of their speciality.	
	<b>Specific duty (position)</b>

TECHNICIAN POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
SKILLS PROFILE			
Generic skills	Refers to	Optimum level	Implies
<b>Finding solutions</b>	Ability to find viable, optimal and effective alternatives to the problems, situations and requirements that occur in their field of action.	Maximum	Ability to solve very complex situations or problems using innovative and creative solutions based on a non-traditional approach, with advanced knowledge of the objectives to be achieved in their field of action.
<b>Analytical skills</b>	Ability to technically explain a problem or situation in the field of their speciality, identifying the causes and foreseeing the consequences.	Maximum	Ability to innovate in evaluation techniques of complex or difficult processes through a deep knowledge of the methods in force at any given time, to obtain more accurate data and thus be able to modify the process, project or situation in question.
<b>Professional mastery</b>	Ability to face and resolve situations of a different nature that arise in their professional context, with the appropriate means and based on knowledge and technical and operational skills, in order to ensure maximum efficiency and effectiveness.	Maximum	Ability to create and incorporate new working methods and systems based on new developments, trends and changes to improve existing processes and services.
<b>Focus on the quality of results</b>	Ability to focus professional conduct on the achievement of results with an excellent level in terms of quality.	Maximum	Ability to promote the continuous improvement of the service and the focus on efficiency in the organisation.

TECHNICIAN POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>Generic skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>CE1</b>			
<b>CE2</b>			
<b>CE3</b>			
<b>TRAINING PROFILE</b>			
<b>Basic training</b>		<b>Necessary complementary training</b>	
<ul style="list-style-type: none"> <li>• Higher education: bachelor's degree or equivalent – A1, or</li> <li>• University diploma or equivalent – A2</li> </ul>			

- **Support technician position**

The **duties, skills and training profile** of a support technician position.

SUPPORT TECHNICIAN POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>DUTIES PROFILE</b>			
<b>Generic duties (mission)</b>		<b>Specific duties (functional area)</b>	
Serve and assist the managers or senior technicians in the development of measures and reports on their subject of speciality and collaborate with them.			
		<b>Specific duty (position)</b>	
<b>SKILLS PROFILE</b>			
<b>Generic skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>Focus on the quality of results</b>	Ability to focus professional conduct on the achievement of results with an excellent level in terms of quality.	Maximum	Ability to implement specific changes in working methods, to achieve improvements over current levels of achievement of results, both qualitatively and quantitatively.

SUPPORT TECHNICIAN POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
<b>Work organisation</b>	Ability to plan, organise, prioritise and distribute activities and resources to ensure the objectives are achieved.	Maximum	Ability to independently establish objectives and deadlines for completing tasks, defining the priorities of the work within the area and ensuring that the expected quality has been obtained and that all planned measures have been carried out.
<b>Professional mastery</b>	Ability to face and resolve situations of a different nature that arise in their professional context, with the appropriate means and based on knowledge and technical and operational skills, in order to ensure maximum efficiency and effectiveness.	Maximum	Ability to carry out complex activities with different possibilities of measures, correctly applying new developments, trends and changes related to their area of work (regulations, new methods, management systems, etc.) or showing interest in learning and incorporating new ways of working that involve an improvement in their area of work.
<b>Focus on internal and external clients</b>	Ability to give a satisfactory response to the needs or requests of clients, whether internal or external (citizens), identifying possible non-explicit requests and future needs.	Maximum	Ability to adapt behaviour to meet the client's demands, using the necessary information and resources beyond those that are pre-established <i>a priori</i> .

SUPPORT TECHNICIAN POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>Specific skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>CE1</b>			
<b>CE2</b>			
<b>CE3</b>			
<b>Basic training</b>		<b>Necessary complementary training</b>	
<ul style="list-style-type: none"> <li>• Baccalaureate, 2nd degree vocational training, advanced vocational certificate or equivalent – C1.</li> <li>• School graduate, ESO (GCSE equivalent) graduate, 1st degree vocational training or equivalent – C2.</li> </ul>			

• **Administrative position**

The **duties, skills and training profile** of an administrative support position.

