



Workforce Development Management System

The WDMS consists of the organization's demographic information, education and outreach efforts and the 11 Key Components of a workforce development program. All of these are confidential; no organization-specific information will be shared. ABC will aggregate the data to determine collective workforce development trends, and this information will become part of ABC's annual WDMS data analysis, a member benchmarking tool.

The purpose of the WDMS is to provide members with a tool to self-evaluate their current workforce development programs and identify opportunities for improvement. The member's workforce development program is important, and likely woven into many existing processes and procedures. This creates complexity, and care should be taken when implementing WDMS recommendations. Making improvements to a workforce development program should be planned, scheduled, implemented, evaluated and modified.

Creating the best possible workforce development program that will meet the needs of your organization is not a race to the finish line. Do not attempt to make all WDMS recommended improvements at once. Implement a few recommendations, evaluate the outcome, and when the organization is comfortable and ready, implement a few more.

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Frequently Asked Questions About the WDMS Program

Who should participate in the WDMS?

WDMS is a workforce development benchmarking and improvement tool. ABC encourages each participant to engage as many employees as possible in the process. Where possible, consider using a workforce development committee or a randomly selected and diverse sample of employees. For each of the 11 Key Components of Workforce Development, groups can either work on reaching a consensus or results can be averaged. Having more participants in the evaluation process will result in a truer assessment of your workforce development program and a more comprehensive look at areas for improvement.

Is there an award for completing the WDMS?

Members that participate and show continuous improvement each year will receive a digital graphic and certificate indicating the year of participation for use on social media, proposals and marketing materials.

Special recognition is earned when a participating organization reaches five, ten, 15, 20 and 25 year milestones.

When is the WDMS documentation due?

Utilization of the WDMS is at the organization's convenience. There is no specific due date, and the self-assessment may be submitted to ABC National any time throughout the year. However, if the organization intends to participate in Accredited Quality Contractor the self-assessment must be submitted by no later than the last week of October. It is recommended that you submit the self-assessment earler to ensure there is ample time to complete the Accredite Quality Contractor application.

Also, it is important to note, the data submitted for the self-assessment should always be for the previous year.

Is there a fee to participate in WDMS?

There is no fee for WDMS participation.

How do I submit my WDMS?

All WDMS self-assessments will be submitted through the WDMS web portal. Online WDMS self-assessments will be reviewed and processed by ABC National upon submission. Fill out the online self-assessment at abcwdms.org.

If my company is not a contractor, can it participate in the WDMS?

Yes! The 11 Key Components of the WDMS can be used as an improvement tool for any workforce development program.

Is the information submitted in my WDMS self-assessment confidential?

Yes. The information contained in each WDMS is viewed only by ABC staff and is kept strictly confidential. ABC does not disclose any company specific WDMS information. ABC accumulates aggregate data through the process to determine collective workforce development trends, and this information becomes part of ABC's annual WDMS data analysis, which serves as a member benchmarking tool.

Does ABC National keep a copy of the selfassessment?

Information from all online self-assessments is stored in ABC National's database in perpetuity.

Who do I contact if I have questions?

Contact Timothy Mongeau, director of workforce development at (210) 253-0056 or mongeau@abc.org.

How to Complete the WDMS Self-Assessment

Section 1: Organization Demographic Information

- Company name: Enter the name of your company as it appears in the ABC chapter membership record.
- Address and City/State/Zip: Enter the mailing address of the company location for which this document is being submitted.
- Contact Name: Enter the name of the person completing the WDMS document. (Generally, this person should be the company's primary workforce development contact for this location.)
- Email: Enter the email address of the person completing this WDMS document. Future WDMS correspondence will be sent to this email address.
- Headcount Information: Enter the total number employees. Craft professional is your company's craft employee headcount. Field supervision and leadership is your company's headcount of leadmen, foremen, general foremen and superintendents. Safety Professional is your company's headcount of employees filling a safety role.
- Work Type: Indicate the approximate percentage of your company's work that has been completed according to CSI code (total must equal 100 percent).
- Scope of Work: Indicate the approximate percentage of you company's scope of work that has been completed by CSI code (total must equal 100 percent).

Section 2: Organization Education and Outreach Efforts

Outreach Efforts

- Place a checkmark next to each option you use for outreach.
- Indicate whether your company would be willing to coach/mentor other companies in how to identify, approach and implement outreach opportunities.
- If your company is willing to act as a coach/mentor, indicate the point of contact's name, phone number and/or email address.

Education

 Place a checkmark in the box next to each option you use for your company's workforce development.

