



MONASH University

Making a practical difference with workforce data

AHEIA – HR Benchmarking Conference 2018

Presented by Grant Lapan-Walker (Senior Manager HR Analytics & Advisory Services, Monash University)

Agenda

- Warning...the story I'm going to tell spans about two years
- A Bit about Monash
- (Re)Defining what Workforce Information Means
- Improving Access to Workforce Information
- Some(times Surprising) Areas where we've made a Difference
- Changing Our Focus...again
- Where to Next?
- Wrap up

A Bit about Monash

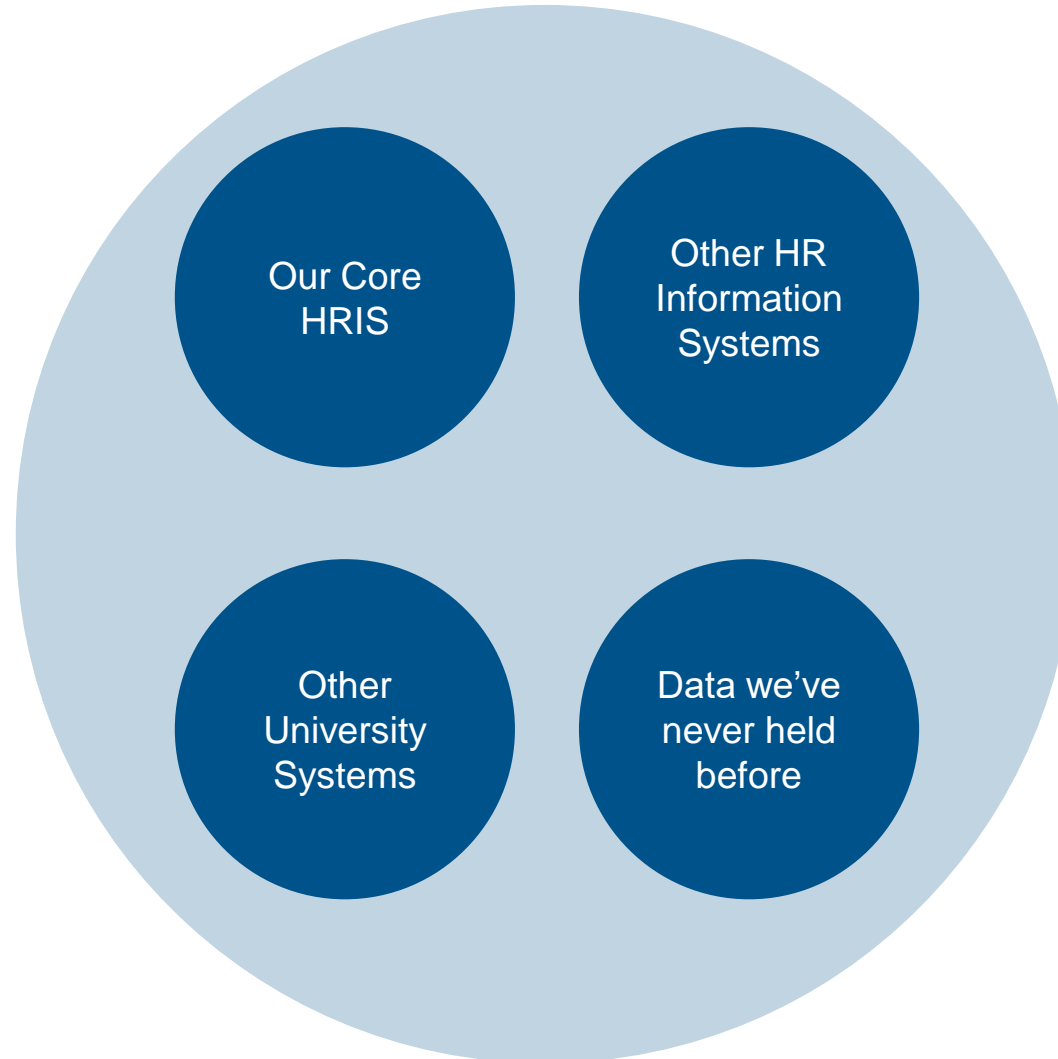


- A 'Group of 8' University
- Have around 17,500 staff
- Have around 78,000 students
- A range of international campuses and relationships
- Have annual revenues in excess of \$2b
- Spend about \$1.3b on staff and related costs annually