ADMINISTRATIVE POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>DUTIES PROFILE</b>			
<b>Generic duties (mission)</b>		<b>Specific duties (functional area)</b>	
Support the management, registration, filing and administrative processing of files and procedures in the assigned area and to work together in the preparation of reports on their status and documentation.			
		<b>Specific duty (position)</b>	

ADMINISTRATIVE POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
SKILLS PROFILE			
Generic skills	Refers to	Optimum level	Implies
<b>Digital competence</b>	Ability to safely and critically use information and communication technologies in all their possibilities to obtain, produce, present, exchange and evaluate information in their field of action.	Intermediate	Ability to use all the possibilities offered by ICT to obtain, produce, organise, present, exchange or evaluate information in the development of their tasks.
<b>Focus on internal and external clients</b>	Ability to give a satisfactory response to the needs or requests of clients, whether internal or external (citizens), identifying possible non-explicit requests and future needs.	High	Ability to generate and maintain a relationship with a long-term perspective with the client to solve their current or future needs.
<b>Information management</b>	Ability to search for, process and organise the necessary information to produce diverse documentation in relation to the same responsibilities and services.	High	Ability to regularly create innovative systems or practices to collect and manage information required for the area of work in order to promote shared information management.
<b>Commitment to the organisation</b>	Ability to align professional conduct with the organisation's needs, priorities and objectives, showing and promoting a positive attitude towards the organisation in any situation.	Intermediate	Ability to guide behaviours and actions on a daily basis in line with the organisation's objectives and priorities and to apply them to their own position, dedicating the personal effort necessary to achieve them.

ADMINISTRATIVE POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
Specific skills	Refers to	Optimum level	Implies
<b>CE1</b>			
<b>CE2</b>			
<b>CE3</b>			
Basic training		Necessary complementary training	
<ul style="list-style-type: none"> <li>• Baccalaureate, 2nd degree vocational training, advanced vocational certificate or equivalent – C1.</li> <li>• School graduate, ESO (GCSE equivalent) graduate, 1st degree vocational training or equivalent – C2.</li> </ul>			

- **Police position**

The **profile** of **duties, skills and training** for a police position

POLICE POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>DUTIES PROFILE</b>			
<b>Generic duties (mission)</b>		<b>Specific duties (functional area)</b>	
<p>In general terms, this position is responsible for carrying out the duties described in Articles 11 and 12 of the Llei de policïes locals de Catalunya (Catalan Local Police Act) of 26th of June 1991.</p>		<p><b>Specific duty (position)</b></p>	
<b>SKILLS PROFILE</b>			
<b>Generic skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>Conflict management</b>	Ability to detect, prevent and resolve a difficult or complex situation arising from conflicting interests in the context of the organisation.	Intermediate	Ability to apply the techniques of analysis, identification and management of conflicts suitable for each situation and in accordance with the integral elements of the conflict, helping to reach an acceptable agreement for all parties involved.

POLICE POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
<b>Knowledge of the area</b>	Ability to identify the geographical points of the municipality, as well as to give basic information about the council's main services and facilities. Ability to understand and interpret the socio-economic situation of the municipality and its citizens and to be familiar with the economic and associative fabric and the existing resources and services, whether from the centre itself, from different council departments, from other administrations, associations, entities, services, etc.	High	Ability to be very familiar with the territory in which the municipality is located and its socio-economic situation and the external services that can be useful for one's own work or others. To be able to plan and organise overall interventions in the municipality to solve immediate needs that may arise, with correct and adequate foresight.
<b>Self-control</b>	Ability to control and regulate emotions and own behaviour in situations of high anxiety or real or potential conflict in the line of duty.	Maximum	Ability to remain calm and act in a composed manner in very stressful situations.
<b>Commitment to the organisation</b>	Ability to align professional conduct with the needs, priorities and objectives of the organisation, showing and promoting a positive attitude in any situation.	Intermediate	Ability to guide behaviours and actions on a daily basis in line with the organisation's objectives and priorities, applying them to their own position, dedicating the personal effort necessary to achieve them.
<b>Specific skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>

- **Trade position**

The **profile of duties, skills and training** of a trade position.

TRADE POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>DUTIES PROFILE</b>			
<b>Generic duties (mission)</b>		<b>Specific duties (functional area)</b>	
Carry out maintenance and repair work on public roads and municipal facilities.			
		<b>Specific duty (position)</b>	
<b>SKILLS PROFILE</b>			
<b>Generic skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>Instruments, tools and machinery</b>	Ability to make optimal and efficient use of the tools and instruments available, optimising their performance to the maximum.	High	Ability to correctly use tools, instruments and machinery and to optimise their use according to the needs of each moment, handling them and carrying out their ordinary maintenance according to needs.

