

## A Skills Audit For Members Of The Neighbourhood Plan Advisory Committee

A Skills audit involves identifying the skills and knowledge (both used and latent) held by existing personnel or groups in an organisation.

The main purpose for conducting a skills audit for our committee is to identify the skills and knowledge that we require, as well as the skills and knowledge that we currently have..

It is important to identify the gaps, if they exist, between the skills and knowledge requirements of our committee for it to achieve its objectives and the actual skills and knowledge that exist in our committee.

Having completed a skills gap analysis, the results will enable us to know the skills/knowledge profile of personnel that need to be co-opted onto the committee.

There are many methods and templates for conducting a skills audit. Here's one. No more than about 30 skills or knowledge requirements should be chosen, otherwise the process becomes unwieldy. This method relies on self assessment and a template is shown below.

Here is a suggested skills audit for our committee listing various skills/knowledge attributes. The idea is to agree on an appropriate list which will then be circulated for everyone to complete.

**Please complete the following section and the audit on the reverse of this page.**

**Name:** .....Natalie Holmes.....

**My particular areas of interest in contributing to developing a Neighbourhood Plan for Great Bowden is:**

.....Research.....

.....Collation of evidence/information.....

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### Ratings explained:

- |                                           |                                             |
|-------------------------------------------|---------------------------------------------|
| 1 - "I teach people how to do this"       | or "expert, very experienced/ professional" |
| 2 - "I have practical experience in this" | or "good working knowledge"                 |
| 3 - "I have been trained in this"         | or "have some mainly theoretical knowledge" |
| 4 - "I know what it means"                | or "have limited knowledge"                 |
| 5 - "What does that mean?"                | or "no knowledge at all"                    |

# Great Bowden Neighbourhood Plan Advisory Committee: Skills Audit

Name: .....Natalie Holmes.....

| Skill/Knowledge                                                                                                                      | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>Project Management &amp; Team Building</b>                                                                                        |   |   |   |   |   |
| Organisational change and development                                                                                                |   |   |   | x |   |
| Programme and project management                                                                                                     |   |   |   | x |   |
| Business management/administration                                                                                                   |   |   | x |   |   |
| Strategic planning                                                                                                                   |   |   |   |   | x |
| Chairing a committee                                                                                                                 |   |   |   |   | x |
| Event development, management, facilitation                                                                                          |   |   |   |   | x |
| Acting as a committee or company secretary                                                                                           |   |   |   | x |   |
| Finances/treasurership/accounting inc preparing budgets                                                                              |   |   |   |   | x |
| Fundraising/campaigning inc sponsorship development                                                                                  |   |   |   |   | x |
| Education, training and mentoring                                                                                                    |   |   |   | x |   |
| Personnel management, esp. volunteers (conflict resolution/arbitration, motivational skills)                                         |   |   |   |   | x |
|                                                                                                                                      |   |   |   |   |   |
| <b>Community Communications</b>                                                                                                      |   |   |   |   |   |
| Publicity/public relations and marketing                                                                                             |   |   |   | x |   |
| Writing articles for reports, newsletters, newspapers, publicity                                                                     |   |   |   | x |   |
| Engagement strategy (e.g. meetings and/or questionnaires and/or flyers and/or social media etc)                                      |   |   | x |   |   |
| Design and use of on-line survey and discussion tools e.g. Survey Monkey                                                             |   |   |   |   | x |
| Questionnaires: their design and analysis                                                                                            |   |   |   |   |   |
| Website planning, designing, building and management                                                                                 |   |   |   |   | x |
| Quantitative Research (survey design, stat analysis, modelling)                                                                      |   |   |   |   | x |
| Qualitative Research ( interviewing, focus groups)                                                                                   |   |   |   | x |   |
| Desk research ( information gathering, collation )                                                                                   |   |   | x |   |   |
| Use of Social networking, YouTube, Facebook , Twitter to update people on progress or posting questions on forums such as LinkedIn   |   |   |   | x |   |
|                                                                                                                                      |   |   |   |   |   |
| <b>Creating Reports &amp; Necessary Documents</b>                                                                                    |   |   |   |   |   |
| Writing planning policies                                                                                                            |   |   |   |   | x |
| Design skills, use of visual aids (such as info-graphics) to represent ideas & policies and to make the plan attractive & accessible |   |   |   | x |   |
| Photography (to make the planning document engaging, attractive & accessible)                                                        |   |   |   | x |   |
| Knowledge of architecture, historic buildings, urban design, archaeology                                                             |   |   |   |   | x |
| Statistical analysis inc spatial data analysis                                                                                       |   |   |   |   | x |
| Publishing which could include copy writing, design, graphic arts etc                                                                |   |   |   | x |   |
|                                                                                                                                      |   |   |   |   |   |
| <b>General</b>                                                                                                                       |   |   |   |   |   |
| Selling (inc. compiling proposals, making presentations)                                                                             |   |   |   |   | x |
| Negotiating (contracts, purchasing, etc)                                                                                             |   |   |   |   | x |
| Computer literacy (Word, Excel, PowerPoint)                                                                                          |   |   | x |   |   |
| Civil and public law (contracts, negligence, planning etc)                                                                           |   |   |   |   | x |