

Project ID No.	CMB 102 / 8 / 1 / 15 V3
GOAL 2	SUB-PROGRAM

Strategic and Change Management for Improvement Strategic and Change Management

Action plans must be submitted online to www.reframingthefuture.net by COB Tuesday 20 June 2006.

Please refer to 'How to submit an action plan online' in the Reframing the Future handout or on the website.

All sections must be completed.

Please note: sections 1 – 7 of this document will be uploaded onto the Reframing the Future website. Details of participants in item 9 will be only be used in accordance with our privacy policy and will not be published on the website.

Name of organisation funded by Reframing the Future

Central TAFE

1. Convenor's details

Name: Susan Moustaka and Sandra Stott		
Position: Co-convenors		
Organisation: Central TAFE		
Address: Central TAFE, Mt Lawley Campus, Crn Harold and Lord Street		
City/Suburb: Mount Lawley	Postcode: 6050	
Ph: 94273889	Fax:	Mobile:
Email: susan.moustaka@central.wa.edu.au sandra.stott@central.wa.edu.au		

2. Facilitators' details

Name: Susan Moustaka and Sandra Stott		
Address: Central TAFE, Mt Lawley Campus, Crn Harold and Lord Street		
City/Suburb: Mount Lawley	Postcode: 6050	
Ph: 94273889	Fax:	Mobile:
Email: susan.moustaka@central.wa.edu.au sandra.stott@central.wa.edu.au		

3. Project overview

The project targets interrelated structural and cultural changes needed to support a responsive national training system. The target areas are:

- Developing a model of training and delivery that will encourage and retain childcare industry-based students.
- Creating change within the Children's Services VET staff in order to deliver innovative training for childcare industry-based students.

Specific challenges include:

- Developing a cultural change within the children's services staff. Historically, training has tended to be delivered as a 'one size fits all' approach.
- Developing a model of training that focuses on the learning needs of industry-based students, who are very time-challenged but are likely to remain in the industry. This is a different cohort to full time non- industry-based students, who are unlikely to stay in the industry, and generally use training.

4. Project methodology

There is an increasing expectation of Central TAFE's stakeholders and clients for more appropriate client-based and industry-focused training. In Western Australia, there is currently a chronic shortage of qualified childcare workers and the current training arrangements do not meet the needs of this industry. This project aims to respond to the needs and expectations of both stakeholders and clients by developing a model of training and delivery that will encourage and retain childcare industry-based students.

In order to respond to the training needs of the childcare industry, it is necessary to develop change management strategies that will guide a process of change in training and delivery within Central TAFE. We intend to base our change management process on Kotter's eight-step model for producing change in organisations, but we also acknowledge that we may be pushed in other directions and may need to incorporate some more 'planned' change management strategies. We also believe that we will focus on the first six steps due to time constraints. This is not to say the last two steps will not take place as we will certainly use them as a guide in 2007 as the process continues. According to Kotter (1998) "*producing change is about 80 percent leadership -- establishing direction, aligning, motivating, and inspiring people -- and about 20 percent management -- planning, budgeting, organising, and problem solving.*" A quote we intend to use as a constant reminder through this process.

However, before we actually begin the process of using Kotter's guide to the change process, we thought we would look at Ann Brewer's (1995, as cited in Mitchell and Young *Readiness for change in high-performing VET organisations*) questions as a basis for an analysis of the readiness for change within our organisation.

With this analysis in mind we plan to use the following steps as a guide to our change management process:

Establish a Sense of Urgency

In this stage, we plan to gather a key group of people (industry based, VET management and lecturing staff, research staff etc) for a sustained period of time, to identify all the issues that currently and historically contribute to industry-based students not achieving success in their training. We plan to brainstorm specific ways to counter each factor we identify. Finally, we will develop an action plan to implement these ideas. We anticipate that a sense of urgency should evolve from this.