TRADE POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
<b>Professional mastery</b>	Ability to face and resolve situations of a different nature that arise in their professional context, with the appropriate means and based on knowledge and technical and operational skills, in order to ensure maximum efficiency and effectiveness.	Initial	Ability to correctly use tools, instruments and machinery and to optimise their use according to the needs of each moment, handling them and carrying out their ordinary maintenance according to needs.
<b>Focus on the quality of results</b>	Ability to focus professional conduct on the achievement of results with an excellent level in terms of quality.	High	Ability to achieve and exceed established performance standards and deadlines, whether the parameters are set by oneself or others.
<b>Work organisation</b>	Ability to plan, organise, prioritise and distribute activities and resources to ensure the objectives are achieved.	Intermediate	Ability to independently establish objectives and deadlines for tasks, define work priorities within the area and ensure that the expected quality of work has been achieved and that all planned measures have been carried out.
<b>Specific skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>CE1</b>			
<b>CE2</b>			
<b>CE3</b>			

TRADE POSITION	JOB POSITION
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>	
<b>Basic training</b>	<b>Necessary complementary training</b>
<ul style="list-style-type: none"> <li>• Baccalaureate, 2nd degree vocational training, advanced vocational certificate or equivalent – C1.</li> <li>• School graduate, ESO (GCSE equivalent) graduate, 1st degree vocational training or equivalent – C2.</li> <li>• Certificate of primary education or ESO (GCSE equivalent) – AP.</li> </ul>	

• **Support and assistant position**

The **duties, skills and training profile** of a support or assistant position

SUPPORT AND ASSISTANT POSITION	JOB POSITION
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>	
<b>DUTIES PROFILE</b>	
<b>Generic duties (mission)</b>	<b>Specific duties (functional area)</b>
<p>Carry out surveillance and guard duties and provide basic support to the different organisational areas and municipal facilities.</p>	
	<b>Specific duty (position)</b>

SUPPORT AND ASSISTANT POSITION		JOB POSITION	
DUTIES, SKILLS AND TRAINING PROFILE			
SKILLS PROFILE			
Generic skills	Refers to	Optimum level	Implies
<b>Instruments, tools and machinery</b>	Ability to make optimal and efficient use of tools and instruments available, optimising their performance to the maximum.	Intermediate	Ability to correctly use all the features of the tools and instruments and to be able to handle and maintain them.
<b>Focus on internal and external clients</b>	Ability to give a satisfactory response to the needs or requests of clients, whether internal or external (citizens), identifying possible non-explicit requests and/or future needs.	Intermediate	Ability to adapt behaviour to meet the client's demands, using the necessary resources and information, beyond those that are pre-established <i>a priori</i> .
<b>Work organisation</b>	Ability to plan, organise, prioritise and distribute activities and resources to ensure the objectives are achieved.	Intermediate	Ability to independently set objectives and deadlines for tasks, define work priorities in their field and ensure that the expected quality of work has been achieved and that all planned measures have been carried out.
<b>Commitment to the organisation</b>	Ability to align professional conduct with the organisation's needs, priorities and objectives, showing and promoting a positive attitude towards the organisation in any situation.	Initial	Ability to identify the needs, priorities and objectives to be achieved by the organisation so that one's own professional conduct is consistent.

SUPPORT AND ASSISTANT POSITION		JOB POSITION	
<b>DUTIES, SKILLS AND TRAINING PROFILE</b>			
<b>Specific skills</b>	<b>Refers to</b>	<b>Optimum level</b>	<b>Implies</b>
<b>CE1</b>			
<b>CE2</b>			
<b>CE3</b>			
<b>Basic training</b>		<b>Necessary complementary training</b>	
<ul style="list-style-type: none"> <li>• Certificate of primary education or ESO (GCSE equivalent) – AP.</li> </ul>			

## 4.2. Annexes: Phase 4

### Knowledge Transfer File (KTF)

#### Instructions for completion:

1. This file has been designed to obtain as much information and knowledge about the position as possible. Therefore, it will become a basic resource for the organisation and, more importantly, for the new occupant of the position.
2. The data sheet is divided into four large blocks that group together questions about the position:
  - Organisational framework and basic job description.
  - In-depth questions and knowledge of the position.

- Other questions relating to the work environment.
  - Suggestions and other contributions.
3. As soon as you have filled it in, save the document in **.pdf format** with your name and surname(s) and send it to your HR representative. The HR department will propose a session to work on the different sections and resolve any possible doubts.
  4. In the top left-hand box, write the position title and your name and surname(s). In the top right-hand box, write the date on which you completed the form.
  5. Remember that from the moment you receive the form, you have 1 month to fill it out and return it to the HR department.

