

PEOPLE MANAGEMENT  
AND DEVELOPMENT

Users'

Guide

# WORKFORCE PLANNING

At Charles Darwin  
University

GETTING

the **Right People** in the **Right Place** at the **Right Time**

# Contents

<b>1</b>	<b>Executive Summary</b> .....	<b>1</b>
1.1	Why undertake workforce planning?.....	1
1.2	What is workforce planning?.....	1
1.3	Main drivers for workforce planning.....	3
1.4	Benefits of workforce planning.....	3
1.5	Key tasks for senior managers.....	5
1.6	Key tasks for the PMD team and line managers.....	5
1.7	Timescales and scope of the project .....	6
1.8	Methodology .....	6
1.9	Conclusion.....	7
<b>2.</b>	<b>Workforce Planning – The Process</b> .....	<b>8</b>
2.1	The key workforce information needs for effective workforce planning? .....	8
2.1.1	<i>Workforce data</i> .....	8
2.2	The workforce planning cycle .....	9
2.2.1	<b>Phase 1: Pre-planning</b> .....	10
	University-wide or school-based?	
	University-wide planning	
	School / division level planning	
2.2.2	<b>Phase 2: Data Collection</b> .....	10
	Skills and training needs analysis processes	
	Workforce Planning Information	
2.2.3	<b>Phase 3: Assessment of Current Position</b> .....	14
2.2.4	<b>Phase 4: Future Needs and Scenario Planning</b> .....	16
	Investigative Framework	
2.2.5	<b>Phase 5: Gap Analysis</b> .....	19
2.2.6	<b>Phase 6: Strategies and Action Plans</b> .....	21
2.2.7	<b>Phase 7: Evaluations against Initial Plans</b> .....	22
	Review of outcomes	
	Addressing the need for adjustments to strategies and action plans	
	Communication	
2.2.8	<b>Phase 8: Process Evaluation</b> .....	24
	Determining the effectiveness of the process	
	Communicating change	

<b>Appendix A</b> .....	<b>25</b>
Teaching and Learning .....	25
Research and Innovation .....	25
Organisation and Management.....	26
Changes in Operation .....	26
Structure and culture .....	26
Workforce composition .....	26
Capabilities and roles .....	27
Career development and performance improvement .....	27
Industrial Relations.....	27
Turnover and Staff Movement .....	27
Workforce Diversity .....	28
Health and Safety.....	28
Leave .....	28
<b>Resources</b> .....	<b>29</b>

# 1 Executive Summary

## 1.1 Why undertake workforce planning?

For Charles Darwin University our employees make up 55% of the overall budget of the organisation or around \$72million a year, which is due to increase by about 4% in 2007. Our human resources not only constitute a high cost to the organisation, but our people are the commodity that will ensure our survival. The University finds itself in a highly competitive market for people due mainly to the fact that Australia in general is experiencing a skills shortage. The overall workforce is aging and it is generally more difficult to attract and, in the Northern Territory in particular, retain skills.

Over the past 3 years CDU's focus has been on bringing the institutions that now make up CDU together and enhancing relationships with the community. New processes have been developed to facilitate 'harmonised' operations and infrastructure, facilities and systems have been put in place to enable us to do our business. CDU has developed a clear set of objectives and aspirations through the *CDU Futures Framework*. It is thus important to manage our human resources optimally to ensure that these strategic objectives are met and sustainability is possible.

It is clear that a strategy must be put in place to better manage this resource and in doing so ensure that the correct quantity of the correct quality of staff is available when needed.

CDU Executive has made a decision to adopt a Workforce Planning approach to facilitate the extremely important function of managing the human resource. A Workforce Planning Strategy is a fully systemic approach which is underpinned by our existing Competency Framework, Performance and Development Review System; staff professional development programmes human resource information system (Alesco), Course Accreditation Reaccreditation Process (CARP) and covers the full spectrum of managing people in organisations from attracting new staff, developing current staff and managing workloads.

## 1.2 What is workforce planning?

At its simplest, workforce planning is about trying to predict the future demand for different types of staff and seeking to match this with supply.

