High-skilled
High-performing VET
High-skilled, high-performing VET: a report on change management and staff development strategies required to build the capacity of the VET sector to facilitate the achievement of an integrated, national VET system.

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High-skilled High-performing VET

A report on change management and staff development strategies required to build the capacity of the VET sector to facilitate the achievement of an integrated, national VET system

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Abbreviations

For brevity, the following abbreviations are used throughout this report:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIG</td>
<td>Australian Industry Group</td>
</tr>
<tr>
<td>ARF</td>
<td>Australian Recognition Framework</td>
</tr>
<tr>
<td>ANTA</td>
<td>Australian National Training Authority</td>
</tr>
<tr>
<td>BCA</td>
<td>Business Council of Australia</td>
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<tr>
<td>NTF</td>
<td>National Training Framework</td>
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<tr>
<td>RCC</td>
<td>Recognition of Current Competence</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>WBL</td>
<td>workbased learning</td>
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For brevity, the acronym NTF is used regularly in this report instead of the expression 'the fully integrated national VET system.'
A fully integrated national VET system is a long-term goal of the proponents of the National Training Framework (NTF) policy that was launched in 1996 and marked a significant move towards a vocational education and training (VET) sector driven by industry needs.

The expression ‘the fully integrated national VET system’ was articulated by the Ministerial Council on 30 June 2000, which noted that a considerable amount of work remains to be done to achieve the complete implementation of a fully integrated national system of VET which is of world leading quality. The work involves further development of the two foundations of the national system – Training Packages and nationally recognised training organisations.

Challenges

The challenges in achieving a fully integrated national VET system multiplied in the late 1990s. The challenges multiplied partly because the macro-environment for Australian industry changed significantly, driven by globalisation, new forms of business alliances and the rapid adoption of information and communication technologies.

Two key trends emerged in this initial period of globalisation for Australian industry: firstly, the need for enterprises to be high-performing, characterised by creativity, innovation, flexibility and competitiveness; and secondly, the need for highly skilled staff to respond to increased competitiveness. Highly skilled staff are ‘more global, better networked and closer to the technological edge in every industry’ (Marginson, 2000).

The challenges in achieving a fully integrated national VET system multiplied in the late 1990s because the VET industry itself became more complex. In particular, a competitive VET marketplace emerged in the late 1990s; registered training organisations (RTOs) tried to balance entrepreneurial and profit-making activities with quality considerations; and RTOs varied in their ability to establish training partnerships with industry.

The challenges multiplied in the late 1990s because VET customers – enterprise clients and individuals – changed their attitudes. For instance, enterprises began to appreciate having a choice of provider; enterprises increasingly sought customised training; and individual learners began responding to marketers who offered training that would be delivered when, where and how it suited the learner.

The challenges multiplied because managing the VET workforce became more complex. The workforce became more diversified, with traditional teachers now working alongside newly appointed workplace trainers. The proportion of sessional staff in the VET workforce also rose during the 1990s, creating new demands on VET managerial and administrative staff. The VET workforce demography also changed in the late 1990s, with the average age moving up to around 50 years in most States and Territories. All these changes to the VET workforce occurred at a time when more innovation and flexibility was needed, particularly in using Training Packages that required fresh approaches to training assessment.

High-skilled and high-performing VET

For VET to fully service contemporary industry training requirements in the early 21st century, two things are clear: VET organisations themselves need to become high-performing and VET staff need to become highly skilled. If VET is to become high-skilled and high-performing, VET managers need substantial skills in strategic management and change management; and extensive staff development is required for the full range of VET personnel.

The Commonwealth, States, Territories, VET organisations and enterprises are addressing these VET change management and staff development needs in many different ways, yet
the research for this project shows conclusively that more needs to be done. At the national VET level, a more strategic approach to staff development and change management is required, including the advocacy of efficacious change management methods, the identification of priority areas of staff development needs and the provision of more information about how to achieve a national VET system.

Reframing the Future

This study was commissioned by the Australian National Training Authority (ANTA) in response to the report *Re-framing the Future* (Mitchell, 2000a), which argued that the national staff development program Framing the Future was very effective but could achieve more. The study focused on how Framing the Future could be re-designed. The two consultants appointed to undertake the study were John Mitchell, from John Mitchell & Associates and Susan Young, Project Manager of Framing the Future, who undertook the project from August 2000 – March 2001.

While a number of current national staff development activities directly or indirectly address the challenge to implement the national VET system, the only program that operates on a regular basis nationally and targets all RTOs, and the use of Training Packages, is Framing the Future. To meet an increasing number of needs, Framing the Future can be expanded to be more comprehensive in its coverage of staff development and change management needs.

Research for this study shows that Framing the Future needs to extend beyond being a staff development program, to become the national support program underpinning the implementation of the national VET system. Framing the Future can provide services in change management, strategic management, policy engagement, networking, research and information. To signal this expansion in its services, Framing the Future will be renamed as Reframing the Future.

To establish this enhanced role and to achieve optimum benefits for the sector, in 2001 the National Project funds granted to Framing the Future and for activities recommended by this study will be combined under the banner of Reframing the Future. Initially, the 2001 program will focus on staff development projects and networking activities while the other elements of the program will be progressively introduced during 2001.

This report provides a detailed description of a five-year plan for Reframing the Future, including success measures, goals, strategies and performance indicators. While funding is available for 2001, funding for future years will be the subject to submissions to the National Projects program. The activities conducted by Reframing the Future from 2002 onwards will also be determined by the changing VET environment and by the ongoing strategic planning of the National Reference Group.

The mission for Reframing the Future is to assist VET practitioners to become highly-skilled and VET organisations to become high-performing, to enable Australian industry to thrive in a global economy. The vision for Reframing the Future is that, by 2005, the fully integrated national VET system will be acknowledged world-wide as a key contributor to Australia's economic growth and social well-being.
This section of the report sets out the project's aim, purposes and background and provides definitions for key terms used in this study.

**Aim and purposes**

The aim of the project is to provide a strategic planning approach for change management and staff development activities, to build the capacity of the vocational education and training (VET) sector, to support the achievement of a fully integrated national training system.

The three, specific purposes of this project are to identify:

- The range of change management and staff development needs within those provider organisations required to implement a fully integrated national training system
- Current and potential change management and staff development activities to enable providers (individuals and organisations) to develop their capacity to support the achievement of a fully integrated national training system
- A range of potential planning approaches for increasing the skills and professionalism of VET personnel in order to support the achievement of a fully integrated national training system.

**Background**

The development of a National Training Framework (NTF) in the VET sector since the mid-1990s is the largest single change ever undertaken in the sector, as it not only impacts on all students and teachers and trainers and the full range of VET stakeholders, but on all provider organisations and personnel within VET. The national approach creates the need for change management and staff development opportunities and programs on a wide scale. While extensive staff development programs, such as Framing the Future with its 20,000 participants from 1997–2000, have provided support to many VET personnel, the vast majority of the VET workforce has not been involved in either a Framing the Future project or other staff development program related to the implementation of the national training system. Four years after the launch of the NTF, increased needs for staff development are being generated by the progressive implementation of Training Packages, the emergence of support resources for Training Packages and a focus on quality and consistency issues.

The project addresses fundamental issues: what change management and staff development models and activities are required for personnel in the VET sector, to support the implementation of the national VET system?

The project is a direct response to the research from *Re-framing the Future: A report on the long-term impacts of Framing the Future* (Mitchell, 2000a), which found that to fully implement the National Training Framework, increased effort was required in the areas of staff development, change management and organisational development. The project is also informed by references to current National Research and Evaluation Committee (NREC) activities and Strategy 2000 activities, as well as national, State and Territory and other related data, issues and activities.

The report *Re-framing the Future* (Mitchell, 2000a) notes that the National Training Framework requires substantial changes to educational delivery and assessment, new collaborative arrangements with industry and modifications to the workforce in provider organisations. The innovative nature of the NTF is already attracting international attention as a significant reform and Australia is developing a reputation as having a world-class
vocational education and training (VET) system, that is industry-led, nationally applied and recognised, is very flexible and is of a high quality with a minimum of regulation.

Comprehensive strategies are needed to ensure the reform becomes embedded in the VET sector. While the Re-framing the Future (Mitchell, 2000a) report recognises the positive contribution of Framing the Future to the implementation of the NTF, the research also identifies why and how the program could make an even larger contribution to the national agenda. The demands on the Framing the Future program are increasing as the NTF is progressively implemented and as the VET environment becomes more complex. In this new environment, Framing the Future's impact may be increased if the program is strategically re-positioned, to focus on new priority areas, while maintaining those components of the program that were successful in the past:

Framing the Future has catered, to date, for the 'champions' and 'early adopters', using the terminology developed by Rogers (1995). The next challenge is to attract the sizeable numbers of staff in the categories of 'early majority' and 'late adopters'. (p.100)

The Re-framing report (Mitchell, 2000a) also argued that "the prime responsibility for persuading these late 'adopter' groups to implement the NTF could shift to the local organisation" (p.100), where the local organisation is the Registered Training Organisation. The impact of national programs such as Framing the Future and of enterprise-led interventions can be enhanced if both work within an agreed, national, strategic framework for change management and staff development.

This current report aims to propose the nature of this national, strategic planning framework.

Definitions

Six key terms used throughout this report are defined below.

National Training Framework

In 1996, led by ANTA, the Vocational Education and Training sector (VET) adopted a national training framework based on principles of competency-based learning and instruction. The following definition of the National Training Framework (NTF) highlights the NTF's cluster of policies, concepts and practices:

This national reform adopted a concept of student progression based on acquiring competence to specified levels within discrete sets of skills. Competencies could be organised into courses or course subsets (modules) and packaged into different sets according to the particular demands of an enterprise, industry or occupational group. To ensure that these endorsed Training Packages maintain appropriate standards and quality, the national training framework also incorporated procedures, standards and registration mechanisms for delivery, assessment and certification. A national qualifications framework (the Australian Qualifications Framework, AQF), previously developed to structure vocational and other post school qualifications gained through recognised agencies, was also part of this reform package. (PETE, 2000, p.26)

The fully integrated national VET system

The term 'the fully integrated national VET system' emanates from the ANTA Ministerial Council Paper of 30 June 2000. The purpose of the Ministerial Paper, entitled 'Achieving a fully integrated national VET system' (ANTA, 2000e), was to advise the Ministerial Council on progress in implementing a high quality and fully integrated national system of vocational education and training. The Ministerial Paper notes that

a considerable amount of work remains to be done to achieve the complete implementation of a fully integrated national system of VET which is of world leading
quality. The work involves further development of the two foundations of the national system – Training Packages and nationally recognised training organisations. (ANTA, 2000f; italics added)

Hence the broad concept of a fully integrated national VET system subsumes the concept of the National Training Framework (NTF) and includes other elements such as New Apprenticeships and User Choice. However, for the purposes of brevity, the terms 'National Training Framework' (particularly the acronym NTF) and 'the fully integrated national VET system' are used interchangeably in this report.

**Staff development, professional development and management development**

While the terms 'staff development' and 'professional development' are often used interchangeably, for the purposes of this report, staff development is taken to mean 'work-related purposeful learning activity for individuals and groups, which is negotiated and sponsored by the employer organisation'. (OTFE, 1997 in PETE, 2000, p. 20). This is in contrast to other development activities undertaken on the initiative of the individual and sponsored by the individual. For instance, a VET staff member enrolling in a postgraduate course such as a Masters in Education is taken to be an example of the individual investing in his or her own professional development.

Following is a fuller definition of staff development, which draws even more attention to the role of the employer in staff development. The definition also suggests that staff development is an umbrella term that incorporates a range of activities, including specialist professional development activities:

Staff training and development is an umbrella term that relates to activities which assist staff to:

- meet changes in job demands
- attain levels of competence and capability
- participate in organisational change and career progression.

Staff training and development includes workbased learning as well as the provision of more specialist professional development. Staff training and development can enable staff to achieve organisational objectives and access in-house skills, knowledge and attitudes which develop their capabilities and competence, improve their current and future employability and work performance, and add value to the organisation. (PETE, 2000, p.21)

Management development is a sub-set of the overarching concept of staff development, and relates to the provision of training and development opportunities for managers in the organisation, ranging from supervisory, to middle level to senior, executive level managers.

Chapter 4 provides a literature review of staff development, including references to management development, in relation to VET.

**Change management**

For the purposes of this report, change management is briefly defined as the deliberate use of strategies to manage change within an organisation, to suit the particular organisation's context and the type of change required. While there are different approaches to change management, such as the planned and the emergent approaches, to undertake change management requires a conscious, deliberate choice of strategies (Burnes, 1996, p.173), even if the strategy is to use experimentation and continuous adaptation to changing circumstances.

Cummins and Worley (1997, p.153) note that, traditionally, change management focused on identifying resistance to change and finding ways to overcome the resistance. Contemporary approaches to change management aim at creating visions
and desired futures, gaining political support for them and managing the transition of the organisation toward them. Cummins and Worley (1997, p.168) suggest that change agents must carry out five kinds of activities when planning and implementing changes:

- Creating readiness for change and overcoming resistance to change
- Creating a vision, by articulating a compelling reason for the change
- Developing political support for the change
- Managing the transition of the organisation from its current state to the desired state
- Sustaining momentum for the changes so they are carried to completion.

Chapter 3 below provides a literature review of change management, in relation to VET.
This section sets out the methodology used for the study.

**Strategic planning methodology**

The strategic planning and management model used to frame the study and this report consists of the four stages of strategy analysis, strategic direction, strategy choice and strategy implementation, based on an adaptation of Viljoen’s model in *Strategic Management* (1997). The four-stage strategic planning and management model is as follows:

- **Stage one**: strategy analysis (analyse the external environment, stakeholders’ needs and expectations, providers’ skills and resources, and current activities in change management and staff development)
- **Stage two**: strategic direction (formulate strategic directions)
- **Stage three**: strategy choice (identify, evaluate and select strategic alternatives)
- **Stage four**: strategy implementation (set out the steps to implement the preferred strategies).

The following diagram shows the four-stage process.

**Diagram 2.1: The four stages for developing the strategic planning framework**

The diagram on the following page provides a more detailed overview of the process used to organise the research for this project.
Diagram 2.2: Steps in the four-stage process for developing the strategic planning framework

STRATEGIC PLANNING MODEL FOR THE REFRAMING THE FUTURE PROJECT

1. **Strategy analysis**
   - Analyse the external environment, including opportunities and threats and current and emerging trends in VET
   - Analyse the current VET staff development and change management activities, skills and resources to implement the fully integrated national VET system
   - Analyse stakeholders' expectations and providers' needs for staff development and change management to implement the fully integrated national VET system

2. **Strategic direction**
   - Building on the above data, formulate draft strategic objectives, for discussion
   - Identify key results areas (i.e., the areas of performance where providers will need to do well, to implement the fully integrated national VET system)

3. **Strategy choice**
   - Generate strategic options for the Interim Report
   - Discuss then choose preferred strategies

4. **Strategy Implementation**
   - In the final report, recommend appropriate planning approaches for increasing the skills and professionalism of VET personnel in order to support the implementation of the fully integrated national VET system
   - In the final report recommend possible programs for providers and staff to acquire skills to fully implement the fully integrated national VET system

Adapted from Viljoen, J., Strategic Management (1997)
Research methodologies

The main research methodologies used in this project included:

- interviews with the full range of VET stakeholders from States and Territories, public and private RTOs and other representative organisations, from key decision makers to front-line delivery staff. The interviewees include personnel with expertise in staff development, change management, organisational management, VET research, policy and decision-making, human resources, and implementation of the National Training Framework. Names of the interviewees and the generic set of questions are set out in appendices.

- an analysis of the international literature and current VET research on change management and staff development, set out in Chapters 3 and 4.

- interaction with three 'critical friends', identified below.

- advice from a National Reference Group, identified below.

- the limited dissemination of a Strategy Analysis Paper.

- the widespread dissemination of a Discussion Paper, as the basis for focus groups around Australia and an email survey.

- the convening of nine focus groups in Sydney, Melbourne, Brisbane, Perth, Adelaide and Hobart, attended by 102 participants.

- the receipt of email survey responses and letters from VET personnel.

Project personnel

The two project consultants were:

- Project Director, Susan Young, National Project Manager, Framing the Future.


Administrative assistance was provided by Peter Cavallaro from the office of Framing the Future. The project's National Reference Group consisted of:

- Geoff Wood (Chair) Executive Director OVET SA.

- Murray Judd Director Training Reform Section DETYA.

- Bob Paton Executive Officer MERS ITAB.

- Adrian Stephens Director, National Training Framework Pathways Team ANTA.

- Barry Peddle Director Illawarra Institute of TAFE.

- Maureen Morton Director Regency Institute of TAFE.

- Susan Young Project Manager.

Three 'critical friends' advised the consultants. The role of the critical friends was to provide occasional high-level, strategic, independent and impartial advice on the project's conceptual framework, methodology, findings and issues. The critical friends were Professor Rod McDonald, Consultant Adviser, ANTA; Christopher Robinson, Managing Director, National Centre for Vocational Education Research; and Associate Professor John McIntyre, Director, University of Technology Sydney Research Centre for Vocational Education and Training Education (RCVET), University of Technology Sydney.
3. Literature Review on Change Management in VET

The launch of the National Training Framework policy in 1996 marked a significant move towards a VET sector driven by industry needs and the pursuit of this goal continues today. To ensure this new policy results in high-performing enterprises, VET organisations themselves need to become high-performing, characterised by creativity, innovation, flexibility and competitiveness (BCA, 2000, p.3).

If enterprises and VET organisations are to become high-performing, substantial change management strategies are required because of ongoing changes in global networks, technology, business structures and practices and workforce arrangements.

Change management involves the deliberate use of strategies to manage change within an organisation, to suit the particular organisation's context and the type of change required. Change management is a complex field and the following literature review demonstrates that planners of change strategies in VET first need to identify the type of change they wish to effect and then the strategies and interventions that might be effective.

Global economic forces are forcing changes upon Australian industry and VET, requiring the use of change management strategies

The VET sector is inextricably linked to the forces that impact on VET industry clients, such as globalisation, new forms of business alliances and the rapid adoption of information and communication technologies. Dr Ken Moss, in the Business Council of Australia's report on workplace reform (BCA, 2000), recently set out a range of questions and challenges facing Australia; a set of challenges that the VET sector needs to assist industry to meet. He also provides a description of high-performing enterprises:

How can Australian enterprises grasp and create new opportunities emerging from globalisation, technological change and the knowledge economy? How can we create leading, high-performance workplaces that are characterised by creativity, innovation, flexibility and competitiveness? Workplaces where people choose to work and give freely of their energies and feel a sense of achievement, satisfaction, individual purpose and security. Where there is synergy between personal missions and work challenges, and organisational achievement. And where the workplace sense of community contributes to social cohesion. (p.1)

Dr Moss responded to these questions with the results of the BCA survey of the chief executive officers of BCA member companies, which revealed that these business leaders believed that 55% of the potential improvement in their businesses is available 'by self-improvement through the building of managerial leadership and associated high performance workplace cultures' (BCA, 2000, p.1) In the face of globalisation and other major international trends, the BCA is confident that management, employees and, in general, 'high quality people management' will increase 'the proportion of high-pay, high-performance enterprises within an enterprising and cohesive society' (p.1):

This trend towards high quality people management is already well underway in most of Australia's well run companies. However this needs to be accelerated and expanded.

The BCA also identified raising the knowledge and skills of employees as another key driver. The BCA has recently adopted learning and development as another priority area for action. (p.1)

The BCA's response to the pressures of globalisation is to focus not only on the enterprise, but also on the individual employee, as it detects a shift in Australian employment relations and business performance 'that will heighten the importance attached to the role of the individual in the enterprise' (p.3):

Enterprises need to be faster and more agile. Workforces are more diverse and employees better educated...The successful enterprises of the future will be those that create a culture and way of working that meet the needs of customers, suppliers and employees. (BCA, 2000, p.3)
BCA (2000) and other publications (e.g. Hobart, 1999) view globalisation as more than the development of international trade and production: it also involves the creation of more intensive and extensive relationships between people (Marginson, 2000, p.1). These economic, social and cultural dimensions of globalisation will have implications for VET organisations:

- The contemporary trends to networked relationships and to international marketing, exchange and collaboration and the accelerating rate of technological change, coupled with the universalisation of computing and communications technologies, have significant implications for VET institutions and for on-the-job and formal training in workplaces themselves. (Marginson, 2000, p.25)

The landscape of industry, business and society in Australia is changing, with the development of new global business networks facilitated by information and communications technologies. The Australian Industry Group (AIG, 1999) comments on the importance of these new networks and alliances in contemporary industry:

- Networks and alliances between firms are becoming increasingly important to the way in which business is conducted. Many firms form partnerships with others to provide a more well-rounded service, achieve solutions to complex problems they would be unable to achieve alone, or simply to enable them to ward off competition. (p.11)

AIG also finds that firms are increasingly focused on their core competencies and, in this environment, competitive advantages derived from relationships with suppliers become vital:

- Often this involves the forming of preferred supplier relationships between a large manufacturing company and a range of smaller suppliers which can be located anywhere around the world. (AIG, 1999, p.11)

The very forces that are encouraging new strategic alliances in business, such as globalisation and the online economy, are simultaneously presenting Australia with both opportunities and threats:

- The emerging online economy has the potential to turn all sectors of industry on their head. With this change will come unprecedented opportunities for Australia to achieve high growth and create wealth. The change will also expose the nation and its businesses to a major threat in the form of new and potentially devastating offshore competition. Either way, the online revolution puts Australia's economic future on the line ('Electronic Commerce', 1998, p. 1).

