**Community Services & Health Industry Skills Council**

# WORKFORCE PLANNING TOOLKIT

**5 Step**
planning process

**PLUS**
support resources
for each step

EVERYTHING
you need to plan for
your future workforce

- ☑ 2 Checklists
- ⓘ 5 Fact sheets
- ☰ 16 Customisable templates

### Disclaimer

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# WELCOME

Welcome to the Community Services and Health Industry Skills Council (CS&HISC) Workforce Planning Toolkit

This Toolkit has been produced as a guide to assist your organisation to develop and implement its own Workforce Plan. It includes clear explanations of what is entailed in the workforce planning process and a series of customisable templates, along with checklists and factsheets to accompany each step.

Throughout the Toolkit we provide suggestions on how workforce planning and development can be integrated within essential human resource management (HRM) tasks. You will therefore find a series of accompanying factsheets to support HRM practice in key areas.

## HOW TO USE THIS TOOLKIT

The Toolkit has been organised into the following five sections, identified within an overall **Workforce Planning Framework**:

01. Getting started
02. Review current workforce
03. Identify future workforce
04. Develop and implement the Workforce Plan
05. Evaluate and revise the Plan

The flowchart following illustrates the complete workforce planning process, listing associated checklists and templates for your use.

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Revise Plan

The information and resources provided here can be adapted to your specific organisational context. They can be used to implement new procedures or enhance existing practice and promote new ways of thinking. They are also designed for easy use by people working in a range of job roles with different levels of experience. For example:

• Those new to workforce planning who wish to develop their skills around the workforce planning process and its integration within essential HRM practice

• Experienced human resource professionals who can use the Toolkit as a reference to help review current systems and processes within their organisation

• CEOs or managers seeking to make informed decisions about their investment in workforce expansion, diversity, or education and training, in order to support the achievement of the organisation's strategic directions.

## SYMBOLS USED IN THE TOOLKIT

**Template**
This symbol indicates that a customisable template has been developed and is available for you to use in workforce planning or HRM within your organisation. Templates are in either Microsoft Word or Excel format.

**Checklist**
This symbol indicates that a checklist has been developed and is available for you to use in workforce planning or HRM within your organisation.

**Factsheet**
This symbol indicates that more information has been provided about a particular topic or theme in an easy to read factsheet.

# RECOGNITION OF THE APPLICATION OF THIS GUIDE

The information contained in this guide was not designed to be assessed or contribute to a formal qualification. However, there may be opportunities to have your practical application of the steps outlined here recognised by a Registered Training Organisation (RTO) as evidence of competency towards a Workforce Planning Skill Set.

## CS&HISC

CS&HISC provides the guidance for workforce planning and development in Australia's Community Services and Health industries. We drive this development by: *Providing advice and intelligence | Developing skills | Supporting growth | Working in collaboration.*

**Advice** – We ensure that industry information we gather is shared with governments and government agencies, employers, unions, trainers, workers and potential workers so that decisions affecting our industries support the development and growth of our workforce and reflect client needs.

**Skills** – We have developed 160 qualifications, 1,198 competencies and 80 skill sets that form the national VET standards for community services and health. These standards support 500 job roles carried out by 800,000 plus workers in Australia, together constituting the Community Services Training Package and the Health Training Package. The standards are used to ensure consistency and quality in training and to support job design, succession planning and other workforce development activities.

**Workforce planning and development** – We influence workforce development using a four-level strategy:

- *National/industry* – information and workforce predictions on policy and reform implications
- *State/sector/region* – developing models to operate in specific locations that connect agencies working in the same sector to strengthen the service outcomes
- *Enterprise* – showcasing and supporting best-practice models for service delivery through workforce planning and training including growing foundation skills
- *Individual* – helping existing and potential workers access career advice and pathway information

**Collaboration** – We maintain a two-way relationship with government advisory bodies, unions, peak bodies, associations, state and territory advisory boards and training providers to bridge the information gap on issues and activities impacting our workforce.

## DEFINITIONS

### What is workforce planning?

Workforce planning is a holistic process that integrates workforce analysis, organisational planning and HRM to align your workforce to current and future service demands.

### What is workforce development?

Workforce development is achieving strategic priorities through developing the skills and experience of your workforce.

Good workforce development involves targeted activities not only to enhance the individual skills of workers but importantly, to underpin the effective application of those skills. This can be through ensuring good operating systems and enabling a positive, productive organisational culture.

### Who is the 'Workforce'?

Your workforce includes any person who is involved in the delivery of the services of your organisation. This includes members of management committees, boards and volunteers as well as direct workers 'back office' staff, senior executives and CEOs.

# THE BENEFITS OF WORKFORCE PLANNING

Workforce planning can assist your organisation to grow, restructure, reform, or downsize in a strategic way. It is the basis for ensuring the right people are recruited, developed and retained to enable quality service delivery and improved outcomes. Integrated appropriately within your organisation's annual business planning cycle, it helps you to match skills to your current and future business needs and goals.

Ultimately workforce planning assists your organisation to move successfully from where it is now to where it wants to be in the future.

Many organisations identify a range of critical success factors that must receive focused attention in order for their business to survive. Typically these factors are highlighted for specific action through a Strategic Plan or Business Plan.

There are numerous business models described by consultants and authors that outline these critical success factors and while different terminology is used, they usually cover similar ground.

The top five critical success factors for a healthy organisation can be listed as follows:

01. **People** – ensuring the individuals who make up the organisation are skilled, appropriate for the work, supported to keep learning and feel they belong

02. **Purpose** – having clear goals, a strategic focus for the organisation and an overall reason for working together that makes sense to your people

03. **Processes** – implementing easily understood systems, operations or activities that your people undertake to fulfil the organisation's purpose

04. **Physical resources** – creating an appropriate and adequate place to work, the right equipment and sufficient revenue to pay for expenses

05. **Customers** – enabling a good understanding of and strong connection to those outside the organisation who receive your products and services. In Community Services and Health this can include government departments and other funders, stakeholders or supporters.

Each critical success factor has a relationship to all others and should be addressed bearing in mind its effect on the whole.

**FIGURE 01:** Five Critical Success Factors of Business
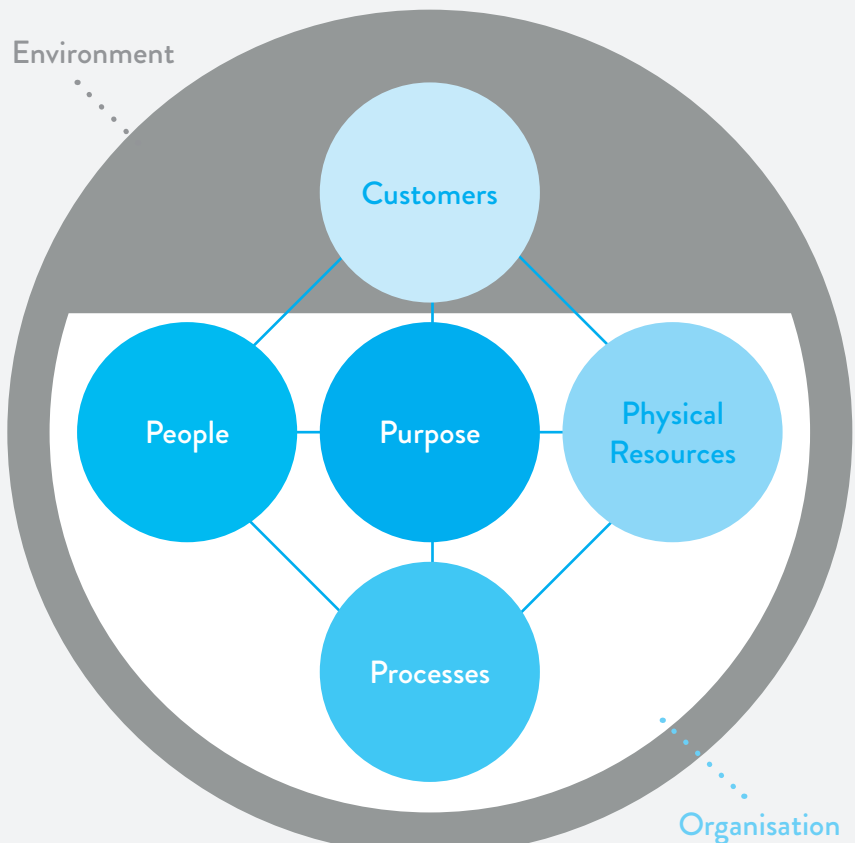
# WORKFORCE PLANNING FRAMEWORK

To help your organisation attract, develop, retain and replace the people you need, it is important to follow a systematic approach to workforce planning. The framework recommended by CS&HISC follows five steps, as shown below:

**FIGURE 02:** Workforce Planning Framework

**Step 01**
Getting Started

**Step 02**
Review Current Workforce

**Step 03**
Identify Future Workforce

**Step 04**
Develop and Implement Workforce Plan

**Step 05**
Evaluate and Revise Plan
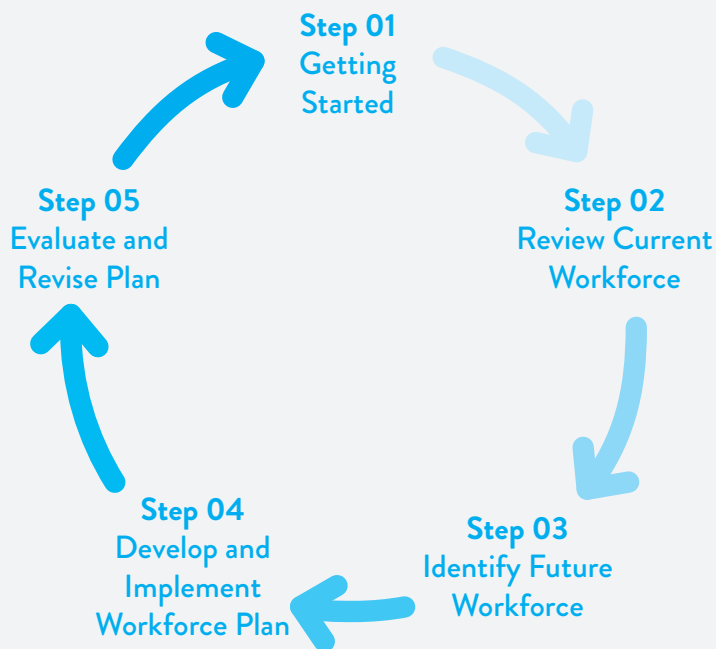
It is also important that workforce planning is based on the available data or evidence regarding your current and potential workforce. Knowing how many people you employ, with what skills, what staff turnover you experience and what abilities the pool of potential workers in your region offer, will guide the specifics of your plan. Furthermore, the Workforce Plan should align with your strategic and operational plans.

# STEP 01: GETTING STARTED

## UNDERSTANDING YOUR NEEDS

To design an effective Workforce Plan you will need to be aware of the challenges facing your organisation. You need to have enough information to predict changing skills needs, in order to maintain and develop your core business. You will therefore also need reliable processes to collect and report on information about your workforce, such as skills mix, rates of turn-over, attendance and other productivity measures.

Your organisation may already conduct activities to develop new skills, retain existing workers and attract new people. However, you may not have a systematic approach to collecting and analysing workforce data which helps forecast future needs.

In a pressured environment your current workforce development activities may suffice as a 'just in time' solution, but if they are not yet linked to a long term plan, the expected return on investment will be low.

Strategic workforce planning aligns all the elements, creating an annual cycle of review and implementation of workforce development activities. It is an investment for continuous quality improvement and productivity. This is the essence of workforce planning.

**ATTACHMENT 01:** Are You Ready for Workforce Planning? Checklist

A checklist has been developed to assist your organisation to determine how ready it is to commence the workforce planning process.

Answering 'no' to any particular question does not automatically mean you are not ready to commence. It will simply enable you to decide whether to put some specific things in place before you get started and highlight areas that may require additional time and focus as you move through the workforce planning activities.

Complete the checklist as part of gathering together your thoughts and necessary resources at the start of your planning process.

## WHO IS RESPONSIBLE FOR WORKFORCE PLANNING?

The commitment to develop and implement a Workforce Plan should ideally start with the senior leaders of the organisation. Once a decision has been made to proceed with a workforce planning process the development of a Workforce Plan should be approached as a project and resourced appropriately.

The senior leader/s who initiate the process will need to consider the following:

- Do we have an up to date Strategic Plan to reference or will the Workforce Plan assist in the re-development of the Strategic Plan?
- Do we have up to date operational plan/s or priorities which must be addressed in the next 12 months?
- Are there immediate priorities for the workforce plan related to Government funding and legislation?

- Are there any planned service delivery changes?
- Who will lead the project?
- What timelines will be provided to the project manager?

Once a project manager has been appointed to oversee the development of the Workforce Plan, project scoping and stakeholder engagement can commence.

**ATTACHMENT 02:** Workforce Planning – Project Plan Template

A basic Project Plan Template has been included as a resource in this Toolkit. Activities to support the preparation of this Project Plan will be completed during Step 01 – Getting Started.

It is important to remember that a Project Plan is a living document, and can be reviewed and refined as you work through the workforce planning process.

## SCOPING THE WORKFORCE PLANNING PROJECT

When starting to plan the scope of the project it helps to focus on major deliverables and not get bogged down with detail. It is also just as important to agree on what is out of scope as it is to define what is in scope.

The following items should be discussed between the senior leader/s and the project manager to ensure an agreed understanding of what will be delivered:

- What has driven the desire to complete a Workforce Plan?
- What are the priority issues?
- Is the Workforce Plan for the whole workforce or a part of the workforce?
- Are there a series of mandatory or non-negotiable parameters?
- What are the flexible or negotiable parameters?

## TABLE 01: Broad Scope Definition

| In scope | Out of scope | Assumptions / Constraints | Risks |
|---|---|---|---|
| What the workforce planning project must deliver | What is not included in the workforce planning project | - Resources and budget<br>- Timelines<br>- Existing state of data and knowledge<br>- Existing quality systems and processes<br>- Organisational strategic and operational plans | e.g.<br>- Project manager under-resourced or under-skilled for the task<br>- Senior leadership loses interest |

# ENGAGING STAKEHOLDERS

Obtaining support and buy-in from key stakeholders is essential to inform each step of the workforce planning process. People from across the organisation should be involved in the decision-making regarding issues that impact their work, or where they may have influence over an outcome.

Therefore a considered approach to stakeholder engagement is helpful. By using an engagement plan, the project manager can explore communication needs on a spectrum and establish with whom, how and when they communicate or obtain information.