**1. ORGANISATIONAL FRAMEWORK AND BASIC JOB DESCRIPTION:**

**1. ORGANISATIONAL AFFILIATION**

**Name and surname(s):**

---

---

**Title of occupied position:**

---

---

**Post occupied (name of the post and group or subgroup):**

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---

**Department/service/area:**

---

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**2. PRESENTATION OF THE TEAM**

**MANAGERS, PERSONNEL IN CHARGE AND COLLEAGUES**

**Immediate superior**

**Name of the position with an immediate superior and name of the occupant**

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---

**Number, title of the posts and identification of the posts reporting to them**

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---

**Necessary colleagues (internal to the organisation):**

**Name of positions, organisational affiliation and names of occupants**

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<b>3. OBJECTIVES AND DUTIES OF THE POSITION</b>	
<b>LIST OF OBJECTIVES AND MAIN DUTIES</b>	
<b>Objectives of the position</b>	
1	
2	
3	
4	
5	
<b>Main duties and activities of the position: see the organisation's job manual sheet and fill it in with activities</b>	
1	
2	
3	
4	
5	

**In the event of occupying a management position:**

**4. DESCRIBE THE DUTIES OF THE TEAM BELONGING TO THE ORGANISATIONAL UNIT YOU MANAGE**

List the positions you are responsible for and their main duties

1 Position:  
Functions:

2 Position:  
Functions:

3 Position:  
Functions:

4 Position:  
Functions:

5 Position:  
Functions:

2. IN-DEPTH QUESTIONS AND KNOWLEDGE OF THE POSITION	
<b>5. DESCRIBE COMPLETED AND ONGOING PROJECTS</b>	
<b>Projects and work carried out (last 3 years):</b>	
1	
2	
3	
4	
5	
<b>Projects and work in progress:</b>	
1	
2	
3	
4	
5	

2. IN-DEPTH QUESTIONS AND KNOWLEDGE OF THE POSITION	
<b>6. LIST THE SKILLS THAT YOU CONSIDER ESSENTIAL TO PERFORM THE JOB PROPERLY</b>	
Skills	
1	
2	
3	
4	
5	
<b>7. WHAT DO YOU THINK ARE THE MOST APPROPRIATE AREAS OF KNOWLEDGE AND IMPROVEMENT TO PERFORM THE DUTIES OF THE POSITION?</b>	
Areas of knowledge	
1	
2	
3	
4	
5	
6	

**2. IN-DEPTH QUESTIONS AND KNOWLEDGE OF THE POSITION**

**8. DESCRIBE 3 POSSIBLE RISKS OR COMPLICATED SITUATIONS THAT MAY OCCUR IN THIS POSITION AND EXPLAIN HOW YOU WOULD RESOLVE THEM**

**Complicated situations and risks**

1 Risk/situation:

2 Risk/situation:

3 Risk/situation:

**9. GIVE DETAILS OF THREE POSSIBLE CONFLICTS AND PROVIDE A SOLUTION**

**Conflict situations / possible solutions**

**It is a case of thinking about conflict situations that we have experienced at work and the solution we proposed or who we went to for a solution.**

1 Conflict:  
Possible solution:  
Person who could be called upon to solve it:

2 Conflict:  
Solution:  
Person who could be called upon to solve it:

**3. QUESTIONS RELATED TO THE WORK ENVIRONMENT**

**10. LIST THE NETWORK OF CONTACTS FOR CARRYING OUT FREQUENT AND NECESSARY TASKS**

**Contacts**

Name, job title, how they relate to this activity, email address and telephone number.

1

2

3

4

**11. LIST OF THE TECHNICAL AND SUPPORT TOOLS NECESSARY TO PERFORM THE JOB ROLE**

**Necessary tools**

Location of manuals, URLs, tutorials, necessary software and websites of interest

1

2

3

4

5

**4. SUGGESTIONS AND OTHER CONTRIBUTIONS**

**12. INDICATE WHAT RECOMMENDATIONS YOU WOULD MAKE TO THE PERSON TAKING OVER THE POSITION**

List any tips or useful information you would like to pass on to person who will take over the position that has not yet been mentioned

1

2

3

4

5

**13. OTHER SUGGESTIONS FOR GETTING TO KNOW THE POSITION**

Anything you consider to be important and that the position holder should be aware of

1

2

3

4

5

**Employee's signature:**

**Date:**



**Diputació  
Barcelona**

**Àrea d'Innovació, Govern  
Locals i Cohesió Territorial**

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