

“Engaging Human Resources in the Strategic Objectives of the University”

Case Study - University of Western Sydney

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Abstract

The University of Western Sydney was founded in 1989 and consisted of 3 member institutions with quite distinct policies, practices and cultures. In 1999 under the banner of *Shaping Shape of the Future* the 3 Member institutions were integrated under a unified structure. A very clear vision for the new university was articulated and restructuring took place through 2000 and 2001. The 3 Human Resource Units were brought together into a single structure but for logistical reasons were not able to be brought together as an operating unit until December 2002. During 2002 a Quality of Service audit was conducted throughout the university as part of its ongoing commitment to service quality throughout all aspects of the university. As a result of this audit several Quality of Service Projects were identified. These projects were to be undertaken simultaneously. Human Resources was an area identified as in need of considerable work in order to deliver the necessary Human Resources services that the university required to satisfy its operational and strategic objectives.

This paper traces the progress of this project from scoping through its implementation. The conduct of the project; its successes and failures, resourcing, impediments and valuable lessons, are explored. This work can be seen from both macro and micro perspectives. The macro elements are those associated with overall organisational change driving towards the achievement of stated mission, values and goals. The micro elements consist of the daily processes undertaken with the Human Resource staff. These range from communication to process redesign and implementation. The work is in its last phases of operation and already indicates that if the work is successful the legacy is one of a Human Resource unit that is committed to a customer focus and continual improvement.

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Introductory Context

The University of Western Sydney was established in 1989 as a federation of three University “Members” with a specific charter, enshrined in its enabling legislation, to provide high quality educational opportunities for the people of the Greater Western Sydney Region. The Member institutions, formerly Colleges of Advanced Education, were characterised by different histories, cultures, management structures and policy frameworks. Each operated over two campuses and each had a separate strategic plan and an independent academic program.

The federated structure allowed for significant operational autonomy for the Members and for a limited coordinating role at the University level. This structure was found to limit the cross-institutional cooperation and collaboration that was envisaged at the creation of the University and led to growing frustration and dissatisfaction from staff, the community, other universities wishing to work with UWS and Government.

In 1995 the growing concerns about the operation of the federation were brought into stark relief when one Member institution sought approval from the University’s governing body and the State Government to leave the federation and to become a University in its own right. This would have led to the disestablishment of the University. The Government did not support this request and so began the inevitable journey towards fundamental structural change for UWS.

1996 saw the election of new Federal Government and with it a new policy and financing framework for higher education in Australia. The Federal Budget of 1996 heralded a substantial change to Government investment in universities and UWS, as with all universities, began to experience for the first time a real decline in funding and a move away from the growth trajectory that the University had enjoyed in its early years. This started to create internal pressures to manage better the University’s resources and to develop the means to increase other sustainable income sources.

As a new Vice-Chancellor took office in April 1998, the University was for the first time described by the Federal Government Education Department as an institution “at financial risk”. It was also seen as a University bedevilled by internal contradictions and operational inefficiencies. The Vice-Chancellor’s mandate was to continue the growth of UWS as an institution of substance

and reputation within the environment of diminishing Government investment in higher education. Her first response was to consult extensively with staff and for the first time to provide the opportunity to question objectively, and in a low-key way, the very nature of the University's structure. These conversations quite some became public calls for change.

What followed in late 1998 and early 1999 was a series of improvement projects that were gathered under the title of "*Agenda 2000*". These projects were designed to encourage staff and the senior management groups of the University Members to bring about administrative and academic support efficiencies and in this context to consider "sharing services". This was at the time, for all such functional areas, a quite radical and at times confronting approach. One of the service areas captured in the *Agenda 2000* projects was Human Resources. As with many change processes the early conversations built to a crescendo that called for an integrated and unified structure.

In 1999 the Board of the University endorsed a blueprint for fundamental and far-reaching change – *The Shape of the Future*. This foreshadowed a new unified organisational structure, a unified administration and academic support services and a savings target of \$10M per annum. A critical implication of the new structure was the reduction in senior staff numbers from just over 60 to 28. This was essential as UWS has three of almost all senior positions and sometimes more. There were, for example, three Directors of Human Resources (one at each Member) and a central coordinating senior position of Employee Relations Manager for the University at large.