The engagement planning process we recommend is based on the *International Association of Public Participation (IAP2) spectrum of engagement (2014)* adapted for your use below:

**FIGURE 03:** Workforce Planning Participation Spectrum

**Increasing level of engagement**

| | Inform | Consult | Involve | Collaborate | Empower |
|---|---|---|---|---|---|
| **Commitment** | We will keep you informed | We will listen to your ideas and concerns and provide feedback on how your input influenced the decisions | We will work with you to ensure that your ideas and concerns are directly reflected in the alternatives developed and show how your input influenced the decisions | We will work with you for direct advice and innovation in formulating solutions | We will actively develop mechanisms that enable you to make decisions<br><br>We will implement your decisions |
| **Communication Strategies** | • Intranet<br>• Newsletters<br>• Email<br>• Meeting minutes | • Forums<br>• Staff meetings<br>• Surveys<br>• Public comment | • Workshops<br>• Data collection | • Workforce Planning project team member<br>• Consensus or decision making meetings | • Ballots<br>• Delegated decisions |

**ATTACHMENT 03:** Stakeholder Engagement Planning Template

There are two steps to establish Stakeholders and their level of engagement in the workforce planning process.

• The first step is to name all key Stakeholders and define their level of influence
• The second step is to map these to a Stakeholder Engagement Plan, with appropriate communication strategies for each

The Stakeholder Engagement Planning template outline an activity to complete these steps.

# STRATEGIC ANALYSIS

Strategic analysis is the systematic review of your organisation and its environment to establish the conditions, constraints and possibilities under which you operate, before you can tailor your Workforce Plan accordingly. This involves examining both internal and external aspects of the business.

In the early stages of workforce planning, a review of the external factors impacting the organisation is necessary. This is sometimes referred to as environmental scanning. Environmental scanning is important as a means to consider anything that impacts business operations but is largely outside your control (a good example is Legislative or Government policy changes).

In addition, reflection upon internal factors that affect your organisation's capacity and capabilities will raise awareness of strengths and weaknesses, constraints and assumptions.

We've provided some tools to support you in reviewing each element of the strategic analysis framework outlined in Figure 04.

**FIGURE 04:** Strategic Analysis Framework

External influences    Internal influences

Opportunities and Threats

Strengths and Weaknesses

Industry Critical Success Factors

Your Organisation

Constraints

Forces Driving Change (PESTLE)

Assumptions

## Forces Driving Change: a PESTLE analysis

Many businesses use a PESTLE analysis to guide their environmental scanning. The PESTLE has six categories as described in detail on page 13. These are considered in turn, listing the range of external influences under each category that may impact the organisation now and into the foreseeable future (the next three to five years). This process does not need to be complex and might for example, be a simple brainstorming activity undertaken by management and staff together.

**ATTACHMENT 04:** PESTLE Analysis Template

A simple template has been provided to record your results which can then be used in formulating your Workforce Plan.

## Political forces

Include the way in which the political landscape influences the business and personal environment. This is linked to an array of policy decisions made by Commonwealth, State or Local Governments that affect the way in which your organisation operates. It could include:

- Political stability or change
- Policy reform and current priorities
- Funding agendas
- Influence over health, education and infrastructure

## Economic forces

Consider the way your organisation makes its money, manages financial assets, liabilities and cash-flow. This can be impacted by the national, state and regional economy, interest rates and inflation. Elements for important consideration can include:

- Consumer directed care and co-contribution towards services
- Funding availability and priorities
- Regional development and investment
- Other industries and their impact on workforce availability
- 'Market' conditions

## Sociological forces

Include the responsibility of your organisation to the community in which it operates as well as the influence of population demographics on service delivery models. These areas can include:

- Population growth and distribution across the service area/s
- Age distribution
- Cultural aspects
- Social issues
- Generational shifts in the workforce or specific occupational groups

## Technological forces

Include consideration of how technological advances influence the way your service operates and interacts with its stakeholders. These areas can include:

- Consumer self-management or contribution to service support and care
- Paperless frontline care and support
- Efficiencies in corporate support functions – finance, human resource management, care management
- Change management practices within the service
- Opportunities to improve or increase service delivery
- Consumer data bases and records systems

## Legal forces

Include a range of legal obligations that apply to your business as both an employer and a human service organisation. These can include:

- Funding arrangements and contracts
- Industrial relations
- Workplace, health and safety
- Service accreditation and standards
- Legal obligations with respect to consumer safety and wellbeing
- Tax law

## Environmental forces

Describe the responsibility of your organisation towards protecting your resources and environment both internally and externally. These can include:

- Planning for responses to natural disasters
- Risk management and mitigation strategies
- Environmental / sustainability policies and procedures and the way in which these are communicated to staff (recycling, waste management, energy management, fuel usage etc).
- Engagement in local community initiatives to support the environment

## The CS&HISC Environmental Scan

Each year CS&HISC completes research into the trends and future projected needs of the health and care workforce. This report, the CS&HISC Environmental Scan (EScan), can be downloaded at **www.cshisc.com.au**. The EScan provides up-to-date information about industry trends and emerging workforce issues which is important data for your PESTLE analysis.

## Industry and Organisational Benchmarks

Benchmarking is a way to measure your organisation against similar sized businesses or to assess progress compared to your own earlier performance. Benchmarks are important indicators of success or may be 'red flags' to highlight areas that need attention.

For example, you may decide to track your rate of staff turn-over, sick leave, workforce diversity, customer complaints, accident reports, or patient falls and infections, and compare these to national or regional benchmarks. This will help you prioritise critical areas for your Workforce Plan. Over time you will build evidence of trends in your workforce composition, skills and productivity to feed into your planning cycle.

At this first step in the workforce planning process you are simply gathering information on national, regional or existing internal data and prioritising which benchmarks to use.

A number of organisations produce benchmark indicators across a range of areas. Some are commercially available whilst others are provided for free. Visit peak industry body and government websites (including the Australian Tax Office) to access this information.

In addition, the CS&HISC Future Readiness Review (FRR) is an example of a business benchmarking tool designed specifically for aged services and tested in over 200 organisations. You can access this electronically at: **www.futurereadiness.com.au**

## Strengths, Weaknesses, Opportunities and Threats

A standard Strengths, Weaknesses, Opportunities and Threats (SWOT) exercise builds upon your PESTLE analysis and the research you have done into industry benchmarks. The SWOT is designed to draw on everything you have identified so far and adds another level to your thinking. The process gradually refines your knowledge and brings the picture you are compiling of the organisation and its context into focus, so you can then highlight what this means for your workforce needs and issues.

External factors present either an opportunity or a threat to your organisation. Consider these factors with particular regard to your current and future workforce.

Sometimes opportunities and threats are the same and it is useful to specify the conditions that influence each possibility.

**Opportunities will include:**
- Forces driving change (PESTLE)
- Industry benchmarks
- Collaboration

**Threats will include:**
- Forces driving change (PESTLE)
- Industry benchmarks
- Competition

Internal factors can be strengths or weaknesses. Consider what your strengths and weaknesses mean in terms of workforce mix, skills and succession.

**Strengths will include:**
- Your current capability
- Your current performance
- Your existing resources
- Distinctive competencies
- Points of difference

**Weaknesses will include:**
- Your incapacity
- Underperformance in key areas
- Deficiencies in human resources
- Deficiencies in financial / material resources

**ATTACHMENT 05:** SWOT Analysis Template

The SWOT can be conducted via a group brainstorm and then be compiled into a summary version using the template provided here.

## Constraints

Constraints are fixed boundary conditions or limits on what you can do. Business constraints may limit Workforce Plan implementation based upon your organisation's current state; it may focus on the available time, money and resources for workforce development activities. Common business constraints include budget and time restrictions, resource and skill limitations.

## Assumptions

Assumptions are factors that we believe to be true, although this may not necessarily have been confirmed or proven. Assumptions add risk to workforce planning since it is possible that they will turn out to be false (for example over-estimating staff motivation). Assumptions can impact any part of the workforce planning cycle and / or implementation, so it is important to document and analyse them in the Workforce Plan.

## NEXT STEPS

At the end of this stage in the Workforce Planning Cycle the context in which the service will be operating into the future has been identified and the scene is set for the outcomes of the Workforce Plan.

The PESTLE, SWOT and review of Constraints and Assumptions as they impact on the organisation will be revisited later in the workforce planning process.

We can now move to gathering data on our current workforce demographics and capabilities.

# STEP 02: REVIEW CURRENT WORKFORCE

## GATHERING DATA

Being up to date with some key workforce demographics will assist in developing the Workforce Plan and designing implementation strategies to retain and attract new staff to your organisation.

By understanding the current workforce profile we can start to identify what we need to do to build the workforce that will help us respond to the context in which we will be operating in the future.

Gathering data may be as simple as running a report from an established electronic HRM system. However, many health and community organisations are small and may not have dedicated teams or systems to collect this data. The attachments in this section can help you with this.

The type of high level demographic information which is useful to inform a workforce plan may include the following:

- Job roles / classifications
- Full-time equivalent staff (FTE) and / or headcount (the actual number of employees)
- Gender mix
- Employment Status (full-time / part-time / casual)
- Age (including time to retirement)
- Cultural identity / Non-English Speaking Background

- Indigenous identity
- Existing qualifications of the workforce
- Staff turnover (overall or specific to job roles / classifications)

Specific information about individuals will typically be collected during annual performance planning and review processes and could include an Individual Training Needs Analysis. This information should be systematically collated to inform workforce planning and may include identification of skills gaps and potential for succession planning in each team.

**ATTACHMENT 06:** Current Workforce Data Factsheet

This factsheet provides more insight into each of the types of workforce data included in the profile templates and how it informs the workforce planning process.

Two templates have been developed to assist you with preparing and presenting data on your current workforce.

**ATTACHMENT 07:** High Level Current Workforce Profile Summary Template

The first template is a high level summary according to job roles and could be used within the final Workforce Plan Report.

**ATTACHMENT 08:** Individual Employee Current Workforce Profile Summary Template

The second template allows more detail to be gathered on individual employees and would be useful for team planning, performance reviews and budget allocations.

# WHY PEOPLE STAY – RETENTION

Retention of good employees is vital for maintaining and enhancing competitive advantage in challenging economic times. Longer serving employees generally retain organisational knowledge, nurture long standing customer relationships, are more productive and can be strong advocates for the organisation (*Insync Surveys 2014*).

Insync Surveys highlights five key themes in Australian organisations that influence an employee's likelihood of being retained by an organisation:

01. Job fulfilment and growth
02. Inspiring leadership
03. Performance focus
04. Values driven
05. Pride and advocacy

## Job fulfilment and growth

Employees are more likely to stay when they enjoy their work, are satisfied with their job, are able to fully use their skills and talents and think that the organisation has effective plans for developing and retaining its people. HRM processes include effective recruitment and talent management systems that ensure:

- Role clarity and impact
- Job fit
- Mission alignment
- Challenging work
- Development opportunities
- Career progression

## Inspiring leadership

Employees are more likely to stay when the senior leadership team has an inspiring vision, encourage innovation, are good role models, act with integrity and get the maximum from people's individual talents and knowledge. Inspiring leadership can include the management team's commitment to:

- Creating and share an inspiring vision
- Utilising employees talents and knowledge
- Encouraging innovation and creativity
- Being good role models
- Communicating clear and motivational goals
- Acting with integrity

## Performance focus

Employees are more likely to stay when the organisation is committed to best practice, is performing well and is well run. The organisation must:

- Commit to best practice
- Link individual and team actions to organisational goals
- Commit to high standards of performance
- Build a self-reinforcing cycle of high performance

## Values-driven

Employees are more likely to stay when the organisation has clear values that are demonstrated in practice and when its people are treated with consideration and respect. A strong, values-driven organisation demonstrates the management team's commitment to:

- Ensuring resources are allocated fairly
- Demonstrating genuine care for employees
- Defining, communicating and reinforcing acceptable values and behaviours
- Proactively communicating changes that impact employees

## Pride and advocacy

Employees are more likely to stay when they can envisage a future for themselves in the organisation and have a strong sense of connection and pride in the business. They are also likely to be advocates for the organisation in the community. The organisation must work towards:

- Fostering belonging and pride
- Encouraging and recognising employee advocacy
- Reinforcing reciprocity (mutual benefit for both employee and organisation)

## Workforce Data to Inform Retention Strategies

Sources of data that inform actions in the Workforce Plan to support retention may include the results from:

- Culture surveys
- Staff satisfaction surveys
- 360° management / leadership surveys
- Employee engagement surveys
- Performance planning and reviews
- Performance reports
- Customer feedback

# WHY PEOPLE LEAVE – TURNOVER

Turnover is healthy as it enables a flow of high quality employees and skills needed to ensure the organisation achieves its strategic goals. However when turnover is averaging 25 to 30% per annum (as it is in many community services and health organisations) the impact on financial and human resources can negatively affect the culture and sustainability of the business.

It's not always easy to gather and interpret available data to understand staff turnover. Anecdotal information can be misleading and may generate ineffective retention strategies. Formal exit surveys or interviews conducted by an impartial employee or third party are one way to gather information about an employee's decision to leave the organisation.

*Insync Surveys (2012)* has determined five factors that affect a person's decision to leave the organisation – as outlined in Figure 06 below. When one or more of these factors occur, people will decide to leave their job.

**FIGURE 06:** Five Factors of Staff Turnover
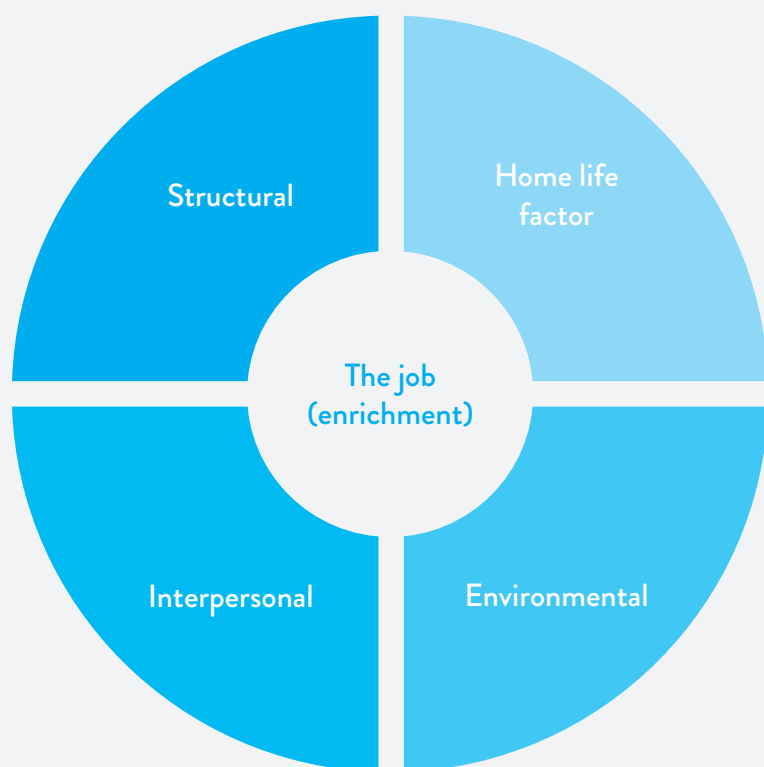


**Job enrichment** – Their job is no longer fulfilling and stimulating

**Structural** – They lack the resources to do their job well and / or don't feel fairly rewarded
- Job security
- Pay and conditions
- Incentives
- Resources
- Work related stress

**Interpersonal** – They don't feel strongly connected to their colleagues, manager or organisation
- Relationship with manager
- Relationship with team
- Fit with organisational culture

**Home life** – Their life circumstances change (personal reasons, retirement, family)
- Location of job
- Balancing work and life demands
- Personal reasons

**Environmental** – They are approached by other employers with a better job offer or opportunities

**ATTACHMENT 09:** Workforce Turnover Analysis Example Factsheet

This factsheet shows an example of how to measure your turnover percentage and calculate the approximate costs to your organisation. It is provided as an illustration to assist your use of the spreadsheet listed below.