Re(Defining) What Workforce Information Means

- Like many other organisations we have silos, and talking to people in other silos can be difficult, and there is always more that you can do within your own silo.....so often we focus on our own silo (and it's a big silo)
- So we consciously stopped talking about 'HR data' (*because I'm not sure I believe there is such a thing*)
 - and we started talking about 'Workforce data'
 - and workforce data is data about our workforce regardless of the silo that it resides in
 - and that made it a lot easier for us to tackle
 - and besides no-one else was really working in this space anyway

Re(Defining) What Workforce Information Means

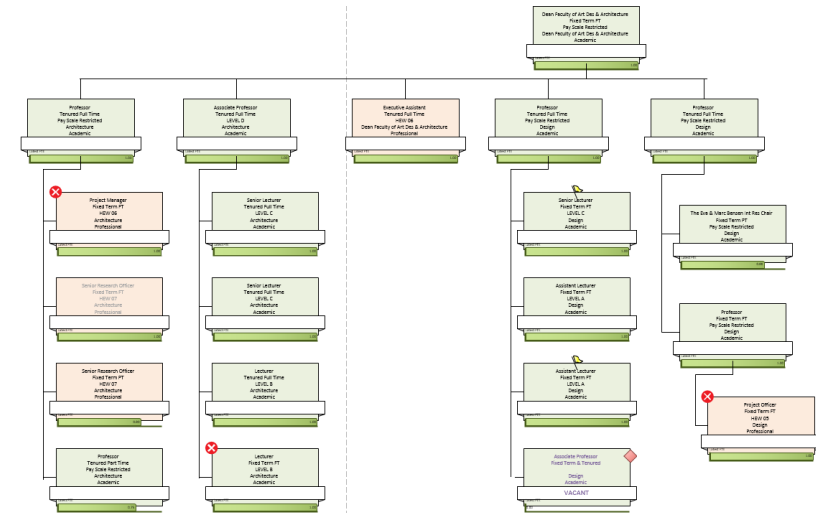


Improving Access to Workforce Information - HRBPs

- Replacing 'on demand' reporting with scheduled reporting and 'self serve' solutions
- Scheduling reporting for the whole university, not just the requesting area
 - There is a business driver to the reporting request; we are all in the same business; if one area needs the information it stands to reason others need it too (*often they just don't know to ask*)
- Improving the 'visualisation' of reporting
 - It gives Business Partners something they can take to their clients
 - *Investigate the capabilities of your current tools....you might be pleasantly surprised*
- Inducting new Business partners to the reporting environment
 - We get better penetration with new staff than existing staff
 - *This is, for us, just an extension of our reporting on 'new starters'*

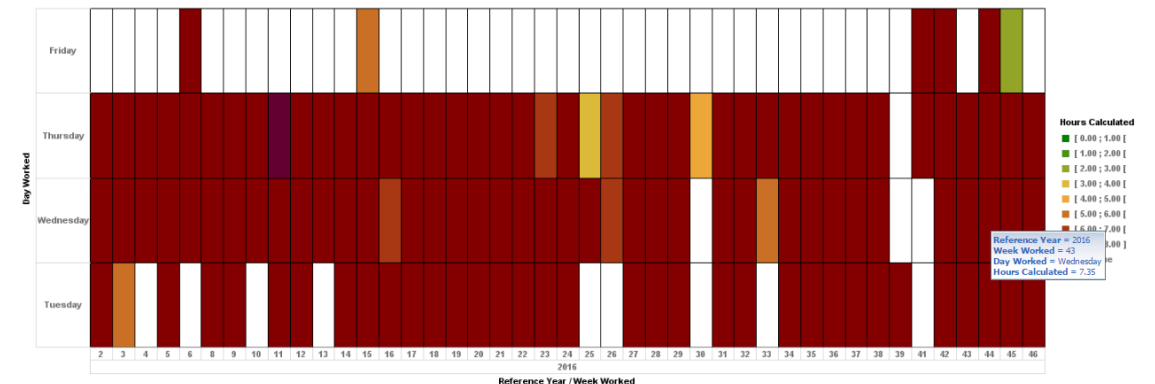
Improving Access to Workforce Information - in Practice