Engagement

 Place a checkmark in the box next to each option you use for your company's engagement.

Section 3: 11 Key Components of a Workforce Development Program

After completing the 11 Key Components of a Workforce Development Program section of this document, record the individual subscores for each of the 11 components in their respective boxes in this section. The highest attainable subscore for each Key Component is 3.

Any subscore less than 3 indicates an opportunity for improvement in that Key Component. To determine your total score, average the subscores and enter this number into the Overall Score box. The highest possible overall score is 3.

Section 4: Company Certification

Print Name/Title/Signature: Print your name and title and sign on the appropriate lines. Note that this person MUST be the person responsible for workforce development at the organization.

WDMS Self-Assessment

SECTION 1 Organization Demographic Information

Company Name:						
Address:						
City:		State:	ZIP:			
Contact Name:						
Email:						
Chapter:						
Note: Use previous year's	data when co	mpleting the self-assessme	nt.			
Headcount inform	ation:					
Total						
Craft professional						
Field supervision and leadership						
Safety professional						
Note: Items with the	icon are app	licable to AQC.				
AQC	16 6	10 V = N =				
Does your company s		ork? Yes No No ducation in-house? Yes	No□	Not App	licable 🔲	
		ssionals are classified at the ertise necessary to perform				
What percentage of v	our craft prof	essionals have completed a	formal educ	cation proc	aram. have receive	d an
		passed a journey-level asse			, . ,	
Work Type (Percent):						
Airports	%	Hospitality	%	Parking		%
Education	%	Industrial/Manufacturing	%	Religious		%
Entertainment	%	Infrastructure	%	Resident	181	%
Government Leasth Care	%	Military Museums/Manuments/Parks	%	Retail	omploy	%
Health Care	%	Museums/Monuments/Parks Office	%	Sports Co		%

Scope of Work (Percent):

00 Procurement and Contracting Requirements	%
01 General Requirements	%
02 Existing Conditions	%
03 Concrete	%
04 Masonry	%
05 Metals	%
06 Wood, Plastics and Composites	%
07 Thermal and Moisture Protection	%
08 Openings	%
09 Finishes	%
10 Specialties	%
11 Equipment	%
12 Furnishings	%

13	Special Construction	%
14	Conveying Equipment	%
21	Fire Suppression	%
22	Plumbing	%
23	Heating, Ventilating and Air Conditioning (HVAC)	%
25	Integrated Automation	%
26	Electrical	%
27	Communications	%
28	Electronic Safety and Security	%
31	Earthwork	%
32	Exterior Improvements	%
33	Utilities	%
34	Transportation	%

35 Waterway and Marine Construction	%
40 Process Integration	%
41 Material Processing and Handling Equipment	%
42 Process Heating, Cooling and Drying Equipment	%
43 Process Gas and Liquid Handling, Purification and Storage Equipment	%
44 Pollution and Waste Control Equipment	%
45 Industry-specific Manufacturing Equipment	%
46 Water and Wastewater Equipment	%

SECTION 2 Organization Outreach, Education and Engagement Efforts

Outreach Efforts: (Check all that apply)



Has your company received awards or certificates related to community service?	
Yes No No	

Education: (Check all that apply)						
Use ABC chapter to provide education (task-based training, craft training program, registered apprenticeship program, safety, leadership, etc.).	program (task-based to provide education ining training, craft training (equipment, power tool, d program, registered material, etc.). gram, apprenticeship program,					
Engagement: (Check all that apply)						
community college and/or High communi	te in high school/CTE, Participate in reentering citizens programs (coaching, mentoring, career fairs.					
Participate in high school/CTE, community college, and/or higher education internship programs. Participate in military/veteran programs (coaching, mentoring, placement, internships, career fairs, etc.).						
Would you be willing to mentor ABC chapters and other members in workforce development best practices? Would you be willing to share your company's workforce development materials with ABC chapters and other members? Yes No						
If yes, contact information for outreach SME (if different than contact in Section 1.)	If yes, contact information for best practices SME (if different than above or contact in Section 1).					
Contact Name:	Contact Name:					
Contact Phone:	Contact Phone:					
Email:	Email:					

SECTION 3 11 Key Components of a Workforce Development Program

Use the enclosed self-assessment worksheet to calculate scores.