**ATTACHMENT 10:** Workforce Turnover Calculator Template

This Excel spreadsheet has been set with formulas (as described in the factsheet above) that allow you to easily calculate both the percentage and cost of annual turnover to your business.

## THE ESSENTIAL HRM PROCESS – HUMAN RESOURCE MANAGEMENT SYSTEMS

Effective HRM is essential to the process of developing and implementing your Workforce Plan. Below are five key areas for good HRM practice.

**FIGURE 07:** Essential HRM Activities



### Attract, Recruit and Select

Recruitment is the process of attracting a pool of candidates with the desired skills, knowledge, experience and attitudes to your organisation, from which you can select the best person to fill current and future job vacancies.

Your Workforce Plan may identify the development of a detailed, tailored strategy for attracting and recruiting staff over a nominated period of time, in order to meet your specific purposes. This will target your time and energy for the best results. The strategy should be designed to take into account your workforce needs as well as factors in the external environment, considerations may include which populations are likely to be available for work (are they local or from afar; what demographic; what existing skills do they have etc) and what competition you may have for the best candidates.

**Attract**

Just as you are looking for the 'right fit' employee, potential new workers are looking for the 'right fit' organisation to match their needs and aspirations.

Studies show the key factors that attract people to an employer include:

- Business reputation and brand
- Workplace culture
- Remuneration
- Training and development opportunities
- Flexible employment arrangements
- Career prospects

Reviewing the organisation against each element and deciding what prospective employees can expect, will help you design a positive advertising and promotion campaign to attract the right people.

## Recruit

A basic recruitment strategy consists of five key steps:

01. **Define** – the job role and type of person you need to fill this vacancy

02. **Attract** – a good selection of qualified and interested applicants (internally and externally)

03. **Assess** – your applicants against clear criteria so you can make an informed decision to find the right fit employee

04. **Select** – the best candidate for the role and best fit for the organisation

05. **Appoint and induct** – provide clear and sufficient guidance in the early stages of employment and include ways to help the employee feel part of the organisation

Key things to consider before commencing a recruitment process:

- Is there a need to fill the vacancy?
- What are the strategic and operational plans for the area and the organisation?
- What recruitment budget is available?
- Has the remuneration for this position been aligned to the award and / or industry standard?
- Have you looked at current staffing and skills levels?
- Are you growing a current employee into this role or looking externally for a new person?
- Is the position description relevant and up to date?
- Are there foreseeable changes which might impact the job roles required to achieve the organisations objectives and are aligned with the strategic plan?
- What is the best recruitment process for the organisation?

If a planned approach such as this is not adopted the recruitment and selection function can very quickly become costly and inefficient.

## Select

The purpose of the selection process is to ensure the best person is appointed to the role using effective, fair and equitable assessment activities in line with relevant equal opportunity and anti-discrimination legislation.

It is important to determine your selection method prior to advertising the vacancy so you can outline what information you wish candidates to include and in what format you require their application. This also includes an overview of how you will base your decision (the rating given to different elements of the selection process).

For example, determine what weighting will you give:

- The resume
- A cover letter detailing the candidate's experience and skills relevant to the position
- The candidate's responses in their application to the selection criteria
- Performance of the candidate during the interview
- Referee checks or third party feedback
- Direct observation of task performance

### New Entrants

There can be significant gains from collaborating with other services to recruit new entrants to the sector. Pooling resources and engaging key stakeholders in the selection and onboarding process such as trainers and mentors can save money and help ensure 'right fit'. *A Guide to Collaborative Recruitment* of new employees was developed during 2014 by CS&HISC and is available at **www.cshisc.com.au**.

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**ATTACHMENT 11:** Pre-Recruitment Checklist

This template helps you review a job role prior to recruitment. It provides a simple way to think about the need you have identified and whether this can be filled by recruiting to a current job role, allocating the essential duties to another role or perhaps designing a new position.

## Onboard, Induct, Train and Develop

### Onboarding

Once a candidate has been selected, the onboarding process plays a critical part in their engagement with the organisation. Onboarding, also known as 'organisational socialisation' refers to the mechanism through which new employees acquire the necessary knowledge, skills, and behaviours to become effective organisational members and insiders.

Steps used in the onboarding process include formal meetings, videos, printed materials, or computer-based orientations to introduce newcomers to their job and the organisation. Research has demonstrated that these socialisation techniques lead to positive outcomes for new employees such as higher job satisfaction, increased performance, greater organisational commitment, reduction in occupational stress and less intention to quit.

Onboarding does not begin and end within the new employee's first day, week or month.

It should be conducted in developmental stages and followed up with regular progress evaluations. The period over which onboarding is conducted will vary depending on the role, but it should not be considered complete until the employee has been successfully integrated into the workplace. An effective onboarding process is outlined below, in Figure 08.

### Induction

An induction program is part of an organisation's knowledge management process. It is intended to enable the new employee to use their skills effectively and become an integrated member of the team. Without proper induction many people feel 'thrown in at the deep end', not understanding how to do their job, or how their role fits in with the rest of the organisation. It is also an opportunity for you to establish the type of working relationship that will be positive and productive.

Key benefits to be gained from a robust induction process include:

- Reduction in both short and long-term staff turnover
- Increased productivity

- Accurate information is received by the new employee
- The new employee feels welcome and positive about the organisation
- Good work habits are quickly established
- A professional impression of the organisation and your management style is created
- Clear expectations are established right from the start which assists with performance, training and development plans

Induction also provides an opportunity for the employee to ask questions, seek assistance and in some cases provide suggestions that may improve the processes associated with the new role.

### The Buddy System

Providing an experienced buddy to support and mentor a new employee in their first few weeks is a key factor for successful onboarding and retention. It is best implemented at the induction stage. Assigning an existing employee to show the new person 'the ropes' will provide a sense of security in the new environment.

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**FIGURE 08:** Effective Onboarding Process

| **Before Commencement** Connecting | **First Day** Introducing | **First Week** Integrating | **First 90 Days** Committing | **First Year** Training |
|---|---|---|---|---|
| The goal at this time is to outline expectations for new employees and ignite enthusiasm for the organisation and the work that it does. | The goal today is to introduce the new employee to your mission and core values. Sharing how the organisation does business, as well as the benefits, services and resources provided to ensure success. | The goal for this week is to involve new employees in their role within the organisation. Share details of and practices for the team, along with meeting their 'buddy' and completing mandatory induction training. | The goal for this time explores how the new employee's talents and skills can create solutions that benefit the organisation and the employee. Feedback is sought at regular intervals to ensure the employee understands the expectations of their new role. | The goal within the first year is to engage the talents and skills of new employees that generate positive results. Feedback is sought at regular intervals to ensure the employee is being supported in their role. |

Here are some key items to consider in the onboarding and induction process:

**Before Commencement – Connecting**

- Check that the employee returns their signed contract and any related documents (eg tax, superannuation, staff details forms etc) to the relevant areas (eg HR and / or Shared Services)
- Obtain staff number if necessary
- Obtain computer access / log-in and passwords
- Organise new employee workstation including name plates, badge and office key / security card
- Ensure there is an available desk, computer, chair, phone line and required stationary
- Email your team members informing them of a new colleague joining the team
- Plan an itinerary for week one including a team welcome

**First Day – Introducing**

- **Meet and greet** by Supervisor / Mentor and commence local induction activities
  - Obtain staff ID card (if applicable)
  - Review contract documents (if necessary)
  - Ensure relevant qualifications have been provided to an authorised HR representative
  - Introduce new employee to work colleagues and give a tour of the workplace
- **Introduce and discuss the onboarding process and expectations**
  - Orientation
  - Online staff induction
  - Probation
  - Performance management
  - Ask if they have any questions

- **Working Conditions**
  - Explain Employment Conditions
  - Introduce culture of organisation, values, strategic priorities, and operational plan
  - Start / finish times and meal breaks
  - Pay cycles
  - Leave provisions (annual / personal leave / other)
  - Copy of collective agreement / code of conduct
  - How to access policies and procedures
  - Provide copy of the organisational chart
- **Workstation / Environment**
  - Introduce workstation location
  - Email etiquette / signature
  - Amenities: staff room, toilets
  - Alarmed or secure areas
  - Stationery and consumables
  - Technology and other office equipment (photocopier / fax / telephones)
- **Emergency Procedures**
  - Explain the processes and procedures involved in an emergency evacuation
  - Introduce emergency evacuation procedure
  - Emergency exits
  - Emergency assembly point
  - First aid box
  - Incident reporting
- **Reflection**
  - Arrange for supervisor or mentor to meet with the new employee at the end of day one for a short debrief opportunity to identify any immediate questions

**First Week – Integrating**

**Induction**

Welcoming a new person into your business and making them feel comfortable in their new workplace and role reduces anxiety about starting a new job. An induction program is an important process for bringing staff into an organisation. It provides an introduction to the working environment and the set-up of the employee within the organisation.

Onboarding continues throughout the new employees induction period, and beyond, to build engagement and satisfaction whereas induction focuses more specifically on organisational processes.

Induction will cover the employer and employee rights and the terms and conditions of employment. As a priority the induction program must cover any legal and compliance requirements for working within your organisation and pay attention to the health, safety and well-being of the new employee.

**First 90 Days – Committing**

### Probation and performance feedback

Probationary meetings are important for employee retention because they help to address questions and concerns during the initial phase of workplace learning and engagement.

Commonly, good practice is for these meetings to be conducted at the conclusion of the first, second and third months. This allows managers to communicate expectations clearly at the start, provide feedback to the employee on their performance and respond to training needs in an ongoing, timely manner. A schedule of meeting dates for the first 90 days should be agreed during the first week of the onboarding process. These meetings should be documented and placed on the employee's file. Key points to guide the probationary meetings include:

- Set clear probationary objectives that will allow the new employee to feel confident in understanding what is expected of them and how to meet these expectations

- Provide regular, constructive feedback, discussing the new employee's progress and how they are settling into their new role

- Seek feedback from the employee on how they assess their own performance, what needs they have and what is their initial experience of the organisation

- Discuss any concerns / issues that may arise and identify training requirements

- Remind new employees they are required to satisfactorily complete probation requirements

Performance feedback is a critical component of effective supervision and management. Establishing a positive and supportive approach to giving and seeking feedback in the first few months of employment creates a strong foundation for productive working relationships.

However, in addition to planned probationary meetings, you may need to provide spontaneous feedback in response to a specific incident.

This feedback should be delivered as soon as possible following the event in order to have the most impact and to increase the chances of appropriate behavioural change. It is important to outline the incident with a clear explanation of what is acceptable / not acceptable practice, reaffirming your expectations as a manager and providing a reminder of the organisation's values.

**The First Year – Training**

### Annual Reviews and Performance Planning

The Annual Review and Performance meeting allows the manager / supervisor to establish goals and activities aligned with the employee's role. It is an opportunity to formally review and measure how each party is meeting these agreed goals. It should be linked to other human resource management processes such as work standards, benchmarks and business goals.

There are many good reasons to undertake performance management:

- Staff will clearly understand how their work aligns with the overall business goals, what part they play in achieving these goals, what they should be doing and how they should be doing it

- Employees are generally more productive, more enthusiastic and more committed when they know how they contribute to the business

- Underperformance and its reasons (either work related or personal) can be identified early, discussed and resolved before bigger problems arise

- Potential skills gaps and appropriate training and skill development can be identified

- Employee's career pathways can be defined

- Succession planning opportunities can be defined

- Opportunity to provide constructive feedback – employees value genuine recognition of good performance which can increase productivity and commitment

- A structured, regular performance appraisal or review creates an opportunity for staff to raise issues and concerns and express their opinions about their work, or the organisation's culture

- Managers and employees can discuss what it is that they enjoy about their work and what motivates them – for example achievement, advancement, responsibility, new challenges, learning or financial rewards

- Absenteeism is likely to be reduced as a performance review process establishes regular communication and feedback with staff

- Managing performance is a good way to check that employees have the right skills, attitudes and knowledge that are necessary to achieve your business objectives

Performance management is most effective when managers and employees work together to identify where training or development is required and where tasks might need to be changed.

Some basic steps you can follow for embedding performance management in your organisation:

- Reach agreement with each employee on what you expect them to contribute and document this agreement
- Communicate what your employees can expect from the organisation to support their performance
- Inform employees what the business goals are and how they will contribute to them
- Decide what you want to measure
- Decide how to measure it
- Give feedback to individuals and teams so they know how they are performing
- Set up regular performance appraisal appointments to discuss each employee's progress and compare this against their job description and goals

- Set employee goals for the coming year and work out if they will need extra training or support
- Develop SMART goals (specific, measurable, attainable, realistic, and time based)
- Ask if their work is satisfying and rewarding, what aspects they like or dislike and seek suggestions for improvements or requests for professional development. Record this information so progress can be measured at the next appraisal
- Repeat this process regularly, modifying the goals as your business changes and as your employee increases their skills

A Development Plan focuses on any identified skill gaps and puts actions and measures in place to help employees meet areas of development.

**How to set up your Performance Development Review Action Plan**

- Align goals with organisation and department goals and objectives
- Ensure the goals measure 'what' (performance) and 'how' (values and behaviours)
- Ensure your organisation's values are built into the goals and measures
- Ensure you develop SMART goals – specific, measurable, achievable, realistic, timeframes
- If it is too early to rate a goal or if the goal is no longer relevant ensure this is noted on the Plan

**ATTACHMENT 12:** Performance Review Template

Annual performance reviews inform workforce planning priorities and gaps for your existing workforce. This template has been provided for organisations who may wish to review their current templates for capturing the information.

