CHARLES STURT UNIVERSITY

Leading People

Resource Management

Version 1.0

Acknowledgement:

Workplace Productivity Program (WPP) grant from DEEWR.
Resources from the Division of Human Resources, the Office of Planning and Audit, Project Service Centre and Division of Finance. Resources from the CSU Frontline Management Program.

This module and these resources will be available on the Organisational Development, Division of Human Resources website from second session 2008.

Learning resource	Owner	Version:	Summary/Overview of changes
Leading People Series - Resource Management	Carissa Michel	1.0 September 2008	

Table of Contents

LEARNING IN THE WORKPLACE

To continue to reinforce your learning from this workshop and prior to the follow up session, when you return to your team use the table below to assist you to reflect on the concepts introduced. Your reflection may also incorporate other behaviours that you have observed from other leaders within your workplace as well. You should aim to identify at least 10 different situations.

As part of your reflection, identify some of your key strengths and opportunities for improvement in the way you apply resource management within the workplace. What steps might you be able to take to improve your own practice?

Effective Resource Management concept	How have you applied this? Try to think of a specific work situation	What attributes of effective resource management did you display?	What was the outcome? Describe this in terms of the characteristics of effective resource management.

PROGRAM OVERVIEW

This program is designed to introduce some of the key concepts and skills supporting resource management at Charles Sturt University (CSU).

Although this program does outline many of the important areas of resource management, further application of the concepts, principles and skills will help to refine and reinforce your management practice. To this end, you are encouraged to expand your knowledge and skills by taking up work based or other, more formalised learning opportunities at it's conclusion.

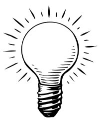
Program Objectives:

The key objectives of this program are to assist participants:

1.) Identify and develop an understanding of the framework and responsibilities for managing resources at CSU;
2.) Familiarisation with the key principles and systems for resource management at CSU;
3.) Identify resources available and apply appropriate strategies to improve resource management.

ICONS

The following icons appear within this learning resource. They highlight important information as well as activities that can be completed:

	These are the outcomes that relate to a section of the resource.
	An Individual or group exercise.
	A key message or important point
	Self-reflection
	This is a workplace activity

FRAMEWORK FOR THE DELIVERY OF PROFESSIONAL DEVELOPMENT RESOURCES

For leaders and managers to enhance their business knowledge and increase organisational effectiveness and readiness for change.

1. FRAMING:
- University Strategy & core plans & frameworks
- Core processes & University/ Enterprise Model: *your*CSU; WPI; BPM
- OD Frameworks

2. SKILLING & TOOLS
- Discipline, systems, delegations
- Project management tools & templates
- Initiatives & funding proposals & mechanisms
- Reports – committees, Academic Senate etc
- Business and report writing skills
- Leadership programs & Leading People Series
- Online learning resources on OD website

Delivery:


Resources: books, articles, web links

Workshops


Online learning modules

How will the program be delivered?

Leading People Series of Workshops: Commencing in 2007
- Change Management
- People Management
- Resource Management
- Planning (Strategic Context)
- Business and Report Writing Skills

Online Learning Resources: progressively available from June 2008
- Change Management
- People Management
- Resource Management
- Planning (Strategic Context)
- Business Reporting Language

Leadership Programs and Management Forums
- Frontline Management; Graduate Certificate in University Leadership and Management; Leadership Development for Women
- Senior Managers Forum; senior Women's Network; Middle Managers Forums; Heads of School Forum; Course Coordinators Forum

For details on dates refer to the Staff Development Calendar:
http://www.csu.edu.au/division/humres/services/sd/

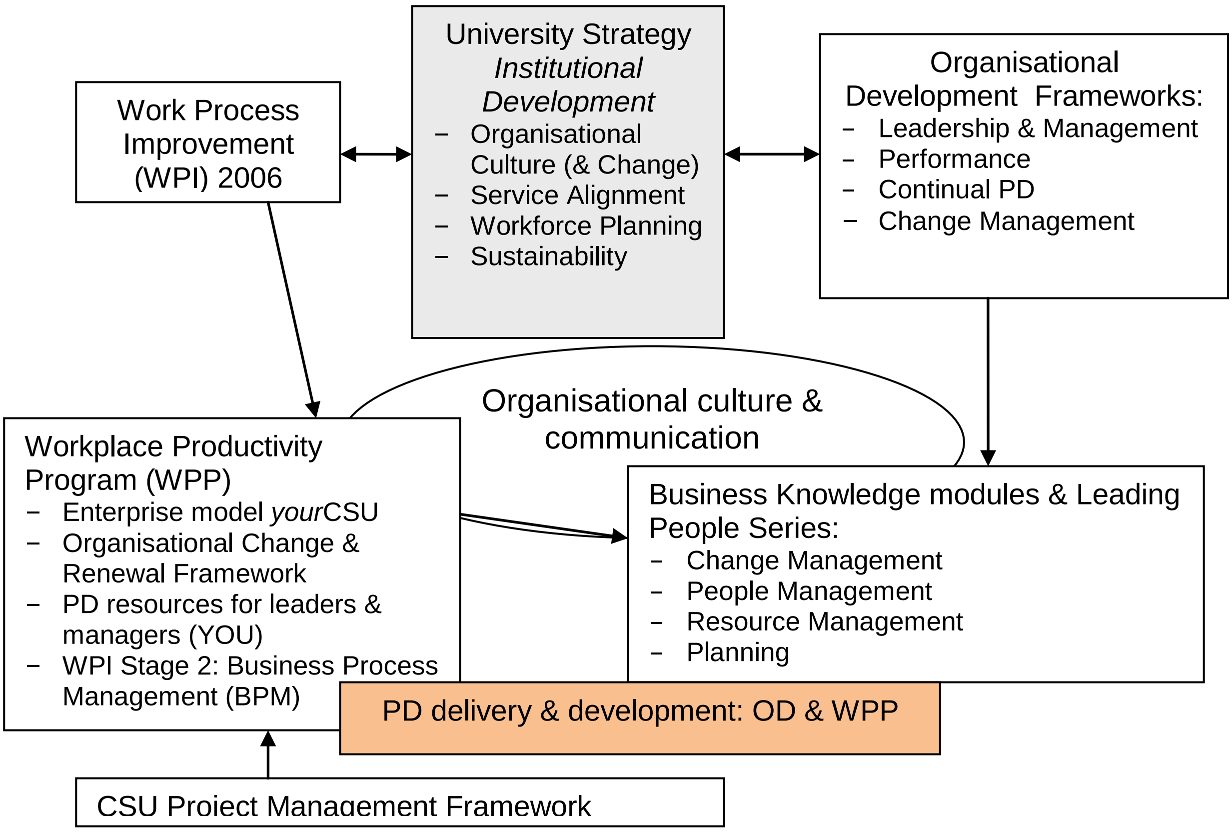
THE CONTEXT

University strategy

Charles Sturt University (CSU) in its *University Strategy 2007-2011*, under Institutional Development, has committed to:
"*Creating a culture that is responsive to organisational change and renewal.*"

An Organisational Change and Renewal Framework has been developed, along with a number of other initiatives, some outlined below, to facilitate the creation of this culture.

Workplace Productivity Program (WPP) and the Enterprise Model



Workplace Activity – Resource Management Skills

Q: Has your division/faculty identified resource management skills and capabilities needed to deliver its core activities and services? Where there are gaps what strategy has been put in place to develop skills?

WHY MANAGE RESOURCES

Resource management is the efficient and effective deployment of an organisation's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology (IT). In the realm of project management, resource management refers to processes, techniques and philosophies and to the best approach for allocating resources.

Source: **http://en.wikipedia.org/wiki/Resource_management**

Monitoring and evaluation of resources helps to determine if you are on track to producing the desired results. Resource management helps to:

- identify what works, and what activities should continue
- improve actions where they are less effective
- change actions if they are ineffective

Exercise – Resource Management

Q. List the most important reasons for you to effectively manage the resources that have been made available to you?

Q. Think carefully about all the different areas you are responsible for and/or report to that require your stewardship of resources and list them below? What are the reasons.

