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Session Overview

- Take a closer look at the benchmarking measures
- Highlight the interrelationships between the benchmarks
- Demonstrate how to embed quantitative goals into your strategic planning process
- How to incorporate your benchmarking data into your HR plan



Workforce Planning

What your manager may think workforce planning is like.



Billie Long 1995-2001

What workforce planning is actually like.



System Thinking

- **Systems thinking** is the process of understanding how things, regarded as systems, influence one another within a whole.
- Systems thinking has been defined as an approach to problem solving, by viewing "problems" as parts of an overall system, rather than reacting to specific part, outcomes or events and potentially contributing to further development of unintended consequences.



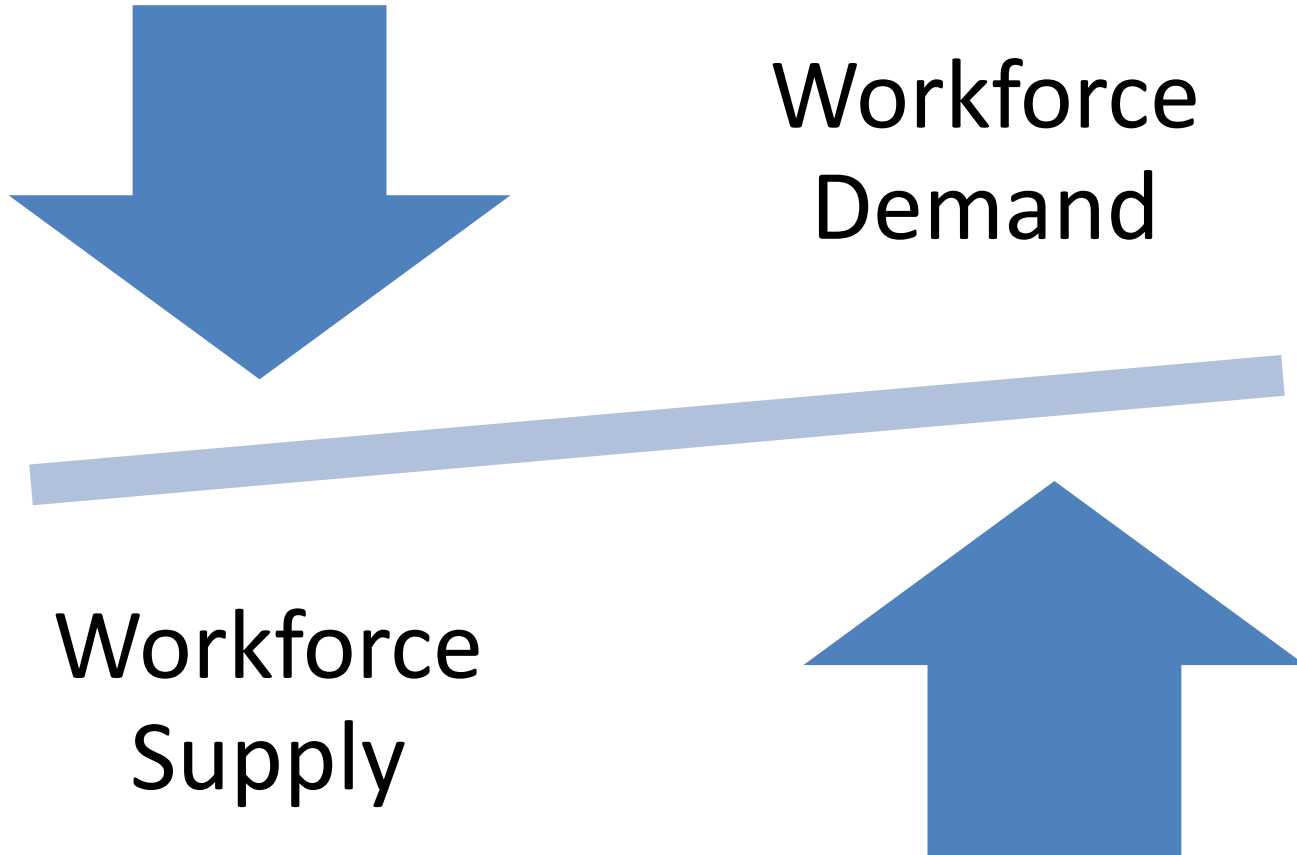
The concept of a system

The several ways to think of and define a system include:.

- A system is composed of parts.
- All the parts of a system must be related (directly or indirectly)
- A system is encapsulated, has a boundary.
- A system can be nested inside another system.
- A system can overlap with another system.
- A system is bounded in space, though the parts are not necessarily co-located.
- A system receives input from, and sends output into, the wider environment.
- A system consists of processes that transform inputs into outputs.
- A system is autonomous in fulfilling its purpose.