- We negotiated some enhanced access to our Business Intelligence platform with our IT area. Through this we have
 - deployed an additional 46 self-serve reports to our HR Community
 - developed an additional 30+ reporting templates that we use to standardise other reporting we deliver
 - And we are piloting a wider deployment with the Faculty of IT



- Some of our biggest successes have been in deploying out of the box visualisations (heatmaps, pyramid graphs etc.) in contexts that others hadn't thought of

Staff ID	Person First Name	Person Surname	Person Org Unit	Employment Status - Current	GL Fund Centre (Code)	Timesheet Hours Type	Hours Calculated	Weeks Worked (Count)	Average Hours Calculated per Week
			HR Business Partnering & Operations	Active	Z06907	Casual + Loading Gen Awd	876.50	43	20.38
Total:							876.50	43	20.38



Areas where we've made a difference - Service Delivery

- We embraced HR Service Delivery Reporting as a core service offering of our Workforce Analytics function
- The biggest change we made was the frequency of our reporting (internally)
 - We started reporting weekly on our quarterly KPI's
 - We've started to add additional measures (internally) that we know influence our KPI performance
- We really started to look at where our KPI reporting didn't align with feedback we were receiving
 - And we focussed on refining those measures, often unpicking years of legacy
 - This made a lot of people uncomfortable....but we couldn't improve a service if we thought it was already perfect
 - *This gives us more reasons to engage with our fellow HR staff and to build relationships*

Service Delivery Reporting - Weekly



RECRUITMENT Service Performance (KPIs)

Letters of offer issued (Performance Based Contracts)

	Period							MTD	QTD (Nov 16 - Jan 2017)	Prior Comp Qtr (Nov 15 - Jan 2016)	% PCQ Work Completed	Next Qtr (Prior Year, Feb-Apr 2016)
	Prior Qtr (Aug-Oct 2016)	Nov-16	Dec-16	Week ending								
Total letters issued	22	5	8	3	0	0	3	16	6	266.7%	19	
% Letter issued within 2 working days (Target KPI: 95% issued within 2 working days)	95.5%	80.0%	100.0%	100.0%	N/A	N/A	100.0%	93.8%	100.0%		78.9%	
Initial letters issued	18	1	8	3	0	0	3	12	5	240.0%	13	
% Initial letter issued within 2 working days (Target KPI: 95% issued within 2 working days)	100.0%	100.0%	100.0%	100.0%	N/A	N/A	100.0%	100.0%	100.0%		92.3%	
Additional letters issued	4	4	0	0	0	0	0	4	1	400.0%	6	
% Additional letter issued within 1 working day (Target KPI: 95% issued within 1 working day)	25.0%	75.0%	N/A	N/A	N/A	N/A	N/A	75.0%	100.0%		33.3%	
% Offers with additional letters (Target KPI: 2% with additional letters)	22.2%	100.0%	0.0%	0.0%	N/A	N/A	0.0%	8.3%	20.0%		23.1%	

Letters of offer issued (fixed term & ongoing)

Total letters issued	822	466	594	64	63	60	187	1247	1060	117.6%	746
% Letter issued within 2 working days (Target KPI: 98% issued within 2 working days)	94.2%	94.2%	95.7%	78.1%	84.1%	91.7%	84.5%	93.2%	90.0%		91.0%
Initial letters issued	752	425	545	47	54	55	156	1126	929	121.2%	639
% Initial letter issued within 2 working days (Target KPI: 98% issued within 2 working days)	98.5%	98.8%	99.1%	100.0%	96.3%	98.2%	98.1%	98.8%	96.7%		98.7%
Additional letters issued	70	41	49	17	9	5	31	121	131	92.4%	107
% Additional letter issued within 1 working day (Target KPI: 98% issued within 1 working day)	22.9%	24.4%	36.7%	11.8%	11.1%	0.0%	9.7%	25.6%	28.2%		32.7%
% Offers with additional letters (Target KPI: 2% with additional letters)	8.4%	10.6%	9.2%	6.4%	7.4%	0.0%	4.5%	9.1%	11.8%		13.5%