THE CSU STRATEGY AND THE INSTITUTIONAL DEVELOPMENT PLAN

One of the key values of the CSU Strategy 2007 to 2011 is to "*ensure economic, social and environmental sustainability including the responsible stewardship of resources".*

Source: CSU Strategy 2007 – 2011: http://www.csu.edu.au/division/vcoffice/papers/docs/strategic_plan_2007-2011.pdf

Exercise – Relating University Strategy to Resource Management

Five resource areas needed to support an organisation's vision and Strategic Plan:

1. **Structures**, which includes the physical layout of the organisation, the organisation design (the way it groups and links its employees and functions together), and it's financial and budgeting arrangements yourCSU - Charles Sturt University
2. **Staff (or people),** which includes its recruitment and selection processes, succession plans and capabilities, and the attitudes of its employees Workforce Planning - Division of Human Resources - Charles Sturt University
3. **Skills**, which includes training for the future as well as the present in technical and interpersonal skills, leadership, and strategic and conceptual thinking. Organisational Development - Division of Human Resources - Charles Sturt University
4. **Systems**, which includes training systems, administration and information systems, customer service and delivery, sales, productivity, wastage, cost control and other operating systems and processes. (See below on CSU Systems)
5. **Culture and values**, or 'the way we do things', which includes problem solving and communication methods and styles, leadership style, trust responsibility and accountability http://www.csu.edu.au/division/humres/org-dev/Change/change.htm

Source: Cole, K. (2005). *Management theory and practice*, Frenchs Forest: Pearson Education . Page 454.Australia.

Q: List how CSU has planned for sustainability by addressing the above resource areas in it's Strategic Plan 2007 – 2011? See http://www.csu.edu.au/division/plandev/strategic_planning/

Underpinning the CSU strategy is the **Institutional Development Plan 2007 - 2011**. This, like the other three University plans (Course Plan, Research Plan, Learning and Teaching Plan) are to be considered along with the strategy.

Exercise – Institutional Development Plan

Q. Read the CSU Institutional Development Plan at: **http://www.csu.edu.au/division/plandev/strategic_planning/docs/university_strategy_inst_dev_plan.pdf** . The plan is designed to principally support which key objective of the CSU Strategy?

Q. How does your Operational Plan address this key objective?

The CSU Resource and Investment Committee is responsible for a number of functions relating to the responsible stewardship of financial resources at CSU. Their main duties are:

- to oversight and grant relevant approvals with respect to University finances;
- to oversight the Capital Management Plan of the University;
- to oversight the Information Technology Management Plan of the University;
- to oversight and grant relevant approvals with respect to the investment activities of the University;
- to oversight and grant relevant approvals with respect to commercial activities.

For more information on this Committee go to:
http://www.csu.edu.au/adminman/gov/Governance_Resource_and_Investment_Committee_Rule_2007_No4.pdf

QUALITY AND CONTINUAL IMPROVEMENT

Continual Improvement is a generic responsibility of ALL staff. Refresh your knowledge by reading section 4.4 of the Generic Responsibilities of CSU Staff found at:
http://www.csu.edu.au/adminman/hum/humanresources.htm

Exercise – Continual Improvement

Q. After reading section 4.4 of the *Generic Responsibilities of CSU Staff* identify in what ways your section is working to learn from experience and feedback. Discuss:

____

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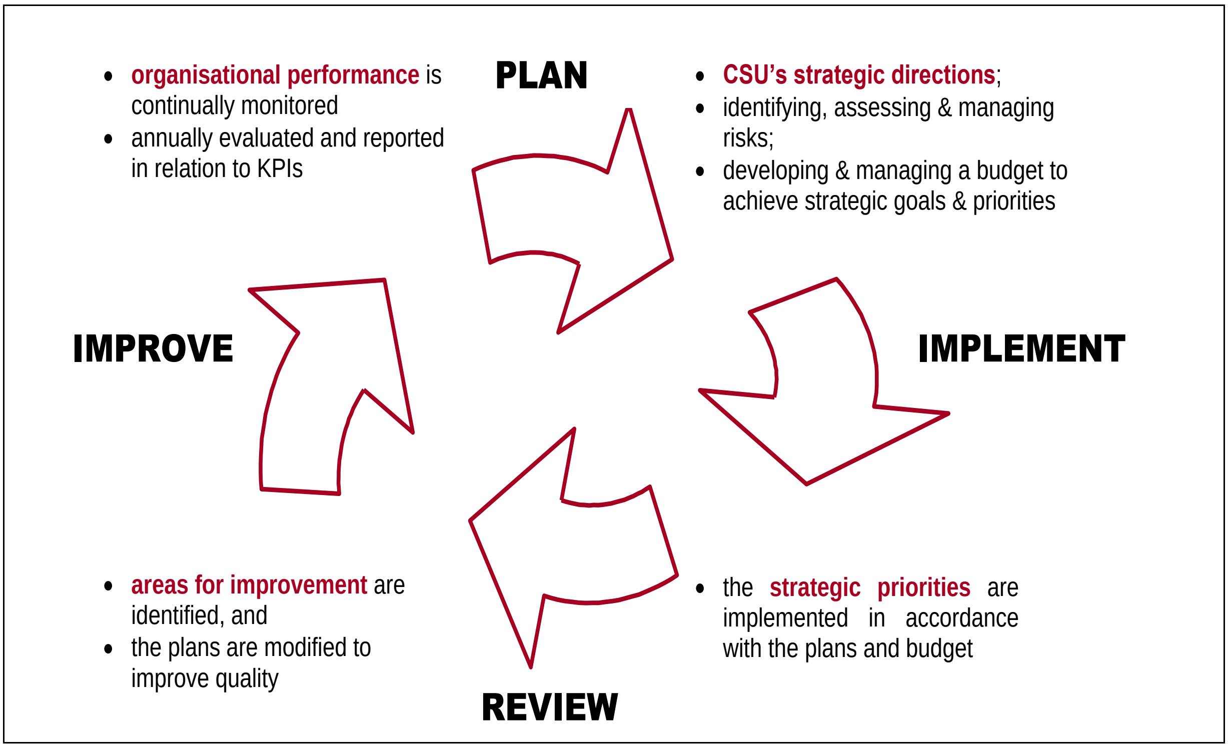
A culture of planning and performance for quality is built through continuous improvement (PIRI Cycle)



Workplace Learning Activity – Continual Improvement

Q. Think of your team's performance in one particular area, discuss with your team at your next meeting. What does the team do well? What could you do better? How would you apply PIRI to continually improve your performance?

Q. What would be the resource management implications?

SUSTAINABILITY AND THE IMPACT OF CSU

AUQA Audits have recommended that CSU specifically address areas of resource management and generation.

"At CSU…Resource management and generation are being achieved through a process of continuous organisational development, which includes development of staff, courses, services and business processes. This organisational development has been underpinned by new planning and review processes that include more clearly defined objectives aligned with new initiatives and resource allocation. The planning process provides for rigorous review of performance at all levels with the aim of developing all the University's resources, especially staff…."

Source: AUQA Audit Report CSU 2004 http://www.auqa.edu.au/qualityaudit/reports/auditreport_csu_2004.pdf

Before we can reduce our impact on the environment, we need to know which areas of our day to day business are causing the most impact. This may include regularly monitoring and reporting impacts on the environment, including greenhouse gas emissions and energy use. By introducing sound environmental management practices and reducing environmental impact overall, CSU can save costs through efficiency or productivity gains. CSU could also profit in a number of other ways including:

- receiving assistance and grants from the government
- spending less on raw materials, energy and water
- receiving recognition through numerous environmental awards
- finding new market opportunities for "green" goods and services
- improving workplace safety through reduced use of industrial chemicals and reduced waste.

We need to be able to present our environmental performance to the public in a transparent and accountable way.

Based on:
http://www.business.act.gov.au/doing_business_in_canberra/business_initiatives/environment/environmental_management **and**
http://www.business.act.gov.au/doing_business_in_canberra/business_initiatives/environment/environmental_management?sq_content_src=%2BdXJsPWh0dHAlM0ElMkYlMkZzeW5kaWNhdGlvbi5idXNpbmVzcy5hY3QuZ292LmF1JTJGMzE5MS5odG0mYWxsPTE%3D

Some common environmental reports used by businesses include greenhouse and energy reporting, corporate sustainability reporting or triple bottom line reporting, and natural resource management monitoring. For most businesses, environmental reporting is voluntary but there are some mandatory industry reporting requirements that may apply to your business: Introducing best practice reporting frameworks and successfully managing your impacts on the environment can also give you the opportunity to apply for an accredited licence with many of the state Environment Protection Agencies.