Workforce Planning

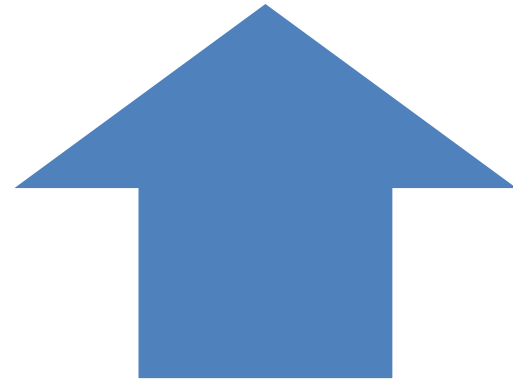




Fixed-term,
Casual
Workforce



Permanent
Workforce

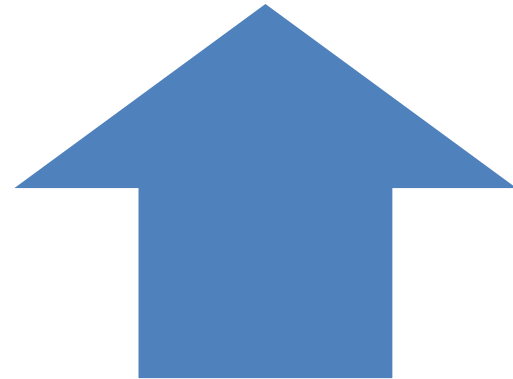


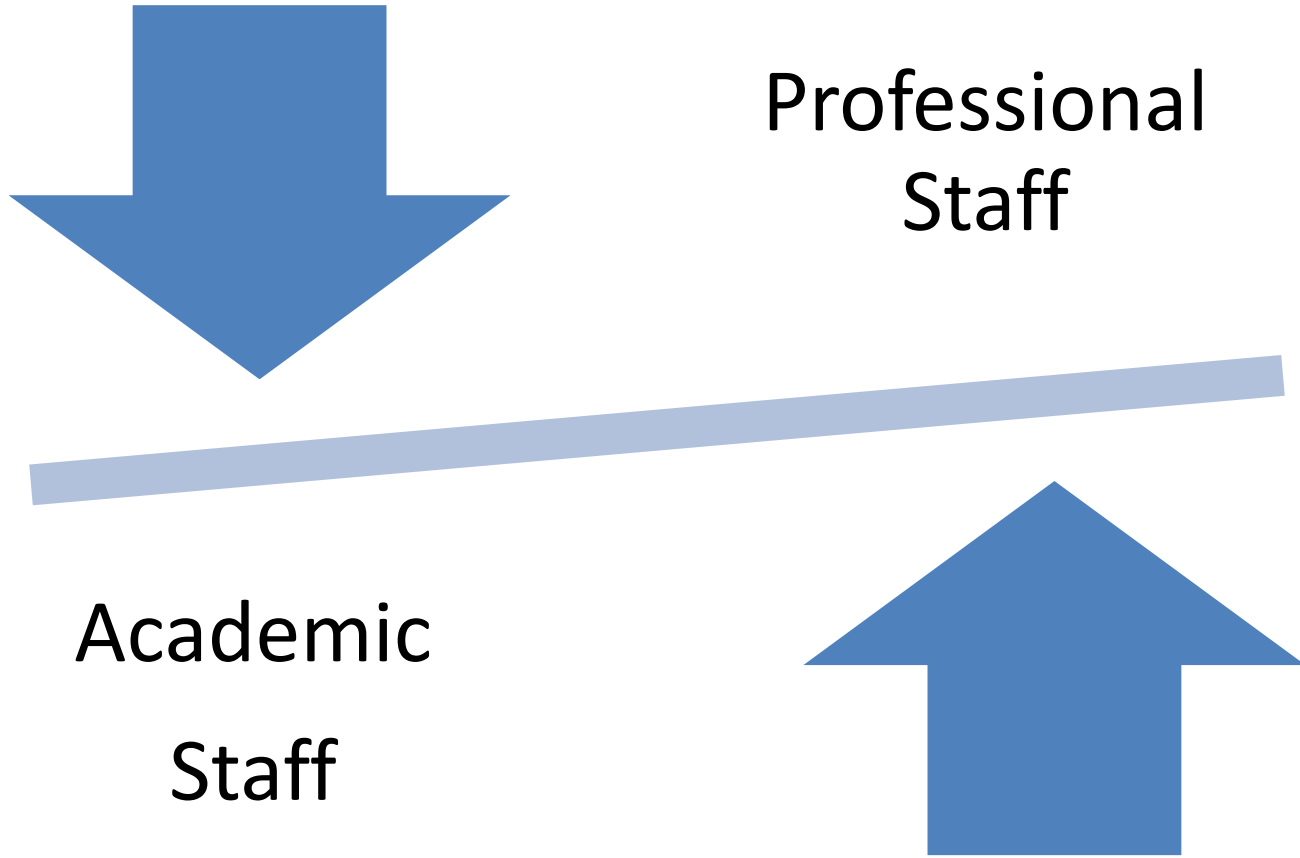


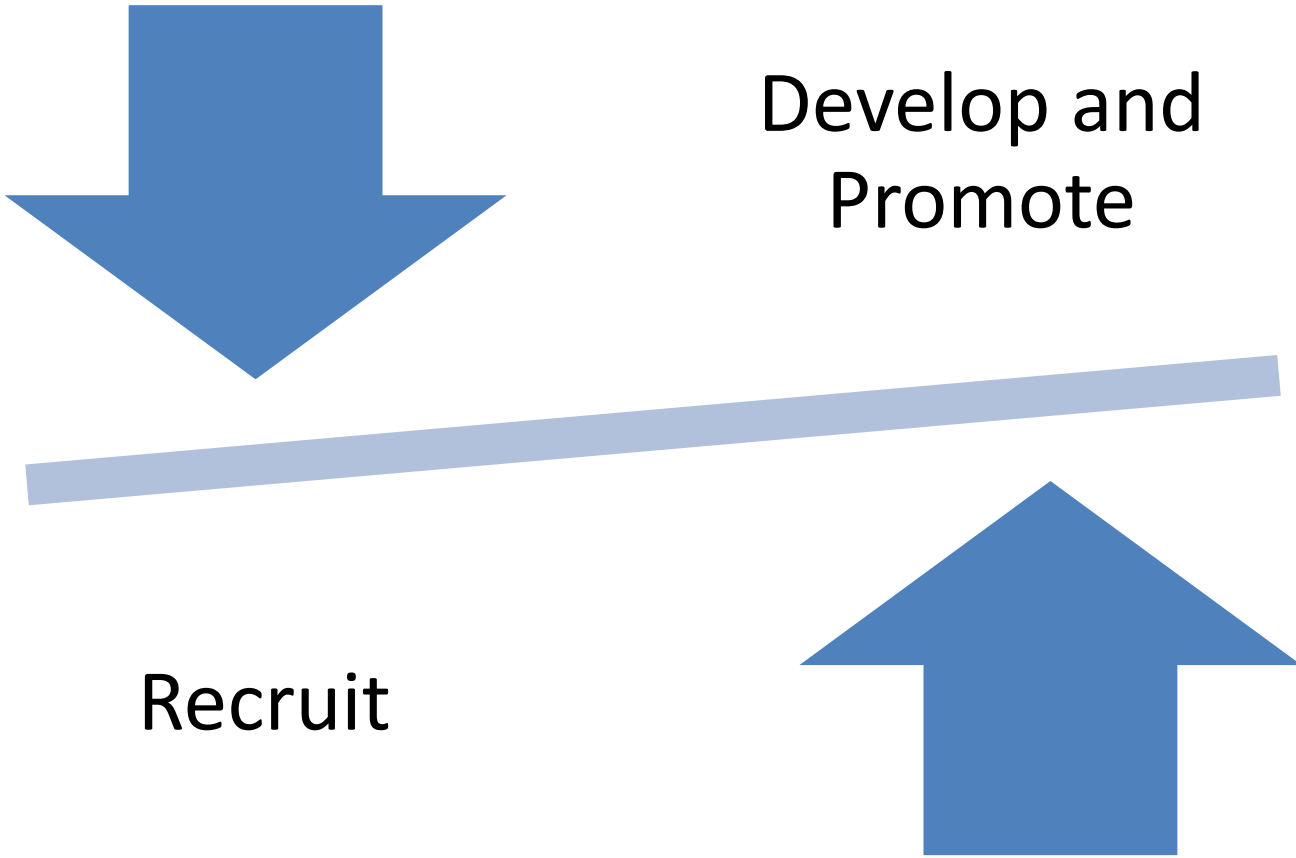
Teaching

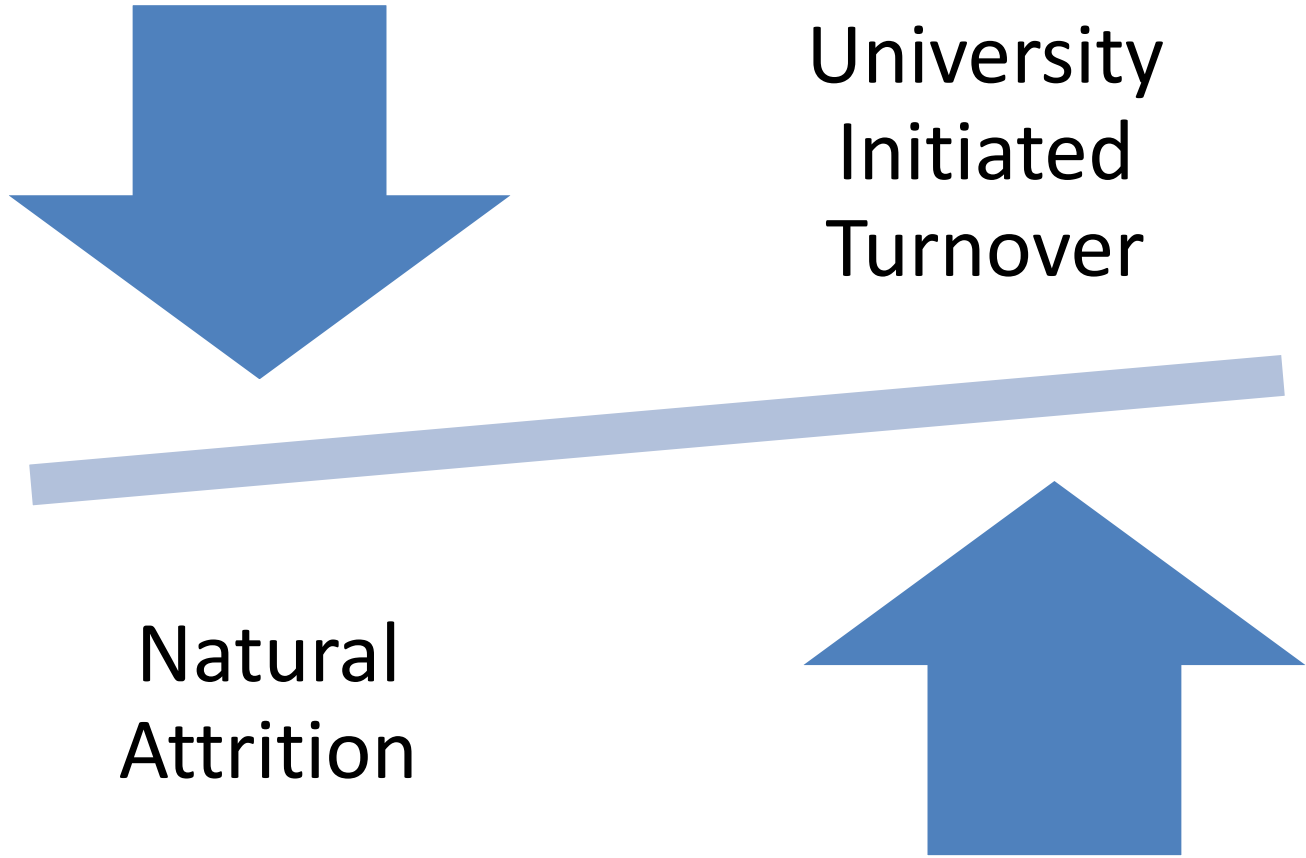


Research









Workforce as a system

- In systems science, it is argued that the only way to fully understand why a problem or element occurs and persists is to understand the parts in relation to the whole.
- it proposes to view systems in a holistic manner. Consistent with systems philosophy, systems thinking concerns an understanding of a system by examining the linkages and interactions between the elements that compose the entirety of the system.



Program Measures

The Universities HR Benchmarking Program examines **9 main measures** that relate to the Higher Education Sector. These include:

1. Staffing

- FTE Excluding Casuals
- FTE Including Casuals
- Headcount
- Functional Staffing Ratios
 - Human Resources FTE
 - Information Technology FTE
 - Student Administration FTE
 - Student Services FTE

2. Turnover

- Total Turnover
 - Voluntary Employee Initiated Separations (VEI)
 - Voluntary University Initiated Separations (VUI)
 - Involuntary University Initiated Separations (IUI)
 - Fixed Term Contract Expiration Separations (FTC)

3. Recruitment (*Efficiency & Effectiveness*)

- Number of Applications
- Number of Advertised Vacancies
- Days to Offer
- Days to Start
- Total Recruits
 - Internal Recruits
 - External Recruits

4. Academic

- Doctoral Qualifications
- Successful Promotions
- Number of Applications (Academic Promotions)
- Honorary Academics

5. Age

- Age Profile
- Median Age of Recruits
- Median Age of Separations

6. Workplace Health and Safety (WHS)

- Lost Time Occurrences
- Days Lost to OHS Incidents

7. Employment Costs

- Employment Costs
- Total Income

8. Length of Service (LOS)

- Length of Service Profile (FTE)
- Median Length of Service of Current Staff
- Median Length of Service of Separations

9. Absence

- Unscheduled Absence



What is Benchmarking?

- Benchmarking is the process of sharing information between organisations in an effort between to learn more about the organisation itself and sector.
- From this shared information, the organisations involved are able to review their current practices to ensure that they have effective and efficient strategies and processes.
- Within the context of this program, benchmarking is the sharing of human resource data within the University sector, to enable Universities to evaluate the effectiveness and efficiencies of their human resource functions.



