

The Challenge of Change

1999 ANTA Fellowship Report

Peter Whitley



August 1999

© Australian National Training Authority

This work has been produced with the assistance of funding provided by the Commonwealth Government through the Australian National Training Authority. Copyright for this document rests in ANTA. ANTA will allow free use of the material so long as ANTA's interest is acknowledged and the use is not for profit.

First published August 1999.

ISBN 0 642 25414

The views and opinions expressed in the report are those of the author and the project team and do not necessarily reflect the views of ANTA. ANTA does not give any warranty or accept any liability in relation to the content of the work.

Further Information:

Australian National Training Authority

GPO Box 3120

BRISBANE QLD 4001

Telephone: (07) 3246 2300

Facsimile: (07) 3221 4826

ANTA web site: www.anta.gov.au

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	4
EXECUTIVE SUMMARY.....	5
CHAPTER 1	
<i>ENVIRONMENTAL CONTEXT.....</i>	10
CHAPTER 2	
<i>INVESTIGATING CHANGE MANAGEMENT MODELS</i>	14
CHAPTER 3	
<i>NATIONAL ENQUIRY: Findings from within Australia.....</i>	20
CHAPTER 4	
<i>INTERNATIONAL ENQUIRY: Findings from Overseas</i>	23
CHAPTER 5	
<i>IMPACT OF FELLOWSHIP RESEARCH ON THE CHANGE MANAGEMENT PLAN.....</i>	34
CHAPTER 6	
<i>UNDERSTANDING THE CHANGE PROCESS AT KALGOORLIE</i>	41
CHAPTER 7	
<i>THE CHANGE MANAGEMENT PLAN FOR VTEC.....</i>	48
REFERENCES	53
APPENDICES	55

ACKNOWLEDGEMENTS

Change management and flexible delivery within an environment of vocational education and training have been common elements of discussion and consideration over a number of years. A great many managers practicing within this environment have contributed tremendously to the changing nature of vocational education and training and I acknowledge their input to the development of this project.

My sincere thanks to:

Ms Paddy Nicholls, CEO, Central Gippsland Institute of TAFE, Victoria

Dr David Warner, Director, Labour Market Research and Analysis, Department of Employment, Training and Industrial Relations, Brisbane, Queensland.

Dr Geof Gale, Managing Director, South East Metropolitan College of TAFE, Perth, Western Australia.

Shayne Baker, Director Operations, Southern Queensland Institute of TAFE, Toowoomba, Queensland.

Robin Shreeve, Director, North Coast Institute of TAFE, Port Macquarie, New South Wales.

Ms Anne Gooley, CEO, Queensland Open Learning Network, Brisbane, Queensland.

Ian Abraham, Director, Ithaca Campus, Brisbane Institute of TAFE, Queensland.

Professor David Spottiswood, Director Kalgoorlie Campus, Curtin University, Kalgoorlie, Western Australia.

I would like to acknowledge the financial support from ANTA.

EXECUTIVE SUMMARY

The Vocational Education and Training Provider Organisation of the future:

- ***Is able to offer learning in a manner that allows student clients to select their delivery mode***
- ***Continually evaluates and analyses its effectiveness and promotes changes to improve organisational performances***
- ***Has an organisational structure that is capable of promoting flexibility in every aspect of its operation***
- ***Has a mechanism that encourages and rewards staff who undertake to evaluate and implement innovative training solutions.***

Background to the ANTA Flexible Delivery Fellowship

The Change Management Plan encapsulated in this paper reflects the work achieved through the Australian National Training Authority's (ANTA) Flexible Delivery Fellowship activities conducted by Peter Whitley, Director – Vocational Training and Education Centre, Curtin University of Technology, Kalgoorlie, Western Australia.

Peter Whitley was awarded a joint ANTA Flexible Delivery Fellowship for 1999. The focus of the Fellowship was to investigate and evaluate flexible delivery environments both nationally and internationally. From this information and comparative analysis, the aim was to design a change management plan that would see the development of a Vocational Education and Training (VET) environment that was more adaptable, cost effective and committed to its student clients through flexible delivery.¹

To undertake the development of this change management process, Peter visited a number of prominent Australian change managers working within a vocational education and training setting. To gain the broadest perspective of change management, a number of Technical and Further Education (TAFE) Institutes and colleges were visited. The findings revealed in these environments were enhanced through visits to a range of community colleges and universities in the United States of America and Canada in April, 1999. Complementing the “on-the-ground” visits and interviews, a significant number of literature enquiries were made to provide the most comprehensive report possible.

It is also important to mention the collegiate manner in which the development of this project took place. In designing the change management plan, Chris Horton (joint fellow, 1999 ANTA Flexible Delivery Fellowship) and John Mitchell (Evaluator and Facilitator), played a significant role in crystallising many of the concepts within the change management plan.

¹ The Fellowship Website provides more information: <http://www.jma.com.au/fellowshiphome.htm>

How did I arrive at these conclusions?

An overarching imperative guiding the development of the change management plan has been the need to provide a practical plan, which reflects the reality and necessity of change on-the-ground. It was crucial that the change management plan developed as a result of the ANTA Flexible Delivery Fellowship should reflect the needs of the Vocational Training and Education Centre (VTEC) at Curtin University of Technology.

There is a tremendous need to enact significant change at VTEC due to the increasing pressures to meet the needs of the community. It is therefore intended that the change management plan should not be an exercise in theorising about change. Rather, the plan had to invoke change and transformation and indeed be the plan for change at VTEC - Kalgoorlie.

With this underpinning philosophy, the methodology adopted by Peter is best characterised as having four major thrusts, namely:

- literature review
- international enquiry
- national enquiry
- distillation and analysis of information.

From these activities the change management plan developed as a collage of ideas and thoughts crystallised and coalesced into a practically oriented change plan appropriate for VTEC - Kalgoorlie.

While the change management plan has the greatest applicability to the VTEC situation and environment, the change management plan documentation has been designed in such a way as to allow other VET environments to use this process as a model for change. Like most generic plans, those who take up this model will need to customise the process and contextualise its findings to fit within their own environments.

Themes and Findings derived from the Research

A feature of any change management plan includes determining where we are; in other words, to benchmark the present. A predominant feature of the research is the subsequent development of a practical change management plan. While a Strategic Plan, which details mission and goals for VTEC's future has been developed during the course of the Fellowship research, it is not necessarily this aspect that will create change. Rather, it is that which will occur at an operational level that will be the determining success factor. The change management plan must therefore provide "real" change initiatives and actions.

An Holistic Approach to Organisational Transformation

One of the major findings derived from the enquiry was the need to embrace transformation as an "holistic" process. Successful change was not observed in any environment that had not taken such an approach. Indeed, those considered successful in transforming the organisation had been able to harness a majority of the

organisational aspects and move the total organisation forward. The total organisation from the VTEC perspective might be seen as comprising:

- workplace processes: the ways the system encourages compliance
- organisational structures: the hierarchical structures, reporting and accountability
- people and staff: knowledge and skill, capacity to re-invent, enterprise focussed training
- product and information platform: the type of service provided.

The change management implementation process must adopt a plan that is all-encompassing, capturing all of the organisational elements in a comprehensive, well-articulated process that promotes change.

Circle of Continuous Improvement and Balancing the Imperatives

What is the motivating factor that prompts people to consider change? To quote a cliché, a balance has to be achieved in promoting change to staff. It is necessary to balance all the elements of change in order to maximise the momentum of change. It is one of the reasons that change is a most difficult area in which to achieve success – because of the complexity, the interactions, the influences and the variables that come together during this most intricate and sophisticated process.

Managers who have success as change agents have as their greatest attribute the capacity to manage multifaceted issues in a highly sophisticated manner. It is this balancing of the complexities that culminate in successful management of change; to know when to push for change, to know when to motivate for change through professional development and to develop an environment that attracts people to re-position themselves are the essential characteristics of the change manager.

There is not a formulae for this process of balancing. It is an evolutionary and revolutionary process, performed whilst managing the inter-relatedness of many complex variables. It is into this environment that the “circle of continuous improvement” is positioned. There is a need to continually evaluate the change process: modifying, removing ineffective change initiatives and introducing new initiatives as necessary to maintain a constant successful change process.

Flexible Delivery

Much has been written about flexible delivery, its application, its role in providing greater accessibility for student client learning, the mode that is best suited to learning and the perception that flexible delivery is “more cost effective” than traditional delivery methodologies. The evidence of the research supports the view that flexible delivery is not necessarily a cheaper mode of delivery but one that provides greater opportunities for access to student clients.

The challenge for flexible delivery is to provide individual training and learning plans that bring together ways of learning that accommodate the learning patterns of the student client, with the available learning resources. Flexible delivery is predicated on providing greater access for student clients to all learning resources, including the “people” resource. The research found that those providers of training and education who were successful articulated a clear desire to have staff in constant communication with the student client.

Momentum has been gathering over the last few years in respect to the convergence of information technologies and education and training. This has found life in an increasing number of on-line delivered learning opportunities and a proliferation of virtual learning campuses. From the research it has become evident that flexible learning should not be continually aligned to on-line delivery. There are numerous modes through which the student client can learn. The future of flexible delivery is to be found in a multi-modal approach where the student client can select the most appropriate mode or modes to meet their circumstances.

The most successful of those organisations who have changed their focus to flexible delivery have been those who have managed to develop an holistic business structure and processes that accommodate student client needs in a manner that promotes multi-modal delivery.

The Change Management Plan

This table summarises the primary elements of the Change Management Plan. For a more detailed Plan, see Chapter 7.

	People and Staff	Organisational Structures	Product and Delivery Platform	Workplace Processes
Phase 1 Forecasting the Future	<ul style="list-style-type: none"> Map the trends of training provision Goals articulated through a visioning, mission development process. <p>Findings and results of this process are communicated to organisational staff.</p>			
Phase 2 Benchmarking	<ul style="list-style-type: none"> Ascertain skill and knowledge levels of staff in order to progress 	<ul style="list-style-type: none"> Organisational structure must reflect the new organisational product and delivery strategies 	<ul style="list-style-type: none"> What should the product be? Define the product line Define the delivery platform. 	<ul style="list-style-type: none"> Do the systems measure up to “best practice” in like organisations?
Communication strategy is focussed on developing an appreciation with all staff of what other organisations are doing.				
Phase 3 Planning	<ul style="list-style-type: none"> Need for professional development, redeployment etc are evaluated and a comprehensive plan put in place. 	<ul style="list-style-type: none"> Planning must look to the new and future organisational structures. Transition plan is considered. 	<ul style="list-style-type: none"> Identify areas and product lines that will pilot the change process. 	<ul style="list-style-type: none"> Processes are audited, their continuance questioned and new ways sought.
Phase 4 Implementation	Planning has been completed. Now begins the most traumatic and rewarding phase.			
	<ul style="list-style-type: none"> Staff need the security of positive and powerful leadership 	<ul style="list-style-type: none"> New organisational structures will be implemented 	<ul style="list-style-type: none"> The student client is pre-eminent in the process of change. 	<ul style="list-style-type: none"> Streamlined processes are implemented
All staff are involved in this period of flux and change				
Phase 5 Evaluation and Review	<ul style="list-style-type: none"> Review of staff progress and transformation in light of organisation’s performance. 	<ul style="list-style-type: none"> Evaluate the success of the organisational structures to meet the organisational goals. 	<ul style="list-style-type: none"> Review all product lines to determine future viability. 	<ul style="list-style-type: none"> Question administrative processes and their capacity to meet and improve student clients’ satisfaction.

Chapter 1

ENVIRONMENTAL CONTEXT

Kalgoorlie and its Demography

Curtin University's Vocational Training and Education Centre was formed as a result of the amalgamation between the Kalgoorlie College and the Western Australian School of Mines under the banner of Curtin University of Technology. The Vocational Training and Education Centre (VTEC) is part of a multi-sectoral educational campus comprising tertiary education and vocational education and training. The central operation is located at Kalgoorlie with an additional campus at Esperance, four hundred kilometres to the south. Within the Esperance precinct there is a recently established Esperance Community College, which will offer secondary education, vocational training and education and tertiary education through a range of flexible delivery options.

The environment in which the Vocational Training and Education Centre operates is characterised by vast geographic distances, small pockets of indigenous populations, isolated and remote mine sites, and the urban centres of Esperance and Kalgoorlie. Serving a community with these unique features offers many challenges, not the least of which is to provide varied training alternatives to accommodate small groups of learners working and operating in isolation to each other. In this environment, the concept of meeting student client needs through flexible delivery plays an extremely important and influential role.

Learning and the support of learning plays a key role in increasing the skill levels and improved lifestyles of the remote Western Australian population. For Curtin University of Technology the attraction of flexible delivery is extremely important because it allows VTEC to increase the number of learning opportunities available to Western Australians. Potential student clients living in remote areas have little or no access to learning other than that provided through flexible delivery modes. It is of prime importance however, that in the delivery of learning to these remote areas, consideration be given to the method of delivery while minimising costs to the student client.

Flexible Delivery and VTEC

Indeed, increased options for study in flexible delivery mode through VTEC will provide a significant step toward "a learning paradigm which is learner centred and outcome based which will require a new role for instructors, students, administrators ... campuses and many non-formal learning sites".² It is against this context that VTEC is challenged to provide training to meet these many diverse requirements. The successful response to this challenge will be measured by increasing access for more students of Curtin University, Kalgoorlie/Esperance campuses for training. Flexible

² Hall, James, "The Educational Paradigm Shift", *Open Praxis*, 1996, Volume 2, p.29.

delivery solutions will be the delivery methodology used to provide training to ever-increasing numbers of students. Similarly, existing student clients will be offered the benefits derived from introducing flexible delivery solutions.

Only by changing the shape, the structure and the ethos of the VTEC organisation can these goals be achieved. At the heart of the change process is the introduction of flexible delivery as a key operational parameter in the delivery of vocational education and training. To identify flexible delivery as the underpinning philosophy for operations requires a significant transformation. But first, what is flexible delivery? The definition identified by ANTA (1996)³ is an eloquent, descriptive definition:

Flexible delivery is an approach rather than a system or technique; it is based on the skill needs and delivery requirements of clients, not the interests of trainers or providers; it gives clients as much control as possible over what and when and where and how they learn; it commonly uses the delivery methods of distance education and the facilities of technology; it changes the role of trainer from a source of knowledge to a manager of learning and a facilitator.

The definition focuses strongly upon the needs of the client and the ways in which they are addressed and met. As our expectations of vocational education and training have changed, so our definition of flexible delivery has evolved. The Final Report (1996)⁴ by the ANTA National Flexible Delivery Taskforce views flexible delivery as:

- a way of providing what the learner wants, making sure that what they want is clearly specified in terms of what (context), how (mode), when (timing and sequencing) and where (location), and
- for flexible delivery to be a reality, the client or learner should be aware of the options available to them and the training provider should be capable of responding to the choices made by the client or learner.

Flexible delivery is all things to all people, which makes it difficult to quantify and by its very intangibility, poses difficulties in its implementation. The ANTA Flexible Delivery Fellowship has as a primary objective the development of a model for change that may be employed in various iterations within the VET delivery environment. The above definition of flexible delivery will contribute significantly to the change management plan. The primary goal of the Australian National Training Authority Flexible Delivery Fellowship is to promote flexible delivery and develop a change management model that would be of benefit to VET providers throughout Australia. A particular focus of the change management model is its applicability to vocational training and education at Kalgoorlie and Esperance.

Promoting Change for Flexible Delivery

This plan will see the promulgation of flexible delivery as a key mode for serving the needs of the VET learner in the Kalgoorlie/Esperance environment. We live in a sophisticated society where its citizens demand ever-higher levels of service and continuously seek out products that are differentiated and unique to their requirements. As providers of VET training and education, we too must transform to suit the changing student client and environment in which we work. As Kenich Ohmae⁵ once wrote:

³ Robinson, P., Calvert, J. & Peoples, K., cited in *From Desk to Disk: Staff Development for VET staff in flexible delivery*, Brisbane: Australian National Training Authority, 1997, p.6.