Based on: http://www.flyingsolo.com.au/p268293002_Reporting.html

CSU Green Office

Charles Sturt has established the CSU Green to work with the divisions and faculties to promote and educate on sustainability issues.

The main aim of CSU Green office is to encourage CSU staff to think about different ways of doing things, taking responsibility for cultural change to encourage more reflection and how to be more self-aware in order to lead CSU into a sustainable future.

Exercise – Sustainability and the Impact of CSU

Q: Read the presentation on Sustainability at CSU from the 2008 Admin Focus Conference found at: http://www.csu.edu.au/division/humres/conferences/admin-focus/Sustainability%20-%20Admin%20Focus.ppt . State the targets outlined to be achieved by 2011? Whose responsibility is it to work towards this goal?

Q: List how your area Operational Plan addresses environmental sustainability. What Key actions have you included to reduce your footprint?

ECONOMIC IMPACT OF CSU

Reflection – Economic Impact of CSU

Q. After reading the paper on the Economic Impact of CSU on http://www.csu.edu.au/division/plandev/publications/docs/ecco_impact.pdf and in http://www.csu.edu.au/division/vcoffice/papers/submissions/Growing-our-Communities.pdf List the ways that your area has or could have a possible flow on effect to the local community?

Key Message - How resource management can improve efficiency

Resource management can improve both public service delivery and efficiency

Resource Management Requirement	Benefits	
	Service delivery	*Efficiency*
Targets and objectives are clearly defined and underpin the way resources are allocated.	Resource can be directed at achieving key outcomes such as raising educational standards rather than simply putting money into an activity.	Non core activities can be identified providing opportunities to shift unproductive resources to front line delivery.
Resources can be used flexibly and expenditure is not constrained by short term annual cycles.	Expenditure can be better matched to service needs ensuring more consistent delivery throughout the year. Unspent resources are not lost but available to redeploy to other priorities.	Risks associated with the rush to spend all money at the year end are reduced such as nugatory expenditure and poor value for money because of limited time to confirm that expenditure is justified and to determine the most cost effective procurement approach.
Full cost information on an accruals basis is available and used to monitor and review performance and influence the allocation of resources.	The full cost of delivering a service is known including its consumption of assets. Costs can be assessed to determine whether they are reasonable for the level and quality of outputs delivered. Information on the consumption of assets can inform future investment.	■ Inefficient use of assets can be more easily identified and remedied. ■ High cost, inefficient processes and working practices can be eliminated. ■ Resources tied up in unproductive and inefficient activities can be more easily identified and redeployed.
Resource allocation and management are aligned throughout the service delivery chain.	If all the key organisations contributing to a service have targets which are mutually supportive and underpinned by resources that are allocated on a consistent basis the potential to deliver higher quality services is increased.	Supporting activities which involve duplication or are delivered out of sequence or late or are over or under resourced can be identified and addressed.
Performance and resource utilisation is regularly reviewed at a senior level and informs future resource allocation.	Reliable performance information allows shortfalls in service quality to be identified sufficiently early for remedial action to be taken.	Trends in the unit costs and the overheads of delivering services can be monitored and where practicable benchmarked to identify poor use of resources.

Source: NAO identification of good practice

Source: National Audit Office UK, *Managing resources - to deliver better public services.*12 December 2003. Page 4
http://www.nao.org.uk/publications/nao_reports/03-04/030461.pdf

Sound resource management requires:

Planning and decision making which allocates resources to achieve clearly defined outputs and outcomes and minimises unproductive effort; it takes a longer term view so as to invest in enhancing and sustaining capability to deliver high quality public services; reviews performance and learns from it.

Reliable and complete information routinely available on performance and the consumption of resources used in delivering services. This should cover not only cash expenditure but how the investment in assets and work in progress is used to provide assurance that resources are not deployed inefficiently or on unproductive activities.

A clearly demonstrable impact: Resource management should achieve improvements in the way resources are used to deliver better public services. Such improvements should be clearly visible so that public confidence is increased.

Source: National Audit Office UK, *Managing resources - to deliver better public services.*12 December 2003. Page 5
http://www.nao.org.uk/publications/nao_reports/03-04/030461.pdf

WHO MANAGES RESOURCES

LEADERS AND MANAGERS

"It is expected that managers have technical skills. The biggest test is in the way they manage people. This is perhaps the most critical and the most elusive skillset of all. Weak people skills lead directly to lost productivity and ineffectiveness…..to succeed as a manager you must know how to bring out the best in people…"

Source: Cole, K. (2005). *Management theory and practice*, Frenchs Forest: Pearson Education Australia

Exercise – Who Manages Resources

Q. Your responsibilities as a leader and manager are clearly outlined in the accountability statements for executive and senior managers and staff acting in those positions at http://www.csu.edu.au/adminman/hum/AccountabilityStatements.doc . List resource management accountability:

- ____
- ____
- ____

Q. The Generic Responsibilities of CSU Staff policy (see below) is found at http://www.csu.edu.au/adminman/hum/GenericResponsibilities.doc also states under section 5.3 that the supervisor/manager:

a)

b)

c)

d)

Generic Responsibilities of CSU Staff

The supervisor/manager:

(a) provides appropriate work assignments / workloads, guidance, support, motivation, resources and professional development to:

- enable staff to fulfil their duties/responsibilities and performance objectives as specified in the Induction and Development Program or Performance Management Scheme;
- facilitate continual improvement;
- maximise individual strengths to benefit the team, and
- help staff adapt to changes in the workplace;

(b) uses the Performance Management Scheme to:

- clarify performance objectives and performance requirements;
- regularly review performance and progress against the performance objectives;
- fairly and consistently recognise and reward employee performance that meets or exceeds requirements;
- help improve areas of employee performance that are below requirements; and
- manage unsatisfactory performance;

(c) uses a flexible leadership style and adjusts his/her behaviour in accordance with the situation and employee needs;

(d) facilitates and encourages open, two-way communication, and shares information with staff as appropriate; and

(e) fosters a culture of cooperation/collegiality, teamwork, reflective practice, continual improvement and learning, and responsiveness to change.

Source: Section 5.2 Managing People, Generic Responsibilities of CSU Staff:
http://www.csu.edu.au/adminman/hum/GenericResponsibilities.doc

Reflection – Managing Others

Q. After reading Appendix 2 , think about your leadership style and list ways that you can make it more flexible and transformational.

CSU DIVISION OF FINANCE

All organisations have a need for detailed, up-to-date and accurate financial information. Managers must be able to access, analyse, collect, collate, record and report relevant current financial data that is reliable and valid. They must also be able to interpret that information and communicate appropriately to those they supervise, to other employees and to the organisation.

Budget/financial plans that assist managers include:

1. Long-term budgets/plans;
2. Short-term budgets/plans;
3. Operational plans;
4. Spreadsheet-based financial projections;
5. Cash flow projections;
6. Targets or key performance indicators (KPIs) for production, productivity, wastage, sales, income and expenditure

To be financially literate you need to be able to read and understand the different types of financial accounts, statements or information available to you at CSU.

Costs may be fixed or variable and direct or indirect. Fixed costs are those that must be paid regardless of the income received. Variable costs increase or decrease according to the level of activity. In the case of a retail store the cost of stock would be a direct cost while indirect costs would include such things as electricity, gas, rent, stationery, telephone and wages. You should be aware that wages and salaries have associated on-costs such as contributions to superannuation by employers. Issues of fringe benefits tax (FBT), GST and other taxes will be discussed in the CSU Finance Workshop (see: http://www.csu.edu.au/division/finserv/staff/training.htm). At CSU it is possible to identify and monitor operational costs via the computer-based accounting system.

CSU has an organisational culture that emphasises cost-consciousness and the need for monitoring performance.

Source: CSU Frontline Management - Manage Budgets 2008 (modified).