The process to implement this new structure continued throughout 2000 and 2001. It was not without its difficulties but was designed to bring together the three separate functional groups from each Member and to seek their support, ideas and management of the changes within their areas.

This process was adopted to develop structural proposals for the provision of efficient and effective human resource services in the "new" UWS. It became apparent quite early in the change process that it was essential to have a Director of the functional area in place for real progress to be made. Quite simple a "change champion" with a vested interest in achieving an effective and viable unit structure and operational arrangements was vital to moving forward.

In Human Resources this appointment proved to be difficult to achieve. It was some time after the process began before an external appointment was made to this position. The time that elapsed in the appointment process led to Human Resources marking time and for the three separate cultures and policy approaches that had existed in the Members continuing.

By 2002 a number of service areas including Human Resources had been identified as still requiring support and further work to realise the objectives of the *Shape of the Future*, most particularly, to assure the development of a

contemporary structure together with processes and systems that reflect best practice and the complexities of a large multi-campus institution.

To ascertain the full extent of the difficulties being experienced by units across the University and by the staff and student users of the services provided, the services of an external project team from Price Waterhouse Coopers were enlisted. The project team conducted a staff and student survey, focus groups and individual consultations. The information gathered identified a number of functional areas requiring assistance to improve the services they provide and to examine the structures and processes currently in place.

The University Executive approved eight priority areas for improvement projects and a comprehensive University-wide program established to support the necessary work was established. This program was titled the “*Quality of Service*” program. Human Resources was one of the eight priority areas. The structure for each project comprised: a Project Sponsor, a Project Manager, the Director of the functional area and a Project Steering Committee.

The University’s Board endorsed this suite of continuous improvement/service quality improvement projects as one of the critical activities for UWS in 2003.

Project Scope

The full scope of the project is attached in Attachment A.

This section deals with the overall objectives and the reasoning behind the scoping exercise.

The UWS Strategic Plan has, as one of its objectives:

“UWS will foster collegiality and professionalism amongst staff and reward achievements and excellence”

In this context the Plan outlines the University’s aim to “*provide a supportive and rewarding environment for all its staff to maximise professional development and career growth opportunities*” and “*to adopting practices that recognise and address workload, support and resource needs*”.

As the management, support and recognition of staff are at the forefront of the University’s strategic planning so too are the opportunities, challenges and expectations of the Office of Human Resources (OHR).

The OHR is fundamental to the success of the University. The process to review and reshape the HR structure is pivotal to that success.

Given this, the OHR is at a crossroads in relation to the provision of products and services to the University as a whole and to the various client groups within the university. It is now faced with the challenge of moving from a personnel/industrial relations model of HR that is inherently internally focussed to one that is focussed on the achievement of the organisation and its Colleges and Divisions. This required movement is in line with what is being demanded of HR not only in universities but also in large complex organisations where a focus on the performance of people is considered a critical ingredient to the achievement of strategic and operational objectives of the

organisation. Organisations are becoming acutely aware of performance and the various ways in which that can be measured. Sustainability of organisations no longer depends on doing the same things in the same ways. (HR Staff paper,UWS,2004).

This extract from a Staff paper clearly defines that to be excellent in its service provision to the University, Human Resources needs to be concerned with the strategic goals of the university. These are not defined by HR but rather by the leaders of the university.

In preparing the scope of this work, the challenges, priorities, mission, goals and values of the university were carefully reviewed. This material was then compared to what had been established as the present state of service provision and set within a context of a list of characteristics for value adding HR provision.

Sullivan (2003) provides the following essential elements of HR service that add significant value to their organisations. This definition of value indicates that HR helps the organisation to fulfil its intended purpose, by taking a long term and customer focussed view of service provision. I have modified these to be more specific to the university environment. Human Resources,

- Has an external focus which ensures that HR is aligned with organisational goals and with changes in both the university specific and higher education environment generally.
- Builds a performance culture according to the definitions of excellent performance within the university.
- Increases employee productivity and profit
- Provides a competitive advantage
- Makes fact based decisions using metrics
- Is proactive and future focussed
- Uses a coordinated and integrated approach in all its efforts
- Builds and employment brand
- Uses technology as a cornerstone of all activities

All of these materials were used in determining the scope of the Quality of Service Project. The following global objectives were finalised with specific tasks and strategies, performance outcomes and measures and timeframes prepared.