⁴ ANTA National Flexible Delivery Taskforce, Final Report, Executive Summary, 1996, p.1.

⁵ Ohmae, Kenich, cited in Jim Carroll (1997), *Surviving the Information Age*, Ontario: Prentice Hall, p. 210.

It is hard to let old beliefs go. They are familiar. We are comfortable with them and have spent years building systems and developing habits that depend on them. Like a man who has worn eyeglasses so long that he forgets he has them on, we forget that the world looks to us the way it does because we have become used to seeing it that way through a particular set of lenses. Today, however we need new lenses. And we need to throw the old ones away.

There are many elements to be addressed in developing and implementing a change management plan for flexible delivery. A primary element will be *the establishment of a model for flexible delivery* operation at Kalgoorlie. Crucial in the change management plan will be an examination to gain an understanding of the capacity of the organisation to undertake the change process. Change is not necessarily easy or uncomplicated; rather, shifts in direction and strategy usually threaten those who have risen to their current positions.⁶ A critical issue will be the development of a process that strengthens the capacity of VTEC to embrace the change process while ensuring that staff are not dis-enfranchised in the process.

Within the context of the change management plan there will be a strong focus on the methodologies that are employed to foster change. That is, how are cultural precedents changed to suit the introduction of flexible delivery? The issues of cultural transformation must be examined in order to appreciate and overcome those obstacles. In years past traditional providers have had a “strangle-hold on their markets ... today however things change with astonishing speed, if we are not flexible, self-reflective and humble ... unforeseen competition and technological breakthroughs have a way of catching arrogant [organisations] unaware”.⁷

What does the future hold for VET and Kalgoorlie Campus in particular? In the words of Renner⁸, “future delivery will be convergent, interactive and asynchronous. It will include on-demand video, text, graphics, and sound. In quality it will match, perhaps exceed that of face-to-face presentations. Where possible it will employ on-site as well as independent learning”. Only by achieving this level of readiness for flexible delivery will VET providers be able to match the changing needs of the VET student. To effect that transformation, *a number of leadership strategies* will be explored, but chief among them will be the need to develop a sense of urgency that is often essential to promote staff changes. Commentators have suggested people are reluctant to change and they won't make the needed sacrifices; “instead they cling to the status quo and resist initiatives from above”.⁹ The change management model developed in this paper will clearly define leadership strategies that have been successful in the centres visited by the Fellow and propose alternative leadership strategies that offer promise in the Kalgoorlie/Esperance environment.

Vital to the change process will be the role of the “change champions”. “Individuals alone, no matter how competent or charismatic, never have all the assets needed to overcome tradition and inertia except in very small organisations”.¹⁰ Indeed, Stace

⁶ Nadler, David, A. , Shaw, Robert, Walton, A. Elise & Associates (1994), *Discontinuous Change*, San Francisco: Jossey Bass Publishers, p.74.

⁷ Dotlich, David L. & James, Noel (1998) *Action Learning*, San Francisco: Jossey Bass Publishers, p.65.

⁸ Renner, J. (1995) *Convergence and Distance Education: The Promise and Problems of Emerging Communication Technologies*, Edith Cowan University, Perth, cited in National Board of Employment Education and Training, “Education and Technology Convergence”, Commissioned Report No.43, p.70

⁹ Kotter, John (1996) *Leading Change*, Boston: Harvard Business School Press, p.5.

¹⁰ Kotter, John *Ibid.*, p.6.

and Dunphy¹¹ suggest, that to succeed in a changing environment, organisations must adopt a "sense of urgency – we [must] put ourselves on a wartime footing – and this is the sense which now pervades the business". In order to develop the level of *understanding and dynamism of change* necessary to achieve flexible delivery the middle managers of VTEC must believe in flexible delivery, be committed to its adoption, be able to articulate a vision and practice of flexible delivery and be prepared for the journey of discovery, leading teams and the organisation toward a new vision for the organisation's business. Without their support and commitment the stalling of flexible delivery is inevitable. Equally critical within the change process is the information and dissemination process.

To describe communication as a crucial issue in relation to VTEC is to almost understate the significance of communication for a regional/rural VET provider. The sense of ownership that is felt by the community for its local VET provider is fraught with parochial desire to ensure that community institutions are maintained. In many Australian environments the local VET provider is often the largest employer and a significant contributor to the community's prosperity. Communicating the intent and future expectations and implications for all stakeholders is a matter of utmost concern.

¹¹ Stace, Doug & Dunphy, Dexter (1996) *Beyond the Boundaries*, Roseville: McGraw-Hill Book Company, p.47.

Chapter 2

INVESTIGATING CHANGE MANAGEMENT MODELS

What formerly excited, stimulated, and inspired us has begun to threaten us, terrify, and immobilise. The world is inundated with disruptions: unforeseen dangers, unanticipated opportunities, unmet expectations, alarming new statistics, startling twists of fate, shocking innovations, unheralded improvements, unrealistic requirements, overwhelming demands, contradictory directives, staggering liabilities, astonishing results, sudden strokes of luck, and more. At every turn there is something that we didn't see coming.

Daryl Conner, 1998

Flowcharting the Change Process

The previous chapter provided an overview of the Kalgoorlie/Esperance environment and highlighted a few of the difficulties experienced in meeting the needs of the community from the VET perspective. This chapter will look at the models that have been associated with the change process in organisational transformation. The models described here are definitive of change models but reflect and support a line of organisational transformation applicable in the VET environment. In a recent American study by Levine and Cureton¹², students said, "I want terrific service. I want convenience. I want quality. Give me classes 24 hours a day, and give me close-up parking if possible." Students do not want to pay for anything they are not using. Rather, as Alfred, et al¹³ say, they want convenience, responsiveness and flexibility, and they want it now – or they will go somewhere else to find it. To achieve a community college model that responds to these issues, the American Association of Community College has suggested a model for change that is illustrated by Figure 1.

The model for the American Association of Community Colleges has as its strength a mechanism that binds all the aspects of the college together through clear directions (see Mission and Strategy), changing workplace attitudes and values (see College Culture), sound product platform (see Information Technologies), and continued positive leadership. The model attempts to harness all the pertinent aspects of the organisation and move them forward together to match the expectations of the community. This must be the heart of any change process; a holistic change agenda is essential. Whilst there is scope to prompt, motivate and initiate change through discrete actions to accomplish organisational (whole of organisation) transformation, all organisational units must be involved in the process.

¹² Levine, Arthur & Cureton, Jeanette (1998), *Collegiate Life: An Obituary*, "Change 30" (3) (May-June): 12-17, p.51.

¹³ Alfred, Richard, Ewell, Peter, Hudgins, James & McClenney, Kay (1999), *The Core Indicators of Effectiveness for Community Colleges*, Washington: American Association of Community Colleges, p.2.

The driving force of this model is the measurement of output by the system that provides feedback and informs the model. It is appropriate to see this model operating as a process of continual learning. The model has the capacity to evolve into an organisation that is extremely responsive to the twists and turns that are generated by the outcomes for the student client.

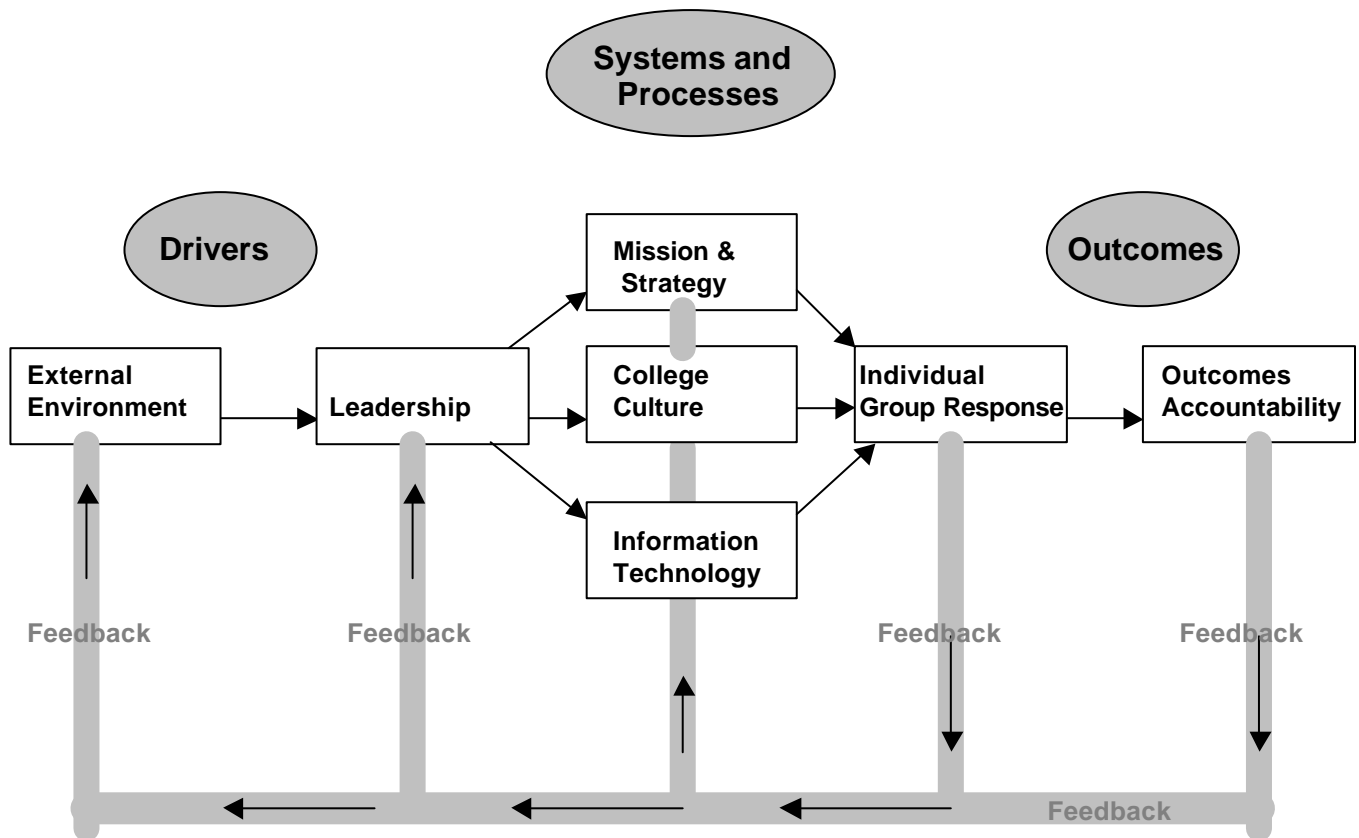


Figure 1

Levine & Cureton, 1998

A primary imperative in this model is the clear understanding that external drivers guide the organisation. In other words, the student clients and their needs are the ones to be serviced by the organisation. Similarly, in Australia there is a growing awareness and level of sophistication by the student client for a service that meets their expectations. The competitive training market will continue to ensure that the providers of VET have got to meet student client needs and expectations to survive and continue as training providers.

The challenge of meeting the student client needs requires us to look at the organisation. Perhaps some of the most significant commentators on organisational psychology and change are Leavitt et al,¹⁴ who wrote that “the organisation must articulate one subsystem with another, to make the total system go”. Even though these comments were made in 1973, they are still extremely relevant today. Leavitt et al predicted the complexity of organisational change in the late 1990’s.

¹⁴ Leavitt, Henry.J., Dill, William.R. & Eyring, Henry.B. (1973) *The Organisational World: A Systematic View of Managers and Management*, New York: Harcourt Brace Jovanovich, Inc., p.325.

Similarly, within the context of a model for change, Leavitt¹⁵ suggests that to meet the needs of the student client requires the harmonising (bringing together) of the key elements of organisational structure, workplace processes, people and staff, and product and information platform (see Figure 2). The model below reflects the fact that there are many variables and issues within the change process that must be addressed concurrently. The “change” mission is doomed should there be an emphasis on single issues to the detriment of other issues. It is crucial that there is a holistic approach to change in the VET environment; an approach that recognises the influences and inter-relatedness of each element to each other element. Therefore it becomes a sophisticated and complex process to manage all the elements during the change process.

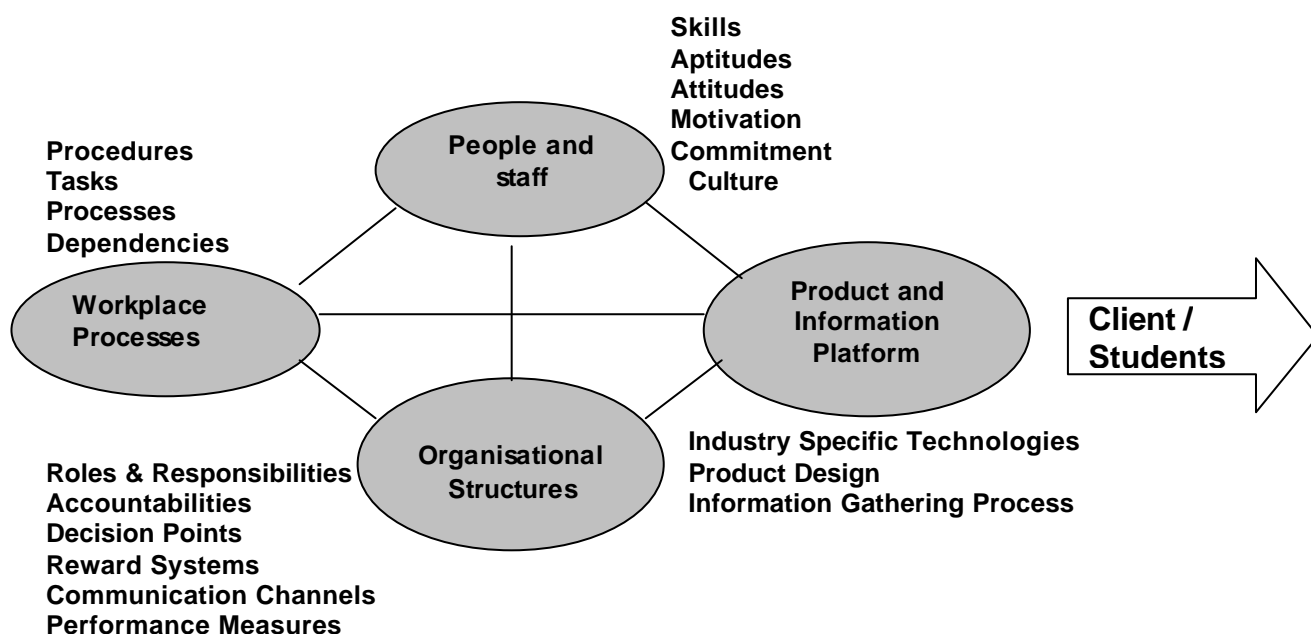


Figure 2

Leavitt, 1972

Understanding the Change Process

The future of VET is determined by its capacity to change to be a system that is focussed on conducting its operations in a business-like manner that promotes client responsiveness and increased investment in its product. While the focus is on business processes, these are applied in the context of sustaining a future for the public provider of VET. Over the last decade the management of change has become critical. As government policies, legislation and funding models have been re-engineered, they have subsequently influenced the direction and reaction of VET.

¹⁵ Leavitt, Harold J. (1972), *Managerial Psychology*, Chicago: The University of Chicago Press, p. 263.

Change must be managed; it cannot be ad hoc. Kotter¹⁶ reiterates that:

...managing change is important. Without competent management the transformation process can get out of control. But for most organisations the much bigger challenge is leading change. Only leadership can blast through the many sources of corporate inertia. Only leadership can motivate the actions needed to alter behaviour in any significant way. Only leadership can get change to stick by anchoring it in the very culture of an organisation.

