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, and 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 in contexts (teaching sections)
Questions

Thank you