Objective 1

Develop a high level People Strategy that establishes how Human Resources works to achieve the university's strategic and operational goals.

Objective 2

Review and redesign UWS people systems within a " systems thinking" framework that allows for simplification and management empowerment.

Objective 3

Develop and implement an HR reporting regime that provides reliable, accurate, timely and relevant information to university management.

Objective 4

Establish a customer focussed mode of operation within the Office of Human Resources.

Objective 5

Establish an HR model that delivers high levels of services as defined by the People Strategy

Objective 6

Communicate HR services, policy and processes to all users and stakeholders.

It can be seen from these objectives that the scope was both intensive and extensive. Associated with the full project scope was a Risk Statement. Identified risks included;

1. Limited availability of HR Resources to undertake the necessary analysis, development and implementation work.
2. The large number of processes and systems to be re-engineered.
3. QoS project is being undertaken concurrently with the negotiations of the Enterprise Agreements
4. Lack of buy-in of HR, general and academic staff and other key stakeholders
5. Inability to maintain service levels during the project.

The identification of these risks at the beginning of the project turned out to be very important as through the progress of the project several of these risks were realised. Some redesign work was halted as a result of union negotiations in the Enterprise Agreement. HR buy-in was slow to obtain and never unanimous. The demand on HR staff resources was considerable even with the addition of the external project team members and daily work was difficult to complete.

Initially the external project team consisted of a Project Manager working 4 days a week and a Strategic Project Director working 2 days a week. This was later supplemented with an additional external team member who focused on the documentation of Standard Operating Procedures and Managers' Toolkit and the delivery of these through the intranet.

Process of Project

The main principle of the project in HR was "This is HR work". As such although there was a project team to provide the framework for the work, to

provide additional support and to facilitate the movement from one model of operating to another, the work belonged to the HR Managers and their staff. An important assumption of the People Performance System is that people want to do a good job and are capable of doing a good job. More often than not poor performance is a system performance issue rather than an individual performance issue. This assumption was built into the project.

Several staff briefings were held to introduce the principles and assumptions of the project and to clearly communicate the objectives and deliverables. These were open forums for staff to express their views on the project and to clarify issues about their present situation. Fortnightly Quality of Service meetings were held with the managers to set priorities and monitor progress.

All staff training days on “Systems Thinking” were conducted to ensure that everyone was exposed to the methodology to be used in reviewing policy, process and procedures. Workshops were conducted with small work teams to review, simplify and streamline internal operating procedures

What quickly became obvious was that although managers acknowledged that they owned the work, they saw it as additional to their daily operational work. For the first couple of months of the project much effort was put into understanding the full nature of the change required and the project team did a considerable amount of the actual work. This detracted from the overall project management and prevented immediate manager engagement. At times they acted like “critical friends” of the project rather than being responsible for performance.

One of the strategies that helped to engage the managers, was incorporating their daily work within the project. This took a couple of months to take effect but the constant reporting and monitoring of performance required through the university wide established infrastructure for Quality of Service, resulted in some behavioural changes in the HR managers. The project was seen to give their own work a platform of visibility that had previously been minimal. This also provided recognition that everything that HR did was actually a Quality of Service issue.

Customer interviews were conducted about HR service provision, product quality and alignment to customer requirements. These data were fed back to managers and through them, to the staff. This was a particularly difficult experience for the HR managers and staff. In addition, feedback from the Steering Committee which had representatives from the various stakeholder groups in the university was also a constant reminder to the HR community that their impact on the organisation was considerable and that higher levels of performance were demanded.

Steering Committee meetings were held monthly to review the progress of the project. This forum was an excellent source of guidance. The minutes of these meetings were not only physically circulated to HR managers for discussion but were also available on the web for the university community.