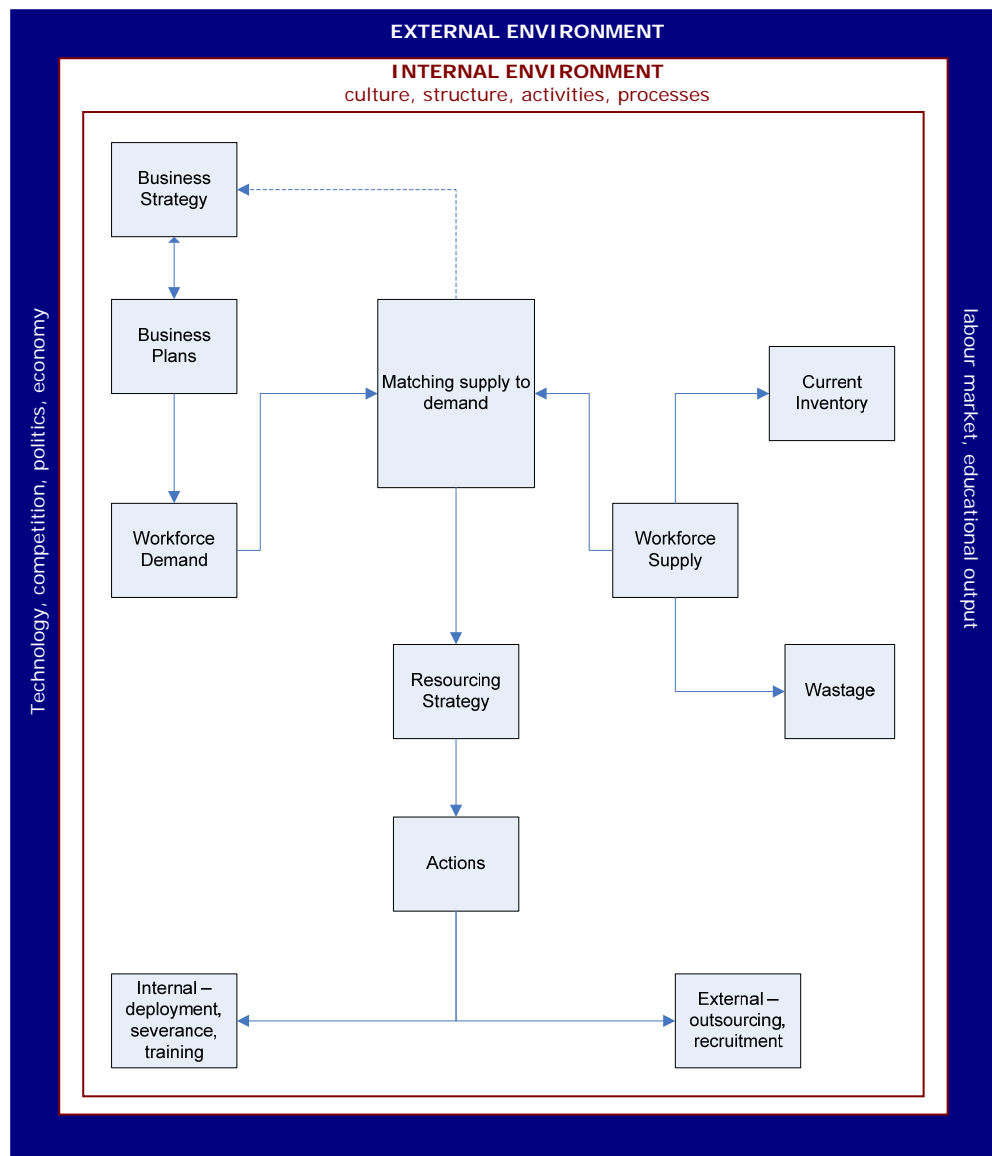
There is no single model for workforce planning, nor is it a mechanistic or static process. It is about analysing the current workforce, and then extending that analysis to identify the future skills and competencies needed to deliver new and improved services.

The comparison between the current workforce and the desired future workforce will highlight shortages, surpluses and competency gaps, whether these are due to external pressure or internal factors. These gaps then become the focus for a detailed workforce plan, identifying and implementing strategies that will build the relevant skills and capacity needed for success.

An ideal workforce planning system needs to be:

- Systemic in its approach
- Built around customer and service needs and the skills required to deliver them
- Integrated with service and financial planning
- Responsive to service changes and developments
- Supportive of multi-disciplinary learning, development and working
- Properly supported by management information systems.

The following model has been adapted from a model developed by The Institute of Employment Service, UK<sup>1</sup>.



This model shows that the workforce planning process could be affected by external (technology, legislative, economic, etc.) as well as internal (structures, processes, etc.) factors. It is important to keep these factors in mind when doing any form of workforce planning. During this planning process the supply and demand of skills must be considered. The demand will be influenced by the University's business strategies and business plans whilst the supply will be influenced by the current skills and capabilities

within the University. Once the difference between the supply and demand is understood, the next step will be to put a strategy and action steps in place to deal with the potential shortage of skills to achieve the University's strategic objectives.

<sup>1</sup>. Guide to Workforce Planning in Local Authorities, July 2005, Employers' Organisation for local government.

### 1.3 Main drivers for workforce planning

The main drivers for workforce planning at CDU are:

- The CDU Futures Framework
- Changes in the way we teach and interact with students
- Labour market trends resulting in implications for the recruitment and retention of employees
- Demographic and social changes
- Technological advancements are changing the way services are delivered, the way we work and the skills needed in the workforce.
- Changes in Government policy in regard to post-secondary education requiring more business and commercial experience in University management

### 1.4 Benefits of workforce planning

Workforce planning will be vital in helping the University to take on problems such as staff shortages and staffing costs. It can help to ensure the delivery of quality and timely services, and can save money by cutting costs associated with high vacancies and turnover. For example, using effectively focussed re-training, staff development and redeployment as part of workforce planning.

Careful consideration of the age profile of an organisation can ensure that skills gaps will not have to be met through costly interim measures, such as high numbers of casual staff and overtime payments. The demographic analysis involved in workforce planning is a vital part of ensuring that workforce diversity policies are effectively implemented. At CDU this will be particularly important in ensuring the effective implementation of the Indigenous Employment Strategy.

Longer term workforce planning provides the opportunity to link our existing Competency Framework, PDRS and staff professional development programmes with future skills needs. It will also assist us to meet the increasing need for flexibility in our workforce particularly in the VTE sector where we need the agility to pull teams together more quickly to meet industry need.

Australian Government requirements such as the staffing of RQF research groups and other related requirements will also be assisted by a workforce planning approach.

Workforce planning will help the University to:

- Develop a more agile workforce
- Manage employment expenditure by anticipating changes linked to CARP
- Assist managers with workload allocation
- Ensure that existing staff professional development programmes are sufficient and appropriately focussed.
- Cope with peaks and troughs in supply and demand for different skills
- Deliver improved services by linking business strategy to the PDRS
- Retain employees and identify longer term workplace accommodation requirements
- Implement diversity policies effectively
- Manage employee performance and sickness absence.

## 1.5 Key tasks for senior managers

Workforce planning is a tool to help managers manage. A focus on workforce planning and its alignment with the strategy of the University is one of the most important tasks for senior managers.

Key tasks in starting an effective workforce planning system are to:

- apply a project management approach and identify a project manager
- set up a steering group in the work area
- have a work plan
- find high level champion(s) to own the process
- set time lines to fit in with other key business planning cycles
- ensure data sources fit the requirements
- ensure monitoring, follow through and feedback systems are in place

## 1.6 Key tasks for the PMD team and line managers

Support from an information specialist who can interrogate information systems and coordinate data on employee numbers and skills is essential, and other specialist advisers, such as finance and learning and development colleagues, are essential to the workforce planning process.