E-commerce has only emerged as a new trend since the Commonwealth's National Office for the Information Economy published a raft of reports on e-commerce in 1999. These reports contributed to e-commerce quickly losing its earlier identity as simply being about buying and selling on the Internet. Mitchell (2000b) notes that e-commerce is already having an impact on a wide range of industries, from retailing to transport, media, entertainment and tourism, health, business services, communications, information technology, banking and finance. E-commerce is expanding the scope of some occupations and resulting in the creation of new occupations. E-commerce will result in the re-structuring of entire industries over the next decade, and in many cases will change the way business is conducted, particularly with an Internet-based supply chain. (p.3)

If VET is to fully respond to the increasing demand from industry for e-commerce competencies and training courses, ideally VET organisations will go beyond teaching about it by modelling the development and use of e-commerce. Recent researchers (Waterhouse et al, 1999; Marginson, 2000; Robinson, 2000) argue that VET providers cannot stand still and watch while other enterprises respond to globalisation and other forces. Waterhouse et al (1999) suggest that VET providers need to meet the same challenges faced by their organisational clients:

- Diversity and creativity is increasingly required of VET in meeting the requirement of organisations to nurture employees with high appetite for new learning and making contribution within empowered teams working in a flexible environment - individual and
collective competence is sought. VET providers are faced with similar challenges, in respect of their staff, as applies to the individuals and organisations which they serve. (In ANTA, 2001)

Enterprises are under pressure to respond to a wide range of forces such as globalisation and e-commerce. The resulting organisational change produces a fluid and challenging environment for the implementation of the NTF, as the NTF requires robust relationships between VET providers and enterprise clients of VET, both of whom are undergoing change. Hence, extensive and ongoing change management is required within both enterprises and VET organisations.

In response to globalisation and the training needs of enterprises, VET organisations need to become high-skilled and high-performing

Globalisation has increased the demand for highly skilled people in the Australian workforce:

As a by-product of the move to globalisation, the nature of the workforce has been changing. Highly skilled people are becoming increasingly important to competitiveness, whilst low skilled jobs are in decline through technological change or the increasing incidence of a shift of more routine production to low wage economies. (AIG, 2000, p.13)

In this environment of globalisation, Robinson (2000) emphasises the need not just for skill formation, but for the speed of skill development:

The skills base of a nation, and the speed with which skillling can adjust to meet new requirements will be as important, if not more important, in determining economic success than a nation's natural resources and financial capital base. (p.v)

AIG (1999) and BCA (2000) argue that, to create and sustain this high-skilled workforce, it is essential that the education and training system is driven by enterprise-level skill requirements.

To provide customised training opportunities for a high-skilled workforce, VET itself needs to have high-skilled staff (AIG, 1999, p.vi). Hobart (1999) suggests that VET teachers and training personnel must undertake initial and recurrent professional development to enable them 'to perform successfully within the global context in which they now operate' (p.3). Marginson (2000) considers that if VET is to support industry to increase its competitiveness, 'VET and its practitioners will need to become more global, better networked and closer to the technological edge in every industry' (p.vi).

AIG (1999) finds that, for companies to be able to effectively compete in the global market place, it is necessary for them to restructure to become high-performing companies:

No longer are practices that may have suited a protected Australian market able to continue if firms hope to weather the storm of international, and high performing domestic competition. (AIG, 2000, p.12)

High performing firms are noted for their support for education and training:

Employees are more likely to be able to embrace change, including the making of decisions and the use of IT in their work, if they have an appropriate base of education, as well as being provided with access to relevant training. Hence, education and training are an integral factor in the success of high performing firms. (AIG, 2000, p.12)

If VET organisations are themselves to become high-performing firms, so that they can assist their enterprise clients to become high-performing, they will need to review the practices that may have suited a protected Australian market for VET, as prevailed before the introduction of a competitive training market, and to develop new practices. This is a change management challenge. High-performing VET organisations will also need to encourage staff development, a topic discussed in the next chapter.

Harris et al (2000a) and Robinson (2000) show that VET provider organisations are in a period of substantial change and transition that require the use of change management
strategies. Influences include changing demands for VET training programs; policy changes within VET; and the changing nature of work.

Most TAFE Institutes, in contrast to most private VET providers, are faced not only with responding to the pressures that emerged in the late 1990s; they also need to continually critique and refine organisational structures and staffing cohorts that were established before the introduction of the NTF. Thomke (in Marginson, 2000, p.12) suggests that most organisations fail at innovation because it requires a departure from old organisational routines and design knowledge. The pressure on TAFE Institutes in the late 1990s to respond to a rapidly changing external environment, while at the same time changing internally themselves, requires skilled and flexible staff and capable managers.

Waterhouse et al (1999), Marginson (2000) and others identify organisational trends emerging in the late 1990s that can be expected to impact on VET organisations. These trends have change management implications for VET organisations that strive to become high-performing. The trends include organisations outsourcing work that is not core business; a reduced number of permanent staff and increased numbers of casual staff and short-term consultants; the increased use of teams; and improvements in IT infrastructure, to enable staff to become competent in the use of information and communications technologies.

The above trends are changing the structure of organisations and the nature of the workforce in Australia. The trends also extend our understanding of a high-performing organisation provided by the BCA (2000) above. In order to meet the increasingly demanding needs of aspiring high-performance enterprises, VET organisations need to cast aside any unwanted historical legacies, to become high-performing and VET staff need to become highly-skilled.

**High-performing VET organisations require both strategic management and change management skills**

The organisational trends of leading-edge or high-performing organisations as outlined above create many new challenges for managers in VET. While it is sensible to make use of all personnel in organising change (Marginson, 2000, p.12), Viljoen (1997) considers that managers are 'the custodians of change' and that a 'key leadership role is to initiate and orchestrate change processes within the context of the strategic needs of the organisation.' (p.114) Hence, the primary responsibility for change management in VET falls to the managers in the sector.

A distinction needs to be made between three terms: management, strategic management and change management, although the same personnel may perform all these functions. Viljoen (1997) defines strategic management as 'the process of identifying, choosing and implementing activities that will enhance the long-term performance of an organisation.' (p.4) In contrast, the traditional, narrow functions of a manager include planning, budgeting, organising and controlling (Stace & Dunphy, 1998, p.128). Viljoen (1997) prefers to talk about strategic management, not simply management, as the term 'strategic management' highlights the fact that effective managers are continually involved in developing strategies to ensure the long-run success of the organisation (p. 4). Strategic management is different from change management. In this report, change management is defined as the deliberate use of strategies to manage change within an organisation, to suit the particular organisation's context and the type of change required. Viljoen (1997) explains that change management 'occurs within the overall context of strategic management' (p.121); that is, change management is a sub-set of ongoing strategic management. Viljoen (1997) agrees that, in one sense, strategic management and change management are one and the same thing, i.e., strategies
developed in response to environmental trends and issues that are implemented by changing the activities, systems, structures and resources of the organisation (p.114). But there are differences:

Strategic management is, however, often not focused on the process of managing change but on the end result of change – the achievement of predetermined goals and objectives, the establishment of appropriate structures, the development of new systems, and so on. (p.114)

Viljoen (1997) points out that on some occasions, the standard strategy processes of strategic management will not accommodate the change requirements of the organisation:

It is here that management must focus on the process of change itself as a critical and separate feature of the overall strategic plan. Change must be managed purposefully in parallel with the strategy process. (p.114)

The following table provides a summary of the typical functions required of management, strategic management and change management. Over a period of time, organisations normally require all functions to be performed.

Table 3.1 Typical functions of different management roles

<table>
<thead>
<tr>
<th><strong>Traditional Management (1)</strong></th>
<th><strong>Strategic Management (2)</strong></th>
<th><strong>Change Management (3)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and budgeting</td>
<td>Analysing the external environment</td>
<td>Creating readiness for change</td>
</tr>
<tr>
<td>Organising and staffing</td>
<td>Analysing internal skills and resources</td>
<td>Creating a vision for change</td>
</tr>
<tr>
<td>Controlling and problem solving</td>
<td>Analysing customers and competitors</td>
<td>Developing political support</td>
</tr>
<tr>
<td>Producing a degree of predictability and order</td>
<td>Developing objectives</td>
<td>Managing the transition</td>
</tr>
</tbody>
</table>

Pappas (in Marginson, 2000, p.12) argues that public policy that merely focuses on new technologies and systems, such as those required to respond to globalisation, needs to be broadened to include the development of ‘capacity in strategic organisation and the management of change in workplace practices’. To respond to the pressures of globalisation and other forces and to implement the national VET system, VET organisations need managers who have traditional management skills as well as change management and strategic management skills, to suit each context and challenge.

The demand for strategic management and change management skills in VET is continually increasing

High-performing VET organisations of the future will require substantial strategic management and change management skills to respond to the range of organisational challenges facing senior VET managers, including an ability to function effectively in a competitive training market; an ability to establish and maintain training arrangements with industry; competence in marketing to overseas students; retraining of tenured staff to meet new student demands; an ability to use sessional staff; and the capacity to change directions to meet market requirements.

TAFE Institutes are responding to influences such as the changing environment of employment, work organisation and technology by a number of means, leading to a greater demand for strategic management skills. They are responding in the following ways:

by restructures, through departmental amalgamations, reducing the number of permanently employed staff; increasing the number of sessional and contract staff, outsourcing some functions, redesigning jobs, and seeking alliances with enterprises.
Accompanying these changes has been a shortening of the planning horizon and a growing concern about managing in an uncertain environment. This turbulent environment has generated a demand within Institutes for the development of greater flexibility in **strategic and management skills** among heads of departments and teaching and non-teaching areas. (PETE, 2000, p.77; italics added)

Currently there is a lack of workforce management skills in the Victorian TAFE system, given the coming period of structural change:

Institutes and OTFE do not have sufficient information and skills to manage their workforce at a time of impending structural change. This change will be spread over the next ten years and will be in two parts. The first period will culminate in the departure of a large group of staff leaders due mostly to retirements of executive staff and tenured teachers. The second period will be characterised by national shortages of experienced and skilled vocational teachers. Consequently, TAFE Institutes may be competing for teachers in the open labour market where technically qualified people will already be in short supply. (PETE, 2000, p.15)

Given this honest and important finding, VET organisations need to either develop or hire managers who have both strategic management and change management skills.

**Strategic management and change management skills are required in every VET organisation**

While the above discussion underlines the complexity of the change management tasks facing the TAFE Institute manager, the manager in the private VET provider organisation also faces many challenges, according to a study of the commercial sector in the State Training System of Victoria (Fawcett et al, 1998, p.6). This study identified a range of contextual factors affecting staff development in their sector, such as

- the globalisation of education;
- changing patterns of ownership of private providers;
- casualisation of teaching staff;
- the diversity of the commercial sector;
- poor returns from tenders;
- the size of the private providers' businesses (many are small);
- and the registration and audit process for providers.

All of these challenges for commercial VET providers require competent strategic management.

**Change management skills are required by managers and trainers in the enterprise workplace**

Another important VET organisational domain is the enterprise workplace, where human resource managers and workplace trainers face yet a different set of challenges in implementing the NTF to those faced within provider buildings. There is almost no literature on the role of human resource managers in relation to managing the implementation of the NTF in their organisations, but there is a sizeable study of workplace trainers (Harris et al, 2000b). In many small businesses, there is no specialist human resource manager, and the general manager performs multiple roles as manager, human resource manager and workplace trainer.

In their study of the role of the workplace trainer Harris et al (2000b) note the critical role of the workplace trainer:

while national initiatives are helpful in setting overall climate, a training/learning culture is likely to evolve distinctively in each workplace according to the interpretations of the inhabitants and the nature of the networks, rather than through government fiat. Change management indicates that policy initiatives are often filtered and interpreted at shopfloor
levels. Thus the role of workplace trainers (as the key figures in the learning network within each enterprise) is critical, as is the catalysing effect of informal training at all levels in an enterprise. (p.3)

Workplace trainers need to fit the nature of the enterprise with the expectations of the NTF. For instance, the size of the enterprise or its area of specialisation or its lack of specialisation or its geographical location can all affect the way the workplace trainer interprets the requirements of the NTF. The workplace trainer needs also to respond to the day-to-day demands of the enterprise, where the learning may occur in the following environment: it is task-focused; it occurs in a social context where there are status differences between workers; it often grows out of a problem or crisis or novel event (Harris et al, 2000b, p.11).

The above list of strategic and change management challenges for TAFE and private providers and workplace trainers will require a range of methodological responses, as discussed below.

**Effective change management normally involves viewing change as normal**

Mabey et al (1998) point out that change management involves making a number of assumptions about change. For instance, some managers may view change as a deviant, exceptional event that is threatening, while others may see change as normal, endemic and desirable. Others may view change as something 'which happens to, or is perpetrated upon, a relatively passive organisation'(p.398). In contrast, the 'placing of change at centre stage rather than an aberration from the normal smooth running of the system' makes a crucial difference to the way an organisation operates, and, in particular, the way change implementation is construed: (p.398) Most of the authors quoted above see changes, such as those precipitated by the implementation of the NTF, as normal and as resulting from Australia's need to respond to global economic and other pressures.

However, Harris et al (2000a) believe that VET managers are reactive, not proactive, in managing change, evidenced by the lack of planning for staff development in VET:

> ...there is need for detailed consultation and staff development planning by (VET) organisations. However, there is very little evidence of such planning. This, in part, reflects the reactive style of responses to changes in the VET sector. Unless this situation changes, VET providers will continue to struggle with change management. (p.66)

To view change as normal and desirable, staff in a modern VET organisation need to focus on providing a product to the client, that the client wants, not on the process of developing or delivering the product. Such a demand-driven focus will force staff to see market need as the reason why the VET provider organisation needs to change.

**Change management is an uncommon research focus in VET**

There are few examples of studies that specifically or predominantly focus on change management in VET in relation to the NTF. An exception is the reporting by participants in ANTA's Flexible Learning Fellowship scheme (e.g. Horton, 1999; Whitley, 1999); however their focus is on developing a change management plan for the implementation of flexible delivery, not the NTF. *Re-framing the Future* (Mitchell, 2000a) discusses the change management components of the Framing the Future program; the program specifically charged with assisting VET personnel and organisations to implement the NTF. Change management in relation to the achievement of a fully integrated VET system is a secondary or implicit theme in Marginson's (2000) issues paper on the changing nature and organisation of work; Robinson's (2000) work on skill formation; and Waterhouse et al's (1999) report on the changing nature and patterns of work and implications for VET.

The lack of detailed VET analysis of change management, and of the related field of strategic management, is a major finding from this study and is of concern, given the importance
commentators attach to change management and strategic management. For instance, Marginson (2000) contends that 'The future of work will be shaped by technology; the capacity of labour and change management' (p.173). Burnes (1996) argues that change management is a normal skill required of all managers: 'understanding the theory and practice of change management is not an optional extra but an essential requisite for survival.' (p.173)

**Approaches to change management include the planned and emergent**

Change management initiatives in VET need to be grounded in the theory of change management. Burnes (1996) argues that

> Whatever particular form change takes and whatever objectives it seeks to achieve, organisations cannot expect to achieve success unless those responsible for managing it understand the different approaches on offer and can match them to their circumstances and preferences. (p.173)

Burnes (1996) identifies two main approaches to change management: the planned approach and the emergent. The planned approach is largely derived from Organisational Development (OD) theory and from Kurt Lewin. Three models of the planned change process that emerged from Lewin’s work were:

- Action Research Model (planning, acting, observing, reviewing)
- The Three-Step Model (unfreezing, moving to the new level, freezing)
- the Phases of Planned Change Model (e.g. exploration phase, planning phase, action phase, integration phase). (Burnes, 1996, p.180)

Planned approaches to change management in the national VET sector include Framing the Future projects, with their use of the action research model, and the Flexible Learning Fellowship program, requiring the development of a strategic plan for flexible delivery.

The emergent approach to change has also been called 'continuous improvement' or 'organisational learning'. It tends to see change as from the bottom up rather than top-down and it stresses that change is an open-ended and continuous process of adaptation to changing conditions and circumstances. Supporters of the emergent approach to organisational change tend to stress four features of organisations that either promote or obstruct successful change: structures, cultures, organisational learning and managerial behaviour. (Burnes, 1996, p.189)

In the VET sector, the planned approach to change management is commonly used in structured programs funded by Government, while senior executives of RTOs sometimes use the emergent approach. There are few examples in VET of national programs that involve the emergent approach to change management, possibly because of the lack of clear boundaries for emergent approaches, which does not fit well with the normal constraints of Government-funded programs such as meeting deadlines, providing reports and identifying immediate outputs.

Stace and Dunphy (see Burnes, 1996, pp.197–98) propose a model of change that accommodates both the planned and emergent approaches to change, by advocating that a range of approaches are valid, depending on the particular environment: 'there is no single path to successful change implementation that holds in all situations' (p.93). The environment could be stable, enabling a planned approach, or turbulent, encouraging an emergent approach, or somewhere in between, requiring a mixture of approaches. This is a 'situational' or 'contingency model'. However, Mabey et al (1998) have reservations about the contingency approach, suggesting that it 'tends to emphasise the need to adapt when change comes, rather than assume change as a given.' (p. 397)

The contingency model may be more suitable for some VET change management initiatives, where a flexible approach is required. For instance, Marginson (2000) cautions about the expenses of a 'holistic' approach to change management:
From time to time ... holistic cultural change is needed. But for change to become routine and ongoing, it must be managed in such a way that down-time is minimised and energy is conserved. (p.14)

The VET manager needs to be aware of such theoretical considerations and alternatives when planning a change management activity.

**Different types of organisational changes require different strategies**

In practice, the choice between planned and emergent approaches to change management is often not taken: instead, mixtures of approaches are utilised. Stace and Dunphy's (1998) research into corporations shows that a range of different change management strategies are often used within the one organisation: 'even in higher performing organisations, more differentiated successful change strategies exist in practice than are often portrayed in the management literature.' (p.93)

Stace and Dunphy (1998) identify four different approaches to change management, requiring different intervention strategies, as follows.

- **Developmental Transitions**, where the goal is a voluntary commitment to a shared vision of continual improvement.
- **Task-focused Transitions**, where the goal is compliance to an internally consistent progressive redefinition of task performance systems.
- **Charismatic Transformations**, where the goal is a voluntary commitment to a radical new vision requiring significant reinterpretation or revision of core values.
- **Turnarounds**, where the goal is compliance to radically redefined behavioural goals, norms and performance standards.

**Case study: Framing the Future's change management strategies**

*Re-framing the Future* (Mitchell, 2000a) includes an analysis of the change management strategies of the national project management team from Framing the Future. The report argues that, in the coming years, the change management strategies will need to be different from that provided in the start-up period of 1997-99. Many interviewees for the *Re-framing* study viewed Framing the Future's leadership style as predominantly of the 'coach' variety, with a degree of the 'charismatic' approach used in the initial stage of the program in 1997-98. The coach role is 'highly interactive and responsive' and involves the active promotion of an 'emerging vision' (Stace and Dunphy, 1998, p.128).

The *Re-framing* report argues that, with the continued development of Training Packages and the other components of the NTF, the volume of work for the program could increase and the complexities could mount. In this more demanding environment, the change management approach of Framing the Future in the coming period will need to be different from that provided in the start-up period of 1997-99 — more of the 'captain' variety. The 'captain' role involves 'directed interaction' where 'vision is planned' and the leader uses 'positional power' (Stace and Dunphy, 1998, p.128). The captain-coach models fit two of the four types of change management approaches identified by Stace and Dunphy (1998): the Task Focused Transition and Developmental Transition.

**Final note**

This literature review showed that if VET organisations are to become high-performing, they need to undertake extensive and ongoing change management. The change management strategies need to be attuned to each organisation's context. These and other findings cited in the discussion above influenced the strategic framework for change management described in Chapter 10 below.
The following discussion highlights some of the key findings from recent research into staff development in VET. In particular, it goes beyond the finding that the VET workforce is diverse and that the professionalism of VET staff needs to be encouraged. From a business point of view, the feature that is lacking from the current VET literature on staff development is the definition and pursuit of agreed high-quality skill standards for staff. This review emphasises the need for staff development to result in highly skilled VET personnel, as contributors to high-performing VET organisations and in support of high-performing enterprises.

**There are common themes, gaps and differing views on research into staff development in VET**

In direct contrast to the paucity of research into change management in VET, a considerable amount of recent research is available on the staff development needs of VET practitioners in relation to the implementation of the NTF. The literature is generally consistent in emphasising the following themes:

- the advent of the NTF has made the VET workforce more diversified;
- the staff development needs of VET staff are extensive;
- some groups of staff, such as casual or sessional staff, receive less staff development than is ideal;
- due to the diversity of VET, staff development needs to be provided in many, different ways.

The overwhelming finding from all reports is that high levels of staff development are required throughout VET.

One aspect of staff development in VET that is particularly under-represented in the literature is management development. A number of projects commissioned by the National Research and Evaluation Committee (NREC) will partly address this shortfall. The topic of management development is discussed below.

The research on staff development in VET does not always sit comfortably with the approaches to staff development advocated in the recent international literature. In particular, some of the VET research highlights a tension between the needs of the individual and the needs of the enterprise, while much contemporary business literature and some other VET research shows that the two sets of needs can be met concurrently. Contemporary business literature often focuses on positioning staff development within a strategic human resource development model, where human resources are linked to organisational objectives.

**Effective VET staff development is crucial for the future of Australian industry**

The previous chapter on the change management requirements to ensure the implementation of an integrated national VET system argued extensively for the need to foster both high-performing organisations and highly skilled staff in VET. What AIG (1999) says of private organisations could be applied to VET organisations:

> Education and training and company based learning provides the cornerstone to a successful change strategy to make companies more competitive in a global economy. (p.22)

There is consensus in the VET literature that staff skills and the role of staff development are critical to the success of VET and that more staff development is required (see, for example, Harris et al. 2000a, 2000b; Moy and Courtney and Associates. 1999). For instance, Harris et al (2000a) conducted a Delphi survey with key VET stakeholders to identify a number of particular challenges that teachers/trainers in the VET sector are likely to face during the next five to seven years. The researchers found that around half
of the current VET instructors were considered to possess the necessary attributes, skills, knowledge and capabilities needed to meet these challenges. These capabilities were not uniformly distributed in the workforce, with groups such as part-time, older and casual staff often perceived as having less expertise:

Slightly less than half the current VET teachers/trainers were considered to possess the attributes, skills and knowledge required to improve the quality of VET provision. These findings have significant implications for staff development during the next few years. (Harris et al. 2000a, p.viii)

Harris et al (2000a) also found that substantial reforms in the VET sector over the past decade have had a dramatic impact on the work of teachers and trainers, leading to the need to transform staff development in VET:

In this context of rapid change, the nature, direction, delivery, access and funding responsibility of staff development are themselves undergoing considerable transformation. (Harris et al, 2000a, p.viii)

This literature review attempts to capture some of the transformation that has occurred to date, to identify what has yet to be addressed and to propose some future directions.