## Train and Develop

To have a skilled workforce you need to determine what training your employees (particularly new employees) may need to do their job.

It is not often that someone walks into a job with all the skills, knowledge and attitudes required to undertake their work efficiently and effectively from day one.

There is almost always a requirement for some form of skills or knowledge development.

The best way to approach this on an individual level is to conduct a Training Needs Analyis (TNA). This is the process of identifying what training might be required to bridge the gap between an employee's actual skill level and desired level. A TNA can be applied to individual staff members, to whole departments or the entire business.

In addition to training designed to increase specific skills, employees can learn and develop their capabilities through a range of strategies. This might include mentoring, 'acting up', secondments and external study.

Employee development is the acquisition of knowledge, skills and behaviours that improve their capability to meet changes in job requirements and in client and customer demands. The holistic growth of employees is beneficial to the business as well as the employee. Employee development includes skill development and career planning.

A good way to proceed with employee development is through the performance management process.

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**ATTACHMENT 13:** Training and Development Plan for an Individual Template

This template has been provided to assist with capturing and collating information about the training needs of individuals. This document will inform Workforce Plan priorities in Step 04.

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**ATTACHMENT 14:** Training and Development Plan for a Work Team Template

This template has been provided to assist with capturing and collating information about the training needs of work teams. This document will inform Workforce Plan priorities in Step 04.

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## Engaging Registered Training Organisations

RTOs are training and assessment providers recognised by the national regulator (ASQA). RTOs are regulated by national standards against which they are regularly audited. RTOs can deliver training and issue statements of attainment and qualifications that are nationally recognised.

To ensure you find an RTO that fits with your business ask them about their services and choose one that is able to answer the following questions:

- What qualifications should my staff members be offered?
- Does the RTO offer a skills recognition process?
- How much training, if any can be conducted in the workplace, online or by assessment?
- How much time will staff need to spend off the job?
- How much time will the trainer and assessor spend in the workplace?
- Are the people delivering the training and assessments experienced in the industry we are in and our type of business operation?

- If I cannot provide training in my workplace, what support will I receive?
- Who do I contact if I am dissatisfied with the progress of the training or standard of the service provided?
- How much will the training and assessment cost? (Remember that the cheapest option is not always the best).

Choose a training organisation that understands your business and can deliver the training your people need.

## Motivate, Manage and Reward Performance

Research demonstrates that a business's ongoing success depends to a large extent on having highly-motivated employees who are productive and creative, so it is important to understand the link between motivation and performance and discover what motivates your employees.

Equally important is how you manage performance and reward employees, not only in terms of salary but also through recognition and other incentives. Highly motivated employees are likely to 'go the extra distance' for the organisation. However you also need to monitor the relevance and effectiveness of the incentives offered to ensure they are encouraging the right behaviours in line with your organisational values.

An individual's motivation will affect their attitude and commitment and will be influenced by their supervisors and other individuals. While it is clear that employees are motivated by tangible rewards such as remuneration and promotion, they are also motivated by more intangible factors such as contributing to a common good, a moral obligation to their colleagues and mentoring or 'giving back' to the organisation.

Of course, not all employees are motivated by the same things. One of the most important tasks for a manager or leader is to create an environment that allows employees to do their best, to achieve agreed outcomes and to feel valued. There are many good business reasons to do this.

Employees who are highly motivated are likely to:

- Have fewer absences from work
- Deliver higher levels of performance
- Commit when workplace demands are high
- Be loyal to their organisation resulting in a reduction in staff turnover
- Deliver higher levels of customer service resulting in greater customer retention

Given these benefits, it is clear that highly motivated employees are likely to have a positive impact on the 'bottom line' and it is important to understand what motivates each of your employees in order to maintain and develop their motivation.

### Succession Planning or Growing Your Own

Developing your existing staff is a great alternative to recruiting new staff. The advantages of growing your own staff are:

- Skills and knowledge are developed when you need them and can be taught and addressed in the workplace
- Your organisation can tailor learnings of the individual to meet the needs of the business – now and into the future
- Learning can occur over a period of time so that skills are developed and used to coincide with the businesses needs and cycles
- Training and development is seen favourably by employees
- Creating a potential career path will assist in retaining employees
- Training providers are keen to form partnerships with businesses in order to customise vocational education and learning programs
- Financial assistance may be available to help you take on a trainee or apprentice as well as for up skilling existing employees

This process can also be linked to performance reviews.

**i**

**ATTACHMENT 15:** Succession Planning Factsheet

This factsheet provides a broad overview of succession planning and its benefits in supporting and retaining employees.

**i**

**ATTACHMENT 16:** Mentoring Factsheet

This factsheet provides a broad overview of mentoring and its benefits in supporting and retaining employees.

## Career Planning

Career planning is the process that employees undertake to plan their future employment. Plans will usually include information about the kind of employers they would like to work for, the jobs they would like to do and the skills required.

Many workers are driven by the desire for a career, not just a job. Working with an employee to achieve their career goals will enhance your reputation as an employer of choice, which will help foster a positive employer brand and attract job seekers when external recruitment is required.

Career planning improves morale and can encourage teamwork. Career planning can also be managed through the performance management process, which allows you to:

- Set some career goals and develop a career plan for the individual
- Determine how the career plan will be evaluated to ensure that the individual is developing the right skills for a career they want to pursue

## Employee Exits

Exit interviews are one way of capturing information that ordinarily may not be available to you.

Mostly an employee moves on due to resignation or retirement but sometimes it is an involuntary separation such as termination of employment or redundancy.

While an employee's unplanned departure may be disruptive, particularly for a small provider, it is also an opportunity to obtain information which may be beneficial to the business. Exit interviews with departing employees are one way of capturing information that ordinarily may not be available to you. Knowing the reasons for someone leaving may allow you to make changes in the workplace so that others do not leave for the same reasons.

Exit interviews may reveal things such as:

- Working conditions that need to be improved
- The actual job or work involved needs to be redesigned

- Interpersonal relationships need to be managed better, for example, between individual employees or management
- Recruitment, selection and induction processes are flawed or give applicants a distorted view of the job or organisation, for example, you did not live up to your promise made at the interview
- Training and development opportunities are inadequate and need to be reviewed
- The management practice is not achieving the required level of productivity and consequently needs to be reviewed
- Aspects of the role that were enjoyed the most and least
- The level of team or organisational morale

Questions should not be presented like an interrogation but rather as a means of gathering information that may be useful to the organisation. Ask questions that allow the employee to give as much information as they wish to. Exit interviews are often conducted by a third party, which can allow for a free discussion.

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**ATTACHMENT 17:** Exit Survey Template

Whilst not part of the Workforce Planning process, the Exit Survey template has been included as an Essential HRM Support Tool to assist your organisation to capture information about why someone is leaving and to inform future retention strategies.

## Retain and Support

Businesses often experience strong competition for talent in the workforce especially across the community service sector. While it is tough to find the best employees for your organisation, it can be even tougher to keep them interested so they do not seek opportunities elsewhere.

The reason most frequently given by employees for leaving their jobs is that they are disconnected or disengaged from their manager or work. Skilled workers will simply not continue to work for a bad manager or in poor conditions.

To retain employees you need to know what is important to them and keep them connected to their work. Connected or engaged employees will be more dedicated and committed to the business.

Retaining skilled employees is a significant issue for the business because a high turnover rate results in a loss of knowledge and skills and comes at a cost. The cost of losing an employee includes lost productivity and recruitment effort; you will already have made significant investment in attracting, recruiting, selecting, inducting, training, developing, mentoring and rewarding these employees.

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**ATTACHMENT 18:** Staff Satisfaction Survey Template

Whilst not part of the Workforce Planning process, the Staff Satisfaction Survey template has been included as an Essential HRM Support Tool to assist your organisation to capture information about the current culture and level of engagement your employees have with the organisation.

Information captured through Staff Satisfaction Surveys can also inform the priorities of the Workforce Plan.

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## Lead and Communicate

### Effective Leadership

Leadership is defined in many different ways. Here, we describe it as the ability to inspire, support, influence, motivate and direct the performance of individuals and groups towards the achievement of organisational goals.

Developing good leadership skills and leadership succession strategies is a priority for all forms of business and this is recognised across the community services and health industry. Most recently the Australian *Aged Care Leadership Development Strategy and Capability Framework*[1] emphasises that the unprecedented scale of change currently faced by

service providers, means strong leadership is vital to achieving the ongoing adaptation and innovation that is necessary for businesses to survive. While this framework has emerged from the aged care sector it reflects key priorities across many sectors and is applicable in diverse settings.

Furthermore, research conducted by the Hay Group at Harvard University indicates that a manager's leadership style is the single biggest determinant of how people feel about their organisation. This research consistently found that an employee's attitude towards a workplace is directly attributed to the leadership behaviour of the business owner, manager or supervisor.

Good leadership skills and a supportive, inclusive leadership style specifically have an impact on:

- Retaining staff (employees overwhelmingly report on exit that they do not leave the organisation but rather, they leave their manager)
- Enabling the team to work towards common goals aligned with your vision, mission and values
- Allowing you to have a better understanding of your team to effectively coach and mentor them to their greatest potential
- Optimising staff contribution to innovation and quality

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1   *The Leadership Capability Framework* was developed by the aged care sector through a strategic partnership between ACSA, LASA and CS&HISC. It offers a comprehensive outline of leadership attributes at 3 levels that can be applied to leadership development. Further information can be accessed through the Leadership Development Centre at: **ACLDC.com**

- Establishing a positive organisational culture
- Ensuring change is managed effectively

It is important therefore not to underestimate leadership as a factor that shapes the productivity, quality and reputation of your business. This makes leadership skills a critical component within workforce planning.

Key factors for good leadership include but are not limited to:

- Managing relationships
- Motivating and supporting your team
- Making decisions
- Dealing with conflict in an ethical manner
- Mentoring, coaching and supporting others
- Acting as a role model
- Being aware of one's own behaviours and modifying when necessary
- Supporting innovation
- Communicating the organisation's vision and strategic direction with clarity

### Communication

Whether leading change, motivating and managing a team, delivering a service, dealing with difficult situations, or managing personal and professional relationships, communication is at the core of good practice in human service organisations.

If communication is not effective, coordination breaks down, relationships suffer, mistakes happen and productivity can come to a halt.

As a leader you are the role model for effective communication in your workplace.

Some useful tips for effective communication are:

- **Be self-aware** – know what assumptions you are likely to make, your beliefs, and behaviours. Be aware of how you apply this knowledge in terms of the impact of your thoughts, feelings and non-verbal communication and what impact they are having on others.
- **Observe** – what is the tone of the conversation and the body language being used? Ensure that your body language does not conflict with the words you are using.
- **Be clear and reliable** – say what you mean and mean what you say.
- **Be committed** – when you are having a conversation with somebody 'be there'. In other words don't be checking emails, looking at your phone or having a conversation with somebody else.
- **Listen** – and indicate you understand what has been said.
- **Actively provide opportunities for others to speak** – this will make people feel included and they will be more likely to contribute.
- **Clarify assumptions** – take a little time to let people know what you are thinking and to find out about other's assumptions. What leads you to that conclusion?
- **Structure your discussion** – this is of great importance when working in teams.

### Change Management

Change management is a particular task within an organisation's overall leadership capability. Change is a continuous aspect of service improvement and can be an organic, incremental process to transition to new ways of working. However, it can also be necessary as a more radical and swift intervention in response to external threats and opportunities.

The most important success factors in change management are strong leadership, good strategic planning and clear, focused communication that brings stakeholders along the journey. Your people implement the change you seek and without a motivated and appropriately skilled workforce (including existing and new staff) effective change simply won't happen.

## NEXT STEPS

By the end of Step 02 in the workforce planning process you will have identified the profile of your current workforce and gained an understanding of your organisational culture, staff retention and turnover rates. A good understanding of your current workforce profile forms a baseline to identify workforce gaps in relation to your strategic direction and is critical to identifying potential supply issues. You will have also begun to consider the leadership style and capabilities necessary to support your organisation effectively through transition.

Step 03 builds on this to anticipate future workforce requirements to support the achievement of the organisation's strategic priorities.

**ATTACHMENT 19:** Change Management Factsheet

This factsheet provides a broad overview of change management and provides an effective process through a series of key steps for planning and managing change in your organisation.

# STEP 03: IDENTIFY FUTURE WORKFORCE

To begin identifying your future workforce it is necessary to use the data collated in Step 01 alongside the organisation's current three to five year strategic plan priorities to inform your consideration of the following questions:

- What types of activities / tasks will your workforce do?
- How will your staff be doing these activities?
- What skills will your staff use?
- What personal attributes will they need?
- How will staff work with each other?
- How will staff work with clients?
- How will staff work with other organisations?
- Are the job roles we have now sufficient to deliver future services?
- Are there new roles needed to deliver services?
- Which roles and skills are critical to success?
- Which roles and skills are required to ensure success?
- Which roles and skills are optional?

Equipped with this knowledge you can then move to demand and supply forecasting.

## DEMAND FORECASTING

Demand forecasting is the practice of determining the number of people with qualifications, skills, competencies or knowledge you'll need in order to maintain, manage or grow your organisation.

Demand forecasting is an integral component of effective workforce planning and must be aligned with the organisation's strategic business plan and objectives.

The key to demand analysis is adequately answering the following questions:

- What does your organisation need from its workforce—capacity and capability—to deliver its business outcomes now and into the future?
- Where does your organisation need its workforce to be located?
- At what point in time is the workforce needed?
- What new skills or job roles will become important to achieve business outcomes?
- What job functions or skills will no longer be required?
- Will the way the work is currently done change?
- How will changes in technology affect your work?

## SUPPLY FORECASTING

As with demand, workforce supply is analysed in terms of both its internal and external components. Internal supply refers to the workforce you actually have in your organisation (in terms of both capacity and capability) and data informing this was collated in Step 02 – *Review Current Workforce Profile*. External supply refers to both the potential sources and availability of staff to join your organisation.

The following list of key questions is not exhaustive, but will guide you through some important supply analysis considerations:

- What is the current availability of skills and capabilities?
- Where do you currently source these skills and capabilities?
- What is the ratio of good-quality applications to each position advertised?
- Are there particular skills and capabilities that are harder to obtain than others?
- What is the average time to recruit? Does this vary between job roles?
- How much bargaining power do potential employees have compared to employers?

# GAP AND RISK ANALYSIS

This section brings together outputs from the Demand and Supply Analysis and is where the power and value of workforce planning is realised. It aims to:

- Identify the gap between current supply and future demand over the strategic plan period
- Identify the key time points that skills and capabilities are required and in what numbers
- Assess the likelihood and magnitude of the impact of each gap, to determine how critical the job role is for the delivery of services (risk analysis)

There are two types of gaps: *shortages* and *surpluses*. A shortage occurs when workforce supply falls short of demand (that is, there is an insufficient amount of skills). When workforce supply exceeds demand, there is a workforce surplus.