The degree of authority of the consultants doing the work was initially a problem for the progress of the project. Work was completed, the material presented and discussion held with managers and other stakeholders, only to find down the track that the new material had not been implemented. This was often not realised until an external complaint was received. Implementation strategies for any changes to procedures were either not in place or not followed through. Changes often got lost in the priorities of daily work. This had the effect of some disillusionment with the project as work that staff had put into the project was not being realised in their daily work. Levels of staff frustration were increased and resulted in a reluctance to become involved with the change process as it did not seem to be delivering.

Length of time on the project increased its credibility as managers and staff realised that this work was going to be done and their contribution was vital to their own success. Momentum of work increased with time, particularly in the review and redesign of procedures.

Some preliminary staffing rearrangements were put in place due to customer demands. However this initial solution was transitional and further served to highlight the need for structural realignment. To support this a three day workshop on Consulting Skills was provided to some staff. This was a valuable skill assessment and building exercise.

While considerable progress has been made in terms of customer feedback, reflecting some cultural change about what is expected and how those customer expectations can be met, this progress is not necessarily aligned to the original plan timeframes.

It was recognised in the 4th quarter that the scope of the challenge facing Human Resources was greater than initially estimated and the project was extended into 2004. At this time there was a realisation that the pace of change needed to be accelerated. An additional consultant was brought in who had experience in designing the 'look and feel' of documents into a consolidated and integrated whole. This work was of major significance in the following ways.

1. The stabilisation of internal procedures was demonstrated through a single set of procedures that had a consistent and professional appearance. For HR staff this was very tangible evidence of the value of the project to their daily work.
2. Internal customers began to see forms, templates checklist etc that were clearly designed and easy to use.
3. For people external to the university these materials provided evidence of the type of working environment being encouraged at the university.

Technological advances made during the project also made an important contribution to the progress of the project. Several electronic self service web based mechanisms were implemented through HR.

- The first was the use of auto pay for casuals. This is a very time consuming and resource hungry process for HR. Although this

is not a solution for all casual payments it is a considerable move forward.

- The second was the introduction of a product called Staff Online. As an initial phase individuals were able to change their personal details and their banking arrangements.
- This was followed by team leader access which allowed team leaders to see their team members details such as start dates, contract expiry dates, probation and increment dates. This work released HR from sending team leaders notification every time one of these significant dates approaches, in order to initiate action.
- The next release allowed annual leave to be electronically authorised and therefore automatically booked into the system. Again some of the transactional work of HR is considerably reduced. The use of technology to do much of the transactional work will continue.

This transactional work reduction is a vital step in getting HR staff to develop a future orientation to their work. Predictions of work changes make little impact until some evidence is presented. Even though it does not overcome all cynicism it does allow the possibility of different work arrangements to be contemplated.

The availability of data to the university, its managers and individual employees was a serious issue for HR. Although there was a centralised system, the amalgamation of three separate members who had different procedures and processes meant that the integrity of some of the data was questionable. Increased emphasis was placed first on the performance of some of the HR people management systems through regular reporting to the University Secretary on a monthly basis.

Portal technology has enabled workforce demographics to be delivered to managers' desktops specific to their work area. The availability to different forms of data will continue over time. In addition a whole of university Human Resource Annual Report has been constructed which looks at a variety of metrics focussing on the performance of human capital resources in relation to investment.

The move from a personnel/industrial relations model to one where HR partners with the customers to predict, advise and design people management issues and solutions is the aim of this work. Our customers wanted closer working relationships with HR but not with all of HR! The service delivery model had many different HR staff touching the customer. Customers were confused about who to contact, were often given conflicting information and consequently had reduced confidence in the credibility of HR.

The proposed structure for HR is designed to provide much greater high level support for the managers of the university. In order to add value, HR needs to understand their business and the challenges they face in the delivery of their

teaching and research outcomes. The Jensen Group (1997) argues that in knowledge based organisations real value is tied to decision making and that work complexity disables large portions of the workforce in their efforts to meet customer, stakeholder and employee needs. What this means for HR at UWS is that its primary role is to transform their products and service provision to their customers in a way that increases the decision making capability in the people management areas of their responsibility. This restructuring and realignment work is underway at the time of writing.