**The diversity of VET’s work is creating the need for new staff skills and more staff development**

Diversity is the word commonly used in the literature, particularly in the period 1998–2000, to describe the VET sector in Australia. For example, Waterhouse et al (1999) argue that VET systems and practitioners are facing complex challenges in accommodating ‘the diverse vocational education and training needs of people within a changing workplace’. Smith and Lowrie (1998) highlight the diversity of the VET sector and the need for multiple staff development strategies:

A diversity of VET providers renders it likely that staff development programs will also need to exhibit diversity. Different types of providers will require different types of staff development and the same program will be received differently by staff in different providers.

The analysis of the commercial VET providers in Victoria (Fawcett et al, 1998, p.6) also revealed the diversity of needs in staff development, including leadership and management training; strategic, business and marketing planning; winning business and selling skills; information technology; performance appraisal process; change management; customer service; human resource management; time management; regulatory matters; assessment; and workplace training.

Research by Harris et al (2000a) reveals a number of important features that are shared by the commercial provider sector and other TAFE systems, including an increase in the number of sessional teaching staff; a decline in the number of male staff; and the aging of the workforce.

**The NTF challenges the role of the traditional, classroom-based VET teacher**

Since the implementation of the NTF, teachers who were part of the VET system prior to the NTF were encouraged to review their roles and to embrace a range of new approaches. ANTA suggested that the role of the VET teacher was changing ‘from a source of knowledge to a manager of learning and a facilitator’ (ANTA 1996, p.8) and that the new role of the trainer was a ‘facilitator of change’ (ANTA 1997b, p.1). The new policy directions of the NTF pose many challenges for many institution and classroom-based teaching staff:

Trainers will need to be up-to-date in relevant technical areas and confident to leave the structured classroom environment for the workplace to facilitate the integration of on- and off-the-job training. They will become learning facilitators, working in partnership with individuals, enterprises and industry groups to negotiate learning projects, develop new courses, customise generic courses to suit individual and enterprise needs, and establish and maintain the
mechanisms for assessment. Even where consultancy and learning facilitation are not required, classroom-based trainers will need to have made the shift to an outcomes orientation and become industry-oriented. (ANTA 1997a, p.3)

In 2001, ANTA continues to promote the need for teachers and trainers with traditional backgrounds in institution-based delivery to establish new partnerships with trainers based in the workplace:

Teachers and trainers with strong professional VET backgrounds are partnering with workplace colleagues who bring particular technical and environmental capabilities to the partnership... This external and workplace partnering is to the benefit of the trainees who are the core element in the learning partnership. The educator and the workplace trainer have different, but complementary, professional development needs and opportunities. (ANTA, 2001, p.10)

A new term in the field of VET staff development, the VET professional, became more prominent in the literature in the late 1990s, perhaps as a result of the desire of policy makers to draw attention to the significant professional challenges faced by VET personnel. For instance, Chappell (2000) highlights the need for the VET professional in the era of the NIT to 'work across organisational boundaries and be able to work productively in the different organisational cultures that characterise the newly diversified VET sector.' (p.6) VET providers need to span different cultures:

VET now encompasses public, private and not-for-profit providers and the competitive market has brought with it the need for all providers to insert commercial business practices into their operations. In a real sense all providers are now in the 'business' of VET. VET providers also increasingly work under a common regulated framework... These changes, among other things, disturb the different norms, values and modes of conduct that have provided public and private sector organisations with distinct and separate organisational identities. They also disturb the distinctive organisational cultures that have been constructed by these differences. (Chappell, 2000, p.7)

The term 'the VET professional' is still a term requiring further definition and acceptance (Harris et al, 2000a, p.x). The focus on the VET professional replaces the focus in the mid-1990s and in earlier decades on the classroom-based teacher. The latter needs to develop a range of new skills to work effectively in the complex cultural environment created by the implementation of the NTF. To be effectively implemented, the NTF also requires the contribution of a range of other VET personnel or VET professionals, besides the traditional teacher, as detailed below.

The VET workforce is becoming increasingly differentiated, requiring multiple calls on funding for staff development

Harris et al (2000a) comment on the diversity of the VET workforce, where shifts are occurring in ‘employment patterns, required qualifications, fields of study, training market competition and nature of delivery’ (p.viii). However, they are not convinced that the traditional institution-based teacher will become closer to the workplace trainer. Their research suggests that the gulf between the two parties will grow, not decrease, over time:

the roles of teachers/trainers will become more differentiated, with some being highly trained as teachers and curriculum developers and others with less qualifications working within carefully prescribed guidelines under tight supervision or in collaboration with others. Teachers will need to be appropriately skilled in order that their practice reflects the changes that result from the new sectoral requirements that are emerging from this increasingly differentiated workforce in VET. For some trainers, the focus of their contribution to VET delivery will be very narrow. Some may be employed almost solely for their technical currency and have minimal training in instructional techniques. (Harris et al, 2000aa, p.x)

ANTA (2001) acknowledges this differentiation of the workforce, by identifying eight different groups within VET who can benefit from using Training Package professional development materials:
Workplace trainers who may be new to the role and not yet have experience, or training, as a trainer. Also, they may not yet have experience, or training, as a member of an assessment team.

Workplace mentors who are supporting the learning of the trainees.

Workplace supervisors who are influential with respect to learning outcomes.

Professional trainers and assessors who may be either members of staff or in a consulting/casual relationship to an organisation in which the Training Package delivery is occurring.

Teaching/training/assessing staff of publicly funded Registered Training Organisations [RTOs]. This includes TAFE institutes and community providers.

Teaching/training/assessing staff of privately funded RTOs.

Senior secondary school teachers, and VET coordinators, engaged in the delivery of VET in Schools.

Academic staff of higher education institutions who are engaged in the delivery of Training Packages. (ANTA 2001, pp.10–12)

In parallel with developments in other industries, the workforce in VET is becoming increasingly differentiated, with possibly three different workforces:

Handy (1998) has argued 'today's organisation is the totality of a diverse network of dedicated, career oriented core workers; fringe dwelling casuals, part-timers and consultants; business partners as well as customers themselves. All these people are deemed to add value to the organisation. The modern organisation therefore is seen to comprise three different workforces, which together achieve the organisation's objectives:

- a core of 'full-time, hard working, highly paid professionals, technicians and executives' who own the organisational knowledge
- a 'contractual fringe of individuals or organisations' who provide services and materials
- a flexible workforce of part-time or temporary individuals who assist in peak times.

(PETE, 2000, p.84)

Harris et al (2000a) are concerned that the differentiated VET workforce may lead to competition for funds and that sessional staff may lose out to management and ongoing staff:

A strongly differentiated workforce implies that staff development requirements will also vary. Those with higher responsibilities are most likely to have greater access to staff development opportunities. Those who deliver prepared material are likely to have lesser opportunities for staff development and these opportunities will be narrowly defined. In many cases it seems likely that little staff development beyond the Certificate IV in Assessment and Workplace Training will be made available by providers. There are signs that many contract and part-time practitioners are upgrading qualifications in order to seek permanency at a time when such opportunities are becoming less common. (Harris et al, 2000a, p.x)

Harris et al (2000a) believe that the pressure on organisations to commit funds to staff development related to compliance instead of assisting individuals with developing their professional expertise threatens the professionalism of VET practitioners. It also raises the question of what constitutes a VET professional 'at a time when the teaching role is being broken down into professionals and paraprofessionals'. (Harris et al, 2000a, p.x)

Chappell (2000) further sub-divides the 'professional' stream of VET practitioners by suggesting that there will be two types of 'VET professionals': a VET consultant working across a number of VET sites or a learning manager employed to manage the learning activities of large VET providers. (p.6)
Successful implementation of Training Packages requires extensive staff development

Training Packages are one of the key pillars of the NTF and their successful implementation is predominantly the responsibility of workplace facilitators, that is, both RTO trainers and enterprise supervisors. The development of these workplace facilitators is pivotal to the effective implementation of the NTF.

Moy and Courtenay and Associates (1999) identified nine apparent factors that contribute to successful Training Package implementation. Most of these factors have a staff development component:

- Individuals, work teams and RTOs share responsibility for identifying and addressing professional development needs.
- Support from senior managers.
- Access to advice from specialist support units.
- Responsive administrative arrangements.
- Close cooperation between the State ITAB and providers.
- Opportunities for teachers to familiarise themselves with the relevant Training Package and have a say in formulating implementation strategies.
- Implementation strategies that recognise and support those who are interested in implementing change and provide opportunities to lead while also respecting the reservations of others.
- Use of mentoring arrangement, teams and visits to [or from] other organisations to help up-skill staff.
- Use of national professional development funding, through projects such as Framing the Future, as a catalyst for reviewing and changing current practices and establishing partnerships with other stakeholders, such as other RTOs or enterprises. (Moy and Courtenay and Associates 1999, p.9)

To investigate the implementation of Training Packages, Moy and Courtenay and Associates (1999) inquired into the implementation of four Training Packages – General Construction, Information Technology, Metal and Engineering, and Tourism. The inquiry focussed upon training delivery within RTO environments and the findings are not necessarily relevant to all workplace delivery situations. They found that the apparent factors influencing identification of professional development needs, in relation to Training Package implementation, included

- Size of the system implementing the Training Package.
- Perception of the value of Training Packages.
- Access to support structures.
- Involvement of personnel in implementation, planning and resource development.
- Extent of the RTOs industry contacts and partnerships.
- Staff profiles, including age, responsiveness to change and interest in performing new and varied roles. (Moy and Courtenay and Associates 1999, p.8)

While staff development is required in relation to many aspects of the NTF beyond Training Packages, Training Package implementation deservedly receives primary attention from staff developers, as their implementation is the most concrete expression of the NTF and is still the subject of some resistance, as demonstrated by AIG (1999).
**VET clients' pursuit of lifelong learning encourages VET staff to also become lifelong learners**

Social research by ANTA (1999a) reveals that Australian adults are driven more by a lifelong love of learning than by concepts of study, education or training. The research confirms the multi-dimensional role of lifelong learning for individuals, for communities, enterprises and nations, and that learning is about:

- a sense of achievement, self-confidence and self-esteem
- becoming stronger and more resilient in a more competitive environment for jobs and economic performance
- and increasing our capacity for social inclusion and participation in a robust democratic society (ANTA 1999a, p.2)

The ANTA research shows that, throughout the developed world, learning is being recognised as a central dimension of national development. The skills and capacity of people provide the foundations on which nations are building new wealth and sustaining diverse and vigorous cultures. But in such times of rapid and complex change, it is the need to learn throughout life that has taken centre stage. (ANTA 2001, p.1)

Training Packages are designed to encourage self-directed, lifelong learning, so there is pressure on VET teaching and training staff to become lifelong learners as well (Moy & Courtenay and Associates, 1999).

Instead of the term 'lifelong learning', OTFE (2000) uses terms such as 'ongoing learning' (p.4) and 'continuous learning' (p.5) in relation to staff development.

**The needs of both the individual staff member and the VET organisation can be met by staff development**

There are mixed views in the literature about whether the staff development needs of the individual staff member in VET provider organisations are being sacrificed in the interests of furthering the cause of the organisation. Harris et al (2000a) detect a tension between the needs of the individual VET staff member and their organisation, finding that many VET providers are focused more on compliance than on the need for the individual to grow:

The various research components of this study have articulated some of the tensions that exist between priorities for meeting corporate or staff needs within the VET sector. Nowhere is this more apparent than in the results of the Delphi survey, where key stakeholders identified current key challenges for staff development almost entirely in terms of compliance with the immediate agendas of various external agencies to whom the providers are accountable. The needs of the individual were not seen as significant and very much second order. (Harris et al, 2000a, p.ix)

Harris et al (2000a) admit to some nostalgia about a past where the industrial conditions and career plans of the individual staff member were not directly affected by the new policies supporting user choice and competition. They note that, nowadays, decisions about staff development tend to be influenced more by policy imperatives such as RTO registration requirements than by more traditional arrangements such as industrial relations agreements or career plans. (Harris et al, 2000a, p.viii) The authors are almost surprised that national policy has intruded upon intra-organisational staff development decisions:

The findings indicate that it is factors more external to providers and their staff that are impacting most heavily on decisions made by providers about staff development. The changing policy context of VET evidently has a heavy influence on the nature and extent of staff development, particularly so in the case of public institutions. (Harris et al, 2000a, p.vii)

Harris et al (2000a) see a conflict between the need for compliance and the need for quality VET teaching, and wistfully reflect on the past, when compliance did not spoil traditional working conditions:
when asked to identify staff development challenges five to seven years ahead, areas related to the development of individual expertise as a teacher or trainer come to the fore. There would appear to be a realisation that quality VET delivery will require individual expertise of a high order. Nevertheless, current resourcing (for staff development) is primarily directed towards compliance. However, given that it appears highly unlikely that the need to meet compliance requirements will diminish, this view may represent little more than a wistful reflection of the liberal humanist ideals of the past. (p.63)

This tendency to highlight a tension between individual and corporate needs is not supported by other recent research by Fawcett et al (1998), OTFE (2000), Marginson (2000) and Mitchell (2000c), nor by the international, business literature. Fawcett et al (1998) surveyed 100 commercial VET providers in Victoria to determine their staff development arrangements. Their research found that the three most important factors for the providers when approving staff training and development were 'Benefit to Business' (80%), 'Benefit to the Individual' (53.4%) and 'Cost' (41.7%). This finding disputes the Harris (2000a) position that the needs of individuals are not being considered. Similarly, OTFE (2000) found that the convergence of organisational goals and objectives with an individual's staff development activities in a supportive culture leads to learning and performance improvement and that, 'for some staff at least, work performance is the prime stimulator for learning' (OTFE, 2000, p.12). Mitchell (2000c) found that three distinct cohorts of staff participating in 63 LearnScope projects on the use of new learning technologies were primarily motivated to undertake the program because of their belief that their employer wanted them to learn new skills.

Contemporary, international literature on staff development focuses on how strategic human resource planning can balance the needs of the individual and the corporation. Bramley (1996) recommends that staff development be systematic, treat participants as individuals and groups and improve job performance and the participant's part of the organisation:

Training should be a systematic process with some planning and control rather than random learning from experience.

It should be concerned with changing concepts, skills or attitudes of people treated both as individuals and as groups.

It is intended to improve performance in both the present and the following job and through this should enhance the effectiveness of the part of the organisation where the individual or group works. (Bramley, 1996, p.xvii)

Mabey et al (1998) note that there is a need for both the individual staff member and the organisation to change, not just the individual. Mabey et al (1998) argue that attempts to change the individual and not the organisation arise from a disregard for the 'systemic properties of organisations':

Attempts to change organisations by changing individuals have a long history of theoretical inadequacy and practical failure. Both stem from a disregard of the systemic properties of organisations and from the confusion of individual changes with modification in organisational variables. The result is a poor matching of training provision to trainee(s) requirements, a failure to understand the situational factors that shape behaviour and a misperception of the value of training. (In Mabey et al, 1998, p.382)

OTFE (2000) also provides a balanced approach in suggesting that the major issue for the future, given the pace of change could be 'how to marry increasingly diverse individual staff circumstances and personal responsibility for learning, with the system needs for consistency and standards.' (p.2) The Australian Chamber of Commerce and Industry (ACCI) considers that education and training is imperative for a number of reasons, including an increase in the competitiveness of enterprises and the need to respond to global competitiveness pressures; and employee satisfaction/motivation through acquisition of higher skills.
Contemporary business literature (e.g. Mabey et al, 1998; Smith, 1998) often focuses on positioning staff development within a strategic human resource planning model, where human resources are linked to organisational objectives.

**Skills in online learning and e-commerce are the latest set of skills required by VET personnel**

Many VET researchers comment on the need for VET personnel to develop skills related to information and communications technology (e.g. Marginson, 2000). Two specific aspects of this field are flexible learning and e-commerce.

The framework for national collaboration on flexible learning, *Flexible Learning for the Information Economy: a Framework for National Collaboration in Vocational Education and Training* (ANTA, 2000), focuses on five aspects of strategic planning for flexible learning: creative, capable people; supportive technological infrastructure; world-class online content development, applications and services; enabling policies; and problem-solving regulation. The effectiveness of this five-year program is subject to external evaluation in 2001–2002.

Due to its recent emergence, e-commerce has not yet received much attention from VET researchers. However, Mitchell’s (1999a) analysis of Framing the Future as an e-commerce operation shows that Framing the Future is using e-commerce approaches to improve business performance, such as improving its use of existing resources, enhancing its existing services and increasing its marketing reach. The study indicates that Framing the Future is a model to other bodies within VET as to how the power of digital data and electronic communication can be used to improve performance.

The findings could become the basis of ongoing dialogue between the Framing the Future national project team with its customers. The dialogue could focus on the value of using e-commerce in VET, for improving customer service, for developing and delivering new services and for reaching new markets. (Mitchell, 1999a)

A study of e-commerce competencies in relation to the NTF (Mitchell, 2000b) demonstrated the need for multiple competencies in e-commerce to be developed across all industries, including vocational education and training.

**Work-place trainers and assessors have particular staff development needs**

Harris et al (2000b) note that, in the move from off-job to on-job training, the workplace trainer is assuming an increasingly critical role in the provision of training opportunities. They found that, despite the increasingly important role for workplace trainers in the NTF, 'there has been relatively little attention paid to them' (p.2). Their study highlights not only the pervasiveness and nature of informal training in the workplace, but particularly the critical role that informal trainers play in promoting learning:

Workplace trainers foster environments conducive to learning; they work and learn with co-workers, structure and shape work processes to accommodate learning; promote self-direction in learning and, although to a lesser extent, link external learning experiences with work and learning within their enterprise. (p.50)

Simons, Harris and Bone (1999) found that the workplace trainer role includes the following functions:

- organises learning collaboratively with the trainee/learner;
- learns together with others;
- promotes independence and self-direction in learners/trainees;
- advocates on behalf of learners/trainees;
reconciles experiences of work and learning;
works alongside learner/trainee;
draws on others in the workplace to help facilitate the learning process;
discusses learning experiences with trainee/learner;
assesses work and learning using both formal and informal processes; and

demonstrates techniques, processes.

Harris et al (2000b) suggest that there is a range of strategies which can be used to develop the skills of workplace trainers, such as 'revision of provider curriculum, less formal training opportunities, materials available in the workplace, experiential opportunities in the actual setting with space for discussion with others'. (p.2)

**Staff development for sessional staff is critical**

One of the major aspects of the contemporary VET workforce is the increasing number of part-time and sessional teaching staff, sometimes called 'non-standard' staff to distinguish them from standard, permanent staff. PETE (2000) noted a trend in Victoria that could be sector-wide: the overall shift in the composition of the TAFE teaching workforce towards one characterised more by both contract and sessional staff. In 1993, contract and sessional teachers were 41% of the EFT teaching workforce. By 1998, the proportion had risen to 48% (p.33). The proportion of teachers employed in 1998 on an ongoing basis, that is, permanent staff, varied from a high of 75% in some TAFE Institutes to a low of 10% (p.12).

Harris et al (2000a) believe that the needs of part-time and sessional staff, in particular, are critical to the quality of VET provision. Harris et al (2000a) found that staff development provision in VET appears to be inadequate to meet demands at the present time and that this is especially true for non-permanent staff who deliver the majority of training programs in many training providers:

Questionnaire data indicated that many staff had not completed any staff development related to current National Training Framework issues and artefacts such as Training Packages, User choice, New Apprenticeships and competency-based assessment despite the emphasis on the need for compliance. (p.xi)

This trend towards fewer permanent staff raises challenging issues for staff development and training. For instance, the capabilities and motivation of sessional VET teachers affects the effectiveness of staff development activities. PETE (2000) noted that, on the one hand, sessional teachers were more responsive to flexible delivery methods and generally were more adaptable to variable time requirements. On the other hand, some TAFE managers were concerned that sessional staff were 'more likely to be committed to a department head (who possibly recruited them) or to their industry rather than to the Institute or the TAFE system as a whole' (PETE, 2000, p. 76). Some managers noted that sessional teachers were

less likely to attend departmental meetings, were not as interested in in-house staff development opportunities, and required a higher level of administrative support than contract and ongoing staff for tasks such as enrolment and, in some cases, student assessment. (p. 76)

The same report found that investment in the professional development of sessional staff was viewed in some areas as a necessary risk:

**Management development in VET needs to be expanded**

To implement the national VET system requires managers, at senior, middle level and supervisory levels, to have skills in a range of areas, including skills in creating an innovative culture and in leading, coaching, facilitating and empowering others. Karpin
(1995). Smith (1990; 1998) and others show that, generally, managers in Australia, and frontline supervisors in particular, mostly do not possess the above competencies.

The Karpin Report (1995) concluded that there had been 'systemic failure' in the management development programs of several hundred medium to large Australian companies' (p.279). The report continued that 'the real question was not whether to intervene, but which interventions will prove effective and for which target group of managers'. (p.279) Smith (1997) summarises: 'A picture emerges therefore of a large number of underqualified, under-experienced and undertrained managers running Australian enterprises, by comparison with our major trading partners'. (p.226)

This finding by the Karpin Report (1995) coincides with findings in the field of vocational education and research, by the TAFE National Staff Development Committee (TNSDC). During the early-mid 1990s, the TNSDC was a committee of the Australian National Training Authority and was charged with the responsibility of developing national policy and managing national projects in relation to staff development within the national vocational, education and training system (Kelleher, 1997). The TNSDC energetically developed a number of programs and a collection of resources to support the development of skills such as coaching, mentoring and facilitating. The Karpin (1995) research, Smith (1990) and the TNSDC all concur that Australian managers, in general, do not possess management skills and competencies such as coaching and facilitating.

There is a range of ways in which VET managers can be developed to encompass the types of competencies needed to support the implementation of the national VET system. From a broad perspective, the Karpin Report (1995, p.25) found that there is a need for lifelong learning as well as for organisations 'to develop coherent approaches to management development which support their corporate strategies'. Also from a broad perspective, Smith (1998) suggests that management training programs are not the sole means of developing management abilities.

