

Facilitating leadership and capability development programs, including StrengthsFinder, in industry based settings

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Introduction

Organisations and industry bodies are seeking to build capability from within, enhancing employee engagement through supporting the growth and development of their current and future leaders. The outcome of formal and informal training and development needs to not just create job ready and capable individuals, but also employees who are willing to commit and invest of themselves in the organisation. This applies to government and private sector organisations.

As a provider of post compulsory education, our product offer to industry clients includes formal qualification, but also a growing number of non-award courses, including personal and professional development, commonly centred on leadership skills.

Victoria Polytechnic engages with individual organisations and industry bodies to develop and facilitate contextualised development programs, covering leadership, management, and specific technical skill development. Delivery models are flexible and often in remote locations; what we deliver, how we deliver it, and where we deliver it are all developed in collaboration with the client.

This paper describes the Victoria Polytechnic approach to engaging with industry and the strategies we have undertaken to strengthen our position and move the organisation forward as a leading provider of quality education.

Tertiary Education in Australia and the Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the Australian national policy for the regulation of qualifications in Australia. The AQF provides standards against which qualifications and agencies must comply, covering learning outcomes, accreditation, and the authority to issue qualifications. There are ten (10) AQF levels, as presented in the following table.

AQF level	Qualification Type	Qualification Title
	Senior Secondary Certificate of Education	Titles will vary across jurisdictions; the use of the titles will be accompanied by the statement: '(Certificate Title) is a Senior Secondary Certificate of Education within the Australian Qualifications Framework.'
1	Certificate I	Certificate I (Field of study/discipline)
2	Certificate II	Certificate II (Field of study/discipline)
3	Certificate III	Certificate III (Field of study/discipline)
4	Certificate IV	Certificate IV (Field of study/discipline)
5	Diploma	Diploma (Field of study/discipline)
6	Advanced Diploma	Advanced Diploma (Field of study/discipline)
6	Associate Degree	Associate Degree (Field of study/discipline)
7	Bachelor Degree	Bachelor (Field of study/discipline)
8	Bachelor Honours Degree	Bachelor (Field of study/discipline) (Honours)
8	Graduate Certificate	Graduate Certificate (Field of study/discipline)
8	Graduate Diploma	Graduate Diploma (Field of study/discipline)
9	Masters Degree (Research)	Master (Field of study/discipline)
9	Masters Degree (Coursework)	Master (Field of study/discipline)
9	Masters Degree (Extended)	Master (Field of study/discipline) For exceptions that may be used, see below*
10	Doctoral Degree	Doctor (Field of study/discipline)
10	Higher Doctoral Degree	Doctor (Field of study/discipline)

Australian Qualifications Framework, (2013), "Australian Qualifications Framework – Second Edition", accessed at <http://www.aqf.edu.au/wp-content/uploads/2013/05/AQF-2nd-Edition-January-2013.pdf>

Tertiary education in Australia is divided into two broad sectors:

- Higher Education (HE)
- Technical and Further Education (TAFE), which includes Vocational Education and Training (VET) and Further Education (FE)

TAFE, including Vocational Education and Training (VET) and Further Education (FE), are the primary providers of courses in AQF levels 1 – 6. Courses at these levels are generally more vocational and job skill focused. There are some VET courses that have been accredited as Level 8, which are delivered by VET providers. This is the sector in which Victoria Polytechnic operates.

Higher Education (HE) primarily deliver AQF levels 7 – 10, which are more academic and research focussed courses.

Victoria University is one of only six universities in Australia that is recognised as dual sector, providing courses from the vocational and higher education sectors. Victoria Polytechnic is the TAFE division of Victoria University, which means it is responsible for the development and delivery of VET and FE programs (AQF 1 – 6).

What is Victoria Polytechnic?

Victoria University began in 1916 as a technical college servicing the western suburbs of Melbourne, Victoria. We have grown over the last 100 years to deliver courses across the vocational and higher education sectors, while still being providing for the western suburbs population.