Best Practice

- Best Practice generally speaking, is the process of seeking what is considered the best way of performing certain tasks.
- While benchmarking does not specifically measure “best practice” it can measure certain attributes of an organisation, compare against other organisations, and give an indication of when an organisation is performing well.
- The Program also allows the members to discuss various aspects of their processes at the annual conference, allowing a sharing of ideas, and giving the opportunity for organisations to formulate what is “Best Practice” for their particular organisation.



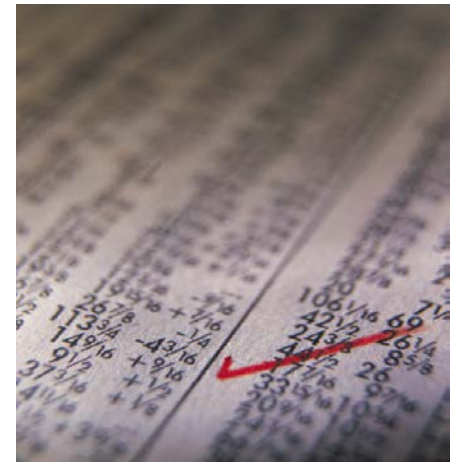
The Value of HR Information

- Identify trends and critical issues
- Quantify HR practices
- Monitor performance
- Quality assurance
- Set standards of excellence
- Evaluate effectiveness of HR initiatives
- HR input to organisation's objectives



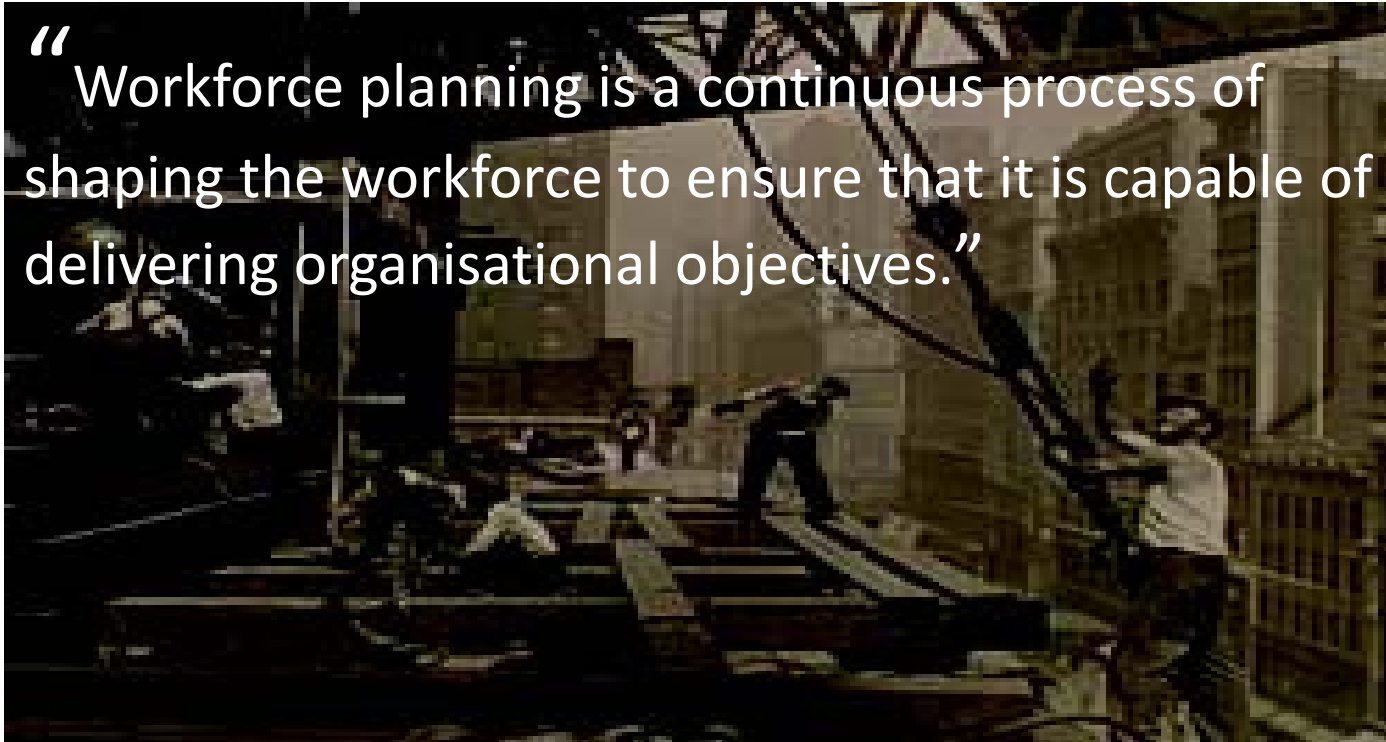
Using this data strategically

- Analysis of HR Trends – Corporate and Local
- Workforce Planning data
- University Strategic Planning
- HR KPI's and Staff Supply Data
- Corporate Reviews
- Internal and External Benchmarking
- Ad hoc reporting/consulting



Workforce Planning

“ Workforce planning is a continuous process of shaping the workforce to ensure that it is capable of delivering organisational objectives.”



What is Workforce Planning?

‘a systematic forward-looking assessment of organisational direction and workload, then a forecast of staffing requirements to ensure that those workloads are met or exceeded, and finally a linking of staffing policy from recruitment to retirement which is designed to achieve the desired profile’ (Gibson et al.1999).