Other key elements in the process are career and management succession planning, the establishment of organisation structures which facilitate the development of managers, the periodic rotation of managers between different positions and functions in the organisation and the administration of management remuneration. (p.234)

The Karpin Report (1995) made a range of recommendations about how Australian managers could develop competencies:

- using a combination of on and off-the-job training;
- providing a national certificate as a benchmark;
- delivering the course using a variety of methods;
- accrediting providers;
- encouraging enterprise participation;
- and developing course materials. (pp.282-4)

The development of effective delivery methods was also necessary. However, Smith (1990) found that 'training courses were highly standardised, emphasising the knowledge required rather than the skills supervisors might use. Training tended to be of short duration, was given fairly early in the appointment and involved little input from senior managers in the organisation' (Smith, 1998, p.252).

Management development will ideally occur within the broader context of human resource development (Smith, 1998, p.234). Management development also needs to be aligned with corporate strategic objectives and some of it ideally will occur in the workplace. Some of the following management development principles were identified as part of the TNSDC National Management Development Scheme: management development is a career long activity; management development must articulate with other forms of recognised staff development;

Also in response to the Karpin Report, the Australian National Training Authority (ANTA) created two major projects to improve management skills. The Management Enhancement Team Approach (META) focuses on management skills for training organisations, and the Frontline Management Initiative (FMI) focuses on the management skills for public and private enterprises. The FMI program is still popular but the META program is not used widely. In 2000 a number of new research programs were funded by NREC on contexts within which managers manage and on management and leadership in VET. Many States and Territories initiated management development programs in the late 1990s, as outlined in Chapter 7 below, but generally there is little research material on management development in VET in recent years, pointing to a lack of sufficient national programs in this important area.

A range of staff development strategies is required

OTFE (2000) studied the learning profiles of a group of staff in the Victorian VET sector and found that there are multiple learning styles and these styles are best supported by multiple means of learning (p.2). The OTFE report identifies a range of informal and formal ways of learning as well as different types of learners, from 'eclectic learners' to 'action learners', to 'users of formal education and training' to those with personal approaches and those who liked to network.

Moy and Courtenay and Associates (1999, p.10) found that the implementers of Training Packages had varying learning preferences. A range of professional development strategies is required to satisfy these learning preferences. From research into staff four different industry groups, Moy and Courtenay and Associates (1999) identified preferred professional development strategies:

- Establishment or promotion of support networks between providers at the local, State and national levels, possibly using some of the networks documented in the report as models.
- Increased marketing and expanded provision of Framing the Future and other similar work-based learning practices.
- Promotion of and support for provider forums, which enable teachers and assessors from a number of organisations to discuss specific Training Package implementation issues in a practical way.
- Increased identification, use and recognition of successful Training Package implementers as change agents and "beacons" with a critical role in expanding new practices through visits, conferences and mentoring activities.
- Development and distribution of support resources, such as case studies and models of good practice in teaching and assessment, tailored to Training Package delivery. (Moy and Courtenay and Associates 1999, p.9)

Resistance to the change in VET to competency based learning was explored by Lowrie et al, (1999) who found that a number of different factors affect the engagement of individual VET teachers with staff development associated with 'top-down' change. Top down change relates to the needs of the organisation, which may be influenced by the needs of the State training system or associated with ANTA initiatives. (p.89) The factors affecting engagement in staff development included industry area; departmental culture; type of VET provider; career stage; teacher's professional or trade background; availability and timing of staff development activities; the teacher's outside employment, if any; employment status of the teacher with the provider; the teacher's views about the top-down change; current enrolment in further study; nature and level of initial teacher training; and preferred learning style of the individual teacher. (p.90). Lowrie et al (1999) conclude that if such a variety exists in individuals' engagement with staff development, it is clear that a 'one size fits all' approach is unlikely to be effective.
Smith, E. (2000) argues that staff development personnel in VET need, in marketing terms, to segment their market and market their programs accordingly. Smith suggests that neither characterising non-engagers as dinosaurs, or alternatively leading the teaching ‘horses’ unwillingly to water and expecting them to ‘drink’, are appropriate responses. (p.8)

**A current review of workbased learning proposes new ways to view and deploy this flexible methodology**

Workbased or action learning emerges from a number of recent studies as the most popular staff development methodology. A recent investigation of the learning profiles of fifteen different VET professionals and found that action learning was the preferred form of learning for many of them:

Action, or practice based learning, figures highly in almost all profiles. Indeed, this was the most commonly noted form of learning amongst all those interviewed. Many also indicated that it was the best form of learning for them. For some it is the dominant form. (OTFE, 2000, p. 6)

The Commonwealth-funded Small Business Professional Development Program (SBPD) sought to find ways that would help small business to take control of their own training needs. The program was conducted from 1997–2000 and promoted the use of action research, with its cycle of planning, acting, observing and reflecting. The project management team, to stimulate small business demand for quality professional development, advocated action research. The SBPD models include the use of mentoring, clusters and networks, needs analysis and orientation tools and flexible training provision. Kearney (1999) showed that these action learning staff development strategies are likely to enhance business development. Mitchell (2000d) found that the use of action learning, incorporating structured and unstructured methodologies, within SBPD e-commerce projects, was a key to the effectiveness of the projects:

This study shows that while there is no one best way to provide training in e-commerce, an ideal training program will offer both generic and customised information, delivered flexibly, using both structured and unstructured methodologies. (Mitchell, 2000d, p. 11)

One of the attributes of action learning is the impact it has beyond any specific topic addressed by the action learning participants, such as customising Training Packages. Hawke and Martin (2000) investigated professional development programs in TAFE in Western Australia and found that the impact of action learning projects goes beyond direct participants, ‘to work colleagues, managers, clients and students’. Some projects are reported to have influenced ‘organisational culture, organisational processes and products and changes have been sustained over time’(p.36). These findings correspond with an earlier study by Mitchell (2000a) of the long-term impacts of action learning projects in the Framing the Future program. However, while acknowledging the value of thorough workbased learning, an evaluation of LearnScope by Mitchell (2000c) cautioned about the limitations of using diluted forms of workbased learning in VET staff development programs.

A current review of workbased learning in VET (Henry et al, 2001; in production) explores the theoretical underpinnings of workbased learning, traces its usage in VET during the 1990s and proposes new ways to view and deploy this flexible methodology.

**Final note**

The above literature review shows that the VET research community has undertaken extensive research into some aspects of the staff development needs of VET personnel. The research reveals a number of common themes such as the diverse nature of the sector requiring a range of staff development responses. From a national, strategic perspective the research underlines the need to provide much more staff development than currently is provided, particularly for key groups such as casual staff or workplace trainers or managers. The research also provides useful summaries of key influences impacting on VET and the challenges faced by staff trying to keep up with policy requirements and organisational changes.
The next three chapters of this report provide a summary of the current external macro-environment for VET, the VET industry environment, client and stakeholders' needs and expectations and recent activities in staff development and change management, in relation to the implementation of the NTF. The three chapters are based on findings from the field research conducted from September-December 2000.

This chapter provides a scan of:

- the macro-environment for VET, that is, forces beyond the control of the individual organisation, such as economic, political, technological and social forces
- the industry environment for VET, that is, variables affecting the immediate competitive position of individual organisations, such as changing customer demands, the supply of skilled staff and relationships with other providers and enterprises.

Summary

The external environment is becoming increasingly demanding for VET, with globalisation and information and communication technologies impacting upon industries, enterprises and individuals, generating a demand for new skills in the workforce. The changing Australian business and social landscape requires VET providers to conduct staff development to ensure the continuous re-skilling of an aging and increasingly part-time and casual VET workforce. The current business context also requires VET providers to use change management strategies to ensure the comprehensive adoption of the National Training Framework by their organisations.

While a range of VET stakeholders, such as researchers, policy makers and business and education leaders have different views about the trends in the VET environment, they
agree that much more needs to be done to ensure the industry-led national training system becomes more responsive to various needs and be implemented consistently. The policy framework for this new environment is dominated by the current Ministerial focus on national consistency, risk management and quality in the national training system. This policy imperative will need to be underpinned by the provision of new, comprehensive and national change management and staff development programs.

**Features of the macro-environment**

Based on the consultations and other research undertaken for this project, Table 5.1 sets out key features of the external macro-environment for VET that may impact on the implementation of the fully integrated national VET system. The table shows that the current environment for VET is turbulent, with the emergence of many new trends creating challenges for the VET system.

**Table 5.1: Key features of the external macro-environment for VET, identified in the field research**

<table>
<thead>
<tr>
<th>Category</th>
<th>Features</th>
</tr>
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<tbody>
<tr>
<td>Economic/workforce</td>
<td>Emergence of the global economy, the knowledge economy and e-commerce</td>
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<tr>
<td></td>
<td>The need for generic skills for jobs in the knowledge economy</td>
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<tr>
<td></td>
<td>The need for new competencies in e-commerce</td>
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<td></td>
<td>The need for information technology literacy</td>
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<td></td>
<td>The need for continuous skilling</td>
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<td></td>
<td>The need for re-skilling of older workers</td>
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<tr>
<td></td>
<td>The changing nature of work</td>
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<td></td>
<td>The disappearance of many entry-level jobs</td>
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<td></td>
<td>The increase in self-employed workers</td>
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<td></td>
<td>The increase in home-based workers</td>
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<td></td>
<td>The rise in personal services jobs</td>
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<td></td>
<td>Tele-working</td>
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<td></td>
<td>The casualisation of the Australian workforce</td>
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<td></td>
<td>The emergence of ‘portfolio’ workers</td>
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<td></td>
<td>Shorter product life cycles</td>
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<tr>
<td>Technological</td>
<td>Availability of cheaper and more powerful technology</td>
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<td></td>
<td>Increasing popularity of the Internet</td>
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<td></td>
<td>Rural and regional areas concerned about inferior communications infrastructure</td>
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<tr>
<td>Political/regulatory</td>
<td>Ministers’ Council focus on a fully integrated national VET system</td>
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<tr>
<td></td>
<td>Focus on quality and consistency of standards in National VET</td>
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<td></td>
<td>Ongoing improvements to the legislative and administrative base for the national VET system</td>
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<tr>
<td>Socio-cultural</td>
<td>The concept of lifelong learning</td>
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<tr>
<td></td>
<td>The aging of the Australian population</td>
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<td></td>
<td>Employers’ sometimes negative attitudes to older workers</td>
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<tr>
<td></td>
<td>A trend towards staying in the workforce longer</td>
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<tr>
<td></td>
<td>Workers’ multiple career changes</td>
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<td></td>
<td>Availability of cheaper global communication</td>
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<td></td>
<td>Digital divide between those with and without access to the Net</td>
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</tbody>
</table>

The macro-environment for VET creates both opportunities and threats for VET organisations. If VET organisations are to take advantage of the opportunities provided by the environment, there is a need for VET organisations to develop
multi-faceted strategic plans, to identify priorities and to develop strategies to meet a wide range of needs

- the organisational structures, skills and resources, particularly the flexibility and creativity, to respond to such a complex environment.

This project focuses on the second of these two organisational responses.

**Features of the VET industry environment**

While macro factors such as economic and technological trends are important to identify, an analysis of the VET industry isolates factors that will have a more immediate effect on the operation of a VET organisation (Viljoen, 1997, p.202). The interviews, focus groups and other consultations for this study provided insights into features of the VET industry that impact on the achievement of a fully integrated national VET system. The following table summarises these key features.

**Table 5.2: Key features of the current VET industry that may impact on the achievement of the NTF**

<table>
<thead>
<tr>
<th>Category</th>
<th>Features of the VET Industry</th>
</tr>
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</table>
| Competitive/marketing  | The emergence of an increasingly competitive marketplace  
The growth of niche training markets  
The growth of enterprise-specific, customised training  
The rise in the number of fee-for-service courses  
The popularity of tactical learning, leading to short, non-award vocational courses  
The pressure on RTOs to maintain currency and quality while being entrepreneurial and innovative  
The need to develop better cooperative training arrangements with industry  
The opportunity to improve the world-class aspects of Australian VET  
Challenges for public providers to be profitable and also responsive to social justice considerations  
Opportunities to develop cross-sectoral approaches to assessment, credit transfer and recognition of prior learning  
Some employers’ negative attitude to skills which will enhance lifelong learning opportunities but are not ‘job specific’  
VET not being perceived as a ‘valued’ alternative to university for school leavers  
The increasing interest in overseas markets  
The need for the development of ‘adult pathways’                                                                 |
| Business structure      | The need to develop co-operative training arrangements with industry  
The rise of dual higher education-VET organisations  
The emergence of numerous private providers, many of whom are very small  
Providers’ interest in developing flexible delivery capabilities, not just using technology  
The emergence of the learning broker with a focus on career advice and management  
In some VET systems, regular restructures create both stress and new opportunities  
The difficulty of managing school-work transition                                                                 |
| Human resource         | The shortage of skilled staff in some high demand areas  
The need to retrain some tenured staff to service emerging needs  
Some regional providers struggling to provide technical experts in remote locations  
The aging of the VET workforce  
The casualisation of the VET workforce  
The emergence of industry-based trainers  
Need for staff to embrace flexible approaches to the delivery of training in the workplace and using technologies  
Need for staff with customer-service, marketing and entrepreneurial skills  
Need for staff with skills industry-collaboration and project management                                                                 |
The above summary of the VET industry, drawn from the consultations for this project, captures many trends in and characteristics of the industry. These trends and characteristics affect an individual VET organisation’s capacity to assist with the achievement of the fully integrated national VET system. For instance, within any one VET organisation, pressures may include managing a workforce that consists of a core of permanent staff focused on administration, managing a large group of sessional and part-time teachers and trying to meet an ever-increasing number of client demands.

**Features of VET customers**

An analysis of VET’s customers was the focus of significant marketing research by ANTA (2000a). While that research focused on customers’ attitudes and values in relation to learning, participants in the interviews, focus groups and surveys for this project provided their own views on VET’s customers, as summarised in the following table. The views of a small sample of current VET students were also obtained for this study. For the purposes of this analysis, VET’s customers are viewed as enterprises and individuals.

**Table 5.3: Key features of the VET customers that may impact on the achievement of the NTF**

<table>
<thead>
<tr>
<th>Category</th>
<th>Features of VET customers</th>
</tr>
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</table>
| Enterprise customers| Enterprises range from very large companies to micro companies of one-two people  
While larger enterprises may have extensive HR structure, in many smaller enterprises the owner is the workplace trainer  
Informal training that is delivered just in time, to solve a problem or to implement changed processes and policies, is a major component of enterprise training  
Enterprises’ needs for formal training vary greatly, e.g. in content, location, levels  
Enterprises normally prefer formal training to be customised to suit their context  
Enterprises often prefer training delivered on the job, using a variety of methodologies, including facilitating, mentoring and problem solving  
National enterprises are keen for the NTF to enable easier arrangements for cross-border training  
Enterprises usually appreciate having a choice of provider  
Larger enterprises sometimes seek a single provider to meet all their needs |

| Individual customers| Large numbers of students in metropolitan RTOs are from overseas countries, and many are seeking the credibility of Australian VET qualifications  
VET students vary from school leavers and the unemployed to graduates seeking a practical qualification and employed people training for their next job  
Individual learners have a range of learning styles and preferences for how and where they learn, requiring providers to be flexible in their training delivery and assessment response  
Many students prefer face-to-face teaching and learning, sometimes for socialisation benefits  
Students like the choice of flexibly delivered training, particularly on-the-job  
Some students like technology-based training, especially where it complements other delivery strategies, such as face-to-face interaction  
Other students like technology-based training, if it gives them choices about when and where they learn  
Some individuals are driven to undertake formal training by the goal of accreditation, while many are driven by the need for just in time, specific skill formation  
Students need to be flexible and adaptive in receiving instruction from teaching staff with a wide variety of qualifications and industry experience  
In many cases, students need to acquire computer literacy skills to take advantage of educational delivery options  
Students valued staff who seek and act upon feedback from students and provide feedback to students |
The customer analysis conducted by ANTA (2000a) and the customer insights emerging from this study raise implications for staff development and change management in support of the NTF, including:

- provider organisations need to develop a demand-driven culture and to align their structures and roles to suit students and other customer needs
- teachers, trainers and educational managers need to be able to establish and maintain effective partnerships with enterprises
- teachers and trainers need to be able to deliver using a range of methodologies, in locations and at times to suit the enterprise and the individual learner
- such flexibility in delivery needs the support of the providers’ management, administrative and student support personnel.

**Stakeholders’ views of the environment**

VET stakeholders such as peak industry associations, enterprise leaders, VET researchers, policy makers and organisational leaders are aware that, with finite resources, not every environmental trend can be addressed equally well or simultaneously. In the fluid VET environment, each VET stakeholder group tends to focus on different trends and issues in the environment. Following is a brief sample of the views of key stakeholders consulted, about particular current trends in the VET sector:

- **Peak business associations,** in response to the needs of national companies and enterprises, are concerned about issues such as the lack of consistency between jurisdictions, leading to additional costs and inefficiencies for enterprises.
- **Enterprise leaders** and human resource managers seek further improvements to the national training system including enhanced responsiveness, so as to optimise benefits, such as improved productivity, for their individual enterprises.
- **Leaders** of publicly-funded RTOs such as TAFE Institutes are juggling the competing demands of meeting government priorities and of conducting a viable operation in an increasingly competitive training arena. Many TAFE Institutes are concerned about providing for on-campus, institutional learning, especially for students not in employment or preparing for their next job, while Training Packages are designed primarily for workplace delivery.
- **Leaders** of privately-funded RTOs are facing pressures to compete and to remain viable as a business while at the same time ensuring quality and consistency in provision, to meet regulatory requirements.
- **Teacher union officials’** concerns include de-professionalism, succession planning for an aging workforce and the needs of an increasingly casual VET workforce.
- **RTO staff** are increasingly aware of the complex national training environment generated by globalisation and the use of information and communication technologies.
- **Researchers** underline the significance of trends such as the changing nature of work, the aging of the Australian population and the workforce, the importance of lifelong learning (ANTA social marketing findings, 2000a; Robinson, 2000; Smith et al, 2000) and the trend towards customisation of training (interview with Robinson, 2000).
Policy makers from ANTA and State/Territory Training Authorities are focused on the need to implement a high quality, industry-led and fully integrated national system of vocational education and training, concentrating on national consistency and risk management and quality in the national system and difficulties in working across State/Territory borders. (ANTA, 2000e). This topic is discussed further below, under 'Policy framework'.

While this brief summary of views shows that while different stakeholders focus on different trends in the VET environment, the interviews and consultations for this project showed that there is widespread support for the implementation of a quality national training system and there is general consensus that the environment is challenging and fluid. Interviewees agree that much more needs to be done to ensure the national training system becomes more responsive to various needs and implemented thoroughly — a view accepted by the key policy makers, as discussed below.

During the course of the interviews for this study, many people advocated the need for forums and mechanisms to debate and critique the assumptions and construction of the NTF, in terms of continual improvement. Criticisms of the NTF included:

- A sense that the NTF was introduced in mid-1990s in a top-down, dogmatic fashion, with few opportunities for those in the field of VET to influence or change the policy
- A sense that the NTF ignored the skills and devalued the contribution of VET provider personnel who delivered institution-based training
- A belief that the initial Training Packages were often of uneven quality.

The following discussion shows that the policy underpinning the NTF currently was being reviewed during late 2000, perhaps reducing the need for the airing of some of the critique that emerged from the field during this project.

Current policy landscape

Policy is a component of the environment for VET. A range of seminal documents from the mid-1990s, including A Bridge to the Future (ANTA, 1998b), provided the initial policy context for the NTF. The policy context for the NTF is continually being influenced by research, reviews and various publications, creating the continual need to review and refine policy. For example, a recent report, Engineering Skills Shortages (2000), identified current barriers for the engineering industry in satisfying the demand for skill development. If these barriers are common to other industries, they may force policies to be modified further.

Some engineering employers reported in the DETYA (2000) study that delivery modes and geographic locations of RTO delivery impact on the accessibility and relevance of training for both apprentices and current employees, and therefore impact on their willingness to train. Further, an enterprise's internal training competence can impact on its decision to participate in the apprenticeship or broader training system. (p. 24) The table below provides a sample of the barriers faced by the engineering industry, which may be indicators of barriers faced in other vocational fields. To address these types of barriers, policy regarding the implementation of the NTF may need modification.
There is evidence to suggest that where TAFE colleges offer flexible and innovative delivery methods, enrolment patterns have stabilised or increased. However, current budgetary pressures have the potential to discourage RTOs from providing flexible delivery options, as these are considered to be more expensive. These outcomes reinforce the perceived bias to less resource-intensive training by RTOs.

The Training System is finding it difficult to keep pace with the changes in skill requirements. Changes in skill requirements result from the changes made to work practices combined with the rapid pace of technological change. There is considerable potential for TAFE to become increasingly involved in on-site delivery of training, addressing changed industry demand for cross-skilled training of employees, tailored to the enterprise need and provided on-site in flexible mode.

Capacity for flexible training programs has existed since the early 1990's and has been enhanced considerably by the introduction of Training Packages and the Australian Recognition Framework. However, RTO implementation of these flexibilities has been patchy. Many companies have reported that they would offer more training if more choice in content was provided or courses were more conveniently located. Again, where RTOs have marketed their services, and sought to develop an interactive and supportive relationship with employers, there appears to have been a positive impact on enrolments.

A number of employers cite lack of training expertise within the enterprise and/or lack of access to training expertise as being a barrier to taking on trainees and apprentices.

Interviews for this study suggest that similar barriers to the provision of skills in the engineering industry, as cited above, are evident in other industries and are preventing the achievement of a fully integrated national training system. It is clear that policy needs to be reviewed and refreshed in light of these sorts of findings.

The ANTA Ministerial Council Paper from ANTA (2000e) provides a recent re-statement of the policy framework for the achievement of the fully integrated national training system. The Ministerial Paper highlights these features of the current policy landscape:

- The growth in client choice of providers and qualifications
- Enterprises are more able to access training that is relevant to their business and to their competitiveness
- Training Packages are the key platform for bringing industry and enterprises into a closer relationship with quality education providers and are being improved in their second iteration
- Industry recognised qualifications provide new opportunities for people to enter or re-enter the workforce
- Registered Training Organisations are working together with enterprises to meet the needs of both business and students.