The CSU Division of Finance is responsible for providing high quality financial and related services to the University community. They look after areas such as Travel, Corporate Cards, the Banner finance system, cashiers, accounts/budget transfers, assets and Minor equipment, Insurances and petty cash. Banner Finance training guides such as those outlined below can be found on the Finance website at:

http://www.csu.edu.au/division/finserv/staff/banner/index.htm

Introduction to Financial Services:
http://www.csu.edu.au/division/finserv/staff/forms/banner/2007_induction.pps

Banner Finance Web User's Guide:
http://www.csu.edu.au/division/finserv/staff/forms/banner/Banner_Web_Guide.doc

Banner - Commonly Used Forms:
http://www.csu.edu.au/division/finserv/staff/banner/bannerformssections.htm

Banner 7 Training Information:
S:\Common\Admin Systems\Banner\Banner V7.x\CBTs\Banner 7 Fundamentals and Double-click Banner7.exe to start the training.

Workplace Learning Activity – Financial Resource Management

Discuss the following quick quiz questions at your next meeting and hand out token "prizes" for the first to get them right. (Hint: All answers are available in the Finance Training mentioned above):

Q. Petty Cash: All purchases over $75 GST exclusive from suppliers without an ABN must be processed through the purchasing system, via a purchase requisition?

TRUE FALSE

Q: Items such as fuel, accommodation, taxi fares, and travel allowances can be reimbursed by Petty Cash?

TRUE FALSE

Q: To evaluate how you are managing against budget, asummary of Income, Expenditure and Net Result is provided in which Banner Inquiry report?

Q: What are the requirements before purchasing an item worth between $5000 and $10000?

Q: International Travel reservations can now be made by using the Serko online reservation system?

TRUE FALSE

Should you wish for more information a Finance workshop is delivered on a regular basis by the Finance Manager. Please see the Staff Development calendar at http://www.csu.edu.au/division/humres/org-dev/development/calendar.htm to find out when the workshop will next be held. The content can include finance topics such as:

1. Why CSU collects, files and maintains accurate financial records
2. Fixed and flexible budgeting
3. Operating and non-operating budgets
4. Financial and managerial accounting
5. Budget distribution
6. CSU Budget timelines
7. Budget responsibilities within CSU
8. Budgeting process, budget levels, codes, controls and balances
9. CSU Consolidated Budget & Annual Report
10. Financial reports available to managers and other staff
11. Accessing reports and other financial information from Web Banner
12. Examining these reports – what to look for - data exercise
13. Monitoring budgets
14. Variance analysis
15. Contingency plans
16. Budget transfers
17. Budgeting for excursions, conferences and other activities –GST FBT;
18. Purchasing
19. Assets and minor equipment
20. Handling cash
21. Petty cash
22. Record keeping
23. Travel
24. Developing cost-consciousness – relate to CSU Strategic Plan
25. Superannuation and salary sacrifice.

Workplace Learning Activity – Financial Reports & Resource Proposals

Q: Study the Financial report for your section/division/school. Review the financial performance and discuss your findings with your team. Summarise your findings or suggestions for attention in the light of this feedback. (Length 7 – 10 lines)

Q: Resource Proposals at CSU often come about in the form of a Briefing note. View Appendix 5 and compose your own proposal for a new piece of office equipment your area requires.

CSU DIVISION OF HUMAN RESOURCES

The Division of Human Resources can help you manage your people resources with the following services:

Staff Recruitment http://www.csu.edu.au/division/humres/recruitment/	Information about recruitment, advertising, interviews, offers of employment, immigration and relocation.
HR Services and Systems http://www.csu.edu.au/division/humres/services/	Information about salary, leave, conditions of employment, promotion, probation, allowances, leaving CSU, timesheets, casual staffing, superannuation, staffing establishments.
Employee Relations http://www.csu.edu.au/division/humres/awards/	Information about industrial awards and enterprise agreements, legislation, case law, employment law, disciplinary procedures and allied matters.
Organisational Development http://www.csu.edu.au/division/humres/org-dev/	Information about professional and career development, leadership and management development, performance management, organisational change and renewal.
Equal Opportunity http://www.csu.edu.au/division/humres/equal/	Information about University policies relating to equal opportunity, employment equity initiatives, grievance procedures and anti-discrimination legislation.
Environment, Health and Safety http://www.csu.edu.au/division/healsafe/	Information about OH&S, work safety, first aid, injury management, Employee Assistance Program, emergency preparedness, hazard reporting and accident and incident reporting.
Workforce Planning http://www.csu.edu.au/division/humres/wfp/	Information about strategies, data and tools to assist develop workforce plans.

Exercise – Human Resources Management 1

Q: List Workforce planning responsibilities at the Divisional or Faculty Level:
Hint http://www.csu.edu.au/division/humres/wfp/responsibility.htm

Q: With your team develop a draft workforce plan addressing current and future needs.
Hint http://www.csu.edu.au/division/humres/wfp/responsibility.htm &
http://www.csu.edu.au/division/humres/wfp/secure/docs/CSU%20Enabling%20WFP2008.doc

Team Exercise – Human Resources Management 2

Q: Prepare an Advertisement for a current, future or possible vacancy. Develop the Position Description and Selection criteria.

Q: Prepare a plan for conducting performance reviews in your section considering the deadline dates for Performance Management meetings.

HOW TO MANAGE RESOURCES

CSU TEMPLATES AND INFORMATION AVAILABLE TO AID IN RESOURCE MANAGEMENT

University Strategy and Plans, definitive information on all Performance Based Funding criteria, http://www.csu.edu.au/division/plandev/strategic_planning/

http://www.csu.edu.au/division/plandev/staff_only/faculty_funding/pbf.html

Administration Manual: http://www.csu.edu.au/adminman/index.htm

Business Case Template: http://www.csu.edu.au/adminman/leg/buscasetemp.doc

Marketing Plan Template:
http://www.csu.edu.au/division/marketing/downloads/Marketing_Plan_template1.doc

Recruiting and Selecting Staff at CSU: http://www.csu.edu.au/division/humres/org-dev/career/docs/selection.pdf

The CSU Induction and Development Program Guidelines and checklists:
http://www.csu.edu.au/adminman/hum/InductDevptProg.doc

Legislation, Protocols and Governance:
http://www.csu.edu.au/adminman/gov/gov.htm

Risk Register Template:
http://www.csu.edu.au/division/plandev/strategic_planning/docs/r_r_template_2008.doc

How to Develop a Risk Register
http://www.csu.edu.au/division/plandev/risk_manage/docs/how_to_risk_register.doc

Operational Plan Template:
http://www.csu.edu.au/division/plandev/strategic_planning/docs/operational_plan_template_2008.doc\

Risk Register Template:
http://www.csu.edu.au/division/plandev/strategic_planning/docs/r_r_template_2008.doc

Safety Management Plan Template: http://www.csu.edu.au/division/healsafe/textdocs/forms/smplan.doc

A range of resources to support Learning and Teaching are available on the Learning and Teaching Website:
http://www.csu.edu.au/division/landt/resources/resources.htm

Event Management Guide (with checklists and templates:
http://www.csu.edu.au/division/vcoffice/oca/docs/Event_Guide.pdf

Exercise – Organising your resources

After reading Appendix 3 on Estimating and securing the necessary resources answer the following questions:

Q: What 8 points do you need to consider carefully when finalising what resources you need?

Q: What was suggested as a way of dealing with fewer people or less time?