Grow the Workforce	Sub-Score
1. Employer Involvement:	
2. Employee Involvement:	
Develop the Workforce	
3. Workforce Development Written Policy:	
4. Responsibility for Workforce Development:	
5. Resources for Workforce Development:	
6. Workforce Development Goal Setting:	
7. Continuous Improvement:	
8. Education Methodology:	
9. Use of Technology:	
10. Recordkeeping and Documentation:	
Create Career Dreams	
11. Succession Planning:	
Overall Score [Sum (1 through 11) ÷ 11]	
SECTION 4 Organization Certification	
I certify that I have examined this document and that, to the best of my knowledge, the entries are true, accurate and complete.	
Company Executive Name:	
Title:	
Signature:	

11 Key Components of a Workforce Development Program

The 11 Key Components of a workforce development program are listed below. Each component contains columns that describe four levels of workforce development performance. Select the column that BEST describes your organization's performance. The score (number above the column) should be circled, and then written in the column labeled SubScore for the appropriate key component in Section 3. Remember, each scoring column describes a set of actions/policies that your organization currently undertakes. To achieve a particular score, your workforce development program must contain ALL of the listed criteria. Any scores on the WDMS self-assessment that do not match any of the four available scoring options in each of the 11 Key Components will automatically be rounded down to the nearest listed score.

Grow the Workforce

1. Employer Involvement

2 0 Employer is not involved in the **Employer wants and supports** Members of company management Owner/CEO and senior leadership directly workforce development program workforce development, but does participate in the workforce and actively participates in the workforce and demonstrates little interest in it not actively participate development program development program Employer instills employee responsibility Workforce development is left to Limited employee responsibility Employee responsibility for for workforce development, with for workforce development throughout supervisory personnel to handle workforce development is "as needed" limited or no accountability expected, with limited or no the company with accountability accountability No employee responsibility or Employer provides limited funds for Employer tracks and annually reviews goals/ accountability for workforce workforce development Company has workforce objectives for workforce development development development program goals/ Employer solicits feedback on the objectives, but does not track Little or no funding for workforce workforce development program and progress development activities seeks ways to improve it Company provides resources for Employer commits reasonable resources workforce development (money, time, personnel, equipment, supplies, etc.) to the workforce development program to achieve goals Workforce development is a part of everyone's performance appraisal Employer integrates workforce development into other facets of company operations

2. Employee Involvement

0	1	2	3
There are no opportunities for employees to participate in the workforce development program	Employees are encouraged to participate in the workforce development program, but no concerted efforts are made to engage them Employees have little guidance or understanding in how to participate in the workforce development program.	Opportunities for employees to participate in workforce development program exist, but are not specifically documented Supervisors are provided limited education in soliciting employee participation, but nonetheless encourage involvement Employees may be aware of opportunities, but there are no specific participation expectations There is limited focus on identifying and eliminating potential barriers to participation	Opportunities for employee participation in the workforce development program are clearly identified (e.g., workforce development surveys, a continuous improvement program, inclusion in company orientation, training team engages with employees, enrollment initiatives, policy development/auditing, mentoring programs, on-the-job opportunities, instructor-led education, continuing education, etc.) Supervisory personnel are informed of these opportunities and trained on how to actively solicit employee involvement Participation opportunities are explained to employees, along with expectations for active involvement Participation opportunities are evaluated to ensure they are meaningful, necessary resources are available (time, money, staff equipment, etc.) and potential barriers are identified and eliminated

Develop the Workforce

Workforce Development Written Policy

0 1 2 3

No workforce development written policy exists

A workforce development policy exists, but is not readily available or the location is not widely known

The policy is not explained to employees and most do not know of its existence

Employees are unaware of education opportunities and expectations

The in-house educational team is unaware of the existence of the workforce development policy

The in-house educational team is not held accountable for achieving goals or objectives

The workforce development policy is not reviewed or updated

A workforce development written policy exists and is available, but is not widely known

The policy is not explained to employees, but most know of its existence and are vaguely aware of education opportunities and expectations by word of mouth

The policy explains the employer's general commitment to workforce development

The in-house educational team familiar with workforce development policy and seldom use or refer to it for guidance

The in-house educational team is seldom held accountable for achieving goals and objectives.