Despite the above achievements, the ANTA Ministerial Council Paper (30 June 2000) recognises that 'a considerable amount of work needs to be done to achieve the complete implementation of a fully integrated national system of VET which is of world leading quality.' The Ministerial Paper identifies the two foundations of the national system that need further attention: Training Packages and nationally recognised training organisations. The Ministerial
Paper also argues that the processes for accessing the system need to be consistent, transparent and user friendly. Consistency and quality assurance are two key issues needing attention.

At the meeting on 30 June 2000, Ministers agreed to take a number of actions to resolve inconsistencies in the training system across jurisdictions. This was in response to a number of companies expressing their frustrations and difficulties in using the national training system, and the potential for them to discontinue using nationally recognised training, despite their high level of support for the features of the National Training Framework ANTA (2000e). In requesting the agreed urgent work on consistency, Ministers asked that priority be given to the achievement of a number of elements by the end of 2000. The following table shows the extent of achievement of the priority elements, which will be realised if the recommendations of the November 2000 report to Ministers are adopted, and if there is continued commitment to the work and timelines.

Table 5.5: Extent of achievement of priority elements, November 2000 (ANTA, 2000f)

<table>
<thead>
<tr>
<th>Element of consistency</th>
<th>Will be achieved in 2000</th>
<th>Will be partially achieved in 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearer, higher national standards for RTOs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A single level of registration for all purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent RTO auditing practices and standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Package qualifications immediately available for all pathways upon national endorsement of the Training Package</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address substantial variations between jurisdictions in “nominal delivery hours” assigned to the same Training Package qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substantially provide for training wage arrangements in all jurisdictions for qualifications that have significant actual or potential demand for New Apprenticeships pathways</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Prioritise issues of national consistency in the implementation of User Choice and propose any necessary amendments to current principles and policies which will ensure common regulatory arrangements and retain State and Territory decision making on resource issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide an information service, nationally on User Choice access arrangements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and agree changes to the Model Training Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationalise State and Territory and national AVETMISS reporting requirements for RTOs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide an information service, nationally, on incentive arrangements in place under all jurisdictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure all States and Territories have necessary legislative provisions to effectively secure a consistent National Framework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Change management and staff development implications

The staff development ramifications of the above list of issues relate particularly to the management and administrative personnel of VET organisations. The issues require, in many cases, the use of change management strategies, to ensure the changes resulting from the NTF are implemented across whole organisations.

Given this national imperative to implement the fully integrated national system of VET, there is justification for the development of an agreed approach for national staff development activities that supports local and provider-based staff development and complements existing State and Territory arrangements. In Chapter 11, such an approach is proposed.

Chapter 6 (following) details the expectations of stakeholders and providers' needs for staff development and change management, to support the NTF, and illustrates the gap between ideal and practice. Chapter 7 of this report details the current, national change management and staff development activities undertaken to date, to support the implementation of the National Training Framework and shows that the current activities need to be expanded to meet needs.
6. Stakeholders’ Expectations and Clients’ Needs

Based on the consultations for this study, this chapter provides an analysis of stakeholders’ expectations and clients’ needs for change management and staff development to implement the fully integrated national training system.

Key VET stakeholder groups are industry bodies, providers and the community and VET clients include enterprises and individuals. Stakeholders interviewed for this study include VET business association leaders, RTO managers, union officials, policy makers, researchers, and various RTO staff. Providers from both public and private RTOs were interviewed. Enterprise representatives and individual VET clients interviewed for this study include organisational leaders, managers, human resource managers and trainers.

Summary

Change management is needed to assist the achievement of the NTF, because the NTF requires changes at both the functional, structural levels of VET organisations and also culturally within VET organisations.

Additional staff development is required to support the implementation of the NTF, beyond that already provided nationally in VET. The new staff development activities need to address the full range of components of the National Training Framework, from assessment, to developing partnerships with industry, to developing flexible on and off the job training delivery solutions; the staff development needs to address the needs of both permanent and casual staff; it needs to cater for all levels of VET personnel, including Director level; and it needs to cater for both public and private RTOs, large and small. Those interviewed for this study stressed the need for the staff development activities to be flexible enough to also cater for local needs.

Stakeholders’ expectations and clients’ needs re change management

A range of stakeholders, including providers, was interviewed for this study, regarding the need for change management programs to support the implementation of the National Training Framework and their views are set out in the following table. To summarise their views, change management is needed because the NTF requires changes not just at the functional, structural level of RTOs but also at the attitudinal level within VET organisations, as change management 'is not a neutral restructuring process but involves intentions, aspirations and purposes of organisational members' (Brewer, 1995, p. 1). Change management is an appropriate approach to managing the introduction of the NTF because:

- the NTF involves different views of the role of VET providers
- some aspects of the NTF are contested by various stakeholders
- there is resistance to some aspects of the NTF, such as mutual recognition
- and debate and persuasion are often required to win support for the NTF.

Using categories identified by Stace and Dunphy (1998), research for this project suggests that the two change management approaches required to support the implementation of the NTF are developmental transitions, involving significant cultural enhancement, and task-focused transitions, involving the redesign of not just jobs but also of businesses. The following table sets out the views of VET stakeholders and clients regarding change management, sorted into the two categories provided by Stace & Dunphy (1998).
Table 6.1: VET change management required to implement the NTF, as identified by stakeholders and clients

<table>
<thead>
<tr>
<th>Category</th>
<th>VET Change Management Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural enhancement needs</td>
<td>Some providers are still resisting the shift to a demand-driven model from a supply-driven model, which involves a change of mindset by providers</td>
</tr>
<tr>
<td>(developmental transition)</td>
<td>RTOs need to value the diversity in the VET market and to aim for a real market-driven approach, encouraging staff to focus on customers and flexibility</td>
</tr>
<tr>
<td></td>
<td>Some teachers are still resisting the need to operate in a customer service culture not a teacher-dominant culture</td>
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<tr>
<td></td>
<td>Providers need to focus more on outcomes not inputs, to effectively implement the NTF</td>
</tr>
<tr>
<td></td>
<td>Historical sub-cultures in some RTOs need assistance to change their mindsets, while other business units in RTOs are already entrepreneurial</td>
</tr>
<tr>
<td></td>
<td>The NTF needs to be seen as an opportunity for teachers to expand their roles</td>
</tr>
<tr>
<td></td>
<td>A new culture is needed that encourages VET staff to undertake ongoing skill development and to be confident about job mobility between States and Territories</td>
</tr>
<tr>
<td></td>
<td>The concept of User Choice can be used to stimulate staff discussion about improving the organisation's competitive advantages</td>
</tr>
<tr>
<td></td>
<td>Cultural changes brought about in provider organisations by the NTF are often neglected and need to be recognised</td>
</tr>
<tr>
<td></td>
<td>RTOs need to become learning organisations, to cope with the continuous demands of implementing the NTF</td>
</tr>
<tr>
<td></td>
<td>VET and the NTF need to be promoted to Human Resource managers in the private sector, as VET is a marginal issue at present, in the minds of many HR managers</td>
</tr>
<tr>
<td>Job and business redesign needs</td>
<td>The current structures of many RTOs may not provide the flexibility needed to respond quickly to customer demand and to fully implement the NTF</td>
</tr>
<tr>
<td>(task-focused transition)</td>
<td>There is a need to build RTO and individuals' and organisations' capacities to respond flexibly to the NTF, for instance, in developing partnerships with industry and in customising training</td>
</tr>
<tr>
<td></td>
<td>There is a need to promote role models and best practice models of flexible RTOs</td>
</tr>
<tr>
<td></td>
<td>There is a need to define the changing role of the VET teacher</td>
</tr>
<tr>
<td></td>
<td>The role of support staff is changing, with the implementation of the NTF requiring greater levels of reporting and accountability</td>
</tr>
<tr>
<td></td>
<td>The NTF requires the contribution of the skills of different sets of staff, from managers, to teachers and trainers, to administrative staff, to enterprise staff</td>
</tr>
<tr>
<td></td>
<td>The need for a team approach to implementing the NTF requires changes to providers' work processes</td>
</tr>
<tr>
<td></td>
<td>There is a need for additional management development, e.g. to develop management and business skills needed to support the NTF, e.g. skills in managing risks.</td>
</tr>
<tr>
<td></td>
<td>There is a need for a range of leadership styles to support the NTF</td>
</tr>
<tr>
<td></td>
<td>The NTF implementation needs of private RTOs, particularly small RTOs, differ from the needs of large, publicly funded RTOs</td>
</tr>
</tbody>
</table>
Interviewees also commented on the following approaches to the provision of change management in VET:

- a professional organisation for VET professionals may assist the acceptance of the NTF
- recognition of VET professionals from the Australian Training Awards may encourage professionalism
- provision of easy-to-access information on the NTF and VET will be a major assistance to many RTOs who find it difficult to access necessary information.

One VET practitioner argued that the following cultural changes needed to occur if the national VET system is to be achieved:

- the role of the teacher needs to be redefined
- processes need to be established that acknowledge this changed role in real terms
- staff development needs to be consistent and ongoing to support changes
- RTOs need to share what ‘they have learned’ about the NTF
- the need for RTOs to market and compete in the market place needs to be accepted
- different teaching disciplines need to recognise that they can learn from each other.

The discussion above shows that considerable attention needs to be paid to change management to support the implementation of the NTF. The programs need to be of two broad types: to engender cultural enhancement and to assist with job and business re-design.

**Stakeholders’ expectations and clients’ needs re staff development**

A range of stakeholders, including providers and clients was interviewed for this study. A summary of their expectations and needs regarding staff development are set out in the following table.

Table 6.2 below shows that extensive staff development, beyond that already provided, is required to support the implementation of the National Training Framework. New staff development activities need to:

- address the full range of components of the National Training Framework, from assessment, to flexible on and off the job training delivery
- address the needs of both full and part time staff
- segment VET staff to provide targeted interventions
- cater for all levels of VET personnel
- cater for public and private RTOs, both large and small.

The research for this study found that VET staff development needs, in relation to the NTF, fitted into two categories: the need to target specific groups for staff development and the need for staff development for specific components of the NTF.
Table 6.2: Staff development required to implement the NTF, as identified by stakeholders and clients

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>The need to target specific groups for staff development</td>
</tr>
<tr>
<td>VET Staff Development Needs</td>
</tr>
<tr>
<td>Significant teaching skills are required for teachers to effectively implement the NTF, including flexible on and off-the-job delivery, workplace assessment and interpreting industry standards for teaching and learning</td>
</tr>
<tr>
<td>Sessional, casual staff are often the majority group but are sometimes overlooked for staff development</td>
</tr>
<tr>
<td>Industry and ITAB personnel, including policy developers, need ongoing staff development to support the NTF</td>
</tr>
<tr>
<td>To support the implementation of the NTF, different skills are needed at different levels of RTO management: that is, at senior, middle and supervisory levels</td>
</tr>
<tr>
<td>RTO Directors' staff development is sometimes overlooked. Some Directors feel locked out of the NTF debate</td>
</tr>
<tr>
<td>Middle level managers, such as Educational Managers or Heads of Section or Department, are expected to develop new administrative, human resource and financial management systems to support the NTF, often without staff development</td>
</tr>
<tr>
<td>RTO managers, such as Heads of Section, who are coping with multiple pressures such as the increasing proportions of casual teachers and involvement in commercial activities, sometimes view the NTF as yet another imposition</td>
</tr>
<tr>
<td>Staff in small RTOs are often challenged by the breadth of skills required for the NTF</td>
</tr>
<tr>
<td>Given the aging of the current group of RTO managers, a focus is needed on the next generation of managers and on succession planning</td>
</tr>
<tr>
<td>Given the aging staff, workforce reform is needed, focused on recruiting the workforce needed in 2005, including the next group of managers</td>
</tr>
<tr>
<td>The staff development needs of STA and Commonwealth VET staff, in relation to the NTF, also need addressing</td>
</tr>
</tbody>
</table>

| The need for staff development for specific components of the NTF          |
| More staff development is needed for the basic components of the NTF: assessment, particularly regarding New Apprenticeships; competency based training (CBT); Key Competencies; Australian Recognition Framework (ARF); understanding Training Packages; how to customise Training Packages; how to deliver flexibly; recognition of current competence (RCC) |
| Staff need development for acquiring both technical and generic skills To upgrade their skills, delivery staff could undertake existing courses such as those provided in the Assessors and Trainers Training Package or relevant Graduate Certificates |
| VET practitioners need to improve their ability to partner with industry Public sector delivery staff need to be able to work across a range of sectors, with industry partners and with private providers |
| Delivery of training in the workplace requires not only new skills but different attitudes about where and how training can be delivered |
| Flexible delivery using technology is challenging for many staff who are already preoccupied with the challenges of CBT, partnering industry and shifting from institution-based delivery to on-the-job delivery. |
| RTO administrators need more knowledge of VET systems and legal obligations |

Drawing attention to the different groups of VET staff and their needs, one respondent to the email survey suggested that staff development needs to occur in the following areas:

Teachers: Research; On the job teaching; Workplace assessment; Flexible delivery; Information technology; Structural design; Competency based training; Key competencies; Training packages; Recognition of Prior Learning; Current industry practice.
Industry Trainers: Workplace assessment; Flexible delivery; Competency based training; Key competencies; Training packages; Recognition of Prior Learning

Front-Line and Middle Level Managers: Research; Auspicing.

The above table distinguishes between the needs of managers and others. As one respondent noted:

Managers need to understand the issues associated with implementing the National Training Framework and to be able to assist staff with the implementation and support the necessary changes to business strategies.

Another survey respondent commented that the methodology for providing staff development needed to be 'just in time, well supported, integrated with the strategic framework of the organisation, take advantage of the Internet and operate within the global dimension'.

In relation to the staff development matters set out in Table 6.2 above, some strategic issues raised by interviewees included:

- Investing in the people in VET, and building the human capital, is essential, to implement the NTF
- A range of staff development strategies can be used regarding delivery staff retaining their technical skills, such as return to industry programs, sabbaticals and encouraging second jobs. Seminars, conferences and industry associations can be used for industry updates.
- Individual delivery staff need to take responsibility for their own development
- The quality process can be used as the model for staff development, using process improvement groups, the self-assessment process and a range of strategies to meet a range of needs
- VET managers need to have access to research information to inform their practice in implementing the NTF
- Some private RTOs have formed collaborative networks to share ideas about the NTF and this practice could be further encouraged
- VET RTOs need comprehensive Human Resource Planning like all other organisations
- Staff development needs to be incorporated into State/Territory Awards.

**Current skill development deficits**

Interviewees for this study generally agreed that more staff development is required to understand the fundamentals that underpin the National Training Framework. This is particularly the case due to the increasing numbers of casual staff in VET and the heightened demand from industry that providers deliver and assess training in the workplace.

Interviewees also commented on the following issues concerning skill development:

- The need for staff development programs to cover all aspects of the National Training Framework
- The lack of leadership and management development programs related to the NTF. For instance the META program has become less prominent
The absence of change management programs for implementing the NTF

- The lack of detailed knowledge about the staff development needs of all VET staff in the current VET environment
- The lack of reliable data on the composition and profile of the VET workforce.

**Implications**

The findings set out in this chapter provide a clear direction for the types of change management and staff development programs that are needed to assist with the achievement of a fully integrated national training system.
This chapter provides a brief overview of current national VET activities in staff development and change management that support the achievement of a fully integrated national training system. The chapter also provides a brief commentary on a sample of the many initiatives undertaken within States and Territories, but does not cover initiatives within enterprises and RTOs.

Summary

While a number of current national staff development activities directly or indirectly address the challenge to implement the National Training Framework, the only program that operates on a regular basis nationally and targets all RTOs, and the use of Training Packages, is Framing the Future. Many other staff development activities at national or State or Territory level are either more specialised than Framing the Future or, in many cases, tangential to the core aspects of implementing the NTF. To meet an increasing number of needs, Framing the Future needs to be expanded and to be more comprehensive in its coverage of components of the NTF.

Multiple staff development activities are required to address all of the challenges raised by a complex innovation such as the NTF. Different intervention strategies are needed not only for different adopter groups and different VET groups; different strategies are also required to ensure that organisations embed and sustain the innovation of the NTF.

Current national staff development activities directly related to the NTF

The following table provides a brief summary of current national activities in VET that are directly related to enabling providers to increase their capability for implementing the National Training Framework. The table excludes initiatives at State, Territory or enterprise level.

Table 7.1 Current national staff development activity directly relevant to the implementation of the NTF

<table>
<thead>
<tr>
<th>Program</th>
<th>Relevance to National Training Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framing the Future</td>
<td>This national project has involved over 20,000 VET practitioners from 1997-2000, using the workbased learning staff development methodology to increase the skills of VET practitioners to participate in the National Training Framework. Evaluations show that Framing the Future projects are generally successful in engaging RTOs in the use of Training Packages, helping to build RTO-industry collaboration and in stimulating staff development.</td>
</tr>
<tr>
<td>Spotlight on the Provider</td>
<td>Spotlight on the Provider was a national event for RTOs held late in 1999 which brought together nearly 900 VET practitioners to showcase how they were implementing Training Packages. As a result of the success of the event, a series of targeted Spotlight events will occur through 2000/1 to provide regional opportunities for RTOs to showcase Training Package implementation.</td>
</tr>
<tr>
<td>VET in Schools</td>
<td>The Curriculum Corporation has developed and distributed a range of resources on behalf of ANTA related to Training Packages for schools and these have been distributed to every secondary school in Australia. There are no specific funds attached to these resources to assist with implementation; the expectation is that State and Territories use either their ANTA VET in Schools funds or State funds to aid implementation.</td>
</tr>
<tr>
<td>Workplace communication projects</td>
<td>A range of industry specific resources that focus on the implementation of Training Packages, funded by DETYA and managed by ANTA, are being developed with an emphasis on communication skills and targeted towards disadvantaged groups.</td>
</tr>
</tbody>
</table>
Activities occurring through the Bilateral agreements

Funded through the Bilateral agreements, States and Territories conduct a range of awareness raising activities related to Training Package implementation as described in their implementation plans.

National ITABs/ Training Package developers' resources

There is a range of product development activity underway as part of the development of support materials for Training Packages.

Workplace learning – Strategies for Implementing Training Packages

This 1999 national project developed RTO checklists and resources for professional development for specific industry areas.

Toolboxes

Toolboxes consist of online resources for teachers. These ANTA funded projects must align with Training Packages.

While the above table cites an apparently encouraging range of activities, Framing the Future is the only major staff development activity that operates on a regular basis nationally and targets all RTOs and the use of Training Packages. Hence, the benefits, current limitations and potential expansion of Framing the Future are discussed separately below.

**Other national activities supporting the NTF**

A number of other current or planned VET activities that impact on the implementation of the NTF are set out in the following table.

**Table 7.2: Other current or planned VET activities supporting the implementation of the NTF**

<table>
<thead>
<tr>
<th>Program</th>
<th>Relevance to NTF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2001</strong></td>
<td>Strategy 2001 is the 2001 annual plan for the Framework for National Collaboration in Flexible Learning in Vocational Education and Training 2000–2004 and profiles the national collaborative activities to be undertaken in 2001 to achieve more flexible learning in VET. Staff development programs include LearnScope, Flexible Learning Fellowships, Toolboxes and Flexible Learning Leaders. While there is not a primary focus on the implementation of Training Packages or the National Training Framework in most of the projects, the programs do impact on the flexible delivery of training. In particular, Toolboxes, as identified in Table 7.1, are a support resource for the implementation of Training Packages. In 2001, priority funding will go to LearnScope projects that are aligned with Toolbox implementation. The consultations for this project also revealed that some States are aligning LearnScope projects with implementing Training Packages.</td>
</tr>
<tr>
<td><strong>DETYA funded/ANTA managed resource development projects</strong></td>
<td>The Minister for Education, Training and Youth affairs provided ANTA with $13.5m to manage a suite of projects designed to respond to gaps in Training Package support materials and to accelerate the process of translating Training Packages into products and services which meet stakeholder needs and to provide support to New Apprenticeships. As a result, a range of products that may have a staff development impact, is being developed.</td>
</tr>
<tr>
<td><strong>The VET professional</strong></td>
<td>The ANTA priorities for 2001 refer to VET Professionalism. A current NREC project, managed by RMIT, addresses the impact of changes to work in the VET sector on the role of VET professionals. UTS is also undertaking a series of research projects on the New VET Professional.</td>
</tr>
<tr>
<td><strong>ARF Communications Strategy</strong></td>
<td>A communications research project that examines what key messages are being received by RTOs about the ARF is underway. The project will develop a set of recommendations for a communications strategy and the messages to be 'provided' will have implications for professional development activities in the future.</td>
</tr>
</tbody>
</table>
A range of professional development projects is being designed to meet the identified needs of the market research that has been undertaken through the work on skills and lifelong learning. Many of these responses will be directly related to the use of VET and its products, e.g., Training Packages.

A follow-up conference for providers is being planned to coincide with a World Congress of Institutes to be held in Melbourne in March 2002. Planning for this is proceeding with TAFE Directors Australia (TDA).

While the above national activities are important for what they do achieve, they do not cover all the staff needs generated by the implementation of the NTF and detailed in the previous chapter. These findings show again the need for more national staff development programs directly supporting all the aspects of the NTF.

A number of other staff development activities relevant to the implementation of the NTF and occurring across VET include:

- Australian Training Products has conducted a series of Training Tools workshops around Australia in conjunction with ANTA and with State and Territory training authorities to explain and promote the National Training Framework and Training Packages.
- Training Package workshops have been held for consultants who contract to ANTA to evaluate Training Package support materials.
- ANTA's Disability Forum and various Aboriginal and Torres Strait Islander (ATSI) resources and initiatives have provided some professional development activities.

While the above activities support the implementation of the NTF, they are piecemeal and, in some cases, peripheral activities. People, organisations and agencies are undertaking a range of interventions, but they are not operating within a national, strategic framework. This study provides such a strategic framework, in Chapter 10.

**State and Territory-level activities related to the NTF**

Given that the NTF is about a national approach to VET, it is appropriate for ANTA to fund some national programs in staff development and change management in relation to the implementation of the NTF. This enables ANTA to ensure there is consistency in interpretation and implementation of the NTF across enterprises and industries, which is particularly important where enterprises and industry networks cross borders. However, it is ideal if all stakeholders contribute to and participate in staff development and change management programs, so there is local ownership of the implementation of the NTF and programs can be customised to suit specific contexts.