Key Issues to consider

- Ability to attract and retain highly valued staff
- Attrition/turnover
- Development of key skills / Capabilities
- Cost / Affordability of workforce
- Aging workforce
- Managing and supporting casual workforce
- Workloads and Responsibilities
- Flexible Work practices



Outcomes of Workforce Planning

- Priorities for staffing is known
- Proactively meet issues
- Ensures HR Decisions are aligned to business needs
- Mitigate (even avoid) over/under-supply
- Drives Job and Structure Design, Recruitment Marketing, Recruitment & Selection, Career Path Planning, Succession Planning, Training & Development



Setting Targets

Anticipated workforce growth/decline

- 1 ↑ Academic Staff – Increase Student Staff Ratios, New Academics**
- 2 ↑ Research Staff – Boost Research Capacity, Research Professors**
- 3 Professional Staff – No Net Growth, Business Service Improvement**
- 4 Identify optimal level of Casual/Fixed-Term/Ongoing staff**
- 5 Increase academic to professional staff ratio**

Develop Teaching/Research/Supervisor Skills, Train Casuals

Doctoral Qualifications

Targets - Equity and Diversity

Youth 8%, Indigenous 3% and Female Staff 50%

Issues - Ageing workforce/succession



Criteria for KPI's/Metrics

- Interface between corporate goals and workforce planning must be made explicit.
- Measure is clearly linked to a strategic or operational goal
- Organisation intends to set a target for this measure
- Organisation intends to commit resources – human and financial – to achieving this target



Effective Workforce Planning

- Is integrated into the business planning process – a management tool
- Considers beyond 12 months
- Uses Scenarios for forecasting
- Plans for “critical” job roles only
- Forecasts demand for numbers AND skills
- Focuses on the “gap” rather than the definitive number
- Integrates HR functions to address the need



Workforce Planning Framework

Phases:

1. Strategic Initiative/Environmental Analysis
2. Future Demand Forecasts & Supply Analysis
3. Gap Analysis & Matching Process
4. Developing the Workforce Plan
5. Evaluation of the Plan



Workforce Planning Framework

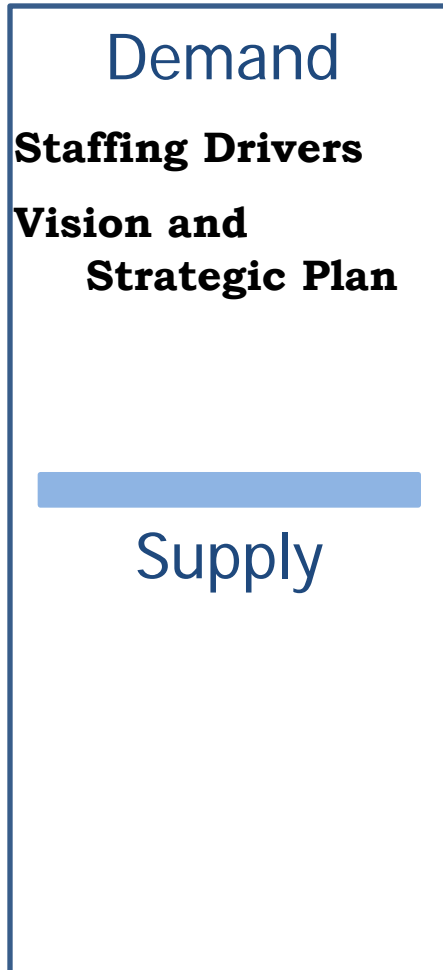


Key Staffing Drivers

- Estimate future service profile
- Will services currently offered continue and will additional services be offered?
- What will be the rate of growth/decline in demand for these services?
- Levels of Course and Unit Demand and Viability
- Projected enrolments
- Projected international students International and Commercial Offerings
- Consultancy Activities
- SSR Trends
- Projected Changes in Teaching Modes/Technology Support
- Desired Research Activity
- Desired Community Service/Engagement Levels
- Additional Workloads



Workforce Planning Framework

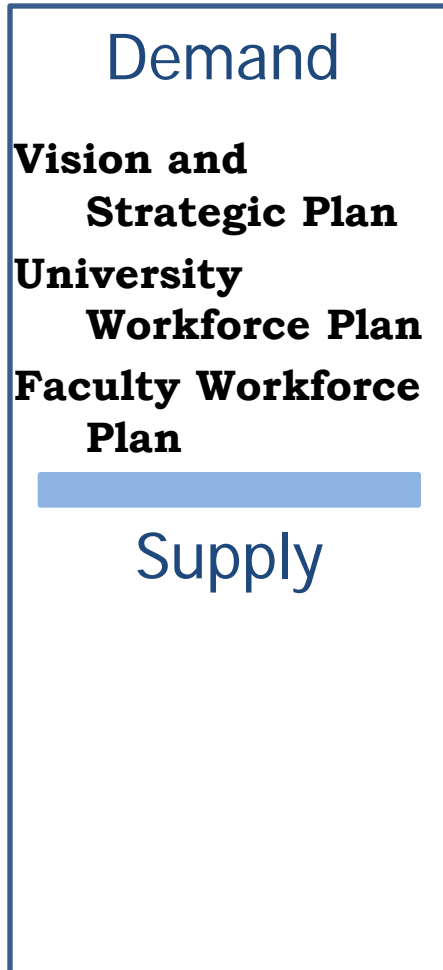


Vision and Strategic Plan

- The Workforce Plan is informed by and aligned with
- University Strategic Plan
- University Equity and Diversity Plan
- Annual Report
- University KPI's



Workforce Planning Framework

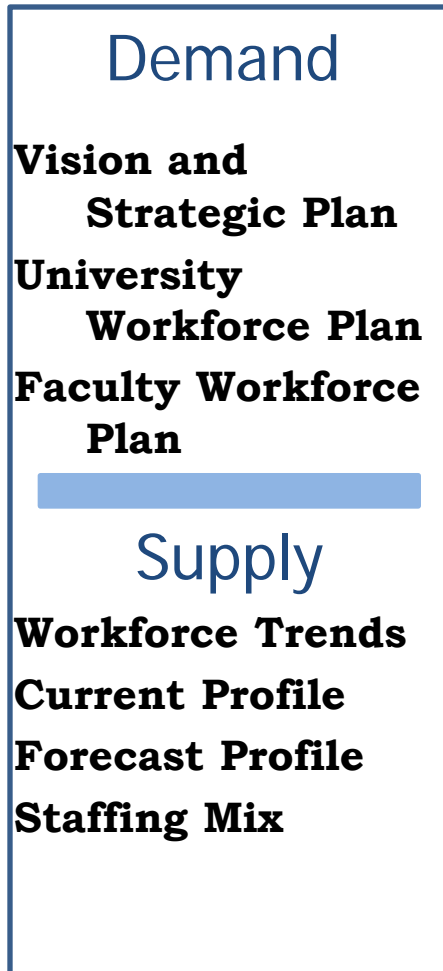


Faculty Workforce Plan

- Link to University Workforce Plan
- Faculty's Strategic Plan
- Operational Planning



Workforce Planning Framework



- What is Our current profile (age, gender etc)?
- Our current capabilities?
- Our workforce trends - turnover, retirements ?
- Key roles critical to success
- Are our business requirements and capabilities aligned?