Middle managers are one of the most significant agents of influence within organisational transformation. They are the people who are working within the system, they are the people that understand the system, and they are the people whom the workforce looks to for guidance. To foster and promote organisational transformation requires us to understand the role of middle managers because without support from them, many of these changes are likely to fail. As Kotter¹⁷ suggested “you need both management and leadership skills on the guiding coalition [transformation steering committee], and they must work in tandem, teamwork style. The former keeps the whole process under control, while the latter drives the change”.

Kotter,¹⁸ when discussing the necessity of change, states “when it doesn’t feel a sense of urgency, doesn’t see a dedicated team at the top, doesn’t see a sensible vision for change, or doesn’t feel that others believe in that vision little change is likely to occur”. It is important in any organisational transformation that the communication process, the visioning process and the implementation process are all linked and are all understood by those that are going to be affected by the transformation process.

Change takes many forms; some of those forms are able to transform the organisation, while others have a peripheral effect. VET organisations are in need of transformation. But how does change occur? Beer, et al¹⁹ wrote that senior managers understand the necessity of change to cope with the new competitive realities. However they often misunderstand what it takes to bring it about.

Beer et al²⁰ describe the path to effective change as being comprised of six steps. When followed, the sequence of steps allows a transformation of the organisation.

Step One – Mobilise commitment to change through joint diagnosis of business problems.

Step Two – Develop a shared vision of how to organise and manage for competitiveness.

Step Three – Foster consensus for the new vision, competence to enact it and cohesion to move it along.

Step Four – Spread revitalisation to all departments without pushing it from the top.

Step Five – Institutionalise revitalisation through formal policies, systems and structures.

Step Six – Monitor and adjust strategies in response to problems in the revitalisation process.

A strong feature of the six steps identified by Beer et al is the gaining of commitment across the entire organisation. Clearly, without commitment from all sectors of the

¹⁶ Kotter, John , (1996) *Leading Change*, Boston: Harvard Business School Press, p30.

¹⁷ Kotter, John *Ibid.*, p. 57.

¹⁸ Kotter, John *Ibid.*, p.106.

¹⁹ Beer, Michael, Eisenstat, Russell A. & Spector, Bert , “Why Change Programs Don’t Produce Change”, *Harvard Business Review*, November – December 1990, p.158.

²⁰ Beer, Michael, & Eisenstat, Russell A. & Spector, B., *Ibid.* pp.161-164.

organisation there is limited opportunity for transformation to occur; facilitating that process requires proactive and enthusiastic organisational managers.

Many of the changes that we see in relation to VET delivery are to do with that well-known concept of the 'knowledge society'. Indeed, Stace and Dunphy²¹ make the same point:

...in the switch of the advanced countries from industrial to knowledge-based economies, we are involved in a period of fundamental sea change, not just a dip in the normal business cycle. In a recession, organisations and economies are reshaped; in a renaissance, societies are reshaped. We are in the latter period. Organisations, which stretch beyond their old boundaries and reconfigure, will have a chance of surviving and adding value to society. Those which do not, will not.

We might ask then, what is the new business focus? Certainly commercial organisations demonstrate their success through increased productivity. Similarly, with the commodification of vocational education and training, we see a similar trend. The new organisations, according to Stace & Dunphy²² must have a new structure, a structure that reflects:

- rapid response to stakeholders, customers and environmental influences;
- rapid channels of communication;
- minimal, but sufficient, control systems;
- broader spans of work control and even self-managing teams;
- more authority for local decision making, combined with maximum accountability;
- broader job designs and more challenging work; and
- de-emphasis of status differences and separation of pay level from hierarchical status.

Only as the change managers of organisations reshape themselves and commence to embrace these new challenges will vocational education and training be able to change. It is important to remember (Stace & Dunphy)²³ that "there is no single path to successful change implementation that holds in all situations". The number of variables that influence the change process in a complex TAFE or VET provider environment are numerous and varied in their capacity to influence the speed and continuity of the change process.

To operate in this chaotic environment requires a commitment from the organisation but also a significant commitment on behalf of the individual. Conner²⁴ suggests that to survive and lead in this environment, change managers must:

- have personal resilience
- be able to manage for organisational readiness
- be able to develop resources to promote assimilation
- be able to develop implementation architecture.

To achieve the change necessary for the future requires individuals within the organisation, who have the capacity to lead in this environment, to change. The winners in the change process are those who are resilient, "who have the ability to

²¹Stace, Doug & Dunphy, Dexter (1996) *Beyond the Boundaries*, Sydney: McGraw-Hill Book Company, p. 51.

²² Stace, Doug & Dunphy, Dexter *Ibid*, p.77.

²³ Stace, Doug & Dunphy, Dexter *Ibid*, p. 93.

²⁴ Conner, Daryl R., "Bouncing Back", *Delta Sky Magazine*, September, 1994.

absorb high levels of change while displaying minimal dysfunctional behaviour”.²⁵ In this context, leadership of the change process becomes a crucial and yet understated issue that must be carefully considered. The change process is not a self-fulfilling prophecy but rather a process that requires guidance and leadership. The leader of the change process must break down many, often misguided beliefs and provide guidance and direction through the change process. Some assumptions that are held, which are based upon fear and prejudice rather than fact are:

- It is impossible to understand why people accept or resist change.
- Bureaucracies cannot really be changed.
- What leaders say about change should never be confused with reality.
- Change will always be mismanaged.
- Organisational efficiency and effectiveness inevitably decrease when changes are attempted.
- Those who help you implement the change in which you believe are heroes, and those who resist are villains.
- Management is insensitive to problems caused during the implementation of change.
- Employees are prone to resist any change that is good for business.²⁶

There is a plethora of change management models and adaptations of models ranging across the spectrum. However the question of the most appropriate in these circumstances will be one that is eclectic in approach. A vexed question that faces many who consider the change process is: exactly which change model should be chosen? This researcher is categorical that the best approach is an eclectic approach; that is, the formula for change cannot be found in any one model but rather one should seek to take the best from each model. This eclectic model comprises the best elements from all models and would be customised to suit particular VET environments.

²⁵ Conner, Daryl R. (1992), *Managing at the Speed of Change*, New York: Villard Books, p. 219.

²⁶ Conner, Daryl R. (1992), *Ibid*, p. 7.

Chapter 3

NATIONAL ENQUIRY: Findings from within Australia

Primary Findings:

- **Communication is critical and hardly ever done to everyone's satisfaction**
- **Professional development is a crucial factor in the change process**
- **Flexible delivery solutions are NOT "cheap" solutions**
- **Flexible delivery should not be characterised as a singular methodology, rather it is an ethos that covers all approaches**
- **A question of organisational transformation or small unit re-orientation?**

For a number of years there has been an increasing trend toward flexible delivery solutions for training and education in Australia. There are many examples of flexible delivery implementation throughout Australia. Resources that have been developed by State Training Organisations, TAFE providers, Registered Training Organisations and the Australian National Training Authority are numerous. Typically these resources have included case study, research activities and extensive benchmarking. Recognising the path-finders and the work they have undertaken, there has been a deliberate attempt in this study to evaluate and capture the comments of successful change managers in the Australian context. The following people have provided invaluable material that has informed the development of the change management plan.

Robin Shreeve – Director, North Coast Institute of TAFE
Ian Abraham – Director, Ithaca Campus, Brisbane Institute of TAFE
Shayne Baker – Director, Operations, Southern Queensland Institute of TAFE
Ms Paddy Nicholls – Chief Executive Officer, Central Gippsland Institute of TAFE
Wayne Collyer – Managing Director, West Coast College of TAFE.

Flexible delivery and the accompanying change processes are evident in most Australian VET provider environments. The progress however is determined to a large extent by the enthusiasm of individuals within the organisations. An issue that must be addressed by most is the lack of comprehensiveness regarding the change process in most VET environments. Similarly in the United States and Canada a driving force in change is determined to a large extent by enthusiastic drivers of change. Australia's experience is best described as patchy and lacking consistency throughout the larger Australian context.

Clearly the need to explore and expand the concept of flexible delivery is a belief that is strongly held throughout the publicly funded VET system in Australia. Each of those interviewed firmly believed that flexible delivery was a mechanism that captured the essence of student client service. Equally important, is that all believed that the notion

of flexible delivery being “cheaper” to deliver was erroneous and a statement made by those with only a peripheral understanding of flexible delivery.

There are many examples of highly integrated flexible delivery solutions. One such example was the development of the Coolangatta Centre for Innovative Learning (CCIL) which was an initiative of the Gold Coast Institute of TAFE to introduce flexible delivery solutions. The project subsequently developed into an across the border initiative between North Coast Institute of TAFE and Gold Coast Institute of TAFE. The project outcomes saw collaboration between the two state TAFE providers and the delivery of programs in a joint venture arrangement.

A number of characteristics of the change process have become constants during the national enquiry. There is without a doubt a wealth of information that has been generated nationally, intra-state and intra-college that allows us to better understand the implementation processes of flexible delivery and the management of change. A number of important attributes must however be identified. The primary issue in respect to change is the need to establish a datum point from which to build toward the future. An understanding of where one has been is an imperative to determining the future; a future which is predicated on building a new environment and culture that recognises the world of change.

The element that was striking in its simplicity was the need to have an organisational culture that underpins the “new flexible organisation”. While identifying such a need is certainly simplistic, it is much more difficult to create a new organisational culture. It is also a task that is not able to be completed in a short space of time, rather organisational culture is developmental in nature and is shaped by decisions, management structures and the nature of the external environment.

The third element that was observable in most Australian circumstances was the push/pull encouragement of staff. In some circumstances there was encouragement via the use of rewards and incentives. Conversely in some situations there was the application of threat and coercion. What is the answer? This paper does not attempt to definitively respond or identify the correct methodology but accepts that the decision to choose one or the other is determined by personal leadership styles, the external environment, the time available for change to occur and the acceptance of the change processes by the organisation.

Another primary area that appears in almost all locations visited was the process of communication. Communication is a two-way process that requires messages to be sent and receivers to actually “hear” the message. There are numerous examples of communication being perceived to have worked insufficiently for either the managers of change or those most directly affected by the change process. The observation is that the communication process is one of the most critical aspects that can either support or inhibit the change process. Communication in the change process should be organised and co-ordinated by a significant senior manager.

How is the change process being initiated in Australia? Generally, it is best to define the change process in Australia as one that is dominated by a push-pull arrangement. Pushed by changing funding arrangements and an increasingly competitive training market; pulled by the development of individual pockets of enthusiasm and innovation (some government funded, others self-funded) and guided by managers enthusiastic for change that meet the student clients’ expectations.

There are many drivers of change in the Australian context. Typically, there has been significant change throughout the last seven years, some of which has been embraced,

particularly by the entrepreneurial VET provider. Others have attempted to isolate themselves from the change. The drivers of change at Kalgoorlie and Esperance VTEC are:

- growing sophistication of the student clients and their demands for training and education
- increasing activity by private providers through the competitive training environment
- the increased demand for customised programs, at competitive rates, delivered flexibly
- inability to compete has seen VTEC lose market share
- working within an organisational structure that is unable to be “nimble”
- changing demographics of the region and the restructuring of employment structure
- an industrial relations environment that is not conducive to meeting the demands of a modern service industry.

The greater Australian context is scattered with elements similar to those experienced at Kalgoorlie and while they are dealt with and change is promoted in a local context, there continues to be the opportunity to learn from those who have been able to develop change processes satisfactorily. This paper is one mechanism that endeavours to suggest areas to explore, issues to be exposed and general guidelines to follow.

Chapter 4

INTERNATIONAL ENQUIRY: Findings from Overseas

Primary Findings:

- **Development of strategic partnerships is crucial to Community Colleges**
- **There is a strong business focus to most, if not all Community College operations**
- **Commercial Activities Units are used to transform organisations by introducing different values, cultures and work practices**
- **Flexible delivery/customised training is a strong feature in most Community Colleges**
- **Flexible delivery is not necessarily associated with new technologies**
- **Poor articulation/advanced standing relationships between colleges**
- **Financial accountabilities are drivers of the change process**
- **There is a strong sense of the value of professional development as a change mechanism**
- **There is a strong dominant sense of community ownership of the Community Colleges.**

In many respects Australia is a pioneer and innovator in the field of flexible delivery. There are many examples of organisations in Australia that have developed a high level of understanding and competence in relation to flexible delivery and the change management processes. These organisations have promoted a closer link to the student client base that is served by the VET publicly funded network.

Throughout the USA and Canada there have been numerous examples of flexible delivery and change management processes that are both lagging behind similar activities in Australia and exceeding those of their Australian counterparts. The significant features that came to light during the study tour were:

- the very close relationship between the Community College and their communities
- the vast number of strategic partnerships between Community Colleges and large industries
- the extent to which high quality, high bandwidth communication networks facilitate community college delivery options
- the proliferation of customised training solutions
- a strong business perspective to their operations.

The USA and Canada have a strong network of training providers that have been entrepreneurial and business focused for some time. A significant short coming (in my view) is the lack of a national qualifications base (ie competency standards) and the limited articulation arrangements between colleges/universities and states.

The purpose of the international enquiry was to assess the many different levels of change management activity that might be located in an environment other than

Australia. The sites visited were in the United States of America and Canada. Specifically, the universities and community colleges visited were:

- Colorado Community College – Timberline Campus
- Colorado Electronic Community College
- Red Rocks Community College
- Pueblo Community College
- Colorado Community College and Occupational Education System
- Contact North
- Laurentien University
- Confederation College
- Open Learning Agency – Workplace Training Systems.

In the section below, highlights of the international enquiry found at each of the above institutions are illustrated. This is not to suggest that the highlighted facets are superior to those found elsewhere, rather the highlighted characteristics are examples of the links between change management and flexible delivery.

Colorado Mountain College – Timberline Campus²⁷

The Colorado Mountain Community College is comprised of seven campuses:

- Roaring Fork Campus
- Summit Campus
- Vail – Eagle Valley Campus
- Aspen Campus
- Rifle Campus
- Alpine Campus
- Timberline Campus.

A significant feature of the Timberline Campus is its location. It is situated in the mountainous region of northern Colorado in a town called Leadville; so named because of the extensive lead mining that was conducted there for many years. The area covered by The Colorado Mountain Community College (CMCC) is approximately 12,000 square miles and includes large tracts of Colorado wilderness, mining towns and a growing proliferation of international tourist resorts.

The CMCC is best described as a multi-sector campus where there is a strong focus on vocational education and higher education programs. They have built up a significant number of alliances with community and business sectors. A clear flexible delivery focus of the CMCC is the use of interactive video across multiple campuses and smaller learning centres and in addition to this, a number of workplace delivery programs.

A feature of the activities at CMCC was the focus on training for tourism, apprenticeship training and environmental technology. The programs offered range from Certificates of Occupational Proficiency, through to degrees and customised training programs for industry. What was very evident from discussions with staff was the dedicated approach to delivering training programs in a flexible mode. Of particular note was Evelyn Boggs (Professor Biology/Mathematics) who had developed an interactive biology module that was based on CD ROM technology; students could

²⁷ Colorado Mountain College – Timberline Campus URL: <http://www.coloradomtn.edu>

either study at home or alternatively on the campus. An extremely important aspect in this approach is the choice students have in selecting from a range of options and mode of study that suit their particular learning style.

A striking area of interest is the large number of strategic partnerships that exist between large corporations and the community colleges. A typical example of a proactive partnership is that of Paul Rauschke (Associate Professor, Ski Area Operations) who has developed workplace alliances for the delivery of programs associated with ski-lift operations (diesel mechanics, electrical and occupational health and safety). This program is delivered into a number of ski resorts located throughout the region. The program is highly flexible in nature and designed to accommodate the needs of the client.