Letters of engagement issued (casual & sessional)

Letters issued	1,561	534	478	144	203	181	528	1,540	1,590	96.9%	2,865
% issued within 2 working days (Target KPI: 98% issued within 2 working days)	97.3%	97.9%	99.2%	98.6%	97.0%	96.7%	97.3%	98.1%	89.7%		90.3%
Initial letters issued	1503	517	471	139	195	174	508	1496	1466	102.0%	2682
% Initial letter issued within 2 working days	99.1%	99.6%	99.8%	100.0%	99.5%	100.0%	99.8%	99.7%	94.6%		94.5%
% Initial letter issued within 2 working days (no hold adjustment) (Target KPI: 98% issued within 2 working days)	94.9%	95.6%	97.5%	99.3%	95.4%	94.8%	96.3%	96.4%	94.6%		94.5%
Additional letters issued	58	17	7	5	8	7	20	44	124	35.5%	183
% Additional letter issued within 1 working day (Target KPI: 98% issued within 1 working day)	32.8%	11.8%	42.9%	20.0%	25.0%	0.0%	15.0%	18.2%	23.4%		20.2%
% Offers with additional letters (Target KPI: 2% with additional letters)	3.1%	2.3%	3.2%	2.9%	3.1%	0.6%	2.2%	2.5%	6.8%		5.1%

TRAFFIC LIGHTS LEGEND

	Period							MTD	QTD (Nov 16 - Jan 2017)	Prior Comp Qtr (Nov 15 - Jan 2016)	% PCQ Work Completed	Next Qtr (Prior Year, Feb-Apr 2016)
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Meets or Exceeds Target	Within 5% of Target	Within 5-10% of Target	>10% Below Target
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We report weekly on a 'rolling quarter'

We compare against prior and prior comparable periods

We provide metrics that directly support our KPI delivery

- Eg. The proportion of re-issued letters impacts our overall service level....there was a time when we weren't reporting on these at all

Areas where we've made a difference – TEQSA

- The Tertiary Education Quality Standards Agency (TEQSA) has a standard colloquially referred to as 'AQF+1'
 - Simply put it refers to the qualification level that an Academic staff member should have to teach into a particular course
 - The qualifications that staff members hold are recorded in our HRIS, SAP (HR data)
 - The units and courses that they teach into are recorded in the timetable system, Syllabus+, (Student Services data)
 - Once we decided that the units that someone taught into was Workforce data it was easier to access and use
 - We had a valid business reason to request the timetable data, and a specifically defined scope of what we wanted

Areas where we've made a difference – CEED

- Continuing Education Excellence Development (CEED) is an internal program looking at the continuing development of the Teaching capabilities of our Academic Staff
- ...and it's the moment when I really knew we were doing the 'right thing'
- They record the training they offer in our HRIS
- They approached us looking for an accurate staff list so that they could report monthly on the program
- In the meeting we offered to deliver the reporting for them end to end (it was after all held entirely in systems that we could access and were familiar with)
- Not only did they thank us for our help, but they let the wider business how much help we'd been

Changing Our Focus...again

- When we started making information more available we implemented a shared folder location where we refreshed on a weekly basis over 180 reports in 14 operational and strategic subject areas
- Our Business Partners and Business Support teams loved it....we've migrated most of this now to our self serve platforms (and they are still talking to us)
- We are actively moving our focus now to **not** running reports.
 - *We have over 1800 staff in a supervisory or management position we can't run reports for them all*
 - *We make people aware of their self serve options and help them to become competent in their use*
- We focus now on 'Creating Information', 'Helping People to Access Information', and 'Helping People to Understand What the Information Means'

Where to next



- Workforce Planning
- Extrapolative Analytics (I don't like the 'magic' phrase predictive)
- ???

Wrap up & take-aways

- Report it first, work how to make the reporting sustainable later
 - *Necessity is, after all, the mother of invention*
- Make use of the tools you have
 - *If you are not making the most of what you have now, then you won't make the most of a new tool when you get it*
- Leverage your core capabilities in new and interesting ways
 - *Report on the HR workforce*
 - *Make yourself a recipient of the reports you need to do your job in the best way you can*
- Questions.....?