Tips for Ensuring Success

- Ensure senior management is involved in the selection of KPI's and therefore support them
- Link KPI's to the key business drivers of the organisation
- Educate managers on value of monitoring workforce and HR KPI's. HR needs to assist in interpretation.
- Regularly report on KPI's by business units to managers, together with appropriate internal and external benchmarks.
- Ensure measures are monitored at senior management meetings and that each business unit is accountable for its results.
- Incorporate in a broader reporting framework. Use existing business reporting processes.



HR Benchmarking Activity

Scenario:

Your university has set an ambitious target for its research effort in the next 5 years. You have noticed some workforce trends with the academic group, particularly in support of building research cultures.

What relevant trends do you see in your HR metrics (see attachments) on this after participating in a University HR Benchmarking program?



Total Turnover

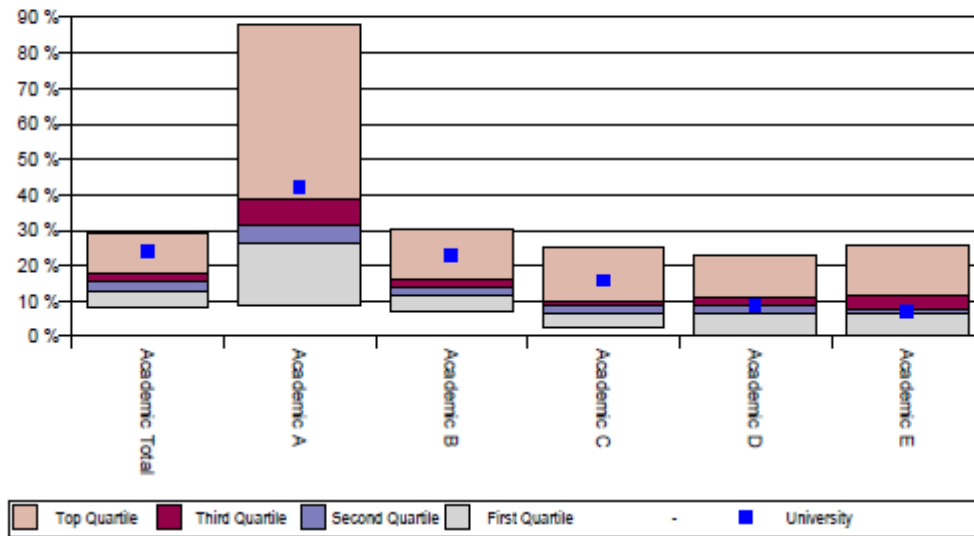
Total Separations (HEADCOUNT)
University Employees (HEADCOUNT)

DEFINITION

Total Turnover Rate is the percentage of ongoing and fixed-term staff who ceased working for the University, resulting from voluntary and involuntary separations and fixed term contract expiration. The purpose of this index is to measure total staff turnover. This is an important index to monitor as it demonstrates the total loss of skills from the University due to turnover.

High turnover represents a loss of skills and a significant cost to the University. However, if turnover is continually and significantly low, the University may reflect upon any impact this has on innovation, regeneration and succession in the workforce.

Graph: University Results versus Percentile Ranges



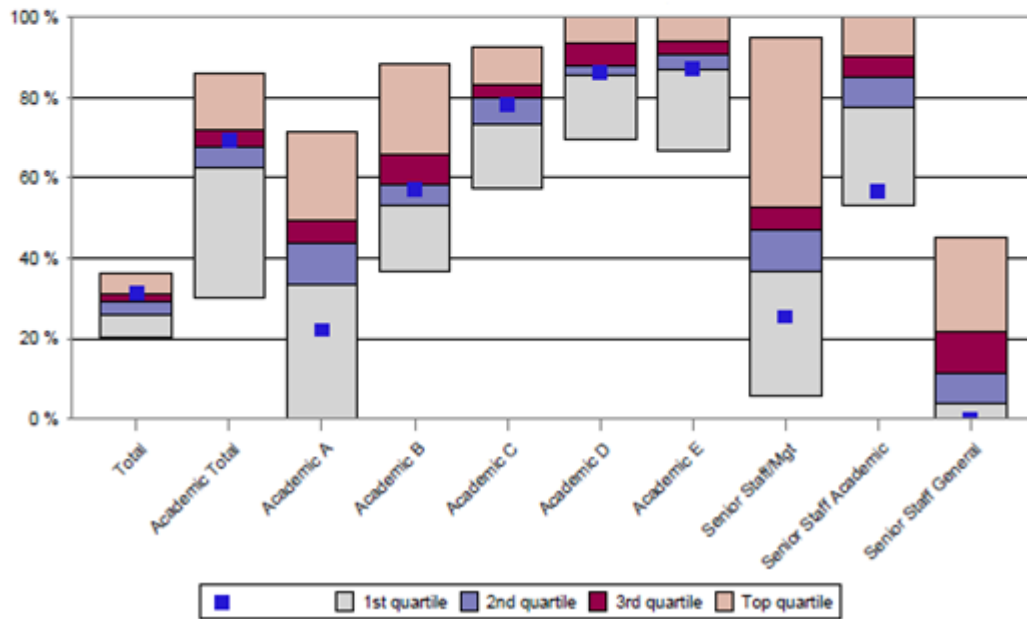
		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
Academic Total	23.99 %	8.13 %	10.39 %	12.88 %	15.34 %	18.05 %	20.73 %	28.96 %	16.49 %	30
Academic A	42.23 %	8.70 %	19.44 %	26.53 %	31.45 %	38.81 %	52.89 %	88.04 %	34.48 %	30
Academic B	22.90 %	7.35 %	8.37 %	11.82 %	14.05 %	16.30 %	18.96 %	30.04 %	14.81 %	30
Academic C	15.91 %	2.50 %	4.60 %	6.74 %	8.80 %	9.88 %	14.45 %	25.18 %	9.59 %	30
Academic D	8.77 %	0.00 %	4.13 %	6.54 %	8.56 %	10.78 %	12.57 %	22.74 %	9.05 %	30
Academic E	6.96 %	0.00 %	4.56 %	6.65 %	7.94 %	11.76 %	20.50 %	25.97 %	8.19 %	30

Doctoral Qualifications

Number of Academic Doctoral Qualifications (Headcount)
Number of Academic Staff (Headcount)

DEFINITION

The Doctoral Qualifications measure is the percentage of all senior and academic staff (ongoing and fixed-term) who have been awarded with a doctoral qualification. This gives an indication of the level of qualifications of the university's academic and senior staff. Academic qualifications generally increase as the classification level increases.