To achieve the level of flexibility that CMCC exhibits, management has been proactive in the change management process. Clearly within the CMCC there is a positive attitude toward the change process to the introduction of flexible delivery. Senior management are extremely supportive of staff who were beginning to explore the opportunities for including flexible delivery options into their delivery practices. A strategy that senior management endorsed was the use of professional development resources to allow staff to be exposed to different trends in delivery methodologies – most recently staff from CMCC have attended teaching and learning conferences in Germany to present information on flexible delivery solutions.

The change management approach adopted at CMCC is one whereby flexible delivery alternatives suggested by staff are encouraged and wherever possible, resourced to maximise the flexible delivery alternatives. A major initiative that has been trialed and is proving to be successful, is the use of a multi-site video conferencing delivery network. This allows staff to delivery training and education into multiple sites throughout isolated locations in Colorado.

Colorado Electronic Community College²⁸

In Denver, Colorado the state government has been instrumental in establishing the Colorado Electronic Community College (CECC) which provides a portal for the delivery of on-line training and education programs ranging from customised vocational training programs through to two-year degrees. Based upon a consortia model the Colorado Electronic Community College and other community colleges in Colorado have developed a business plan, which promotes the use of flexible delivery (on-line delivery) as an option for learning for students locally, nationally and internationally.

Vice President for Instruction, Dr Vicky Seehusen, indicated that the role the CECC had was as change model for the delivery of education and training. While the College is instrumental in delivery it has a charter for the professional development and training of staff for all the consortium members. Since the initiative of the Colorado Electronic Community College there has been an increasing number of staff becoming involved in flexible delivery (on-line delivery) and a proportionate increase in the number of on-line courses being offered.

The facility of the CECC is one that may be the envy of many, as it includes on-line delivery production facilities, multi-media development unit, video production facilities and is representative of a co-habitation relationship between government sponsored

²⁸ Colorado Electronic Community College URL: <http://www.cecc.cccoes.edu>

enterprise and private corporations. While the CECC was considered a major delivery initiative, it also represented a significant investment in the change process for staff.

Professionally, staff from community colleges throughout Colorado were able and were encouraged to participate in the CECC with the delivery and development of programs using the technologies of the CECC. In this way staff are exposed to new technologies as delivery mediums whilst gaining experiences and expertise; similarly, staff are professionally developed throughout the process.

Red Rocks Community College²⁹

The Red Rocks Community College (RRCC) is situated in the western suburbs of Denver, Colorado and is a large provider of training and education. While flexible delivery is a key and driving thrust of the activities of the Red Rocks Community College, there is less reliance on technologies to achieve the flexible delivery options for the student client.

Staff at RRCC have been extremely successful in establishing a national reputation for the delivery of emergency medical services, park ranger training, and biology. It was wonderful to see the results of staff involved in the flexible delivery of training programs and more particularly staff who through their enthusiasm for flexible delivery have achieved national status for their delivery styles and methodologies.

During my visit to RRCC I attended a senior executive meeting of the president's of the following community colleges:

- Arapahoe Community College
- Colorado Electronic Community College
- Community College of Aurora
- Front Range Community College
- Lamar Community College
- Morgan Community College
- Pikes Peak Community College
- Trinidad State Junior College
- Pueblo Community College
- Otero Junior College
- Northeastern Junior College
- Red Rocks Community College
- Community College of Denver.

It is interesting to note that a major thrust of the Colorado State government has been the integration of training into the development of the region through skills and knowledge enhancement. The community college network undertakes a major role in the community's development through its relationship with the Colorado Office of Economic Development.

While attending this forum I gave a presentation on the ANTA Fellowship project in which I am involved and the role of the Australian National Training Authority in providing a framework for the future development and research of vocational education and training in Australia. A positive aspect of my discussions was the respect held for Australia as a provider of flexible delivery and innovation.

²⁹ NOTE: the distinguishing feature of Red Rocks Community College is the fact that their interpretation of flexible delivery is not immediately and inexorably associated with technology solutions.
Red Rocks Community College URL: <http://www.rrcc.cccoes.edu>

Red Rocks Community College is engaged in a strong push toward flexible delivery learning options and staff are encouraged to operate in this environment. An extremely positive feature was the managerial decision to actively reward those staff involved in the development of flexible delivery solutions. It is also important to recognise that the Red Rock's experience is one where there is strong evidence of flexible delivery without the integration of high-end technology solutions. More accurately, there is a very strong focus on assisting and supporting the student client whilst they are engaged in the study program.

Pueblo Community College³⁰

The Pueblo Community College is unique within those community colleges visited in that there is a clear and unambiguous intent to provide a comprehensive professional development program to reskill staff in the use of new technologies. The leaders of this change process are:

- Joe May – President of Pueblo Community College
- Dr Mary Griffith – Vice President for Educational Development
- Dr Jon Botsford – Vice President for Technology
- Paul Romero – Director, Educational Technology and Telecommunications
- Frank Smith – Centre for Teaching Excellence.

Pueblo Community College (PCC) is an example of a college that has introduced leading edge technologies into its teaching methodologies. While there has been a deliberate attempt to make greater use of the technology platform for delivering to on-campus and off-campus students, there has been an equal emphasis on the change management process. Primarily the focus on the change process has centred about training and the introduction of incentive.

The PCC has developed a comprehensive strategy to encourage and promote change that emphasises the role of the client. There is a strong focus on exposing the college's staff to professional development that will prepare academic staff for flexible delivery through the technology platform. The commitment to developing staff is crystallised through accredited training for professional development, which incorporates:

Basic Certificate

- Technology tools in teaching
- Word processing and presentation skills in teaching
- Telecommunications in teaching
- Databases and spreadsheets in teaching

Advanced Certificate

- Educational technology processes
- Technologies for teaching
- Courseware Development I
- Individual and group learning with technology
- Management of media resources
- Internet literacy
- Courseware Development II

³⁰ Pueblo Community College URL: <http://www.pcc.cccoes.edu>

- Assessment and technology
- Topics in educational technology
- Teaching beyond the classroom.

Strategically, there is a clear and unequivocal commitment to implementing flexible delivery solutions throughout their programs as a means of meeting the needs of the community.

The “Gorsich Advanced Technology Centre” lead by Paul Romero is at the leading edge of on-line delivery and a strong advocate of flexible delivery for the entire college. Not only does the centre deliver training and education but it also has a role in the professional development of PCC staff.

A particular change management strategy that has been adopted at the PCC has been to attach a technologist (a person with multi-media technology skills) to delivery centres/units. The technologist works with faculty staff to develop educational materials through the use of technology.

Colorado Community College and Occupational Education System³¹

At a strategic level the President for Educational Services, Colorado Community College and Occupational Education System is charged with maximising the state’s resources in terms of developing a healthy economy for the State of Colorado.

Colorado is a prosperous state in the United States. Its prosperity is attributed to many different variables, not the least of which is education and training.

Business/commerce is a major thrust for the state of Colorado and flexible delivery is seen as a primary strategic initiative to support the development of the state. A highly skilled workforce specialising in “Sunrise Industries” (emerging high technology industry areas) is realised through matching training and education to those industries. Flexibly delivered training and education with the theme of “at a time, at a location, in a manner and at a price that suits the clients’ needs” represents the future imperative of Colorado’s occupational training.

Dr Christine Johnson, Vice President for Educational Services, and her team have recognised that flexibly delivered training and education is more expensive than traditionally delivered training and education. This challenges the myth of flexibly delivered training being synonymous with “cheaper training”. Rather, while flexibly delivered training and education is more expensive, the benefits are far greater. These benefits have been realised through:

- greater synergies between industries and training deliverers
- increased access opportunities
- different cohort of students.

An important aspect that has been recognised from the Community College’s perspective, is that they cannot be all things to all people, and in a business environment, it is crucial that the organisation focus on a strategic direction that may require the Community College to be more focussed and more discriminating in the selection of the training that they will undertake. To provide an example, Donald Ina, Chief of Operations of the Educational Technology Training Center has chosen to redirect his resources away from entry level training programs (be they state or

³¹ Colorado Community College & Occupational Education System URL: <http://www.cccoes.edu>

commercially funded) as he believes that it dilutes the strength and the focus of his delivery unit seeking to develop linkages with Sunrise Industries.

Another interesting aspect that is prevalent in the US system is the strength of partnerships that exist between educational resources and their publication/distribution and the community colleges. It appears that when an academic staff member has developed educational resources (eg lecture materials, CD instructional materials), an agreement with a publisher is developed as soon as possible, thus removing the added burden of publication, marketing, sales and distribution from the college. The college and the staff members subsequently collect an on-going royalty (this promotes and encourages the continued development of educational resources); staff also have direct access to rewards from their endeavour.

As soon as is feasible, the college and the author of the learning resource materials develop and sign a contractual agreement to safeguard each other's rights and future distribution of profits, thus solving the issue of "intellectual property". The nature of these contracts is as diverse as one can imagine, but are reflective of negotiated arrangements. On analysis, there is a significant advantage in everyone understanding their commitments and obligations before pen is put to paper.

Contact North³²

Partnerships and strategic alliances are extremely important in the conduct of business and education. As the level of sophistication and complexity increases in society it has become crucial that organisations look to their specialisations, core business and the symbiotic relationships that are beneficial to the organisation for the future.

Contact North (CN) provides an extensive technology network throughout Ontario, Canada. This is a network that affords an infrastructure upon which training, education and information can be delivered. CN interacts with training and education institutions on a frequent basis in the delivery of programs in a flexible delivery format. This organisation presented the opportunity to talk with people about their perceptions of the preparedness of institutional delivery staff for flexible delivery.

CN is an organisation that has specialised in developing a comprehensive network of access points throughout Ontario. Each of the access points is equipped with audiographic conferencing faculties, Internet access and telephonic connections. In at least forty of those access points there are video conferencing facilities. The philosophy that drives the network is not unlike the Queensland Open Learning Network³³, which operates within Queensland. The focus of CN is to provide a communication network web that spans the entire province, through which the education and training community can deliver into remote regions of Canada. Many of the locations in which the access points are located have no road access and are only accessible by air.

For those delivery staff using the CN network, a comprehensive professional development program is in place to equip them with the capacity and ability to use the network for flexible delivery. While it is a positive move to have delivery staff using the information technologies in the pursuit of flexible delivery, the number of delivery staff with the skills and inclination to do so is small in number. Much greater use of this as an approach to flexible delivery could be made – perhaps it is indicative of the skill level

³² Contact North URL: <http://www.cnorth.edu.on.ca>

³³ Queensland Open Learning Network URL: <http://www.qoln.gov.edu.au>

and apprehensiveness of flexible delivery staff that inhibits the greater exploitation of CN's resources.

Two important aspects are obvious in relation to the activities of CN. Perhaps the most significant is the extensive number of alliances that have been established for the future provision of education and training. By way of example, CN has alliances with providers of training and education, which range from community colleges, to universities through to private training organisations. In addition there are organisation that utilise the CN infrastructure for communicating across the vastness of northern Ontario. Further alliances with high-end communication technology corporations have been established which allow for research, development and trialing of new technologies. All of this allows CN to promote these resources for the benefit of the community.

Complementing the provision of an extensive communication network throughout Ontario, the CN group is proactive in developing professional development programs to allow delivery staff to acquire the necessary skills to effectively use interactive communication technologies in delivery. This extends flexible delivery to new student clients that would previously not be able to participate in the learning process.

Laurentien University³⁴

Contact North has a number of alliances and one such alliance is with the Laurentien University (LU) in Sudbury, Ontario. In an endeavour to understand the degree to which flexible delivery was considered important to meet student client needs, I met with Denis Mayer, Directeur, Affaires Etudiantes. Mr Mayer clearly articulated that the university sees its future in terms of being able to meet the needs of students through an approach to flexible delivery that maximises the benefits of new technologies (eg on-line delivery, video conferencing etc). A cautionary note expressed by Mr Mayer was the seeming dependence on a single mode of delivery (eg on-line) to the exclusion of other modes. Flexible delivery from Mr Mayer's perspective should provide an opportunity for students to select a multi-modal approach to the study of a single unit of learning. This affords the student client the opportunity to determine the mode of learning best suited to their style and preference of learning. The provision of multi-modal delivery allows students to move from one mode to the other, thus selecting a mode or multiple modes that best suit their learning style, the content and the student's desire for interaction.

LU is in the process of realigning its business to meet the needs of the community. It intends to do this through the use of a future technology base coupled with a strong client focus. The concept of flexible delivery has been written into the strategic plan and in future, professional development will be undertaken to prepare staff for the future use of technologies. A footnote to this development is recognition that a technology foundation is costly and while there is a need to prepare staff for a future world, the introduction of new technologies must be implemented concurrently. One cannot expect staff to embrace the future without appropriate resourcing.

Confederation College³⁵

Confederation College (CC) at Thunder Bay serves the community of northern Canada using flexible delivery mechanisms such as video conferencing, audio conferencing,

³⁴ Laurentien University URL: <http://www.laurentian.ca>

³⁵ Confederation College URL: <http://www.confederationc.on.ca>

face-to-face delivery, audiographic conferencing, on-line delivery and traditional delivery. The CC executive consists of:

- Claire Kaukinen, Director, Distance and Regional Programming – Business and Ventures Division
- Diana Koski, Manager, Curriculum and Distance Education Services
- James Rapino, Dean, Business and Ventures.

CC is extensively involved in the delivery of programs using flexible delivery methodologies throughout Ontario. It has sought to co-ordinate all of its flexible delivery operations through a single portal. This has allowed the learning processes to be managed from a flexible delivery perspective, in addition to maintaining a high level of quality control and high level presentation of their materials.

Flexible delivery is a strategic intent of CC and there has been significant investment into the production of on-line delivery materials, audio-graphic presented materials and video-conferencing. Coupled with the development of materials, there has been major investment in infrastructure (hardware and software) to support the introduction of flexible delivery. The point clearly understood and planned for by CC is that flexible delivery is not seen as a cheap option and is not associated with cutting costs; rather the emphasis is on improving the quality of delivery.

Supporting the actual delivery of materials, CC has made a significant investment in its people and their preparedness for flexible delivery. To prepare CC staff, an Innovations Centre has been established and is run by Rob McCormack (Director, Educational Technology and Academic Programs Division), from CC. The Innovations Centre is a professional development training centre established to train, prepare and promote staff's access to new technologies for flexible delivery. Staff are taught how to use software to enhance their flexible delivery classes. Staff of the Innovations Centre are on hand to provide continuing developmental support. This is a most comprehensive and co-ordinated approach to facilitate the introduction and implementation of flexible delivery.

James Rapino manages the commercial activities unit of CC and has been aggressive in promoting and marketing commercial (flexibly delivered) programs. To date, CC has offered programs in Siberia, Poland, Ireland, Solomon Islands and Peru. Flexible delivery has been the underpinning delivery methodology in an extensive range of international programs that have been delivered outside Canada. A particular thrust of the commercial activities program has been for training for small business and indeed an on-line training program has been developed by CC for small business.

Augmenting CC's focus on flexible delivery is its development of strategic alliances between partners with complimentary expertise, resources and organisational values. Organisation linked through relationships with CC are Contact North and the Watatay Native Communications Society which is a communications network providing education and training to support the first nations peoples of northern Canada.

Open Learning Agency – Workplace Training Systems³⁶

The Open Learning Agency (OLA) is a multi-sectoral education and training facility located in Vancouver. The OLA is comprised of:

- Knowledge Network
- Open College
- Open University
- Open School
- Workplace Training Systems.

It provides the services of:

- Canadian Learning Bank
- International Credential Evaluation Service.

The Open Learning Agency has a number of innovative and distinct concepts. While these are still in their formative stages their development will certainly impact significantly on education and training in the future.

The first is the concept of "learning objects" which David Porter - Director, Research and Development (Open School) explained was a futuristic approach to the preparation of learning resources. Essentially the concept was predicated on the collection of learning resources into units, which were relatively small and compact, and subsequently these units are stored electronically in a database.