Victoria Polytechnic (VPoly) is focused on the specialist delivery of all National Training Package qualifications from AQF Levels 1 through to 8, employing a high-quality industry-focused blended learning andragogy. These distinct course offerings will shape and prepare students for the workplace as well as provide opportunity for students should they so desire to easily pathway into Higher Education programs.

Victoria Polytechnic delivers premium industry-informed vocational training and assessment services for individuals and organisations. Our solutions meet current and future workforce needs, locally, nationally and internationally.

Victoria Polytechnic is student and client driven, focused on building individual and enterprise capabilities to increase workforce productivity. Victoria Polytechnic's industry partnerships provide the market intelligence to offer distinctive and industry aligned solutions.

Our Guiding Principles

- Prioritise customer experience
- Be lean, responsive, relevant and flexible
- Engage expert facilitators
- Establish an industry focused product mix
- Offer courses focused on employment outcomes and pathway options

Victoria Polytechnic's approach to industry and client engagement

A Journey of Self-Discovery for Victoria Polytechnic

Drivers from Outside

A key first step in engaging with industry as an education provider is to truly identify who we are and our place in the commercial market. Victoria Polytechnic and its precursory institutions had maintained a strong position as a large provider of VET courses over many years. However, the last decade has seen significant changes in the tertiary, and particularly TAFE, environment. A detailed and thorough analysis of the external and internal environments was commenced and undertaken through 2016 to help shape the organisation to meet current and future demands.

Governments and government policies have changed, pushing new levels and complexity to funding, compliance, and regulation. The world of work has also changed, which has had a significant impact on the type of skills and workers industry demands. This directly impacts upon the types of courses we run and how we run them. Advances in technology has enabled Victoria Polytechnic to develop programs into high quality blended models, including online resources and strategies to engage learners 24/7, wherever they may be. Student expectations have changed; students have a variety of methods to engage with classes and teaching staff, and it is a reasonable expectation that we as a provider keep up with and lead using the new media.

Our Internal Capabilities

A key next step in building our strength as a provider is recognising and building upon our internal strength. This is the next part of defining who we are and holding our place in a competitive environment. Our compliance standards require us to maintain a record of qualifications and currency of teaching staff, but we will explore additional resources and competencies, which might not be directly related to the area of specialty teaching.

An individual may have experience in previous professional roles, they may have valuable community leadership experience, and they may have skills, such as coaching, that could be valuable to their own students and to students from other departments. By recognising such skills, we have the capacity to add values to programs, and also enhance employee engagement by providing new opportunities to engage with Victoria Polytechnic and their role. This element of internal scanning is developing and will grow as it spreads across other delivery program areas at Victoria Polytechnic.

The above external and internal analysis occurs continually, as the environment is always changing. By being current and recognising the unique strengths each individual brings to our organisation, we are able to stand and speak confidently on whom we are, what we offer, what makes us different, and the quality engagement and outcomes we can provide. We do not make empty promises.

Stepping Out and Engaging with Industry

Opening the doors and hoping the clients will walk through of their own accord is a risky strategy, therefore we need to identify what market sectors we intend to pursue. Victoria Polytechnic engages with clients across many industries to develop and deliver a variety of qualifications and non-award development opportunities.

Examples of client organisation with which we engage include, but is not exclusive to; public healthcare, local government, emergency services, government agencies, defence force, private commercial businesses companies, technical and trades based organisations, hospitality, and transport and logistics.

The approach is not to 'sell' a qualification as being the panacea for all manner of learning and development needs. Instead, the focus is on identifying the true need of each client organisation and developing a meaningful solution. Sometimes, a formal qualification is necessary for professional registration requirements, especially in healthcare, community studies, and some trade based courses. As a polytechnic, we are known for delivering these types of courses and qualifications.

What we communicate with industry is our ability to develop and provide a range of programs that may not involve a formal qualification, but instead, develop meaningful skill sets that can have a significant personal impact and a broader cultural impact on teams across an organisation.