Doctoral Qualifications

(B3_560)

		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
Total	31.31%	20.34%	21.32%	25.76%	29.33%	31.01%	33.58%	36.18%	30.07%	38
	<i>Total (M)</i>	<i>42.09%</i>	<i>27.19%</i>	<i>30.53%</i>	<i>35.94%</i>	<i>41.00%</i>	<i>43.24%</i>	<i>45.51%</i>	<i>41.37%</i>	<i>38</i>
	<i>Total (F)</i>	<i>22.38%</i>	<i>13.39%</i>	<i>15.23%</i>	<i>17.78%</i>	<i>20.83%</i>	<i>24.91%</i>	<i>27.08%</i>	<i>21.56%</i>	<i>38</i>
Academic Total	69.42%	30.16%	53.02%	62.36%	67.91%	72.11%	77.15%	85.84%	68.96%	38
	<i>Academic Total (M)</i>	<i>72.71%</i>	<i>35.98%</i>	<i>58.76%</i>	<i>69.77%</i>	<i>74.08%</i>	<i>80.99%</i>	<i>87.85%</i>	<i>74.37%</i>	<i>38</i>
	<i>Academic Total (F)</i>	<i>64.90%</i>	<i>24.03%</i>	<i>47.27%</i>	<i>54.87%</i>	<i>60.39%</i>	<i>67.23%</i>	<i>73.55%</i>	<i>62.53%</i>	<i>38</i>
Academic A	25.49%	0.00%	15.87%	23.20%	41.00%	49.46%	64.43%	71.58%	44.61%	38
	<i>Academic A (M)</i>	<i>25.64%</i>	<i>0.00%</i>	<i>17.56%</i>	<i>26.90%</i>	<i>47.55%</i>	<i>62.23%</i>	<i>67.62%</i>	<i>51.15%</i>	<i>38</i>
	<i>Academic A (F)</i>	<i>25.00%</i>	<i>0.00%</i>	<i>10.22%</i>	<i>19.59%</i>	<i>31.85%</i>	<i>44.90%</i>	<i>62.04%</i>	<i>67.68%</i>	<i>38</i>
Academic B	57.23%	36.89%	41.87%	53.03%	58.40%	65.91%	74.46%	88.47%	62.07%	38
	<i>Academic B (M)</i>	<i>62.20%</i>	<i>39.24%</i>	<i>47.35%</i>	<i>57.14%</i>	<i>64.98%</i>	<i>71.78%</i>	<i>77.80%</i>	<i>90.07%</i>	<i>38</i>
	<i>Academic B (F)</i>	<i>51.95%</i>	<i>32.47%</i>	<i>39.71%</i>	<i>46.47%</i>	<i>53.03%</i>	<i>62.54%</i>	<i>70.11%</i>	<i>86.58%</i>	<i>38</i>
Academic C	78.39%	57.58%	70.68%	73.40%	80.13%	83.37%	86.12%	92.62%	79.13%	38
	<i>Academic C (M)</i>	<i>82.48%</i>	<i>66.67%</i>	<i>70.70%</i>	<i>74.30%</i>	<i>78.93%</i>	<i>83.68%</i>	<i>88.01%</i>	<i>92.16%</i>	<i>38</i>
	<i>Academic C (F)</i>	<i>72.73%</i>	<i>48.48%</i>	<i>67.25%</i>	<i>72.56%</i>	<i>79.20%</i>	<i>83.61%</i>	<i>87.12%</i>	<i>96.12%</i>	<i>38</i>
Academic D	86.36%	69.44%	77.57%	85.54%	87.91%	93.42%	96.25%	100%	88.16%	38
	<i>Academic D (M)</i>	<i>83.93%</i>	<i>70.31%</i>	<i>80.15%</i>	<i>84.00%</i>	<i>87.34%</i>	<i>92.50%</i>	<i>97.55%</i>	<i>100%</i>	<i>38</i>
	<i>Academic D (F)</i>	<i>90.63%</i>	<i>65.22%</i>	<i>75.35%</i>	<i>87.04%</i>	<i>90.91%</i>	<i>93.76%</i>	<i>98.75%</i>	<i>100%</i>	<i>38</i>
Academic E	87.25%	66.67%	82.81%	87.09%	90.96%	94.14%	97.90%	100%	90.92%	38
	<i>Academic E (M)</i>	<i>87.62%</i>	<i>65.63%</i>	<i>82.85%</i>	<i>87.72%</i>	<i>89.97%</i>	<i>94.65%</i>	<i>97.59%</i>	<i>100%</i>	<i>38</i>
	<i>Academic E (F)</i>	<i>86.36%</i>	<i>70.00%</i>	<i>82.88%</i>	<i>88.83%</i>	<i>93.28%</i>	<i>99.32%</i>	<i>100%</i>	<i>91.81%</i>	<i>38</i>

Academic Promotion Rate

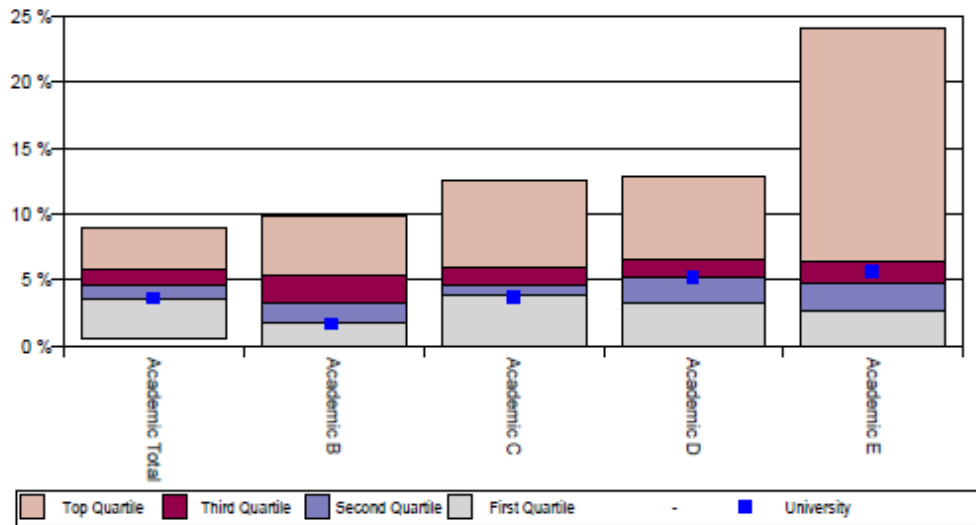
Successful applications for academic promotion
Headcount of academic staff (Levels A-D)