At the State and Territory level, many staff development activities are conducted to support the implementation of the NTF and are identified in the Bi-lateral Agreements. Research for this study indicates that States and Territories conduct many other related activities not assisted by the bi-lateral funds. Examples of these activities include:

- The use of National Training Package implementation funding for staff development activities targeted at specific sectors, including workshops, seminars, forums, conferences, action learning groups, Train the Trainer programs, Assessment workshops, webpage development, establishment of help desk facilities, production of electronic newsletters and weekly fact sheets.
The provision via a website of implementation guides for all Training Packages

Collaboration with teachers of VET in Schools on delivery and assessment in specific Training Packages

The development of an Assessor Network to provide continuous professional development activities and support for assessors from the public provider, private providers and industry organisations

While these activities are directly supportive of the NTF, the level of activity and the types of activities differ from one jurisdiction to another.

In providing the following example of activities conducted in Queensland, there is no suggestion that it is doing more or better things than the other States and Territories. Queensland developed a set of interlocking programs to assist with the implementation of the NTF as follows:

- Preparatory Program Framework – for entry level training
- Stakeholder Training Needs – research, development and delivery
- Package Specific Technical Workshops
- Workplace Supervisor/Assessor Training
- Public Service Training Package Workshops
- Systems Management – Skills Development Workshops
- Champions Workshop – action planning to identify leaders to drive change
- Change Management Strategies

These programs are built on a comprehensive communication platform providing participants with access to current Training Package information.

**Current national research**

National Research and Evaluation Committee (NREC) projects funded in 2000 for completion in 2001 or later, that will provide additional knowledge about the staff development needs of VET staff and are relevant to the implementation of the National Training Framework, are set out in the following table.

**Table 7.3: 2000-2001 NREC projects with relevance to the implementation of the NTF**

<table>
<thead>
<tr>
<th>Research body</th>
<th>Project Title</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTS Research Centre for Vocational Education and Training</td>
<td>The Impact of VET changes on the professional culture of VET practitioners</td>
<td>The purpose of this study is to identify the ways in which the site-specific location of VET practitioners influences their understandings of the professional practice of VET.</td>
</tr>
<tr>
<td>The Graduate School of Management, the University of Queensland</td>
<td>Development needs analysis of the management and leadership skills required of senior managers, directors and front-line managers in VET</td>
<td>This research project will identify the skills and competencies needed of both senior management and front-line management (departmental heads) within registered training organisations who must respond and deal with the demands of our increasingly global and competitive education and training environment. Behind this research will be the use of a competency-based approach to understanding the skills and abilities required of managers and leaders today.</td>
</tr>
</tbody>
</table>
Other national research projects either being conducted or about to be conducted include:

- The National VET practitioner survey, 2000–2002, Research Centre for Vocational Education and Training, UTS
- Development of a leadership program for Chief Executives and Senior Managers in Australian TAFE Institutes (to be managed by ACT)
- The implications of outsourcing and casualisation of the workforce for VET (NREC)
- How Institutions respond to Training Packages (managed by TAFE SA)
- The staff development needs of the VET professional (RMIT).

While the above research projects will provide useful data for formulating staff development and change management programs, the projects do not address all the needs of organisations and staff in relation to implementing the NTF. More research is needed.

**Skill development and change management through Framing the Future**

Framing the Future is the major, national staff development program most directly relevant to the implementation of the National Training Framework and deserves special analysis. The program, evaluated by Field (1998, 1999), Falk (1999a, 1999b) and Mitchell (2000a), provides extensive data about the staff development needs of VET practitioners.

The long-term impacts of the program were evaluated in the report *Re-framing the Future* (Mitchell, 2000a) and some major findings from the study include:

- The long-term impacts of Framing the Future projects regularly go beyond the individual developing new skills and knowledge, to improvements in both work performance and organisational effectiveness
- Framing the Future projects often result in the development of new forms of collaborative networks between industry and RTOs and sometimes across whole industries and States and Territories
- A number of vocational training providers who are undergoing organisational change to meet the vocational training needs of industry, are using the Framing the Future model of staff development
- The Framing the Future program has progressively become an agent of systemic change, for instance by affecting the way staff development is conducted across a State/Territory or a national industry.
While recognising the positive contribution of Framing the Future to the implementation of the NTF, Mitchell (2000a) also identifies why and how the Framing the Future program could make an even larger contribution to the national training agenda. The demands on the Framing the Future program are increasing as the NTF is progressively implemented and as the VET environment becomes more complex. In this new environment, Framing the Future's impact may be increased if the national project team is strategically re-positioned, to focus on new priority areas, while also continuing to perform its previous functions.

Mitchell (2000a) identifies a new set of challenges that may require the development of some different leadership styles by Framing the Future. These challenges include providing support for the many VET practitioners who have not yet been involved in a Framing the Future program. Using Rogers' (1995) concept of 'adopter categories', Mitchell (2000a) recommends that Framing the Future deliberately target new adopter groups of the NTF from 2000 onwards, to ensure the program reaches the majority of VET personnel.

**ADOPTER CATEGORIES (ROGERS, 1995)**

![Diagram 7.1: The two tiers of adopter groups for Framing the Future to manage](image)

Mitchell (2000a) further

- recommends that Framing the Future provide staff development for practitioners who have already undertaken a Framing the Future program but need higher-level skills to address the more demanding aspects of the NTF;
- argues that implementing the NTF is not just a matter of staff development for individuals: it also requires the management of change across an organisation and it requires an organisation to work through the steps of the innovation process;
- suggests that the impact of the Framing the Future program will also be increased if organisations that have received funding for Framing the Future projects are encouraged to 'institutionalise' (Cummings & Worley, 1997) the model of staff development developed by Framing the Future.

Harris et al (2000a) also argue that multiple staff development activities are required to address all of the challenges raised by a complex innovation such as the NTF. Different intervention strategies are needed not only for different adopter groups; different strategies are also required to ensure that organisations embed and sustain the innovation.
Lack of national management development programs

One of the key findings from this project is the lack of national, management development programs provided since the mid-1990s, when ANTA created two major projects to improve management skills. The Management Enhancement Team Approach (META) focuses on management skills for training organisations, and the Frontline Management Initiative (FMI) focuses on the management skills for public and private enterprises.

The FMI aims to improve the skills of Australia's managers to make Australian managers more competitive. The initiative supports organisations to raise their performance by developing the competency of their frontline managers. The FMI can lead to any of the following nationally recognised qualifications: Diploma in Frontline Management, Certificate IV in Frontline Management, Certificate III in Frontline Management, Statement of Attainment for frontline management competencies achieved.

META is a staff development process designed for vocational education and training managers, and specifically TAFE managers. It is a response to a recognised need to lift management performance in VET. META focuses on the team, rather than the individual. META competencies are not endorsed standards, and no qualification results from the META competencies. In contrast, the FMI uses endorsed competency standards and results in nationally recognised qualifications.

While FMI continues to be popular, META became much less prominent in the late 1990s, raising the issue that new programs are required. Two current NREC projects are addressing aspects of management training and Canberra Institute of Technology will be developing an ANTA-funded management program for TAFE senior managers in 2001. However, this current project has identified a wide range of management development issues and needs, across the range of managers from supervisory to middle-level to executive level, that will go beyond the CIT project's range.

Lack of national, change management programs

A number of current national programs include a change management component, but there are few reports focusing on change management, particularly in relation to the implementation of the NTF. One recent VET report to address change management directly was Re-framing the Future (Mitchell, 2000a), which discussed the change management components of the Framing the Future program. The report showed that, since 1997,

Framing the Future has progressively become an agent of systemic change, involved with complex issues such as pedagogy, organisational learning, organisational change and provider-industry relations. (p.6)

The ANTA Flexible Delivery Fellowship program, which commenced in 1999 and has involved a small number of recipients, specifically focuses on the Fellows' development of a change management plan for the implementation of flexible learning. The Fellows' written reports are among the only specific analyses of change management in VET, but the reports focus on flexible delivery, not the implementation of the NTF.

Other national VET staff development programs may claim to have an implicit change management component, but none has change management as its primary focus. At the State and Territory level, a number of programs conducted in recent years were clearly change management activities, such as the 'Change Champions' project conducted in Queensland
in 2000, but, to the best knowledge of the authors of this study, there are no formal State or Territory reports focusing specifically on change management in relation to the NTF.

One reason for the lack of national VET programs in change management, or reports on change management, was provided by an interviewee for the report Re-framing the Future (Mitchell, 2000a) who noted that 'change management' programs can be threatening, but that the Framing the Future program effectively achieved change in Tasmania, without putting off participants:

Framing the Future is a change-focused program. Ongoing change should be an outcome of a project. There is no end to the change that is needed; the process is continuous. However, if you advertised that Framing the Future was a change management program, no one will come.

An interviewee for this current study also commented that

A program called Supporting the Change might be better than a program called Change Management, as it is more likely to win the support of professionals.

While there is cultural resistance within VET to programs labelled as change management – a fact which needs to be understood by the developers of national programs – there is acceptance by many stakeholders in VET, as identified throughout in this study, that change management is a critical need, if the fully integrated national VET system is to be implemented. Care is simply needed in naming any new programs.

**Implications**

This chapter showed that while there are a number of staff development programs either directly or indirectly relevant to the implementation of the NTF, the current programs do not satisfy all the needs. The chapter also showed that there are very few change management or management development programs at the national level.
The previous three chapters of this report set out the findings from the research for this project. The next step in the strategic planning process is to move past this analysis of current strategies to consider strategic directions for a national approach to change management and staff development to support the achievement of the NTF.

On the one hand it is important that the direction of strategy be guided by objectives and that the objectives be related to the analysis of the environment. On the other hand, it is important that the objectives be constantly reviewed, particularly as the VET environment is so turbulent.

**Three broad options**

To stimulate debate at the nine focus groups conducted in late 2000, and to challenge respondents to the email survey, three alternative strategic directions were contained in the November 2000 Discussion Paper: do everything; do nothing; and take the middle road. The options were described as follows:

- The 'do everything' option to ensure the national VET system is achieved, is to provide comprehensive change management and staff development programs across the whole sector. This approach assumes that funding and the provision of programs will bring results.

- The 'do nothing/status quo' option, in relation to ensuring that the national VET system is achieved, is to maintain current change management and staff development programs. This assumes that the current response is adequate and that rewards will emerge in time.

- The 'take the middle road' option, to ensure the national VET system is achieved, is to expand upon current change management and staff development programs. This approach may seem indecisive and does not offer clear guidelines.
It was argued in the Discussion Paper that none of the three alternatives satisfies all of the specific stakeholder expectations and client needs identified earlier. However, the exercise of listing these bald alternatives drew attention to the need for a multi-dimensional, customised response to the myriad of needs identified by this study.

**Strategic parameters**

The interviewees for this study, the participants in the focus groups and the respondents to the email survey generally agreed that any change management and staff development interventions need to be:

- eventually comprehensive, but initially highly targeted at key points of weakness that need to be strengthened in achieving an integrated, national VET system
- responsive to some groups that have been largely overlooked to date by staff development programs in relation to the NTF, such as casual staff and middle level managers
- focused on cultural issues within VET organisations to encourage positive attitudes about the NTF
- Directed at complex matters such as how the traditional structure of RTOs and the relationship between ANTA, STAs and RTOs (e.g. measurement of lecturer input in terms of curriculum hours) may not always assist the optimum achievement of the NTF.

It became known in late 2000 that approximately $1m funding, in addition to Framing the Future’s allocation of $2.5m, would be allocated to initiatives arising from this report, for 2001. This meant that option one, the ‘do everything’ option, requiring a blank cheque, was not possible at this point in time.

In comparison with the three strategic directions cited above, the approach that emerges from the study, while short of ‘doing everything’, is more decisive than ‘taking the middle road’, in advocating that options be prioritised in terms of their importance, as now discussed.

**Strategic objectives**

The following strategic objectives were set out in the Discussion Paper and discussed at the Focus Groups around Australia in the nine Focus Groups, and generally gained solid support:

*To achieve an integrated, national VET system, change management programs need to*

1. focus on a range of cultural issues, such as the development of an industry and demand-driven, outcomes-focused approach to the provision of training, satisfying the needs of students
2. be tailored differently, to suit historical sub-cultures of RTOs who might be resisting change and small RTOs who only offer programs in niche areas
3. address the impact of the NTF on the design of jobs within VET organisations and the new skills required.
4. address the impact of the NTF on the structure of VET organisations
5. encourage critique of aspects of the NTF, as part of a continual improvement approach.
To achieve an integrated, national VET system, staff development programs need to:

1. Target specific groups such as teachers, administrative staff, each layer of management, casual staff, aging staff, industry training and ITAB staff, STA/Territory staff and Commonwealth staff

2. Address specific components of the NTF such as assessment, competency based training, Training Packages, Australian Recognition Framework, recognition of current competencies

3. Cater for teachers' and trainers' technical and generic skills.

Sample response

The above, proposed strategic objectives met with a high level of support during consultations and most of the suggested changes did not change the essential meaning of the objectives. An example of one of the more extensive responses came from a respondent to the email survey, who offered some qualifying advice to the above proposals:

Instead of focusing directly on the development of an industry and demand-driven, outcomes focused approach to the provision of training it would be more prudent to:

- Encourage ongoing, structured dialogue between industry and RTOs at a local level
- Develop a process for effectively including industry dialogue, at a local level, into national discussion to create ‘real ownership’ of Training Packages
- Establish an evaluation process which measures the ‘success’ of training in meeting industry and individual needs.

Staff development programs also need to:

- Include industry as a specific target group (particularly industry-based front-line supervisor and middle level managers will create an invaluable communication link between training providers and employers, enhancing understanding and increasing the likelihood of the formation of partnerships.)
- Be structured so that programs target a ‘mix’ from the specific target groups to allow more meaningful staff development to occur.
- Ensure middle level managers are provided with the opportunity to understand the change in skill base and knowledge required to enable teachers embrace their changing role.

This and other feedback influenced the wording of the objectives as set out in Chapter 10.
The previous chapter provided strategic directions and a draft set of strategic objectives. This chapter sets out the preferred strategic options for change management and staff development to support the achievement of a fully integrated, national VET system.

In the private for-profit environment, strategic choices for companies include diversification, market penetration, market development, and product development. In the environment of national, publicly-funded programs in change management and staff development, the strategic choices are much narrower, particularly where the programs are not-for-profit. The main strategic choices for national programs are to develop and extend services or to contract or to sub-contract. Service development is a sensible response to changing and growing needs:

> The nature and requirements of all public service functions change over time. New client needs arise, new ways of dealing with existing clients are developed, and new technologies can be applied to the service or support function. To meet these challenges, therefore, service development or extension should be the norm rather than the exception in public service organisations. (Viljoen, 1997, p.354)

The evidence from this study suggests that service development and extension is very appropriate as a response to current needs.

The previous strategic framework involved the use of the Framing the Future program from 1997-2000 and its project-based approach. While the program was effective, it was argued in Mitchell (2000a) that Framing the Future could achieve more. This study shows that a more comprehensive strategic framework for the staff development and change management activities for Framing the Future, would link any project and other activities to

- policy development and refinement
- research
- information diffusion and
- networking.
Preferred strategic option

The preferred option is to develop a strategic framework that ensures that the national change management and staff development program, to be entitled Reframing the Future, is tied to a stronger set of components in the VET system. In particular, it is important that Reframing the Future

- is informed by the change management imperatives and approaches set out in this study
- is informed by research findings and current best practice in VET about approaches to staff development
- addresses the key change management and staff development needs identified in this study
- maintains a monitoring of the external and VET industry environment
- is based on stakeholders’ expectations and clients’ needs
- enhances and interconnects with initiatives and programs undertaken by States, Territories and other bodies and organisations
- provides opportunities for participants to influence national policy development and refinement
- is promoted and championed at the highest levels of the sector.

Hence, strategies are needed for Reframing the Future, for the following purposes:

- Linking research with practice, by promoting models and best practice
- Continually identifying environmental factors, user needs and current initiatives
- Collaborating with industry
- Collaborating with other parties delivering programs
- Influencing policy development and refinement
- Marketing the program.

These types of strategies are incorporated in the proposed strategic planning framework for Reframing the Future, as set out in the next chapter.

Preferred strategic programs in 2001

The following strategic options for 2001 are based on the following:

- findings from the research undertaken for this study
- the recognition that a total of $3.5m funding for Framing the Future/Reframing the Future will be available in 2001
- the wisdom of constructing a major set of new change management and staff development programs over a number of years.

Given the above constraints, it is recommended that, to support the implementation of the NTF more quickly and effectively, the following steps be undertaken in the first year of the program, 2001:

1. A major focus of change management programs in 2001 be on changing the culture of RTOs to become industry-driven, demand-driven and outcomes-focused, satisfying the needs of students. Commissioning a number of pilot
projects and best practice case studies may be the best way to launch these programs.

2. Change management programs in year one focus on the need for RTOs and enterprises to review and possibly redesign both their organisations’ structures and staff roles to support the achievement of the NTF. To increase the capacity of the organisations, personnel could be encouraged to engage in constructive debate about how to continuously improve the NTF.

3. Besides the range of VET personnel who will participate in programs in 2001, the key target groups to receive funding for staff development in 2001 be

(1) middle level and senior level management staff (assuming that Reframing the Future will continue to service front-line supervisors and teaching staff), including the next generation of managers, and

(2) casual staff. The personnel could be employed in TAFE, private, enterprises or community services.

4. The focus of staff development in year one be on three specific components of the NTF: (1) assessment, (2) interpreting and analysing Training Packages and (3) Australian Recognition Framework (assuming that Reframing the Future will continue to assist staff to understand Training Packages).

This preferred approach for 2001 was tested at the Focus Groups in November-December 2000 and in subsequent interviews in November-December 2000 and gained majority support.
This chapter describes how the preferred strategies discussed in the previous chapter can be implemented, by setting out a strategic planning framework for the 'Reframing the Future' project for five years from 2001-2005, based on the findings from this study.

As this is a summary section, some excerpts from earlier chapters of this report are reproduced below.

Background

The National Training Framework (NTF), which resulted from considerable planning in the early 1990s and was launched in 1996, requires substantial changes to educational delivery and assessment, new collaborative arrangements with industry and modifications to the workforces of provider organisations. The innovation of the NTF is already attracting international attention as a significant reform and could assist Australia's reputation as a world-class vocational education and training (VET) system, that is industry-led, nationally applied and recognised, is very flexible and is of a high quality with a minimum of regulation.

The NTF was developed in the mid-1990s to assist Australian industry to stay competitive, but pressures on industry increased substantially in the late 1990s, particularly as a result of globalisation. Research reports in the period 1999-2000 and the research for this study reveal that industry, government and VET institutions must become totally engaged with the global environment or face obsolescence (Marginson, 2000, p.v). To meet the growing pressures on Australian industry in the early 21st century, efforts to implement the NTF need to be intensified.

From Framing to Reframing

Framing the Future commenced in 1997 as the national staff development program to support the implementation of the NTF. This national project involved over 20,000 VET practitioners from 1997-2000, using the workbased learning staff development
methodology to increase the skills of VET practitioners involved in the NTF. During the late 1990s, Framing the Future became recognised as an effective and popular program (Field, 1998, 1999; Mitchell, 2000a). Mitchell (2000a) acknowledged the positive contribution of the Framing the Future program to the implementation of the NTF and argued that the program could make an even larger contribution to the national agenda:

Framing the Future has catered, to date, for the 'champions' and 'early adopters', using the terminology developed by Rogers (1995). The next challenge is to attract the sizeable numbers of staff in the categories of 'early majority' and 'late adopters.' (p.100)

Mitchell (2000a) also argued that "the prime responsibility for persuading these late 'adopter' groups to implement the NTF could shift to the local organisation." (p.100), with the RTO as the standard 'local organisation.' The impact of a national program such as Reframing the Future also can be enhanced if it has links with and can promote change management and staff development interventions in relation to the NTF undertaken by State and Territory Training Authorities, industry associations and enterprises.

Given the breadth of new research identified in the report, High-Skilled High-Performing VET, it is appropriate that there be a change to the brand name, to the new but related title of Reframing the Future. The name change signifies an extension and diversification of the activities and services provided by the original program, in response to a changing industrial and social context and increased and different training needs.

Set out below is the strategic framework for Reframing the Future, which repositions Framing the Future, so that this national program can make an even greater contribution to the implementation of the NTF. Key terms used in the framework are defined in the addendum to this section.

Rationale for the Strategic Planning Framework

Research for High-Skilled High-Performing VET shows that Reframing the Future needs to extend beyond being a staff development program, to also provide services in change management, strategic management, policy engagement, networking and information and research dissemination.

Set out below is the rationale for the strategic planning framework for Reframing the Future, for the five year period from 2001-2005.

Rationale for national action

The study High-Skilled High-Performing VET (chapters 3 & 4) identified a range of change management, staff development and other activities that are required if the NTF is to be implemented fully, ranging from actions at the individual VET practitioner level, to actions at the RTO level, the enterprise level, the STA/Territory Training Authority level, the industry level and the national level. For instance the PETE (2000) report found a number of areas where the State coordinating body, then OTFE, could provide services that all TAFE Institutes require, including the provision of information:

Institutes and OTFE do not have sufficient information and skills to manage their workforce at a time of impending structural change. Few TAFE Institutes have detailed and devolved human resource information systems which could support line managers with data to proactively respond to change situations characterised by high levels of retirement, competitive recruitment and succession. To overcome this OTFE would need to lead the Institutes through an exercise resulting in a comprehensive set of commonly agreed staffing variables and reporting formats to cover all categories of Institute employees. This should also be accompanied by training in workforce planning and development techniques for line managers. (p.15)

The study High-Skilled High-Performing VET noted that State and Territory Training Authorities and other parties were providing a range of staff development, information and other services that either directly or indirectly supported the implementation of the NTF. However, as the NTF is a national policy, there was support from the vast majority
of interviewees involved in the study for targeted national strategies that not only complemented other programs, but focused on areas of need that cut across local constituencies. Interviewees believed that the benefits of a national approach include the efficient use of national funds, the ability to highlight priority needs and the positive impact on participants' motivation in participating in a national program.