Form a Powerful Guiding Coalition

It is crucial to build a guiding coalition that represents all levels of the organisation, not just the 'trainers', so that the guiding coalition will hold enough power to lead the change effort. An effective guiding coalition needs a diversity of views and voices; therefore choosing the right talent will be a major factor and we will carefully select that group. Once the core group coalesces, it will be important to expand by working with people outside the organisation, such as, active representatives from industry, research bodies and other VET lecturers and managers. There will need to be strong encouragement from this coalition to pull the whole group together as a team.

Create a Vision

An effective change vision must include not just new strategies and structures but also new behaviours on the part of everyone. Although our vision will be centred on the issue of training industry-based childcare students, we like Kotter's (1998) quote: "*defining a vision of the future does not happen according to a timetable or flowchart. It is more emotional than rational. It demands a tolerance for messiness, ambiguity, and setbacks, an acceptance of the half-step back that usually accompanies every step forward.*" Certainly in our industry there will be participants who have a vested interest in keeping the learning programmes as they currently are. Others will seek radical change, without a clear understanding of the national training system. So we expect some tension, some conflict, and some agreement but overall we hope to achieve a win-win situation.

Communicate the Vision

Leading by example is essential to communicating a vision. The vision will be communicated using 'time' as a key point, that is, spending more time with stakeholders, communicating the vision and teaching new behaviours to others - not just emailing the *vision* to everyone outside the coalition. In an industry that is very 'time-poor', this will mean visiting key stakeholders, organising meetings at convenient times in convenient places (that is, not at Central TAFE) for everyone.

Empower Others to Act on the Vision

In order to empower others to act on the vision, it is important to really look at the structures, which impede change - outdated enrolment procedures and assessment guidelines are two examples that spring to mind. Therefore empowering others, such as those, for example, that develop enrolment procedures needs to occur. It is important for us to acknowledge that while the training and delivery needs to meet industry requirements so too do the support structures within TAFE.

Plan for and Create Short-Term Wins

The aim will be for short-term results with a long-term vision. This will very much depend on our ability to operate within multiple time frames; however, our plan is to develop an appropriate industry based program of study for childcare workers that will be implemented in 2007.

Although the notion of *consolidating the improvements* and *creating further change* and *institutionalising new approaches* will not be a part of this action plan, due to time constraints; they will be part of the ongoing change process.

5. Anticipated outcomes

The following outcomes are anticipated as a result of the project:

- To increase the quality of training to industry-based childcare students so that it meets their specific needs.
- To produce a cultural shift in Central TAFE Children's Services lecturers and related management staff in regard to industry-led training. This is anticipated to occur over a long period of time, but specific short-term wins such as increased, direct dialogue with industry to identify specific training needs should occur.

6. Evaluation

In order to evaluate the effectiveness of the workbased learning process, we would use the five part evaluation model outlined in *Evaluating Projects*. We would involve the working group to be part of this process.

- *Developing explicit project objectives*, these would occur initially within step one of Kotter's change management process. However, some examples may well be:
 1. To create a training pathway for industry-based students that recognises current competence and supports learning in a flexible workbased delivery style
 2. To support lecturing staff to support and feel ownership for the new delivery model
- *Collecting information about what is really happening using a variety of data collection methods*
Due to the nature of the childcare industry we would consider using phone interviews, questionnaires and at least one group meeting, which would be held in the evening.
- *Comparing the project objectives and the data*
Meeting/s will be scheduled to discuss the findings by the workbased learning project team
- *Helicopter view of the project and data*
Now looking at whether the objectives are still appropriate, or should others be included; reviewing the data- have we collected what we require?
- *Communicate conclusions and recommendations for improvement*
This needs to be conducted periodically during the project (beginning and mid-way) and also at completion. This needs to be a two way process.

This evaluation model fits well with the project's methodology.

7. Project timeframe

Please list project milestones and key dates

(Please add rows as required)

Milestone	Key date
Developing project objectives as a starting point (these may also be added to over the time of the project)	Early August
Developing data collection methods: <ul style="list-style-type: none"> • Interview questions • Questionnaire 	Late August
Collecting data	
Meetings scheduled to discuss findings: looking at whether the objectives are still appropriate, or should others be included; reviewing the data- have we collected what we require?	September to October
Recommendations from the findings	Late October
Conclusions	November