However workforce planning must be seen as a mainstream management activity engaging the entire workforce and cannot only be undertaken by People Management and Development employees and consultants in isolation from business units and services.

The involvement of key managers and front line staff is needed to build up detailed information about present and future workforce needs.

People Management and Development will:

- Ensure that all staff and relevant external stakeholders / contractors understand their role within the overall planning framework
- Communicate with and involve frontline employees in the process, so that they are reassured and committed
- Consult where necessary on any changes being implemented
- Identify what data to collect and why
- Maintain the currency of the CDU Competency Framework
- Keep PDRS data and SPD records up to date
- Review the plan regularly
- Facilitate the workforce planning process.

## 1.7 Time lines and scope of the pilot project

The first step is to agree on time lines and the scope of the planning process, and then begin to collect appropriate data. A twelve month timeline would be appropriate for the University at this time given the current pace of change, although some of the demographic issues, like the overall age profile, may require longer term plans.

An objective of workforce planning is to build a longer term context within which shorter term staffing decisions can be made. Workforce planning cannot and should not predict the future. It is a living process and will need to be reviewed in order to respond to changing circumstances. Regular monitoring will avoid 'strategic drift' and ensure that plans remain current.

Organisation-wide workforce planning is the ideal for longer term cross-cutting issues such as the ageing workforce. However, service-specific short and medium term business-critical issues identified can be a more practical starting point for some schools to begin to build workforce planning capacity. Not all schools / divisions will require the same detailed level of analysis and planning.

Workforce planning will need to consider how schools / divisions can work together to ensure that sufficient people with the right skills are in place to deliver a seamless service to the community.

## 1.8 Methodology

Reliable, up to date information is crucial. The minimum data for effective workforce planning will include job title and job description, location and length of service, personal employee details and figures on vacancies, turnover and wastage, reasons for leaving and destination, qualifications and skills.

Assessment of the current position will be completed by training needs analysis and / or skills audits, mapped against business strategies, which will identify key competency and skills gaps that require addressing.

Schools / divisions also need to consider the wider external environment. Work study / activity analysis, trend analysis and forecasting are commonly used planning tools here. It may also be useful to apply a model to help in thinking about issues which can impact on them. The model is a simple aid to identifying and analysing the impact of economic, social, technological, legislative and environmental factors that can impact on workforce planning.

When relevant data has been collected and analysed the current position of the University / school / division's future needs will then need to be considered. A useful tool here is scenario planning, considering a range of future scenarios to make your business strategy as flexible as possible.

The result will be an analysis from which a work area can develop a strategy or series of strategies to bridge the gaps identified. The workforce planning process should form the basis for the strategy for that area which will ensure the strategy is soundly based. Workforce planning should therefore underpin the people planning for the entire workforce, including the following:

- Recruitment and retention policies and practices, including remuneration
- Training and development
- Skills mix, staff deployment, performance management and outsourcing
- General PMD policies and practices

## **1.9 Conclusion**

Effective workforce planning is an important tool to support schools / divisions in maximising resources and building capacity in a structured and planned way. People are the key to successful improvement and capacity building and organisations that plan well are equipped to manage both day to day business needs and to address changing priorities.

## 2. Workforce Planning – The Process

### 2.1 What are the key workforce information needs for effective workforce planning?

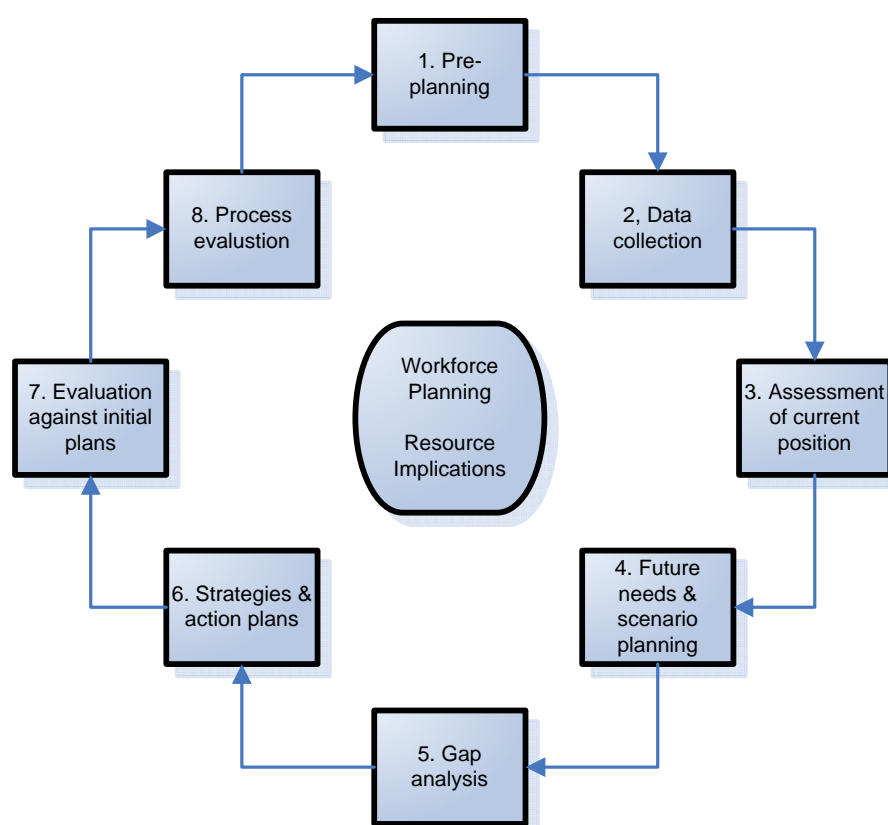
#### 2.1.1 Workforce data

The overall workforce planning system should be simple, systematic and well documented, supported through reliable and accurate data recording systems. The CDU Human Resources Information System (HRIS), Alesco supports the workforce planning system.