Achievements

To date the following outcomes have been delivered;

1. A single set of simplified processes.
2. An increased focus on the purpose of HR – that is to assist the university to achieve its strategic and operational objectives.
3. Greater attention to issues of performance within HR.
4. A reporting regime, that is visible, regular and meaningful.
5. Greater use of technology to reduce data entry work for HR staff.
6. An increased understanding of the actual work of clients
7. A clear set of annual priorities for HR
8. Some enthusiasm for the movement away from the Personnel/Industrial Relations model towards a Business partnership model.
9. Some recognition of the prioritisation necessary for different customer groups

Some of these achievements are remarkable in relation to the position from which the project started. However although all the above have been delivered to date that should not be taken to imply that the potential value of these deliverable has been realised.

This is the beginning for the Office of Human Resources at the University of Western Sydney. The value will be extracted when these achievements are part of the daily operation of HR and that performance is driven through the leadership of HR.

A word of caution needs to be injected here. As soon as this value is extracted, it will be insufficient – the changing environment of higher education will place greater demands on HR to work through the complex people management systems . Thus the movement towards a new model of working is really a transitional step toward being a business leader (Sullivan, 2001). This implies actually being a leader in the people management issues that the organisation faces.

Yet to be Achieved

The nature of this project is such that although the actual project will be completed, the work is never finished. This is quite disheartening for some staff who crave stability and work on the premise that once you fix an identified problem that is the end of your responsibility. The following outcomes are yet to be achieved, some of these shifts have started but still have considerable progress to make.

1. A structure which will deliver an efficient, effective and performance oriented suite of HR products and services.
2. Further redesign of overly bureaucratic and complex policies, procedures and processes.
3. A data set that is accurate.
4. A mindset of cultural change and thus an opportunistic approach to transformation.
5. A leadership team capable of driving the necessary changes.
6. An acceptance of the changing skill set required of HR.
7. An understanding of HR's role in the branding of the university as an Employer
8. The need for a marketing approach to HR
9. Constant reference to metrics as part of HR decision making
10. Pride in the work that HR does as a valuable function in the university.

You will note that many of the items on the "Yet to be Achieved" list are attitudinal and behaviour in nature and the sort of characteristics that are desired in much cultural change work.

Using a systems thinking framework approach, one of the assumption is that systems drive behaviour. When reviewing the people systems it is necessary to look at the cultural aspects of the system. What values are reflected in this system? Are these appropriate for the organisation? What behaviour is presently being observed around this system? What mythologies exist around this system? What mythologies would you like to exist? The design work which does not take these aspects into account will fail to deliver a behavioural or cultural change.

Some of this design work is still to be done but is being incorporated as we progress.

Learnings

There is nothing new in the "what" that we have learned through this project. What we have learned is that even when you think you have taken those previous learnings into account and allowed for them through the progress of the project, life and work is messy and that you cannot plan meticulously for it.

For us as HR professionals working within an HR environment some additional lessons around different levels of understanding about what Human Resource practice might look like in the 21st century were very instructive. The following lessons are a summary of our learnings to date.

1. Too much staff engagement is never enough
2. Double or treble the effort in managing the management system process
3. Emphasis on process works to obscure the purpose and the evaluation of products and services
4. High levels of frustration, process difficulties and customer complaints drive a siege mentality – not one amenable to change
5. High level ownership needs constant reinforcement and demonstration

6. Establish reward and recognition mechanisms aligned to the change program in advance
7. Double your timelines or double your resourcing
8. Behavioural change is difficult in HR environments – they are experts on others' change management and do not apply same principles to their own organisation.

This last lesson is a critical one for the theme of this conference. Machin and Williamson (2001, quoted in Otter, 2003) note that

While HR professionals see themselves as guardians of change management and are happy to oversee the implementation of such programs within the organisation, they may be unwilling to embrace change themselves.

Similarly Sullivan (2001) remarks in an article on the challenges facing HR in the future, that in his observation “more often than not HR moves at the speed of rock!”