DEFINITION

The Academic Promotions Index is the percentage of all ongoing and fixed-term academic staff who have been promoted in the period. This index shows the rate of career progression for academic staff. A high result may reflect effective employee development strategies or conversely indicate that further review is necessary to ensure conditions for promotion are adequately met.

A low result may highlight employee development issues and have implications for employee job satisfaction. Also, further investigation may be necessary to ensure that worthy candidates are not overlooked for promotion.

Graph: University Results versus Percentile Ranges



		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
Academic Total	3.65 %	0.50 %	3.10 %	3.61 %	4.63 %	5.79 %	6.55 %	8.91 %	4.61 %	26
Academic B	1.69 %	0.00 %	0.00 %	1.73 %	3.26 %	5.30 %	6.56 %	9.84 %	2.73 %	26
Academic C	3.77 %	0.00 %	1.33 %	3.79 %	4.65 %	5.90 %	7.96 %	12.55 %	4.93 %	26
Academic D	5.17 %	0.00 %	2.46 %	3.25 %	5.26 %	6.59 %	7.74 %	12.88 %	5.60 %	26
Academic E	5.61 %	0.00 %	0.00 %	2.69 %	4.74 %	6.36 %	8.46 %	24.06 %	5.11 %	26

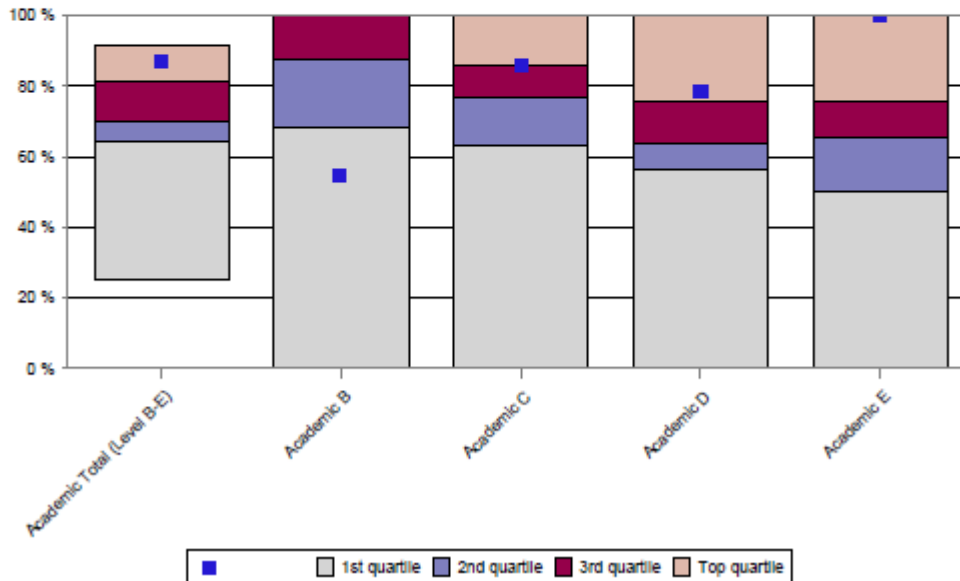
Academic Promotions Success Rate

$$\frac{\text{Number of Successful Applications for Academic Promotion (Headcount)}}{\text{Number of Applications}}$$

DEFINITION

The Promotions Success Rate is the percentage of all applications for academic promotion who were successfully promoted in the period. A high result may reflect effective employee development strategies or conversely indicate that further review is necessary to ensure conditions for promotion are adequately met. A low result may highlight employee development issues and have implications for employee job satisfaction. Also, further investigation may be necessary to ensure that worthy candidates are not overlooked for promotion.

Graph: University Results versus Percentile Ranges



Academic Promotions Success Rate

(B3_620)

		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
Academic Total (Level B-E)	87.04%	25.00%	52.70%	64.44%	70.26%	81.43%	87.75%	91.46%	72.86%	36
Academic Total (Level B-E) (M)	82.14%	22.22%	44.51%	56.99%	65.69%	78.17%	87.08%	95.45%	69.79%	36
Academic Total (Level B-E) (F)	92.31%	28.57%	51.06%	66.67%	77.78%	86.17%	90.76%	95.83%	76.84%	36
Academic B	49.15%	0.00%	0.00%	68.59%	87.87%	100%	100%	100%	87.96%	36
Academic B (M)	49.52%	0.00%	0.00%	0.00%	94.84%	100%	100%	100%	89.12%	36
Academic B (F)	50.00%	0.00%	0.00%	37.50%	88.31%	100%	100%	100%	86.84%	36
Academic C	85.71%	0.00%	43.49%	63.20%	76.82%	85.71%	90.14%	100%	76.01%	36
Academic C (M)	86.67%	0.00%	41.66%	59.63%	76.21%	87.22%	100%	100%	76.14%	36
Academic C (F)	84.62%	0.00%	33.33%	61.89%	75.60%	84.99%	100%	100%	75.86%	36
Academic D	78.57%	0.00%	40.00%	56.19%	63.58%	75.89%	87.37%	100%	67.73%	36
Academic D (M)	62.50%	0.00%	0.00%	45.33%	53.14%	69.42%	89.45%	100%	61.89%	36
Academic D (F)	100%	0.00%	42.48%	69.61%	78.37%	100%	100%	100%	75.62%	36
Academic E	100%	0.00%	25.00%	50.00%	65.48%	75.48%	94.83%	100%	64.42%	36
Academic E (M)	100%	0.00%	0.00%	44.09%	58.95%	75.00%	100%	100%	60.43%	36
Academic E (F)	100%	0.00%	0.00%	32.29%	75.00%	100%	100%	100%	72.46%	36