CDU People need to know why data are being collected and managers in particular can play an important role in keeping information up to date and accurate to assist the workforce planning process.

## 2.2 The workforce planning cycle

The workforce planning cycle describes an eight stage, cyclical model for workforce planning. Although consecutive stages are described in this guide, in reality the process may not be so clear cut. There are a number of processes, which may not proceed at an even pace. Workforce planning systems are not necessarily neat and tidy and schools / divisions should not be constrained by blockages or barriers in one phase, for example data collection, which prevent or delay consideration of others. For example, useful work can be undertaken around scenario planning without necessarily having all the employee data available.



Within each of the following phases the implementation or action steps will be indicated by bullet points. The following legend will apply from here on:

- ★ For action that is part of the initial project
- ▼ For action that will be ongoing to ensure the success of workforce planning within the University / school / division

## 2.2.1 Phase 1 Pre-planning

Time spent in pre-planning is essential to identify where key information sources are held and to identify who needs to be involved. It is also an opportunity to plan the level of resources required to support workforce planning activities. There is a need to identify at an early stage all external stakeholders / contractors who you may need to include in the overall planning process.

It is also important to scope who the key players will be (internally and externally) and ensure that they know and understand what is happening.

### School / division level planning

CDU is doing workforce planning at a school/division level in order to generate useful information from a variety of management information systems and bringing this together into a coherent framework. For the whole of CDU this will generate quality information about the supply of skills internally, in the wider external labour market and partner organisations. This is being driven by the need to address both shorter term issues of recruitment and retention and longer term business needs like partnership working.

#### **For the successful implementation of workforce planning the following tasks need to be completed during phase 1.**

- ★ PMD will be responsible for identifying the key information sources needed for workforce planning. The main source will be Alesco, but others may also be identified.
- ★ PMD together with senior management will be responsible for identifying the key players (internal and external) in this process.

#### **On an annual basis during phase 1 of the workforce planning process:**

- ▼ PMD needs to evaluate the key information sources on an ongoing basis.
- ▼ PMD and senior management need to re-evaluate key players in the workforce planning process on an ongoing basis.
- ▼ PMD must evaluate the level of planning on an annual basis.

## 2.2.2 Phase 2 Data Collection

The ability to gather accurate information must be the foundation stone for effective workforce planning.

This may be dependent on a number of external pressures such as legislative changes, outsourcing decisions, change management initiatives and recruitment and retention difficulties facing the university.

To consider the future it will be essential to look at a range of information that can be found in this section.

It is important to ensure that the workforce data cover the whole of the relevant workforce, including temporary, agency and other types of workers not necessarily on standard working contracts of employment. In addition it may be necessary to consider workforce data from relevant partner organisations.

Effective links between financial data and employee data as well as supporting business strategy will ensure a holistic approach to planning. Initially this may be time consuming but once embedded the organisation will benefit from integrated planning systems.

Integration of diversity and equity considerations into workforce planning will help the University manage these needs.

**The amount of information and the information sources will depend on what the work area is hoping to achieve from the exercise and the breadth and depth of the exercise necessary for success.**

### Skills and training needs analysis processes

To assist with planning for skills and competency needs, it is helpful if appropriate competency and training data are stored centrally with other employee information. This process should ensure that employees have the competencies to carry out current work, and to assist in training and development or recruitment plans to ensure that the University will be able to meet changes in skills needs or growth in future demands.

If training data are absent, a skills audit may be required to provide the information before the whole picture is revealed. This is easiest to do during the cycle of the annual PDRS process. This activity could be linked to employees checking their existing records, maximising the opportunity to update existing data. Employees may need reassuring about the purpose of skills audits and communication will be crucial to manage employee expectations and fears.

The PDRS process is linked to the CDU Competency Framework and provides a tool to identify where key skills gaps are occurring for employees and provide the trigger for appropriate training or development interventions. Job analysis information can also help as this focuses on the job requirements and links this to the overall skills and competencies required by the people in those jobs. PDRS data help form an overall picture and identifies specific skills and abilities that will be needed to achieve individual, team and corporate objectives. Managers have a key role to identify emerging trends and changes in working patterns and practices in their area of work, and the PDRS is the key tool to provide this information.

### Workforce Planning Information

Planning	Input	Outcome
<b>Supply Analysis – use of data collection tools</b>	<ul style="list-style-type: none"> <li>• Workforce demographic and personnel data including turnover</li> <li>• Workforce competencies / experience / job data</li> <li>• Staff survey data, organisational health check information and exit interview data</li> <li>• Workload measurements</li> <li>• Performance management information</li> <li>• Establishment information</li> <li>• Outsourced contractual information and partnership information</li> <li>• Financial data, agency costs and on-costs</li> <li>• Labour market data, for example unemployment rates, local skills base</li> </ul>	<ul style="list-style-type: none"> <li>• Workforce profiles, such as age, gender, job type, length of service, tenure, ethnicity, disability</li> <li>• Trends such as turnover, retirements, redundancies, skill changes, ill health, accident rates</li> <li>• Workforce competence information, current skills, training and learning data</li> <li>• Staff perception and involvement</li> <li>• Local labour market supply information</li> </ul>

Planning	Input	Outcome
Needs Analysis	<ul style="list-style-type: none"> <li>• Strategic objectives for the University <i>The CDU Futures Framework</i></li> <li>• Management assessment of business plans and human resource implications</li> <li>• Budget plans</li> <li>• Performance management information</li> </ul>	<ul style="list-style-type: none"> <li>• Future workplace trends / needs</li> <li>• Workforce profiles, skills, numbers, occupations</li> <li>• Turnover, retirement projections</li> <li>• New responsibilities, changed roles creating different jobs and potential skills gaps</li> <li>• Proposals for filling skills gaps cost-effectively</li> </ul>

