

Nomination Type and Category

Back

Nomination Reference
Nomination Type
Self Nomination
Nomination Category

Nominator Details

Nominator
Contact Number
Email Address
Faculty / Area

Nominee Details

Nominee
Contact Number
Email Address
Job Number

Part A - Synopsis

Jodi Vletter is the Human Resources Business Partner supporting the Faculty of Humanities. Between February and June Jodi partnered with the Faculty's leaders, most specifically the Heads of School and School Business Managers to deliver a workforce plan.

Jodi's method of consultation and collaboration has engaged the leaders in a manner that has embedded a strategic attitude to their workforces and the achievement of Curtin's, the Faculty's and the School's strategic plans. As a trusted advisor the Faculties leaders will continue to engage with Jodi to deliver the actions from the workforce plan.

Part B - Actions or strategies used to achieve objectives

Jodi's relationship with the Faculty's leaders is based on a history of her supporting their achieving strategic objectives, an example being Jodi establishing a leadership development program she designed with the School of Built Environment. In addition is her support of their daily tactical needs often relating to performance and recruitment etc.

The Schools are actively involved in the annual budgeting process; however this was the first time they had been asked to forecast five years into the future. Jodi recognised this as a challenge, as it is for any leader doing it for the first time. A number of different methods were available to Jodi to collect the forecast data. A commonly used method is to issue templates for the leaders to complete. Jodi anticipated, for this first attempt at workforce planning, that her personal support would benefit the outcome. Jodi shared her concerns and ideas with the Consultant engaged to develop a Strategic Workforce Planning framework for Humanities, working closely with him to ensure his methods were both appropriate and timely in terms of Curtin's maturity with this work. Between eight and ten meetings were convened with each School to ensure the forecasting process occurred in a timely manner with an accurate outcome. Were it not for the relationship that Jodi had with these leaders, some may have thought this was too great a commitment of time in their busy roles. However the trust that Jodi has developed in her relationship with them, as well as the shared acknowledgement that workforce planning into the future was a 'gap', saw the leaders agree to and attend every meeting.

Jodi applied her knowledge of the Schools and her understanding of their challenges and opportunities to engage and collaborate with the Heads of Schools to achieve the right outcomes. A focus of her attention was the development of stakeholder relationships between Humanities leaders and the external consultant, whilst maintaining her sound partnering relationships with the team. This included Jodi challenging the leaders, she was not prepared to simply accept the leaders' initial thoughts, instead, in a constructive and helpful manner, she asked the right questions to probe the leaders to ensure the final outcome, which on occasions was patiently achieved over several meetings.

Jodi was able to use her knowledge of the leaders different strengths, weaknesses, personality types, experience levels and comfort with the process to adjust her style of engagement to suit each Head of School and Business Manager. This personalised approach not only enabled a fantastic outcome, but established a platform from which those leaders will proceed into the next phases of workforce planning with confidence.

It is noteworthy that while the workforce plan was being developed, Jodi continued to support leaders with assistance on day-to-day matters. The workforce plan was a significant undertaking of time for all parties, however it did not limit Jodi's all round performance.

Part C - The outcomes and relationship to the Strategic Plan

Each School and the Faculty now has a workforce plan and a strategic approach to its workforce.

Workforce planning is an activity driven by an organisation's strategy and operational imperatives, Jodi's work has specifically and directly supported the delivery of Curtin's strategy in the Faculty. Issues from the Curtin Strategy such as growing international, HDR and domestic fee paying student load and increasing teaching and research quality have been at the forefront of the workforce plan.

In addition, the workforce plan has incorporated the strategic planning of the Faculty and Schools.

The following passage is a quote from the School of Built Environment School Review slide pack presented to SET which highlights the value of Jodi's work to the achievement of the Curtin Strategy. "Workforce planning has encouraged re-evaluation of learning and teaching methods and unit delivery, and research collaboration with industry and government". This illustrates how Jodi was able to challenge thinking and traditional view to bind the workforce plan and the Curtin strategy.

Jodi's work has directly resulted in a number of Curtin's strategy 'enablers' being embedded into the Faculty of Humanities. Specifically Jodi's work has concentrated the thought of leaders onto (1) improving operational effectiveness, (2) plan for the workforce of the future, (3) grow international load, (4) improve operational effectiveness, (5) improve digital infrastructure and (6) improve agility, planning and accountability. When asking the Senior Leaders of Humanities about what they're now doing differently they all speak about being more confident about understanding their future needs and knowing the type of talent to source.

One specific example of the link between Curtin Strategy and the Faculty of Humanities relates to encompassing Curtin's Digital Strategy. The Strategic Workforce Planning process has highlighted challenges for Humanities in relation to future performance on OUA. Jodi has created valuable linkages between the consultants' work and the needs of Schools to ensure opportunities in CurtinX and Curtin Prime were also considered. Consequently the academic and professional capabilities needed for Humanities to be a world class leader in online learning have been incorporated. Jodi also worked with the Heads of School to understand how converged learning could be used to appropriately improve efficiency of the workforce by combining online and traditional face-to-face teaching.

There is a big difference between developing and implementing a plan. Jodi will be working with the Faculty leadership group to ensure that the action planning generated in the workforce plan is prioritised, resourced and acted on. Due to the engaging and collaborative method Jodi used to develop the plan, it is inevitable that Faculties leaders will embark on that process with a great level of enthusiasm.

With Curtin embarking on establishing of a new strategic plan, Jodi is already planning how she will lead the revision and potential modification of the workforce plan to ensure it continues to support the new plan.