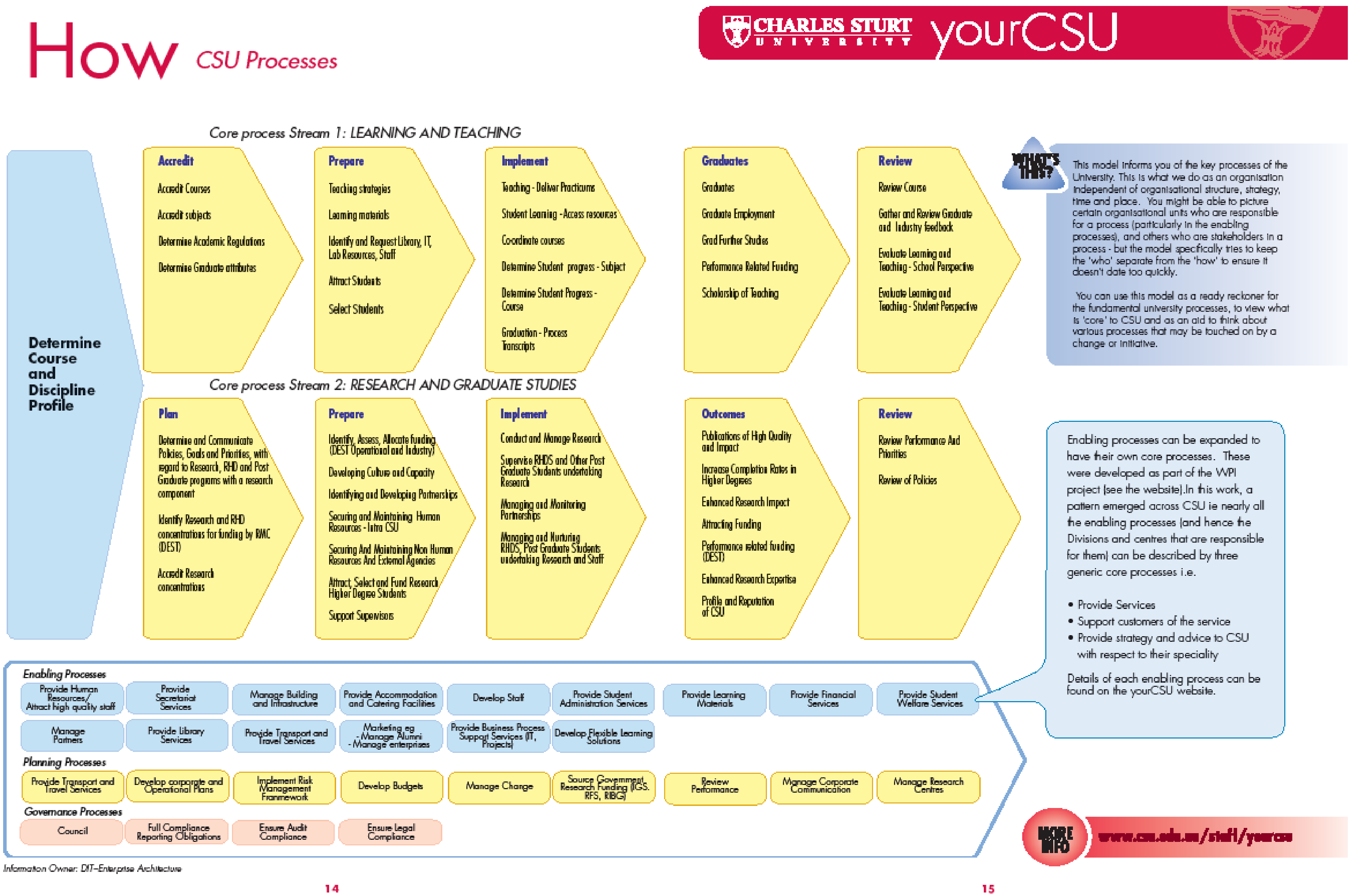
Q: Which charts or diagrams can be used to help you pinpoint critical activities?

CSU CORE PROCESSES

CSU has two core process streams being Learning and Teaching and Research and Graduate Studies.

The model below informs us of the key processes of the University. This is what CSU does as an organisation independent of organisational structure, strategy, time and place. You might be able to picture certain organisational units who are responsible for a process (particularly in the enabling processes), and others who are stakeholders in a process - but the model specifically tries to keep the 'who' separate from the 'how' to ensure it doesn't date too quickly. You can use this model as a ready reckoner for the fundamental university processes, to view what is 'core' to CSU and as an aid to think about various processes that may be impacted on by a change or initiative.

Source: Yourcsu website http://www.csu.edu.au/staff/yourcsu/how.html


How CSU Processes
CHARLES STURT UNIVERSITY yourCSU
Core process Stream 1: LEARNING AND TEACHING
Determine Course and Discipline Profile
Accredit
Accredit Courses
Accredit subjects
Determine Academic Regulations
Determine Graduate attributes
Prepare
Teaching strategies
Learning materials
Identify and Request Library, IT, Lab Resources, Staff
Attract Students
Select Students
Implement
Teaching - Deliver Practicums
Student Learning - Access resources
Coordinate courses
Determine Student progress - Subject
Determine Student Progress - Course
Graduation - Process Transcripts
Graduates
Graduates
Graduate Employment
Grad Further Studies
Performance Related Funding
Scholarship of Teaching
Review
Review Course
Gather and Review Graduate and Industry feedback
Evaluate Learning and Teaching - School Perspective
Evaluate Learning and Teaching - Student Perspective
WHAT'S THIS?
This model informs you of the key processes of the University. This is what we do as an organisation independent of organisational structure, strategy, time and place. You might be able to picture certain organisational units who are responsible for a process (particularly in the enabling processes), and others who are stakeholders in a process - but the model specifically tries to keep the 'who' separate from the 'how' to ensure it doesn't date too quickly.
You can use this model as a ready reckoner for the fundamental university processes, to view what is 'core' to CSU and as an aid to think about various processes that may be touched on by a change or initiative.
Core process Stream 2: RESEARCH AND GRADUATE STUDIES
Plan
Determine and Communicate Policies, Goals and Priorities, with regard to Research, RHD and Post Graduate programs with a research component
Identify Research and RHD concentrations for funding by RMC (DEST)
Accredit Research concentrations
Prepare
Identify, Assess, Allocate funding (DEST Operational and Industry)
Developing Culture and Capacity
Identifying and Developing Partnerships
Securing and Maintaining Human Resources - Intra CSU
Securing And Maintaining Non Human Resources And External Agencies
Attract, Select and Fund Research Higher Degree Students
Support Supervisors
Implement
Conduct and Manage Research
Supervise RHDS and Other Post Graduate Students undertaking Research
Managing and Monitoring Partnerships
Managing and Nurturing RHDS, Post Graduate Students undertaking Research and Staff
Outcomes
Publications of High Quality and Impact
Increase Completion Rates in Higher Degrees
Enhanced Research Impact
Attracting Funding
Performance related funding (DEST)
Enhanced Research Expertise
Profile and Reputation of CSU
Review
Review Performance And Priorities
Review of Policies
Enabling processes can be expanded to have their own core processes. These were developed as part of the WPI project (see the website).In this work, a pattern emerged across CSU ie nearly all the enabling processes (and hence the Divisions and centres that are responsible for them) can be described by three generic core processes i.e.
• Provide Services
• Support customers of the service
• Provide strategy and advice to CSU with respect to their speciality
Details of each enabling process can be found on the yourCSU website.
Enabling Processes
Provide Human Resources/ Attract high quality staff
Provide Secretariat Services
Manage Building and Infrastructure
Provide Accommodation and Catering Facilities
Develop Staff
Provide Student Administration Services
Provide Learning Materials
Provide Financial Services
Provide Student Welfare Services
Manage Partners
Provide Library Services
Provide Transport and Travel Services
Marketing eg - Manage Alumni - Manage enterprises
Provide Business Process Support Services (IT, Projects)
Develop Flexible Learning Solutions
Planning Processes
Provide Transport and Travel Services
Develop corporate and Operational Plans
Implement Risk Management Framework
Develop Budgets
Manage Change
Source Government Research Funding (IGS, RFS, RIBG)
Review Performance
Manage Corporate Communication
Manage Research Centres
Governance Processes
Council
Full Compliance Reporting Obligations
Ensure Audit Compliance
Ensure Legal Compliance
MORE INFO
www.csu.edu.au/staff/yourcsu
Information Owner: DIT–Enterprise Architecture
14
15

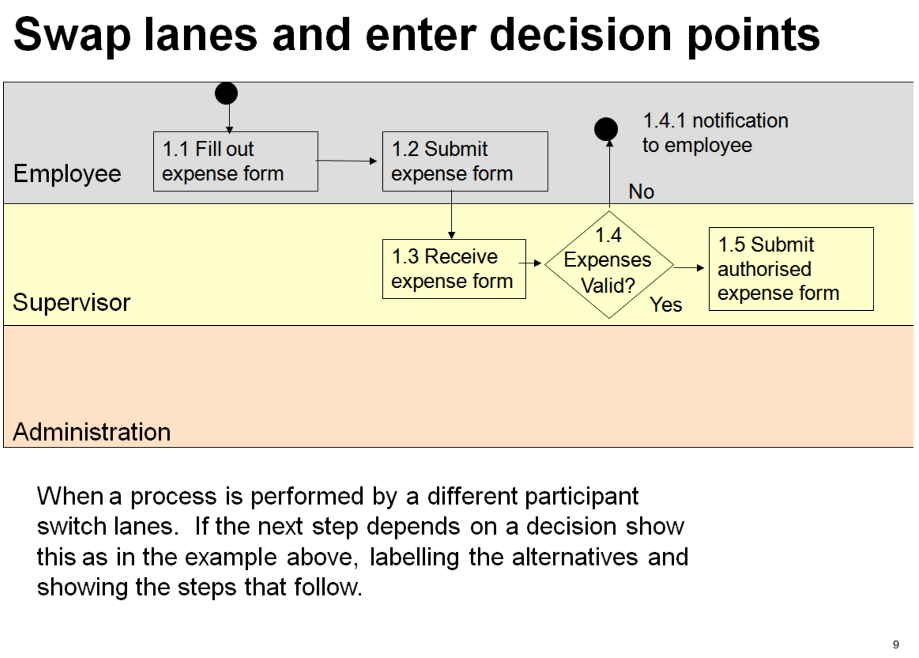
PROCESS MAPPING

Process mapping can be useful for Resource Management as it aids understanding the current processes; clarifying responsibilities; identifying process inefficiencies; designing new procedures; and training.