Is this true of HR in the Higher Education sector? What must HR do as a profession within the HE sector to assist universities to maximise their people management capability in order to achieve their strategic and operational objectives in an increasingly complex environment.

The lesson about speed although reflected in a micro setting here is in fact a macro one related to cultural change work generally. This work can be speeded up in environments where there are very clear lines of hierarchical control and remunerations systems are based on performance. However in organisations such as universities where great value is placed on collegiality and participation, the people management systems often involve committee based structures and strict procedures about how participation is to be organised and recognised. Although there is universal agreement with the principles of consultation and participation, there is considerable debate about whether the structures designed to facilitate this in fact have become so bureaucratic as to be concerned with the process itself rather than the outcome. At UWS this concern is reflected in the customer's view that Human Resources are more concerned with their own processes than providing solutions and assisting the decision making of the university managers.

Any cultural change work about service provision in a university environment must critically examine the people management systems from what is often touted as best practice organisations. These models are often designed in manufacturing and service sectors but their adoption by universities is encouraged by funding and professional bodies to ensure greater accountability. However Dunkin (2002) argues that not only are many of these practices alien to universities but are increasingly seen as inappropriate to knowledge-based professional organisations in the corporate sector because the underlying assumptions about motivation are at odds with what research shows motivates professional knowledge workers.

The challenge faced by this project was to accommodate these values as expressed within the Human Resources staff but also to encourage the HR

environment to understand the nature of their clients as knowledge workers and the complexity and changing nature of their work.

Conclusion

The Quality of Service Project at the University of Western Sydney was established on the recognition that Human Resources play a vital part in the achievement of its strategies. This minimum standard for most organisations is that HR do the basics right. While this project started with an emphasis on getting the basics right, as can be seen from the scope and progress of the project this was an insufficient basis for service and product delivery for HR in UWS as it moves forward.

Human Resources has a lot of work to do in order to move from being a strictly individualised processing operation. This means that the majority of HR work should not be seen as dealing with individual queries and spending large amounts of time on individual difficulties as case work. The ramifications for such a move are not only felt in the Human Resource Directorate but also in the organisation as a whole. Does the university as an organisation want a higher capability on people management throughout the university or is it content to hand over these issues to Human Resources? This effectively makes HR the de facto people managers of the organisation and the compliance police for the university.

This is very exciting work. It takes courage and stamina and steadfastness of purpose. As HR professionals can we rise to the challenge?

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Attachment A

Project Tasks and Outcomes

1. Develop a high level People Strategy which establishes how Human Resources works to achieve the university's strategic and operational goals

Tasks and Strategies

- Examine University wide Mission, Values and Strategic and operational Plans
- Extract the people issues from these documents
- Establish a 5 year People Strategy framework in line with the university plan
- Provide a process for establishing 1 year business plans against the Strategy
- Develop a Communications Plan to ensure that stakeholders and HR staff are aware of and committed to the People Strategy.

Performance Outcome and Measure

- (i) An approved and published People Strategy against which performance of the HR function can be assessed.
- (ii) Yearly business plans for the HR function.

Timeframe

- (i) Communications Plan developed within 3 months of approval for project.
- (ii) High level People Strategy Framework within 3 months of approval of project.
- (iii) HR Business Plan prepared for 2004 Budget preparation (September 2003)

2. Review and redesign UWS people systems within a systems thinking framework which allows for simplification and management empowerment

Tasks and Strategies

- Conduct workshops with HR staff to establish the systems thinking approach
- Determine the priority with which individual system redesign will be conducted and implemented.
- Identify and conclude current initiatives whose implementation can be accelerated to demonstrate the future approach of HR.
- Establish teams to conduct the review and redesign work of the priority people systems. Project plans need to be developed for each of these sub projects and their implementation.