The storage of the learning objects is in a form that allows them to be drawn into many different media for delivery purposes. The significant advantage of this concept is that "learning objects" can be compiled into any form to meet the curriculum content needs. Equally, these units can also be put into print media, multi-media and/or on-line format. The learning objects are stored by a descriptive reference system which allows retrieval of any particular learning object on an "as needs" basis. Perhaps this concept would be extremely beneficial to those involved in the development of the national training packages.

Geoff Stevens, Chief Operating Officer (COO) of Workplace Training Systems, has been involved in establishing an innovative unit for the delivery of an extensive range of education and training programs, predominantly aimed toward corporate training and community training needs. So successful has been the development of the Workplace Training System Unit, that it is now being used as a model for the transformational development of other business units within the OLA.

The change process adopted has been to allow the Workplace Training Systems Unit to develop as a relatively autonomous unit separate from the constraints that might otherwise be imposed upon the OLA. The unit has been successful in developing a change management model that has encouraged the development of innovative practices in an "internal" greenfield site. The change process adopted by the COO has its foundation in the work of Daryl Conner, a change management specialist from ODR Inc. One of the major tenets of the change model is its practical and non-direct confrontational mode with a sound basis in theoretical construct.

³⁶ Open Learning Agency – Workplace Training Systems URL:
<http://www.ola.bc.ca/ol/services/wts.html>

To support the corporate training thrust of the Workplace Training System Unit it has set up a number of industry skill centres. I was fortunate to visit one of these centres and met with Andrea Shalinsky - Program Supervisor, Information and Technology (Burnaby Skills Centre). These centres have been established on a full cost recovery model and provide training and education. There have been a number of these centres established and they provide a unique method that allows the Workplace Training Systems Unit to be closer to the training needs. This network of Skills Centres supports students in their learning and is proactive in marketing and promoting, and generating business.

On the issue of intellectual property, the OLA seems to have solved the issue in that most (if not all) development of resources is contractual in nature with rights of material being signed over to the OLA. When planning the development of any form of learning resource, the process and procedure requires the OLA to hold the intellectual property rights. Should those "total" rights be unavailable, alternative sources are sought. The OLA believes that to ensure adaptability, flexibility and cost effectiveness, the organisation must have the capacity to change and customise materials etc. It cannot maintain that level of responsiveness without total control of those resources.

Chapter 5

IMPACT OF FELLOWSHIP RESEARCH ON THE CHANGE MANAGEMENT PLAN

Primary Findings:

- ***Models of change heavily founded in theory have led the change process. It is the implementation that influences the success of change***
- ***Change managers encourage change through the development of an attractive future environment***
- ***Change managers ensure that the current environment is one which all seek to leave***
- ***Change should not be commenced without a full and comprehensive analysis of what is required.***

Influences Shaping the Change Management Plan

The previous chapters sought to provide a clear understanding of the imperative to change and paint a picture of change management and flexible delivery from Australia, the United States and Canada. This chapter draws from those previous chapters and sets the scene for the development of the VTEC change management plan. A feature of this chapter is the development of major themes that will dominate and guide a change management plan for VTEC.

What should a change management model look like? There are numerous theories and examples that attempt to provide information to facilitate change. The change management model developed here does not try to supersede those researchers and change managers who have spent many protracted hours developing a model for change.

Rather, the model developed here is one that operates in an environment of vocational education and training delivery. This is not to suggest that the model would not work in other environments; more precisely the model is contextualised within the VET system and its shape has been determined by visits and consultations with senior VET practitioners who have led the change process in their own and other VET environments.

Perhaps the best approach to this model is to describe it as an eclectic approach considering all of the comments and recommendations made by many senior VET practitioners both in Australia and overseas. It is clear from these consultations that there is no single approach that is satisfactory to these practitioners of change. In hindsight, all have suggested that the approach to change, which they adopted, would be different next time around. This is not to suggest failure in the first instance but further improvements in their approach could have achieved greater and more efficient change tactics.

Change Management views from the Practitioners

In looking at the nature of the comments of practitioners set out below, it is necessary to explain that those comments reflect the environment and circumstances in which these change managers operate and they are by no means definitive. In addition to environment and circumstances, these comments are reflective of the personal philosophies of staff and senior managers. It is fair to say that change management is influenced by those being requested to change, by the values and attitudes of those managing the change process and the environment in which the change is being undertaken.

Typically, people seek an environment, working or otherwise, that provides a sense of satisfaction and ownership that can be grouped by the individual as their own. Within this context there is an appetite to move toward this environment. Complementing this is the fact that people will choose to move to this better environment should their present environmental circumstances be unsuitable. Therefore the corollary to this is for the change management strategy to create a crisis in which individuals feel uncomfortable and they will therefore seek to relocate to a “friendlier” environment (see Figure 3).

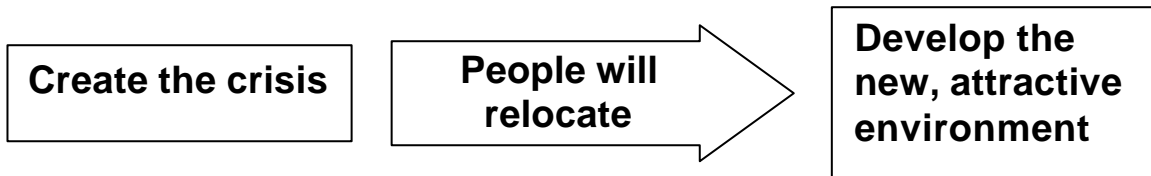


Figure 3

This scenario best encapsulates the “push” approach for the change process.

Comments made by Robin Shreeve³⁷ offer another scenario of change. Shreeve suggests that the development of an appropriate synergy between the change required and a reward mechanism promotes acceptance of the requested change. By aligning the rewards available to the group (not necessarily the individual) there is an acceptance of the new environment in which they operate (see Figure 4).



Figure 4

The third critical element is the role of information in the change process. To facilitate the change process, people need to be aware of information and data that impacts and

³⁷ Robin Shreeve, Director, North Coast Institute of TAFE – New South Wales, interviewed 18th June, 1999 at Port Macquarie, New South Wales.

influences them. While in many ways the data and information provided might not be complete, individuals affected by the change process should be aware of whatever data and information is available. Only through this process and the appropriate dissemination of information can individuals make valid determinations about their future role and obligations to their organisations.

Any change management model should reflect these three elements, regardless of whether it is the transformational model as described by Kotter³⁸, or the turnaround model as espoused by Stace and Dunphy³⁹. These are important elements in the change process. The success of any change management strategy is predicated on the implementation and application of the practical processes. The complexity of the proposed change model cannot be understated, as Shayne Baker⁴⁰ stated, while all of the change elements are crucial it is imperative that there is a balance between all the elements that input to the change process. The change managers must be constantly vigilant of the processes and the reactions to the change process; personal values and attitudes account for much of the success of the change.

The fourth element that is critical within the change process is the continuous nature of change and therefore the absolute importance of having a change management model that is focussed on continuous improvement. There are a number of continuous improvement models in existence and while this report does not endorse any specific continuous improvement model it does see the imperative of having a change management plan that is continually evaluating, analysing and preparing new scenarios for the future.

The process of change is one that is continuous and must remain continuous, while circular in nature. To define change as static is to deny the nature of the new world order. Any model for change must reflect the constant and continual evolution of society and the influences that individual and community pressures exert on any organisation that sees itself as integral to society. If change is not embraced, if the need for new processes is ignored, if reaction and support for community expectations is disregarded, then I suggest that an organisation is isolated and aloof from the community. To reflect upon general comments that have been made in relation to VET provision (eg. lack of responsiveness, lack of flexibility, too expensive) is to understand the barriers that VET providers have erected to insulate themselves from the “real” communities *in which they serve*.

No industry, community group or organisation can afford to be unresponsive to the acceptance of feedback from the communities in which they operate. With changes to federal and state policies and the growing corporatisation of government enterprise, all service providers must understand the nature of the business in which they operate. The provision of vocational education and training is a service industry. There is no doubt that the services it provides the community have significant influence, however it does so together with many other services: in this light the services provided by VET are not unique.

The provision of VET is highly competitive and the attitude and value of service to the student client is a crucial element in attracting, encouraging and maintaining the student client. In this competitive environment student clients will “vote with their feet”.

³⁸ Kotter, John (1996), *Leading Change*, Boston: Harvard Business School Press, p.20.

³⁹ Stace D. & Dunphy D. (1998) *Beyond the Boundaries: Leading and Recreating the Successful Enterprise*, Sydney: McGraw-Hill, p. 96.

⁴⁰ Shayne Baker, Director – Operations, Southern Queensland Institute of TAFE, interviewed 16th June 1999 at Toowoomba, Queensland.

Worse, in today's technologically advanced society there is scope for the student client to study without reference to their local VET provider. It is in this environment that VET provision operates.

What is occurring elsewhere?

How is change occurring elsewhere? What are others doing to implement change? What is the progress toward flexible delivery implementation? There is little doubt that most, if not all, VET providers are in transformation. As Terry Moran⁴¹ reminds us about TAFE:

As TAFE becomes more heterogeneous with Institutes going after particular market segments, each Institute will have to consider what role each campus will take on – will it be a virtual campus, a local student support centre associated with a larger centre, or traditional bricks and mortar classrooms.

In each case teachers will need to practice their craft differently – for example they might be facilitators, coaches, providers of on-line user support or traditional instructors. Since teachers will be taking on more diverse roles, and because the skills they need to be teaching are constantly changing, it is essential that teachers get the professional development they need to be valued by clients. Improving standards for TAFE teachers is important because the competitive advantage of an Institute will rest on teachers that the Institute employs and the leadership the executive offers.

While TAFE Institutes will become more diverse, at the same time they will probably need to exist within a “national brand name” to give coherence to our international marketing.

But like many other organisations with the need to accommodate the new business environment, it is imperative that change in TAFE occurs rapidly for TAFE to maintain a presence in the new world. The difficulties of working in this environment are captured by the words once written by Michael Porter⁴² that: “strategic positioning is often not obvious and finding it requires creativity and insight”. He further reminds us that “the strategic agenda demands discipline and continuity; its enemies are distraction and compromise”.

The dynamism of this change ensures an environment in constant flux and it is within that dynamic flux that continuous change occurs. The individuals who manage this environment are unique, tenacious, can think and look beyond the changing flux and steer the organisation forward to maintain and improve its position within the community. The complexity of steering in the “right” direction is challenging because of the crucial dimension: people. To become part of the organisational transformation process, people need to value the change process. To understand the change process it is worthwhile looking at the model prepared by the Value Creation Group (see figure 5).⁴³

⁴¹ Moran, Terry, Australian National Training Authority, “Education for Employment Conference”, 13th March, 1998.

⁴² Porter, Michael, “What is Strategy?”, *Harvard Business Review*, November-December, 1996, p.65.

⁴³ Baran, Peter, (1999), “The Value Creation Group”, Canberra, information taken from an Organisational Change Model, p.4.

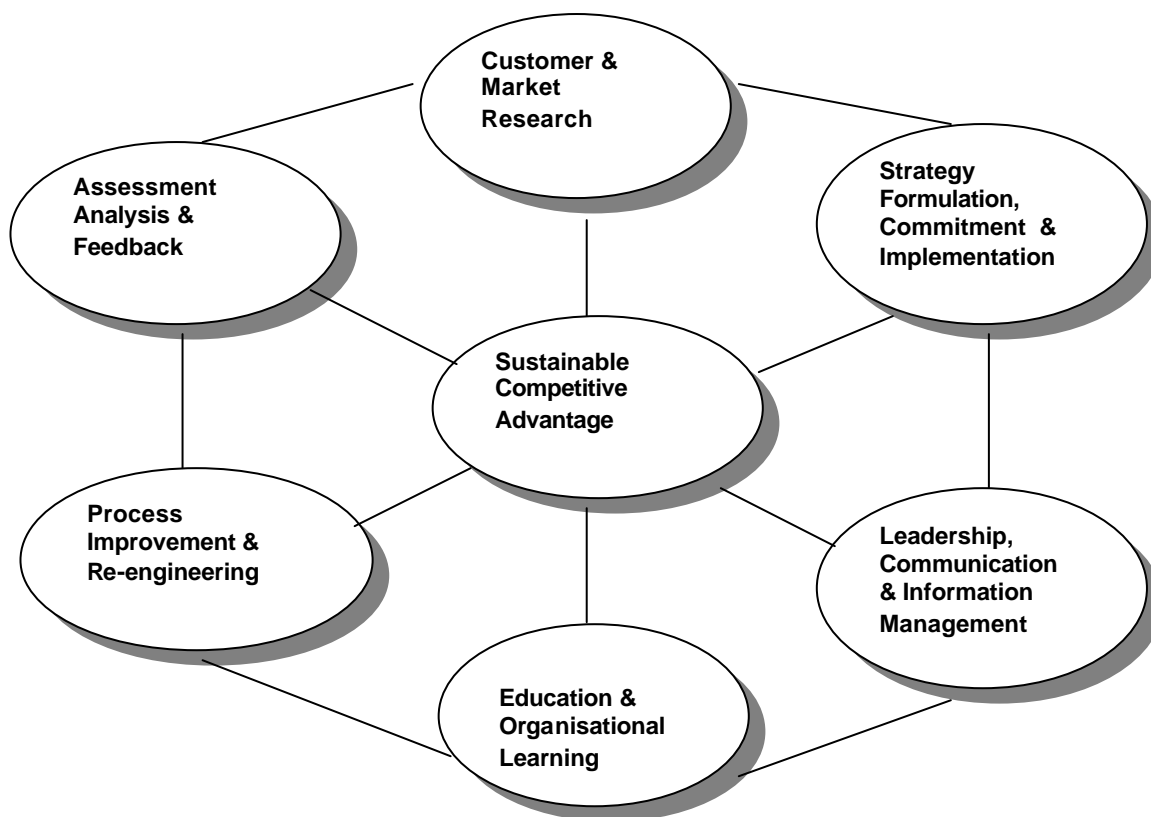


Figure 5

Baran, 1999

The model clearly indicates that the sustainability of the organisation is vested in an holistic approach to organisational change. Within this context the critical role of leadership cannot be understated. “Great leaders are rare, and even rarer within organisations ... [without strong and concise leadership] organisations will tend to oscillate as people from different departments are forced to find their own ways without clear direction and guidance.”⁴⁴ Leadership is caring about and attending to the quality of the institution. “Leaders must really care about the quality of the enterprise, if one does care about the quality of the organisation it will not happen. Mediocrity will be the end result”.⁴⁵

Baran demonstrates through the model that the change process is predicated on many different variables (Customer & Market Research, Assessment Analysis & Feedback, Strategy Formulation Commitment & Implementation, Sustainable Competitive Advantage, Process Improvement & Re-engineering, Education & Organisational Learning, Leadership, Communication & Information Management). Baran indicates that all of these variables are linked and must be dealt with in an holistic manner otherwise the sustainability of business during the change process will be put at risk. While it is critical to the process of change to commence the journey, it is also crucial to

⁴⁴ Fritz, Robert (1996), *Corporate Tides: The inescapable Laws of Organisational Structure*, San Francisco: Berrett-Kochler Publishers Ltd., p.205.

⁴⁵ Campbell, Dale (ed) (1985), *Leadership Strategies for Community College Effectiveness*, Washington: American Association of Community Colleges, p. 43.

maintain a business profile during this exercise. To achieve these dual goals of change and business maintenance, change leadership becomes crucial in the process.

Professional Development and Leadership

Previously this paper has discussed the role of change taking an holistic approach that captures all of the organisational elements of change. It has also discussed the concept of promoting the change process through a system of rewards, incentives, and threats. To achieve this, leadership must have mastery of the change process. Professional development is able to support the process of change by re-skilling, developing awareness of the process, and attuning staff to the changing environment.