If you attached numbers (expressed in full-time equivalent (FTE) or headcount) to particular job roles or skills and capabilities in your demand and supply analyses, you can also define any gaps in numbers.

If you have not attached numbers to your workforce supply and demand, you will need to critically review your qualitative analysis of future workforce supply and demand to estimate where gaps exist currently and where potential gaps are likely to occur in the future. Where there are uncertainties surrounding potential gaps, it's a good idea to record them so strategies can be developed to respond to potential shortages and surpluses.

Once you have identified the gaps, you need to analyse their 'criticality'. What matters for criticality is the:

- Likelihood of the gap occurring
- Consequence of the gap occurring

A Risk Rating Matrix provides a simple framework for determining the likelihood and consequence of a workforce gap occurring. It is recommended that you use your organisation's risk management framework in the first instance.

**FIGURE 09:** Risk Rating Matrix



| Likelihood | | | | | |
|---|---|---|---|---|---|
| Almost certain | | | | | |
| Likely | | | | | |
| Possible | | | | | |
| Unlikely | | | | | |
| Rare | | | | | |
| | Extreme | High | Moderate | Low | Negligible |

Consequence

Risk rating   ▮ Extreme   ▮ High   ▮ Moderate   ▮ Low
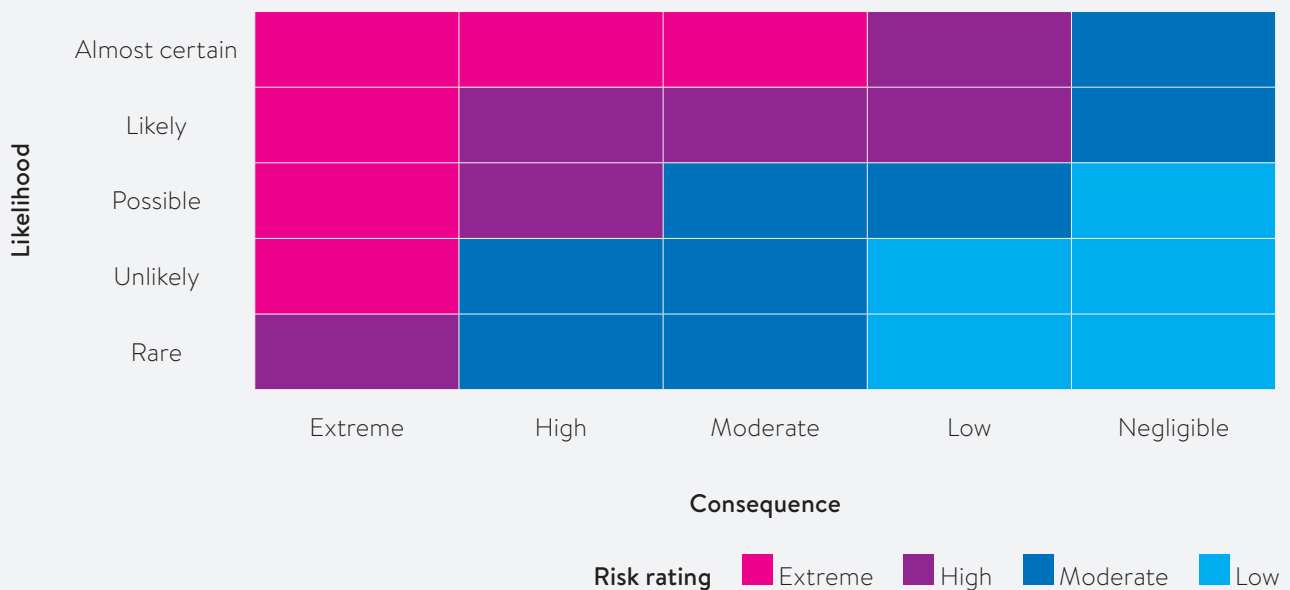
**ATTACHMENT 20:** Future Workforce Requirements Template

This template can assist with the process of assessing supply, demand and gaps in the future workforce. An example scenario has been provided (in the first line) to assist you in completing this tool along with a series of automated drop down boxes.

## NEXT STEPS

By the end of Step 03 the profile of the current workforce and needs of the future workforce have been compiled, compared and analysed for importance in maintaining service delivery.

Known supply gaps and critical job roles have been identified and can form the basis for establishing the priorities and implementation strategies for the Workforce Plan.

# STEP 04: DEVELOP AND IMPLEMENT THE WORKFORCE PLAN

## ESTABLISHING PRIORITIES

Now comes the time to bring all of the elements in the previous steps together in order to decide your workforce development priorities and implementation strategies.

You will need to look at the information you have compiled so far in the following templates:

- PESTLE
- Industry Critical Success Factors
- SWOT analysis
- Future Workforce Supply and Demand Tool

Begin by reminding yourself of the organisational *SWOT* you did in Step 01 and keep this to hand.

Next, review your completed *Future Workforce Supply and Demand Tool* and note each of the job roles you have identified in it as being **critical**. Select the ones for which you indicated you are at **extreme or high risk** of not being able to meet demand. In other words, these are the job roles without which your core business would collapse and which you know you will struggle to fill.

Then, for each of these job roles in turn, complete the template *Job Role SWOT and Workforce Plan Prioritie*s. Firstly, record the strengths, weaknesses, opportunities and threats in the blue and green boxes.

Consider:

- What are the organisational and / or individual weaknesses that are currently impacting on these job roles (skills gaps, resources, underperformance, things we can't or don't do well)?
- What strengths do we have to address this critical need now and into the future?
- What are the external threats and opportunities that are likely to impact supply?

Now decide what workforce development actions can be taken to mitigate the risk and directly address the gaps. Write these into the red boxes of the Job Role SWOT and Workforce Plan Priorities template, according to the priority you believe they should receive. Your key priorities can be summarised in the top left purple box. The template we have provided has an example attached to guide you further in this task.

You will end up with a completed *Job Role SWOT and Workforce Plan Priorities* sheet for each critical job role you have identified as extreme or high risk.

Work through the same process for all the remaining critical job roles you named in the *Future Workforce Supply and Demand Tool* that have a **moderate and low risk** of not being met. It is important not to ignore critical yet low risk job roles as these may still require workforce development activities, including targeted retention strategies to reduce turnover.

Continue with this process for the job roles flagged as **optional**, starting with **extreme and high**, then **moderate and low** level risk for supply.

By the completion of this step you will have worked through all future job roles, conducting an individual SWOT and allocating and prioritising necessary workforce development activities to each. Some of the activities will overlap and these can be synthesised and transferred to your overall Workforce Plan. In the Plan you will specify what the action is, what resources are needed, who is responsible, when it should happen and how you will measure its achievement.

**ATTACHMENT 21:** Job Role SWOT and Workforce Plan Priorities Template

This template enables you to prioritise job roles and the skills that are essential to the successful operation of your business and how to plan your workforce development actions.

# USING TRAINING PACKAGES TO ADDRESS WORKFORCE PRIORITIES

A Training Package is a set of nationally endorsed occupational standards grouped together to form qualifications (which reflect job roles) and skill sets in a specific industry or sector. These occupational standards are written as 'competency standards' (i.e. units of competency that specify skills and knowledge outcomes). Training Packages do not contain curricula for training delivery, however the standards are used as a basis from which to develop training programs and to recognise and assess people's skills from entry level to advanced practice.

All Training Packages provide a consistent, national framework of measurable competencies that are drawn upon to guide workforce development activities. This can include such things as:

• Job design
• Staff selection
• Induction
• Performance review
• Training
• Career planning
• Leadership succession
• Team building
• Organisational policy and procedures development and review

The Community Services and Health Training Packages aim to underpin consistency, currency and reliability of skills for workers in the community services and health industry. Ultimately they enable individuals to gain industry-endorsed skills to meet workforce demand and help organisations design workforce development strategies to optimise their productivity and quality of service.

A range of different Training Packages hold qualifications relevant to community services and health organisations. Aged care, allied health assistance, disability, case management, youth work and management are just a few examples of appropriate qualifications.

However you may also choose to use competency units from other areas if they are related to the job role you require, such as hospitality, horticulture, cleaning, business, financial services, mentoring, workplace training and assessment etc.

You will need to engage an RTO if you wish to use the competency units in formal training and assessment. However, if you simply want to use them to help design a job description or as a guide for developing a workplace procedure, you can access the units for free, online at **www.training.gov.au**.

The particular way you use units of competency, skill sets and qualifications to meet your current and future organisation's skills needs will emerge directly from your Workforce Plan.

Following is an example of how you can integrate Training Packages with your workforce development activities:

## TABLE 02: Example Integration of Training Packages

| Identified need | Workforce development activity | Types of formal competency units that may apply from Training Packages | Outputs |
|---|---|---|---|
| More effective orientation and onboarding to:<br><br>• Support staff engagement<br>• Speed up job readiness<br>• Cover off regulatory requirements | • Two-week induction program including two day workshop on manual handling and an online learning and assessment program for WHS<br>• Three month guided skills recognition process for a group of new workers to collect and share evidence of their experience and skills | *If manager role:*<br>• Orientation Skill Set for managers new to the sector<br>*If direct support role:*<br>• Provide induction and orientation for new staff<br>• Follow safe manual handling practice<br>• Maintain work health and safety<br>• Recognise and respond to suspected abuse of vulnerable people | Induction and orientation program designed and delivered.<br><br>Manual handling training delivered and assessed within the induction period.<br><br>Responding to abuse organisational policies and procedures reviewed and all staff inducted. |
| Leadership succession planning and implementation to enable two identified staff members to act in senior roles | • Mentoring of potential leaders by current CEO / senior staff member<br>• Identifying level of training required<br>• Management of team activities by potential leaders<br>• Formal training in budgets and cost centre management<br>• Provide two structured opportunities for potential leaders to 'act up' | • Mentor in the workplace<br>• Foster leadership and innovation<br>• Provide leadership in community services delivery<br>• Ensure team effectiveness<br>• Supervise health care team<br>• Develop and manage a budget | Leadership mentoring job role described, mentor selected and mentoring activities structured.<br><br>Guidance for team development activity provided.<br><br>Training and assessment in budgeting skills implemented and applied. |

For further advice on using Training Packages within workforce development strategies contact CS&HISC on 02 8226 6600.

# GLOSSARY OF TRAINING PACKAGE TERMS

**Training Packages** are groups of Vocational Education and Training (VET) qualifications that reflect job roles within an industry. There are over 70 Training Packages and hundreds of qualifications in Australia.

**Qualifications** are made up of individual units of competency. Some are 'core' (compulsory) competencies and some are elective. When you determine that a qualification is required to address a skills gap, the core competencies must be completed and the electives you select provide flexibility to meet your specific workplace requirements.

**Skill Sets** combine a group of units of competency to meet a licence or regulatory requirement, or to address a particular industry or organisational need. A skill set can be used when a whole qualification is not necessary or not specific enough to address the identified skills gap. Examples of some current skill sets in the Community Services and Health Training Packages relate to workforce planning, mental health and medication assistance.

A good example of using a skill set would be when you already have a worker with a qualification but an emerging business need has identified that this job role now requires skills in supporting clients with mental health issues. There are specific skills sets that address mental health and your RTO can assist you to decide which skill set is most appropriate for the job role.

Individual **Units of Competency** are sometimes used to address one particular area of need and may have a very specific or intended purpose. A good example is Apply First Aid. It may be a mandatory requirement for your workers to hold this competency and to update it regularly.

# PRESENTING THE WORKFORCE PLAN

The Workforce Plan should be linked to the strategic and operational priorities of your organisation.

There is no right or wrong way to present the Workforce Plan; it simply needs to be in a format that works well for your organisation.

## The Workforce Plan as a Report

If the Workforce Plan is to be presented as a report, the following components are recommended and these have been included in the attached Workforce Plan Report Template:

- **Introduction** – will provide a background and context to the Plan, the scope of work completed and members of the project team and stakeholders who contributed to the document
- **Executive Summary** – highlighting the key features and priorities within the Plan
- **Strategic Analysis** – this section highlights the information that was critical to the development of the Plan including a summary of select data from relevant reports, environmental scans, SWOT, PESTLE, and any human resource management information
- **Current Workforce Profile** – high level workforce profile information

- **Future Workforce Needs** – information from the Future Workforce Supply and Demand Tool
- **Workforce priorities and strategic alignment**:
  - *Alignment to Strategic Goals and Priority Action/s* – workforce planning actions could be linked to specific strategic and operational goals / statements from other business plans.
  - *Action Officer / Partners* – who is responsible for this aspect of the Workforce Plan and are the actions reliant on other areas of the organisation or external stakeholders (eg: RTO / other Departments)?
  - *Desired Goals / Outcome to be achieved* – begin with the end in mind. What are we trying to achieve for each priority area within the constraints and assumptions for our organisation?
  - *Actions* – what will we do to achieve the desired goal / outcomes?
  - *Timeframes* – detailing when each action must be completed to support our strategic priorities and minimise risk to the organisation.

  - *Budget* – amount and which budget the financial resources will come from.
  - *Context* – service based industries work within regulatory and quality frameworks. Reference to these Industry Critical Success Factors can be documented in the overall plan. This can be particularly useful for service accreditation and ISO certification.
  - *Performance* – The agreed measures and indicators of success detailed in the SWOT can be included.
- **Monitoring and Evaluation Plan** – including:
  - Summary of the key metrics, benchmarks and activities you will monitor during implementation and at what intervals these will be reviewed to check progress
  - Time frame for completion of the overall plan and evaluation strategies other than counting metrics, such as staff surveys, stakeholder discussions
  - Details of who and when is responsible for beginning to formulate the next plan

Step 05 provides further guidance on evaluation.

**ATTACHMENT 22:** Detailed Workforce Plan Template

A template has been provided in the Toolkit for presenting a detailed Workforce Plan. This document would be relevant for use among the leadership group of the organisation or those with delegated responsibility for implementing the actions. It might also be used to support a business case for restructuring the workforce or to support growth or expansion strategies.

## The Workforce Plan as a One-page Poster

This can be a simple summary of the Plan in alignment with other organisational statements such as: your strategic and operational priorities; business plan; current emerging issues; roles and functions of key staff; or other priorities.

**ATTACHMENT 23:** One-page Workforce Plan Template

A template has been provided in the Toolkit for presenting a summary of the Workforce Plan. This is an example only and you may choose alternative headings or format to suit your needs.

This document would be relevant for use to inform key stakeholders about the prioritised workforce development actions for the current business cycle and their alignment to strategic priorities.