Our approach is to treat a current or potential client as a unique individual, with unique needs and goals. Our first essential step is to find out what the organisation needs. This may not be the same as the product they are requesting us to deliver. We map the target group, the desired outcome, including from a skill development perspective, and the links where possible to the overall organisational strategy. This gives us some key data around which we can start to develop a meaningful solution. At this time we also try to get an idea of timeframe, participant numbers, and potential delivery locations.

We view every invitation and client interaction as an opportunity that could be easily taken away. There are many competitors in the market and client organisations can easily change providers in many cases. Every engagement with the client is an important step in building and maintaining a lasting relationship.

Contextualised program development and delivery in Australia

3-P's of Development – Identifying to Best Solution for the Context

As we build our relationship, we confirm the needs of the organisation and of the participants. A key approach to this aspect of scoping is the "3 P's of Development".

The "3 P's of Development" approach is in the process of being structured to help industry engaged educators and business development teams have a standard Victoria Polytechnic approach to engagement. It helps identify the most appropriate level and pathway of development, which may also involve the successful completion of a recognised qualification.

In discussions with each client, Victoria Polytechnic aims to identify the unique individual, team and organisational needs of each client to ensure our service delivery contributes to meeting client goals.

The “3 P’s of Development” approach considers three levels of engagement and development:

1. Preparation (Self)
2. Process (Self and Others)
3. Process (Technical)

Each level of the “3 P’s” reflects the type of development desired; the target group that may benefit from each level of development; a sample of content that can be included; and the level of qualification that may be relevant to each of the three levels of engagement.

1. PREPARATION (Self)		
Development Focus	INDIVIDUAL	
Themes	“LEARNING FOR LIFE”	“LEARNING TO LEARN”
Target Management and Leadership Level:	<ul style="list-style-type: none"> • All levels of leadership 	
Suggested AQF Levels:	<ul style="list-style-type: none"> • AQF Levels 1 – 3 • Certificate I – III 	
Content Focus / Core Competencies		
Description		
<ul style="list-style-type: none"> • Foundational Skills <ul style="list-style-type: none"> • Language, Literacy, Numeracy (LLN) <ul style="list-style-type: none"> • 45% of people need some degree of LLN support • Writing, Comprehension • Digital literacy • Communication 	<ul style="list-style-type: none"> • Online LLN support units embedded into the contextualised development programs • Can be provided as a stand-alone program of LLN support for individuals to help meet the requirements of their current / future management and leadership roles • This LLN support program would be contextualised to support the mature learner who may already achieved a leadership role in a workplace based on their technical expertise. A stand-alone LLN program may be necessary to help develop competency in many of the managerial aspects of a leadership role. 	