Senior managers must take responsibility for ensuring that its “change managers” are equipped to undertake the role of change champions. It is inappropriate and irresponsible for senior managers, who are promoting change, to expect change champions to embrace the role of change agents without first ensuring there is adequate professional training. The professional training must be comprehensive enough to accommodate the new needs of the change champions. The training must include personnel issues. Equally there is a requirement for technical skills that promote change. All of these elements need to be accommodated in the training regime.

Similarly, the professional development process should and will include all staff in providing a forum that discusses and promotes the change process. Again, professional development should be all inclusive and range from improving technical skills through to skills that assist staff through the transformation process.

During the process of professional development, leadership is important because it is through the leadership process that the appropriate professional development is chosen and initiated. The priorities applied to the type, the location and timing are important elements in the process of change.

Failure to address the need for professional development is to deny the complexity of the change process. The people aspect is a most critical aspect of the transformation process and professional development, correctly designed, is able to provide the link between communication, new skill acquisition and charting the new direction.

Work Practices in a Flexible Delivery Environment

Australia has traditionally had workplace practices that have been clearly articulated through industrial agreements of one description or another (eg awards, enterprise agreements etc). These practices have provided a guide to the way in which work has been carried out and the type of work to be engaged. VET staff have also been party to agreements that have covered the teaching and support functions of VET delivery.

It is also fair to comment that much of the innovation that has been apparent through Australian VET provision has not necessarily been within the “true” confines of those agreed workplace practices. Rather, those that have been the vanguard of flexible delivery and innovation have often done so at the periphery of agreed workplace practices.

As delivery and support staff have developed and embraced the sophistication of change and flexible delivery, tensions have developed. There is no doubt that current

agreed industrial agreements have failed to keep pace with the demands and increasingly competitive nature of VET provision. The challenge for all future change managers in the VET environment is to change agreed industrial conditions to those aligned to the new demands of flexible delivery.

The future will demand changes that reflect teachers' responsibilities in an on-line training environment, student client access to delivery staff 24 hours a day, workplace delivery and so on. In order to develop holistically, workplace agreements must be part of the process of change. To transform organisations requires all the elements of the organisation to change.

Chapter 6

UNDERSTANDING THE CHANGE PROCESS AT KALGOORLIE

Context for the Change Management Plan

What is the change management plan attempting to achieve? The change management plan is customised for an organisation with a strong traditional (face-to-face, set class times, etc) approach to the delivery of vocational education and training. The student clients are typically from hard working families located in the regional centres of Kalgoorlie and Esperance. Additionally the region services remote Aboriginal communities to the west, and central parts of Western Australia.

Any delivery methodology must be developed to meet the needs of this community with its diverse interests and expectations. The remoteness of many of the communities and the minimal population base has seen a very slow roll-out of high bandwidth communications networks. Consequently many of the new delivery technologies (eg: on-line, proxy server-based instruction, video-conferencing, internet, audio-graphic conferencing, etc) have limited applicability to these locations.

Within this environment there has been a proliferation of private training providers with the capacity to provide more cost-effective training delivery. Coupled with a somewhat traditional approach adopted by VTEC, the number of student clients seeking to attend have been steadily diminishing over the last few years. Compounding these difficulties, the incapacity to offer programs attractive to student clients in a non-flexible manner has seen VTEC become acutely aware of its dwindling student client base and attendant resources.

The Vocational Training and Education Centre Vision

Most recently, an extensive strategic planning process has sought to address the challenges of the VTEC organisation. The planning process clearly identified the need to have a major thrust toward developing an approach to flexible delivery whereby student clients will have the capacity to undertake study through a choice of strategies that suit their lifestyles.

The underpinning philosophy of the VTEC Strategic Plan⁴⁶ is to promote the future development and use of flexible delivery as a means of increasing the student client base. As the student clients recognise the activities and potentials of gaining further skills and knowledge, the flexible delivery approach will allow for improved access to these facilities and better learning experiences. A clear imperative of the Strategic Plan is to build a competitive business based upon quality training and education, delivered by client focused, highly skilled delivery staff capable of managing the student client's learning experiences.

⁴⁶ See Appendices – VTEC Strategic Plan 1998-2000

To action such a vision is the goal of the managers of VTEC. However an important aspect that should not be lost is the absolute need for training to accommodate changing workplace requirements. Many teachers have indicated that the new roles had been bolted onto their traditional roles. Some were enthusiastic about the new roles but expressed frustration at not having had sufficient time and training for the new tasks while they were expected to maintain “face-to-face” loads⁴⁷.

It is very important to develop a change management plan that clearly articulates a vision that identifies flexible delivery as a cornerstone to its activities. The vision portrayed through the Strategic Plan indicates to all an expectation of change and a clear sign that flexible delivery is the new initiative to improve student client relations and increased business development.

The application of client focussed flexible delivery, provided in a manner that is cost effective in the market place against a product design that matches the student client's expectation, will ensure that respect and appreciation for training in Australia will grow.

Organisational Transformation

Benchmarking and Organisational Readiness

Most managers have an intimate understanding of the term “benchmarking”. In the context of organisational transformation discussed in this paper, benchmarking is the process of establishing a datum from which to evaluate progress. It is an extremely important process to establish a number of measures from which to determine the progress of the transformational process. A crucial part of this process is the evaluation of “where we are” against “where we want to be”. A pre-requisite for the commencement of the journey of transformation is the establishment of the direction of the organisation.

The success of any organisational transformation is predicated on having clearly established the goals and targets which the organisation is striving to achieve. Often the goal is established and is not clearly understood because of organisational haze. This is the role of the leader: to remove the haze, to clearly and unambiguously articulate the organisational goals.

Vision and mission are often presented as the over-arching direction. These two words often describe “something” that is not clearly understood. Rather they are the rhetorical statements often so removed from the reality of the workplace that they provide no real tangible and concrete direction. The good leader does not rely upon the mission and/or the vision to paint the future. The leader converts the messages and conveys the information in a way that is easily understood and appreciated by the workplace members.

To prepare for change there is a need to evaluate the organisation to ascertain its capacity to begin the transformation process. An organisation must be pre-disposed to transform before it can commence the journey of change. Once again, the role of the change manager becomes crucial, because the pre-disposition to transformation is built on the communication of information that provides:

- an understanding of why change needs to occur

⁴⁷ Dell, Peter “VET Teachers need new skills to face future”, *Campus Review*, April 1998, p8.

- the type of change process that is to occur
- the milestones to achieve during the transformation process
- the structure to support future organisational position
- a “report card” of the progress of the change process.

Only when these elements have been addressed and the organisation has gained an understanding of the progress expected can the speed of transformation be contemplated. A clear perception that equity and fairness shall prevail during the process becomes a major issue that must be managed if the process of transformation is to succeed and only then is it time to commence the real journey.

The Tasks for Organisational Transformation

Important points for organisational transformation:

- **Comprehensive and consequential professional development**
- **Information forums, eg: workshops, task oriented committees**
- **Pilot programs to evaluate and trial delivery and service processes**
- **Functional/operational reviews to identify and target areas for change**
- **Devolved management information processes that promote transparency of process.**

What is required during the transformation process and prior to the commencement of the transformation process? The tools (used in the most generic form) that are essential to the change process are dictated to a large extent by the revised directions of the organisation and also by the environment in which the change is to occur. It is important to remember that change in people must be supported by the processes and management information systems that support the process.

Typically the tools might be divided into two categories, namely:

Generic tools of change

- nominating change champions who will promote the change process, the benefits and future directions
- management information systems that support the change process
- processes that allow for devolution of accountabilities and responsibilities
- processes that promote the evaluation of progress based on established key performance areas
- professional development that is aligned to the change process.

Specific tools of change

- professional development that is targeted for effect
- infrastructure that supports flexible delivery
- processes that ensure client satisfaction and ease of processing
- the establishment of clear and unambiguous goals which are easily measured and quantified.

The application of the tools becomes crucial in the change process because there are some tools that have applicability as a fulcrum of change; some tools have the role of sustaining and underpinning the change process; and other tools are used to ensure that the change process becomes everyday practice. Lastly, there are some tools that are applied that allow for the ongoing evolution of the organisation, as opposed to that flux which is generated during the change process.

The Process

The change process is encapsulated by a myriad of elements working within the haze and whirling flux of perceived chaos. It is in this environment that the “change managers” and “change agents” operate to move and encourage the organisation through the change process. As mentioned previously, the change process is complex and is not to be considered lightly. The change process might be characterised by a juggler who juggles four balls at once. If any one ball is lost during the juggling process it does not stop the show. It does however, detract from the overall effect. The role of the change manager in this process is to maintain a wary eye on all the balls in the act and not let any ball drop.

To change an organisation to focus on flexible delivery requires the entire organisation to move in a holistic way. The organisation may be divided into four primary elements, namely:

- the organisational structure
- the workplace processes
- the people and staff of the organisation
- the product and the platform upon which it is delivered.

All of these elements are integral to the change process. To transform an organisation, the approach must be holistic in nature, not piece meal or one element before the other. Each element must be examined and its inter-relatedness to each of the other elements understood. From this understanding a strategy which promotes the transformation of elements in a way that maintains the connectedness of each element is required. None of the elements should be seen to be disconnected from the whole. This is not to suggest that one element of the whole may be transforming more quickly than the other. Rather the pace of transformation may be different in each of the elements but the connectedness remains and is transparent to all. The link between each of the elements, as the organisation evolves, must remain fast. The change process must be holistic and therefore each element interacts with each other element (see figure 6).

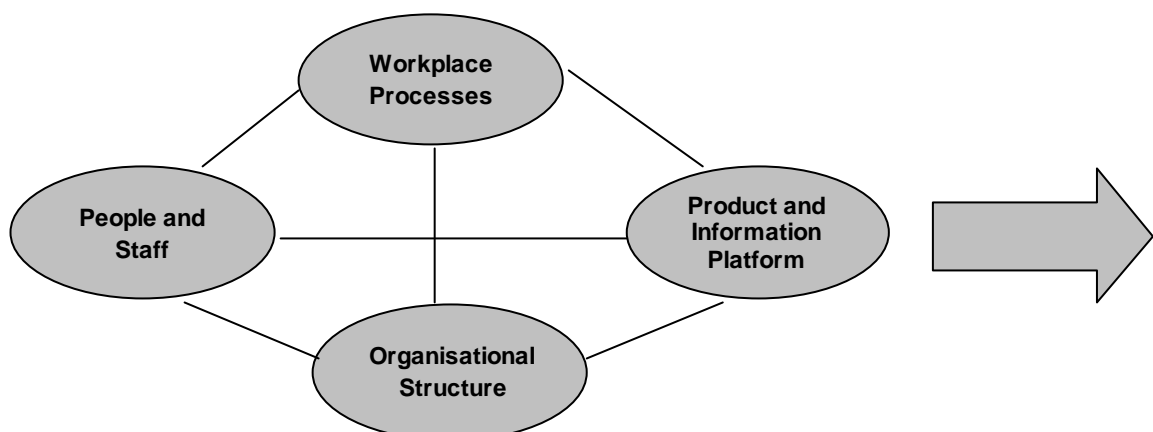


Figure 6

Further, there must be an on-going recognition that the change process is a continual evolutionary process, often interjected with a measure of revolution. The concept of freezing and unfreezing portrays a picture of stability (freeze), followed by a destabilised operation (unfreeze) followed by a period of stability. This may have been

satisfactory in previous years but unfortunately it does not portray the dynamism of the future of organisational business.

To achieve success in the organisation there must be a continual process of review. There must be a sense of continual review; a process that commences with planning, moves to an implementation phase followed by the evaluation of the implementation in relation to its success for the organisation. A critical step must then follow: an analysis of the findings which supports the development of a revised plan. The process is depicted in a circular form (see figure 7)

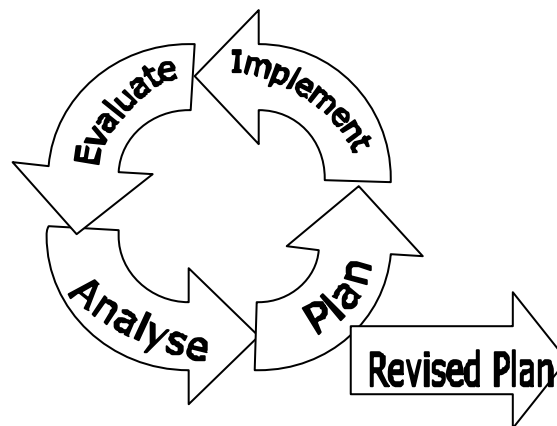


Figure 7

In this constantly dynamic environment there is a continual need for reflection on the future. The organisational change manager is now required to plan the actions to move the organisation, implement the process of change, evaluate the consequences on the organisational transformation process and analyse the effects based upon change, productivity and desired outcomes. From the gathering of this information a revised plan is developed and implemented.

It is not however a singular circle of process, rather the process might be best depicted as multiple layers of process all linked and inter-acting with each other in a continuous business process loop (see figure 8).

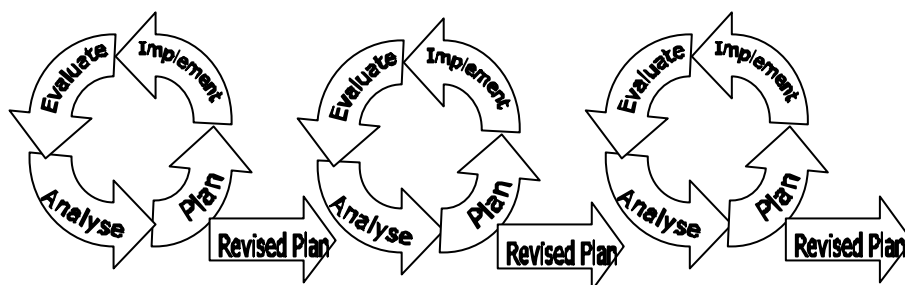


Figure 8

The process is on going and continuous as we regularly check, re-check, revise and improve – only to increase the organisation’s efficiency and effectiveness in meeting the student client’s expectations and demands.

As the organisational transformation takes place, the change management plan brings together the elements of:

- a continuous planning model which seeks to support the student client
- an holistic approach to organisational change that brings together the four primary elements of organisations, namely:
 - workplace process
 - organisational structure
 - people and staff
 - product and delivery platform
- a transformational approach that sets the change agenda, eg. timelines, goals, vision, mission, and movable chunks of change.

What is required at this point is a coalition of change managers working together to establish a comprehensive change plan. The complexity of the change is seen in Figure 9.

Mastery of each element within the change management plan is difficult and requires constant vigilance. This is predicated on the development of genuine two-way communication that is understood and respected by all parties. The message may not be palatable within the organisation but it is understood in terms of its role in the transformation process.

People in the Flux of Change

How many managers have been thrust into the turbulence of change? The answer is many; yes, many managers have been faced with the prospect of transforming an organisation and this paper has attempted to emphasise the complexity of change. The complexity of the change process is also difficult because of the inter-relationship of the total organisation and required sophistication of dealing with individuals. To be able to set the direction, sell the concept, lead people, have a capacity to manage multiple tasks, manipulate the environment, influence people and achieve the organisational goals are the attributes of the change manager.

The change process must be guided skillfully and certainly not in an ad hoc or discontinuous manner; and this requires skill, knowledge and experience. Organisations and the CEOs of organisations must be responsible and develop processes to import the skills to promote and manage change. The human aspect is very important. If one looks at the realities of change it is often noticeable that the change hinges to a large extent on the individual within the organisation. Individuals are at the heart of the change process. It is a crucial process to manage the people aspect of change, both the people caught in the change process but also the people managing the change process.

To achieve the transformation required, each individual must have the skills of change management. In many of the readings undertaken for the ANTA Flexible Delivery Fellowship there have been numerous attempts to identify the “competent” change manager. This paper will not attempt to isolate the change manager other than to suggest that they are individuals who have a capacity through whatever means, to harness their own energies, the resources and skills of others, the environmental resources and put those resources to good effect to move an organisation forward.