**Necessity of change management for High-Performing Organisations**

The launch of the National Training Framework policy in 1996 marked a significant move towards a VET sector driven by industry needs and the pursuit of this goal continues today. To ensure this new policy results in high-performing enterprises, VET organisations themselves need to become high performing. Such organisations are characterised by creativity, innovation, flexibility and competitiveness (BCA, 2000, p.3).

The VET sector is inextricably linked to the forces that impact on VET industry clients, such as globalisation, new forms of business alliances and the rapid adoption of information and communication technologies. The Business Council of Australia's report on workplace reform (BCA, 2000), set out a range of questions and challenges facing Australia; a set of challenges that the VET sector needs to assist industry to meet. In setting out the challenges, the BCA also provides a description of high-performing enterprises:

> How can Australian enterprises grasp and create new opportunities emerging from globalisation, technological change and the knowledge economy? How can we create leading, high-performance workplaces that are characterised by creativity, innovation, flexibility and competitiveness? Workplaces where people choose to work and give freely of their energies and feel a sense of achievement, satisfaction, individual purpose and security. Where there is synergy between personal missions and work challenges, and organisational achievement. And where the workplace sense of community contributes to social cohesion. (p.1)

In the face of globalisation and other major international trends, the BCA (2000) is confident that management, employees and, in general, 'high quality people management' will increase 'the proportion of high-pay, high-performance enterprises within an enterprising and cohesive society' (p.1).

In summary, the research for **High-Skilled High-Performing VET** revealed that:

- Global economic forces are forcing changes upon Australian industry and VET, requiring the use of change management strategies
- In response to globalisation and the training needs of enterprises, VET organisations need to become high-skilled and high-performing
- High-performing VET organisations require both strategic management and change management skills
- The demand for strategic management and change management skills in VET is continually increasing
- Strategic management and change management skills are required in every VET organisation
- Change management skills are required by managers and trainers in enterprise workplaces
- Effective change management normally involves viewing change as normal, not exceptional
- Change management is an uncommon research focus in VET
- Approaches to change management include the planned and emergent
- Different types of organisational changes require different strategies.
Necessity of staff development to produce highly skilled staff

The discussion above about the change management requirements to ensure the implementation of an integrated national VET system points up the need to foster both high-performing organisations and highly skilled staff in VET. In relation to staff in VET, the following themes emerge from the review of staff development in High-Skilled High-Performing VET:

- the advent of the NTF has made the VET workforce more diversified;
- the staff development needs of VET staff are extensive;
- some groups of staff, such as casual or sessional staff, receive less staff development than is ideal;
- due to the diversity of VET, high levels of staff development need to be provided in many, different ways.

Diversity is the word commonly used in the literature, particularly in the period 1998–2000, to describe the VET sector in Australia. This diversity of needs requires a multitude of staff skills and staff development strategies:

When viewed from a comparative international perspective, the key defining characteristic of Australian TAFE is its diversity. This diversity implies a need for diversity in the staffing profile of TAFE Institutes. It also implies that models of staff development that have worked in other types of education and training institutions may not translate into the TAFE sector. The distinctiveness of TAFE in Australia requires distinctive approaches to workforce planning and staff development. (PETE, 2000, p. 24)

The analysis of the commercial VET providers in one State of Australia (Fawcett et al, 1998, p.6) also revealed the diversity of needs in staff development for private RTOs, including leadership and management training; strategic, business and marketing planning; winning business and selling skills; information technology; performance appraisal process; change management; customer service; human resource management; time management; regulatory matters; assessment; and workplace training.

In summary, the research for High-Skilled High-Performing VET revealed that:

- Effective VET staff development is crucial for the future of Australian industry
- The diversity of VET's work is creating the need for new staff skills and more staff development
- The NTF challenges the role of the traditional, classroom-based VET teacher
- The VET workforce is becoming increasingly differentiated, requiring multiple calls on funding for staff development
- Successful implementation of Training Packages requires extensive staff development
- VET clients' pursuit of lifelong learning encourages VET staff to also become lifelong learners
- The needs of both the individual staff member and the VET organisation can be met by staff development
- Skills in online learning and e-commerce are the latest set of skills required by VET personnel
- Workplace trainers and assessors have particular staff development needs
- Staff development for sessional staff is critical
- Management development in VET needs to be expanded
A range of staff development strategies is required

A current review of workbased learning proposes new ways to view and deploy this flexible methodology.

**External MACRO Environment**

Based on the consultations and other research undertaken for *High-Skilled High-Performing VET*, Table 10.1 sets out key features of the external macro-environment for VET that may impact on the implementation of the fully integrated national VET system. The table shows that the current environment for VET is turbulent, with the emergence of many new trends creating challenges for the VET system.

**Table 10.1: Key features of the external macro-environment for VET, identified in *High-skilled High-Performing VET***

<table>
<thead>
<tr>
<th>Category</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic/workforce</td>
<td>Emergence of the global economy, the knowledge economy and e-commerce</td>
</tr>
<tr>
<td></td>
<td>The need for generic skills for jobs in the knowledge economy</td>
</tr>
<tr>
<td></td>
<td>The need for new competencies in e-commerce</td>
</tr>
<tr>
<td></td>
<td>The need for information technology literacy</td>
</tr>
<tr>
<td></td>
<td>The need for continuous skillning</td>
</tr>
<tr>
<td></td>
<td>The need for re-skilling of older workers</td>
</tr>
<tr>
<td></td>
<td>The changing nature of work</td>
</tr>
<tr>
<td></td>
<td>The disappearance of many entry-level jobs</td>
</tr>
<tr>
<td></td>
<td>The increase in self-employed workers</td>
</tr>
<tr>
<td></td>
<td>The increase in home-based workers</td>
</tr>
<tr>
<td></td>
<td>The rise in personal services jobs</td>
</tr>
<tr>
<td></td>
<td>Tele-working</td>
</tr>
<tr>
<td></td>
<td>The casualisation of the Australian workforce</td>
</tr>
<tr>
<td></td>
<td>The emergence of ‘portfolio’ workers</td>
</tr>
<tr>
<td></td>
<td>Shorter product life cycles</td>
</tr>
<tr>
<td>Technological</td>
<td>Availability of cheaper and more powerful technology</td>
</tr>
<tr>
<td></td>
<td>Increasing popularity of the Internet</td>
</tr>
<tr>
<td></td>
<td>Rural and regional areas concerned about inferior communications infrastructure</td>
</tr>
<tr>
<td>Political/regulatory</td>
<td>Ministers' Council focus on a fully integrated national VET system</td>
</tr>
<tr>
<td></td>
<td>Focus on quality and consistency of standards in National VET</td>
</tr>
<tr>
<td></td>
<td>Ongoing improvements to the legislative and administrative base for the national VET system</td>
</tr>
<tr>
<td>Socio-cultural</td>
<td>The concept of lifelong learning</td>
</tr>
<tr>
<td></td>
<td>The aging of the Australian population</td>
</tr>
<tr>
<td></td>
<td>Employers' sometimes negative attitudes to older workers</td>
</tr>
<tr>
<td></td>
<td>A trend towards staying in the workforce longer</td>
</tr>
<tr>
<td></td>
<td>Workers' multiple career changes</td>
</tr>
<tr>
<td></td>
<td>Availability of cheaper global communication</td>
</tr>
<tr>
<td></td>
<td>Digital divide between those with and without access to the Net</td>
</tr>
</tbody>
</table>

The changing Australian business and social landscape captured in the table above requires flexible and versatile training to be provided by VET. However, before VET can fully meet this demand, VET providers need urgently to conduct staff development and change management programs to ensure the continuous re-skilling of an aging and increasingly part-time and casual VET workforce.
The VET industry environment

While macro factors such as economic and technological trends are important to identify, an analysis of the VET industry isolates factors that will have a more immediate effect on the operation of a VET organisation (Viljoen, 1997, p.202). The interviews, focus groups and other consultations for High-Skilled High-Performing VET provided insights into features of the VET industry that impact on the achievement of a fully integrated national VET system. The following table summarises these key features.

Table 10.2: Key features of the current VET industry that may impact on the achievement of the NTF

<table>
<thead>
<tr>
<th>Category</th>
<th>Features of the VET Industry</th>
</tr>
</thead>
</table>
| Competitive/marketing trends    | The emergence of an increasingly competitive marketplace  
The growth of niche training markets  
The growth of enterprise-specific, customised training  
The rise in the number of fee-for-service courses  
The popularity of tactical learning, leading to short, non-award vocational courses  
The pressure on RTOs to maintain currency and quality while being entrepreneurial and innovative  
The need to develop better cooperative training arrangements with industry  
The development of collaborative arrangements between RTOs for marketing purposes  
The opportunity to improve the world-class aspects of Australian VET  
Challenges for public providers to be profitable and also responsive to social justice considerations  
Opportunities to develop cross-sectoral approaches to assessment, credit transfer and recognition of prior learning  
Some employers' negative attitude to skills which will enhance lifelong learning opportunities but are not 'job specific'  
VET not being perceived as a 'valued' alternative to university for school leavers  
The increasing interest in overseas markets  
The need for the development of 'adult pathways' |
| Business structure trends       | The need to develop co-operative training arrangements with industry  
The rise of dual higher education-VET organisations  
The emergence of numerous private providers, many of whom are very small  
Providers' interest in developing flexible delivery capabilities, not just using technology  
The emergence of the learning broker with a focus on career advice and management  
In some VET systems, regular restructures create both stress and new opportunities  
The difficulty of managing school-work transition |
| Human resource trends           | The shortage of skilled staff in some high demand areas  
The need to retrain some tenured staff to service emerging needs  
Some regional providers struggling to provide technical experts in remote locations  
The aging of the VET workforce  
The casualisation of the VET workforce  
The emergence of industry-based trainers  
Need for staff to embrace flexible approaches to the delivery of training in institutions and in workplaces, using educational technologies  
Need for staff with customer-service, marketing and entrepreneurial skills  
Need for staff with skills in industry-collaboration and project management |
These industry trends and characteristics affect an individual VET organisation's capacity to assist with the achievement of the fully integrated national VET system. For instance, within any one VET organisation, pressures may include managing a workforce that consists of a core of permanent staff focused on administration, managing a large group of sessional and part-time teachers and trying to meet an ever-increasing number of client demands.

Current national activities in Staff development and change management

Multiple staff development activities are required to address all of the challenges raised by a complex innovation such as the NTF. Different intervention strategies are needed not only for different adopter groups and different VET groups; different strategies are also required to ensure that organisations embed and sustain the innovation of the NTF.

While a number of current national staff development and change management activities directly or indirectly address the challenge to implement the National Training Framework, the only program that operates on a regular basis nationally and targets all RTOs, and the use of Training Packages, is Framing the Future. Many other staff development activities at the national level are more specialised and narrower in their focus than Framing the Future.

To meet an increasing number of needs, Framing the Future needs to be expanded and to be more comprehensive in its coverage of components of the NTF. The new name for the national program of Reframing the Future signals this expansion.

Stakeholder expectations and client needs

A range of stakeholders, including providers, was interviewed for High-skilled High-Performing VET, regarding the need for change management programs to support the implementation of the National Training Framework. To summarise their views, change management is needed because the NTF requires changes not just at the functional, structural level of RTOs but also at the attitudinal level within VET organisations, as change management 'is not a neutral restructuring process but involves intentions, aspirations and purposes of organisational members' (Brewer, 1995, p. 1).

Change management is an appropriate approach to managing the implementation of the NTF because:

- the NTF involves different views of the role of VET providers
- some aspects of the NTF are contested by various stakeholders
- there is resistance to some aspects of the NTF, such as mutual recognition
- debate and persuasion are often required to win support for the NTF.

The research for High-skilled High-Performing VET found that extensive staff development is required in VET, beyond that already provided, to support the implementation of the National Training Framework. New staff development activities need to:

- address the full range of components of the National Training Framework, from assessment, to flexible on and off-the-job training delivery
- address the needs of both full and part-time staff
- segment VET staff to provide targeted interventions
- cater for all levels of VET personnel
- cater for public and private RTOs, both large and small.
The research for *High-skilled High-Performing VET* found that staff development needs, in relation to the NTF, fit into two categories:

- the need to target specific groups for staff development
- the need for staff development for specific components of the NTF

**Strategic Directions**

A key strategic direction emerging from *High-skilled High-Performing VET* is the value in combining *Framing the Future* with the programs derived from the research undertaken for *High-skilled High-Performing VET*. It was indicated in late 2000 that, for 2001 National Projects, approximately $1m in funding, in addition to *Framing the Future*’s allocation of $2.5m, would be provided for initiatives arising from *High-skilled High-Performing VET*. Research for *High-skilled High-Performing VET* shows that the most efficient use of the total funds is to combine the two allocations under the one banner, *Reframing the Future*. There seems to be no value in separating *Framing the Future*’s predominantly staff development activities from the complementary activities of *Reframing the Future*. By combining the funds under the one masthead, *Reframing the Future* will be able to provide a more cohesive set of programs and activities in staff development and change management and related areas. $2.5m will still be allocated to staff development, but the staff development projects will be integrated with change management, strategic management, networking, policy engagement, information and research dissemination.

The relationship between the different aspects of *Reframing the Future* and the fully integrated national VET system is captured in the following diagram.

**Diagram 10.1: The relationship between the different components of *Reframing the Future* and the fully integrated national VET system**
This locating of staff development and change management with the other components of Reframing the Future will increase the impact of the $3.5m available for 2001. Another strategic direction emerging from the study High-skilled High-Performing VET is the sense in prioritising activities and targeting expenditure for high areas of need. The subsequent prioritisation is based on the results of the interviews, in the focus groups and the email survey for the study called High-skilled High-Performing VET. The report shows that respondents generally agreed that any change management and staff development programs need to be:

- Comprehensive
- Targeted at areas of need
- Responsive to groups overlooked to date
- Focused on both cultural and structural changes required in VET organisations.

**Strategic Options**

In the private for-profit environment, strategic options for companies include diversification, market penetration, market development and product development. In the environment of national, publicly funded programs in change management and staff development, the strategic choices are much narrower, particularly where the programs are not-for-profit. The main strategic choices for national programs are to develop and extend services or to outsource or to sub-contract. For programs funded by the public sector, service development is a valid response to changing and growing needs:

The nature and requirements of all public service functions change over time. New client needs arise, new ways of dealing with existing clients are developed, and new technologies can be applied to the service or support function. To meet these challenges, therefore, service development or extension should be the norm rather than the exception in public service organisations. (Viljoen, 1997, p.354)

The evidence from High-skilled High-Performing VET suggests that service development and extension is very appropriate as a response to current VET needs.

The nature of the service development and extension is set out below, and involves re-positioning Framing the Future from simply being viewed as a staff development program to being a multi-faceted support service for the implementation of the national VET system.
The Detailed Strategic Framework for Reframing the Future

The previous discussion provides the rationale for the detailed strategic framework set out below.

Reframing the Future’s Mission

To assist VET practitioners to become highly-skilled and VET organisations to become high-performing, to enable Australian industry to thrive in a global economy.

Reframing the Future’s Vision

By 2005, the fully integrated national VET system will be acknowledged world-wide as a key contributor to Australia’s economic growth and social well-being.

Guiding Principles

The Guiding Principles for Reframing the Future are as follows. Change management and staff development interventions for Reframing the Future will be:

- Targeted at key points of the VET system that need to be strengthened in achieving an integrated, national VET system, such as assessment
- Responsive to some groups that have been largely overlooked to date by staff development programs in relation to the NTF, such as casual staff and middle level managers
- Focused on cultural issues to encourage positive attitudes about the NTF
- Directed at complex matters such as how the traditional structure of RTOs (e.g. employment patterns based on arrangements which preceded the advent of the NTF in 1996) and the relationship between ANTA, STAs and RTOs (e.g. measurement of lecturer input in terms of curriculum hours) may not always assist the optimum achievement of the NTF.

To achieve an integrated, national VET system, change management programs will:

- Be focused on cultural issues, such as the development of an industry and demand-driven, outcomes-focused approach to the provision of training
- Be customised to cater for historical sub-cultures of some VET organisations that might be resisting change and small RTOs who only offer programs in niche areas
- Address the impact of the NTF on the design of jobs within VET organisations and the new skills required.
- Address the impact of the NTF on the structure of VET organisations
- Encourage critique of aspects of the NTF, as part of a continual improvement approach to policy development.

To achieve an integrated, national VET system, staff development programs will:

- Be targeted at specific groups such as teachers, administrative staff, each layer of management, casual staff, aging staff, industry training and ITAB staff, STA/Territory staff and Commonwealth staff
- Address specific components of the NTF, such as assessment, competency based training, Training Packages, Australian Recognition Framework
- Cater for teachers’ and trainers’ technical and generic skills.
Goals

Goals for Reframing the Future, as set out in the following diagram, cover five areas: staff development; change management and strategic management; policy engagement; networking; and research and information.

Diagram 10.2: The five goals of Reframing the Future

The following table provides more details about each of the five goals.

Table 10.3: Goals for Reframing the Future

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Overall Goal</th>
<th>Detailed Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development goals:</td>
<td>Highly-skilled VET staff</td>
<td>To develop VET staff capability in implementing key areas of the NTF, such as assessment, competency based training, Training Packages and the Australian Recognition Framework. To develop the capability of different groups of VET staff to implement the NTF, from core teaching staff to previously overlooked groups such as casual staff, middle level managers and workplace trainers.</td>
</tr>
<tr>
<td>Strategic Management and Change management goals:</td>
<td>Culturally and structurally responsive VET organisations</td>
<td>To enable VET organisations to develop industry-driven, demand-driven, and outcomes-focused cultures supportive of the NTF and satisfying the needs of students. To enable managers in VET organisations to review and redesign their structures and staff roles to become high performing and to better support the achievement of the NTF.</td>
</tr>
<tr>
<td>Policy Engagement goals:</td>
<td>Continuously improving policy through involving the VET community</td>
<td>To enable VET personnel and stakeholders to engage in constructive debate about how to continuously improve the NTF, based on learning from both practice and theory.</td>
</tr>
<tr>
<td>Networking goals:</td>
<td>Establishing links within and across VET organisations, industries and borders</td>
<td>To establish innovative and effective links among different VET stakeholder groups, to support the achievement of the NTF. To enable networks of VET stakeholders to develop communities of practice, reaching across organisations, industries and borders.</td>
</tr>
</tbody>
</table>
Overview of 2001–2005

A five-year plan for Reframing the Future will necessarily provide more details for the first two years than for later years. What will stay consistent over the five years is the strategic process for identifying needs and developing responses.

Broad parameters for 2001–2002

It would seem wise to maintain the same broad parameters for the first two years of Reframing the Future, rather than changing directions significantly in the second year. A two-year time period will enable the National Reference Group, in conjunction with the funding body ANTA, to evaluate the effectiveness of the programs and activities, before deciding on any major changes for 2003 and beyond. The role of the National Reference Group is detailed later.

Set out below is an overview of the activities for 2001–2002.

Given the research undertaken for this study, and the recognition that unlimited funding will not be available to meet all current needs, and given the wisdom of constructing a major set of new change management and staff development programs over a number of years, it is recommended that, to support the implementation of the NTF more quickly and effectively:

1. A major focus of change management programs in 2001–2002 be on encouraging the culture of VET organisations to become industry-driven and demand-driven, satisfying the needs of students and outcomes-focused.

2. Change management programs in 2001–2002 focus on the need for RTOs and enterprises to review and possibly redesign both their organisations' structures and staff roles to support the achievement of the NTF. To encourage the VET community's ownership of the NTF, personnel could be encouraged to engage in constructive debate about how to continuously improve the NTF.

3. While teachers and trainers will continue to be the main focus of Reframing the Future, two additional groups will be targeted for participation in programs in 2001–2002: (1) middle level and senior level management staff including the next generation of managers, and (2) casual staff. The personnel could be employed in TAFE, private RTOs, enterprises or other VET agencies.

4. The focus of staff development in 2001–2002 be on three specific components of the NTF: (1) Assessment, (2) Interpreting and Analysing Training Packages and (3) Australian Recognition Framework.

The following diagram provides a summary of the programs and activities to be conducted by Reframing the Future in 2001–2002. Initially, the 2001 program will focus on staff development projects and networking activities while the other elements of the program will be progressively introduced during 2001.
It is expected that the specific programs and activities will be modified each year, subject to ongoing evaluation and review.

Specific descriptions of each of these five goals are provided later in this section.

**Continuous strategic planning process**

Refinement of the program for 2003–2005 will emerge from the continuous strategic planning process to be embedded in Reframing the Future. The National Reference Group and the National Project Management Team will use the process to ensure that Reframing the Future is responding to current and emerging needs. The process is summarised in Diagram 10.4 below.
Diagram 10.4: Continuous Strategic Planning Process for Reframing the Future

1. Review of External Environment for National VET System
2. Review of VET Skills & Resources for Implementing National VET System
3. Review of VET Stakeholders' and Clients' Needs for National VET System
4. Review of Reframing the Future's Goals, Strategies and Activities
6. Modifications to Reframing the Future's Goals, Strategies and Activities

Measures of Success
Achievement of the following outcomes in 2001–2002 will demonstrate the extent to which Reframing the Future is effective in assisting VET organisations and staff to implement the fully integrated national training system. Measuring these successes will often need to involve the use of qualitative techniques, such as case studies and interviews, in addition to quantitative techniques, as the data may not be readily accessible. The focus of the evaluation will be to find changes that have occurred within VET organisations and staff groups. To provide a basis for comparison, quantitative and qualitative data will be collected in mid-2001, at the start of the Reframing the Future project.

The measures of success include:

- As a result of organisations and individuals undertaking Reframing the Future projects and activities, increased numbers of these VET organisations and staff interpreting and analysing Training Packages, to meet the needs of their customers
- As a result of organisations and individuals undertaking Reframing the Future projects and activities, increased numbers of these VET organisations conforming to the ARF arrangements
- As a result of organisations and individuals undertaking Reframing the Future projects and activities, increased numbers of these organisations and individuals seeking Recognition of Current Competence (RCC) services
- As a result of organisations and individuals undertaking Reframing the Future projects and activities, increased numbers of partnerships between these VET organisations and industry that result in an improved quality of on-the-job training and assessment
- Increased numbers of VET management staff and casual staff involved in Reframing the Future projects and activities
- Increased numbers of case studies of VET organisations changing their structures and cultures to better suit the NTF, as a result of these organisations undertaking Reframing the Future projects and activities.
The evaluation of these measures of success will commence in mid-2002, after the completion of the first twelve months of operation of Reframing the Future, to provide sufficient time for long-term impacts to emerge.

