

Multiple views: from complacency to action

Implementing a strategic plan in a VET organisation

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In this presentation

- Background and context
- Aim of the Stage 2 Study
- Why this is important
- Method
- What we found
- Ways forward



Background and context

- Govt reforms + targets
 - Organisational reforms + new VET targets
 - Higher level qualifications
 - Recognition
 - Workplace delivery
 - Org, College + section targets
- Observations in Stage 1 study
 - Lack of urgency
 - Lack of relevance to staff
 - Concerns about changing roles



Our aims with the Stage 2 study

- To inquire into reasons for teacher complacency in implementing strategic plan targets
and
- Actions taken by a college management team to re engage teachers



Why this study is important

- To sustain the business
 - To change old ways to new ways of working (to meet targets)
- and
- To better understand
 - (human) responses to strategic change
 - the influence of context



Managing change – what the literature says

- Strategy – vision and planning
- Communication
- Engagement
- How does the literature apply to us?
 - Staff engagement
 - Staff and industry perceptions
 - Relationships and links (between strategic directions and activity in colleges)



How we collected data - Stage 2

- conference workshop
- 'Pulse' Survey results
- semi structured interviews
- observations



In review What we found in Stage One

- Varying degrees of awareness of:
 - some Govt reforms and org targets
 - need to increase commercial business
 - that targets are based on both commercial \$ and Govt reforms
 - Lack of sense of urgency
 - Some teacher engagement



What we did to improve staff engagement

- College strategies to instill a sense of
 - urgency
 - ownership
 - contribution to targets

By

- A new communication strategy and consultation
 - with and through Head Teachers to negotiate relevant and achievable contributions to targets
 - Acknowledgement of non-achievable targets and adapting targets to suit different section capabilities



What we found – one year later (Stage Two)

- Teachers still learning about implications of strategic plan targets
- Beginning realisation by teachers and support staff to change:
 - teacher delivery practices
 - students and industry relationships
 - practices and culture from service to edu-business
 - Show teachers how to become business developers
 - Model business practices
 - Support the process



Benefits of the new approach

- Benefits to students:
- Benefits to staff and the organisation from:
 - closer communication from management
 - teacher involvement in planning
 - Improved sense of relevance
 - Improved sense of accomplishment in contributing to targets
 - Changes in the way teachers think about the new 'edu-business' environment
 - Business sustainability

Where to from here? Bridging

- New college approaches to managing change
- Acknowledgement of contribution of staff
 - Decision making not just inheriting
- Sharing new practices and outcomes
 - Spread the model
- Key issues for future operations:
 - Communication
 - Consultation
 - Relevance
 - Training and guidance
 - Recognising diversity - adapting processes to different contexts (teaching sections)





Questions



Thank you