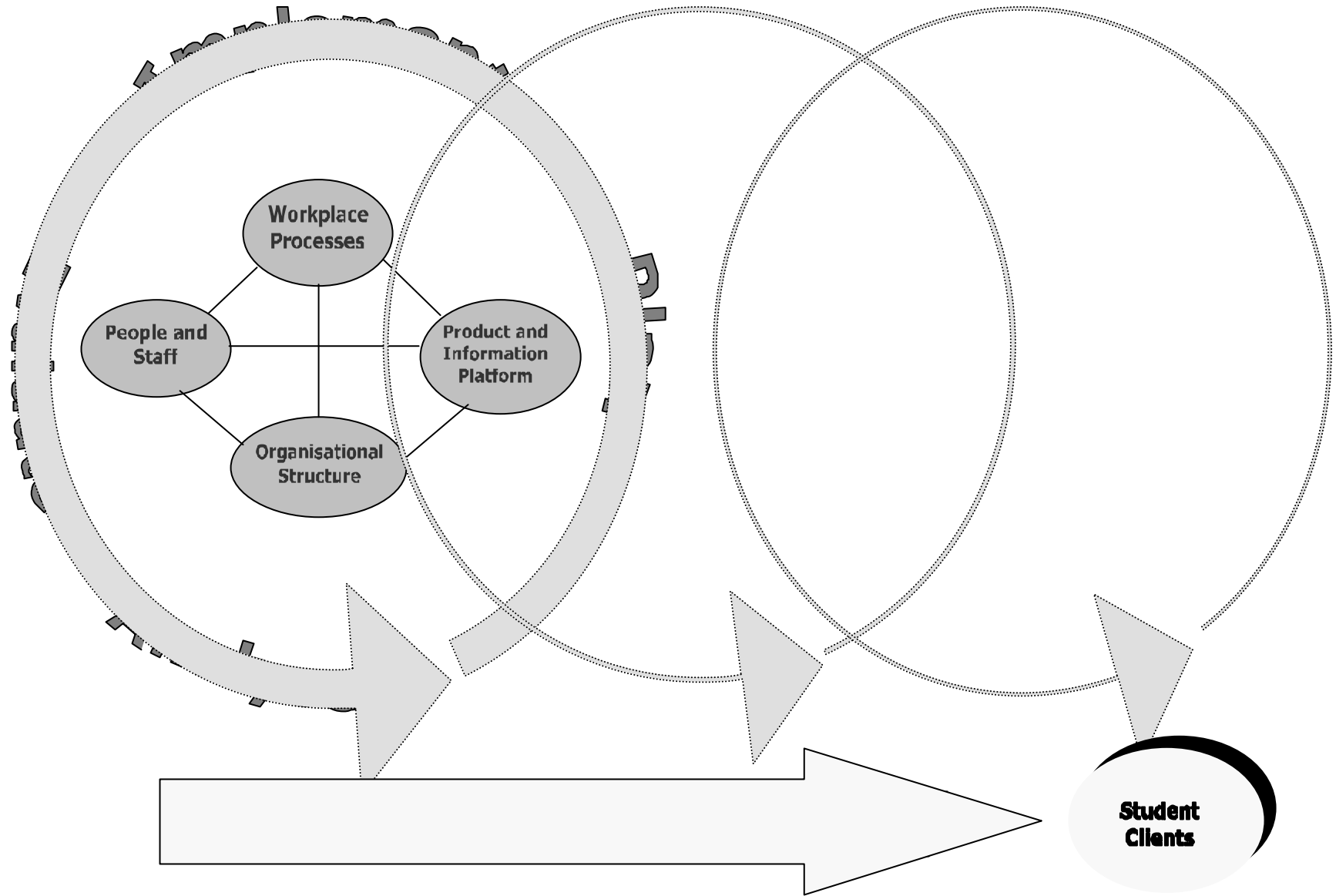


Figure 9

Chapter 7

THE CHANGE MANAGEMENT PLAN FOR VTEC

Primary Elements of the VTEC Change Management Plan:

- Change must be holistic in intent, implementation and ethos
- Mission, goals and vision paint the future, they are given life and energy through practical and considered implementation processes and practices
- Like the sea voyagers of the past who continually sought to gauge their bearings, change managers must continually review their progress and orientate to the changing winds
- The measurement of progress can only be determined by knowing where one has started from and has been
- The voyage of change is constant, only the pace changes
- The organisational outputs are the true indicators of success. The inputs determine how much the organisation has paid for its success
- “Change managers” and “change champions” are an organisational investment in the future.

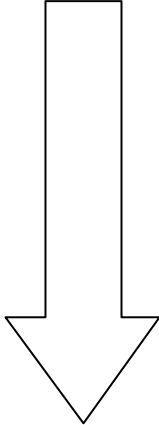
The previous page has illustrated the model for change and emphasised the view that change is the eternal cycle of life, living and work. It is the ebb and flow of organisational sustainability. But above everything else change must be holistic in nature. To progress toward growth and sustainability, the change management plan must embrace and move the entire organisation forward.

Change for the Vocational Training and Education Centre is predicated on a model that emphasises continuing review and evaluation that move the whole organisation forward. The details are found in the following tables.

	People and Staff	Organisational Structures	Product and Delivery Platform	Workplace Processes
Phase 1 Forecasting the Future Determine where we need to be.	To understand and determine a benchmark for future growth requires us to appreciate and map the trends of training provision. In forecasting the future it is imperative to understand our own organisation's role in the new environment. Such information is derived from a multiplicity of sources, ranging from the Western Australian State Training Strategies, industry growth patterns of the Goldfields/Esperance region, Kalgoorlie community expectations etc. Based upon this information, the Vocational Training and Education Centre sets its goals for the future. These goals are articulated through a visioning, mission development process that is articulated into "real" targets with whom people can assimilate/associate. An important aspect of this communication is to provide an environment where individuals understand their role in the "new" organisation.			
	The findings and results of this process are communicated to organisational staff in an unambiguous form that allows all staff to appreciate the need for future change. Through this process the organisation's readiness for change is initiated.			
Phase 2 Benchmarking Where we are now. This is a critical process: unless we know where we are, and what our current level of performance is, we are unable to plan for the future.	An imperative is to benchmark the skill and knowledge of staff in order to plan for the future. There is a determination that looks at the implications of: <ul style="list-style-type: none"> re-skilling re-deployment redundancy of existing staff recruitment of skilled staff. The skills and knowledge of staff must be assessed to determine their capability and capacity to meet the student clients' expectations and product demands.	Organisational structures must reflect the new organisational product and delivery strategies. To promote flexible delivery as a key product of the future, the structures must be flexible. To promote innovation there is a need to devolve accountability and responsibility. This in turn requires appropriate and consistent support structures.	What should the product be? The decision is informed by government agendas, community expectations, industry determinations and future developments. In addition to the product type, the question of suitable mediums must be analysed. Particular reference is placed on the increasing demand for flexible delivery and the convergence of new technologies and vocational education and training.	Do the systems measure up to "best practice" in like organisations? VTEC is benchmarked against Western Australian TAFE Colleges and the Central Gippsland Institute of TAFE. Is there the capacity to draw from dissimilar organisations for their systems approaches? Review of all workplace systems and processes to determine applicability for the future.
	The communication strategy during this phase is focussed on developing an appreciation within all staff of what other organisations are accomplishing in terms of effectiveness and efficiencies. This is a process that builds knowledge, understanding and context for VTEC staff against the wider VET community.			

	People and Staff	Organisational Structures	Product and Delivery Platform	Workplace Processes
<p>Phase 3 Planning People want to know where they are headed into the future.</p> <p>Organisations must have targets and KPI's upon which to focus.</p> <p>The planning phase has a degree of critical importance that is unmatched. This is the time to set down the major areas in which transformation will occur.</p> <p>Timelines are set and major milestones are identified and targeted for the future.</p>	<p>The VTEC organisational turnaround will be determined in large part by its staff, their skills attitudes and the alignment of personal goals with those of VTEC's goals.</p> <p>Change managers play a significant role during this period. It is their corporate knowledge which will shape the planning process.</p> <p>The need for professional development, redeployment etc are evaluated and are part of a comprehensive plan.</p> <p>Two specific areas are identified:</p> <ul style="list-style-type: none"> • workplace staff members • managerial roles. <p>Professional development must be comprehensive and linked to the final organisational goals.</p>	<p>Organisational structures and the proposed new structures can create organisational disharmony and destabilise.</p> <p>The planning process must look to the new and future organisational structures. It is also the phase during which the transition plan is considered. Questions integral to this process are:</p> <ul style="list-style-type: none"> • What is the proposed structure? • What are the transitional arrangements from the "old" to the "new"? • How will the old VTEC structure support the new business arrangements? 	<p>It is an impossibility to consider that all could be changed overnight. The planning phase should identify areas and product lines that will pilot the change process.</p> <p>The planning phase will determine how the identified areas will be transformed, eg. the rate of change, the type of change and/or those areas that will be excluded from progressing to the new organisation as a product line.</p> <p>During this phase, emphasis will be given to the platform from which the service will be provided.</p> <p>Costing models and future predictions would be made during this phase.</p>	<p>Processes are as much of an issue in the transformation process as are the structures and product determinations.</p> <p>During this period processes are audited, their continuance questioned and new ways sought.</p> <p>Consideration is given to modelling future processes on the Western Australian Department of Training – TAFE network audit and reporting requirements.</p>
	<p>The planning process must be transparent and comprehensively communicated to all stakeholders, both internal and external. Stakeholder participation is encouraged through open forums, workshops, discussion groups etc. A part of the communication process is that the Director - VTEC would be integrally involved in discussions with staff and the community.</p>			

	People and Staff	Organisational Structures	Product and Delivery Platform	Workplace Processes	
<p>Phase 4</p> <p>Implementation</p> <p>This involves balancing of priorities, maintaining the pace of change, encouraging the acceptance of change, promoting the goals and nullifying the detractors.</p> <p>Change champions excel in this stage. This is the time that those who choose to change are able to make the greatest leap toward the future.</p>	<p>The planning has been completed and now we enter the most traumatic and rewarding phase of the transformation process. People will feel threatened or enthusiastic about the changes. The management of staff through this process is the role of the change champions.</p>				
	<p>This is the period when the change managers MUST provide positive leadership, they must articulate and promote the achievement of goals that are attainable and progressively move toward the greater goal of complete organisational transformation.</p>				
	<p>Staff need the security of positive and powerful leadership that engenders participation but continues the directions established in the planning phase.</p>	<p>The new organisational structures have been planned and during this phase will be implemented.</p> <p>Pertinent questions that will inform the implementation process will include: What are the priorities placed upon each of the structural changes? What are the consequences of implementing each of the structural changes? How is the balance between each of the organisational structures managed during the transformation process?</p>	<p>The student client is pre-eminent in the process of change. While the transformation process is on-going and creates confusion for some, the student client should not perceive any minimisation of service.</p> <p>By careful selection and prioritising of the product to be transformed – the student client should perceive improved service.</p>	<p>Streamlined processes are implemented. Having planned for the changes, each workplace process that is modified, removed or enhanced, is evaluated against the efficiencies it is bringing to the process.</p>	
<p>This is a period of flux and change. All staff are involved in this phase; that involvement can be either direct or through inter-related activities. There may be many periods when it is felt that it is better to turn around. This however is a time to look to the future not to the immediacy of returns.</p>					

	People and Staff	Organisational Structures	Product and Delivery Platform	Workplace Processes
<p>Phase 5 Evaluation and Review</p>  <p>Revised planning process. Undertaken to improve the performances of VTEC.</p>	<p>The transformation process encouraged by this change management plan is underpinned by the philosophy that the process is continuous and is in continual evaluation and review.</p> <p>Irrespective of its place within the context of this diagram, the expectation is that there would be continual reviews to determine the effectiveness of the changes measured against pre-determined benchmarks (other than those benchmarks set internally).</p>			
	<p>Review of people and staff to determine their effectiveness in undertaking the new roles.</p> <p>Evaluation of professional development against changed response to student clients.</p>	<p>Review of the organisational structures and their impact on meeting student client expectations, and improving the effectiveness of systems.</p>	<p>The new product's success is determined by the number of student clients who undertake learning.</p> <p>Similarly, the platform is evaluated to ascertain its acceptance by the community.</p>	<p>Continual evaluation and analysis is undertaken to streamline the workplace processes.</p>
	<p>Stakeholder participation is integral to the evaluation and review process. There are a number of Quality Improvement Teams initiated – their task is to review and provide recommendations for the future improvement of all the elements involved in the transformation process.</p> <p>Communication through a range of media continues and improves the knowledge of staff and external stakeholders on the extent of the transformation. Most importantly staff are informed of the progress against the agreed KPI and performance measures.</p>			

REFERENCES

- Alfred, Richard, Ewell, Peter, Hudgins, James & McClenney, Kay** (1999), *The Core Indicators of Effectiveness for Community Colleges*, Washington: American Association of Community Colleges.
- ANTA National Flexible Delivery Taskforce, (1996) *Final Report*, Executive Summary.
- Baker, Shayne**, Director-Operations, Southern Queensland Institute of TAFE, interviewed June, 1999.
- Baran, Peter** (1999), "The Value Creation Group", Canberra, information taken from an Organisational Change Model.
- Beer, Michael, Eisenstat, Russell A. & Spector, Bert** "Why Change Programs Don't Produce Change", *Harvard Business Review*, November-December, 1990.
- Boar, Bernard** (1997) *Strategic Thinking for Information Technology: How to build the IT Organization for the Information Age*, New York: John Wiley and Sons Inc.
- Campbell, Dale** (ed) (1985), *Leadership Strategies for Community College Effectiveness*, Washington: American Association of Community Colleges.
- Conner, Daryl R.** "Bouncing Back", *Delta Sky Magazine*, September, 1994.
- Connor, Daryl R.** (1998) *Leading at the Edge of Chaos*, New York: John Wiley & Sons Inc.
- Conner, Daryl R.** (1998) *Managing at the Speed of Change*, New York: Villard Books.
- Dell, Peter** "VET Teachers need new skills to face future", *Campus Review*, April, 1998.
- Dotlich, David L. & James, Noel**, (1998) *Action Learning*, San Francisco: Jossey Bass Publishers.
- Fritz, Robert** (1996), *Corporate Tides: The Inescapable Laws of Organisational Structure*, San Francisco: Berrett-Kochler Publishers Ltd.
- Galbraith, Jay R.** (1995) *Designing Organizations*, San Francisco: Jossey Bass Publishers.
- Hall, James**, (1996) *The Educational Paradigm Shift*, Open Praxis, Volume 2.
- Joyce, Paul & Woods, Adrian** (1996) *Essential Strategic Management*, Oxford: Butterworth-Heinemann.
- Kotter, John** (1996) *Leading Change*, Boston: Harvard Business School Press.
- Leavitt, Harold J.**, (1972) *Managing Psychology*, Chicago: The University of Chicago Press.
- Leavitt, Harold J., Dill, William R., & Eyring, Henry B.** (1973), *The Organizational World: A Systematic View of Managers and Management*, New York: Harcourt Brace Jovanovich, Inc.
- Levine, Arthur & Cureton, Jeanette** (1998), *Collegiate Life: An Obituary*, "Change 30" (3) (May-June).

Meyer, Christopher (1993) *Fast Cycle Time: How to Align Purpose, Strategy and Structure for Speed*, New York: Free Press

Mitchell, John & Bluer, Robert (1997) *A Planning Model for Innovation: New Learning Technologies*, Office of Technical and Further Education, Adelaide.

Moran, Terry, Australian National Training Authority, "Education for Employment Conference" (March, 1998).

Nadler, David A., Shaw, Robert B, Walton, A. Elise & Associates, (1994) *Discontinuous Change: Leading Organizational Transformation*, San Francisco: Jossey Bass Publishers.