2. PEOPLE (Self and Others)

Development Focus	INDIVIDUAL AND OPERATIONAL	
Themes	“THE ABILITY TO INFLUENCE”	“LEARNING TO INFLUENCE”
Target Management and Leadership Level:	<ul style="list-style-type: none"> • Frontline Leaders • Mid-Level Leaders 	
Suggested AQF Levels:	<ul style="list-style-type: none"> • AQF Levels 4 – 5 <ul style="list-style-type: none"> • Certificate IV; Diploma 	
Content Focus / Core Competencies	Description	
<ul style="list-style-type: none"> • Personal Awareness <ul style="list-style-type: none"> • Emotional Intelligence • Psychometric tools: e.g. <ul style="list-style-type: none"> • StrengthsFinder • Myers Briggs Type Indicator (MBTI) • DiSC • Hermann Brain Dominance Instrument (HBDI) • Positive Role Modelling and Leadership Skills, including: <ul style="list-style-type: none"> • Resilience • Professionalism • How to celebrate successes • How to deal with mistakes and setbacks • Conflict management • Work-life balance • Decision making • Team Development • Coaching and mentoring 	<ul style="list-style-type: none"> • Emotional Intelligence is currently available as a hard copy resources and it is being developed into a blended format and can be delivered as a stand-alone unit (award or non-award), or as part of a qualification. • Psychometric tools can be administered via access to an online assessment tool followed by face to face workshop • Workshops can be three (3) hours to a full day, depending on group size and client objectives. • Role Modelling and Leadership Skill development areas can be embedded into relevant Units of Competency or delivered as interactive stand-alone workshops (half day to two days depending on group size and client objectives) 	
<ul style="list-style-type: none"> • Management Skills <ul style="list-style-type: none"> • Operational planning • Change management • Project Management • Customer service • Innovation and Continuous Improvement • Personal transformation • Coaching and Mentoring • Team development and workplace relationships • Managing people • Personal and professional development 	<ul style="list-style-type: none"> • These competency areas are currently available in hard copy resources and are being developed into blended format • These topics can be delivered as: <ul style="list-style-type: none"> • Part of an award program (e.g. Diploma of Leadership and Management) • As stand-alone Units of Competency • As non-award (not assessed) development topics • Delivery: <ul style="list-style-type: none"> • Face to face workshops • Blended delivery 	

<ul style="list-style-type: none">• Learning Strategies include:<ul style="list-style-type: none">• Reflection (Recognise and value existing knowledge, skills, and Strengths)• Development (Learn new knowledge and)• Application (Explore strategies to apply and utilise existing and new capabilities, supported by an evaluation strategy)• Coaching and Mentoring• Leadership and management skills required by role (e.g. Team Leader, Supervisor)	
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3. PROCESS (Technical)

Development Focus	OPERATIONAL AND STRATEGIC	
Themes	“DEVELOPMENT FOR EXCELLENCE”	“TOWARDS ORGANISATIONAL LEADERSHIP”
Target Management and Leadership Level:	<ul style="list-style-type: none"> • Mid-Level Leaders • Senior Leaders 	
Suggested AQF Levels:	<ul style="list-style-type: none"> • AQF Levels 4 – 6, AQF Level 8 • Certificate IV; Diploma; Advanced Diploma; Graduate Certificate 	
Content Focus / Core Competencies		Description
<ul style="list-style-type: none"> • Enterprise Skills, including: <ul style="list-style-type: none"> • Problem solving • Communication skills • Digital literacy • Teamwork and working with others • Financial literacy • Creativity and Innovation • Critical thinking • Project Management • Problem solving • Presentation skills • Technical Skills related to specialist discipline areas <ul style="list-style-type: none"> • Industry required Units of Competency and Qualification, e.g.: <ul style="list-style-type: none"> • Logistics (Certificate IV and Diploma) • Leadership and Management (Certificate IV, Diploma, and Advanced Diploma) • Strategic planning • Business planning • Change management • Project Management • Knowledge Management • Innovation and Continuous Improvement • Managing people • Personal transformation • Coaching and Mentoring • Qualifications and Units of Competency required by role (e.g. Manager) 		<ul style="list-style-type: none"> • Enterprise Skill development areas can be embedded into relevant Units of Competency or delivered as interactive stand-alone workshops (half day to two days depending on group size and client objectives) • Technical Skill development areas can be drawn directly from relevant Units of Competency and delivered as an assessed Unit of Competency or as a stand-alone development program without assessment. • The listed competency areas are currently available in hard copy resources, with some also available in a blended format. • At this point in time, most delivery would be face-to-face workshops, but as online resources are developed, an increased capacity for a blended model, (including workshops, webinars, etc.) will become possible.

Blended Delivery – Flexible Learning Solutions

Blended learning combines online strategies, with traditional face-to-face approaches for delivery and assessment of programs. Online strategies can include webinars, blogging, chat rooms, and access to interactive visual tools. The blend of resources is customised to suit each course and cohort. A key characteristics of the blended learning model is that it is student centred, providing a variety of strategies to suit different learning styles and geographical locations of students.