**On an annual basis during phase 2 of the workforce planning process:**

- ▼ PMD will be responsible for collecting all demographic and personnel data including turnover.
- ▼ PMD will be responsible for compiling data on employee competencies, experience and job data.
- ▼ PMD will be responsible for getting staff surveys done to get data on the health of the University.
- ▼ PMD will collate all exit interview information to get a better understanding of the reasons for the turnover.
- ▼ PMD together with the relevant school / division must measure the workload of employees.
- ▼ PMD together with the relevant school / division must analyse the PDRS information to find gaps in the competencies of employees.
- ▼ PMD together with senior management need to analyse information about outsourced contracts and partnerships with other organisations.
- ▼ PMD together with FAS need to collect all the relevant financial data.
- ▼ PMD will be responsible for gather information on the current labour market conditions.
- ▼ Senior management must assess the University's business plan and the human resources implications associated with it.

### 2.2.3 Phase 3: Assessment of Current Position

Phase 2 will provide the baseline data about the current workforce in terms of numbers and skills. This then needs to be analysed in phase 3 whilst considering the wider environment and in phase 4, identifying the future needs of the university.

#### Using tools to handle qualitative data

The following tool can be used by the school / division to organise and promote thinking about the range of issues that are currently being faced. Identifying future trends and applying them to the local context can help to make underlying assumptions explicit and to identify priorities.

#### Model for Workforce Planning

<b>Political Issues</b>	<b>Economic Issues</b>
<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Transparency</li> <li>• Equal opportunity</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Pay rates</li> <li>• Skill shortages</li> <li>• Economic development plans</li> <li>• Cost of living including Housing costs</li> <li>• Corporate risk</li> </ul>
<b>Social Issues</b>	<b>Technological Issues</b>
<ul style="list-style-type: none"> <li>• Changing customer / student expectations and needs</li> <li>• More sophisticated market</li> <li>• Changing demographics</li> <li>• Changing employee expectations and needs i.e. work life balance issues</li> <li>• Inequalities and deprivation</li> <li>• Qualifications, skills and competencies</li> <li>• Flexible working opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation - new equipment, new techniques, new methodologies</li> <li>• Information technology</li> <li>• Communications</li> <li>• Improved transport / increased mobility</li> <li>• New ways of working/delivery</li> </ul>
<b>Legislation</b>	<b>Environmental Issues</b>
<ul style="list-style-type: none"> <li>• Service obligations e.g. - RQF, AQTF, HEWRR</li> <li>• Employment legislation</li> <li>• Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness and expectations</li> <li>• Labour markets</li> <li>• Stricter controls</li> <li>• Stakeholder issues and needs</li> <li>• CARP</li> </ul>

By applying the above model whilst analysing the base data from phase 2, it will be possible for the school / division to better understand the current workforce situation. It would for example be possible to analyse the turnover rate to better understand what is causing it and to come up with solutions to some of the current challenges being faced. Another use of this tool would be to apply anticipated changes in the above categories to the current scenario to plan for possible changes in the current workforce available or the skills that will be needed to cope with these changes.

## Training needs analysis

Following data gathering, it will be possible to carry out an exercise to link skills and competencies to jobs. The benefit of carrying out this exercise as part of workforce planning is to ensure that integrated human resources strategies can be developed to meet the future skills needs of the University.

The results of the training audit and the link to job analysis, which can then be cross referenced to the overall University objectives, provide the University with the opportunity to identify skills surplus areas and consider whether there are re-training opportunities for individuals or groups of employees. Information gathered here can assist with redeployment and rehabilitation cases.

The final step is considering how existing skills gaps can be filled and what actions need to be taken to fill identified future skills shortages.

### Development options include:

- Formal competency-based professional development
- Online training
- Qualifications training
- Occasional or refresher training
- Special projects
- Secondments and acting opportunities
- Shadowing, on the job training, mentoring, coaching opportunities

### For the successful implementation of workforce planning the following tasks need to be completed during phase 3.

- ★ PMD will have to conduct a job analysis on all positions / jobs within the University in order to get information on the skills and competencies needed for each of these positions / jobs.
- ★ PMD will have to conduct a skills audit on all employees within the University to establish a baseline from which to conduct a training needs analysis. PDRS documentation will be used to assist in this process.

### On an annual basis during phase 3 of the workforce planning process:

- ▼ PMD together with the relevant manager(s) will have to analyse any trends within the workforce to see if this can be explained by some of the factors mentioned in the Model for Workforce Planning.
- ▼ PMD together with the relevant manager(s) will have to analyse the current workforce data against anticipated changes in the external and internal environment.
- ▼ PMD together with the relevant manager(s) will have to review the skills and competencies needed for each position / job.
- ▼ Managers will have to complete the PDRS process with employees and forward the skills / competency requirements to PMD.
- ▼ PMD will have to consolidate the relevant PDRS information and arrange the required competency based professional development.

## 2.2.4 Phase 4: Future Needs and Scenario Planning

Once the data have been collected and the current position analysed the next key stage is to consider the future needs of the University / school / division, recognising that the future is difficult to predict.

The table below, Investigative Framework, takes key documents and aligns them against key baseline data in order to stimulate discussion around future needs. The results can be used to develop gap analysis and emergent strategies to manage future changes.

A further tool that is seen as best practice in workforce planning is considering a range of future scenarios, in order to maximise flexibility within the business strategy.