**Strategies and Performance Indicators**

This section provides details of each of the five goal areas for Reframing the Future.

### Table 10.4: Staff development goals: Highly-skilled VET Staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>To develop VET staff capability in implementing components of the NTF, Training Packages and the Australian Recognition Framework, focusing on competency based training and assessment.</td>
</tr>
<tr>
<td>Rationale</td>
<td>Before VET staff can help trainees in industry to become highly-skilled, in order to meet the demands of a global economy and an IT-rich environment, the VET staff themselves need to be high-skilled.</td>
</tr>
<tr>
<td>Strategies</td>
<td>Provide funding for a range of staff development projects, using WBL methodologies as defined by Henry et al (2001), to increase the number of highly-skilled staff implementing the NTF.</td>
</tr>
<tr>
<td></td>
<td>Promote the importance of VET staff understanding all the components of the NTF, from interpreting and analysing Training Packages, to assessing at the workplace, to undertaking RCC.</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>Numbers of Reframing the Future projects related to specific aspects of the NTF.</td>
</tr>
<tr>
<td></td>
<td>Numbers of sessional staff in Reframing the Future projects.</td>
</tr>
<tr>
<td></td>
<td>Numbers of management staff involved in Reframing the Future projects.</td>
</tr>
</tbody>
</table>

### Table 10.5: Change management goals: Culturally, Structurally Responsive VET Organisations

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>To enable VET organisations to develop industry-driven, demand-driven and outcomes-focused cultures supportive of the NTF.</td>
</tr>
<tr>
<td></td>
<td>To enable VET organisations to review and redesign their structures and staff roles to become high performing and to better support the achievement of the NTF.</td>
</tr>
<tr>
<td>Rationale</td>
<td>VET organisations need to be high-performing organisations, if they are to assist enterprises to become high performing.</td>
</tr>
<tr>
<td>Strategies</td>
<td>Provide funding for a range of change management projects, to enable more VET organisations to become high performing, as defined by BCA (2000).</td>
</tr>
<tr>
<td></td>
<td>Promote case studies of high performing VET organisations.</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>Numbers of organisations represented in Reframing the Future strategic management and change management projects.</td>
</tr>
<tr>
<td></td>
<td>Number of case studies developed of VET organisations that meet the criteria for high performing organisations, as set out by BCA (2000).</td>
</tr>
</tbody>
</table>
### Table 10.6: Policy engagement goals: Continuously Improving Policy

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>To enable VET personnel and stakeholders to engage in constructive debate about how to continuously improve the NTF, based on learning from both practice and theory.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>VET personnel are generally supportive of a national training system, but want policy makers to respond to their criticisms, complaints and suggestions for improvement. People want to engage in discussion and critique and this will assist in the level of practitioner ownership of the policy.</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td>Convene an annual NTF roundtable, to provide a public forum for sharing ideas about how the NTF policies can be improved, based on practitioner experiences. Encourage the concept of continuous improvement of the NTF policies, through a feedback loop connecting practitioners and policy makers.</td>
</tr>
<tr>
<td><strong>Performance Indicators</strong></td>
<td>Numbers of participants at the annual NTF Roundtable. Number of suggested improvements to the NTF arising from the Reframing the Future activities.</td>
</tr>
</tbody>
</table>

### Table 10.7: Networking goals: Establishing links within and across VET organisations, industries and borders

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>To establish innovative and effective links between different VET stakeholder groups, to support the achievement of the NTF. To enable networks of VET stakeholders to develop communities of practice.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>It is valuable for VET personnel involved in implementing the NTF to link with other personnel in the system, and this often means developing relationships that extend across industries and borders. The concept of communities of practice provides a framework for organising such widely distributed personnel.</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td>Provide funding for a range of networking activities related to the NTF. Establish a range of communities of practice within VET, related to the NTF. Form links with the 2001 communities of practice case studies project and make these case studies available as a resource for others.</td>
</tr>
<tr>
<td><strong>Performance Indicators</strong></td>
<td>Numbers of participants in networking activities funded by Reframing the Future. Numbers of participants in communities of practice funded by Reframing the Future. Numbers of case studies of communities of practice in VET, related to the NTF.</td>
</tr>
</tbody>
</table>

### Table 10.8: Information and research dissemination goals: Empowering VET staff to access information and research findings

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>To provide VET organisations with linkages to research and best practice models connecting the changing nature of the economy and industry and the implementation of the NTF. To market leading-edge insights to VET personnel about VET customer and client needs and expectations.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>The NTF involves a significant amount of research, documentation, new terminology and new concepts that need to be accessed and understood if the NTF is to be fully implemented. Different VET personnel acquire and digest information in different ways, so the information needs to be made available in a number of different forms.</td>
</tr>
</tbody>
</table>
Strategies

Create a new website with linkages and a search facility to access information about NTF support resources and other VET projects.

Promote the work-in-progress and findings of all VET research projects that impact on the implementation of the NTF.

Link VET practitioners with research and other information that will assist them to implement the NTF.

Distribute regularly updated information about client needs and expectations in relation to the implementation of the NTF.

Performance Indicators

Numbers of VET organisations seeking information from Reframing the Future about current research related to the implementation of the NTF.

Numbers of personnel accessing the new website.

Numbers of customer and client needs identified by Reframing the Future.

Project methodologies

The majority of projects funded by Reframing the Future will be expected to use workbased learning methodologies. Although the workbased learning approach proved very effective for Framing the Future projects from 1997–2000 (Field, 1998, 1999; Mitchell, 2000a), the methodology was investigated thoroughly by Henry, Mitchell & Young (forthcoming, 2001), who found that there are new ways to view and deploy this flexible methodology. The approach advocated by Henry et al (2001) will provide refreshing guidelines for workbased learning project teams.

Some of the new projects and activities funded by Reframing the Future will not suit workbased learning, so the use of other methodologies will be encouraged.

National Reference Group

The previous National Reference Group for Framing the Future provides an immediate platform for advising the Reframing the Future program.

Framing the Future used a similar formula for identifying and funding projects from 1997–2000, and the role of the National Reference Group was limited. However, the role of the National Reference Group will be more extensive and critical for Reframing the Future than for Framing the Future, given the expansion in services and goals of the new program. The role will include:

- Using the continuous Strategic Planning Cycle to provide advice on the directions of Reframing the Future
- Monitoring the program's Success Measures and the Performance Indicators for each goal
- Advising on new strategic directions for Reframing the Future, arising from changes in the macro environment or the VET industry environment.

It is critical that the Reference Group continue to be chaired by a State/Territory VET CEO, representing the major stakeholder group likely to be affected by staff development and change management programs.

The expanded services of Reframing the Future suggest that a number of new stakeholders could join the National Reference Group, to reflect the range of stakeholders of the NTF. Other stakeholders who are currently not represented on the National Reference Group include private RTOs, industrial bodies and business associations.

Evaluation

Reframing the Future will continuously evaluate its inputs, processes and outputs, as well as its outcomes, using quantitative and qualitative data and formative and summative evaluations. The evaluation will focus on both the overarching measures of success and the specific performance indicators.
Appendices
Generic interview questions

Set out below are the generic questions used during the interviews. The questions were modified, depending on the interviewee’s background. The questions covered Strategy Analysis (environmental scan; current needs; current activities) and Strategic Direction (future objectives; key results areas).

Given our briefing on the Reframing Project, what do you see as the main issues in the field (regarding staff development and change management programs to build the capacity of providers to support the achievement of a fully Integrated National VET System)?

What do you think are the main staff development needs in relation to the implementation of the NTF? For the VET professional? Directors? Middle level managers?

In your opinion, what are the major needs in the VET system for change management?

What models of staff development and change management do you think are appropriate for VET given the needs?

What do you think of the Reframing Report’s advocacy that FTF do more? Focus on strategic priorities? Take a more interventionist role?

What would you like the new project to achieve? (strategic objectives)

What priority needs do you think the project should address? (KRA)

Who are the key people we need to consult?

How can we best involve you in the project?
Interviewees

Balzary, Steve – Director, Employment and Training, Australian Chamber of Commerce and Industry

Barry, Cathy – Director, NSW Access Educational Services Division

Blakeley, John – Director Education Services, Open Learning Institute Qld

Boggon, Richard – Manager Training, QRail

Brandt, Judy – Director, Rockhampton College

Burgell, Derek – Director Strategy & Innovation, Swinburne University TAFE Division

Byrne, Paul – General Manager, ANTA

Campbell, Richard – Manager, Training Packages Taskforce, DETIR, Qld

Clarke, Phil – General Manager, Training Systems Development Group, DETIR Qld

Clayton, Berwyn – Head of Department, Research and Evaluation Canberra Institute of Technology

Coates, Sharon – Director, ANTA

Colston, Jenny – Manager, Policy and Research DETIR Qld

Crawford, Heather – President AUSTAFE, Assistant Director, Southern Sydney Institute of TAFE

Cunningham, Jack – TCF and Allied Industries Sector Co-ordinator, ALMITAB

Daley, Miriam – Training and Development Manager, DET SA

Doolette, Ann – A/Assistant Director, VET Quality SA

Fitzgerald, Sheila – Executive Director, TAFE Frontiers Vic

Gibb, Jennifer – Manager, National VET Research & Evaluation (NVETRE) Branch, NCVER

Gientzotis, Jill – Director of Recognition Services, General Manager, VETAB

Gribble, Ian – Senior Project Officer, Office of Post Compulsory Education, Training and Employment, Victoria

Guthrie, Hugh – Divisional Manager, Dissemination, Marketing and Publishing, NCVER

Guthrie, Kate – A/Manager Professional & Career Development Unit, WA Dept of Training & Employment

Harris, Kevin – Director, Northern Sydney Institute TAFE

Harris, Roger – NREC Project Manager, University of SA

Healey, Bill – Executive Director, Australian Retailers Association of NSW

Hewitt, Rex – Federal TAFE Secretary, Australian Education Union

Hill, Ian – CEO, WA Dept of Training & Employment

Hunter, Rachel – Director Southbank Institute of TAFE Qld

Jagger, Norm – Business Director, Southbank Institute of TAFE Qld

Johnson, Lesley – Director, ANTA

Judd, Murray – Director, Training Reform Section DETYA, National Reference Group member

Kilner, Mark – General Manager, ANTA

LeCornu, Peter – Dean, Faculty of Business and Information Technology CIT, EVAG member

Manns, Rodd – Assistant Secretary – VET Reform Branch, DETYA

Maytom, Phill – Senior Executive Officer, Training Packages Taskforce, DETIR, Qld
McDonald, Rodd – Consultant Adviser, ANTA
McDonald, Steve – Director, ANTA
McGowan, Andrew – Education Manager, Douglas Mawson Institute of TAFE
McIntyre, John – Director, Research Centre for Vocational Education & Training UTS
Mildon, Felicity – Manager Corporate Learning and Development Qantas
Morton, Maureen – Director, Regency Institute of TAFE SA, Reference Group member
Moss, Julie – Managing Director, Photography Studies College
Mowatt, Jenny – National Training and Development Manager, Woolworths
Mulvihill, Mike – Director, Douglas Mawson Institute of TAFE SA
Norton, Marion – Principal Project Officer, Policy and Research DETIR QLD
Paton, Bob – Executive Officer, National MERS ITAB, National Reference Group member
Peddle, Barry – Director, Illawarra Institute of TAFE, National Reference Group member
Persson, Marie – Director, Sydney Institute of Technology
Praetz, Helen – Professor Pro Vice Chancellor, Teaching & Learning RMIT
Robinson, Chris – Managing Director, NCVER
Robinson, Pauline – CIT, Manager, Strategy 2000 Learning Leaders program
Robson, Dave – NAC Info Service
Schofield, Kaye – Director, Kaye Schofield Associates
Scollay, Moira – CEO, ANTA
Shreeve, Robyn – TAFE NSW Assistant Deputy Director-General
Smith, Andy – General Manager, Research & Evaluation Services Division, NCVER
Smith, Erica – University of SA and AVETC Chair
Smith, Larry – DETIR Qld
Smith, Tim – National Executive Officer, Australian Council for Private Education and Training (ACPET)
Sobski, Jozefa – Deputy Director-General, TAFE NSW
Speer, Carmel – Manager, Qualifications and Traineeship Program Qantas
Staron, Maret – Leader, Professional Development Network, Dept of Education & Training NSW
Stephens, Adrian – Director, ANTA Director Industry Pathways
Sussex, Meredith – CEO, Office of Post Compulsory Education, Training and Employment, Victoria
Thatcher, Colin – Assistant Director, Business Council of Australia
Trell, Anthony – Project Director, TAFE Directors Australia
Van Leeuwen, Trixie – Senior Manager Education Development Centre, Canberra Institute of Technology
Varanasi, Raju – Director, NSW ITA Educational Services Division.
Veenker, Peter – Chief Executive and Director Canberra Institute of Technology, President of TAFE Directors Australia
Wallace, Simon – Principal Project Officer, ANTA
Weatherley, Robby – National Project Manager, LearnScope
Wood, Geoff – Executive Director, OVET SA, National Reference Group chair
Woodward, Sue – General Manager, ALMITAB
Wright, Peter – Director, NSW Manufacturing Educational Services Division
Generic questions asked in Discussion Paper, Focus Groups and the Email Survey

Q1. What are the key features of the current VET landscape, in relation to the achievement of an integrated, national VET system?

Q2. What current change management activities directly support the achievement of an integrated, national VET system?

Q3. What current activities in staff development directly support the achievement of an integrated, national VET system?

Q4. What needs exist for change management, to support the achievement of an integrated, national VET system?

Q5. What needs exist for staff development, to support the achievement of an integrated, national VET system?

Q6. What strategic objectives do you advocate for change management and staff development to achieve an integrated, national VET system?

Q7. What are your top four preferred strategic options for change management and staff development to achieve an integrated, national VET system?
Participants in Focus Groups

Andrew, Gary – Executive Officer, MERSITAB
Atkinson, Jeff – Educational Manager, Regency Institute of TAFE
Bailey, Kirsten – HRS Consultant, TAFE Tasmania – North
Baker, Dennis – Program Manager, South East Metro College of TAFE
Beaton, Julie – Educator/Trainer, J-Five Health Service
Beattie, Karen – Training & Admin Manager, Actors College of Theatre & Television
Bold, Belinda – Industry Consultant, Victorian University of Technology
Broadbent, Anne – Teacher Development Coordinator, South Western Sydney Inst. of TAFE
Borg, Gary – Teacher of Plumbing, South Western Sydney Inst. of TAFE
Brown, Heather – Australian Training Network, Jobs Australia Ltd
Brown, Ian – Manager, The Royal Life Saving Society
Bryce, Kathryn – Principal Project Officer, DETIR
Byrne, Roy – Executive Officer, Fishing Industry Training Board of Tasmania Inc.
Chan Lee, Wing-Yin – Principal Lecturer, Adelaide Institute of TAFE
Coggins, Richard – Director, Richard Coggins & Associates P/L
Cooper, Christine – Principal Lecturer, Challenger TAFE
Cotton, Geoff – Director, Cotton/Associates Pty Ltd
d'Assumpcao, Marcus – Manager Training Development, Construction Industry Training Board
Dau, Elizabeth – Lecturer, Regency Institute of TAFE
Davey, Pene – Director Educational Development, Douglas Mawson Institute of TAFE
Deakin, Rosemary – Manager Special Projects, RMIT
Dibbs, Peter – Education Support Unit, Chisholm Institute of TAFE
Dilorenzo, Pam – Snr Policy Officer, OVET
Down, Cathy – Projects Director, RMIT
Elliot, Rick – General Manager, The Construction Training Centre
Emerson, Grant – Program Coordinator, RMIT
Evans, Tricia – Project Officer, Division of Training, DETIR
Fawcett, Steve – Campus Educational Manager, Spencer Institute of TAFE
Febey, Jan – Manager Training Package Implementation Team, OVET
Ferry, Sue – Head Teacher Admin Services, South Western Sydney Inst. of TAFE
Fisher, Ian – Teacher, RMIT
Forsyth, Frankie – Director, Pelion Consulting
Freeman, Sue – Director, First Impressions
Gray, Darrell – Curriculum Officer, RMIT
Gray, Jill – Training Services Coordinator, Tweed Training & Enterprise Co
Gray, Elizabeth – Educator/Trainer, J-Five Health Service
Greenhough, Margaret – VET Coordinator, South East Metro College of TAFE
Grogan, Karen – Government Business Manager, HTC Vocational Institute
Groves, Ursula – Learning & Organisational Development Manager, Goodman Fielder
Guglielmino, Tina – Program Coordinator, RMIT
Guscott, Sharon - Lecturer, Regency Institute of TAFE
Hammond, Anne - Educational Manager, Torrens Valley Institute of TAFE
Hayter, Nina - Training Coordinator, National Foods Ltd
Hill, Margi - Manager Training & Development, Home Care Service of NSW
Hilliard, Virginia - Chief Executive Officer, Australian Drilling Industry Training Committee
Hossack, Sarah - Executive Officer, Arts Training NSW
Isbell, Meredith - Project Consultant, Manufacturing Learning SA
James, Marian - Snr Project Officer, Community Services & Health ITC
Joyce, Maureen - Snr Head Teacher, OTEN - DE
Kilminster, Anthea - Executive Officer, W.A. Hospitality & Tourism ITC
Kirakos, Rhonda - Program Coordinator, RMIT
Kirkwood, Graeme - Director, Learningworks
Kotasek, Ivana - Project Officer Laboratory Ops, Manufacturing Learning Australia
Lawrence, Sandra - Assistant Studies Director, Brisbane Inst. of TAFE
Lorrimar, Jane - Project Manager, Challenger TAFE
Marriott, Michelle - CBTA Consultant, Dept. of Correctional Services
Marson, Linda - A/Executive Officer, Arts & Recreation Training VIC
Maxwell, Sheridan - Course Coordinator, RMIT
Maystrenko, Nadeya - Project Officer, Agriculture & Horticulture Training Council of SA
McAleer, Chris - National Manager, Australian Training Network, Jobs Australia Ltd
McKenna, Rosa - President, Victorian Adult Literacy & Basic Education Council
Mellors, Tony - Head of Training Centre, RMIT
Mitchell, Joy - Training & Development Manager, Manufacturing Learning Victoria
Murphy, Christine - Teacher Information Technology, South Western Sydney Inst. of TAFE
Murray, Jo - Director, Pelion Consulting
Neal, Kathy - Project Officer, Torrens Valley Institute of TAFE
Nicolosi, Sam - General Manager, QLM ITC
Owers, Elizabeth - Advanced Skills Lecturer, Children Services, Regency Inst. of TAFE
Parnell, Meg - Assistant Director of Studies, Central QLD Inst. of TAFE
Paturro, Mandy - Project Manager OPVC, RMIT
Price, David - Consultant, Inst. of Enterprising Tortoises
Ranieri, Silvio - Research Officer, Transport & Storage ITC WA
Rattray, Paul - Indonesian Culture, Richard Coggins & Associates P/L
Reberger, Brian - Snr Head Teacher, Southern Sydney Inst. of TAFE
Ridley, Vanessa - Training Consultant, HTC Vocational Institute
Robertson, Christine - Program Coordinator, RMIT
Robertson, Gillian - Education Manager, Gordon Institute of TAFE
Ross, Elizabeth - Teacher Admin Services, South Western Sydney Inst. of TAFE
Ryan, Judy - Manager Staff Training & Development, South Western Sydney Inst. of TAFE
Sanderson, Kay - Principal Teacher, North Point Inst. of TAFE
Sayer, Kay – Teacher, North Point Inst. of TAFE
Schoenfeld, Narelle – Learningware Project Manager, South Western Sydney Inst. of TAFE
Shaw, Sue – Snr Research & Development Officer, West Coast College of TAFE
Smith, Pete – Head Teacher-Plumbing, South Western Sydney Inst. of TAFE
Stanelis, Nancye – Assistant Director, Educational Development, Torrens Valley Inst. of TAFE
Staples, Rodney – Teacher, RMIT
Stephenson, Del – Project Manager, QLM ITC
Taylor, Therese – Director, Office of Vocational Education and Training
Thomas, Drew – Counsellor, Student Services, Onkaparinga Institute of TAFE
Thompson, Sue – Manager, Flexible Training Unit, Central TAFE
Thornton, Margaret – Training Strategies Manager, Human Services Training Strategies Unit
Triggs, Arien – Director, ARILAN Training
Turnham, Jeni – Research/Project Officer, WA Hospitality & Tourism ITC
Underwood, Cheryl – Course Coordinator, RMIT
Verjans, Leo – Executive Officer, Process Manufacturing ITC of WA
Walker, Leigh – Change Manager, TAFE QLD Product Support Unit
Walsh, Graham – Manager, Industry Liaison and Program OVET
Walsh, Anne – Project Officer, NSW Dept of Education & Training
Whittaker, Eric – Dean of Studies, Illawarra Institute of Technology
Willie, Eric – Executive Officer, TAS Automotive, Engineering & Manufacturing ITB Inc.
Wilson, Jan – Professional Development Consultant, Dept. of Education & Training
Respondents to email survey

Borg, Gary – Teacher, South Western Sydney Inst. of TAFE

Bosworth, Kendra – Governance Manager, Interim Technology Education

Crawford, Heather – AUSTAFE

Fripp, Carol – Manager, Centre for Training Materials, DETIR, Division of Training

Herbert, Anne – Academic Casual, University of South Australia

Krips, Sally – Educational Manager, Murray Inst. of TAFE

McLennan, Jenifer – Health & Community Studies Coordinator, Central Gippsland Inst. of TAFE

Mosquera-Pardo, Amelia – Principal, Outside the Square Solutions

Stehlik, Tom – Course Coordinator, University of South Australia

Sobski, Josefa – Deputy Director-General (Development and Support), New South Wales Department of Education and Training

Vemuri, Siva Ram – Senior Lecturer, Northern Territory University
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