The workforce development policy is reviewed and updated as an afterthought

A workforce development policy is in writing and is signed and supported by the Owner/CEO and senior leadership and senior leadership

The policy is explained to employees at time of new hire orientation

The policy explains the value of workforce development in the company

The policy commits to educating people, continually improving the program, involving employees and meeting company needs

The policy includes universal accountability for workforce development in the company

In-house instructors are educated on the workforce development policy and how to implement education programs

The in-house educational team is held accountable for achieving goals and objectives

The workforce development policy has a scheduled review and update cycle

Responsibility for Workforce Development

0 1 2 3

Responsibility for workforce development has not been defined within the company

There is little or no accountability for workforce development in the company

Responsibility for workforce development rests solely with a designated individual or team, but the responsibilities are not in writing

All employees know is that they are responsible for their own development

There is little or no accountability for workforce development

Responsibility for workforce development is defined for everyone in company in writing, but employees are not necessarily aware of policy

Responsibility is generally known to supervisory personnel

Accountability for workforce development is not always universally applied

Responsibility for workforce development is defined for everyone in company in writing

Responsibility is explained to employees at time of new hire orientation

Supervisory personnel have additional responsibilities that are reviewed with them at the time of hire or promotion

A policy to hold everyone accountable for workforce development is in place and is universally applied

Resources for Workforce Development

0 1 2 3

Adequate resources are not made available for workforce development

Workforce development is not viewed as an investment

Minimal investments are made in workforce development

Return on workforce development investment is not tracked

Money is taken from general funds as needed to react to workforce development needs

Workforce development is viewed as an investment, but only reactively

Reasonable resources are budgeted for or invested in workforce development

Return on workforce development investment is rarely tracked to evaluate allocation and to guide future expenditure decisions

Supervisory personnel are generally aware of company resources available for workforce development

Workforce development is viewed as an investment, but not applied universally

Reasonable resources (funds, time, personnel, equipment, supplies, etc.) are regularly budgeted or invested in workforce development

Return on workforce development investment is tracked to evaluate effectiveness of resource allocation and to guide future expenditure decisions

Resource availability and expectation is explained to supervisory personnel upon hire or promotion

Workforce development is viewed as an investment and is applied universally

Workforce Development Goal Setting

2 A formal process is in place to annually There is no process of workforce Informal or infrequent workforce Workforce development program development program goal setting development program goals are goals are established periodically assess workforce development program established and are documented, but not needs and establish goals necessarily annually or following a Action plans are developed, documented There is little or no documentation formal process or employee knowledge of goals and communicated to assure goals are accomplished in a timely manner A plan to achieve goals has been No realistic action plans are decided, but not documented developed to accomplish goals The progress of action plans is tracked The status of the action plan is with status reports and feedback from The employer is not involved informally checked, but with no set those assigned tasks Goals are seldom tracked or frequency and with little follow-up The employer reviews goals, action plans reviewed or solicitation of feedback and status reports to provide feedback, Goals are rarely achieved The employer plays a minor role in direction and support of initiatives the workforce development goal-A process is in place to evaluate the setting process degree of effectiveness the action plan No process is in place to gauge the had in achieving the end goal effectiveness of the action plan in

achieving the end goal

Continuous Improvement

0	1	2	3
No process of workforce development program continuous improvement measurement is in place	A workforce development program improvement process is in place but rarely used There is very little input from leadership and supervisors during workforce development program evaluation and improvement The Owner/CEO and senior leadership is not involved in the continuous improvement process Employees are not involved in the continuous improvement process No workforce development committee has been established	A workforce development program improvement process is in place and used annually Leadership and supervisors are involved during workforce development program evaluation and improvement The Owner/CEO and senior leadership is involved in the continuous improvement process Employees are seldom involved in the continuous improvement process (surveys, course and instructor evaluations, etc.) The workforce development committee established no mission statement, goals and/or objectives and meets infrequently	A workforce development program assessment process is in place, used annually and after major workforce development program alterations and events Leadership and supervisors are actively involved during workforce development program evaluation and improvement The Owner/CEO and senior leadership is actively involved in continuous improvement process and sets the tone and is the champion Employees are involved in the continuous improvement process and participate in meetings/discussions The workforce development committee was established with a mission statement, goals and objectives

Education Methodology

0 2 3 There is no concerted effort to Little education is provided. Education is provided. Education is provided. provide education. Vendors provide education on their Vendors provide education on their Vendors provide education on their Employees are expected to take products or services products or services and provide products or services and provide qualification/certification care of their own education qualification/certification Provided apprenticeship-style education without structured Employees are hired with the Provided apprenticeship-style Provided apprenticeship-style education expectation that they are fully classroom or OJT education or consistently used or consistently used one or more of the qualified to perform required work one or more of the following following methodologies: -ORmethodologies: tasks Structured in-house program with Provided some in-house education Structured in-house program with structured classroom and OJT but no structured classroom or structured OJT but no structured OJT, inconsistently used, with more ABC chapter education programs classroom added as needed or reactively College education programs ABC chapter education programs -OR-Structured work area rotation process is College education programs Used one or more of the following used consistently to provide exposure to methodologies inconsistently: Limited work area rotation process all facets of craft to provide exposure to all facets of ABC chapter education programs Structured supervisor education with craft, used inconsistently technical and people skill component is College education programs Structured supervisor education used consistently; all new supervisors There is no work area rotation with technical and people skill receive education process to provide exposure to all component used as needed or Fully developed and structured facets of a craft reactively mentoring and coaching process Unstructured supervisor education No defined coaching or mentoring Fully developed instructor orientation, is used as needed or reactively; process; however, coaching and development and audit process intermittent use of technical and mentoring is provided people skill component Limited instructor orientation, No coaching or mentoring process development and audit process No instructor orientation,