### Generic scenario planning

#### Potential futures to consider

- Increased partnerships with business, industry and governments
- Tighter labour markets increasing recruitment and retention difficulties
- Impact of regional demographics

#### On an annual basis during phase 4 of the workforce planning process:

- PMD together with the relevant manager(s) will have to work through the "Investigative Framework" to look at emerging / potential strategies and what workforce will be needed to achieve these.
- PMD together with the relevant manager(s) will have to develop potential future scenarios that could present themselves as well as the staffing needs to deal with these.

## Investigative Framework

Key Documents and Information Sources	Key Questions to Establish 'Baseline'	Questions to Promote Future Thinking
<ul style="list-style-type: none"> <li>• CDU Futures Framework</li> <li>• School / Divisional Business plans</li> <li>• Action plans</li> <li>• Diversity action plans</li> <li>• Health and Safety plans</li>   <li>• Financial reports</li> <li>• Council Risk Report</li> <li>• Budget reports</li> </ul>	<ul style="list-style-type: none"> <li>• What are the key priorities for the school / division during the planning period?</li> <li>• What are the potential internal and external environmental issues that are known at this stage?</li> <li>• What are the overall staffing numbers required within each part of the school / division?</li> <li>• Are the levels of skills appropriate within the school / division currently?</li> <li>• Are there any incomplete current initiatives that still need to be completed?</li> <li>• Are there specific issues surrounding budgets that are known at this time?</li> <li>• What is the training cost per head within the school / division?</li> <li>• What is the training cost as a % of the overall salary bill?</li> <li>• Is the use of interim measures to fill vacancies costing more than it should?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the anticipated changes required in connection with re-structuring or business changes?</li> <li>• Are there any proposals to outsource any of the work areas?</li> <li>• How will new strategies, objectives and business plans change requirements for the future?</li> <li>• What are the external factors that affect the school / division?</li> <li>• What are the health and safety issues?</li> <li>• Will risk assessments require review and revision?</li>   <li>• What are the financial trends and issues facing the school / division and how might they influence strategy?</li> <li>• Are there any potential changes to funding levels in the short, medium and long term?</li> </ul>

## Investigative Framework cont...

Key Documents and Information Sources	Key Questions to Establish 'Baseline'	Questions to Promote Future Thinking
<ul style="list-style-type: none"> <li>• Employee data records</li> <li>• Structure charts</li> <li>• Competency Framework</li> <li>• Course and unit delivery information</li> <li>• Research grant information</li> <li>• Research being undertaken</li> <li>• Project proposals and plans</li>   <li>• Recruitment and retention studies</li> <li>• Demographic information</li> <li>• Labour force information</li> <li>• Skills insight surveys</li> <li>• Legislative changes</li> <li>• Economic trends</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing levels</li> <li>• Contract type</li> <li>• Gender, ethnicity and age</li> <li>• Length of service</li> <li>• Turnover and retention</li> <li>• Sickness absence</li> <li>• Do the school / division have the right number of people in place?</li> <li>• Does the current structure, number of staff and skills levels support the future needs of the school / division?</li> <li>• Is there an appropriate ratio of managers within teams?</li> <li>• Do we have the right skills at senior, middle and junior levels?</li> <li>• Is there an appropriate amount of administrative support within teams?</li> <li>• What skills are available in the external market?</li> <li>• Un/employment levels</li> <li>• Competitive employers</li> <li>• Reputation and relative status of University jobs</li> <li>• Travel costs</li> <li>• Nature of work environment</li> <li>• Cost of living indicators incl. housing costs</li> <li>• Comparative pay rates (all sectors)</li> <li>• Are recruitment and retention difficulties affecting any areas of the school / division?</li> </ul>	<ul style="list-style-type: none"> <li>• Do the school / division have the right number of people in place?</li> <li>• Does the workforce reflect the community?</li> <li>• Are potential barriers being effectively examined?</li> <li>• Are there any changes in the way that people work proposed for the future? (E.g. new information systems, flexible working patterns, flexible and changed delivery of programmes)</li> <li>• Are there changes planned to the location of work (this may cover re-location and re-organisation)</li> <li>• How does staff turnover impact on each area of the school / division?</li> <li>• What problems do you anticipate in recruiting or retaining staff?</li> <li>• Is sickness absence an issue for individual work areas or for the school / division as a whole?</li>   <li>• Are there any skill changes that are going to impact on the school / division?</li> <li>• Are there any known legislative or Government policy changes that are going to impact on the school / division?</li> <li>• What are the social and economic trends indicating?</li> <li>• What is the potential impact from external pressures?</li> <li>• Are working practices subject to change? E.g. method of delivery of CDU programmes</li> </ul>

### 2.2.5 Phase 5 Gap Analysis

This phase involves a comparison between the future workforce needs identified in phase 4 and the profile of the current workforce identified in phase 3.

Gaps in the supply and demand for employees are likely to be caused by:

- Supply gaps associated with national and local labour market shortages. This may include a wide range of professions. Shortages may be more severe in some areas or regions.
- Changes in demand associated with modernising the way that services are to be delivered including changing roles, new skill mixes, and different ways of delivering services e.g. outsourcing, partnerships, joint ventures, modernised programme delivery.
- Skills shortages within the workforce. This may include basic/essential skills, customer care skills, managerial competences, project management, etc.
- Areas of inefficiency in the school / division caused by poor performance management, inappropriate job design and under investment in training.
- Wastage caused by the ageing workforce including ill health and early retirement.

It is not always possible to produce very detailed workforce development plans for every group of staff in the organization. It is therefore, important to prioritise in the pre-planning phase those groups that have the highest impact on the business.

Workforce planning will support decision-making regarding recruitment criteria and effective methods of recruitment. Workforce costs can be reduced by identifying how services can be delivered most effectively and efficiently. Forecasting the type and number of jobs that are needed in the future helps identify the skills, knowledge and behaviour needed by both existing employees and potential recruits. Anticipating future changes can allow remedial action to be taken such as recruitment freezes and retraining to minimise the potential costs of redundancies. As working practices change workforce planning information will also provide information about the future workplace accommodation needs, thereby enhancing opportunities to control costs.