These systems include but are not limited to:

- (i) IT Concept Project
 - Identify the opportunities for other people systems available when this project is completed - March
 - (ii) Occupational Health and Safety
 - (iii) Recruitment and Selection
 - Induction
 - (iv) Remuneration & Reward
 - (v) Performance Management
 - (vi) Separations
 - (vii) Restructure Processes
 - Job Evaluations
 - Organisation structure changes
 - Establishment changes
 - Job/position creation
 - Job/position changes
 - Determining Forms of employment
 - (viii) Grievance Process
 - (ix) Workplace Relations
- Develop and implement an overall communications plan which takes each of the priority systems into account

Performance Outcomes and Measures

- (i) A growing understanding amongst HR staff about systems design
- (ii) Project plans with measurable outcomes for each of the priority systems
- (iii) Stakeholder feedback data on systems as they are implemented
- (iv) Improved data on the performance of each of the people systems redesigned
- (v) Roll out plan for each system

Timeframe

- (i) Workshops to be commenced by the end of February and to continue through March
- (ii) Each people system redesign and implementation will have its own completion date

3. **Develop and implement an HR reporting regime which provides reliable, accurate, timely and relevant information to university management**

Tasks and Strategies

- From the priority decisions made according to the HR systems redesign, establish the metrics required to measure HR's performance against the People Strategy
- Ensure a capable resource skilled in HR metrics is available to action this work
- Link the people systems design and implementation teams with the IT system implementation work – to select which raw data can be converted into detailed measures
- Develop a reporting schedule
- Establish the communication messages and delivery channel.

Performance Outcomes and Measures

- (i) An HR reporting plan for university management
- (ii) A set of HR metrics recognised by university management as directly reflecting the contribution of HR to delivery of University strategic and operational goals.

Timeframe

- (i) The reporting plan completed within 4 months of approval
- (ii) Individual metrics will come on stream in line with the redesign of each people system
- (iii) Completed measure report available at the end of 2003.

4. **Establish a customer focussed mode of operation within the Human Resources directorate**

Tasks and Strategies

- Develop a HR Customer Code of Practice
- Establish the customer service standards against which performance will be measured
- Conduct customer service training sessions for HR staff
- Develop a communications strategy specifically for the Customer Service Code of Practice
- Work with stakeholders to develop Service Level Agreements

Performance Outcomes and Measures

- (i) HR Customer Code of Practice available to all HR customers
- (ii) Customer standards being met by HR staff as observed by supervisors
- (iii) Service Level Agreements with Colleges and Divisions
- (iv) Customer feedback

Timeframe

- (i) HR Customer Code of Practice available within 3 months of approval of project.
- (ii) Customer survey & feedback 6 months after HR Customer Code of Practice developed.
- (iii) Program for the introduction of Service Level Agreements completed by Dec 2003.

5. Establish HR Model which delivers high levels of service as defined by the People Strategy

Tasks and Strategies

- Establish the principles of the HR delivery model
- Identify what capability groupings are required to satisfy the delivery model
- Identify the activity clusters for the HR function
- Develop a new structure in accordance with the delivery model, the capability groupings and the activity clusters of HR
- Develop a program to populate the structure
- Develop a Communication Plan for HR staff and customers

Performance Outcomes and Measures

- (i) Capability audit
- (ii) Structural model
- (iii) Staff selection
- (iv) Staff transition
- (v) Metrics for the ongoing evaluation of the structure

Timeframe

- (i) Service Delivery Model finalised by July 2003 ready for piloting
- (ii) Proposal for structural change completed by end September 2003

- 6. Communicate HR service, policy and processes to all users and stakeholders

Tasks and Strategies

- Establish communication channels
- Determine accountability for communication to different levels of university management
- Develop an overarching set of consistent, reliable and relevant key messages about the HR function and its purpose
- Develop specific information about particular people systems
- Develop an HR information flow system
- Check for receipt of messages and make necessary adjustments to plan

Performance Outcomes and Measures

- (i) Different levels of university management feel confident that they have the necessary information to make their people management decisions
- (ii) University managers know how to get the necessary information within specified timeframes
- (iii) HR staff provide consistent and timely advice
- (iv) Stakeholder feedback

Timeframe

- (i) Project to be completed by December 2003.
- (ii) Individual people system policy and processes will be completed in line with the individual dates specified in the sub-project plans.