## IMPLEMENTING THE WORKFORCE PLAN

### Responsibilities

The implementation of the strategies developed in the Workforce Plan will require decisions to be made at strategic and operational levels. Responsibility for implementing the individual actions should be outlined, with built-in reporting mechanisms, budget allocations and clear oversight of the whole plan. In particular, the senior leadership team must have ownership of the Plan to ensure that resources are available and staff can be approved to participate in workforce development activities.

### Communication

The Stakeholder Engagement Plan (devised at the beginning of the process) should be reviewed as a final check before implementation. This will remind you of who needs to be fully informed and prepared for their role, including senior managers, participating staff, training providers etc.

Specific communication strategies should be in place to ensure staff members are engaged in the process, understand the benefits of the workforce development strategies and the importance of associated activities. Staff should also be encouraged to provide feedback on the effectiveness of these activities as they progress and their feedback used to inform immediate adjustments, as well as an overall evaluation of the Plan. For sector-wide workforce plans, consultation with industry is imperative.

### Training Partnerships

An RTO can be engaged to assist in both identifying and developing appropriate nationally recognised training programs and sourcing potential funding to support implementation of the Workforce Plan. You may also engage consultants or internal practice leaders to deliver the non-accredited training components of your plan. The success of skills training is influenced by the organisation's working partnership with the training provider and this requires active negotiation, joint planning and shared responsibility.

## NEXT STEPS

Workforce planning is a continuous activity that requires ongoing monitoring and evaluation. Evaluation and participant feedback strategies will inform updates and revisions to the Workforce Plan. This underpins positive outcomes, thereby optimising return on investment for workforce development activities.

# STEP 05: EVALUATE AND REVISE THE PLAN

Once workforce development strategies and actions have been put into place, periodic monitoring and overall evaluation of the Plan is required to ensure you are moving towards the desired outcomes. This is when your data collection and workforce analysis from Step 01 comes into focus once more.

The baseline data you collected at the start of the workforce planning process should be continuously updated and measured against the benchmarks and performance indicators you have set yourself. To ensure the data is being collected accurately, monthly monitoring and reporting is recommended. At longer intervals (at least annually) a review should be conducted to compare your latest data against nominated benchmarks. A full evaluation should then occur at completion of the Workforce Plan implementation period (usually 3 to 5 years).

## MONITORING

Regular self-assessment using your chosen metrics, and in light of your workforce planning goals, will chart your achievements over time. This highlights the results you are creating in terms of progress towards your overall goals. The key questions here are:

- What results are we beginning to see in terms of changes to our workforce profile, organisational skills and capabilities?
- Do these changes contribute to our immediate / mid-term / long-term goals?

In addition, monitoring the implementation of intended outputs and activities will assist you to track whether the Plan has hit any obstacles or had to adapt midstream in response to unforseen developments. The main focus of your questions here should include:

- Did we do what we said we were going to do?
- Do we need to adjust our planned activities and timeframes for any reason?
- What are the effects of these adjustments on our overall goals?

Finally, monitoring participation in your workforce development activities and satisfaction of relevant staff will provide valuable information on stakeholder engagement and the impact of your plan on the organisation. The types of questions to ask include:

- Are relevant staff and key partners positively engaged in our workforce development activities and if not, why not?
- What level of satisfaction with workforce development activities do staff members report and what are their suggestions for improvements?

## EVALUATION

Where monitoring keeps your intended workforce development strategies on track and responsive to challenges that happen mid-term, evaluation brings all data together for a holistic analysis of the impact of the Plan. Evaluation is focused on the overall outcomes of your workforce development actions after an extended time. Questions will seek to answer what and how much has been done, how well has it been done and ultimately, has your position improved?

Monitoring and evaluation are most effective when the workforce planning strategies are written into business and strategic plans so that timeframes are synchronised with other planning and accountability for action is strengthened. The evaluation will then be used to inform your next Workforce Plan.

## CONCLUSION

Workforce planning underpins a healthy, future-ready organisation or sector. It is an essential, ongoing activity that enables your business to respond effectively to changes in the external environment and manage internal human resource issues. Contemporary economic and social policies, as well as market forces in the community services and health industry will bring about rapid change. To survive in this context a planned, proactive approach is required.

However, economic survival is not usually viewed as an aim in itself. Rather, protecting and growing the unique characteristics and values of the organisation in order to deliver quality human services is the ultimate goal. People are the essence of an organisation and it is the workforce that breathes life into the culture, capability and output of your business. In this sense, workforce planning is not only a necessary business strategy; it is also a critical factor in cultivating the 'heart' of what you do.

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# NOTES

# 01: ARE YOU READY FOR WORKFORCE PLANNING?

| | YES | NO |
|---|---|---|
| Do you have a current workforce plan? | ☐ | ☐ |
| Do you have an up to date strategic plan? | ☐ | ☐ |
| Do you have an up to date operational plan? | ☐ | ☐ |
| Do you have support from executive / senior management and human resources? | ☐ | ☐ |
| Does your executive and senior management have the right skills mix to lead the organisation through the workforce planning? | ☐ | ☐ |
| Is your management structure well designed to support a workforce planning process? | ☐ | ☐ |
| Do you have quality systems and continuous improvement processes to support changes arising from the workforce planning process? | ☐ | ☐ |
| Are you actively engaged with your workforce to implement changes from the workforce planning process? | ☐ | ☐ |
| Do you have concerns about your future workforce? | ☐ | ☐ |
| Do you have processes in place to collect workforce information such as: | | |
| • Job roles / classifications | ☐ | ☐ |
| • Full-time equivalent staff (FTE) and / or headcount (the actual number of employees) | ☐ | ☐ |
| • Gender mix | ☐ | ☐ |
| • Employment status (full-time / part-time / casual) | ☐ | ☐ |
| • Age (including time to retirement) | ☐ | ☐ |
| • Cultural identity / Non-English Speaking Background | ☐ | ☐ |
| • Existing qualifications of the workforce | ☐ | ☐ |
| • Rate of staff turnover / churn | ☐ | ☐ |
| Are you ready to be open and honest to look at your current and future workforce challenges? | ☐ | ☐ |

# 02: WORKFORCE PLANNING – PROJECT PLAN

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## PURPOSE OF THE WORKFORCE PLANNING PROJECT

- Aim or purpose of the workforce planning project team
- The overall aim of this project is...
- The key benefits of this project will be...

## SCOPE OF THE WORKFORCE PLANNING PROJECT

- What has driven the desire to complete a Workforce Plan?
- Is the Workforce Plan for the whole workforce or a part of the workforce?
- Are there a series of mandatory or non-negotiable parameters?
- What are the flexible or negotiable parameters?
- How does this workforce planning project fit with the organisation's strategic planning processes?
- Are there any other workforce planning activities being undertaken in the organisation, sector, region?

## GOVERNANCE

Insert a description of the internal governance model (may include a diagram) including identification of project manager members of the project team or working group and reporting structure, including expectations around reporting.

# STAKEHOLDER ENGAGEMENT PLAN

| Stakeholder/s | Inform | Consult | Involve | Collaborate | Empower |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Communication Strategies | • Intranet / websites<br>• Newsletters<br>• Email<br>• Meeting minutes | • Forums<br>• Staff meetings<br>• Surveys<br>• Public comment | • Workshops<br>• Data collection | • Workforce planning project team member<br>• Consensus or decision making meetings | • Ballots<br>• Delegated decisions |

## ACTION PLAN

| Workforce Planning Phase | Action | Timeframe | Responsibility | Outputs |
|---|---|---|---|---|
| **Step 01 – Getting Started**<br>• Scope the parameters of the workforce plan<br>• Workforce project planning<br>• Stakeholder engagement<br>• Strategic analysis | | | | |
| **Step 02 – Review Current Workforce**<br>• Compile workforce data<br>• Review current HRM processes | | | | |
| **Step 03 – Identify Future Workforce**<br>• Future workforce vision<br>• Future workforce supply and gaps | | | | |
| **Step 04 – Develop and Implement Workforce Plan**<br>• Establish priorities<br>• Identify formal and informal training options<br>• Produce Workforce Plan<br>• Identify management and monitoring processes<br>• Begin implementation | | | | |
| **Step 05 – Evaluate and Revise the Plan**<br>• Review and update<br>• Evaluate the plan | | | | |

# 03: STAKEHOLDER ENGAGEMENT PLANNING

*Click here to download the customisable Word document version of this template*

*You will need: the quadrant (below) either blown up on A3 paper or transposed onto butchers paper, small post-it notes, and pens*

## Step One

Brainstorm all of the Stakeholders who may be impacted by the development and implementation of the Workforce Plan, write each Stakeholder or group of Stakeholders onto a post-it note (one for each person or group).

## Step Two

Using the quadrant (below), place each Stakeholder (post-it note) on the Y Axis from those with the highest stake in the outcomes of the Workforce Plan at the top through to those with the lowest stake at the bottom in order of priority.

## Step Three

Consider each Stakeholder in turn and determine how much power they have in making decisions which may affect the outcomes of the Workforce Plan, move them to the left of the Y Axis if they have no or limited decision making impact on the outcome and to the right if they have some or a great deal of impact on decisions.

## Step Four

Now transpose each Stakeholder into the Stakeholder Engagement Plan and decide which level of engagement / communication strategies are appropriate for the duration of the Workforce Planning Project / Cycle.

**Y AXIS**

**HIGH STAKE
LOW POWER**

**HIGH STAKE
HIGH POWER**

Level of engagement
may include inform,
consult and involve

Level of engagement may
include involve, collaborate
and empower

**X AXIS** ←

Level of engagement
may include inform
and consult

Level of engagement
may include collaborate
and empower

**LOW STAKE
LOW POWER**

**LOW STAKE
HIGH POWER**
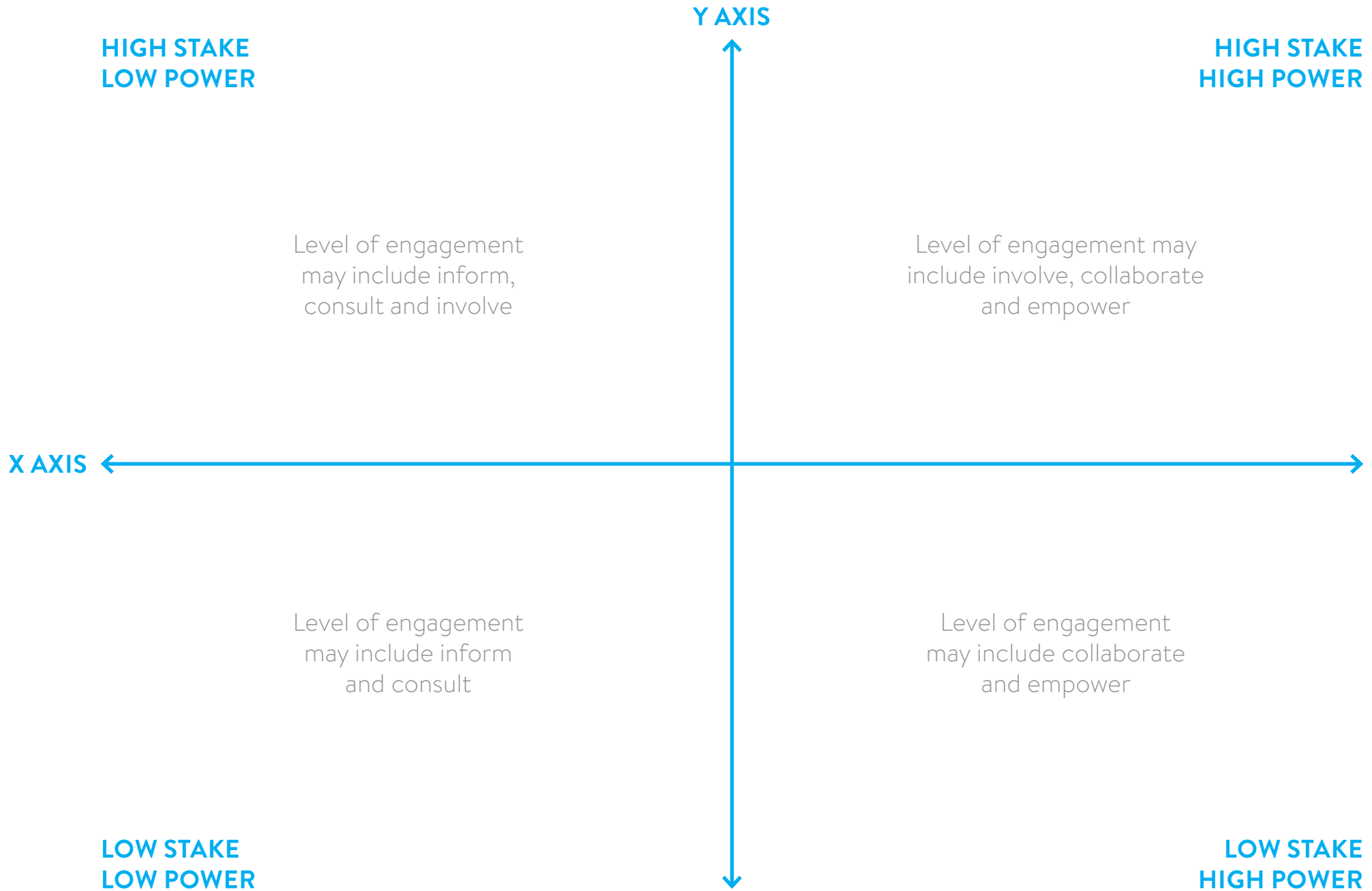
# STAKEHOLDER ENGAGEMENT PLAN

| | Inform | Consult | Involve | Collaborate | Empower |
|---|---|---|---|---|---|
| **Stakeholder/s** | | | | | |
| | | | | | |
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| **Communication Strategies** | • Intranet / websites<br>• Newsletters<br>• Email<br>• Meeting minutes | • Forums<br>• Staff meetings<br>• Surveys<br>• Public comment | • Workshops<br>• Data collection | • Workforce planning project team member<br>• Consensus or decision making meetings | • Ballots<br>• Delegated decisions |

# 04: PESTLE ANALYSIS

*Click here to download the customisable Word document version of this template*

| | |
|---|---|
| **Political** | political influences (current and next three to five years) |
| **Economic** | economic influences (current and next three to five years) |
| **Sociological** | sociological influences (current and next three to five years) |
| **Technological** | technological influences (current and next three to five years) |
| **Legal** | legal influences (current and next three to five years) |
| **Environmental** | environmental influences (current and next three to five years) |

# 05: SWOT ANALYSIS

| | Advantages | Disadvantages |
|---|---|---|
| **INTERNAL –**<br><br>**In relation to current workforce** | **Strengths**<br>• Current capability<br>• Current performance<br>• Existing resources<br>• Distinctive competencies<br>• What we do well<br>• Points of difference | **Weaknesses**<br>• Incapacity<br>• Deficiencies (human)<br>• Deficiencies (resource / financial)<br>• Underperformance<br>• Can't / don't do well or at all |
| **EXTERNAL –**<br><br>**In relation to future workforce issues** | **Opportunities**<br>• Forces Driving Change (PESTLE)<br>• Industry critical success factors<br>• Collaboration<br>• Exploring scenarios | **Threats**<br>• Forces Driving Change (PESTLE)<br>• Industry critical success factors<br>• Competition<br>• Exploring scenarios |

# 06: CURRENT WORKFORCE DATA

Gathering workforce data on your current employees, volunteers and contractors is an important step in workforce planning. This data provides insight into the gender, age, skills, and existing knowledge and can help to inform the priorities of the workforce plan.