Process mapping is a technique of diagrammatical modelling. The diagram represents a series of processes and how they are related. Process mapping provides a representation of who does what and in what order. Process mapping helps to clarify the steps involved in a particular process.

How to complete a Process Map:

- Consult with the experts. These are the people managing and working with the process.
- Identify the boundaries. Where does the process begin? Where does it end?
- Identify the participants. What roles are involved in the processes?
- Hand draw the process in front of the expert, getting then to confirm the steps.
- Identify the steps. What is done first? What is done next? By who?
- Identify the decision points. What are the alternatives? What determines which alternative is chosen?
- Draw an initial process flow. Draw and label the swim lanes (see diagram below for details) using standard symbols.
- Check for completeness. Are all participants represented? Are all processes shown? Are there any alternatives that have not been considered? Refine and finalise.
- Review with the experts to ensure completeness.



Based on: Business Process Modelling Presentation Retrieved September 2008 from CSU Project Service Centre Website: http://www.csu.edu.au/division/psc/pmguides/Business_Process_Modelling.ppt

WORK PROCESS IMPROVEMENT

Work Process improvement is the set of activities concerned with reviewing CSU work processes in and across Faculties, Divisions and other Units of CSU, towards identifying problems with processes, uncovering improvement opportunities, implementing targeted improvements and monitoring the outcomes.

WPI has been identified as a Strategic Priority for CSU in response to :

- Recognition of the need to examine how sustainable processes are in supporting the University in light of decreasing funding and increased competition in the sector.
- Recognition that process improvement efforts in the University are often fragmented limiting the effectiveness of these efforts.
- The need to align processes with the University Strategy.

The University Strategy 2007-2011 indicates WPI as a core process and has allowed for the development of a 5 year University WPI Plan.

The launching of the WPI initiative is consistent with the commitment to Quality assurance based on continuous improvement as set out in the Strategic Plan 2002-2007, namely that the “future direction of the University must be continuous enhancement and renewal of its academic activities and administrative and support services” .

Exercise – Work Process Improvement

Q: Does your team actively seek ways to improve or streamline current work practices and processes? Give examples of what you’ve achieved in this area in the last 12 months.

Q: What advantages have occurred from process improvement? What advantages are expected?

YourCSU – Understanding Systems

Strategy	**why** things happen
People	**who** does them
Processes	**how** things happen
Places	**where** they happen
Events	**when** they happen
Data	**who** acts on what information

The *YourCSU* website and booklet will assist you to understand impacts of change on people, processes and systems, to appreciate relationships between areas and things at CSU, to see what is important to us as an organisation and, ultimately, find out where you fit in and how you contribute.

The *YourCSU* booklet and website and related resources are only some of the material developed by the Workplace Improvement (WPI) project and Enterprise Architecture initiatives commenced in 2005.

Source: Yourcsu http://www.csu.edu.au/staff/yourcsu/index.html

Workplace Learning Activity – CSU Systems

Q: Some of the more important Systems that underpin the operations of CSU are listed below. Out of these, list the ones that you use most in your area. Think about the systems that you or your staff could require a refresher or further training in. Bring this up for discussion at your next team meeting and draft a team/individual development plan.

Internal

- Alesco & Web Kiosk
- BANNER FINANCE
- BANNER STUDENT
- BEIMS
- Careers Hub
- Communications Directory
- Course and Subject Information Management System (CASIMS)
- Course Availability List (CAL)
- CSU Interact
- DEST Reporting
- eBox
- Info.csu
- Meal Validation system
- myCSU
- Pharos Printing System
- Planning and Audit database (PLAN)
- Records Management (TRIM)
- Res School Bookings Online
- Research Publications Data Collection
- Student Timetable
- Student Web
- Subject Availability List (SAL)
- Thin Client
- Touchpaper
- Unicard
- Web Payments

Source: Yourcsu **http://www.csu.edu.au/staff/yourcsu/systems.html**

MANAGING OTHERS

CSU aims to strengthen managers' capacity to manage themselves, resources and people with respect to individual difference and diversity. Some staff management skills to address may include things such as:

- practical tools for problem solving;
- team development and performance management;
- establishing boundaries and neutralising situations.

CSU Resources and Development for Managers and Supervisors

The University recognises that staff must be engaged in a continual process of developing knowledge and skills throughout their entire career with CSU, to enable them to perform their current positions effectively or to prepare for a future position (to which they may aspire).

Management Skills for Supervisors: http://www.csu.edu.au/division/humres/org-dev/leadership/supervisors.htm .

Effective Team Leadership: http://www.csu.edu.au/division/humres/org-dev/leadership/docs/Effectiveteams.pdf .

Frontline Management Program: http://www.csu.edu.au/division/humres/org-dev/leadership/flm/index.htm

Graduate Certificate in University Leadership and Management: http://www.csu.edu.au/division/humres/org-dev/leadership/gradcert/index.htm

Leadership Development for Women - [OD Presentation to LDW Workshop May 2006]: http://www.csu.edu.au/division/humres/org-dev/leadership/women/index.htm

Leadership Development Committees for Heads of School: http://www.csu.edu.au/division/humres/org-dev/leadership/docs/HoS_LDC.doc

Culture, Change and Management [including Leading People Series]: http://www.csu.edu.au/division/humres/org-dev/Change/change.htm

Workforce planning: http://www.csu.edu.au/division/humres/wfp/resources/index.htm . This webpage shows the human resource management processes that support the lifecycle of events of employees at different stages of their careers at CSU. It has been developed for managers and supervisors to provide quick access to information about their human resource responsibilities (Attracting, Managing, Developing and retaining staff).

Refer back to exercises on pages 17 – 22 of this module.

GOVERNANCE AND COMPLIANCE

> "..in a constant state of change, it is impossible for our university to anticipate every shift of technology in time to properly evaluate the impact of changes to existing university processes and infrastructure and to adequately prepare to fund these proposed changes. The governance process allows for the dynamic allocation of university resources and the evaluation of the overall impact of proposals on the university while assuring these proposals fall within the framework of the university's strategic plan. The governance process also strives to ensure a fair and equitable distribution of university resources among those requesting them…"
>
> **Source: University of Southern Mississippi IT Governance website: http://www.usm.edu/itgovernance/**

Governance is the system by which the University is directed, and by which management is held accountable, to enable and enhance the capacity of the University to ethically and effectively meet its strategic objectives and the expectations of its stakeholders and the community.

In a complex and rapidly changing educational environment, the University Council believes that:

(a) management must be empowered with the authority and flexibility to drive the University towards the achievement of its strategic objectives, and

(b) management should be exercised within a framework of effective accountability.

Source: CSU Charter of University Governance: http://www.csu.edu.au/adminman/gov/charter_of_university_governance.doc

Internal Auditing is an independent appraisal activity within an organisation for the review of operations as a service to management. It is a managerial control which functions by measuring and evaluating the effectiveness of the other controls. It seeks to gain an assurance that existing management polices and practices ensure that an organisation functions in an efficient, effective and economical manner.

The intended outcome of the combination of internal audit activities is to provide regular reports to management that:

(i) provide assurances that the organisation is operating in compliance with all relevant legislation, sound accounting practices and prescribed policies and procedures, and

(ii) identify best practice outside the organisation and highlight inefficiencies that should be addressed within the organisation.