## Succession Management

A Succession Management approach is an important element of Workforce Planning, in order to help foster an environment that retains and develops current staff to reduce the high costs of staff turnover and improve morale of the organisation.

CDU is taking a succession management approach designed to develop a pool of well prepared and capable internal successors for key management roles. Key components of the programme include:

- A six day formal education component which incorporates self-knowledge, people management and the creation of individual action learning plans;
- Participation in the CDU/VU Partnering in Leadership programme;
- Professional coaching to support each participant with their individual action learning plan if appropriate;
- A formal network for participants which includes learning and development syndicates, to which senior executives are assigned as mentors for syndicate projects;
- Opportunities to act in more senior roles when executives or more senior staff are on leave for more than 5 days, with shadowing experience prior to acting in senior positions; and
- Formal presentation to CDU of projects and completion of action learning paper.

In a tight labour market there are strong business arguments for succession management activities. These activities can certainly be justified where:

- Skills shortages very clearly cannot be met from the wider labour market
- Job areas for succession planning are identified through evidence based planning mechanisms
- Equality issues are taken into account during the succession planning activities
- There is a need to retain good employees and provide development opportunities
- Jobs are open to competition to test the wider labour market

### **On an annual basis during phase 5 of the workforce planning process:**

- ▼ PMD together with the relevant manager(s) will have to establish the gap between the current and the future workforce needs that was identified.
- ▼ PMD together with the relevant manager(s) will have to identify the likely causes of the gap between the supply and demand.
- ▼ PMD together with the relevant manager(s) will have to consider any succession management implications on the gaps identified.

### 2.2.6 Phase 6: Strategies and Action Plans

The next stage in the process is to consider interventions and actions to bridge the supply and demand gaps that have been identified. When developing interventions, these are examples of some issues to consider:

- Ensuring that school / division business plans include workforce planning considerations, are up to date and reflect the broader CDU business needs
- Whether all strategies and plans are consistent with each other and the business
- The cost associated with the interventions for addressing competency or skill gaps
- Ways to maximise recruitment in order to minimise training needs of new employees
- The use of retraining or recruiting options to fill competency gaps
- The development of appropriate retention strategies
- Alternative training mechanisms
- Sourcing of skills through sharing of resources
- Cost-effectiveness of contracting
- Implementation of career development programmes and succession management interventions
- Development of graduate and other trainee programmes
- Performance management processes for the University that are robust, clear and transparent and are clearly linked to overall business needs
- Identifying wasted or hidden costs of human resource management plans
- Consultation required at an early stage to ensure that stakeholders are involved and consulted.

**Action plans should identify actions, time lines and the specific person(s) responsible for implementing them.**

#### **On an annual basis during phase 6 of the workforce planning process:**

- ▼ PMD together with the relevant manager(s) will have to develop interventions to bridge the gaps in the workforce that has been identified in phase 5.

## 2.2.7 Phase 7: Evaluations against Initial Plans

### Review of outcomes

The Workforce Plan developed by each school / division should be reviewed regularly, and the overall plan should act as a map for managers to ensure that the university has the right people, with the right skills, in the right jobs. Key questions to include when reviewing outcomes include:

- Are the people, skills and jobs appropriate to ensure that the University's objectives can be achieved in the short, medium and long term?
- Is there sufficient flexibility within the planning process to ensure that change management initiatives will not be held back through people resourcing issues?
- Are outcomes thoroughly and regularly evaluated to assess progress against the overall plan?
- Are gaps being closed quickly enough to ensure that University's objectives can be met?
- Are adjustments to the plan timely and effective?

### Assessing achievements

Regardless of the method of assessment, some key questions will need to be asked to determine whether plans are effective, and these may include:

- Were the actions completed?
- Did they achieve the required targets and outcomes?
- Were these targets and outcomes the right ones?
- If not, have the University's needs been amended? Have linked strategies and action plans been amended to reflect this?
- Are all current plans still valid?
- Have any conditions that are changing or been expected to change been built into future or amended plans?
- Has a future evaluation been programmed?

### Addressing the need for adjustments to strategies and action plans

After the above analysis has been conducted, steps to redress problem areas could include:

- Adjustment to time line for implementation for change
- Adjustment to content of action items
- Discussion / consultation with relevant people or groups
- Deletion of action plans if they are no longer valid

## Communication

Changes to any of the interventions need to be fully communicated to key individuals in a timely manner to allow for work programmes to be amended and for individuals to raise any queries about changes that they may have. Consultation may be required with employees, stakeholders, clients / customers, contractors and this may need to be at a very early stage.

Similarly, when plans have been achieved all those who have been affected should be informed of the outcomes, acknowledging the people closely involved in its success.

### **On an annual basis during phase 7 of the workforce planning process:**

- ▼ PMD together with the relevant manager(s) will have to review the outcomes that have been achieved and compare these with the original targets that have been set.
- ▼ PMD together with the relevant manager(s) will have to address any areas where the original targets were not met and put remedial actions in place by adjusting the interventions or strategies.
- ▼ PMD will have to communicate any changes made to the relevant stakeholders in a timely manner.

## 2.2.8 Phase 8: Process Evaluation

Workforce planning is an ongoing process of forecasting, clarifying and identifying school / division needs. This may include re-assessing the CDU Competency Framework and implementing appropriate interventions. The process should be regularly evaluated to determine how well each of its component parts are functioning and where appropriate adjustments might be needed.

### Determining the effectiveness of the process

Feedback should be gathered from front line employees, managers, contractors and where appropriate customers in order to determine whether the workforce planning process is robust and meets business needs.