Noer, David (1993) *Healing the Wounds: Overcoming the Trauma of Layoffs and Revitalizing Downsized Organizations*, San Francisco: Jossey-Bass Publishing.

Ohmae, Kenich, cited in Jim Carroll (1997), *Surviving the Information Age*, Ontario: Prentice-Hall.

Porter, Michael, "What is Strategy?", *Harvard Business Review*, November-December, 1996.

Renner, J., (1995) "Convergence and Distance Education: The Promise and Problems of Emerging Communication Technologies", Edith Cowan University, Perth, cited in National Board of Employment Education and Training, *Education and Technology Convergence*, Commissioned Report No. 43.

Robinson, P., Calvert, J., & Peoples, K. (1997), *From Desk to Disk: Staff Development for VET staff in Flexible Delivery*, Brisbane: Australian National Training Authority.

Shreeve, Robin, Director, North Coast Institute of TAFE (NSW), interviewed June, 1999.

Slaughter, Sheila & Leslie, Larry L. (1997) *Academic Capitalism*, Baltimore: Johns Hopkins University Press.

Smith, C. Shelby, (1998), "The Impact of VET Research on Policy, Practice and Performance", from *Different Drums One Beat?*, Ferrier, Fran & Anderson, Damon (eds), National Centre for Vocational Education.

Stace, Doug & Dunphy, Dexter (1998) *Beyond the Boundaries: Leading and Recreating the Successful Enterprise*, Sydney: McGraw-Hill Book Company.

Treacy, Michael & Wiersema, Fred (1995) *The Discipline of Market Leaders: Choose your Customers, Narrow your focus, Dominate Your Market*, London: Harper Collins Publishers.

VTEC Strategic Plan, 1998 – 2000, Vocational Training and Education Centre, Curtin University, Kalgoorlie, Western Australia.

APPENDICES

Contributions

There have been many contributors to this paper and I am very grateful to each of them for their invaluable input:

Linda Adams, Assistant Campus Dean, Colorado Mountain College, Timberline Campus, Leadville, Colorado, USA.

Professor Evelyn Boggs, Biology/Mathematics, Colorado Mountain College, Timberline Campus, Leadville, Colorado, USA.

Dr Jon Botsford, Vice President for Technology, Pueblo Community College, Pueblo, Colorado, USA.

Dr Donald Elrick, Biology Faculty, Natural Science, Red Rocks Community College, Lakewood, Colorado, USA.

Joe Forrester, Dean, Colorado Mountain College, Timberline Campus, Leadville, Colorado, USA.

Dr Mary Griffith, Vice President for Educational Development, Pueblo Community College, Pueblo, Colorado, USA.

Richard Hawkins, Director, Rocky Mountain Education Center, Red Rocks Community College, Lakewood, Colorado, USA.

Wayne Sajna Hebert, Director, Information Technology, Contact North, Northwest Regional Coordinating Centre, Thunder Bay, Ontario, Canada.

Donald Ina, Chief of Operations, Colorado Electronic Community College, Denver, Colorado, USA.

Maxim Jean-Louis, President – Chief Executive Officer, Contact North, Northwest Regional Coordinating Centre and Northeast Regional Coordinating Centre, Sudbury, Ontario, Canada.

Dr Christine Johnson, Vice President for Educational Services, Colorado Community College & Occupational Education System, Denver, Colorado, USA.

Claire Kaukinen, Director, Distance and Regional Programming Business & Ventures Division, Confederation College, Thunder Bay, Ontario, Canada.

Diana Koski, Manager, Curriculum & Distance Education Services, Confederation College, Thunder Bay, Ontario, Canada.

Mark Kunimine, EMS Instructor/Coordinator, Emergency Medical Services, Red Rocks Community College, Lakewood, Colorado, USA.

Alex Laks, Course Designer, Open University, Burnaby, BC, Canada.

Lynne Lamontagne, Coordinator, Business Development & Community Relations, Contact North, Northeast Regional Coordinating Centre, Sudbury, Ontario, Canada.

Rob McCormack, Director, Educational Technology Academic Programs Division, Confederation College, Thunder Bay, Ontario, Canada.

Denis Mayer, Director, Student Affairs, Laurentien University, Sudbury, Ontario, Canada.

Professor Peter Moller, Environmental Technology, Colorado Mountain College, Timberline Campus, Leadville, Colorado, USA.

David Porter, Director, Research and Development, Open School, A Service of the Open Learning Agency, Burnaby, BC, Canada.

Jim Rapino, Dean – Business and Ventures, Confederation College, Thunder Bay, Ontario, Canada.

Paul Rauschke, Associate Professor, Ski Area Operations, Colorado Mountain College, Timberline Campus, Leadville, Colorado, USA.

John Redmond, Business Development Manager, Colorado Community College & Occupational Education System, Denver, Colorado, USA.

Paul Romero, Director, Educational Technology and Telecommunications, Pueblo Community College, Pueblo, Colorado, USA.

Dr Vicky Seehusen, Vice President for Instruction, Colorado Electronic Community College, Denver, Colorado, USA.

Debby Sefton, Director, Contact North, Northwest Region, Northwest Regional Coordinating Centre, Thunder Bay, Ontario, Canada.

Andrea Shalinsky, Program Supervisor, Information Technology & Trades Programs, Burnaby Skills Centre, A Division of the Open Learning Agency, Burnaby, BC Canada.

Frank Smith, Center for Teaching Excellence, Pueblo Community College, Pueblo, Colorado, USA.

David Solin, Director, Colorado Office of Economic Development, Denver, Colorado, USA.

Geoff Stevens, CEO, Workplace Training Systems, A Division of the Open Learning Agency, Burnaby, BC Canada.

Lois Tobin, Coordinator, Business Development & Community Relations, Contact North, Northwest Regional Coordinating Centre, Thunder Bay, Ontario, Canada.

Thomas Welle, Park Ranger/Wildland Fire Coordinator, Emergency Services, Red Rocks Community College, Lakewood, Colorado, USA.

Flexible Delivery Comparisons

	Curtin University - Kalgoorlie	Colorado Mountain College - Leadville USA	Colorado Electronic Community College - Denver USA	Pueblo Community College - Pueblo, USA	Contact North - Sudbury and Thunder Bay	Confederation College - Thunder Bay, Canada	Laurentian University - Sudbury, Canada	Open Learning Agency - Vancouver, Canada
FD Strategic Planning	Identified in the VTEC Strategic Plan as an initiative essential for future growth	Not identified in Strategic Plan, however on-the- ground initiatives in video conferencing clearly indicate a organisational move to multi-modal flexible delivery	Clearly identified as a major priority. Extensive development of the facility is indicative of the clear direction toward multi-modal flexible delivery	Clearly identified as a major priority. Have developed the Gorisch Technology Centre to promote flexible delivery with an emphasis on on- line delivery. Strong industry - college partnerships.	Contact North is not a provider in its own right - however its infrastructure provides a conduit through which other institutions deliver training. Flexible delivery methodologies are crucial and Contact North's staff represent significant planning in place to promote flexible delivery	Clearly identified as a major priority for the future. A strong focus on on-line delivery, vide conferencing, international product development, and open learning through print based materials.	Have a strong distance education unit. However could not be considered to be flexible delivery in the sense of ANTA's definition of flexible delivery.	Highly developed open learning environment. The Workplace Training Systems Unit is a standout example of flexible delivery implementation and initiative.
FD Change Management Planning	Partially developed	Not developed as a document but clearly flexible delivery strategies are in place and are being developed.	Developed	Developed - Pueblo Community College have designed a training program to promote skills development	Developed and continuing to evolve	Developed	Partial development	Developed and initiated.
FD Needs Analysis	Being considered		Completed and provides direction for future development	The establishment of the Gorisch Technology Centre is evidence of a significant analysis that has realised the need for flexible delivery solutions.		Analysis has identified the need for alternative delivery strategies.		A needs analysis supports flexible delivery. Employment arrangements allow for staff skills to be matched to training needs.
Impact Statement re: disadvantaged groups and FD	To be addressed.	Did not observe any documentation. However if FD is implemented there should be the provision of greater access because of increased learning options.	Did not observe any documentation. However if FD is implemented there should be the provision of greater access because of increased learning options.	Did not observe any documentation. However if FD is implemented there should be the provision of greater access because of increased learning options.		Did not observe any documentation. However if FD is implemented there should be the provision of greater access because of increased learning options.		Did not observe any documentation. However if FD is implemented there should be the provision of greater access because of increased learning options.

FD Student Performance Indicators	To be addressed.	Only in terms of video conferencing				Continually monitored in a methodical manner.		Continually monitored and students learning is managed
FD Student Induction Schemes	Presently being developed and will be initiated in the near future.	Highly developed program in the area of video conferencing.	Highly developed program	Highly developed program that prepares students for on-line delivery	Not their responsibility – however a significant support mechanism exists for students.	Highly developed		Highly developed
FD Risk management Strategy	To be addressed.							
FD Cost effectiveness framework	To be addressed.	Established in terms of video conferencing			Extensive cost framework developed in relation to audio graphic conferencing	Highly developed		Highly developed
FD Staff Skill Audit	Audit undertaken through QETO process but courses on general staff skills and not FD exclusively.							
FD Professional Development Program	Not clearly articulated for VTEC. An issue to be addressed.	Well developed in relation to delivery using video conferencing		Highly developed in the form of a structured training program.	Highly developed in relation to audiographic conferencing and video conferencing. Presently exploring the development of on-line delivery.	Developed to provide base level skill development – They have established an “Innovations Centre” that supports professional development.		Program exists however there is a greater emphasis on the employment of staff with the appropriate skill set.
FD Staff core Competencies Register	To be addressed.		Exists and is closely linked to the employment opportunities within the organisation.	Exists		Exists		Exists
FD Instructional Design Systems	Presently being explored. The VTEC Strategic Plan will focus this activity as core business.	Highly developed in relation to video conferencing – there was evidence of work being undertaken on CD based instruction but this was not well organised.	Very highly developed	Highly developed		Highly developed with a strong focus and emphasis on customised training		Very highly developed.

FD Student Support Systems	To be addressed	Extensive video conferencing facilities across seven campuses.	Very highly developed and extremely sophisticated – has strong industry partnerships	Well developed	Extremely well developed	Well developed		Well developed
FD Electronic Infrastructure	Under a major review	Well developed for video conferencing	Extremely well developed	Well developed in relation to the Gorisch Technology Centre.		Well developed in the areas associated with flexible delivery and FFS.		Highly developed – being significantly influenced by the strength of their FFS activities.
FD Administrative Systems	Under review	Well developed for video conferencing	Extremely well developed – particularly the support mechanism.	Well developed in relation to the Gorisch Technology Centre.		Well developed in the areas associated with flexible delivery and FFS		Well developed
Matching of students attitudes and technology audits	To be addressed.	No evidence was available	No evidence of surveys was available – however evidence existed of work being undertaken to reach this point	No evidence was available		No evidence was available		No evidence was available – however there are pre-requisite skill requirements prior to commencing particular programs
FD Student Assessment Systems	There is evidence of a number of isolated areas working to this but little activity to date		Extensively developed to compliment flexible delivery	Extensively developed to compliment flexible delivery				Extensively developed to compliment flexible delivery
FD Staff Self Evaluation Systems	Only at very early stages							
FD Business Partnerships	VTEC and WESTONE		Extensively developed	Extensively developed	Extensive – these relationships are based upon the use of interactive networking equipment	Extensively developed	Very little evidence	Extensively developed
FD Benchmarking Process	To be addressed.	Did not evidence any external benchmarking – continual internal monitoring	Did not evidence any external benchmarking – continual internal monitoring	Did not evidence any external benchmarking – continual internal monitoring		Did not evidence any external benchmarking – continual internal monitoring		Did not evidence any external benchmarking – continual internal monitoring
FD Cost Benefit Evaluation	Not undertaken to date in relation to VTEC.	Video conferencing has been developed to allow access at a cost effective level	Exists and is closely linked to workplace training and FFS activities.	Exists and is closely linked to workplace training and FFS activities.		Exists and is closely linked to workplace training and FFS activities.		Exists and is closely linked to workplace training and FFS activities.

The Strategic Plan

Vocational Training and Education Centre

Strategic Plan 1999-2001



MISSION STATEMENT

Vision

Curtin aspires to be Australia's world-class University of Technology. VTEC aims to be recognised as a world-class provider of vocational training and education throughout the region and beyond.

Mission

Our mission is to provide training, education and other business services to meet the needs of industry, the workforce of the future and the community.

Values

We are committed to client service, accountability, professional integrity, equity, and continuous improvement.

ACTION PLANS

STRATEGIC OBJECTIVE: 1

Deliver a service that is strongly oriented to clients' needs and meets their expectations.

Strategies	Key Performance Indicators	Staff development	Resources required	Responsibility	Target dates
<ul style="list-style-type: none"> ❑ Establish professional development programs that promote a positive approach to client service and equity principles. ❑ Ensure that the allocation of resources encourages and develops flexible delivery solutions to meet client expectations and equity principles. ❑ Implement 'best practice' client service standards. ❑ Develop and maintain strong industry links through partnerships, strategic alliances, joint ventures and community profiling. ❑ Ensure client needs are responded to quickly and effectively. 	<ul style="list-style-type: none"> ❑ Staff have participated in appropriate professional development. ❑ Flexible delivery and flexibility are integral components of all services offered to our clients. ❑ Products reflect client demand. ❑ Levels of client service and client satisfaction are benchmarked. ❑ Clients are satisfied with all our services. ❑ Partnerships, alliances, joint ventures and community profiling are in place. 				<p>Details relating to these areas will be refined and developed as part of the Business Plan for 1999</p>

STRATEGIC OBJECTIVE: 2

Improve and maintain client base through the delivery of innovative products that are responsive to client demand.

Strategies	Key Performance Indicators	Staff development	Resources required	Responsibility	Target dates
<ul style="list-style-type: none"> ❑ Implement professional development programs to ensure that our staff are able to respond to the emerging trends. ❑ Identify and predict commercially viable markets and activities. ❑ Actively market and promote the benefits which VTEC can provide. ❑ Expand our business to meet present and future commercial and community demands. ❑ Maximise business opportunities through the use of existing skills and emerging technologies. ❑ Develop cost effective management practices and processes for the delivery of all our services. 	<ul style="list-style-type: none"> ❑ Professional development programs support the thrust toward innovation of all products and services. ❑ Emerging market trends are determined through market analysis strategies. ❑ An enhanced profile both in terms of the community and the commercial sector. ❑ Increased revenue generation and increased client demand. ❑ Development of products which promote innovation and are responsive to client needs. ❑ Quality business practices are in operation across all areas. 				<p>Details relating to these areas will be refined and developed as part of the Business Plan for 1999</p>

STRATEGIC OBJECTIVE: 3

Develop business processes that support and enhance excellence, innovation and competitiveness.

Strategies	Key Performance Indicators	Staff development	Resources required	Responsibility	Target dates
<ul style="list-style-type: none"> ❑ Develop highly effective marketing and promotion of VTEC. ❑ Develop client focussed administrative services and facilities. ❑ Involve key stakeholders in all planning activities. ❑ Ensure all VTEC staff are informed of the strategic direction ❑ Ensure that reporting mechanisms are transparent. ❑ Continually develop and review the operations of VTEC. 	<ul style="list-style-type: none"> ❑ Public awareness of our services and achievements. ❑ Public satisfaction with all services provided by VTEC. ❑ A consultative process which engages key stakeholders is in place. ❑ All business units and teams are viable. ❑ Staff are cognisant of the strategic direction of VTEC and are working toward the goals of the organisation. ❑ Status as a Quality Endorsed Training Organisation is achieved and maintained ❑ Reports against the key performance indicators are regularly circulated to all staff. 				<p>Details relating to these areas will be refined and developed as part of the Business Plan for 1999</p>