WORKFORCE PLANNING IN SCHOOLS

Getting the right people in the right place at the right time doesn’t happen by chance
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1. The purpose of workforce planning

Workforce planning is about ensuring that your staffing matches business needs. Workforce planning can:

- identify future workforce needs,
- define your unit’s current capabilities and;
- help determine strategies to move from the workforce you have to the workforce you need.

Timely workforce planning can assist you to manage and potentially reduce costs by:

- maximising staff capabilities;
- managing staff turnover;
- helping with succession planning;
- avoiding staff shortages/surpluses and
- improving career management.

You will need to consider workforce planning issues when:

- strategically planning for growth or sustainability of your unit;
- planning changes in activity eg. establishing a new program, accrediting a program, restructuring services e.g. separation of TAFE and Higher education;
- managing change in response to changing external requirements or internal issues arising and;
- reviewing positions as staff leave the University.

This Workforce Planning Guide can be used when you are considering staffing requirements as part of your regular planning processes:

- Financial Projections and Annual Budget
- Business planning.

Making it happen

This guide will assist you with developing a plan of HR strategies to ensure your future workforce supports your strategic direction. To develop the plan you need to work through the following steps:

A. Determine future activities and workforce needs
B. Analyse current workforce
C. Identify gaps and workforce strategies to address gaps (staff numbers and/or capabilities)
D. Assessing workforce implications arising from your School’s Workplan

Available assistance

- Your HR Manager can assist you with any aspect of workforce planning.
- Jim Humphrey and Martin Tyrrell, Senior Systems Development/Consultant ext 50782 and 50789 can assist you with any workforce reports generated from SAP. This includes Managers Desktop.
2. Planning at RMIT University

As a knowledge organisation our success depends on our people.

Workforce planning is conducted as part of the RMIT Planning and Review Framework depicted below, in response to an emerging issue, or at times of significant change (including people leaving).

RMIT University Strategic Plan

RMIT University Business Plan
Sets out Strategies, Targets and Priorities Profile and Budget

University Academic Plan
Learning and Teaching Strategy Research and Innovation Strategy Industry Engagement Strategy

College or Portfolio Plans
Set out priorities for the College or Portfolio, guide PVC Workplans and School Plans

School Plans
Set out priorities for School, guide Heads of Schools Workplans

Resource Group Plans
Set out priorities for Resource Groups, including indicators of success and guide Workplans

Discipline/Group/Unit Plans
Set out individual priorities and targets to achieve Group/Unit Plan

Individual Workplans
Set out individual priorities and targets to achieve Group/Unit Plan
3. Workforce planning at RMIT University

A. Determine future activities and workforce needs

What job roles and capabilities will be essential to support future activities?

**Tool:**
School/Resource Group Planning Template

B. Analyse current workforce

What is our current workforce and how could it look in the future based on current trend data?

**Tools:**
- Managers Desktop Reports
- Staff Workplans

C. Identify gaps and workforce strategies to address gaps

What will be the impact on staff numbers and capabilities in the future? How will we build the workforce we need?

**Tools:**
- Workforce Planning Guidelines
- People and Culture advice

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### Workforce is stable:
- Retention strategies
- Professional development
- Ageing workforce

### Minor gaps:
- Recruitment
- Professional development
- Relocation or redeployment
- Remuneration flexibility

### Major gaps:
- Recruitment and attraction
- Change management (cultural, structural or operational change)
- Professional development
- Relocation or redeployment
- Succession planning

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A. Determine future activities and workforce needs

The first phase of workforce planning is to determine future activities, the workforce you will need and issues for your current workforce. You will determine future activities through your business planning processes and have already documented these in your School Workplan.

B. Analyse current workforce

The Managers Desktop is a key feature on SAP and provides you with an overview of your staffing profile. Data is presented about employee type, employment mode, age, gender, length of service, pay scale, turnover / retention, absenteeism and leave trends, leave liabilities; salary levels and averages.

People and Culture prepare and review some of the School’s workforce data and will provide this data to assist you to analyse your current workforce.

There are two types of reports in Management Desktop: Snapshots and Date Range. All SAP reports can be grouped either by School or College.

To fully analyse your current workforce, you also need to consider individual staff Workplans (for continuing and fixed term staff); workload allocations and use of casual/sessional staff.

This information will help you understand the capacity available in your work unit, the professional development needs of your staff and proposed leave plans - all of which impact on your current workforce to deliver outcomes.
C. Identify gaps and workforce strategies to address gaps

Once you have identified key gaps between your current workforce capabilities and future workforce needs you can design a range of strategies to reshape your workforce, including:

- attracting and recruiting high performing staff for particular roles;
- implementing retention strategies, such as improving staff satisfaction through job redesign, job enrichment, career development;
- implementing change management strategies (cultural, structural or operational change);
- redeploying staff from roles no longer required to other work;
- adjusting remuneration to ensure staff are fairly paid according to the nature of their work;
- relocating staff to different offices or campuses; and
- planning for succession of key roles and preparing staff to take on new duties.

When documenting the key strategies in your Workforce Plan, remember Workplace Agreement obligations; existing RMIT policies and procedures and the School’s budget and Workplan.

D. Assessing workforce implications arising from your School's Workplan

For Learning and Teaching consider

Q What are the likely changes in student/industry needs, expectations and demand for the School’s programs?

Q What is the School’s profile?

Q What curriculum and disciplinary changes are projected to ensure currency and innovation in programs?

Q What new programs, courses or activities are planned?