## Position of the Employee

The position or job title for each grouping of employees assists in establishing and being able to sort their demographic details – age, gender, qualifications, etc. If a job role or skill level requires review or is expected to change to meet business needs, the workforce plan may be impacted. For example, shifting the direct care workforce to be able to understand and implement consumer directed care and activities, may require a new set of skills not previously required in this position.

## Age

Collecting specific information on the age of employees allows the organisation to plan for life events which may impact on retention strategies; e.g.: becoming a parent, leaving to care for an elderly parent or loved one, or deciding to retire. Age profiling also provides an opportunity for the organisation to consider a range of effective engagement strategies for each specific cluster. A good example of this is communication strategies about workplace change – a younger employee might be happy to receive information via technology e.g.: intranet / smartphone / social media, but an older employee might prefer face to face meetings, a phone call or staff newsletter.

## Gender

Collecting information on gender will inform the numbers of men or women working in specific occupation types. It may also highlight an occupation trend or an imbalance in particular groups / roles; e.g.: Board Members or culturally / spiritually specific roles and may flag that a specific recruitment strategy is required to correct the imbalance.

## Length of Service

The amount of time a loyal employee has been with the organisation may be used as a reward and recognition strategy or a succession planning flag. Length of service might also be used to identify the age of qualifications and skills that might require upgrading to remain current.

## Level

The level of an employee refers to the classification level or an Industrial Award pay scale. It is useful for formulating budgets, determining the real cost of workforce investment and calculating the return on investment for particular workforce development activities. The level may also be a trigger for new skills / training or responsibility.

## Team / Unit

Specifying the team or unit for each employee assists with sorting workforce data into teams / groupings which may be linked to the specific job role of the manager and their own key performance indicators. This detail may be more beneficial for large organisations.

## Location

The location of the employee is vital for planning workforce development activities. It may inform activities that can be conducted on-site or the availability of other resources / third parties to effectively implement workforce plans.

## Type of Employment

Whether an employee is engaged full-time, part-time, or casually can impact on staff turnover, training / education investment, loyalty to the employer and availability to participate in workforce development activities. Looking at how a position or group of positions is engaged is also useful in risk mitigation strategies; a casualised workforce presents some risks – higher ongoing costs, availability, ability to refuse shifts, etc.

## Full-time Equivalent (FTE)

This statistic is useful to compare the number of workers employed by your organisation to the proportion of the workforce in your region and provides information about your size as an employer. The distribution of job roles in your organisation (% of workforce) can also be compared.

This information can assist with monitoring employment and job role growth and identify the emergence of new job roles to the organisation.

Information about the FTE of your workforce is also asked for by Government organisations when you apply for funding to support your workforce development training programs.

**How do I calculate full-time equivalent staff?**

This is calculated by the number of contact or employed hours of your total workforce each week divided by the average full-time position (38 hours).

**Example:** Across the organisation a total of 5760 hours of employment are paid to staff each week. 5760 divided by 38 = 151.6 full-time equivalent staff

## Number of employees by headcount

This is the total number of staff employed by the organisation for which the employer pays PAYG tax to the Australian Government.

The number includes all full-time, part-time and casual staff, with each person being counted as one. It could also include volunteers.

## Staff from Aboriginal, Torres Strait Islander and Non-English speaking backgrounds

This information ensures that the organisation can access and utilise specific and targeted funding to support workforce development in these priority area. It is also useful when unpacking population demographics for the region to see if employers are employing staff from specific population groups to support clients accessing their services from the same population group.

From a consumer directed care and care planning perspective, information on the cultural and linguistic diversity of the workforce can assist with a number of cultural and linguistic challenges and by recruiting specific workers to use their second language in their current role.

## Qualifications Attained

Collecting information about staff qualifications can assist with:

- Prioritising funding for staff training and development
- Reviewing and providing continuous improvement programs
- Demonstrating compliance against legislated standards and calculating return of investment in staff development.

Some organisations through Enterprise Agreements include a higher wage for those who have completed specified qualifications and this can be useful for workforce planning and budgeting, for example: succession planning for nursing staff, may include training in management; or if the strategy was to pursue traineeships for unqualified administration staff, release for study within rostered hours needs to be considered.

## Skills, Knowledge and Experience

People entering careers in health and community services may be doing so later in their working life or returning to work following a period of absence. Life skills and other work experience should be captured through recruitment / induction and on boarding processes to ensure the organisation can maximise the use of their skills base.

As new roles emerge in the workforce, knowing what you have to work with can reduce the need for new recruitment and may flag potential succession planning candidates.

## Career Intentions and Aspirations

During annual staff reviews and professional development planning activities, capturing and collating the desired career intentions and aspirations of employees may indicate intention to leave the organisation or candidates who may be worth investing in for new and emerging roles or succession planning.

# 07: HIGH LEVEL CURRENT WORKFORCE PROFILE SUMMARY

*Click here to download the customisable Word document version of this template*

| Job role | No. of employees | | | Gender *Headcount* | | Employment status *Headcount* | | | | Age *Headcount* | | | | Specific population groups *Headcount* | | | Highest level qualification *Headcount* | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | FTE | % of Workforce | Headcount | Male | Female | Permanent | Temporary | Casual | Contract | <35 | 35 - 44 | 45 - 54 | >55 | Aboriginal | Torres Strait Islander | NESB | Nil | Cert. III - IV | Diploma | Degree | Masters | PhD |
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| **TOTALS** | | | | | | | | | | | | | | | | | | | | | | |

# 08: INDIVIDUAL EMPLOYEE CURRENT WORKFORCE PROFILE SUMMARY

*Click here to download the customisable Word document version of this template*

| Employee ID No. | Position | Age | Gender | Length of service | Level | Team / unit | Location | Full time | Part time | Casual | FTE | Qualifications attained | Skills, knowledge and experience | Career intentions and aspirations |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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# 09: WORKFORCE TURNOVER ANALYSIS EXAMPLE

## MEASURE YOUR TURNOVER PERCENTAGE

| Average number of employees? | Amounts |
|---|---|
| Add the number of employees at the beginning of the period (20) with the number at the end of the period (26) and divide by two | eg. ( 20 + 26) ÷ 2 |
| Average number of employees = (number at the beginning + number at the end) divided by two | eg. 23 |
| **Turnover percentage rate?** | |
| During the same nominated period, how many employees left the organisation? | eg. 12 |
| Multiply the number of people who left by 100 and then divide by the average number of employees in that same period | eg. (12 x 100) ÷23 |
| **Turnover Percentage Rate** | **eg. 52.17%** |

## CALCULATE THE APPROXIMATE COST OF YOUR TURNOVER

| How much does turn over cost your business per existing employee? | Amounts |
|---|---|
| What is the average annual salary of an employee in your workforce? | eg. $39,500 |
| Multiply this by the cost of replacing one employee in a year (approximately 1.5 times an employee's salary) | eg. $39,500 x 1.5 |
| Cost of replacing one employee per year + average salary for one employee 1.5 | eg. $59,250 |
| **How much does the turnover cost your business?** | |
| How many employees left during the same nominated period? | eg. 12 |
| Multiply this by the approximate cost of replacing one employee per year | eg. $59,250 x 12 |
| **Annual Turnover Cost approx.** | **eg. $711,000** |

Amazing isn't it if you compare the annual cost of losing employees with the costs of providing some extra training or some professional development.

Examine the cause or causes of your workforce turnover?

01. Conduct an exit interview with staff that are leaving the organisation. Exit interviews can reveal some common reasons.

02. Regularly conduct staff satisfaction surveys.

03. Refer to the HRM process in the Workforce Planning Toolkit.

# 10: WORKFORCE TURNOVER CALCULATOR

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| Workforce Turnover Calculator | 2013/14 *Please complete the blue cells* |
|---|---|
| Number of FTE employees at the start of the period | |
| Number of FTE employees at the end of the period | |
| How many FTE employees left during the same period | |
| **Annual Turnover Percentage Rate** | |
| | |
| | $ |
| **Annual Turnover Cost (approx.)** | $ |

# 11: PRE-RECRUITMENT CHECKLIST

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Date of review

Reviewed by

Job title

Department

Award / agreement

Classification / level / grade

Report to

Is this position currently vacant? If not when?  ☐ Yes  ☐ No

Current working hours?  ☐ Full time  ☐ Part time  ☐ Casual

Is this a new position?  ☐ Yes  ☐ No

Future working hours for this position?  ☐ Full time  ☐ Part time  ☐ Casual

## DUTIES AND RESPONSIBILITIES

| Duties and responsibilities | Major functions | Selection criteria, competencies and experience | Qualifications required | Personal attributes | Essential or desirable? |
|---|---|---|---|---|---|
| e.g. Communicate effectively with clients and families | e.g. High level Interpersonal skills – verbal and written | e.g. At least one years' experience | e.g. Units from the community services training package | e.g. Listening, communicating clearly, empathy | e.g. Essential |
| | | | | | |
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# 12: PERFORMANCE REVIEW

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Name

Position

Manager

| 5 | Outstanding |
|---|---|
| 4 | Commendable |
| 3 | Competent |
| 2 | Adequate and / or developing |
| 1 | Unsatisfactory |
| N/A | Too early to rate |

## HOW TO SET UP YOUR PERFORMANCE DEVELOPMENT REVIEW

- Align goals with organisation and department goals and objectives
- Ensure the goals measure 'what' (performance) and 'how' (values and behaviours)
- Ensure the your organisation's values are built into the goals and measures
- Ensure you develop SMART goals – specific, measurable, achievable, realistic, timeframes

## COMPLETING YOUR PERFORMANCE DEVELOPMENT REVIEW

- If it is too early to rate a goal or if no longer relevant as agreed by employee and people manager, use a rating of N/A for that goal
- Use whole numbers (not fractions or decimals) when providing performance ratings
- The overall performance rating is calculated by adding the ratings of each goal and dividing by the number of goals to generate the average

## PART 1 – PERFORMANCE PLAN
Goals and Measures (what will be achieved)

| Goals / Activities<br>*What is to be achieved* | Measures<br>*When, how, to what level* | Progress comments<br>(mid-year review) | Final comments<br>(final review) | Performance rating |
|---|---|---|---|---|
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## Values (how it will be achieved)

<Organisation name> has a set of corporate values that outline how we do business. When measuring performance it's not only important to consider 'what' is to be achieved but also 'how' it is to be achieved. The behaviour we demonstrate in a work environment reflects on us as individuals and impacts colleagues and the entire team.

Behaviours that are important to service delivery or that should be focused on by the staff member should be included in the most relevant goal or activity in the performance plan with a tangible measure. (e.g. Goal: delivers professional service to members. Measure: Demonstrate respect for cultural differences).

| Value | Demonstrated behaviour | Mid-year review | | | | Final review | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Always | Mostly | Sometimes | Needs Improvement | Always | Mostly | Sometimes | Needs Improvement |
| EG: Pride | | | | | | | | | |
| Honesty | | | | | | | | | |
| Wellbeing | | | | | | | | | |
| Respect | | | | | | | | | |
| Accountability | | | | | | | | | |
| Teamwork | | | | | | | | | |

| Mid-Year comments | | Final comments | |
|---|---|---|---|
| | | | |

## Mid-year review comments

| **Employee** | **Manager** |
|---|---|
| *Provide a summary of your performance / achievement of goals to date.*<br>*Outline any challenges or barriers to success or development you require.* | *Provide specific feedback to ensure the achievement of goals / activities*<br>*Outline where any improvement is required.* |
| | |

## Final review comments and performance rating

| **Employee** | **Manager** | **Final year performance rating** |
|---|---|---|
| *Provide a summary of your performance / achievement of goals for the year.*<br>*Outline any challenges or barriers to success.* | *Provide specific feedback for the employee on their progress through the year, including both projects / tasks and behavioural performance.*<br>*Outline where any improvement is required.* | *Average =*<br>*Total ratings /*<br>*number of goals* |
| | | |

## PART 2 – DEVELOPMENT PLAN

| Goal | Actions | Measures | Status |
|---|---|---|---|
| What is the capability you want to develop? e.g. Improve time management | What are you going to do? e.g. restructure my diary to include allocated time for project work and follow up actions from meetings | How will you know you've achieved it? Is it a SMART goal? e.g.<br>• Include four hours of project work in diary each week by 8 October<br>• Ensure half hour each day is spent on meeting follow up | Not started / In progress / Completed |
|  |  |  |  |
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Signatures

| | Employee | Manager | Date |
|---|---|---|---|
| **Set up** | | | |
| **Mid-year review** | | | |
| **Final review** | | | |

# 13: TRAINING AND DEVELOPMENT PLAN FOR AN INDIVIDUAL

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| Major tasks of this positon | What training is required? (if any) | How will this be achieved? | By when? | By who? | Who will organise it? |
|---|---|---|---|---|---|
| e.g. Communication | e.g. Yes | e.g. Through non accredited training | e.g. End of the year | e.g. Internal mentoring | e.g. The employee |
| e.g. Communication | e.g. Yes | e.g. Nationally recognised competency units from Diploma qualification | e.g. End of the year | e.g. External RTO | e.g. The employee |
| | | | | | |
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Where can you see your career moving to in the next few years?

What assistance from the company will you need to reach your career goals?

# 14: TRAINING AND DEVELOPMENT PLAN FOR A WORK TEAM

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| Priority | Skill gap | Who will need the training? | Type of training | Description of training | Training providers | Cost | Completion date |
|---|---|---|---|---|---|---|---|
| e.g. High | e.g. Communication | e.g. All personal care staff | e.g. Non accredited communication training | e.g. Face to face | e.g. SAM national training providers | e.g. $80 per person | e.g. End of the year |
| e.g. High | e.g. Communication | e.g. All personal care staff | e.g. Nationally recognised Skill Set | e.g. Face to face | e.g. External RTO | e.g. $80 per person | e.g. End of the year |
| | | | | | | | |
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# 15: SUCCESSION PLANNING

Succession planning links in with workforce planning where critical positions are targeted and staff are supported to prepare to qualify for the targeted positions. The process matches the workforce planning process. Succession planning is establishing a pool of talented workers to fill future vacancies in the workforce in key critical positions.

