WORKFORCE PLANNING

FRAMEWORK
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**DIAGRAM OF WORKFORCE PLANNING AT CQUNIVERSITY**

**Organisational goals**
- Strategic Plans
- Operational Plans
- Management Plans

**Budget**
- Approval budget allocation
- Student loads
- Revenue/Expenditure

**Environment**
- Technology
- Policies and processes
- Organisational culture
- Legislation and regulations
- Student demand
- Research capability

**Staffing**
- Demographics/staff profiles
- Qualifications/Skills

**CURRENT SITUATION**
- Future direction
- Budget forecasts
- Student load predictions
- Potential income
- Expenditure

**ANALYSIS**
- Demand
  - Skills required in the future
  - Jobs required in the future
  - Number of staff required in the future
- Supply
  - Review current workforce and anticipate staff turnover, anticipated retirements, internal transfers & promotions using trend analysis
  - Research labour market trends and availability of skilled workers
- Gap analysis
  - Surpluses and shortages
  - What are the drivers?
  - Skill shortages

**FORECASTING**
- HR Strategies
  - Recruitment and retention
  - Staff development
  - Promotion/redeployment
  - Succession planning
  - Career planning
  - Staff engagement
  - Policies and processes
- Technology
  - Advancements and improvements
- Budget
  - Ongoing planning
  - Remuneration and Incentives

**PLANNING & STRATEGY DEVELOPMENT**
- Changes to technology and infrastructure
- Process re-engineering
- Operational changes
- Staff training and development

**REVIEW & EVALUATION OF STRATEGIES**
1. WHAT IS WORKFORCE PLANNING

Workforce planning is a continuous process of planning for staffing needs and a workforce that is capable of delivering organisational objectives now and in the future.

Workforce planning needs to be integrated with the strategic and operational planning processes to ensure the alignment of strategies to continuously deliver the right people in the right place at the right time. An integral part of workforce planning is the development and implementation of policies and practices to enhance the effectiveness of the workforce. It is a dynamic process, involving frequent modifications of direction in response to changing economic and University directions.

It can be difficult to predict what will be needed in the future in terms of staffing levels required. Preparation is the key to maximising future options, minimising the long term cost of labour, and minimising risks. Workforce planning is one way of dealing effectively with future human resource issues.

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 pressures 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.

2. BENEFITS OF WORKFORCE PLANNING

Overall, workforce planning provides a strategic basis for making critical human resource decisions and allows managers to:

- anticipate and resolve problems such as staff and skills shortages and increases in staffing costs
- deliver quality and timely services
- save money by cutting costs associated with high vacancies and turnover
- meet the increasing need for flexibility in the workforce and
- develop alternative strategies to meet a changing market environment.

3. PLANNING PRINCIPLES AT CQUNIVERSITY

Planning should be carried out in line with the University’s budgetary cycle so that funding for strategies associated with workforce planning is considered as part of the departmental funding submission. Workforce planning should also be considered as part of the departmental strategic planning process and support the strategic goals outlined in the various strategic, organisational and management plans.

Examples of University planning documents include:

- CQUniversity Strategic Plan
- CQUniversity Corporate Plan
- CQUniversity Operational Plan
- Management Plan for Learning and Teaching
- Research and Innovation Management Plan
4. RESPONSIBILITIES

Vice-Chancellor’s Advisory Committee (VCAC):

- Lead, develop and promote an organisational culture that attracts, retains and develops staff.
- Ensure that workforce planning is effectively integrated with corporate planning and budget planning for the University to support the performance of the University against the Strategic Plan.
- Provide direction and support for the implementation and acquisition of resources associated with workforce planning.

People and Culture Directorate:

- Develop the University’s leadership capability for workforce planning.
- Support the development of human resource policies and strategies to help improve recruitment, retention, development and performance of staff.
- Support the delivery of Faculty/Divisional workforce plans and undertake environmental scanning and identify potential risk areas for the University in the workforce.
- Provide advice on the potential impact of risks on service delivery and identify the systems, processes and programs required to manage identified risks.

Directors and Deans:

- Prepare a three year workforce plan which will be reviewed and updated annually.
- Provide projections of the workforce numbers required to deliver future services over the next three years including any new roles/functions that may be required.
- Actively manage their workforce and take action on vacancies, for example through redesign of positions and/or services, recruitment, succession planning, development or redeployment of existing staff.
- Identify actions to address any gap between their workforce projections and the available supply of staff and plan for and secure resources to close the gaps.
- Review their workforce practice, strategies and plans to ensure they contribute to the attraction, retention and development of a capable workforce to achieve University goals.

5. WORKFORCE PROFILE DATA

Workforce planning must be based on reliable and accurate data contained within the Human Resources Information System (HRIS) as well as information collated through environmental scanning and benchmarking activities. Workforce Profile data can include:

- workforce demographic/turnover/recruitment data
- workload measurements
- position establishment information
- financial data
- labour market data, for example unemployment rates, local skills base
- University strategic and operational goals
- budget information
- legislative/regulatory parameters.
6. WORKFORCE PLANNING PROCESS

Workforce planning is a medium to long term strategy and Faculties and Divisions are expected to align planning, risk, workforce planning and budgets to integrate these into both annual and longer term planning cycles.

To assist with preparation for the annual planning and budget meetings, faculties and divisions can develop a workforce plan to outline the projected human resource issues that will be encountered over the next three years and to describe the strategies selected to respond to these issues.

| STEP 1 Access planning data and plans | • workforce profile data  
• strategic plans  
• operational and management plans  
• environmental scanning  
• legislation/regulations/governance |
| STEP 2 Analyse current operations | • review budget/current financial situation  
• identify current technology infrastructure/systems  
• review current student numbers  
• review academic programs on offer  
• identify legislative and regulatory parameters  
• review current policies and processes  
• workforce profile data (as listed above)  
• review environmental factors |
| STEP 3 Scenario planning and forecasting | • identify probable scenarios based on future projects and trends  
• review planning considerations relevant to the department as outlined in Appendix 1 and 2  
• identify likely impacts on the workforce  
• identify future workforce supply and demands  
• identify workforce gaps  
• determine staff demand based on analysis of future projections and trends  
• identify skills no longer required in the future due to changing organisational needs  
• identify new skills required in the future to meet organisational goals  
• review labour market trends and identify any issues associated with availability of workers  
• Identify critical jobs (i.e. those positions that are difficult to recruit and/or difficult to retain staff) |
| STEP 4 Identify planning initiatives and strategies | • recruitment and retention strategies  
• career development and mentoring programs  
• staff engagement surveys  
• succession planning  
• job redesign  
• review of policies and processes  
• identify and review new systems and technology  
• budget planning |
| **STEP 5**<br>Submit workforce plan for approval | • academic staff promotion initiatives  
• pre-retirement contracts  
• post retirement employment for academic staff to manage knowledge transfer. This may include adjunct, honorary and casual appointments. |
| **STEP 6**<br>Implement workforce plan | • Following the planning phase, submit the Workforce Plan with the budget in line with the annual budget cycle.  
• Feedback on the workforce plan will be provided via the delegated authority as part of the budget planning process. |
| **STEP 7**<br>Review and evaluation | • Once approval of the workforce plan has been granted, strategies and planning initiatives can then be implemented. Strategies and planning initiatives may include introduction of changes to technology and infrastructures; process re-engineering and introduction of revised or new efficient processes and systems; introduction of changes to existing policies or development of new policies; staff training and development; career development and mentoring programs, job analysis and design; attraction, retention and recruitment strategies, pre-retirement contracts, succession planning, introduction of flexible staffing arrangements and staff surveys.  
• Reclassification of positions to be administered as per University Position Management and Job Evaluation Policy, Principles and Procedures.  
• Strategies and planning initiatives should include an implementation and communication plan. A template is provided in the Workforce Plan.  
• Where required, seek advice and/or assistance from People and Culture. In some cases, particular strategies and planning initiatives have broader reaching impacts beyond the individual work area. |

12 months from implementation:  
• review strategies and evaluate impact of changes (positive/negative)  
• identify if further consultation is required with People and Culture  
• identify if any policies/processes need further refinement  
• review staff training and development requirements  
• identify changes against business planning considerations and update workforce plan accordingly.
## APPENDIX 1 PLANNING CONSIDERATIONS IN ALL ORGANISATIONAL AREAS

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<thead>
<tr>
<th>Scenarios</th>
<th>What are the likely future scenarios to impact the organisational area</th>
<th>Assumptions based on trend analysis; proposed changes and likely impacts on organisational area</th>
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<tr>
<td>Structure</td>
<td>Will the current structure meet future operational requirements?</td>
<td>Number of positions&lt;br&gt;Classification of positions&lt;br&gt;Position descriptions&lt;br&gt;Management/supervisor skills&lt;br&gt;Flexibility and responsiveness&lt;br&gt;Reporting lines</td>
</tr>
<tr>
<td>Workforce composition</td>
<td>Does the current workforce composition meet future requirements?</td>
<td>Continuing, fixed term and casual staff&lt;br&gt;Appropriate use of agency staff</td>
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<tr>
<td>Skill analysis</td>
<td>What new skills are required into the future?&lt;br&gt;How will critical capabilities be developed?</td>
<td>Technological changes requiring new skills&lt;br&gt;Projects requiring specialised skills&lt;br&gt;Process re-engineering requirements&lt;br&gt;Training and development opportunities&lt;br&gt;Internal/external sources&lt;br&gt;Mentoring and secondment opportunities</td>
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<tr>
<td>Turnover and staff movements</td>
<td>Are there any foreseeable losses of staff within the next 3 years?&lt;br&gt;What are the reasons staff leave?</td>
<td>Planned retirements&lt;br&gt;Rate of employee initiated turnover&lt;br&gt;Succession planning opportunities&lt;br&gt;Retention strategies to reduce risk of losing highly skilled staff&lt;br&gt;Involuntary turnover – performance management</td>
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<td>Workforce diversity</td>
<td>Do all groups of staff have the same opportunities?&lt;br&gt;What equity and diversity issues have been identified?</td>
<td>Male/female/part-time/casual/professional/academic&lt;br&gt;Academic qualifications&lt;br&gt;Recruitment rates&lt;br&gt;Career opportunities&lt;br&gt;Indigenous Employment strategies</td>
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<td>Compliance/legislative&lt;br&gt;requirements</td>
<td>Are there any legislative changes or compliance requirements that will impact on the organisational unit?</td>
<td>New positions required&lt;br&gt;Skill requirements&lt;br&gt;Organisational obligations/reporting requirements&lt;br&gt;Changes to organisational activities</td>
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<tr>
<td>Operational changes</td>
<td>What new products or services will be introduced?&lt;br&gt;What activities/projects will be discontinued?&lt;br&gt;What new technologies will be introduced?&lt;br&gt;What changes to processes/operations/information or control systems are planned?</td>
<td>Process re-engineering activities&lt;br&gt;Impact of technological change to operations&lt;br&gt;Decentralisation or centralisation of work activities&lt;br&gt;Changes to delegated authorities&lt;br&gt;New projects/conclusion of existing projects</td>
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<td>Critical jobs</td>
<td>Are there any critical roles that are difficult to fill, retain or develop?</td>
<td>Market variables&lt;br&gt;Recruitment strategies&lt;br&gt;Retention strategies&lt;br&gt;Career development programs&lt;br&gt;Mentoring programs&lt;br&gt;Staff turnover reasons</td>
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# APPENDIX 2 PLANNING CONSIDERATIONS IN SCHOOLS/Academic Work Units

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<th>Teaching and learning</th>
<th>What are the anticipated changing demands for domestic and international programs?</th>
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<td>How are student needs and expectations changing?</td>
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<td>What new programs are planned?</td>
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<td>What current programs will be discontinued?</td>
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<td></td>
<td>Do staff have appropriate teaching qualifications?</td>
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<td>How do staff and student ratios compare with other regional universities?</td>
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<td>What efficiencies can improve the quality of teaching and learning through different delivery modes?</td>
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<td>What additional support do staff require to improve teaching capabilities and improve program management and delivery?</td>
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<th>Research &amp; Innovation</th>
<th>What new research activity is planned?</th>
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<td>What proportion of staff are currently research active? Are there any barriers that can be removed to support research activity?</td>
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<td>What proportion of staff either have a PhD or are currently completing a PhD? How are staff supported while completing PhDs?</td>
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<td></td>
<td>What proportion of staff supervise research higher degree students? Is this adequate?</td>
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<td>What proportion of staff engaged in research are funded through grants or external funding?</td>
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