Q What expansion of existing activities is planned?
  - international
  - new delivery modes
  - commercial/enterprise training

Q What activities will be discontinued or changed?
  - resting of programs
  - program renewal
  - organisational changes
  - program closure
  - major consultancy projects

Q What are the implications of the Course Experience Survey (CES), Course Experience Questionnaire (CEQ) and Student Outcome Survey (SOS) outcomes for workforce planning?

Q Do staff have appropriate teaching qualifications?

Q What support will staff require to improve their teaching capabilities and improve program management and delivery or implement new programs or delivery modes?
Q Does the staffing composition (full-time, part-time, continuing, fixed term, sessional/casual mix) support quality delivery of programs and program management?

Q Does the staffing composition support the changeable nature of the business? How reliant is the school on sessional staff?

Q Does the staffing composition support international activity?

Q Are there ways to gain efficiencies and improve quality of teaching and learning through using different delivery modes?

Q How do the School’s disciplines staff student ratios compare with national staff student ratio benchmarks?

Q What structures and processes are in place (selection, induction, development) to ensure the quality of sessional staff performance?

For Research and Innovation consider

Q What are the School’s defined research areas and what is their potential/expectation for growth?

Q What are the workforce implications of the School’s research strategy plan?

Q What proportion of staff are currently research-active? What barriers 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?

Q What proportion of staff are currently completing PhD’s? How can PhD completion be encouraged and supported (eg. building into Workplans; PhD completion leave)? What strategies are in place to support staff to complete their PhDs?

Q What proportion of staff is available to supervise research higher degree students? Is this sufficient?

Q What proportion of staff are new researchers who need encouragement and support? How can that support best be provided (eg. mentoring schemes)?

Q What expansion of existing activities is planned?
   - enhanced industry partnerships
   - additional research projects or consultancies
   - higher student enrolments

Q What activities will be discontinued?
   - conclusion of projects or consultancies
   - organisational changes

Q What proportion of your research staff is continuing, fixed term or casual? At what levels are your research-active staff? What proportion of staff engaged in research is funded through grants, external funding, or internal funding programs? How many staff are ‘research only’?

Q Are there issues in retaining key (high performing) research staff?
For Organisation and Management consider

**Staffing**
Q Are there any staffing or operational changes planned?
- new or changing job roles
- staff promotions or turnover
- changed reporting relationships
- restructure
- technology or process changes

**Workforce composition and resources**
Q Is the current staff mix appropriate for future requirements?
- academic, technical, administration, management etc
- continuing, fixed term, casual and honorary staff
- different areas of expertise

Q Does the School have an agreed, documented workload planning model?

**Capabilities and roles**
Q Are there any critical roles that are particularly difficult to fill or develop?

Q Have any current or potential critical capabilities shortages or surpluses been identified?

Q How will critical capabilities be developed?
- only available in the external labour market
- in the organisation at present
- training and development of existing staff
- shadowing, mentoring, higher duties, secondment or other development opportunities

Q Are there any skills that will become obsolete under future scenarios?

**Career development and performance improvement**
Q How can opportunities be provided to support career development of staff? Are there career paths for staff performing well? Are there staff that are likely to be promoted in the near future? Are there development opportunities available for staff who have been in the same position for a long period of time?

**Turnover and staff movements**
Q 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 sufficient strategies in place to manage contingencies and maintain continuity of quality service delivery, e.g. staff leaving. What succession planning and management strategies do you have in place?

Q What retention strategies do you have in place?
Are there any upcoming staff movements, e.g. staff returning from secondment, staff leaving, staff undertaking Professional Experience Program, staff changing hours of work, staff taking extended leave, such as parental leave, long service leave, or leave without pay?

Q Are there staff turnover issues that need to be addressed?
- high employee initiated turnover
- reasons for employee initiated separations
- insufficient staff mobility in particular areas
Leave
Q 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?

Workforce diversity
Q Are there any particular groups of staff who are experiencing particular difficulties, e.g. women/men, part-time/casual, lower levels, general/academic/teaching staff? Do all groups of staff have the same opportunities? Mix of equity target groups?

Age profile of staff
Q What problems could arise from the age distribution of the workforce?
• inadequate career opportunities
• blocked career paths
• high number of retirements
• too many or too few new recruits
• new researchers

Legislation, agreements, and policies
Q Are there any new provisions to be implemented?
• new enterprise agreements or changes to conditions of employment
• new human resource policies and procedures
• compliance with legislative requirements

Health and safety
Q Are there any trends in health and safety incidents that need to be addressed?

Q What is the nature of any workcover claims in your area? Are there trends in nature of injuries or incidents or length of time for claims? How successful have return to work programs and rehabilitation been?

Q What occupational health and safety issues have been identified?
• responsibilities and accountabilities
• workforce education
• compliance with legislative requirements
• management of incidents
• number of incidents/claims
• workload and stress issues

Leave
Q 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?

Changes in operations
Q Are there any new resources that will become available?
• new research facilities
• departmental or school mergers
• structural changes
• new projects

Q How will new technologies impact on the way work is organised or conducted?
• application of multimedia
• on line learning and distance education
• business and information systems
Are there any changes that will impact on how work is organised?

- decentralisation or centralisation
- changes to delegated authorities
- technological changes
- process simplification
- different service delivery methods
- changes to administrative processes
- student:staff ratios
- structural or technological changes
- course rationalisation
Having considered your workforce planning needs, list in priority order your 3 to 4 most important workforce planning issues for the coming year.

<table>
<thead>
<tr>
<th>Changes in business objectives or key activities planned</th>
<th>Strategies to address changing of workforce needs recruitment, training &amp; development, retraining, redeployment, relocation, replacement planning, restructuring, union negotiations, redundancy, career planning, change management</th>
<th>Cost/resources</th>
<th>Target completion date</th>
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