**Organisations must:**

- Identify which roles are critical to the successful operations of the business
- Assess the potential for vacancies in leadership and other key critical positions
- Assess the readiness of current staff to uptake these positons
- Develop strategies to address these needs based on the gaps including; mentoring, professional development and training

A good Succession Plan enables a smooth transition with minimal disruption to everyday business. By being able to plan in advance you can maximise the value of your business and enable it to meet future needs. Your succession plan will be unique to the organisation and must be attainable, realistic, and timely.

**Key considerations for succession planning:**

- What skills / abilities / corporate knowledge will I need to replace?
- What impact will a vacant key role have on day-to-day operations and constant business practices?
- Are you able to identify employees that may be in the departure lounge of the organisation?
- How can you maintain corporate knowledge?

**The benefits of succession planning:**

- Identifies development needs
- Ensures that staff talents and skills are recognised
- Improves morale
- Improves commitment in the workplace
- Provides opportunity for high performers
- Increases retention rates
- Identifies professional development needs of the organisation

**Strategies to consider:**

- Plan for the development of skills, knowledge, abilities and personal attributes on the job though formal training and / or mentoring
- Succession planning through mentoring is a fantastic way to retain corporate knowledge
- Don't wait until the last minute this should be part of your everyday business
- Have a plan for transition in place
- Accept that there may be new ideas and new ways of working come out of this process
- Accept change and innovation when it arises
- And lastly don't forget to consider who will replace you when it comes time

# 16: **MENTORING**

## Mentoring is the transfer of skills and behaviors that support and enhance personal and professional growth.

Mentoring is important to assist staff in gaining skills, in managing changing demands and in understanding required performance.

Mentoring focuses on helping employees' development and supports individual's career progression. There are two parties in the mentoring relationship: the mentor – who is an experienced, knowledgeable person, and the mentee.

Mentoring can take form in many ways with the development of the mentee in any or all of the following areas:

- technical skills associated with the practical application of the mentee's proficient expertise in their field
- personal effectiveness skills to assist in communication, interpersonal and self-management skills
- business and professional skills
- leadership skills
- current role and responsibilities
- skills development
- career pathway
- social issues (e.g. how to achieve success, ethics, collaboration)
- promotion and leadership opportunities
- on an as-needed basis for problem solving issues and feedback

Mentoring relationships will vary depending on the required and specific developmental needs of the mentee.

Mentoring relationships are not limited to inside the organisation and can be conducted with a number of people. They can be conducted with the mentee's direct manager, outside the mentee's direct reporting line, or with an experienced professional who is external to the organisation.

The most important element of the mentoring relationship is trust and honesty.

# 17: EXIT SURVEY

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Some suggested questions for your survey

Using the rating scale with 5 being the highest score and 1 being the lowest, score each question only once.

Please place a tick (✔) in the column which best describes how you feel.

| Question | 1 | 2 | 3 | 4 | 5 | N/A | Comments |
|---|---|---|---|---|---|---|---|
| My job was challenging? | | | | | | | |
| My skills were effectively used? | | | | | | | |
| When change was taking place I was consulted | | | | | | | |
| Were you developed / inducted adequately for your role(s)? | | | | | | | |
| My workload was reasonable? | | | | | | | |
| My supervisor had good knowledge of the job? | | | | | | | |
| My supervisor had good supervision skills? | | | | | | | |

| Question | 1 | 2 | 3 | 4 | 5 | N/A | Comments |
|---|---|---|---|---|---|---|---|
| My supervisor was open to suggestions? | | | | | | | |
| My supervisor recognised employees contribution? | | | | | | | |
| My team was adequately staffed? | | | | | | | |
| My team was efficient? | | | | | | | |
| My team worked well together? | | | | | | | |

| | |
|---|---|
| What is your main reason for leaving? | |
| Could anything have been done early on to prevent the situation developing / provide a basis for you to stay with us? | |
| How do you feel about the organisation? | |
| What has been good / enjoyable / satisfying for you in your time with us? | |
| What has been frustrating / difficult / upsetting to you in your time with us? | |
| How would you describe the culture or 'feel' of the organisation? | |
| How did the reality alter from your expectations when you first joined us? | |
| Would you consider working again for us if the situation were right? | |

*NB: This is an example of a very simple exit survey it can be as simple as you please or a more robust complicated survey depending on what information you a wishing to gain from the survey.*

# 18: STAFF SATISFACTION SURVEY

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Please place a tick (✔) in the column which best describes how you feel about your work environment.

| Question | 1 | 2 | 3 | 4 | 5 | N/A | Comments |
|---|---|---|---|---|---|---|---|
| When I have asked for training to do my job better I have received it in a timely manner | | | | | | | |
| I have the tools and resource I need to do my job | | | | | | | |
| When change is taking place I am consulted | | | | | | | |
| I have a good understanding of what is expected of me | | | | | | | |
| I feel I am paid the right amount of money for the job I do | | | | | | | |
| I feel appreciated | | | | | | | |
| I understand the organisation's values and missions | | | | | | | |
| I feel that good work is recognised | | | | | | | |

| Question | 1 | 2 | 3 | 4 | 5 | N/A | Comments |
|---|---|---|---|---|---|---|---|
| I think the business morale is high | | | | | | | |
| I feel that I am kept informed | | | | | | | |
| I feel that we have strong leadership | | | | | | | |
| I find my work challenging, interesting and meaningful | | | | | | | |

| The best three things about working here are: | 1 | |
|---|---|---|
| | 2 | |
| | 3 | |
| The three things I would most like to improved are: | 1 | |
| | 2 | |
| | 3 | |
| Any other comments? | | |

*NB: This is an example of a very simple staff satisfaction survey it can be as simple as you please or a more robust complicated survey depending on what information you wish to collect.*

# 19: CHANGE MANAGEMENT

Change is constant in today's business environment and much of it is externally driven. While some change is about positive growth and planned innovation, other change can be sudden and unwanted. If poorly managed, any kind of change can negatively impact the organisation's reputation and productivity.

The following diagram provides an effective process for change, guiding you through a series of key steps for planning and managing change in your organisation.

## Change Management Process

**Establish the need**
- Develop your business case
- Identifiy Stakeholders
- Identify project lead
- Identify project team
- Is the change linked to core business or new business?
- Current strategic plan supporting a need for change

**What will the change look like?**
- Establish outcomes and measures
- Embed in strategic and operational plans
- How are you going to communicate the change process?
- Identify benefits to be communicated to the team
- What will the timeframe be?

**Empower people to act**
- Remove obstacles to change
- Ensure systems and processes are supportive
- Encourage creativity and risk-taking
- Establish link to values and culture
- Share all available information
- Communicate
- Leaders to model the way

**Plan change**
- Identify strategies
- Develop a plan
- Manage as a project
- Obtain resources
- Communicate

**Implement change**
- Appoint a change coordinator
- Assign responsibilities
- Embed into ways of work
- Implement short term wins
- Celebrate progress
- Provide rewards
- Communicate

**Review change**
- Measure and report
- Celebrate achievements
- Recommend further opportunities
- Communicate
- Document and share lessons learnt

# 20: FUTURE WORKFORCE REQUIREMENTS

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| | Gap | Supply | | Gap | Demand | | Gap | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Job role** | **New or existing role** | **Location** | **Current FTE** | **Risk of job to service** | **Maintain / Grow / Decline** | **Future FTE** | **Timeline** | **Risk of not meeting demand** | **Is the role meeting needs / expectations?** | **Qualifications required** | **Skill Sets required** | **Competencies required** | **Other actions** |
| e.g. Direct Support Worker | e.g. New / Existing | e.g. Location | e.g. 8 | e.g. Critical / Required / Optional | e.g. Maintain / Grow / Decline | e.g. 12 | e.g. 2014 / 2015 / 2016 / 2017 / 2018 | e.g. Extreme / High / Moderate / Low | e.g. Yes / No | e.g. Certificate III | e.g. Mental Health Support | e.g. Client Service | e.g. High Turnover % |
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# 21: JOB ROLE SWOT ANALYSIS AND WORKFORCE PLAN PRIORITIES

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## JOB ROLE TITLE:

| Workforce Plan Priorities | Opportunities Impacting Job Role | Threats Impacting Job Role |
|---|---|---|
| | | |

■ The current capabilities of the workforce/role

■ Workforce plan actions and priorities in light of strengths and weaknesses

■ The external issues that impact the workforce/role

| Current Job Role Strengths | Action this Year *(within the next 12 months)* | Contingency Action |
|---|---|---|
| | In light of the strengths and opportunities of this job role what should we be doing now to build for the future? | If resources permit, what can we be doing to mitigate threats to this job role? |
| **Current Job Role Weaknesses** | **Action with Caution** | **Critical Action Right Now** *(highest priority)* |
| | If resources permit, what opportunities should we be taking to strengthen the role? | What are the critical, immediate actions we must take to respond to urgent needs regarding this job role? |

■ The current capabilities of the workforce/role      ■ Workforce plan actions and priorities in light of strengths and weaknesses

■ The external issues that impact the workforce/role

**JOB ROLE TITLE:**     **DIRECT CARE WORKER**

| Workforce Plan Priorities | Opportunities Impacting Job Role | Threats Impacting Job Role |
|---|---|---|
| 1. Review appointment practices and prepare a cost benefit analysis to consider conversion of some workers to fixed term agreements<br>2. Offer more IT training and support linked to performance management if required<br>3. Develop / implement procedure for preparing staff to work with high needs clients<br>4. Use current performance of staff to identify 10 workers to complete Certificate IV Disability<br>5. Liaise with State Government to apply for and access employer subsidies<br>6. Conduct Client Satisfaction Surveys every six months and use feedback to guide Professional Development (PD) | • Expansion of services into new regions is occurring at a rapid rate<br>• Our service intends to expand services through NDIS from 2016<br>• State Government has prioritised higher skills (above Certificate III) making funding available to offset training costs | • Other service providers are offering permanent part-time work and may be more attractive to our staff<br>• Quality Agency will be conducting external audits of services within the next six months |

■ The current capabilities of the workforce/role        ■ Workforce plan actions and priorities in light of strengths and weaknesses

■ The external issues that impact the workforce/role

| Current Job Role Strengths | Action this Year *(within the next 12 months)* | Contingency Action |
|---|---|---|
| • The vast majority of staff receive positive feedback from our clients<br>• Annual mandatory training and fortnightly PD is being completed by all current staff<br>• Underemployed staff are picking up extra work / shifts as we grow | • Apply to State Government for funding to train the most capable staff in Certificate IV Disability<br>• Review scheduling to ensure efficient rosters are being managed with staff travel time between clients<br>• Continue to survey clients for formal feedback on services being provided | • Review the hours being worked by all staff and review individual performance to identify staff who may be worth converting to permanent part-time<br>• Focus fortnightly PD on issues which may impact Quality Audits |
| Current Job Role Weaknesses | Action with Caution | Critical Action Right Now *(highest priority)* |
| • All direct care workers are employed casually to maintain flexibility – this impacts availability and job security (turnover is increasing)<br>• A number of staff are not using the on-line care management system correctly – progress notes may not contain sufficient information to support DSS claims<br>• The majority of clients have lower care needs and it has been some time since some staff provided higher level care / support | • Staff identified to continue studies in Certificate IV in Disability be offered permanent part-time employment – consider traineeship which will allow employees to be paid and study during work time<br>• Work with software vendor to see if the current care management system can cope with NDIS reporting requirements to reduce additional staff training in a new system | • Review organisational policy on engaging direct care workers only as casuals, prepare costing models and Return on Investment (ROI) estimates to convert some positions<br>• Provide one-on-one support to staff whose use of the on-line care management system is not satisfactory – include improvement actions in professional development plan, if required document and follow up as performance management process<br>• Have EN / RN complete buddy shifts with direct care worker when they are allocated a high needs client to ensure personal care and manual handling are being completed correctly and safely |

■ The current capabilities of the workforce/role ■ Workforce plan actions and priorities in light of strengths and weaknesses

■ The external issues that impact the workforce/role

# 22: DETAILED WORKFORCE PLAN

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## INTRODUCTION

Introduction to the Workforce Plan

Aims and objectives of the Workforce Plan

## EXECUTIVE SUMMARY

## STRATEGIC ANALYSIS

Forces Driving Change

Industry Critical Success Factors

Opportunities & Threats

## Strengths & Weaknesses

## Constraints

## Assumptions

## CURRENT WORKFORCE PROFILE SUMMARY

| Job role | No. of employees | | | Gender Headcount | | Employment status Headcount | | | | Age Headcount | | | | Specific population groups Headcount | | | Highest level qualification Headcount | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | FTE | % of Workforce | Headcount | Male | Female | Permanent | Temporary | Casual | Contract | <35 | 35 - 44 | 45 - 54 | >55 | Aboriginal | Torres Strait Islander | NESB | Nil | Cert. III - IV | Diploma | Degree | Masters | PhD |
| | | | | | | | | | | | | | | | | | | | | | | |
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| **TOTALS** | | | | | | | | | | | | | | | | | | | | | | |

## FUTURE WORKFORCE REQUIREMENTS

| Job role | New or existing role | Location | Current FTE | Risk of job to service | Maintain / Grow / Decline | Future FTE | Timeline | Risk of not meeting demand | Is the role meeting needs / expectations? | Qualifications required | Skill Sets required | Competencies required | Other actions |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Gap Supply | | Gap Demand | | | Gap | | | | | |
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# WORKFORCE PRIORITIES AND STRATEGIC ALIGNMENT

| Strategic priorities | | Action officers | | Operational priorities and alignment to workforce development actions | | | | Context | Performance |
|---|---|---|---|---|---|---|---|---|---|
| Strategic goal | Key strategic actions | Responsible | Partner/s | Desired goal / outcome | WD action/s | Timeframe | Budget | Planning and policy context | Indicators / targets |
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# MONITORING AND EVALUATION PLAN

# 23: ONE-PAGE WORKFORCE PLAN

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Based on Essential HRM Processes

| Strategies to Attract, Recruit and Select | Strategies to Induct, Train and Develop | Strategies to Motivate, Manage and Reward Performance | Strategies to Retain and Support | Strategies to Lead and Communicate |
|---|---|---|---|---|
| Strategic and Operational Goals / Priorities<br><br>Current Position / Issues | Strategic and Operational Goals / Priorities<br><br>Current Position / Issues | Strategic and Operational Goals / Priorities<br><br>Current Position / Issues | Strategic and Operational Goals / Priorities<br><br>Current Position / Issues | Strategic and Operational Goals / Priorities<br><br>Current Position / Issues |
| Actions | Actions | Actions | Actions | Actions |