Victoria Polytechnic recognises that students develop skills by doing, our delivery model has been designed to offer students the opportunity to acquire these skills in workshops and / or in the workplace complimented by eLearning; this model is often referred to as blended learning or the flipped classroom



The Learning and Development (L&D) team at Victoria Polytechnic supports the teaching departments with the redesign of TAFE courses into an interactive blended delivery model. This redesign project will be completed over a three year period. The L&D team consists of an Instructional Designer, eLearning Developers, LMS administrators and an eLearning quality and compliance co-ordinator. Teacher capability in the design, development and utilisation of blended delivery is being supported through structured training programs and individual support from the L&D team.

Strategies to integrate StrengthsFinder and active reflection into leadership development

Bringing StrengthsFinder into programs, both qualification programs and non-award, enables individuals to recognise and develop their unique contribution to their role and organisation. Embedding StrengthsFinder provides an opportunity for personal development that is a key point of difference with our approach. Not only will a student bring a qualification, including new knowledge and skills, to their workplace, they will bring a unique and valuable toolkit that nobody else will have. We celebrate the diversity and unique nature of everyone in a program, which makes the collective strength in the room just that much more powerful.

StrengthsFinder is a key tool to bringing the 'unconscious competence' to the 'conscious competence'. Participants in our industry based courses are generally hand-picked by their organisation to participate based on their current role and future pathway in the organisation. The organisation has seen at least part of the value of each participant, however, the individual is often the last to recognise and celebrate that value.

As an example, we currently engage with a franchise based business with nearly 200 operations across Australia and offshore. Consistency with the quality service delivery of the brand is central to the organisation. StrengthsFinder has been introduced to also recognise the unique value of what each franchisee brings to an already successful brand. The company recognises that their franchisees have been successful in many different ways for different reasons. The current and future success of the brand will be driven by recognising, sharing, and building upon the depth of talent and Strengths within the organisation.

Embedding Strengths into programs – Start at the very beginning

StrengthsFinder is embedded into the start of a program. This takes the form of completing the StrengthsFinder tool online, followed by a half day Strengths workshop. Strengths reports are presented to each individual together with a laminated card displaying their names and their unique Top 5 strengths. Participants are encouraged to place and display this card wherever they like. This workshop explores the background and meaning of Strengths and helps participants recognise how they may have utilised their Strengths in the past. This is consistent with the "Name It" and "Claim It" steps in Strengths development.

Participants are also offered the opportunity for a one-on-one Strengths coaching session, which they can take at any time during their course.

For some client organisations, the Strengths workshop and follow up coaching may be all they require and request. These clients may run a Strengths program for new and existing employees at regular intervals across a year. Where a longer program or qualification is being delivered, Strengths is embedded in active journaling across the duration of that program.

Journaling and Recognising Strengths

Across the duration of each program, Strengths forms a key part of active reflection and journaling. Strengths provides a consistent platform for journaling, and while it can be initially confronting, it can help start each program on a very positive note, as it recognises the unique value of everyone in the room. This journaling approach reinforces the “Claim It” element of Strengths, where Strengths is applied to key events and situations from each participant’s experience.

For each topic of a program, participants will engage in active reflection, where they consider each topic covered in a course and reflect on when they have had an experience of that topic in the past. Topics can include managing people, creative thinking, strategic planning, and project management.

Importantly, industry based participants will come with experience in their current and previous roles. To be in the leadership roles they currently hold, they will have real life experience to draw upon. This may be the first time they have actively reflected on their successes and challenges from their past experience.

The journaling process utilises the same template for every journal and unit in a program, which includes four Elements; each element focuses on a different aspect of reflection and application.

The following page is the template for the journal; the same template is utilised for every journal.

Element 1: Setting the Scene

Describe an example from your own experience that was significant for you that is clearly related to this unit and related topics of the program.