This feedback can be gathered through a variety of methods and means such as interviews, focus groups, surveys, review of the quality of the workforce plan, etc. When ascertaining the effectiveness of the plan the following areas should be probed:

- What was expected from the process?
- Did this process produce a plan that is useful to managers in support of the university's strategic goals and plans?
- What worked well and why?
- Were there areas that need improvement?
- If some of the steps did not work what remedies can be made to ensure that this works in the future?
- Was there enough time for managers to contribute to the overall process?
- Were the appropriate people involved? If not who else needs to be included?
- Were there adequate resources provided for the process?

### Communicating change

Modification to the workforce planning process should be communicated to all relevant parties, ensuring that sufficient time is built in to allow future training needs to be met or for clarification of issues to be managed effectively. Appropriate actions will need to be identified to address process problems or inefficiencies. Any changes to the processes and subsequent impact on the people involved in current or future workforce planning initiatives need to be clearly communicated.

#### **On an annual basis during phase 8 of the workforce planning process:**

- ▼ PMD together with all key stakeholders will have to evaluate the workforce planning process to ensure that it is optimised and used on a continual basis.

## Appendix A

Prompts to consider that may have workforce implications.

### Teaching and Learning

- Is the demand for your program going to change (domestic & international)?
- Are students' / industry needs and expectations likely to change?
- Will new programs or services be introduced?
- Are expansions of existing activities planned?
- Will activities be discontinued?
- Which staff members have appropriate teaching qualifications?
- Do employees require support to improve their teaching capabilities and improve program management & delivery? Staff might specifically need support if programs are being renewed, online courses developed, or new training packages implemented.
- Does the staffing composition (full-time, part-time, and casual) support quality delivery of programs and program management?
- Does the staffing composition support the changeable nature of business?
- Does the staffing composition support international activity?
- Can student feedback and survey outcomes be used to support development and improve performance?
- Can staff utilise new technologies to support teaching and learning, e.g. online delivery, email, etc.?
- Are there ways to gain efficiencies and improve quality of teaching and learning through using different delivery modes?

### Research and Innovation

- What proportion of staff is currently research active?
- Is the research discipline relevant to an RQF group at CDU
- Are there any barriers that can be removed to support staff to engage in research?
- Are there any barriers that are specific to certain groups of staff, e.g. women / men, different age groups, carer responsibilities, fixed-term, indigenous?
- What proportion of staff is currently completing PhD's?
- Can PhD completion be encouraged and supported?
- Are strategies in place to support staff to complete their PhD's?

- What proportion of staff is available to supervise research higher degree students?
- What proportion of staff are new researchers who need encouragement and support?
- Is expansion of existing activities planned?
- Will activities be discontinued?
- What proportion of research staff have more than one research discipline and can display flexibility in research options?
- What portion of research staff are continuing, fixed term or casual?
- At what levels are active research employees?
- What proportion of staff engaged in research is funded through grants, external funding, or internal funding?
- Do the various research activities of the discipline contribute to the schools' and university's goals, objects and growth?
- What proportion of research and innovation activities are longer term and show potential for growth?

## Organisation and Management

### Changes in Operation

- Are there any new resources that will become available?
- Do opportunities exist to use new technologies to improve service delivery?
- Will new technologies impact on the way work is organised or conducted?
- Are changes in operating methods or productivity improvements planned?
- Are there any changes in administration, information or control systems planned that will impact on how work is organised?

### Structure and culture

- Are the unit / school / university's culture, structure and systems appropriate for future business requirements?
- Are there any changes in management or organisational structure planned?

### Workforce composition

- Is the current staff mix appropriate for future requirements?
- Does the staffing composition provide effective administrative support for the research and teaching activity?
- Are casuals and / or agency staff utilised appropriately for short term work or peak workloads?

### Capabilities and roles

- Are changes to the capabilities of major occupational groups appropriate or expected?
- Are the roles that carry out the core business now the same as what they will be in the future?
- Are there any critical roles that are particularly difficult to fill or develop?
- Have any critical capabilities shortages or surpluses been identified?
- Will critical capabilities be developed?
- Are there any skills that will become obsolete under future scenarios?

### Career development and performance improvement

- Can opportunities be provided to support career development for staff?
- Are there career paths for staff performing well?
- Are there employees that are likely to be promoted in the near future?
- Are there development opportunities available for employees that have been in the same position for a long period of time?
- Can opportunities be provided to support the development of teachers and lecturing staff?
- Are there performance problems (unsatisfactory performance or misconduct) that need to be addressed?

### Industrial Relations

- Have industrial issues been identified?

### Turnover and Staff Movement

- Are there any foreseeable losses of key people (e.g. retirements) over the next 1 to 3 year period and what are the implications?
- Are there progression plans in place to ensure management positions or other critical roles can be filled or covered at short notice?
- Are there sufficient strategies in place to manage contingencies and maintain continuity of quality service delivery, e.g. staff leaving, not being available?
- Are succession planning and management strategies in place?
- Are retention strategies in place?
- Are there any upcoming staff movements?
- Are there staff turnover issues that need to be addressed?

### **Workforce Diversity**

- Are there any particular groups of staff who are experiencing particular difficulties?
- Do all groups of staff have the same opportunities?
- Could any problems arise from the age distribution of the workforce?
- Have any diversity and equity issues been identified?

### **Health and Safety**

- Are there any trends in health and safety incidents that need to be addressed?
- What is the nature of any work cover claims in the unit / school / university?
- Are there trends in the nature of injuries or incidents or length of time for claims?
- How successful have return to work programs and rehabilitation been?
- Have any health and safety issues been identified?

### **Leave**

- Are there any trends in leave that impact on business objectives?
- Are there any absenteeism issues?
- Is there a significant leave liability that will need to be reduced in the coming year?

## Resources

- Guide to workforce planning in local authorities, July 2003, Employers' Organisation for local government
- A practical guide to workforce forecasting, 2002, Public Sector Management Division, WA
- Workforce planning in schools, 2004, RMIT University