Use of Technology

0	1	2	3
No use of technology in education efforts	Limited use of technology in education efforts	Utilization of technology in education efforts	Utilization of technology in education efforts
	No use of a learning management system Limited use of presentation software No use of online education delivery	Limited use of a learning management system Full use of presentation software Limited use of online education delivery	Full use of learning management system Full use of presentation software Full use of online delivery of education Utilization of virtual or augmented reality
	No use of virtual or augmented reality	No use of virtual or augmented reality	

development or audit process

Recordkeeping and Documentation

0 2 No records are kept for workforce No record retention policy A record retention policy defines The record retention policy that defines development efforts and defined list of records and the list of records and documents to the list of records and documents to documents to maintain maintain but is used inconsistently maintain is used consistently Copy of employee qualification and/ Copies of employee qualification Copies of employee qualification and/or or certification documents collected and/or certification documents are certification documents are consistently collected inconsistently inconsistently maintained Copies of assessments, tests, Copies of assessments, tests, quizzes Copy of assessments, tests, guizzes guizzes and performance and performance documentation and performance documentation documentation completed by completed by employees are consistently completed by employee are employees collected inconsistently collected inconsistently maintained There is no method of ensuring Sign-in sheets used to capture Sign-in sheets are used to capture reoccurring education requirements employee participation in instructor-led employee participation in instructor-led are completed training are collected inconsistently training and consistently maintained There is no method of tracking The method for ensuring The method for ensuring reoccurring completed education courses reoccurring education education requirements are completed is requirements are completed is maintained consistently No library of in-house and/or used inconsistently vendor-purchased education The method for tracking completed The method for tracking courses is maintained education courses is maintained completed education courses is consistently Metrics and reporting of workforce used inconsistently development efforts occurs but A library of in-house and/or vendoris not structured; metrics are No library of in-house and/or purchased education courses is requested and provided reactively. vendor-purchased education maintained courses is maintained Metrics and reporting of workforce Metrics and reporting of workforce development efforts occurs and is development efforts occurs and structured, and are presented on a is structured, but requested and scheduled basis

provided reactively

Create Career Dreams

Succession Planning and Retention

Succession Planning and Retention						
0 1	2	3				
No effort is made to fill vacant positions internally No job descriptions exist There is no defined path for advancement from entry to senior leadership levels No performance management process or personal development plan is in place No document or matrix indicating advancement paths from entry to senior leadership levels exists No performance management paths from entry to senior leadership levels exists No performance management paths from entry to senior leadership levels exists No performance management process or personal development plan is in place No document or matrix indicating advancement paths from entry to senior leadership levels exists No performance management process or personal development plan is in place A document or matrix indicating advancement paths from entry to senior leadership levels exists A document or matrix indicating advancement paths from entry to senior leadership levels exists A document or matrix indicating advancement paths from entry to senior leadership levels exists A document or matrix indicating advancement paths from entry to senior leadership levels exists No performance management process or personal development plan is in place A perfor process plan is in used, an employed	atly, but the process is alized: The organization/ or "believes" the candidate is advancement or a new role. Inization makes a red effort to fill vacant is internally. In planning is used for lower management positions are created or define education leents, knowledge, skills and leent and are used consistently leent or matrix indicates ment paths, but it is leete or inaccurate leanned management presonal development place but not consistently despressions and lees are not held accountable	Succession planning is used consistently, and the process is formalized: The organization and supervisors know the employee is ready for advancement or a new role The organization has a culture that encourages personal development and strives to fill vacant positions internally Succession planning used for all levels of the organization Job descriptions are created and used consistently to clearly define education requirements, knowledge, skills and abilities. A document or matrix indicating advancement paths from entry level to executive leadership is complete and accurate A performance management process or personal development plan is put in place and consistently used, and supervisors and employees are held accountable for completing the process				