Based on: Charles Sturt University Administration manual Internal Audit Charter: http://www.csu.edu.au/adminman/fin/FIN02.rtf

Exercise – Governance and Compliance

Q: After reading section 3 of the Charter of University Governance, list the 5 principles that form guidance regarding decisions about University resources? How will you guide your team to ensure these principles are followed?

____

____

____

____

____

____

RISK MANAGEMENT

Risk Management is a core component of University governance. CSU Leaders and Managers are expected to be effective managers of opportunity and risk. Our University's reputation and future will depend on:

- what we do - measured in terms of quality, relevance, and sustainability; and
- how we do it - measured in terms of meeting or exceeding community expectations of accountability, ethics, compliance and decision making transparency.

To compete successfully in the higher education environment CSU must establish teaching, research and business processes that enable innovative energy to be harnessed, applied and sensibly managed.

CSU is integrating risk management with governance, planning and decision making processes to maintain its competitive edge as an institution. CSU's Risk Management Policy aims to do this by providing members of the University Community with a simple and transparent methodology for assessing new opportunities, identifying viable operational improvements and reporting risk exposures that are unacceptably high.

CSU's Risk Management Policy, guidance and training materials should be applied to:

- Further empower managers and members of staff;
- Strengthen and align decision making and planning processes;
- Analyse and, where necessary, improve the quality of teaching, research, and administrative processes; (work process improvement)
- Provide the level of institutional quality assurance needed to reduce a wide array of centrally driven rules, procedures and authorisation processes;
- Support the management of projects and commercial activities;
- Demonstrate compliance with a wide range of regulations and funding body requirements; and
- Ensure a safe and healthy campus environment.

Source: Planning and Audit, Managing Opportunities and Risks website: http://www.csu.edu.au/division/plandev/risk_manage/

Exercise – Risk Management

Q: Risk registers are required for all Faculties, Divisions to support operational plans for 2007 onwards. After reading the information contained on the Planning and Audit Website on Risk Registers, and refreshing your knowledge of CSU's Resource Management Policy list how your areas Risk Register is or can be used to document and improve workplace practices enabling the better allocation of resources. If your area does not have a Risk Register develop a draft register with your team.

Performance against institutional objectives and the management of corporate level risks are monitored by University Council in accordance with standard governance requirements. Similarly, accountability for performance and risk management within the institution is established through standard reporting lines and the Performance Management processes.

The process of identifying and analysing risks should be a part of tactical decision making and strategic planning. A Business Case should be developed prior to putting forth a proposal for a change in the use of resources and a template is available via the Administration manual at: http://www.csu.edu.au/adminman/leg/buscasetemp.doc

A Strategic Risk Assessment with Status Report template can be found at: http://www.csu.edu.au/division/plandev/staff_only/risk_mgt/strategic_risk_assesment_w_status_report.doc

Faculty and Divisional planning and risk assessment documentation is guided by planning templates

Source: CSU Planning and Audit Website: http://www.csu.edu.au/division/plandev/strategic_planning/

Team Exercise – Risk Management in your area

Q: Use the Risk Score Calculator below to analyse the possibility of fire damage to your area?

How to use the Risk Score Calculator

Step 1 - Identify the Consequences
Identify the most likely outcome of a potential accident, including injuries, property damage and/or environmental damage and select the most appropriate consequence category from the Consequences Bar **Line**.

Step 2 - Estimate the Exposure
Estimate how often an individual interacts with a hazard and select the most appropriate exposure category from the Exposure Bar **Line**.

Step 3 - Estimate the Probability
Estimate the likelihood that the consequences will occur once the individual is exposed to the hazard and select the most appropriate probability category from the Exposure Bar **Line**.

Step 4 - Determine the Risk
Select or mark the values for consequence, exposure and probability on the appropriate bar lines of the **Risk** Score Calculator.
Draw a **line** from *probability* through *exposure* to the **tie-line**.
Mark this point. Draw a **line** from the marked point on the **tie-line** through *consequence* to the **Risk** Score **line** to determine the **risk** level.

Source: University of Queensland Occupational Health & Safety Risk Assessment and Management Guideline
http://www.uq.edu.au/ohs/pdfs/ohsriskmgt.pdf

Reflection – Risk Management

Q: Read the Risk Management powerpoint at: http://www.csu.edu.au/division/healsafe/textdocs/training/RiskManagement.ppt. Does your methods for allocating resources promote innovation and well managed risk? What Risk management strategies do you have in place and are these reflected in your operational plan?

Workplace Activity – Resource Management Skills

Q: List 5 things that you have learned after completing this module that you will take back to your team for discussion?

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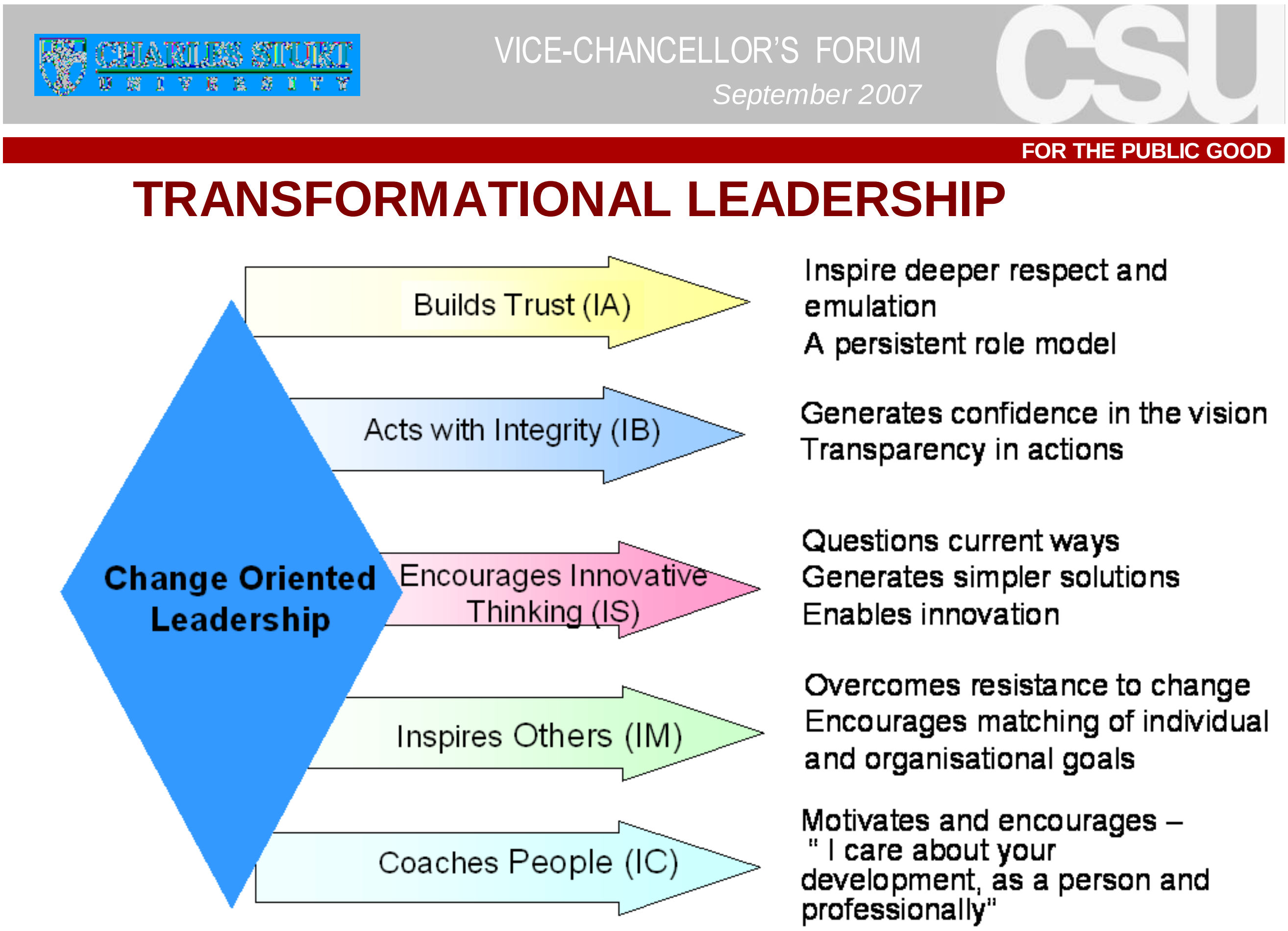
LIST OF APPENDICIES