The incident / situation could be an event / issue / incident / situation that:

- You found challenging
- You struggled with
- Was of organisational significance
- Went well
- Grabbed your attention and interest
- Was of personal significance
- Did not go so well

Clearly describe each the following:

- The event / issue / incident / situation
- The clear relevance to the topic of managing people
- Your role / involvement in the event / issue / incident / situation
- What went well and what did not go so well

Element 2: Reflecting on yourself

Reflect on the event / issue / incident / situation in Element 1.

In your Leadership Journal, provide a reflection on of each of the following:

- Why you selected this incident / situation to include in your Leadership Journal
- Why you acted the way you did and why you made the choices you made
- The impact on your personal leadership from this example
- Provide a reflection on which of your **Top 5 Strengths** you:
 - Used well
 - Under utilised
 - Over utilised

Element 3: Reflecting on the impact of others

Reflect on the event / issue / incident / situation in Element 1.

In your Leadership Journal, provide a reflection on of each of the following:

- The impact on key stakeholders of the event / issue / incident / situation; for example:
 - Colleagues
 - Customers / clients
 - The organisation
 - Others (specify if any)
- The impact on key stakeholders of your decisions, actions, and intervention, for example:
 - Colleagues
 - Customers / clients
 - The organisation
 - Others (specify if any)

Element 3: Reflecting on the impact of others

Reflect on the event / issue / incident / situation in Element 1.

In your Leadership Journal, provide a reflection on of each of the following:

- What you learned about each of the following
 - The topic from the program
 - Your own leadership and management in this topic area
- How you might manage the situation again
- Identify a question or line of enquiry related to this event / issue / incident / situation and topic that you would investigate further to develop knowledge and skills relating to professional practice

At the conclusion of a program, depending on its length, another Strengths workshop may be delivered. This is an important exercise as it can help participants reflect upon how they can utilise their unique Top 5 Strengths to apply their learnings from the program. This reinforces the “Aim It” step on the Strengths model.

Compliance with regulatory bodies, while meeting client objectives

The vocational sector in Australia is heavily regulated, with obligations to state and federal governments and regulatory authorities. The national VET sector regulator is the Australian Skills Quality Authority (ASQA), who regulates providers and training courses. Their role and function is legislated in the “*National Vocational Education and Training Regulator Act 2011*”.

ASQA employs a risk based approach to regulation. They monitor quality and risk of:

- Providers (Registered Training Organisations) – ensuring education providers maintain quality documentation and teaching staff have relevant teaching and specialist technical currency in the areas in which they teach
- Student Assessment – ensuring assessments are relevant to the content and standard of the qualification and that students assessed as being competent can display the necessary knowledge and skills
- Complaints management – ASQA will hear and investigate complaints made about providers and the quality of course delivery and administration

Delivering contextualised programs in industry based settings presents some significant challenges for providers in terms of maintaining compliance to ASQA standards. We provide flexibility in delivery and assessment, all of which must be mapped across to unit outlines to ensure compliance with ASQA and quality requirements.

Course Materials and Resources

Course materials are built on a core set of materials, which cover key knowledge and skill topics. Content is contextualised via the use of scenarios and case studies that may be from the client’s own organisation, from within the sector, or from industry in Australia. Access to resources is provided to each participant in the form of hard copy, soft copy, and / or access to the Victoria Polytechnic Learning Management System (LMS), depending on the requirements of each individual client.

Workshops

Our industry face-to-face delivery time is generally significantly less than a traditional on campus classroom delivery. Where face-to-face delivery is reduced, there is an increased utilisation of self-paced and self-directed learnings. Access to the Learning Management System (LMS), which includes all course resources, allows the learner to drive their own learning when outside of the classroom. Workshops include activities to engage learners with topic concepts and apply the knowledge to their workplace. Some of the self-directed learning is revisited in subsequent workshops and much of the self-paced work will be necessary to complete assessments. The classroom time engages students with material, rather than presenting a large volume of new material.

Assessment

Assessment is shaped to maximise workplace relevance, including project based assessments. A project based assessment combines a number of units together, as an end-to-end project can include idea generation, planning, change management, and performance measurement, which appear in a variety of course units.

Awareness of strategies to measure success and efficacy of programs

At the end of each workshop and program, we undertake a Level 1 evaluation, where we collect data on the student experience of the workshop itself. This can provide some useful information that can help maintain overall quality of a workshop, but it is not a measure of overall efficacy and Return on Investment (ROI).

When the program is aligned to a qualification, we create the necessary assessments to measure knowledge and skills. This could reflect a Level 2 evaluation, which identifies whether participants have learnt and can demonstrate learning of knowledge and skills. Our formal standardised feedback surveys administered by the university provide us with more Level 1 data, but they don't reflect behavioural change or business impact.

Level 3 (Application of behaviours) and Level 4 (Demonstration of impact on the business), are much more difficult to measure, especially in the short term. Level 3 and 4 evaluations take place within an organisation sometime after our role is complete. Where we have a long standing relationship with a client, we may see this type of data shared as part of quality improvements for future courses.

Our industry based delivery is generally a commercial exercise, reflecting a significant investment by each client organisation. While there are quantitative and qualitative measures to assess perceived efficacy, there is no single evaluation strategy that is universally accepted as the definitive tool to assess Return on Investment (ROI). Below are some performance measures utilised by clients to evaluate success of programs.

Completion Rates

Completion rates are one type of evaluation and in some cases may be documented by a client as one of our Key Performance Indicators (KPI) as a provider. However, completion may not reflect skill development and application. This data can be measured immediately at course end.

Productivity

Productivity can also be an important measure, especially in customer service and sales related businesses, where enhanced skill development can directly impact upon customer contact and retention. This can be measured in sales volume and revenue, customer feedback, levels of production, product turnover time, at short, medium and long term intervals. Productivity changes can also be measured in technical and manufacturing settings. Some data may be measurable in the short term, however productivity changes are unlikely to show significant and lasting signs of change until the medium and long term.

Staff Engagement and Progression

Client organisations often select staff for leadership and management programs to further build individual capability in their current roles and prepare them for higher level challenges within an organisation. Useful data can include actual progression to higher roles, individual job satisfaction, and feedback on performance. This type of data is difficult to measure in the short term. It may be six months to some years to see this sort of impact.

Staff Absenteeism and Turnover

An organisation may have additional engagement measures, such as absenteeism and turnover, which could indicate engagement, but it would also be data that we as a provider are very unlikely to see. While training may positively impact upon these areas, there are many more factors across the organisation that also impact on absenteeism and turnover that need to be considered.

Follow Up Surveys (Client driven)

Client organisations can utilise their internal feedback processes, including online tools and informal feedback groups. Learning and Development departments often use these tools and at times it is shared with us as the provider. This data is more often shared when we have an established longer term relationship.

Pathways to Further Study

Some of our programs have credit pathways into higher education programs, for example a Diploma of Logistics will receive eight units credited in a Victoria University Bachelor of Business, and our Graduate Certificate in Management has a three unit credit in a Victoria University Master of Business Administration. Where a client organisation has invested in the initial program, the individual funds the next level themselves. Their personal measure of ROI may include how quickly they achieve higher level and paying positions. We would see a student taking such a pathway as a success, but client organisations don't universally see this as a return on their investment.

As a provider we are willing to assist in designing tools to collect feedback data that can help measure efficacy and ROI. However, the client needs to identify what they truly wanted to achieve. Some of this clarity can come from our initial scoping while examining the "3 P's of Development", as a provider we need to identify the true goal in order to have any chance of success.

Continued Development

This approach to industry based collaboration is a journey that we have only just commenced. It's evolving as we tackle the market driven educational sector and try and meet emerging and future industry requirements.

The engagement principles upon which we have built the "3 P's of Development" are sound and should provide the platform to address any of the disruptors that emerge within the industries with which we engage.

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