

*Accountancy / Advertising / Economics / Finance / Human Resource Management  
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# Building workforce planning capabilities

Presentation to the Universities HR Benchmarking: Building Capabilities Conference  
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# Session Outline

- Overview of major trends reshaping higher education
- Implications of these trends for the nature of academic work and capabilities
- How can workforce planning facilitate the cultural and behavioural transformation required?
- What workforce planning capabilities are required to support the required change?



### Transformative (Digital) Technology

- Ubiquitous availability of knowledge online
- Development of ICT to enhance learning
- User expectations of on-line services
- Rise of Big data and analytics
- Granularisation of learning
- IT driving process efficiency



### Amplified Expectations

- Strategic importance of global research standing
- Demonstrated research and learning impact and standards
- Emphasis on employability of graduates
- Tailored student experience
- Increasing diversity of student profile
- Greater scrutiny on return on investment



### Intensified Global Competition

(for Students, Staff, & Funding)

- Greater sector differentiation
- Advancement of Asian universities
- Ageing Australian academic workforce
- Deregulation of Higher Education Sector
- Targeted funding for social/economic impact
- Research focus on national priorities

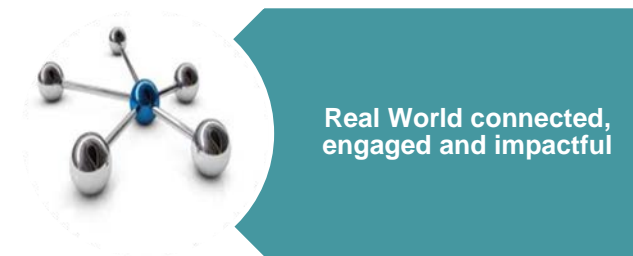
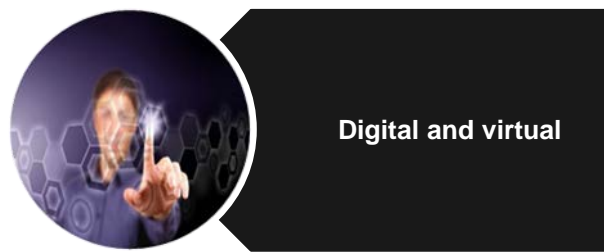


### Engagement and Partnerships

- Greater University-Industry co-funding of research and increased commercial partnerships
- Increased internationalisation of funding and partnerships
- Changing nature and extent of engagement with external stakeholders
- Greater cross-disciplinary collaboration in research and learning

**Interrelated Trends Transforming the Higher Education Sector**

# What does this mean for the nature of Academic Work?



# Capabilities for Academic Work

**Question 1:** *What are the key capabilities required in response to the emerging trends and where are the major gaps to be addressed?*



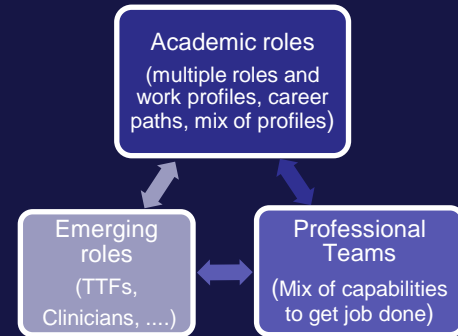
# Culture, Leadership, and Strategic Alignment

**Question 3:** *What transformational changes are required to support future academic work?*



# Role Configuration

**Question 2:** *What types, mix, and configuration of roles are needed to ensure we have the capabilities required for academic work?*



# Policy, Systems and Processes

**Question 4:** *What changes are required to policies, systems and processes to support future academic work*



**Can wfp help  
achieve all this?**

# Does Wfp actually add value?

- Implemented a ***standardised*** process
  - Completing the form often becomes the activity, rather than an aid to the process.
- ***Automated*** forecasting
  - The focus became data-gathering.
- Provided in-depth ***aggregated*** reports & analysis
  - The focus became data packaging.

# The devil is in the process

- **Lessons from strategic planning**
- **Mintzberg's three fallacies of planning:**
  - Prediction
  - Detachment
  - Formalisation of planning
- **Planning is a conversation and inquiry process**



# The devil is in the implementation

- WFP is about sense-making and having conversations
  - The crux is a conversation and an inquiry process, rather than a detailed chart crammed with tiny numbers.
- WFP is about differentiation/segmentation
  - Focuses on critical roles and issues
  - Priorities resource allocation

# Two basic communication tasks

- *Conveyance*
  - *the transmission of a diversity of new information as much new, relevant information as needed—to enable the receiver to create and revise a mental model of the situation.*
  - Without adequate conveyance of information, individuals will reach incorrect conclusions.
- *Convergence*
  - *the discussion of preprocessed information about each individual's interpretation of a situation, not the raw information itself.*
  - Without adequate convergence on meaning, individuals cannot move forward to other activities as they will lack a shared understanding.

Dennis, Fuller, & Valacich (2008)

# Analytic Capability – Three Distinct Skill Sets

Information



Insight



Impact

**HRIS analyst**



**Business analyst**



**Business partner**



## *Role in Data-Driven HR*

- Ensure high data quality
- Connect systems activities with HR strategy
- Design systems with consideration of ease of reporting and analysis

## *Expected Activities*

- Modify systems and data entry processes to optimise data quality
- Take corrective action to improve systems and data quality as needed
- Prioritise data quality and IT projects given strategic importance

## *Role in Data-Driven HR*

- Deliver useful and relevant data to decision makers
- Transform raw data into information and conclusions
- Influence decisions and data design

## *Expected Activities*

- Use consistent data calculations and measure formulas
- Analyze data in support of strategic priorities
- Communicate findings clearly to relevant parties

## *Role in Data-Driven HR*

- Review data and analysis for insights and conclusions
- Serve as a connector to and influencer of other data consumers
- Incorporate data into actions taken and decisions made

## *Expected Activities*

- Review reports and findings of data processors
- Communicate findings to others
- Influence and drive analysis activities
- Review analysis in decision making and policy setting meetings and activities

# Structuring HR for Organisational Effectiveness

CEO

VP HR

VP OE


Basic  
Administrative

Business  
Partner

Strategic  
Partner

# Capabilities for Academic Work

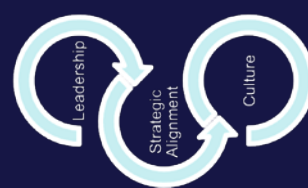
**Question 1: What are the key capabilities required in response to the emerging trends and where are the major gaps to be addressed?**



A Venn diagram consisting of four overlapping circles. The top-left circle is labeled 'Engagement and Partnerships', the top-right is 'Knowledge and Cognitive Abilities', the bottom-left is 'Governance', and the bottom-right is 'Personal Effectiveness'. A central circle, overlapping all four, contains a white question mark on a dark background.

# Culture, Leadership, and Strategic Alignment

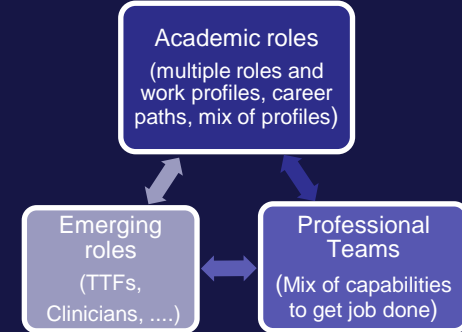
**Question 3: What transformational changes are required to support future academic work?**



A circular diagram with three interconnected loops. The top loop is labeled 'Leadership', the right loop is 'Culture', and the bottom loop is 'Strategic Alignment'. Arrows indicate a clockwise flow between these elements.

# Role Configuration

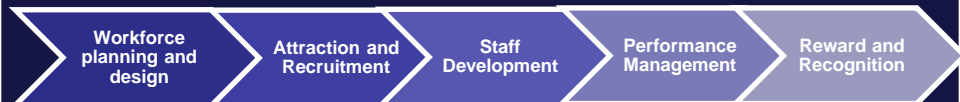
**Question 2: What types, mix, and configuration of roles are needed to ensure we have the capabilities required for academic work?**



A flowchart with three boxes. At the top is 'Academic roles (multiple roles and work profiles, career paths, mix of profiles)'. Below it are two boxes: 'Emerging roles (TTFs, Clinicians, ...)' on the left and 'Professional Teams (Mix of capabilities to get job done)' on the right. Double-headed arrows connect the top box to each of the bottom boxes, and a double-headed arrow connects the two bottom boxes.

# Policy, Systems and Processes

**Question 4: What changes are required to policies, systems and processes to support future academic work**



A horizontal process flow diagram with five chevron-shaped boxes pointing to the right. The steps are: 'Workforce planning and design', 'Attraction and Recruitment', 'Staff Development', 'Performance Management', and 'Reward and Recognition'.

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