1. **CSU Transformational Leadership:** (2007) *Vice Chancellors Forum.*
2. **Estimating and Securing the Necessary Resources**: Cole, K. (2005). *Management theory and practice*, Page 464 and 465.
3. **Functional Leadership Checklist: Cole,** K. (2005). *Management theory and practice*, Frenchs Forest: Pearson Education Australia. Page 251 and 252.
4. **The CSU Template for a Briefing Note (resource proposal).** (2008) *CSU Office of Corporate Affairs.*

APPENDIX 1 – DESIRED LEADERSHIP BEHAVIOURS FOR BUILDING A PERFORMANCE CULTURE AT CSU



APPENDIX 2 – ESTIMATING AND SECURING THE NECESSARY RESOURCES

4. Estimating and securing the necessary resources

Once your plan is in place, there are details that still need to be worked out, especially finalising what resources you'll need and how to acquire and allocate them. Think about things like:

- *Time*. For example, if people will be undertaking additional duties, can you free up some time from another project or set of duties?
- *Training*. For example, will anyone need additional training to carry out the plan?
- *Space*. For example, do you have enough space to set the plan in motion and enough workstations to accommodate any additional people you will need?
- *People*. For example, can existing staffing levels implement the plan or will you need additional support? If you need more people, will overtime suffice or should you recruit some full-time or part-time temporary or permanent staff, or some contractors?
- *Money*. For example, do you have sufficient funds budgeted to cater for additional staff, overtime, new or hired equipment, and any contingencies?
- *Materials*. For example, does your plan require any additional materials, either raw materials or things like procedures manuals?
- *Equipment*. For example, will you need to acquire any additional equipment such as computer terminals?
- *Facilities*. For example, do you have the facilities, such as transportation or computer software, needed to implement the plan?

IN BRIEF

Resource issues to consider

- How will your plan affect the resources you and your team need?
- How can you allocate available resources most effectively and efficiently?
- Does your plan make it necessary or possible to upgrade equipment or facilities?
- Are you expected to do more or the same amount of work with fewer resources, for example fewer people or less time? If so, you will need to carefully refine your work procedures and practices.
- What support for your plan do you have from management and key stakeholders? Is it sufficient? How can you go about increasing it? Are you offering management sufficient support?

If you need money for overtime, for purchasing equipment or materials, or for hiring facilities, equipment or additional personnel, find out how this fits into your department's or project's budget and whether funds have been set aside. Before purchasing or hiring equipment or materials, or contracting additional staff, investigate several options and providers and select or recommend the most cost-effective one that meets your needs.

Follow your organisation's procedures for requesting funding. Depending on your organisation's protocol, this will probably involve briefing your manager, project manager or other nominated person, either verbally or in writing, about what you need and why you need it, and estimating the costs involved. Support your estimate with actual quotes if possible and clearly outline the benefits to be gained from investing in additional resources.

Organise your resources

FROM THEORY TO PRACTICE

- Make sure your work group is trained properly. **Cross-skill** where possible to increase flexibility.
- Plan your time carefully. Use Gantt charts and PERT diagrams to estimate how long your plan will take to implement and pinpoint the critical activities. Use checklists and schedules to manage your time. Use electronic or paper-based diaries to plan how to use your time and your team's time most productively.
- What will you need? Make sure that the materials, equipment, personnel and other resources will be available at the right place at the right time. Prepare a checklist so that nothing will be left to chance.
- What facilities, for example workstations or meeting rooms, will your plan need? How can you best secure them?

STAFFING ISSUES

Most plans affect people. The number of people and how they are deployed, the actual jobs or tasks they will carry out, the skills they will use, even their working relationships, may all be affected. In Chapter 15 we consider how to support people while introducing change, and in Chapter 19 we examine how to estimate the numbers of people you will need. Some key staffing issues are shown in the 'In brief' box below.

Staffing issues to consider

IN BRIEF

- Will I need more or fewer people?
- Should the mix of permanent, full-time, part-time, temporary, contract, casual, home-based and on-site staff change?
- If I need to recruit, are there enough people in the local area or would it be better to retrain existing staff from other areas of the company?
- If I need more staff, will they be temporary or permanent? If temporary, should I use contractors or outsource? How should I attract staff and train them and when should I begin?
- Will I need any special expertise to help me implement my plan? If so, should I use internal or external people? If external, should I use contractors or consultants?
- Will my team members need any training? Who will plan it? Who will design and deliver it? How long will it take? When will we do it? Who will cover for them while they are in training and building their skills? What will this cost? Which budget will the costs come out of? If it is my budget, do I have sufficient funds?
- Should I reallocate or redistribute duties?
- Should I work towards **multiskilling**, cross-skilling or **up-skilling**?

Implementing a plan is taxing enough without making it a hit-or-miss affair. Make sure you have thought through physical, systems and human resource issues carefully and discussed them with your manager and other relevant stakeholders.

You can work out these details on your own, with your manager, with your work group, or, more likely, a combination of all three. You might even be asked to participate in a working party or project team to plan the implementation strategy or the details of a major plan.

Source: Cole, K. (2005). *Management theory and practice*, Frenchs Forest: Pearson Education Australia. Page 464 and 465

APPENDIX 4 – FUNCTIONAL LEADERSHIP

How do you rate at functional leadership?

Task needs

Do you:

Plan
- ❑ by seeking all available information?
- ❑ by making a workable plan?
- ❑ by establishing priorities?
- ❑ by checking resources?

Initiate
- ❑ by briefing the team on the task?
- ❑ by explaining why the task is necessary?
- ❑ by delegating tasks to group members?
- ❑ by checking understanding of individuals?

Support
- ❑ by reporting progress?
- ❑ by maintaining standards?
- ❑ by maintaining morale?

Monitor
- ❑ by keeping discussion and actions relevant to the task?
- ❑ by influencing work pace?
- ❑ by clarifying or defining policy when required?
- ❑ by summarising progress?
- ❑ by reviewing objectives?

Team needs

Do you:

Plan
- ❑ by involving the team and sharing commitment?
- ❑ by consulting and agreeing on standards?

Initiate
- ❑ by setting and maintaining group standards?
- ❑ by obtaining feedback?

Support
- ❑ by coordinating team efforts?
- ❑ by reconciling conflict?
- ❑ by encouraging and developing ideas and suggestions?
- ❑ by relieving tension with humour?

Monitor
- ❑ by prodding your group to a decision or action?
- ❑ by summarising progress?
- ❑ by disciplining individuals who are threatening to disrupt the group?
- ❑ by answering questions?
- ❑ by assessing group performance?
- ❑ by recognising success and learning from failure?

Individual needs

Do you:

Plan
- ❑ by establishing any special knowledge or skills possessed by individuals which are relevant to the task?
- ❑ by clarifying aims?
- ❑ by gaining acceptance of goals?

Initiate
- ❑ by setting targets?
- ❑ by delegating?

Support
- ❑ by encouraging and expressing appreciation for individual contributions?
- ❑ by reconciling or airing disagreements?

Monitor

- ❑ by listening, enthusing, advising and reassuring?
- ❑ by recognising effort?
- ❑ by noting progress?
- ❑ by training and guiding?
- ❑ by checking the feasibility of an idea?
- ❑ by assessing performance?

Source: Cole, K. (2005). *Management theory and practice*, Frenchs Forest: Pearson Education Australia. Page 251 and 252.

APPENDIX 5 – THE BRIEFING NOTE – RESOURCE PROPOSAL

BRIEFING NOTE

Issue

Background

Comments

Recommendation
I recommend the following –

Consequences of Non-Approval
(if applicable)

1. PREPARED BY

Name
Position
Area

Date:

2. RECOMMENDED BY

Name
Position
Area

Date:

BUDGET EXPENDITURE GREATER THAN $400.00 – SUBMIT TO ADMINISTRATIVE OFFICER (CORPORATE GOVERNANCE)	
Account Code Details:	
Budgeted Amount:	
Expenditure to Date:	
Expenditure in Briefing Note:	
Balance:	
Date (as at):	

3. APPROVED/DECLINED

Name
Position
Area

Date:

4. RETURN TO

Name
Position
Area

Date: