

*Co-creating workforce capability solutions for  
Australian businesses and organisations: a  
sustainable University response.*

A project submitted to Middlesex University for the  
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Works

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## Abstract

This context statement explores my professional practice as an educator, innovator and leader in the field of organisational learning and development. The principal public work that manifests this practice is Swinburne Industry Solutions (SIS), the commercial learning and development arm of Swinburne University in Melbourne, Australia. Over a period of 3 years as General Manager from 2012 to 2015, I led the rapid growth and development of the business, its people and processes, its products (courses) and services and, importantly, its engagement with its principal clients within the corporate sector. SIS now provides learning and development services for some of Australia's leading businesses and organisations.

The principal public work discussed, SIS, is an organisation which is complex, dynamic and co-created. This statement explores my role as the key agent in the co-creation of this enterprise and of the individual public works that exemplify and embody it. In particular, the statement explores my role as a leader, a strategist and an innovator in creating SIS as a sustainable business. The discussion focusses on the two factors that, I argue, contribute most to the sustainability of SIS: quality of service delivery and product innovation. It is not possible to fully and deeply explore all of the programs and services that were developed during this period within the constraints of this statement. Consequently it will focus on one of the most successful and significant developments which I led: the coaching suite of programs and services. Through the lens of the coaching products, the statement illustrates and critically positions my own learning as a leader and professional in the field and demonstrates leading edge practice.

This statement also critically explores the relevant developmental themes, experiences and learnings which inform and underpin my approach to working with organisations, as well as the ontological and epistemological foundations of it. In particular it focusses on relevant influences from my early professional careers in higher education, vocational education and corporate consulting. The final presents an evidence-based model of practice that can be used by other practitioners in this field to design effective organisation learning program interventions.

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## List of Acronyms

ANTA	Australian National Training Authority
AQF	Australian Qualification Framework
AQTF	Australian Quality Training Framework
ASQA	Australian Skills Quality Authority
CAE	Colleges of Advanced Education
CIAE	Capricornia Institute of Advanced Education
CBT	Competency Based Training
CBA	Competency Based Assessment
CQU	Central Queensland University
DET	Department of Employment and Training
DETA	Department of Education, Training and the Arts
ECCP	Executive Coach Certification Program
ICF	International Coach Federation
ITAB	Industry Training Advisory Board
LDM	Leadership Development Professional Practice Model
NRA	National Retail Association
NTP	National Training Packages
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SIS	Swinburne Industry Solutions
STEPS	Skills for Tertiary Entrance Preparatory Studies
SUT	Swinburne University of Technology
TAFE	Technical and Further Education

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## Introduction

This context statement investigates my current professional practice as an educator, innovator and leader in the field of organisational learning and development.

The principal public work that exemplifies my recent achievement in this field is the corporate commercial learning and development division of Swinburne University of Technology in Melbourne Australia: Swinburne Industry Solutions (SIS). Originally a technical training college, Swinburne University has been educating and training students since 1908. It was designated a University in 1994 and has retained a focus on providing high-quality, career-oriented education with strong links to industry and the community. It is a “dual-sector” university meaning it offers both higher education and vocational education and training courses, consistent with its origins as a technical college.

I led the rapid growth and development of SIS from May 2011 to July 2015 when I resigned from this position in order to move back to my home city, Brisbane, where I am now employed as Pro Vice-Chancellor, Business at Torrens University Australia.

SIS provides a range of in-house and public programs for corporations and large public sector organisations in such areas as:

- executive leadership development
- executive and organisational coaching
- leadership and management for middle managers
- project management training and accreditation
- lean business transformation programs
- human resource management
- sales, marketing and business development.

I contend that SIS is a public work. As an organisation, it makes a positive, enduring contribution to society (through the organisations it supports with learning and development solutions), to the corporate learning and development sector, and to the university of which it is a part. An organisation is both temporal and dynamic. At any point in time, an organisation comprises the human, physical, intellectual and business knowledge resources that come together to provide services to meet the needs of customers or stakeholders. Like a living creature, however, an organisation is more than its elements or components.

In the case of SIS, the following organisational elements (that demonstrate its efficacy and latency) are tangible representations of SIS that are discussed and explored in this context statement:

- Innovative co-created curriculum
- “Customer-focussed” service delivery
- Industry leading events and thought leadership
- Networks and relationships
- Business strategies
- Business processes and systems
- Web marketing content

When mentioned in the text of this statement, the evidence is highlighted in ***bold italics***.

The people that provided the services and, with me, created the products and other elements that constitute SIS as service business, are central to the synthesis of those elements.

My personal contribution to the development of SIS was to lead and facilitate the co-creation of the organisation, to orchestrate the complex interplay of markets, stakeholders, business processes, products, services and staff to develop leading edge, innovative solutions for corporate customers.

I contend there are two main factors which differentiate SIS in the organisational learning and development marketplace, and which underpin its sustainability and success:

1. sophisticated end-to-end service delivery, including relationship and account management processes, and
2. responsive products and services

In Chapter Two, these two factors are used as an organising framework to explore and investigate my contribution to the development of SIS as the public work. In the first part of Chapter Two, the discussion focuses on the business strategy and service delivery of SIS. The purpose of this section is to provide the reader with an understanding of my role in developing the service delivery strategy and to explore some of the challenges and learnings from this experience.

Being essentially about processes and relationships, service delivery “capacity” has few tangible representations; however the following assets are included as evidence of this aspect of SIS as the public work:

Asset	Reference	Purpose/relevance
Screenshot of Swinburne Industry Solutions Courses and Services Webpage	Appendix 4: <a href="http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/">http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/</a>	Provides a description of the service delivery model and also services available to industry clients
Upfront Consulting Services available to Corporate Partners	Appendix 5: <a href="http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/learning-and-development/working-with-us/">http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/learning-and-development/working-with-us/</a>	Specifically details the approach to working with clients.
Industry Event Presentation Weblink and Screenshot of Landing Page.	Appendix 6: <a href="http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/business-forum/driving-leadership-and-organisational-change/">http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/business-forum/driving-leadership-and-organisational-change/</a>	Example of the “partnership” co-created nature of the engagement with corporate clients through the professional learning and development community of practitioners

I contend that many of the products and services which have been developed under my leadership as General Manager of SIS are, of themselves, public works; in particular, the curriculum and learning programs developed. There are, however, too many individual programs and services to deeply



explore within the word limit constraint of this context statement. Consequently, the statement focuses on the suite of products which I believe has made the most significant contribution to the success of SIS: the Graduate Certificate in Organisational Coaching and associated courses.

The specific coaching assets discussed in the statement are as follows:

Asset	Reference	Purpose/Relevance
Current Graduate Certificate Landing Page.	Appendix 11: Screen-shot of Main landing page for the coaching courses.  <a href="http://www.industry.swinburne.edu.au/course/graduate-certificate-organisational-coaching.html">http://www.industry.swinburne.edu.au/course/graduate-certificate-organisational-coaching.html</a>  Chapter 2 p.33	Example of market facing current webpage. Demonstrates the currency of the program.  Provides links to various Coaching resources and assets
Extracts from 10104NAT Vocational Graduate Certificate in Organisational Coaching Curriculum	Appendix 12  Chapter 2 p.35	Copy of extracts from the original Graduate Certificate curriculum that was subsequently developed in 2012
Extracts from Organisational Coaching Competency Manual	Appendix 13  Chapter 2 p.36	Extracts from the Course manual/resources that was developed to support delivery of the program.  Development of the resource required my initiative as well as leadership to facilitate implementation
Extracts from 10108NAT Graduate Certificate in Organisational Coaching Curriculum	Appendix 14  Chapter 2 p.37	Extracts from the revised curriculum developed in 2014
Apply Professional Coaching Practice Unit of Competency	Appendix 15  Chapter 2 p.38	Copy of the new unit developed as a consequence of the development of the revised curriculum. An example of leading edge professional practice.
YouTube clip: To coach, to mentor, or both?	<b><i>“To coach, to mentor, or both?”</i></b> <a href="https://www.youtube.com/watch?v=kRjhjS-s-Uw">https://www.youtube.com/watch?v=kRjhjS-s-Uw</a>  Chapter 2 p.39.	Video clip that demonstrates industry engagement, currency and leading edge professional practice in the field of organisational coaching.

Reference to other products and services that were created under my direction and leadership are listed in the statement (p.37) but not discussed in detail:

- Graduate Certificate in Applied Business
- Operational Excellence Masterclass
- Fast Track Industry Diploma programs
- Career Transition Services

My interest in learning and development originates from my early formal education experiences and tertiary study as I discovered a genuine passion for learning and desire to keep learning from my initial secondary schooling. The Middlesex programme has enabled me to reflect and share how this interest in learning has underpinned my career and contributed to my public works.

More importantly, it has provided me the opportunity to explore the epistemological and ontological foundations that underpin my own professional practice in the field of organisational learning and development as a leader, an educator and a consultant. Through this reflective process I have developed a “Leadership Development Professional Practice Model” that is presented in Chapter 3. This model formalises and articulates the leadership development practices that evolved through my work with SIS. This model also draws upon developmental and formal learning experiences from earlier in my 35-year career. Specifically, the model details a framework that may assist organisations to design learning and development interventions that successfully accelerate the development of the leadership capability of program participants. The need for accelerated capability development has become more pronounced in Australia and internationally due to the rapid rate of technological and associated cultural change that society, and hence organisations, are now experiencing.

What personally motivates me to help organisations develop the capability of their staff and their leaders in particular, is a fundamental fascination with the process of learning and a passion for helping people to achieve their potential. That motivation stemmed partly from my own experience of learning. I was a non-traditional student. Whilst I did well at school in my formative years, I failed to apply myself and dropped out in my senior high school year. I then completed my secondary schooling part-time as an external student while working fulltime. Even though I did well, I still faced challenges as a learner. I was a relatively slow reader and developed a keen interest in developing skills and strategies to compensate for this limitation, particularly in reading for structure and meaning. Through this process, I developed an interest in and passion for the process of learning and the capacity of people to develop their learning capability and skills. In Chapter One, this passion is expressed in the work I undertook developing adult bridging programs and academic skills programs at Central Queensland University.

My other motivation for helping people to learn stemmed from my philosophy of life. I believe that love, work and knowledge provide the foundations of a meaningful life and so it is important to help organisations to transform and to provide their staff with opportunities to develop and learn and to make their work more meaningful. My passion for learning and interest in learning is what attracted me to the education sector as a career. It has only been as a senior leader, initially in the TAFE sector, that I began to understand the power of learning in an organisational context. My professional journey has engendered a passion for helping organisations develop as places of learning, and specifically for helping leaders foster learning in their organisations.

My understanding of leadership and learning has evolved over time. From an ontological perspective, this context statement explores my changing worldview from what in my formative years could have been characterised as being strongly influenced by positivism (I initially trained as a scientist) to my current relativist perspective. It explores how, through my experiences, I came to question assumptions about learning and development and, in the process, developed more nuanced views of this complex subject. In parallel to this shift in my ontological frame has been a shift in my beliefs and conceptions of the role and nature of leadership, and my role as a leader. In particular I explore the evolution in my thinking from a positivist view of leadership, the leader as strategist, to the current view, which is about leadership as facilitation of co-creation.

Chapter One explores key epistemological and ontological origins and foundations of my professional practice across two earlier phases of work: firstly as a researcher and educational developer at Central Queensland University (CQU) in the 1980s, and secondly as a change and organisational leader in the vocational education sector principally in the 1990s. The particular experiences, philosophies and approaches which are chosen for elucidation in this statement, are those most relevant to the Leadership Development Professional Practice Model detailed in Chapter Three. As an academic leader at CQU, I was able to develop, deliver and evaluate then innovative programs aimed at assisting adults returning to study to develop the academic skills required to succeed in their university studies. The pedagogical approach developed during this time was based in a constructivist frame and hence is still quite contemporary. Key themes arising from the work at CQU in the 1980s that have **strongly influenced** my current professional practice and the model include approaches to learning, metacognition, in particular the work of John Biggs (1985), and learning design (Knowles 1975, Gagne and Driscoll, 1975). Subsequently, during the 90s I moved to the vocational education sector as an academic leader and was fortunate to have had the opportunity to lead systemic initiatives across the TAFE network of institutes to support the implementation of competency-based education. Key themes arising from this work include servant leadership, organisational learning (Senge, 1990) and competency-based learning and assessment.

Chapter Two presents SIS as the principal public work and in particular focuses on the market differentiating factors as outlined above: service strategy and products. By way of example, this chapter focuses on the development of coaching curriculum and associated resources and delivery strategies. Key themes include co-creative leadership (Ramaswamy, 2009) and reflective practice (particularly Donald Schon, 1983).

A further key theme of Chapter Two is coaching, which normally involves a coach providing one-to-one support to assist a 'coachee', the term used by the professional coaching association, to develop new skills or to achieve a goal the coachee has identified. Coaching is a service that many organisation purchase to support the development needs of their, typically, more senior staff. I learned how to coach relatively late in my career, and part of this chapter explores from this personal perspective, the value of coaching as a leadership tool.

Finally, Chapter Three presents the Leadership Development Professional Practice Model that I developed and implemented through my work with SIS and which is now formally articulated in this chapter. This essentially is a new public work that I have created as a result of this doctoral program. Central to this model are key elements discussed in earlier chapters, such as metacognition and metalearning, reflective practice, competency development and assessment, as well as coaching and action learning.

I am privileged to have had the role of General Manager and to have been given the opportunity to influence what I believe to be an important public challenge. That challenge is to help organisations build their capacity to adapt, learn and respond effectively to a rapidly changing world: to be agile. This doctoral program has provided me the opportunity to critically evaluate my practice and, in the process, to develop what I believe is a robust, leading edge model of professional practice. This model can be used by organisational development practitioners to frame effective interventions.

Meeting this challenge was not a solitary activity. I did not do this alone. I did it by working with others collaboratively, by leading the strategy, by designing and building products and services, and by developing a team capable of sustaining the organisation. It was a rewarding and, at times, challenging journey.

## Chapter One: Early Foundations of Professional Practice

This chapter explores a number of key developmental themes in my professional life, tracking at a high-level my personal motivation but also exploring the underpinning frameworks and paradigms that have informed and shaped my current professional practice, which is embodied in SIS and the Model of Professional Leadership Development Practice articulated in Chapter Three. With the exception of competency-based training and assessment, the chapter is mostly descriptive. The critical analysis of relevant theories is developed in Chapter Three.

The first part of this chapter focuses on my work at the former Capricornia Institute of Advanced Education (CIAE), now Central Queensland University (CQU). The second part explores relevant themes and learning associated with my work in the technical and further education sector (TAFE), particularly key leadership themes such as servant leadership, and competency-based learning, development and assessment.

### Learning to Learn

*“We cannot teach another person directly; we can only facilitate his learning”.* Carl Rogers (1951)

It is difficult to overstate how much of an impact on my development was made by the experience of working with talented academic leaders and learning from on-the-job application. My first role at CIAE was as research assistant to the Institute Director.

The research project, which had the most impact on my current professional practice approach, involved researching and developing the study skills of students. This project involved researching and, ultimately, writing a handbook for students about how to study, and, also implementing strategies to support students to learn how to learn. The seminal work *Teaching Students to Learn: A Student-Centred Approach* (Gibbs, 1981) was a major influence on my thinking and development through this process. The author’s empowering democratic methods of teaching and facilitation have informed my educational practice throughout my subsequent professional life. I still make regular use of the nominal group techniques in educational and other group settings (e.g. management problem solving). Originally developed by Delbecq and VandeVen (1971), nominal group technique is a group process involving idea generation, brainstorming, sharing of ideas and thought development using a structured group-sharing process. Importantly, Gibbs (1988) also introduced me to the concept of reflective practice, which continues to influence the development of my leadership and management style and strategies to the present day. Reflective practice has been particularly influential and I will return to this subject later in this context statement.

I was employed as a researcher, but I had the good fortune to be able to research a subject of intrinsic interest to me: “Learning How to Learn”. Progressively, my research became more sophisticated resulting in the completion of research projects generating published academic research, including several papers published in international journals, which are referenced below.

My particular interest was in the ‘teachability’ of learning skills and the impact of teaching practices on students’ approaches to learning. With an academic colleague, I undertook a number of research projects exploring the approaches to learning of students in distance learning contexts.

Research in Sweden and Britain in the late 1970s and early 1980s explored the different approaches to learning and relevant motivations that students adopt when studying. This research made a fundamental distinction between the deep approach and the surface approach. In particular, in the original work on approaches to learning, undertaken by Marton and Saljo (1976), students who adopted a deep approach were intent on understanding a message in a text or relating the ideas to their own experience whereas those who adopted a surface approach intended to rote learn information for an exam rather than to understand it.

In conjunction with a colleague from another institution, I used Ramsden and Entwistle's 'Approaches to Studying' inventory (Ramsden and Entwistle, 1981) to research the approaches to learning of groups of external and internal students at CIAE and the Tasmanian College of Advanced Education (Harper and Kember, 1986). Several papers were published that explored the impact of the learning environment on the approach to learning that students adopt (Kember and Harper, 1987; Harper and Kember, 1989). In particular, I learned that well-designed learning environments could encourage deep level learning which, in turn, produced higher quality learning outcomes. I became particularly interested in the learning choices students make that affect the quality of their learning outcomes.

### **Developing Metalearning Skills**

The opportunity that caused me to change my professional focus from research to application, from researcher to educational developer and learning program manager, grew out of the work undertaken on approaches to learning and the learning strategies or skills effective students deploy to learn effectively and to achieve meaningful learning outcomes. I then began to explore the potential to teach these strategies and skills directly. Consequently, with the support of the Institute Director, I submitted a proposal for federal funding to develop and run a six month full time bridging program for mature age adults who had not completed secondary schooling to prepare them for admission into, and success in, University programs.

In the mid-1980s open admission to universities in Australia was almost unheard of: without a successful secondary education behind them, such adults could not gain admission into university. Funding for the program was secured and, in 1986, the Skills for Tertiary Entrance Preparatory Studies program was born, providing adults with a fast-track preparation for, and guaranteed admission to, higher education degree programs.

At the time of writing, the program was still offered at the CQU and it covered such subjects as academic communication, mathematics, computing, independent learning skills and study skills, as well as library and information literacy skills. The purpose of the program is effectively to give adults a second chance, to give them the essentials skills required for success in subsequent university study.

I had the great privilege of designing, developing and coordinating this program from its inception in 1986 until 1991 when I left CQU to pursue my career in the vocational education sector. I also designed and delivered the learning skills and academic communication and literacy courses.

From an epistemological standpoint, a range of overlapping (and in some respects competing) perspectives have influenced this early professional adult education practice and, as this context statement will demonstrate, continue to do so to this day. These include constructivism, (Vgotsky, 1987), humanism (Rogers, 1969) and instructivism (in particular Gagne and Driscoll, 1975; Gagne et al, 2005). Constructivism is the concept that learning is an active process of constructing knowledge

rather than reproducing it. Instructivists stress the importance of goals and objectives that exist objectively apart from the learner, which is a key element of instructional design. Humanism and constructivism are thought to be more learner-centric approaches whereas instructivism is more teacher-centric.

Personally, I had, and continue to have, a pragmatic view that each of these approaches may be particularly relevant in certain contexts, depending on the situation. For example the main tenets of behaviourism (or at least the behavioural theory of Skinner (1953)) were largely discredited in the 1970s, yet the principles of repetition, and reinforcement through feedback and motivation, are still recognised as important in processes of learning (Entwistle, 1998). Instructional principles such as developing learning objectives, making them explicit to the learner and assessing based on criteria clearly linked to these objectives is an approach used widely in post-secondary educational institutions (see for example Anderson et al 2001; Torrance 2007). Facilitative rather than purely didactic teaching strategies that encourage learners to reflect and apply what they learn (a constructivist principle) are also widely practiced and accepted (Ramsden, 2003; Carnell, 2007).

Balancing this tension between teaching and facilitating learning is a key feature of the following example. The first academic literacy course (there was a second edition<sup>1</sup>) which I developed was known as Writing and Reading for Academic Purposes (WRAP) (Harper, Hooper and McGrath, 1989). This program was based on my research into study skills, approaches to learning and metacognition, and also drew on principles of instructional design, constructivism and in particular the adult learning theories of Malcolm Knowles (1970; 1972; 1975) which emphasise the need to apply learning in realistic contexts. WRAP was the core communication subject of the STEPS program and for the first three years of the program, I taught the subject myself. It was also a central element of my Masters' dissertation research on the teachability of learning skills (Harper, 1992).

My Masters' research study considered the effects of the WRAP program on the approaches to learning and learning outcomes of adult learners participating in the 6 month fulltime STEPS program. Specifically, it found that a course in reading and writing skills taught using adult learning and metacognitive teaching methods (Brown et al, 1983) could firstly, change the approach to learning of adults by increasing the use of deep approaches and strategic approaches, and by reducing the use of surface approaches to reading; and secondly, improve the quality of learning outcomes, specifically in the form of the quality of a written summary. The approach effectively combined a constructivist approach with an instructivist approach and this compromise was articulated in a conference paper titled "Is There a Middle Ground between the Phenomenographers and the Study Skill Instructors?" (Harper, 1990).

I was particularly influenced by the work of John Biggs (1985). In his model, metacognition is defined as the process that provides a dynamic link or feedback mechanism between the three elements of the learning process: learning inputs, processing and outputs. Biggs (1985) uses the term *metalearning* to describe metacognitive processes specifically involved in learning. It is the process that couples motives and strategies; for example, metalearning is apparent when a student chooses a deep approach to fulfil a motive such as achieving mastery of the topic. A high degree of metalearning implies a sophisticated awareness of one's strategies and the effect that deploying

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<sup>1</sup> Harper,G., Roden,D., Hooper,R., and Sherwood,C. (1992). *Writing and Reading in Tertiary Education*. Brisbane: Queensland Open Learning Network.

them has in a particular context. This work has proven to be a foundation for my subsequent professional practice and I will return to the topic of metalearning at various points in this context statement and substantially again in the final chapter in order to highlight the approach and the impact.

The metacognitive school contends that metacognitive skills can be 'taught', or perhaps, more correctly, 'developed' (Bransford, Brown, & Cocking, 2000; Hogan et al, 2015). For example the skill of recognising main ideas in a text can be described and taught and, by an instructor teaching this skill explicitly, the learner can develop the skill through application and practice. Moreover, once learned in a specific context the skill can be transferred to other situations. The question of whether general skills can be taught was addressed in the seminal paper by Brown et al (1983). It suggested that while there are many domain specific skills and routines that students require, there are also some very general skills that apply across many domains. They reported on a very successful program by Palinscar and Brown (1984) who attempted to teach students to summarise sections of text, to anticipate the questions that might arise and predict what the author might be going to argue next. It found that there was suitable transfer of the skill and that students' reading abilities improved as a result of the intervention.

In the WRAP program, 'metacognitive' reading comprehension strategies were taught explicitly such as:

- SQ3R: Surveying the text, asking Questions and setting purpose, Reading with purpose, Reviewing and Recalling.
- Thinking Aloud and Asking Insightful Questions
- Reading for structure
- Monitoring comprehension
- Inferring meaning

These skills were taught metacognitively, with application in meaningful contexts. Briefly, teaching metacognitively involves, in the case of reading comprehension, the teacher reading a text out loud, making their thinking explicit about the questions they might ask, or reflecting on such matters as the structure and meaning of the text, saying for example *"so this text is structured around four examples, and the first is..., so then the second is"* and so on.

The second element, teaching in meaningful contexts, is based on Knowles' (1975) principle of adult learning: that adults need to learn by doing (application) in realistic or meaningful contexts. Assessment involved the production of essays on topics chosen by learners based on their intended future study preference (e.g. science, business, psychology).

The teaching methods developed through this experience, such as teaching metacognitively, the nominal group technique discussed earlier, and Biggs' learning process and concept of metalearning, have remained part of my teaching and learning 'toolkit'. They feature significantly in the Model of Professional Practice discussed in the final chapter.

Central Queensland was a rich and valuable learning and developmental experience for me, from a number of perspectives that I am only just now beginning to fully appreciate. I can see now that the challenges and opportunities to grow and develop that I was given at the University, allowed me to develop much more quickly than I may otherwise have done. I am grateful for these experiences, only some of which have been mentioned here.



Working in a university where theoretical learning was highly valued, and where the resources required to do so were readily available, provided me with the opportunity to deepen the theoretical underpinnings of my emerging practice, particularly in learning and development design but also more generally in business and leadership. On reflection, this combination of a rich environment in which to learn, the opportunity to experiment (to learn by doing), encouragement from senior leaders and my own hunger to learn was the catalyst for my rapid development. As will be discussed later in this statement, they are critical elements of good learning design.

Much of the theoretical learning was enriched through the mentoring and role modelling of leaders in the organisation. I was blessed with access to many leaders who adopted and displayed differing leadership styles and behaviours. Valuable lessons were learned from observing their behaviour in the workplace, including the importance of consultation and the canvassing of opinion to create a level of consensus; the ability to doggedly stick to a change agenda in the face of resistance; and ability to manage political agendas to achieve organisational outcomes. Each had their own style and approach and I was able to see the range of strengths and weaknesses and match them to my own preferences and capabilities to develop my own style, which developed more quickly when I moved into a management role with a technical and further education (TAFE) college in Brisbane.

There was much I had still to learn, and also, in hindsight, I had to unlearn some beliefs about effective leaderships (mindsets), which it turns out, is not an easy thing to do. One such mindset is that of expert strategic leadership: the mindset that one's value as a leader is attributable to the strategy and direction that one provides to the organisation (Barron and Henderson, 1998; Kouzes and Posner, 2006). This foundation became deeply engrained through my experiences as a young leader at CQU. The assumptions that underpinned that leadership mindset were to come into dissonance in my years in TAFE, but it was not until I really studied and applied coaching principles (discussed further in Chapter 2) and learned the power of leadership as co-creation (Ramaswamy, 2009) that I can say I really had changed. We will return to this subject in chapter two.

## Developing Competence and Capability

*“Learning is all about connections, and through our connections with unique people we are able to gain a true understanding of the world around us”. Peter Senge*

In 1991 I moved to a new role as Associate Director at Redlands Community College, a technical and further education (TAFE) college in Brisbane, one of the then 84 TAFE colleges in Queensland. TAFE colleges' roles at that time were to provide technical and adult or further education programs including literacy courses within communities throughout the state. While each college had an advisory council, these colleges essentially were the community-based delivery arms of the State department (Department of Education and Training) responsible for adult and technical training.

In my previous role at CQU as manager of a small unit of about 10 staff, I had the experience of working with a group of people whom I had recruited and moulded into a team, I had developed some basic skills in managing people, building teamwork, and developing group cohesion and shared accountability.

The initial move to TAFE presented a different challenge: I had many more staff to manage, none of whom I had recruited, and over whom I had limited direct influence. Also TAFE was an entirely new environment about which I knew less than the staff I was responsible for managing, yet I was

responsible for the quality of teaching and learning and, with my fellow Studies Directors, for the achievement of enrolment targets.

This challenge was further compounded by the radical new industrial relations arrangements adopted by the TAFE system. Specifically, the TAFE system had only recently reached agreement with the teaching unions to remove a layer of management: senior teachers. Their management functions were now to be performed by self-managed teaching teams: groups of teachers involved in teaching related courses. For example, the building team was responsible for all building courses such as carpentry and bricklaying. Approximately 200 teachers working in 30 teaching teams reported through a matrix structure to just three studies directors. As one of those directors, I was responsible for course development, business development and quality for all programs. I also was responsible for mentoring and developing the self-management capability of about 10 teaching teams and about 70 staff.

This “adaptive” challenge (Heifetz et al, 2009) required that I learn how to facilitate team development (a key leadership competency) very quickly. One of the experiences that provided the best opportunity to learn and develop this ability was teaching the subject ‘group dynamics’ to a night class of adult business students, then applying the concepts I was teaching to my work during the day. The course was part of a competency-based Diploma of Management qualification, and while I had studied leadership and psychology in my Masters degree, I had not learned about management specifically. Anyone who has been a teacher understands that the requirement to teach a subject can be very powerful motivation to master the subject matter. For thousands of years, people have known that an effective way to understand a concept is to explain it to someone else. The Roman philosopher Seneca once said “While we teach, we learn”. Teaching a subject that is related to one’s professional practice required me to reflect powerfully on my own practice and it also encouraged me to experiment with alternative management and communication techniques. Though I was not aware of it at the time, I was effectively using a reflective application process (Schon, 1983) to develop my people management skills: for example how to build trust and collaboration in the self-managed teaching teams I was mentoring and supporting. As I will discuss later in this statement, reflective practices, such as Schon’s approach, are critical to the development of leadership skills. I learned about the importance of getting people “inside of the tent”, of building a shared sense of purpose to engender collaboration, and shared accountability: essential for the successful functioning of self-managed teams.

Teaching the subject afforded me the opportunity to reflect on team processes and my role in facilitating collective decision-making while enhancing collaboration and co-operation. Conversely, it also allowed me to reflect on the circumstances and conditions that resulted in negative team behaviours such as distrust and competition. It taught me how important it was as a manager to provide appropriate structures and processes to enable teams to work collaboratively in the interests of serving customers’ (in this case, students’) needs.

The approach or philosophy I learned to adopt was that of a servant leader. While servant leadership itself is a philosophy of leadership that is as old as human civilisations, Greenleaf (1970) coined the phrase “servant leadership” in an essay titled, “The Servant as Leader”. The servant-leader shares power, focuses on the needs of clients, the organisation and the staff who service them, and sees their role as a support for or enabler of this service. They put the needs and interests of these other parties first, and they focus on developing staff to perform and service customers as effectively as

possible. This approach was to become the foundation of the leadership I later practised as the Institute Director (CEO) of Logan Institute and later Brisbane North Institute.

### **Developing competence, capability and collaboration**

After several years leading teaching and learning in TAFE colleges and institutes, I was given the opportunity to lead a major systemic change initiative across the TAFE network of institutes as the Director of Product (Curriculum) Services for the whole of the TAFE network of Institutes in Queensland.

During the 1990s, Federal and State governments progressively implemented policies aimed at reducing Government expenditure by increasing accountability for service delivery by government agencies. One strategy designed to increase accountability and efficiency was the amalgamation of colleges to form larger institutes that were, in turn, granted greater operational independence. In the seven years from 1991 to 1998, the 84 TAFE colleges were progressively merged to form 16 regionally-based institutes. By 1999 the TAFE institutes were managed by a Board of TAFE Institute Directors who individually and collectively had performance (resource) agreements and individual employment contracts with the Director General of the Department of Employment and Training. The mid to late 1990s saw the implementation of competitive tendering for VET funding which broke the TAFE monopoly over public funding, and also saw the prioritisation of policies and strategies to increase the responsiveness of the TAFE system to identified training priorities.

Importantly, a major shift in focus of the sector occurred at a national level. In particular, the government policy shifted from fostering an educationally, community-focused sector to a skills-focused, industry-led sector. Central to this shift was the implementation of competency-based curriculum and then, later in the decade, competency standards based assessment and “training packages”.

National Training packages are a set of occupation-based, nationally-endorsed qualifications, which are made up of integrated sets of units of competency. These units detail assessment standards including performance criteria, and knowledge and skills required to demonstrate competence. A consequence is that particular occupational outcomes may require specific qualifications: for example, an electrician will be required to complete a Certificate III qualification in Systems Engineering. Competency assessment standards also require that competency be assessed through evidence of application (competence performance), ideally “on the job”.

Competencies and qualifications are developed through a process of functional analysis whereby a job role is systematically analysed to identify the functional requirements of the role, resulting in a competency profile relevant to that role. Families of roles have a shared pool of competencies from which competencies relevant to the role can be drawn. In Australia qualifications have been developed for these families of roles. Within training packages a number of job role categories are aligned with qualifications.

The implementation of training packages (competency standards) is a key element of a national system of vocational education and training (VET), which required each of the states of the Australian Commonwealth to implement the new packages and standards and necessitated significant organisational and cultural change in TAFE institutes.

From mid-1998, I assumed a new leadership role to implement reforms to the way that TAFEs developed and implemented curriculum and training programs. This role entailed a number of interrelated and complex adaptive leadership challenges:

- to lead the change from a curriculum-based accreditation framework to the new competency-standards based system;
- to dismantle the old system and to establish a new Product Services Unit (PSU) drawing on the pool of re-deployed staff ;
- working under the guidance and direction of the newly formed Board of TAFE Queensland, to collaboratively lead the implementation of training packages and develop the learning materials and resources required to support the new approach; and
- to support the organisational change, providing appropriate support to Institutes while shifting responsibility to the Institutes and encouraging them to become more self-sufficient.

Prior to this change, the TAFE system of 16 regional institutes in Queensland had been served by a system of “Consortia” which were funded by the system to develop curriculum, assessment resources and learning materials to support teachers in delivering TAFE courses to a consistent standard. Each Institute hosted at least one consortium and these consortia had a combined budget of over \$8M and employed in excess of 100 staff, mostly on fixed term contracts.

Over the next year I drew on my newly acquired project management and team leadership skills to mould a highly effective group (the newly created Product Services Unit) that replaced the Consortia and was accountable for implementing the reforms outlined above. I am proud of the fact that we not only met that challenge but were able to garner significant support from across the TAFE network of institutes establishing a commitment to collaboration.

The PSU was initially established by recruiting staff who had formerly worked in consortia.

In my role of establishing a new team motivated to meet this challenge, I applied much of the leadership and management skill I had developed as a studies director. The most critical aspect was involving staff in the planning process to meet the challenge, including developing a shared vision. It was also important from a change management perspective to recognise the past and to celebrate what had been achieved, while at the same time acknowledging the challenges ahead.

### **Leading Collaborative Development**

This phase of work from 1998 to 2000, involving the establishment of the PSU (PDU) and the initial rollout of training packages, was just the beginning of a larger systemic change aimed at building a network of strong, commercially viable TAFE institutes working in a coordinated manner to meet the needs of Queensland industry and community. TAFE institutes were facing increasing competition, some internally generated, and Directors were strongly focussed on their roles as leaders of independent institutes. Their preferred direction was towards greater institute autonomy, yet the implementation of training packages necessitated a coordinated collaborative strategy. Also, the leadership of the TAFE system, particularly the then Deputy Director General, held the view that independent institutes were nevertheless all government-owned entities that should share intellectual property and collaborate for the greater good, and that TAFE was still a system that needed product consistency to maintain its integrity.

The vision, strategy and significance of this organisational change agenda is well articulated in a paper that I prepared in association with John Elich, the then Institute Director nominated by the TAFE Board as the lead Director or sponsor for the product function of TAFE. "Towards the T-shaped TAFE" (Harper and Elich, 2002) was presented Australian National Training Authority Annual National Conference held in Melbourne in 2002 (See Appendix 1).

This paper outlined the business strategies that were used to drive systemic collaboration, namely establishing the Strategic Product Implementation Groups (SPIGs) as professional "communities of practice" (Lesser, 2001) and the implementation of the Product Exchange Network (PEN) as the enabler of knowledge management strategies to position institutes to respond effectively to the challenges of the knowledge era. SPIGs were more than communities of practice because they were also designed to enable product development and were resourced to do so. The paper discusses the broader role of SPIGs as enablers of professional practice and organisational learning in the TAFE system. The paper explains in some detail the mechanism for establishing and resourcing the SPIGs and considers the factors that contribute to effective operation and productive collaboration.

The paper contended that for TAFE to succeed it needed to nurture T-shaped management (Hansen and van Otengar, 2001) that requires managers and professionals to share knowledge freely across their organization (the horizontal part of the "T"), while remaining fiercely committed to their individual business unit's performance (the vertical part).

The paper also discusses the leadership approaches that are required to enable collaborative culture in organisations. Peter Senge's seminal work "The Fifth Discipline: The art and practice of the learning organisation" (Senge, 1990), as discussed earlier in this dissertation, has had a significant influence on my thinking and practice, and was strongly applied in the work in establishing the SPIGs. Senge argued that "in the future, organisations that excel will be those that discover how to tap their people's commitment and capacity to learn at every level within the organisation, and furthermore, successful companies will be distinguished from traditional hierarchal, controlling organisations by their capacity to share their vision and, importantly, to operate, learn and innovate in a team environment" (Harper and Elich, 2002 p 3). I still believe this to be the case in the long-term. These are themes that remain current to this day and it is a theme to which I will return in the final chapter.

## **Strategy and Leadership**

The strategic leadership experience I gained in the role of Director of Product Services propelled me into further leadership roles in the TAFE system, as Director of Logan Institute of TAFE and subsequently as Institute Director of Brisbane North Institute of TAFE.

With an annual enrolment of 12,000 students, a budget of \$26 million and over 250 staff, Logan's three campuses served Brisbane's burgeoning outer southern region. I was Institute Director at Logan for four very fulfilling years from April 2002 to July 2006. When I assumed the role, the organisation was facing an \$800,000 deficit for that year. Morale was low, the institute was not achieving targets, enrolments were declining and staff were concerned for their futures. Four years later, Logan was widely recognised as the best performing institute in the state. In 2005/6, the institute produced a \$830,000 surplus, recorded the highest student satisfaction score of any institute in the state, and the second highest business satisfaction score, and scored amongst the highest staff satisfaction scores of any institute in the state.

During this period I learned a great deal about the challenges of leadership, about building my personal resilience and about leading change as a practitioner. While I had a key leadership and management focus, I continued to develop my knowledge and skills in developing innovative products. A key area of interest was in supporting the development of leadership and management skills for small business. As Director of Logan, I had been allocated the TAFE system lead for engagement with small business. This client group requires a different type of pedagogy to school leavers and full time students, in particular a practically-based way of developing their skills. To that end I was fortunate to be the recipient of a scholarship that allowed me to travel to the United Kingdom to explore innovative ways of supporting the needs of small business operators. This was when I made my first contact with Middlesex University's Institute for Work-based Learning and met with Professor Jonathan Garnett about the Middlesex approach. At the time was very innovative due to its formal recognition of learning on the job. This study tour and fellowship program created greater awareness of the potential to innovate, to create new types of learning experiences. My specific interest was in the provision of flexible training (skilling) solutions for small to medium-sized enterprises. The formal outcome of the fellowship was a report entitled "Flexible service delivery options for small business" (Harper, 2006), but the most enduring outcome has been the impact of the fellowship on my professional capability: in particular, the enhanced capacity to envision other ways of providing services, to innovate. This capacity had a significant impact on my subsequent career and on the public works produced at Swinburne.

As a result of the restructuring of TAFE institutes and other changes of Departmental leadership after the 2006 election, I was offered the role of Acting Director of Brisbane North Institute of TAFE (BNIT). With six campuses and numerous delivery points servicing over 30,000 students, Brisbane North was one of the largest institutes of its kind in Queensland. I successfully led BNIT through a period of significant change until July 2008 when I moved on to work as a management consultant with Strategon Capital.

These roles as Director of Logan and subsequently Brisbane North Institutes of TAFE provided me significant opportunity to learn and develop my skills in leadership, managing strategic organisational change and, importantly, influencing people, particularly influential stakeholders. These capabilities were to prove critical to my later leadership role as GM of SIS and I will reflect on their development in ChapterTwo.

### **Competency-based Training**

The other critical developmental theme relevant to the public works presented in Chapters Two and Three is competency-based teaching/training and assessment (CBT). In my 15 years working in the TAFE system, and in the subsequent seven years, I developed a strong and enduring understanding of, and professional commitment to, CBT based on broad ranging experience in its application, both in workplace training contexts and in institutional learning (classroom) contexts. CBT refers to systems of teaching, learning, and assessment that are based on learners demonstrating knowledge, skills and application preferably on the job. In Australia, competency standards define these competency performance criteria.

CBT has been at the heart of my professional practice and is central to the Model of Professional Practice I will enunciate in Chapter Three. In each of my professional roles since I first joined TAFE in 1991, CBT has been a key theme:

- as a Studies Director I was responsible for leading teachers through the transition from the old TAFE content-based normative curriculum to the national curriculum that became the precursor to the current standards-based model (training packages);
- as Director of Product Services I led the implementation of the then radical new training package approach;
- as Institute Director I led system-wide strategies for key areas, such as refrigeration and air-conditioning, including liaison with industry bodies; and
- after leaving TAFE, I worked on a retainer basis for the National Retail Association managing their training programs and also advising government on behalf of the sector about the training needs of the sector, thus seeing the CBT approach from the perspective of industry.

Before going into this reflection in some detail, I acknowledge there was a plethora of vocal critics of the CBT approach particularly from the higher education sector in Australia. I recognise that CBT has significant limitations. This reflection seeks to unpack my professional understanding of CBT, its strengths and weaknesses, and its value and limitations for application in different contexts.

In the Australian context, perhaps the most well recognised critics of CBT are Lisa Wheelahan and John Stevenson (Wheelahan & Carter, 2001; Stevenson, 2006; Wheelahan, 2007). Wheelahan and Carter (2001) criticised the rigidity of the Australian training system for placing too much emphasis on work-related knowledge to the exclusion of broader education. Subsequently, Lisa Wheelahan deepened her criticism of CBT system, arguing that it locks the working class out of powerful disciplinary knowledge because of the rejection of disciplinary knowledge and its relevance to professional practice and learning (Wheelahan, 2007). She maintained that it encourages an instrumental approach to learning whereby one can be deemed competent because one is able to demonstrate the ability to perform a functional task but without necessarily being able to articulate the reasons why it was necessary to undertake the task in that particular manner. She contends that this approach 'ignores to its peril, the need to understand ... the relationship between elements and how they are transformed in the context of such a relationship' (Wheelahan, 2007, p. 648).

Stevenson (2006) criticises the narrowness of industry-defined competency standards from a broader social learning perspective, arguing that the industry-led codification of vocational knowledge, while a positive process from a learning and access perspective, has negative perspectives in that its technical focus tends to exclude social and (presumably) environmental perspectives. He advocates a holistic approach to teaching and learning, which develops "plural ways of knowing".

There is also an argument that competency standards and qualifications aligned to occupational outcomes assume a level of consistency and a degree of stability in terms of the work skills required that is simply inconsistent with the dynamic nature of work environments (Chappell, 2004, p 6). Like Wheelahan, Chappell also highlights the focus on technical skills over general skills as a negative aspect of training packages.

These criticisms of CBT share a common theme: CBT engenders an instrumental conception of knowledge. While I agree with the validity of this argument in some vocational learning contexts, I would offer two important caveats. Firstly, much professional learning is instrumental by its nature. Accounting is an example. While a sophisticated theoretical discipline has evolved to compliment and inform practice, at its core is a substantial body of applied knowledge and skills associated with the work of accountants. This disciplinary knowledge is substantial, and necessarily excludes the

learner from powerful knowledge in other disciplines. Secondly, in my opinion, Wheelahan's criticism of CBT are not so much a criticism of CBT in general, but rather of its application in institutional learning settings to support the needs of learners who are not yet employed in a work role related to their course of study, as distinct from its application to learning and assessment of competency in work-based contexts.

The needs of learners in pre-employment courses are different to employed workers. For example they may require more generic skills, as suggested by Wheelahan. The cause of this deficiency lies not in the notion of competency but in the origins of the Australian CBT system. Its current structure is drawn from the UK system, but unlike the British system Australia adopted a unitary system whereby one set of qualifications is used for both pre-employment learning (in institutional settings) and postemployment learning (in applied work settings). The British system offered General National Vocational Qualifications (GNVQs) for learners studying in institutional settings to an industry standard. The National Vocational Qualifications (NVQs) were designed for those employed in work roles and developing their professional or work skills on the job.

From personal experience, significant adaptations have had to be made to training package qualifications to make them an acceptable framework for delivery of qualifications in institutional settings. For example, one of the issues that arose early in the implementation phase of training packages was a consequence of the fact that, originally, competencies were not graded but rather the outcome was assessed as either 'competent' or 'not yet competent'. Consequently, universities were not willing to accept this basic grading for admission purposes as they needed to be able to differentiate among students for admission purposes. As Director of Product Services, I took the initiative to establish a major pilot project to trial the implementation of performance level assessment (PLA) for institutionally-delivered Certificate IV and Diploma level qualifications. **(See Appendix 2)**

PLA provides a graded result based upon the assessment evidence provided by the student, and evaluated by the assessor, using the following performance criteria:

- reliability and responsibility
- originality, creativity and innovation
- initiative and autonomy
- resource planning and use
- depth and breadth of knowledge and skills acquired.

PLA criteria are interpreted and applied to student performance with appropriate reference to the particular vocational area and learning context. TAFE vocational education reference groups, comprised of teacher/assessor practitioners from across the relevant institutes, determine the interpretation and application of the criteria.

Through initiatives such as PLA, practitioners have developed more nuanced and, arguably, more effective ways of developing and assessing competency. The Australian CBT approach is not static. The most recently implemented standards for units of competency have finally mandated that critical evidence of performance should include assessment of specified knowledge. The approach is still evolving and arguably improving, but my evidence for this statement is purely subjective, from the perspective of a practitioner. According to Clemans and Rushbrook (2009, p 270), there have been relatively few qualitative evaluations of the value and efficacy of training packages and the CBT approach in Australia.



Notwithstanding his earlier-described criticism of CBT, Chappell (2004) suggests that its implementation in Australia has had a positive impact on the system as a whole in that it has become more “learner-centred and outcomes-based” compared to the old curriculum-based approaches. Chappell suggests that contemporary teaching and learning practices in vocational settings are now driven less by behavioural and cognitive approaches, and more by constructivist approaches.

In general, I agree with this overall assessment based on my experience of leading the implementation of training packages in Queensland and subsequently as the leader of educational organisations for which I have had overall responsibility for the quality of learning. I contend that competency-based learning has improved the pedagogy of vocational education on the whole, however its implementation has been accompanied by countervailing strategies on the part of government to reduce cost of service delivery. This reduction in funding has reduced the availability of resources, such as time spent by teachers working with learners and that has had a detrimental effect on the quality of learning outcomes.

A proper CBT approach is really a sophisticated outcomes-based approach where the learning outcomes are well-defined by professional standards in the workplace and are assessed against professional workplace performance standards. For example, a carpenter needs to be able to demonstrate that they can safely demolish walls, build timber staircases, construct building frames, hang a door and install windows (known as fixing) etc. In the old curriculum-based system, many apprentice carpenters would have had limited range of experience of undertaking the various roles of a carpenter. They could be employed in a narrow technical type of carpentry such as constructing house frames (framing) or installing doors and windows (fixing). An apprentice who works with only one of these carpenters would have a very narrow range of the experience of carpentry as a broader profession or trade. The competency-based approach requires, in theory, that apprentices are actually assessed as competent in all of the relevant competencies: that is they can frame, they can fix, and they can construct a roof. Apprentices are required to not just have the theory of how to build a set of stairs but the experience of doing so. This gives a greater likelihood that they will apply theory to practice, so in that sense apprenticeships under the competency standards-based approach have the potential to produce better outcomes than apprenticeships which separate classroom learning (theory) from what is learned and applied on the job (practice).

Competency is about application of knowledge and skills, not just the skills.

There are many legitimate criticisms, however, of the CBT system in Australia and particularly the way that competency-based approaches have been developed and implemented. With the implementation of CBT, apprentices are not only required to complete their training with a training provider (as they would previously have had to do), but now they also had to provide evidence of application of these competencies on the job. Properly implemented, on-the-job competency assessment should logically enhance the quality of the outcome. In practice, I have seen first-hand how readily competency standards can be compromised. The combination of reduced funding levels and a weak quality management system that does not require the measurement of significant teaching inputs in order to achieve an outcome, create the conditions for standards to be compromised. The fact is that some training providers have very lax standards when it comes to assessing competence, and this reality has further fuelled criticism of CBT. Clemans and Rushbrook (2009) conclude that in the implementation of the CBT system, insufficient emphasis has been given to developing the capability of educators and trainers in the practice required to achieve proper

competency outcomes, particularly the transfer of learning into the workplace to positively enhance workplace performance. As Clemans and Rushbrook (2009) conclude

*"a robust orientation to learning requires more than a set of competencies to guide workplace learning. It relies on an understanding of the relationship between teaching and learning and how this relationship is enacted to achieve workplace competence on the part of learners. It calls for explicit recognition of the role and capacity of the educator or trainer in designing learning tasks to help develop learner's confidence. Powerful work-related learning is shaped, too, by the articulation of workplace knowledge, defined as competencies that express the complexity of vocational practice that underpins workplace performance and judgement. These aspects seem not to have been explicitly addressed in an Australian context" (Clemans and Rushbrook, 2009 p 290).*

While I agree with their conclusion, I would contend that better training and development of staff in this area will not solve the problem: it will not provide teachers with the time needed to optimally perform the role. At its heart, the issue is inappropriate and inadequate funding. The way the funding works is that RTOs (training providers) are paid for competency outcomes. A key rationale for the change to CBT was to shift the VET system from a teaching input culture to a competency outcome framework. However, in my view, the pendulum has swung from the former too far towards the latter, and needs to swing back towards the middle because there clearly are issues with the quality of the teaching and learning process under the current Australian competency framework.

In conclusion, I believe the implementation of CBT has had an overall positive impact on pedagogy in the VET sector, but there are serious questions about the appropriateness of CBT for institutional learning settings. In circumstances where professional standards are well defined and articulated, and are relatively stable, CBT is a valuable framework for describing the outcomes that learners need to achieve. The subsequent chapters of this context statement will explore further the role of CBT more specifically in the development of leadership competency and capability in the workplace.

*“What you can do, or dream you can, begin it. Boldness has genius, power and magic in it!*

— Johann Wolfgang von Goethe

## Chapter Two: Co-creating Swinburne Industry Solutions

### Establishing Swinburne Industry Solutions

Swinburne Industry Solutions (SIS) is the principal public work presented in this context statement for the award of Doctor of Professional Studies. SIS is the commercial training and development arm of Swinburne University and provides learning and development programs and services to many of Australia’s leading companies and organisations. I was the General Manager of SIS and led its rapid growth and development from mid-2012 to mid- 2015.

So what is SIS? What does it do and how significant is it?

In simple terms, SIS is now a significant viable business unit of Swinburne University having grown gross revenue from just over \$1.2 m in 2012 to over \$7.5m for the 2015 calendar year.

SIS’s mission is to help businesses grow and transform their capability through tailored, customised learning and workforce development solutions such as accredited and non-accredited courses, organisational learning and development programs, as well as a broad range of organisational development and consulting services such as executive coaching. The business’s main focus is the provision of in-house programs nationally for corporations and large public sector organisations. Additionally it offers a range of public programs in Victoria including:

- executive leadership development,
- executive and organisational coaching,
- leadership and management for middle managers,
- project management accreditation programs,
- lean business transformation programs,
- human resource management, and
- sales, marketing and business development.

While SIS offers programs to the public, these are really targeting single or small groups of employees. All participants are required to be in roles relevant to the training they are undertaking.

The accredited programs offered by SIS are Australian competency-based vocational qualifications, such as diplomas and graduate certificates. See for example **Appendix 4: Scope of SIS programs** (<http://www.swinburne.edu.au/business-partnerships/develop-your-career/>)

Some of Australia’s largest corporations partner with SIS to develop the capability of their staff. For commercial-in-confidence reasons it is not possible to list these organisations, but suffice to say over 100 organisations undertook projects ranging in value from \$10,000 to over \$500,000 in 2015.

### Establishing SIS

I commenced my involvement with Swinburne University in early 2010. Working as a consultant at the time, I was contracted to provide advice to the then Deputy Vice Chancellor (TAFE) at Swinburne

University about commercialisation of the vocational programs at the University. TAFE had been undergoing significant change, which at that time was beginning to accelerate. The Deputy Vice Chancellor (TAFE) recognised that the University's TAFE Division had to become more commercial if it was to remain viable and competitive. I had, as a result of the consultancy, developed a report that recommended a coordinated market-focused strategy be implemented across the Division and the University. Subsequently, I was then asked to undertake an initial two-year appointment to implement the recommendations of my report.

I commenced my full-time employment with Swinburne University in May 2011 as General Manager of Business Development. The principal purpose of the role was to drive growth in commercial activity across the five Schools of the TAFE Division, but at the same time I also had been given my own commercial targets to achieve. I addressed these competing priorities, this adaptive leadership challenge (Heitetz, Grashow and Linsky, 2009), by taking a broad view of the whole system. I initiated an analysis of the University's readiness to provide high-quality workforce learning and development services to industry clients, by reviewing the products, services delivery, pricing and market engagement strategies being deployed in the University to these needs.

The "Business Case: National Industry Engagement Strategy" (Harper, 2011) made the case that becoming the nation's leading provider of training and development solutions for industry aligned well with the University's vision of becoming Australia's leading science, technology and innovation university working in close partnership with industry. The principal goal of the strategy was to establish Swinburne as a leading provider of competency-based training to large national companies and agencies. This strategy was to be achieved by providing a range of high quality products customized to the specific requirements of industry sectors and also by nurturing, developing and sustaining highly productive, interdependent relationships with major clients. For commercial reasons, this strategy document is not included in the appendices. The recommendations were based on a review of the University's then current product offerings, which showed that while a range of products could meet the specific needs of industry clients, these were typically not delivered in formats suited to their requirements. Specifically, the products were not available in flexible formats that provided access to learners at times and places that suited their needs. Also, the organisation generally lacked the ability to provide effective client relationship management services to industry clients.

The report recommended and detailed a phased approach to developing and rolling out a national strategy over the subsequent two to five years. Key elements of the strategy included developing:

- sophisticated account management and project management services to provide seamless end-to-end service and a professional interface with commercially focused enterprises;
- highly customised training aligned with client needs, which is negotiated upfront by an industry learning consultant to ensure it delivers the specific outcomes required by the client;
- products (qualifications) and services that are flexible, and responsive to client needs; and
- a flexible national network of industry practitioners and consultants with industry currency and delivery experience in a professional setting employed on a sessional (casual) basis.

The report was presented to the Vice-Chancellor's Committee and University Council and its recommendations were endorsed. As a result of this report and strategy, a new business unit known as Swinburne Industry Solutions was to be established within the TAFE Division of the University from the beginning of 2012 based at a new campus in the Melbourne CBD. Progress in establishing

the business was slow during 2012, partly due to the fact that the Vice Chancellor asked me to take on the role of Executive Director of the School of Business and Information Technology, in addition to the General Manager role.

Due to further significant reductions in the level of funding available to TAFE providers and increasing competition from private training providers, the University decided to restructure the TAFE Division in late 2012. From the beginning of 2013, SIS was established as a separate business of the University within the new “Engagement” Division. Headed by a Vice-President of Engagement and comprised of industry-engaged business units (Alumni, Industry-engaged Learning, Industry Partnerships and SIS), the new Engagement Division was seen as an effective way for the University to achieve its broader objective of engaging industry. For my part, I had contributed to the decision making process by presenting a paper to University executive regarding the governance of SIS and the broader engagement agenda. Alignment with Engagement Division, rather than with TAFE, was presented as one of three options.

Three years later, when I left the role of GM, SIS had become a stable, viable business of the University generating significant revenues and importantly, assisting the University to engage with some of Australia’s largest organisations.

My role in the co-creation of SIS was multifaceted: leader, designer and, in many cases, the engineer if not the actual builder of the artefacts that represent SIS. I will endeavour to clarify my specific role for the purposes of this context statement, but where this role is not explicitly stated, the minimum role I have fulfilled is that of leader and principal designer, albeit within a framework.

In developing SIS during my tenure at GM, multiple “public works”, such as courses, qualifications, services and contributions to professional practice, have been produced, or co-created. As discussed in the introduction, SIS is more than the sum of these elements: SIS is a living, constantly changing organisation responding dynamically to its environment. Its assets are the products, processes, expertise and capabilities that it has at its disposal to support organisations to develop capability. Not all of these can be discussed here due to commercial in-confidence constraints and also due to the word limit of this statement. Those selected for the purposes of the context statement have had the most significant impact in establishing SIS as a sustainable business unit of the University or have generated the richest personal or organisational learning experiences.

The purpose of this context statement is to explore my contribution to **SIS as the public work**. To organise this discussion I have chosen to use, as a framework, the two factors that I believe most effectively differentiate SIS in the market place and have underpinned its success and sustainability:

1. high quality end to end service delivery including relationship and account management processes; and
2. responsive products and services.

The evidence presented includes webpages, reports, curriculum documents, and learning resources and other materials. When mentioned in the text, the evidence is highlighted in ***bold italics***.

## Quality Service Delivery

The first factor that I believe contributed most to the success of SIS was the focus on quality customer service and relationship management. I initiated and led the development of this capability.

From its inception, the immediate and most compelling task was to establish SIS as a viable commercial enterprise. As discussed earlier, a clear business strategy was in place. Critical to achieving viability was attracting and then retaining clients by providing a service that satisfied the clients' needs. The services offered by SIS are characterised by three inter-dependent elements that have underpinned the business and distinguish it in the market:

1. Co-creation of services,
2. End to end service delivery, and
3. Service excellence and a culture of continuous improvement.

Co-creation refers to the concept of partnering with clients and customers to create an experience that meets the client's needs (Ramaswamy, 2009). The importance of co-creation in the services sector is now well recognised in the marketing research literature. For example, Vargo and Lusch (2004) have developed a comprehensive "service dominant logic" model: that the consumer of a product or service is an active contributor to value creation, and that value is created at the point of consumption not at production. Co-creation emphasises the active involvement from the customer or client in the creation of a value-rich experience.

Co-creation represents the alignment of the SIS philosophy and approach, of theory and practice, in the creation of value through learning. Innovation in service delivery is not then solely an attribute of a service provider; rather it is result of the co-created experience of producers and customers (Vargo and Lusch, 2011).

Essential to the co-creation philosophy I engendered and promoted to internal and external clients and partners was dialogue. To that end, I initiated a range of free industry learning and development forums for industry practitioners that addressed issues of topical interest in the learning and development community. One of the earliest forums, for example, addressed the role of coaching in the workplace.

In effect, the relationship starts with these early interactions; but, right from the beginning, the key focus was on engagement and service. On reflection, I can see that the concept of co-creation has been particularly critical to the approach I fostered in SIS because not only is the organisation co-created internally, (that is within the University through the interaction of employees of SIS and the staff, structures and mindsets of the broader University), but also, and very importantly, through the co-creation of shared value with clients and collaborators. I had previously worked closely with large retailers in my consulting work with the National Retail Association, where the organisation had already had an existing relationships. SIS had a few existing relationships but was largely unknown in the commercial learning and development market. To change this required that the organisation first establish some relationships, deliver a high quality service and then, on the back of this success, promote (through industry events, and the like) the capacity of SIS to co-create a service in partnership with the customer.

The second critical philosophical element of the SIS approach to corporate learning and development is the concept of end-to end service delivery. The term derives from information systems but in the SIS context refers to the management of the relationship, of the partnership with the client from the first interaction through the consultation and dialogue phase, right through to service delivery, evaluation and ongoing relationship management and development. This relationship management process is described in Figure 2.1.

**Figure 2.1: The end-to-end service process**



I learned the value and efficacy of this consulting and relationship management approach working as a consultant for several years after leaving TAFE in 2007. Essentially, SIS works with the client to understand their needs, to collaboratively co-create appropriate interventions, to deliver the negotiated services, and to report on outcomes and demonstrate return on investment where possible. Appendix 5 details the upfront consulting services available to corporate partners. For further information see:

<http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/learning-and-development/working-with-us/>

To provide this seamless end-to-end service and to provide a professional interface with commercially focused enterprises, sophisticated account management and project management services needed to be established as a high priority. It also required a “customer-first” service mentality.

The final and, in a sense, holistic element of service delivery is service excellence and a culture of continuous improvement. Let me explain the meaning of this “element” by way of a case study. One of the first major contracts that SIS won in the early phases of its operation was a public tender to provide a leadership development program for the top 15 executives of a government-owned statutory authority employing approximately 500 full-time staff, and also to provide a Diploma of Management program for a further 40 middle managers. The programs commenced in January 2013 when SIS had barely established operations. The client was very demanding, requiring a contract that was very prescriptive and punitive in terms of penalties applicable for not meeting performance standards.

I had only recently moved from the University’s main campus in the suburb of Hawthorn to take on full-time responsibility for SIS based at our Melbourne City Campus. Several staff, that had previously been employees of the former School of Business, also joined SIS and moved to the city campus. Although these staff had previously managed projects, there were no standard processes in place for managing key accounts and projects.

The client had high expectations and we soon found that the University was failing to meet these expectations. Specifically, learning materials were not being written and prepared by due dates in readiness for program delivery.

Part of the problem was that one of the staff who had transferred to SIS from the School of Business was neither properly managing client expectations nor reliably delivering services to agreed standards. The client was extremely unhappy and threatened to exercise penalties under the contract. I realised that a framework and process for relationship and project management needed to be established quickly, and that a person with stronger client and project management skills was needed to engage with the client and support their particular needs and expectations.

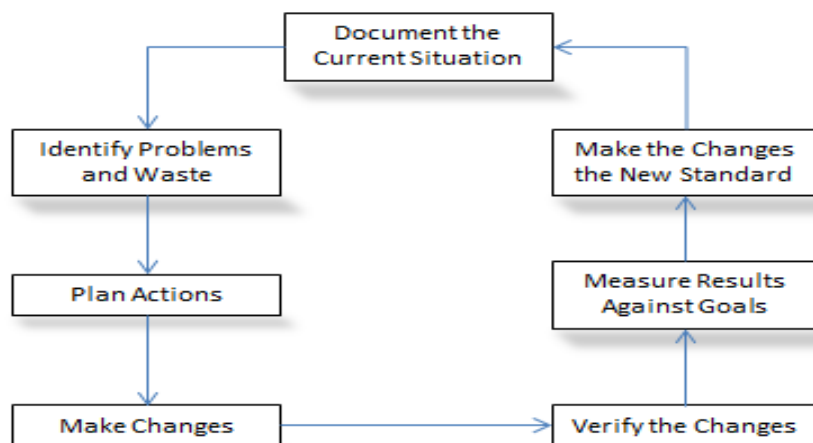
To ensure that SIS could meet the expectations of this critical client, I asked one of the key business development managers to take on the additional role of coordinating corporate client relationships and projects. I also appointed a new project manager to take on this particular client.

During this time, quite independently, we had established a close working relationship and delivery partnership with the Institute for Lean Systems (ILS). ILS provides in-house workforce development programs and services for companies that want to improve their business operations using lean transformation principles. In partnership with ILS, SIS offers a range of lean qualifications such as the Graduate Certificate in Competitive Systems and the Accredited Lean Practitioner Program. ILS works with a range of large manufacturing businesses across the Asia-Pacific area using methodologies that had their genesis in the Toyota Way (Liker, 2004).

As part of this partnership, I negotiated to get ILS to assist us with the improvement of our business processes; as a consequence, a number of SIS staff completed the Graduate Certificate and subsequently implemented a range of lean business practices including the use of visual boards, value stream mapping, the kaizen process (see Figure 2.2) and root cause analysis.

This experience has provided valuable tools and a high-level process for managing accounts and projects. Standard practice now in SIS is for project managers and other staff to meet weekly to discuss project status and communicate any issues with the project's progress or management processes.

**Figure 2.2: The kaizen process**



Fortunately, after the initial project establishment phase was completed, and these new processes were implemented, the client became more confident about Swinburne's capacity to meet expectations and is now a passionate advocate for SIS. In November 2014, the client presented at one of SIS's monthly business forums, highlighting the importance of the partnership and the significant return on the investment in the program. **See Appendix 6: Industry Event Circular and also <http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/business-forum/driving-leadership-and-organisational-change/>**

While the client became an advocate for the business in the end, a reasonable question is why did the problem arise in the first place? How is it that the project management systems and processes were not already in place? The answer to this question is that the business did not start with the infrastructure in place: it started with a team of people coming together with different skills, abilities and processes to form the new business at a time when we had just won a major contract. So, in



effect, we needed to learn by doing. We had to learn how to manage the client and deliver the project largely within the resource constraints we had. I initially thought we could do this, but I soon learned that the client was much more demanding (and at times, unreasonably so) than I had anticipated and adaptation was required. It was a great learning experience with a positive outcome.

In hindsight, the end-to-end service delivery model evolved through a process of co-creative learning and adaptation. While a clear goal had guided this development, the exact construction and form reflects its co-created mosaic character - the result of weaving together multiple contributions to the process. Reflecting on my ongoing role in that process, if I were to lead the co-creation of another process like this I think I would try to foster a more active action-learning group process (Marquardt, 2009; Chambers and Hale, 2007). As discussed in some detail in Chapter Three, action learning (AL) is highly effective method for facilitating group learning. Knowing what I know now, I can see that the action learning group structure can be effectively used to facilitate reflection on the process and enhance learning.

The kaizen process was applied to the account and project management processes, but I now ask myself whether the process could have potentially been applied to the broader whole end-to-end process customer experience, including those elements of the service delivered by others parts of the University. While SIS managed the end-to-end process and customer experience, it relied on other parts of the University to deliver such services as enrolments, marketing, and finance. This presented challenges. For example, SIS relied on the Finance Department to issue accurate invoices to organisations on a timely basis. In one case, all of the participants in a client organisation's course were sent individual invoices, causing much consternation and discontent with these individuals, and ultimately the client.

I ask myself how such service failures may have been avoided. Could stakeholders in the process have been formed into an AL group to manage the whole process, co-ordinating the service and ensuring commitment from all members to reach the desired outcome? I had made a decision to try to build relationships with individual contributors to the process (e.g. Finance), seeking to negotiate the individual service outcomes required. That was partly due to my reading of the organisational environment and how to most effectively operate in it. Even now, I am not sure that the organisation actually had the cultural maturity required for effective AL. I do not think I would have been able to form a group with the right level of authority, commitment and influence to ensure that the desired outcomes could be achieved. The reason is that SIS was a small, agile, adaptive organisation trying to do things differently in a large organisation that valued process consistency and efficiency. As will be discussed later in this statement, organisational culture has a profound effect on the capacity of organisations to learn and adapt, and successfully apply methods such as AL.

### **Addressing Leadership Challenges**

Having made the choice to try to negotiate individual service requirements with the relevant sections of the University, the dominant model of educational service delivery of the University and associated organisational culture presented a particular leadership challenge for me. The traditional model can be characterised as the delivery of qualifications made up of prescribed subjects, taught by academic staff in classrooms (or virtual ones) to cohorts of students, following a standard academic calendar. These cohorts are comprised typically of individuals who have chosen to study the program and are responsible for any associated fees. Industry cohorts undertake programs of

study, often delivered in the workplace by industry-experienced and credible facilitators (who may also be academics). Courses are designed to meet the needs of the organisation and may or may not be for credit. Cohorts typically take what they learn and apply it to their job, so the employer will normally negotiate and organise the program with the service provider. Timing will depend on the needs of the workplace. Consequently, delivery to corporate clients necessitates a different service delivery model.

This need, and the specific requirements of the service model, were generally misunderstood by the university. A relatively small commercial operation trying to establish itself in the university, SIS was looked upon with suspicion by some; others viewed it as an annoyance, constantly asking for standard processes to be changed. Overcoming the barriers, blockages and challenges that this dominant model of education and service had created, was one of the most challenging experiences of my professional life. It took me well outside of my comfort zone. In the initial phase, there was constant pressure to bring SIS into the standard University structures and business processes, and this pressure still continues. In particular, there was a view that SIS should “win” the business, be the “sales” arm, and then internally contract the TAFE or one of the faculties to deliver the training or service: again to fit in with standard University structures.

My firm conviction was that this type of training couldn't be contracted to TAFE. My reasoning was that when TAFE had provided these types of programs in the past, the standard of delivery was at best inconsistent: account management systems were rigid, unreliable and at times unresponsive to client needs and, most importantly of all, there was no infrastructure at the time within the TAFE structures to provide end to end service delivery. Having been a TAFE Director, I knew what TAFE could do well and what it couldn't. I also understood what service delivery methodologies were required to be successful in the corporate workforce development.

As discussed earlier, I worked from the premise that corporate clients required end-to-end service delivery. What that means is that corporate clients typically are looking to partner with a service provider to develop the capability of their staff and they expect that the person who negotiated the service requirements with the client will also oversee the delivery of the service and be fully accountable to that client for the quality of the service. Often, the organisation wants to meet the staff who will be involved in facilitating the program or providing the services (e.g. coaching) during the contract negotiation phase. This requires a service delivery approach (end-to-end) that is markedly different to that which universities normally provide to students.

One of the first challenges was to convince the University this end-to-end service delivery model was required, and that internally “outsourcing” the learning and development work would undermine the consistency and quality of the service. The endeavour to keep the embryonic business from being broken up or absorbed into the larger entity necessitated that I stretch myself, and discipline myself to influence in ways that I had never done before. I had previously completed Harrison Assessments (a psychometric assessment) Job Success Analysis that showed that I was well suited to the role of leading a learning and development consulting business, but the area where my preferences needed to be stronger was in the willingness to influence: the tendency to try to persuade others. My challenge was that, because SIS required services that were modified to suit the needs of clients, I needed to secure commitment from relevant parts of the University to deliver services differently without having the formal power or authority to do so. Knowing I was resistant to influencing was helpful, and the circumstances provided me with ample opportunity to exercise and develop a broader repertoire of influencing skills. In the past, my approach had been very direct: I would argue my case rather than focus on developing relationships and reciprocity. I obtained

coaching on the subject of influencing from my peer coach (I will explain later) and read books and articles on the subject that gave me insight into the processes involved (Scharlatt, 2011). It also helped me to reframe my thinking and approach to the process. For example, I began to better understand the perspective of the person or persons I was trying to influence, and to better frame my approach based on this understanding. For example, some people want recognition for effort and, in order to get their cooperation, they need to be able to see how this benefit would be afforded by agreeing to deliver the changed service. Some people like to help, and the best approach is to ask for it. Scharlatt (2011) identifies three broad approaches to influencing: rational (my initial preference), emotional (personal connection and relationship) and collaborative. The latter involves enlisting support based on developing a shared understanding of the business goals and its importance to the University's broader strategy. I began to use a broader range of approaches to influencing, and over time this helped me to overcome some of my resistance to it.

While I knew I had to influence more effectively within the University, I also knew that it was critical for SIS to demonstrate its value to the University. I needed to avoid the distraction of being drawn excessively into internal organisational politics. My role, then, was to keep the business focused on its core value proposition to its clients: to deliver an excellent service that exceeds expectations and builds lasting relationships. This challenge is continuing, but at the time of writing three years later, SIS was still operating as an end-to-end business service.

Like any challenging experience, this provided me with a learning opportunity. I have learned I have to be constantly vigilant of the need to influence and that, while my preference and ability to influence may have improved, I still have to make myself do it: a bit like going for a run in the morning.

On reflection, I have also learned that there are some influencing tasks that I enjoy. For example, I have worked for many years to promote causes I care about. I enjoy working with people in a shared cause; I enjoy creating coalitions of like-minded people to address a shared concern. This is a form of influence I enjoy. One of the methods I used to support the business was to establish a high-powered industry advisory board comprising a range of very senior organisational leaders from the corporate and government sectors. Their role involved providing advice on the development of the business and on product and service delivery models. Over time, they became co-creators of the business and helped to guide its direction and strategy by making connections and acting as ambassadors and advocates for the business. Importantly, they acted as advocates for the end-to-end service delivery strategy within the broader University by promoting and highlighting SIS's value at industry forums and events attended by influential University leaders and decision makers, such as the President of Engagement and Executive Deans.

The type of influencing that I do not enjoy is where I am required to influence people in positions senior to mine: I don't enjoy influencing upwards. I think this is partly because I like to pursue agendas that I care about or am interested in, and partly because I felt less skilled in the role. These two factors can make me appear less motivated or misaligned with the agendas of some key leaders, and less confident in engaging with, and ultimately influencing, them. Recently, I have been reading a book about the exercise of power in organisations (Diamond, 2016) and one of the insights I gained from it is that I can exercise personal power in any situation if I choose to, I just need to be more strategic in the approach I take and be better prepared for situations where I need to influence.

Looking back now, I can see that this approach protected the vulnerable new model from the threat of being absorbed back into the traditional university structures, but I can also see that I could not

have changed the culture of the broader University and its understanding of the particular requirements of industry, even though I tried to at the time. SIS is now a strong, viable business, but it is still relatively small in terms of the broader University. Also, my decision to influence meant that I had not built a strong base of support in the organisation for the end-to-end approach. Having now left the organisation, my judgement is that it is now very vulnerable to that threat.

On reflection, I can see that many of the skills required to facilitate and lead the creation - or, more correctly, co-creation - of SIS I gained during my later years in TAFE and in my years as a consultant, where I had to learn to influence and engage stakeholders without relying on formal power. I had developed effective strategies for building networks of people collaborating to achieve a shared vision when I was involved in leading the implementation of CBT across the TAFE network, but my interest in this approach can be traced right back to my days as a student activist.

I can also now see the change in my leadership mindset from the early days at CQU, where I thought that leadership was about strategy and direction, to the present day where I see my role as leader as being a facilitator of co-creation (Ramaswamy, 2009). I will reflect further about this shift in leadership style and perspective at the end of this chapter. Needless to say, I am still learning!

## **Developing Programs that Industry Require: Responsive Products and Services**

The second major factor that has contributed most to the success of SIS was the development of responsive products and programs. It was important during the establishment phase of SIS to develop new, distinctive programs that could be customised to meet the needs of clients, thereby differentiating SIS in the market and producing a competitive advantage. Understanding market opportunities involves assessing what a particular industry sector or professional group might need in terms of training programs, qualifications or services. This capacity is one of the key skill sets that I have contributed towards the success of SIS. Essentially, developing products that differentiate SIS in the market involves both contextualised market research and product development capability. As previously discussed in Chapter One, I have progressively developed these skills through the various roles I have undertaken previously at Central Queensland University and within the vocational education sector.

Before going into the detail of how I led the market research and development of new programs and services for industry clients, I will describe at a more theoretical level the research and development process I follow: in particular, the marketing model I use to define program requirements and action learning that is used in developing and refining these programs.

In terms of the market and program development process, the framework that informs the development process is the 7P marketing model. Originally developed by Booms and Bitner (1981), the 7P model still has currency in today's marketing profession that is shifting from a transaction to a relationship orientation (Hollison, 2015), and from a product to a service focus as described earlier (Vargo and Lusch, 2004).

As the following product development examples will show, co-creation is a critical process in the development of "products". The following is my tailoring of the 7P model to work-based learning products:

*Product:* includes qualifications, courses or services that meet specific learner or organisational needs or wants

*Pricing:* refers to the process of setting a price for a program or product.

*Promotion:* refers to the various methods of promoting the product or brand, including client-relationship development, advertising, selling, consulting, promotional events such as forums or information sessions, and branding.

*Placement (or distribution):* refers to how the product gets to the customer or client. This fourth P refers to the channel through which a product or service is sold (e.g. direct selling vs online, transactional vs consulting), which geographic region or industry sector, to which segment (companies vs individuals)

Work-based learning and development is essentially a service so, as well as the standard four P's, services marketing includes an additional three:

*Process:* Designing the customer service process to maximise the experience of value (as discussed earlier) to the customer is critical to achieving high levels of customer satisfaction.

*People:* Any person involved in the delivery of the learner experience, from the first phone call, to their graduation from the program, will have an impact on overall satisfaction. From a customer's perspective, particularly in services such as learning and development, people are critical to the experience. As a result of this, staff selection and development is critical to the quality of the experience.

*Physical evidence:* Unlike a product, a service cannot be experienced before it is purchased and delivered. People often rely on recommendations from trusted sources such as colleagues. To make the service more tangible and trusted, SIS tries to provide prospective clients or customers the opportunity to see what a service would be like: for example through case studies, testimonials or demonstrations.

These 7 Ps form the marketing mix, which defines how a business services the needs of a specific market opportunity. It is also a convenient framework for analysing the business strategy of competitors. The point is that developing effective, sustainable, viable programs in a competitive market requires more than pedagogic expertise, it requires a broader understanding of the market: I found this model a useful way of doing this. Other models may have been relevant but my goal here is not to critique the approach but rather to make the point that the model is useful for understanding the factors that determine the success of programs in commercial contexts. It provides a framework to consider the key elements that have bearing on the design of the product and its positioning in the market. This design is constrained by existing infrastructure, policies and capabilities: the process doesn't start with a blank sheet. For example, pricing in the University needs to be approved by a University committee that is guided by pricing policies. So the decision re pricing needs to consider this context. However the value of the model is to ensure that this factor is considered. Also, all the elements are interdependent and there are trade-offs. A limit on price might necessitate a change in the service delivery strategy. The point is, that understanding the relationships between the elements is critical to deciding on the product and market positioning strategy and the 7P model is a useful tool for doing so.

This market analysis is a complex undertaking and is quite iterative in its nature: that is any of the seven elements may need adjustment before the next can be implemented. It is much less linear than the description thus far implies. So for example while we might have developed a qualification we may not have yet established how to communicate with the market, or we may not have identified staff who are really appropriate to meet the standard that delivery required by customers. All of the 7Ps, ultimately, need to harmonise to meet a distinct market need. Product is but one element, albeit an important one, of the marketing mix but it needs to be considered in the context of the other elements.

The actual program development process itself relies on an action learning approach, and the best approximation of this process is double loop learning (Argyris and Schon, 1974). One of the actual tenets of Argyris and Schon's work is that people have mental maps that guide them when dealing with situations and tasks. They contended that few people are actually aware of these mental maps but, for learning to occur, these mental maps need to change or develop. They make the distinction between two theories of action: theory-in-use and espoused theory. The former is concerned with the mental map that we use to actually inform action, and the latter is how we rationalise what we do and how we would explain it to others.

In SIS, market needs are identified and programs are developed, trialled and evaluated using a rapid development process (which approximates double-loop type of learning method). Testing, trialling, learning and pivoting the strategy are

At Swinburne, I led the development and implementation of a wide range of programs, all of which represented significant public works in their own right. For example:

- Graduate Certificate in Applied Business (see **Appendix 7 and/or** <http://www.swinburne.edu.au/business-partnerships/develop-your-career/postgraduate-courses/graduate-certificate-in-applied-business/>)
- A range of Masterclasses such as Operational Excellence and Agile Project Management (see **Appendix 8 and/or** <http://www.swinburne.edu.au/business-partnerships/develop-your-career/short-courses/operational-excellence/>)
- Fast Track Industry Diploma programs (see **Appendix 9 and/or** <http://www.swinburne.edu.au/business-partnerships/develop-your-career/certificates-and-diplomas/diplomas-and-dual-diplomas/>)
- Career Transition Services (see **Appendix 10 and/or** <http://www.swinburne.edu.au/business-partnerships/develop-your-career/short-courses/career-transition-services/>)

In some cases, I had a hands-on active leadership role in all aspects of development, and in others I have supported the process as the leader of the business unit.

All of the programs have been developed using the 7P and action learning frameworks within the relevant University accreditation processes, where applicable. Some programs, such as Masterclasses and the Career Transition Services, are not formally accredited. All of these programs are designed to meet the specific needs of people looking to develop their skills and progress in their chosen careers. A smaller number of "career changers" (people who have work experience but want to change their careers) also undertake the programs, though all participants in accredited courses delivered by SIS are required to be able to apply their learning in real workplace contexts.

All qualifications, including the postgraduate-level courses, are competency-based. That is, learning outcomes are assessed by obtaining evidence of knowledge, skill and application in the workplace, with reflection on theory and practice used additionally for assessment at post-graduate level. Competency assessment is discussed in further detail in Chapter Three.

The following example is probably the most important and significant program development undertaken in SIS because of its significance to the organisation and because of the complexity of the project; developing the 'Graduate Certificate in Organisational Coaching'. It is also the most challenging and rewarding development project I undertook as General Manager, and it provided me with my most significant personal learning and development. The product was developed in broad terms following the 7P and action learning approach but, as the case study will show, there was a lot of learning that happened throughout the process. I made mistakes, but I am happy that I (we) learned from them quickly. I am proud of the outcome as well as the process, and grateful for the learning experience and growth it afforded me.

### **Graduate Certificate in Organisational Coaching.**

Coaching in an organisational development context typically involves the provision of one-on-one support by a coach to a coachee (normally an employee, and the term used by the coaching profession) to help the coachee develop capabilities required by a specific organisation or by the individual to meet professional needs. The field of coaching has developed rapidly over the last 25 years and a whole coaching industry has evolved consisting of human resource professionals who provide coaching services. The reason that organisations are purchasing coaching services is that it works. There is a rich body of evidence that validates its effectiveness in improving performance (Hamlin et al, 2009; Grant, 2001, 2003, 2013, 2014).

As coaching has become established as a small service industry, and demand has grown for it, so too has the need for professional accreditation. The most widely-recognised body that sets professional standards for organisational coaches is the International Coach Federation based in the United States. Recognising this need for professional recognition, the Graduate Certificate was developed to provide a professionally-relevant and academically-rigorous program for the development of organisational coaching skills. This program has been ground-breaking in that it is the first university-accredited competency-based postgraduate qualification developed in Australia. Also, it is the only university qualification accredited against the International Coach Federation competency standards.

**See Appendix 11 and/or <http://www.industry.swinburne.edu.au/course/graduate-certificate-organisational-coaching.html>**

The qualification has been well received in the professional community not only because of the way it has been developed in partnership with the coaching industry but also because it is bringing a measure of professionalism into what has historically been an unregulated market. The following quote from the Australian Business Review (July 2013) highlights this recognition:

*"Just as the market is awash with coaches, so it is that there is a proliferation of coach training programs from private training providers. The "graduates" vary greatly in quality. Some semblance of order has come into the coaching industry with training offered at a higher and more credible level, such as Swinburne University of Technology's Graduate Certificate in Organisational Coaching"*

About 100 people graduated from the qualification in just two and a half years, mostly senior professionals in human resource management. The reason is that many human resource and organisational development professionals see coaching as an essential skill set (Hamlin et al, 2009). Coaching is also seen as a key mechanism for promoting cultural change in organisations (Passmore, 2015). At the time of writing, I had recently signed a contract with the Australian Tax Office (ATO) to deliver a Leader as Coach Program to 600 staff nationally over two years. The goal of this program was to improve organisational performance through a coaching culture.

This contract also represented a significant milestone for the SIS, marking the achievement of national recognition as a leading provider of leadership development training for executives in Australia.

At a high-level, Figure 2.3 plots the timeline for the development of the organisational coaching qualification and program offered by SIS. The starting point in the double loop learning process was the observation phase: the way that we actually initially learned about the need for this program (the Product and first of the 7 Ps). In late 2011, a government department (ironically, the ATO) approached the University about providing an in-house coach training program accredited to International Coach Federation (ICF) standards.

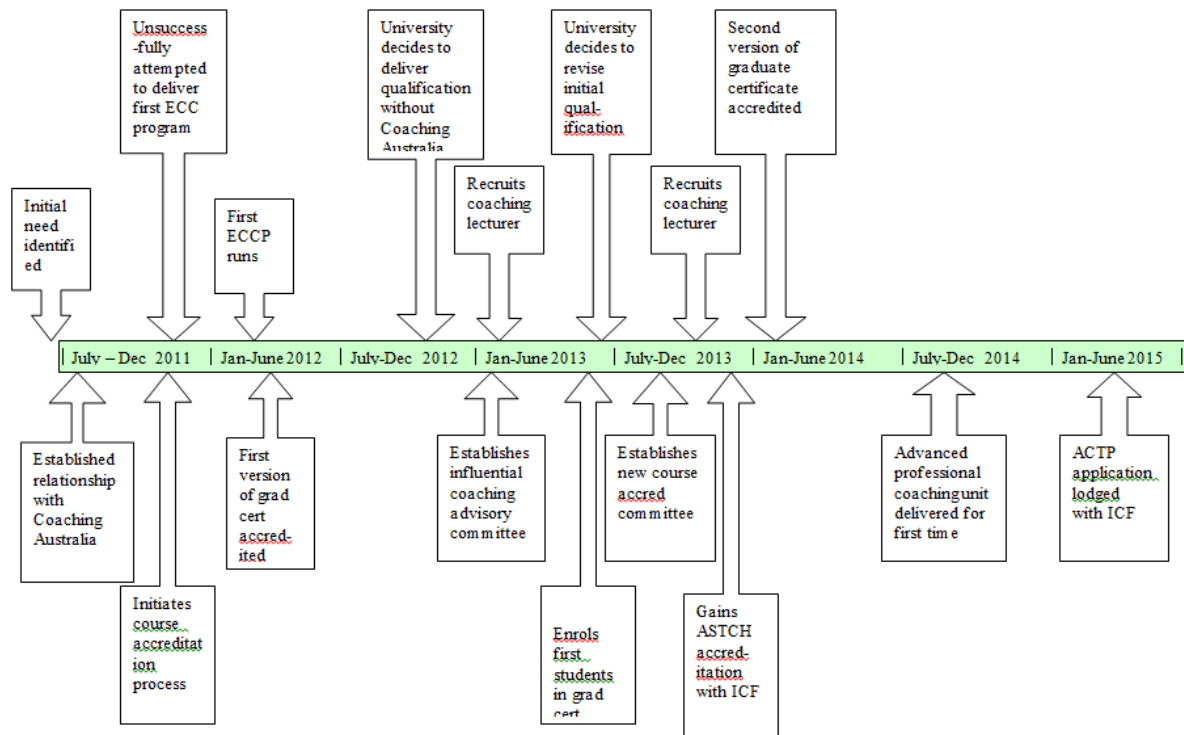
The ICF is a global membership organisation that provides professional accreditation for coaches of various types, including life, career and executive. It has over 25,000 members worldwide and is the only recognized professional coaching body operating in Australia.

While the university had previously provided coaching programs, its courses were not accredited with the ICF. Nor had the University previously offered any formally accredited academic qualifications in this field. The only way to meet this demand in a timely manner was to partner with an organisation that was accredited to deliver an ICF-certified program. I approached Coaching Australia, a Sydney-based organisation who agreed to partner in a bid for this government contract. We were ultimately unsuccessful, but the positive relationship that was established resulted in the two organisations agreeing to collaborate again to jointly deliver a non-accredited public program in Sydney and Melbourne.

In the process of exploring options to meet the needs of the ATO, I had come to the conclusion that there was a gap in the market for a graduate certificate qualification in coaching that was also accredited with the ICF. I had made this known to Coaching Australia from the outset. Subsequent market research (interviews with senior learning and development consultants and executive coaches) confirmed that there was indeed a need for the qualification in the Australian market. We had already begun the accreditation process before the non-accredited version of the course was first offered in early 2012.



**Figure 2.3 Coaching course development timeline**



Following on from the research, in October 2011 a formal University Course Advisory Committee was established with the intention of accrediting the qualification as quickly as possible. The university's accreditation process required a significant business case to be prepared based on market research. To meet this requirement, I had surveyed a range of industry partners to explore their level of interest in coaching, and met with representatives of the ICF in Victoria to gauge their opinion about the need for university-provided training. These discussions indicated there was a need for an accredited university qualification that was also ICF accredited. On-line research indicated that there was no Australian University offering ICF accredited training programs. The then Global Chair of the International Coach Federation agreed to chair the Course Advisory Committee that oversaw the development of the qualification.

Meanwhile, the University was proceeding in its partnership with Coaching Australia to market the non-accredited Executive Coach Certification Program (ECCP) that had been developed by Coaching Australia and was accredited with the ICF. The intention was that the ECCP program would effectively be mapped to the foundation-coaching unit in the qualification.

The ECCP was delivered for the first time in Melbourne in February 2012. This program was offered over two three-day sessions and was delivered by ICF-credentialed executive coaches from Coaching Australia.

I learned a great deal from the experience of running the ECCP with Coaching Australia. Feedback from program participants was that, while this was a very positive experience and they developed excellent basic coaching skills, they had expected a program offered by the University to have been more academically rigorous.

Importantly, I was a participant in the program and this experience gave me insight into the needs and motivations of the individuals who undertook the course. In a sense, this brought SIS to the final

phases of the first double loop of learning; it was time to rethink and reframe. Our initial market research had indicated that there were three potential markets for the program: people who wanted to become executive coaches, managers who wanted to develop their people leadership skills, and human resource professionals who wanted to implement coaching programs in their organisations.

What became clear from discussions with course participants was that the ECCP and the graduate qualification that was going through the final stages of the accreditation process were really only of interest to those who wanted an in-depth knowledge of organisational coaching skills in order to become coaches, either inside their organisations or as external executive coaches.

As explained earlier, the decision had been made at the outset that the coaching qualification would be accredited as a vocational rather than as a higher education qualification. The rationale was that the qualification needed to be competency-based so that it could readily align to the ICF standards.

The qualification **10104NAT Vocational Graduate Certificate in Organisational Coaching** (Appendix 12) was duly accredited for a period of five years from 21 March 2012, and required completion of three core units and one elective.

The third core unit of the qualification, *Plan and implement a coaching strategy*, was concerned with the process of establishing a coaching program in an organisation and managing external coaches. The revelation that the participants in the program all wanted to become coaches and none were human resource professionals who wanted to implement coaching programs in their organisations (that is, to employ coaches or train staff to coach) meant that this unit was irrelevant for most, if not all, participants. Before the new qualification had even been delivered, I learned that the qualification would need to be revised in order to meet the needs of the market!

In the short term, I believed I had found a solution to this problem in the accreditation of a new qualification, the Vocational Graduate Certificate in Business, which included a Coaching and Mentoring stream. This new qualification was accredited in September 2012. The new qualification included a core unit, Lead personal and strategic transformation, and required students to complete a minimum of two coaching units, meaning they did not need to complete the redundant coaching strategy unit.

Over the next few months, other marketing mix (7P) challenges arose with the intended implementation strategy and model. While our explicit and specific intention had been to align the ECCP with the new graduate certificate, there were a number of factors that made this quite challenging and ultimately impractical. The first of these was that most of the Coaching Australia ECCP facilitators (People) were not qualified to teach Australian vocational education qualifications at a postgraduate level. Also, the Pricing of the ECCP was inconsistent with the University's pricing policy for graduate qualifications. Finally, if the University was to offer the qualification, it was responsible for quality and this would necessitate renegotiation of the relationship with Coaching Australia.

By December 2012, I had exhausted all options for delivering the graduate certificate in partnership with Coaching Australia, and the decision was made to stop delivering the ECCP from March 2013 and to commence delivering the graduate certificate instead, without the assistance of Coaching Australia.

The decision presented further significant challenges. I now had to recruit a lecturer who had the ICF credentials as well as the necessary academic and vocational qualifications. Also, I needed to develop

the learning resources, teaching resources and assessment materials required to deliver a quality program and finally to get that delivery accredited with the ICF.

In short, help was needed if the University was to develop a high quality, fully-accredited academic qualification. With assistance from the chair of the Course Accreditation Committee, I approached a number of suitable ICF-accredited coaches to potentially assist with this work and to provide advice. We also formed a new Coaching Advisory Group comprised of highly experienced industry professionals to provide advice and assistance in developing and promoting the program. In particular, the members of the advisory committee included several ICF-accredited and influential executive coaches.

This advisory committee doubled as a course accreditation advisory committee, and immediately commenced work on addressing the identified shortcomings in the initial version of the coaching qualification. The group also operated as a strong co-creative community of practice (Wenger et al., 2002) and has been an essential element in the subsequent success of the program, providing invaluable advice and expertise in the ongoing co-creation of the program.

Although two potential facilitators were identified for the first intake of the graduate certificate program, a further problem developed: neither of them had any experience writing learning materials or delivering Australian vocational qualifications. As a consequence, I had to fulfil a number of roles in preparing for the first intake of the program. The most important and significant of these was designing the delivery structure of the course and writing the first draft of the coaching manual and program. This task became necessary partly because we only had limited development funds, but also because neither of the facilitators was comfortable about taking on the task without clear guidance. I decided I would write the first draft of the learning guide to define the content of the course. While I was not an experienced coach, I had completed the ECCP and, more importantly, I had significant experience in course and instructional design from writing learning materials at Central Queensland University.

A copy of the contents page and extracts from the ***Organisational Coaching Competency Manual*** that was produced for the program is attached (see Appendix 13). While I completed the first draft of this manual, I acknowledge the significant influence of coaching textbook authors such as Zeus and Skiffington (2000) and Whittmore (1992; 2009) and acknowledge that the current version was the result of a co-creation process that involved the contributions of the two facilitators who subsequently delivered the first version of the course.

Although one of the facilitation team was an experienced higher education lecturer, she did not have previous experience delivering training and assessing competence against competency standards. She also had not completed the Certificate IV in Training and Assessment, which is the minimum educational delivery qualification required for teachers responsible for training and assessing units of competency under the ASQA Framework.

Because the facilitators did not have this qualification, I was called upon to apply my early career skills in instructional design and vocational accreditation for the quality assurance of this first offering. I was also required to mentor and coach the facilitators through the process, using it as an opportunity to support them both in meeting the quality standards required for delivery of vocational training at the University under the standards, and also to develop and demonstrate

competencies in training and assessment required to meet the Certificate IV requirements. Thankfully, the facilitators were able to use the experience of developing the training and assessment strategy, the assessment materials, the lesson plans, the learning resources, the delivery of the program and , ultimately, the assessment of students to meet all these requirements.

During this phase, I was able to appoint a program coordinator for all the Graduate Certificate programs, including coaching, who took over these mentoring and assessment roles from me during this period. The coordinator was not a qualified coach but had a great deal of experience in the delivery of vocational qualifications to experienced adult learners and working with industry clients.

The University took its first intake of 10 students into the Vocational Graduate Certificate in Organisational Coaching in May 2013.

These programs were delivered with the explicit intention that the delivery model would meet the requirements for accreditation with the ICF. The Graduate Certificate in Organisational Coaching gained approval with the International Coach Federation in December 2013.

There remained the problem that to gain ICF's highest level of approval, the University needed to include an advanced coaching unit and remove the redundant one, Plan and Implement a Coaching Strategy, from the core. The Course Accreditation Committee had formally reviewed the course and decided that this core unit was not appropriate and recommended that a new core unit be developed that focussed on coaching for leadership and cultural change in organisations.

In February 2014 **10108NAT Graduate Certificate in Organisational Coaching** (Appendix 14) including a new unit *Apply professional coaching practices*.

My role in this process had not only been to lead the development but also to draft the new advanced coaching unit, drawing upon such resources as the Australian national coaching standards (recommended by the Chair of the Advisory Panel), the European coaching and mentoring standards, and, most importantly, the ICF standards. Leading Melbourne-based ICF coaches, particularly the Chair of the Advisory committee, helped in the creation of this new unit. The resulting unit, ***Apply professional coaching practices***, is attached (Appendix 15). While my leadership was essential to the achievement of this outcome, the Advisory Committee, the Coordinator, and a number of university staff contributed to the final result and hence to the co-creation of the new qualification.

Since then, the new qualification has been delivered and the first 100 graduates have completed their qualification. Several are now in the process of submitting their applications for ICF accreditation, having completed the minimum 100 hours of documented coaching. From a program development standpoint, ACTP accreditation of the course is the next step and SIS had, at the time of writing and immediately prior to my leaving the organisation, submitted the portfolio of evidence required for submission to the ICF to gain this accreditation. The development process continues.

## Reflections

The experience of developing the suite of coaching programs and services offered by SIS has been a very valuable continuous learning experience for me, both from a personal and an organisational perspective. From a personal perspective, the experience has provided me with three broadly interrelated areas of learning:

1. the course and curriculum development process

2. leadership as a co-creative process
3. the power of coaching as an enabler of learning, both from an individual and an organisational standpoint: coaching as a leadership skill.

On reflection about the course development process, I ask myself the question as to why we (I) did not get the course design process right the first time. In particular, why did we include the unit '*Develop an organisational coaching strategy*' which proved to be inappropriate to the needs of students? Would it have been possible to have designed the course right the first time?

I suspect it would have been possible if I had approached the course development process with more diligence and less urgency. An assumption on my part was that the expert coaches on the advisory committee would have picked up this type of issue. In hindsight, however, while they were experts in their field, they would not have felt that they necessarily had the expertise to contribute fulsomely to the curriculum development process. They may have felt that the university had the expertise. On reflection, my sense is that while the advisory committee had the authority to provide the required input, they were not afforded enough power to enable them to make the best-informed decisions.

On reflection now, I can see that I underestimated my own formal power and overestimated the power of the industry representatives. In doing so, I really failed to empower them to provide the information and advice that was needed for the process to be successful in the first instance.

One thing I would definitely do differently, in hindsight, is to use a good training needs process such as DACUM (Norton, 1997) when working with an expert panel such as this because DACUM (an acronym for developing a curriculum) involves a more rigorous process of asking the content experts the right questions and would have ensured that the content experts were afforded ample opportunity to provide the expert advice they were capable of giving.

I would ask them to make some decisions about the process early on to ensure that I had a sense of their authority. I would also do more to ensure they understood their role and their authority in the process. A good DACUM process could help to formalise this. The reality is that if they had been properly asked, potentially any one of these coaches would have indicated that the unit *Develop an organisational coaching strategy* is not directly relevant to the learning needs of coaches. The accreditation process and the role of the committee did not enable this information to come forward and, therefore, to that extent the curriculum design process was flawed. Personally I consider this an area of learning that will provide me with an alternative approach in the future.

In terms of double-loop learning, the process seems to have broken down in the failure to properly evaluate assumptions through research and consultation: namely, we needed (I needed) to test the assumption that the unit was relevant to the requirements of professional coaches.

This aspect of organisational learning links to my second key learning in the process of developing the coaching programs, but also links more generally to the experience of building SIS: the power of co-creative leadership. While I had, in principle and in action, valued the concept of co-creation and had understood the power of communities of practice such as the Advisory Committee, I had really not fully understood the unrealised and unseen value in enabling and co-creating the coaching programs. This value lay in unlocking the "wisdom of the collective" (Senge et al., 2015) by accessing the knowledge, networks and thinking of the advisory group and network, and then specifically asking for input and assistance. In the process, I learned that there are many professional people who are genuinely driven by a desire to make a contribution to the community, to the public good and to public works, and one has only to ask for their assistance to gain access to expertise and

insight well beyond one's own sphere of awareness. However, one has to ask for that assistance and provide sufficient opportunity and time for them to provide the necessary feedback.

In my current role as Pro Vice Chancellor, Business at Torrens University, I am responsible for leading the development of new qualifications and programs. In the future, when I establish a CAC, I will pay much more attention to empowering the committee to co-create the program and to contribute to its development, particularly where programs are being developed in close partnership with industry. In particular, I will pay close attention to:

- creating a clear common purpose, a greater sense of the common good;
- ensuring that stakeholders gain from the co-creative process;
- valuing the experience of all stakeholders;
- asking for help and offering assistance; and
- developing stakeholders as a community of practice, encouraging sharing and reciprocity.

As a leader, I am still learning about myself and how to lead in a way that empowers and enables those whom I lead and whom I work with. In terms of leadership strategy, the approach which I aspire to adopt is co-creative leadership. In terms of the skill required to lead co-creatively, my most profound learning was the skill of coaching.

Coaching, then, is the third and probably most important personal learning gained throughout this process. I have come to a deep understanding that asking inquisitive questions, powerful questions, can be far more impactful and influential in an organisational or developmental sense than making propositions, suggestions or statements. This reflection has been captured in a video clip that I authored and narrated entitled ***“To coach, to mentor, or both?”***

See <https://www.youtube.com/watch?v=kRJhIS-s-Uw>

The power of coaching in an organisational learning context is not a topic that I had understood previously, either intellectually or practically, but there are several studies that demonstrate its efficacy (Oliviero and Bane, 1997; Grant, 2014). One of my key learnings from undertaking research for my Masters degree was the importance of questioning and self-questioning as a metacognitive learning skill, yet I had never really understood the potential of using questioning (a key coaching skill) as a leadership development skill.

Personally, I have directly experienced the growth that coaching affords. In applying coaching skills as a leader in SIS, I have seen first-hand how coaching can help staff to develop their thinking skills, to solve problems and to accept responsibility for meeting shared challenges.

The prism (theoretical framework) through which I see the coaching process is metacognition, which was a key theme discussed in Chapter One. Metacognition is concerned with higher-order thinking processes associated with the control of one's cognitive processes in learning, and is very relevant to current research into the mechanisms by which coaching affects learning in the workplace. Dr Tony Grant from the University of Sydney's Coaching Psychology Unit has published several works on the role of metacognition in coaching (Grant, 2001; 2003; 2014; Spence and Grant, 2005).

I had learned in my Masters research that metacognitive skills develop and that they can be learned and facilitated through training. The currency and relevance of this belief is supported by recent research. In an excellent, relatively recent review of the role of metacognition in adult learning, Theo Dawson (2008) reviewed the role of metacognition in critical thinking, reflective judgement and double loop learning in the workplace.

Coaching is a powerful enabling tool, particularly when combined with mentoring and the opportunity to solve real problems on the job. As the video clip highlights, knowing when to ask and when to tell is the art of facilitating development. From a learning perspective, the role of the coach may be thought of as a facilitator of metacognitive awareness, or the facilitator of learning how to learn.

I feel very grateful and fortunate to have learned how to coach and, in particular, how to use coaching as a leadership development tool. My only regret is that I did not learn about it much earlier in my career. Since becoming more aware of the power of coaching four years ago, I have significantly developed my coaching skills through practice and further study. It is a skill that I am actively trying to develop and will continue to develop. For example, my “leadership toolkit” was added to in the latter months of 2014 when I participated in the MOOC (Massive Open Online Course) on Immunity to Change (Kegan and Lahey, 2009). While I was not able to find sufficient time to keep up with the challenging pace of the MOOC (I completed up to Week 7 of the 12 week program) on top of my doctoral studies and work commitments, I did get a very valuable insight into the application of the tool. I understand the methodology and it has certainly helped to give me insight into a couple of areas where I think I can improve, particularly the way in which I interact and listen in certain circumstances. Also, having read the Kegan and Lahey’s book, I am eager, when time permits, to study the methodology in greater depth and to explore its application in group contexts. In fact, Kegan and Lahey offer an accreditation process for Immunity to Change coaches, which is something I might undertake in the future, once I have had another attempt at the MOOC!

The value of coaching as a leadership skill is widely recognised by leadership development practitioners in industry, certainly in Australia. A large proportion of the leadership development tenders to which SIS responds, explicitly incorporate a coaching element. A survey of human resources directors in the United Kingdom in 2006 showed that 80% of respondents worked in organisations that were investing in one or more forms of coaching (CIPD, 2006). Another survey of work-based learning in the United Kingdom found that while only 16% of respondents thought training courses were the most effective way for people to learn at work, 96% thought coaching was an effective way to promote learning in organizations (van Kessel, 2007, p.392).

The value of coaching to organisations has also been demonstrated in the research literature (Goldsmith and Lyons, 2005; Feldman and Lankau, 2005). Larson and Richburg (2004) contend that “coaching leads to growth and change in team members, and facilitates clear goals and a focused endeavour, which leads to better outcomes”. Thomas (2007) found that teams function more effectively when leaders provide coaching and development to continually improve performance. Grant (2014) has found that executive coaching provided to executives in times of significant organisational change can have multiple positive impacts, including increased work-related goal attainment, greater change readiness, enhanced solution-focused thinking, increased leadership self-efficacy and resilience, and decreased depression.

This broad appreciation of the power of coaching in the learning and development sector has had a positive impact on Swinburne’s standing in the market. As the earlier quote from the Financial Review highlighted, SIS is seen as a market leader and innovator in the field. The strength and visibility of the coaching programs and services on offer has created a broader interest in their approach to the workforce and development specifically, which is the subject of the next section.

The coaching suite of products has provided SIS with distinctive market position. For the first 18 months, it offered the only post-graduate coaching qualification in Australia by a university accredited with the ICF. The accreditation of the program was especially important. For example, it had been critical to two of the large government contracts which SIS had won prior to my leaving.

Another Australian university recently achieved ICF accreditation for their program, meaning that Swinburne's program is no longer a unique offering. This highlights how critical it is for organisations to continually innovate and create new products that respond to emerging needs in order to sustain a competitive market position.

How sustainable, then, is SIS? What are its strengths and weaknesses as a business? SIS enjoys a number of strengths that contribute positively to its sustainability. Two of these strengths have already been discussed in considerable detail: its end-to-end service delivery approach and its suite of distinctive products. It has also retained several of the key staff who worked with me to create the business that is now SIS, and has strong relationships with a range of large corporate partners who regard the service positively.

The business is, however, vulnerable. It is focussed on Melbourne and lacks an effective national service delivery infrastructure, making it difficult to compete for national contracts. Several of its major competitors have effective account and relationship management processes in place, so this strategy, while important to its growth, will not sustain and differentiate the business going forward. Finally, in my opinion, the organisation (and the university generally) does not properly understand product innovation in the corporate learning and development context. The new leadership is very focussed on sales and business development, so my concern is that the business may find it difficult to innovate in the future, which I believe is critical to business sustainability.

In summary, this chapter has discussed the two major factors that have contributed to the principal public work presented in this context statement, Swinburne Industry Solutions, namely:

1. sophisticated end-to-end service delivery, including relationship and account management processes; and
2. responsive products and services.

The purpose of the first section was to provide the reader with an understanding of my role in developing the SIS service delivery strategy, and to explore some of the key challenges and learnings from this experience. In particular, the discussion focussed on my developing leadership approach in response to the challenge of developing and nurturing an end-to-end service delivery model within a university that values standard operating procedures based on traditional educational models.

With respect to the development of responsive products, the coaching suite is used as a case study to explore my role in developing distinctive products that have supported SIS as a sustainable enterprise. A deep reflection on the value of coaching, and its impact on my learning about leadership, is included.

The next chapter will describe a public work that has been created as a result of my reflection on my work at SIS. It presents an evidence-based model of practice that can be used by other practitioners in this field to design effective organisation learning program interventions.



## Chapter Three Developing Capable Leaders

*“...to learn and not to do is really not to learn. To know and not to do is really not to know.”*

— Stephen R. Covey

In these times of intense competition and rapid technological change, it is a widely held view that agile organisations with the ability to rapidly transform themselves and build new capabilities, are more likely to survive and thrive (Denning, 2010; Leih et al., 2014). Recognising the need to be agile, organisations are seeking development programs that demonstrably improve the capacity of their leaders to lead organisational transformation, and build organisational capability and agility. To that end, many companies invest a significant proportion of their learning and development budgets on leadership development. While the corporate expenditure on this priority is not documented in Australia, in the USA in 2013, approximately 35% of the \$70 billion that US organizations spent on organizational learning and development was targeted specifically at leadership and management development (O’Leonard, 2014).

I believe that organisations are actually looking for evidence-based answers to the question “Can leadership capability development be accelerated and if so, how?” This final chapter presents a model of professional practice that seeks to address that need.

The model I have observed to be the most frequently used by Australian organisations to guide their leadership development interventions is known as 70:20:10, which is credited to the work of Michael Lombardo and Robert Eichinger (1996) at the Center for Creative Leadership, in their book “The Career Architect Development Planner”. The 70:20:10 approach contends that the most effective learning by managers happens roughly:

- 70% from application on the job
- 20% from mentors, coaches, co-workers and bosses; and
- 10% from courses and reading (structured learning)

While 70:20:10 is being used as a framework for leadership development in many leading organisations, at best it only provides a guide to development: it is not really based on any verifiable evidence. I could not find a single refereed journal article supporting its efficacy. Kajewski and Masden (2012, p.3) conclude that “there is a lack of empirical data supporting 70:20:10 and.... there is also a lack of certainty about the origin”. They reference a US Bureau of Labor Statistics report (1998) citing research from 1993 and 1994 that claimed “people learn about 70% of their jobs informally”.

The fact that these management skills may have developed that way does not mean that they necessarily should be developed that way. Taken literally, the application of the 70:20:10 “mantra” can be a very poor guide to the design of leadership development interventions. I have, for example, come across organisations that have taken their development budget and allocated it 70:20:10. What this does is down play the value of the 10% and, in some cases, organisations have even gone so far as to discount the value of intentional structured learning (other than for compliance purposes) altogether.

While I have concerns about the practical interpretation and application of the model, I believe it is nevertheless based on sound principles, if not research evidence. Effective learning interventions

should include all three elements. Well-referenced theories of learning, such as action learning (Revans, 1972), and Kolb's experiential learning process (Kolb, 1984) recognise the need to apply learning in real situations in order for development to occur. In a review of literature about the development of expertise, Bransford and Schwartz (2009) contend "it takes expertise to make expertise". In particular, they conclude that the input of declarative knowledge through texts, teaching and other sources of information (the 10%) is *essential* to learning, as is the provision of quality feedback (the 20%). In my own case, as discussed in Chapters One and Two, the development of my leadership and management skills was greatly enhanced by the combination of theoretical learning (declarative knowledge) combined with procedural application. Reflecting on the work of Rupert McCall (2010) on experiential leadership development, which proposes focusing mainly on experience in order to develop leadership talent, David Day (2009) suggests that there are significant difficulties in learning from experience. Day highlights that leaders may benefit differentially from an identical assignment, experience, or intervention. Day contends that specific experiences do not necessarily generate specified learning, and that relying on leaders to learn only from experience would be akin to leaving the learning to chance. While application (70%) is a necessary condition for the acquisition of leadership skills, it is apparently not a sufficient condition. The 10% and the 20%, so to speak, are just as important, if not essential.

At SIS, I used the 70:20:10 language to frame discussions with clients about developing programs and strategies to develop the leadership and/or management capability of staff, but effective learning solution design is much more complex than this simple formulation. I see these three elements as necessary but not sufficient elements in the design of effective leadership development programs and interventions. I feel the 70:20:10 input model lacks a dynamic process component that produces the learning outcomes.

Undertaking this doctorate has provided me with the opportunity to reflect on the interventions that have produced the best outcomes, those that have failed to do so, and to understand the factors that contribute to positive outcomes. For example, I have had the opportunity to investigate the conditions under which work-based action learning projects enable staff to develop management and leadership competencies while also returning tangible and measurable benefits to the organisation. I have also been able to determine which factors influence the effectiveness of work-based application on the quality of learning and capability developed, and to consider what learning design strategies may be implemented to address these issues. I have, for instance, had the opportunity to

- evaluate key programs offered by SIS;
- interview several workplace learners who had successful experiences of undertaking such projects and also work-based learning facilitators;
- research formal literature on the subject; and
- research and reflect on good practice in this field.

Drawing on my experiences, current research, models of practice, and integrating many of the themes and topics explored in the previous chapters, this final chapter articulates a practice-based model of leadership and management development for in-house cohorts of learners in management roles in organisations.

## Leadership Development Professional Practice Model

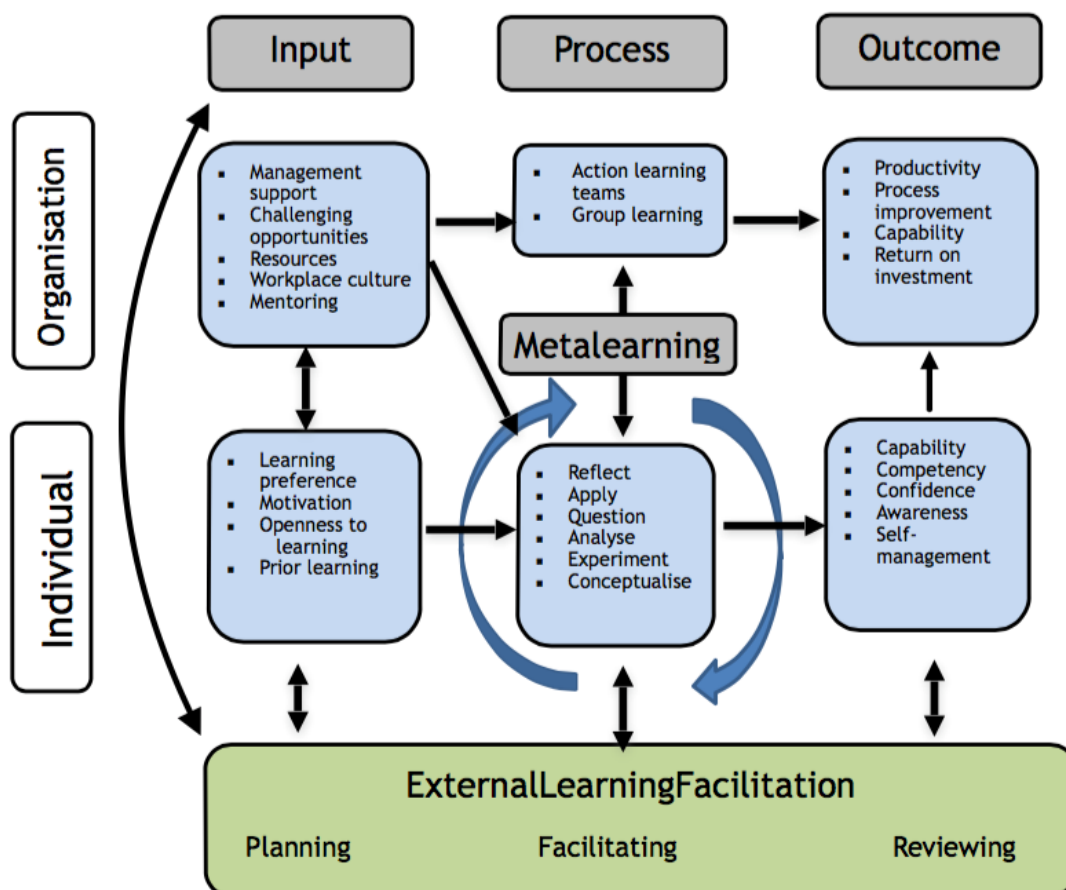
Figure 3.1 outlines the key components of the Leadership Development Professional Practice Model (LDM), which I have developed reflecting on the experience of SIS and through this doctoral program.

At the time of writing, the model has not been published but I presented it as part of a University-sponsored industry forum attended by 80 industry partners in June 2015. **Appendix 16** is a copy of the invitation sent to corporate partners promoting the event. In the spirit of co-creation, it was a joint-presentation with one of SIS's senior corporate learning facilitators, Nick Oddy, and Helena Andrews, who is Learning and Development Consultant at Computershare, a large corporate client and partner of SIS. Appendix 17 is a copy of the Powerpoint slides presented at the function.

**See Appendix 17: Powerpoint slides of presentation at SIS Industry Event "Beyond 70:20:10".**

At the highest level, the most basic components of the model are *Inputs*, which influence the learning *Processes* that in turn determine the quality of the individual learning and organisational *Outcome*. The model is influenced to a significant degree by the work of John Biggs (1987) on learning discussed in Chapter One, albeit in a higher education context.

Figure 3.1 Leadership Development Professional Practice Model



There are organisational inputs and individual inputs to the learning process. Organisational factors include the opportunity to apply the learning, the expectations of management, and organisational culture. Individual factors include the willingness to learn (e.g. motivation and openness) and the

capacity to learn (e.g. intelligence, relevant prior knowledge).

The learning *process* is essentially an individual process enabled by social processes: the purpose of leadership development programs is typically to develop individual leadership capability and, by doing so, enhance organisational leadership capacity. Individuals do the learning and application; however, the quality of this learning is significantly impacted, arguably determined, by individual and organisational factors. One cannot learn without the appropriate opportunities to learn, and without the willingness and capacity to learn.

Finally, the quality of the learning process determines the quality of the individual learning *outcomes*, which in turn determines the quality of the organisational outcomes (e.g. enhanced organisational capability, productivity improvement and Return on Investment or ROI).

The whole learning process is supported along each phase by external learning, facilitated by an external provider of learning services and programs such as SIS. The facilitation process involves three support phases: planning, facilitating (acting), and reviewing.

The following sections will explain in greater detail how the individual elements of the Model contribute to the leadership development process and work with other elements to synergise the process. These sections draw upon relevant research and practical experience, and will highlight the implications for professional practice. The discussion starts with the central concept of meta-learning and, in particular, the role of facilitation, action learning and coaching in supporting the development of meta-learning and, ultimately, leadership capability. The discussion will then focus on the individual and organisational outcomes that are produced, before considering the necessary inputs and conditions to support effective learning and leadership development.

## Developing Meta-learning

Central to the Leadership Development Professional Practice Model (LDM) presented in this chapter is the concept of meta-learning, first introduced in Chapter One.

Meta-learning was originally defined by Biggs (1985) as the meta-cognitive processes involved specifically in learning (see Chapter One for definition and discussion of meta-cognition). It is the process that couples an individual's learning motives with strategies. For example, to achieve a motive of mastering a topic, a learner might decide to use a deep-level approach to learning and strategy, such as summarising the main ideas of an article (Huntley-Moore and O'Connor, 2014; Hogan et al., 2015). A high degree of meta-learning implies a sophisticated awareness of one's strategies and the effect that deploying them has on learning motives and outcomes in a particular context.

As discussed in Chapter Two, a key distinction is drawn between a deep approach to learning, where the learner aims to understand, and a surface approach to learning, where they aim to reproduce material in a test or exam rather than actually understand it (Marton and Saljo, 1976; Biggs, 1979). While the concept is well researched in current higher education literature (Huntley-Moore and O'Connor, 2014), I believe the concept is equally relevant in the workplace leadership development context. In particular, the selection of a deep learning approach is equivalent to reflecting deeply on an experience, learning from it, and trying a different approach next time, which is consistent with the guidelines outlined by Schon (1983). Boud et al. (2013), a source I discovered after writing

earlier drafts of this chapter, draw the link between deep approaches to learning and reflective practice in “intentional” learning, such as structured leadership development programs.

According to Biggs (1985; 2012), the approach to learning should not be viewed as a fixed trait, but rather as an approach that can be influenced potentially by learning design. While learners can have more “fixed” preconceptions of learning, their approach can, for instance, be affected by design (Gibbs and Coffey, 2004; Laurillard, 2013). As discussed in Chapter One, teaching relevant meta-cognitive skills explicitly to students provides them with techniques they can assist in achieving a desired outcome, as I had learned through personal experience at CQU

The essential point is that intention is critical to the quality of the learning process and approach, and hence to the quality of learning outcomes. Essentially, meta-learning skills are those associated with taking control of one’s learning, be it in a classroom or in the workplace. What will differ will be the type of meta-learning skills involved.

In a workplace-learning context, there are some interesting linkages and parallels between meta-learning, reflective practice, and action learning or work-based learning (Tarrant 2013). Arguably, reflective practice is really a sophisticated workplace learning strategy that results in deep-level learning from experience. Doncaster and Garnett (2000) assert that the quality of learning in a workplace context in relation to agreed learning outcomes is not as dependent on the quality of the learning experience as it is on the quality of the process of reflection. Clearly, reflective practice is the very essence and purpose of this context statement and it is the most critical element of Middlesex’s work-based learning methodologies (Costley, Elliott, and Gibbs, 2010; Garnett and Young, 2008; Workman, 2009).

Working in a meta-cognitive framework and referencing the works of Knowles and also Kolb, Argyris and Schön, Paul Nesbit (2012) has developed a useful description of the essential meta-learning skills required for “self-development” in a workplace-learning context. Nesbit presents a model of self-directed leadership development with practical applications for the development of leaders in organizations. It contends that underpinning effective self-development is the “integrated operation of three meta-skills” (Nesbitt, 2012 p.208), namely “skills that are required for the development of other skills relating to one’s ability:

- to manage emotional reactions to feedback;
- to carry out effectively the practice of self-reflection; and
- to enact self-regulatory processes for development”.

Learning in organisational settings requires individuals to be very open, even humble, and be able to accept negative feedback by managing their emotional responses to it (Nesbit, 2012). In an excellent seminal article published in the Harvard Business Review, Chris Argyris details his double loop learning methodology (as outlined in some detail in Chapter Two) and further points out that for organisations to thrive and develop, they need leaders who possess effective capabilities to *“reflect critically on their own behaviour, identify the ways that often inadvertently contribute to the organisation’s problems, and then change how they act. In particular, they must learn how the very way they go about defining and solving problems can be a source of problems in its own right.”* (Argyris and Schon, 1992 p.96)

In addition to the ‘meta-skills’ described in Nesbit’s model, I contend that there are other meta-learning skills required for effective learning in the workplace. These include:

- asking for feedback (e.g. ask powerful questions that engender insight);
- continuously identifying and proactively addressing learning needs;
- selecting appropriate strategies to achieve learning goals (such as researching good practice, or finding a workplace mentor);
- monitoring and assessing the effectiveness of learning strategies and outcomes, and adjusting the process accordingly; and
- knowing what one's capacities are, and how and when to deploy them.

All these skills are likely to have a significant impact on the quality of learning outcomes.

I have a deep conviction, born out of practical experience and research (see Chapter One), that meta-learning skills relevant in particular contexts cannot only be taught or developed explicitly, but also they need to be taught within the relevant context. In order to be mastered, like any skill, they also need to be applied.

In SIS's leadership development programmes, a range of strategies and techniques are deployed to enhance leaders' meta-learning capacity, such as the capacity to self-reflect, to skilfully seek feedback, to reflect in and on action, to revise their mind-sets and assumptions when necessary, and to come up with new solutions and seek new ways.

In the following sections, a number of techniques will be discussed that assist the development of meta-learning skills, including the following:

- teaching meta-cognitively (Bransford, Brown, & Cocking, 2000);
- teaching a range of reflective practices, such as double loop learning, the immunity to change process (Kegan and Lahey 2009), and Gibbs' reflective practice methodology (Gibbs 1981);
- providing individuals with 360° feedback (feedback from managers, peers and subordinates) regarding their emotional intelligence using tools such as Genos Emotional Intelligence assessment;
- directly teaching meta-cognitive skills, such as regulating and controlling one's emotions;
- providing participants with individual coaching, using coaches who have expertise in action learning and who can hold participants to account for the application of practices such as reflection;
- providing group coaching opportunities for participants to share insights and reflections;
- providing learners with challenging work projects;
- having learners complete reflective journals and reflective essays about their experiences of applying theory to practice;
- assessing students based on their application of tools and methods relative to standards, and giving constructive feedback; and
- teaching leaders to coach others, thus helping them to enhance their own self-regulation and control.

## Inputs for quality learning

The learning process involves individual, organisational (employer) and facilitator (such as SIS) inputs, which interact dynamically to influence the individual learning process and, in turn, the quality of the learning and organisational outcomes.

## Individual factors

In terms of individual factors, research has identified a wide range of learner characteristics that have an effective bearing on the learning process. For example, general cognitive ability (Ackerman et al 1995), meta-cognitive self-regulatory ability (Flavell, 1979), tacit intelligence which refers to analytical and practical capabilities (Sternberg 1996), job-specific competencies and job knowledge and work experience (Schmidt, Hunter and Outerbridge, 1986), and emotional intelligence (Goleman, 1998) all have bearing on the learning process. Self-concept also affects the likelihood of an individual benefiting from a leadership learning experience, and incorporates such concepts as self-evaluation, self-worth, self-determination, self-efficacy, and locus of control (Judge and Joyce, 2001).

Learning goal-orientation has also been identified as an important indicator. Managers who are motivated to learn and have access to developmentally-enriched assignments are more likely to show significant gains in their managerial competencies (Dragoni et al., 2009).

Based on a review of the literature, McCauley (2006 p.46) identifies a range of attributes common to managers who are more likely to learn from developmental experiences:

- Learning orientation: managers see life as a learning opportunity and they enthusiastically embrace new learning opportunities;
- Proactive problem-solving: managers tend to tackle problems head-on and be action-oriented;
- Critical reflection: such managers are reflective and actively seek feedback and input. They ask lots of questions and seek to understand underlying assumptions and premises of current positions;
- Openness: managers have a tendency to be open to other points of view, including feedback and criticism from others. They are also willing to change their perspective and direction, and are sensitive to individual and cultural differences.

With such a great range of factors being known to have bearing on the likely success of program participants, it is currently not possible to determine definitively who will most benefit from a structured leadership intervention. In my view, it is not likely that this will ever be possible: not least because it is so difficult to properly measure the impact of leadership and management development, let alone determine who is most likely to benefit from it.

Nevertheless, I believe McCauley's list of attributes of successful managers points to some simple guidelines that indicate the attributes of those managers who are most likely to benefit, as well as those who are unlikely to. Participants need to be open to learning opportunities and genuinely want to improve themselves. In short, they need to be intrinsically, rather than extrinsically, motivated. Multiple research papers have demonstrated the link between intrinsic motivation and learning outcome (Marton and Saljo, 1976). Consequently, it is best not to offer programs to people who are not intrinsically motivated to learn. Psychometric testing can provide insight into this attribute but, at the simplest level, it is preferable that participation in programs is initiated by self-nomination. Leadership programs are not likely to be effective for participants who have been directed to participate in them.

I believe some of the attributes identified by McCauley can be taught and developed (e.g. reflection and openness) but it is not a straightforward process. These “attributes” undoubtedly have deep psychological precursors and conditions that mean that it may be difficult for a person to change these attributes or predispositions. Fortunately, there are methods such as the Immunity to Change process (Kegan and Lahey, 2009), which can assist individuals who are motivated to change and to achieve the desired outcome. In my experience, the use of some 360° or psychometric assessment instruments (such as HarrisonAssessments) can provide people insights into their character and preferences which, when combined with coaching support, may assist in supporting desired change.

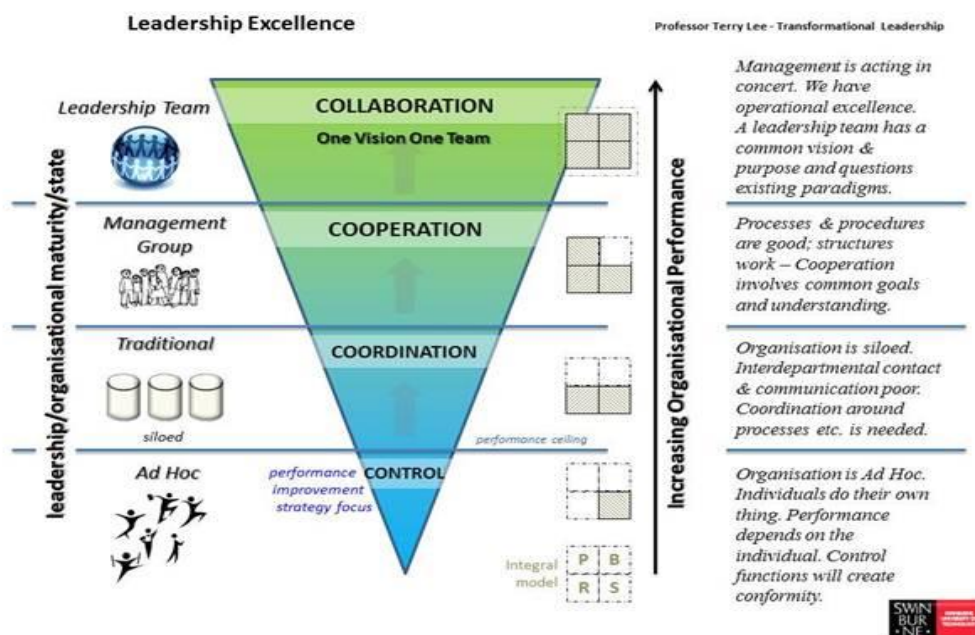
## Organisational factors

In addition to the individual factors, the organisational context is important. Organisational culture and environment can impact on motivation to learn. For example, Argyris and Schön (1996) make the distinction between Model I and Model II learning systems and cultures within organisations. The former are typified by the predominance of single-loop learning, with cultures of dogmatism, closed mindedness, and defensiveness; whereas the latter are characterised by the capacity for double-loop learning, cultures of openness and honesty, and a shared sense of purpose and collaboration. It is suggested that Model I organisations cause individuals to adopt a superficial, unquestioning and even rote approach to learning and problem-solving - a surface approach to learning - whereas Model II organisations would tend to promote deep approaches.

Practitioners need to understand the organisational context in planning the intervention. Organisational culture, for example, needs to be properly considered. A variety of organisational maturity models give insight into organisations and their capacity to enable and support development (Robbins et al., 2013). Leadership and management skills are also highly contextual and situational.

As an example, the model used typically at Swinburne was developed by one of the associates of SIS, Professor Terry Lee (2011), as outlined in Figure 3.2:

Figure 3.2: Organisational Maturity Model





Interventions need to target an organisation's current culture and maturity, with the aim of moving it to the next level (Lee 2011).

So, the practice model detailed in this paper is essentially targeting organisations that are, ideally, already cooperative and are seeking to move to the collaborative level. In my professional experience, the practice model is unlikely to work effectively with traditional (Model 1) types of organisation because reflection and questioning are seen as negative behaviours, or even insubordination, and they are inherently likely to present impediments to the implementation of action learning projects. For example, the 'silos' evident in the traditional model 1 organisations will inhibit cross-organisation interventions and discussion of failure is not encouraged.

Organisational commitment to, and the planning of, the program intervention is essential. Organisations need to be willing to empower learners to experiment, learn and, in the process, develop if they want to nurture well-rounded capable leaders. Also, as discussed in the section regarding success factors for action learning, appropriate authorisation and negotiation of projects will impact on the quality of the projects and their outcomes.

## Facilitating the Process of Group Learning

A distinction needs to be drawn between leadership as a set of individual skills or competencies, and leadership as a social process comprising complex interactions between the designated leader and the social and organisational environment. Leadership is both a complex and highly contextual construction (Osborn, 2002). For the purposes of this discussion, leadership concerns the capacity of the organisation to effect meaningful outcomes and effective transformation. Everyone has the potential to contribute to this capacity. Effective leaders have the ability to facilitate this process, to enable co-creation, and to "empower" and engender leadership throughout the organisation.

While learning is, in the final analysis, an individual process, in an organisational context it has a critical social dimension and, consequently, there is a significant place for facilitated group learning, particularly as a process for supporting the development of 'people' skills such as leadership. Many organisations choose facilitated group delivery of leadership programs. There are many circumstances where it is appropriate, even though individuals may have differing leadership development needs. For example, organisations might want to establish a common set of management practices and a common language for describing these practices. Also, larger organisations frequently have whole cohorts of individuals with common needs. For example, many of SIS's clients have groups of newly-appointed managers without prior experience of managing people and, hence, may not have yet developed skills such as reflection, coaching, giving feedback, having difficult conversations, defining job role requirements and managing performance.

All of these are, in fact, competencies that can be assessed, and there are many tools and resources available that can support people to more rapidly develop these skills and apply them in the workplace.

Based on my experience gained working with a large number of employers, it has become increasingly clear that larger organisations in Australia (those with more than 1000 employees) develop capability or competency frameworks to describe the capabilities that managers and leaders must develop and demonstrate.

As I had initially but profoundly learned in my work at CQU, clear learning and assessment outcomes have a critical impact on the quality of learning. As discussed in Chapter One, CBA is really a form of criterion-referenced assessment. In organisational learning contexts, competency frameworks often provide a starting point in the educational design process because they define not just the required developmental outcomes, but also how performance will be assessed.

While such frameworks define what competencies are required and how they are to be assessed, they don't define *how* the competency or capability is to be developed: they focus on the *what*, not the *how*. The 'how' is key, and is the facilitation of learning. It is the principal focus of this chapter, starting with its role in the formal learning component (the 10%). The discussion then explores the facilitation of action learning and structured experiential learning as a means of providing the opportunity to apply learning and reflect on experience (the 70%). Finally, the facilitation of feedback, coaching and assessment (the 20%, effectively) is explored.

### Formal learning (the 10%)

The formal learning component is highly dependent on the quality of the learning facilitator.

Essentially, the role of the teacher/facilitator is to:

- guide group learning and interaction;
- explain and communicate information, concepts and tools that can be used to develop competence; and
- inspire program participants to want to learn and to feel confident in their own ability to do so.

They need to be knowledgeable about the subject and able to communicate about it in interesting ways - to have the capacity to educate, engage and entertain. They need to be experienced practitioners in the area they are teaching and facilitating, because "it takes expertise to make expertise". For example, all facilitators of the coaching programs at SIS are highly experienced executive coaches, most at ICF Professional Certified Coach level. Typically, facilitators are good storytellers with a wealth of theoretical and practical knowledge to draw upon.

The facilitators need to be skilful in promoting participation and engagement, adept in reading the underlying dynamics of the group and affirming its collective wisdom, and flexible in adapting to changing group dynamics and circumstances. Above all, they are good listeners and good at facilitating group discussion and interaction.

Good facilitators understand the whole end-to-end service delivery model, the whole learning construction and their role in it. In the SIS approach, many, though not all, will be involved in workplace action learning projects, assessment and coaching.

The feedback received from SIS program participants indicates that facilitated learning experiences can contribute to leadership development in several ways:

- by providing participants with models and tools that can help them respond more effectively to certain leadership challenges or situations;
- by preparing them to get more out of work experiences;
- by providing experiences they cannot otherwise get (such as through simulations); and
- by helping them reflect upon, and learn from, the practical experiences they have had.

In other words, participants highly value the contribution of good facilitation.

In SIS leadership programs, we teach students about reflective practices: to apply what they learn and reflect on their attempt to apply new knowledge and skills. We also provide them with processes and tools to help them develop skills by making the task of applying a new skill less daunting and more comprehensible. For example, in the coaching program we start by teaching the GROW model (Whitmore, 1992)<sup>2</sup>. Models such as GROW are useful as a starting point: a simple framework and mnemonic that allows people to understand a process conceptually, apply it, and reflect upon the experience. For example, when I taught coaching skills to industry clients, I taught the GROW model and then demonstrated its application in a live coaching situation, talking out loud to the group about how I am managing my thoughts and emotions in the process (sometimes after the coaching) and how I make decisions about the appropriate questions to ask. Teaching meta-cognitively (thinking out loud) is intended to develop the meta-learning ability of program participants (Bransford, Brown, & Cocking, 2000; Bell and Kozlowski, 2008; Hogan et al., 2015) by modelling the thought processes associated with executing leadership skills such as coaching, giving and receiving feedback, or having difficult conversations. We then move to application, where participants have to apply the GROW model in coaching sessions, acting as coach, coachee and observer.

Participants are also required to keep an application journal that serves to demonstrate their application of a coaching model such as GROW in live coaching situations. The journal is also used as evidence in the formal assessment against competency standards for the completion of course units and, ultimately, qualifications.

### Action learning experiences at work (the 70%)

While facilitation is an important element of the LDM, as discussed earlier in this chapter, application (and reflection) is also essential if capability is to be developed. Research concerning the development of expertise provides a rich source of evidence regarding the efficacy of experience-based learning and the conditions that enable it to facilitate the development of capability (or expertise). The most effective capability development is characterized by *deliberate practice*, where people work on problems or challenges that are challenging and new, rather than routine (Ericsson 2004; 2006; Day, 2010; Boud, 2015).

In my experience, action learning (Chambers and Hale, 2007; Marquardt, 2009) is a highly effective method for facilitating the learning of higher-order leadership and people management skills by learning from challenges at work. Group action learning provides a structure for deliberate practice. SIS incorporates group action learning projects (groups of three or four people) in its leadership and management development programs to embed and ensure the transfer of learning, to support reflective practice and, to provide tangible evidence of competency development.

The action learning process necessitates:

- a real problem or challenge that is important, critical, and usually complex;
- a diverse problem-solving group, or "set" as it is typically referred to in the literature;
- a meeting process that promotes collaboration, accountability, curiosity, inquiry, and reflection that effectively applies a double-loop learning model;

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<sup>2</sup> See Appendix 18 Description of the GROW model.

- a commitment to action and finding a solution or way forward; and
- a commitment to learning, reflecting and continuously improving.

The development of higher order leadership and management (L&M) expertise requires genuine “heat” experiences (Petrie, 2014), which are meaningful, challenging assignments such as those to which Ericsson (2006), Day (2009) and Boud (2015) refer. SIS takes from Heifetz et al. (2009) and refers to these types of challenges as adaptive challenges. An adaptive challenge, as opposed to a technical challenge, is one where it is difficult to fully define the problem and the solution is unclear in the initial stages. An adaptive challenge in an organisation will inevitably require the project team to work collaboratively with numerous stakeholders across the organisation. It requires a group of people to embark on a learning journey together, where the group will leverage individual strengths and experiences in order to define and address the challenge.

In instances where managers are developing foundational competencies, such as coaching or giving feedback, the action learning process may focus on the application of skills and processes they have learned to “standard” or routine problems, tasks or situation. The action learning groups allow and encourage the managers to reflect on their experiences in a safe environment. In this way, they can reach a competent standard of proficiency in learning and applying these skills and practices.

### Action Learning Success Factors

As General Manager of SIS, I was responsible for the continuous improvement of all of the organisation’s programs and services, and also, as discussed in Chapter Two, for the development of new programs and services. I have worked closely with many SIS corporate clients to assess the effectiveness of our programs and have gained insight into the key factors that influence the effectiveness of work-based projects. In addition to these reflections and insights, I used interviews with multiple workplace learners, discussions with work-based learning facilitators, research literature, and reflections on good (and poor) practice in the field to define the following success factors for organisational action learning interventions.

Perhaps the most critical success factor is the quality of support provided for learning and application in the work environment. There are a number of elements to this. Research (McCauley and Hezlett, 2001; Cohen, 2010) has shown that management support, and particularly direct supervisor support, for developmental activities such as projects has been linked to the effectiveness of training outcomes. One of the critical factors is the appropriate authorisation of the project. In instances where organisations have failed to properly authorise and socialise the projects, making them a legitimate part of the program participant’s work, programme facilitators and coaches indicate that program outcomes are often compromised. In particular, learning outcomes may not be achieved, useful innovations in the workplace are unlikely to be developed, and program participants are likely to experience frustration in trying to address the tensions that inevitably arise.

A second factor is the effectiveness of the action learning (AL) group. To that end, each group should have an AL coach (either a manager or an external coach provided by the University) whose role is to develop the AL capability of the group and to facilitate the effective functioning of the group, not to run or manage it. The focus is on helping members to agree on ground rules for working together, and to develop members’ questioning, listening and reflection skills through effective coaching. Ideally, in the early stages, the coach has a one-on-one coaching role which can then support this

important developmental role. The coach should ensure that the group follows agreed AL process, then progressively hand the responsibility over to the group as it develops. While the group focuses on the problem, the coach acts as an observer, a learning catalyst, and a champion of the learning process. At appropriate times, the coach intervenes in the group process and asks them to reflect on such questions as: What can we learn here? What don't we know about this? How are we going? Their role is not to solve the problem at hand but to optimise group and individual learning, although through the questioning process they may elicit new approaches to the problem.

One way to help develop group and individual learning capability is to explicitly teach the AL methodology and coaching techniques as a formal part of the curriculum. Australian diploma level qualifications provide this option.

The third factor is the quality and appropriateness of the projects undertaken. Project success will often be determined by the group's ability to fully define the nature of an adaptive challenge and to make suitable recommendations to the organisation. Successful projects are time bound, appropriately resourced, manageable and well aligned to organisational priorities. Better still, if the projects undertaken can return value to the organisation over and above the learning experience that they provide, then this is a demonstrable and tangible benefit to the organisation from the investment made.

Using an appropriate project methodology provides an effective framework to ensure that projects are properly authorised, scoped, managed, evaluated and, ultimately, transitioned and socialised into practice. For this reason, it is recommended that project management methodologies are taught as foundation competencies, either formally as part qualification or informally as part of the learning methodology.

Finally, ownership of the problem is important. To that end, ideas or topics for the workplace projects should be generated from both a bottom-up and top-down perspective. Top-down means that senior leaders and executives within the organisation seed the ideas for workplace projects; bottom-up means that the participants themselves develop potential ideas or concepts that go onto a 'project slate'.

The ideal is to have a number of potential and relevant projects on the 'project slate' for groups to choose from. These projects should be substantial and require the team to work together extensively for a time frame of between three to nine months. However, this does require significant commitment on the part of the organisation and individuals concerned.

### **The role of the learning coach (20 %)**

An important element of the LDM, though arguably not an essential component, is the *individual* coaching and case management of industry learners. This individual coaching should complement the other elements of the model, including AL group coaching, but ideally the same coach can perform both individual and group roles.

As discussed at some length in Chapter Two, the provision of one-on-one executive coaching is seen by many organisations as a means of helping leaders to develop the leadership and management skills needed to reach their work-related goals and to be resilient through difficult periods of organisational change. In my experience, which is supported by the literature, it has a further

important role: to help leaders become more effective, self-directed learners by helping them to develop their meta-learning skills and capability. Gregory, Beck and Carr (2011) apply a meta-cognitive control framework to the coaching process, arguing that one of the primary roles of executive coaches is to help coachees become more effective at self-regulating, at seeking feedback, and at goal setting.

In their article “Why People Fail to Recognize Their Own Incompetence”, Dunning et al.(2003) explore the reasons that some leaders lack “insight about deficiencies in their intellectual and social skills.” (p. 83). Meta-learning skills, such as seeking feedback, are critical to the capacity of leaders to “self-develop”, to gain insight into the deficiencies, and to begin to do something about it. Coaching is a way that this capability may be developed.

One of the critical roles of the coach is to understand when a person is “unconsciously incompetent” and to assist them to become “consciously competent”.

Coaching then offers a mechanism to support the individual to develop in areas of importance to their development as independent learners. Importantly, it has the potential to significantly compliment and synergise the impact of AL because it supports the necessary reflective processes and feedback mechanisms for self-improvement and the development of meta-learning capabilities that, in turn, can further enhance the impact of the AL experience.

Individual coaching can also be provided by the organisation, and many organisations are developing the skills of the managers to act as coaches and mentors for their staff. Developing an internal coaching culture is a powerful means of supporting internal capability development, and many organisations are now trying to develop this capability. For example, recently SIS won a major contract with a government agency to provide Leader as Coach training for over 600 managers nationally to support their “70:20:10” people development model.

Coaching needs to be distinguished from mentoring because, in common usage, the two terms are often confused. The coach can be a mentor and vice versa. Normally, a coach is contracted as an external service provider to support an individual in achieving their development goals. A mentor is usually somebody in the organisation who has expertise relevant to the learner and is available to assist them with technical or management development needs. Mentoring is defined as a one-on-one relationship between a less experienced person and a more experienced person. Like coaching, it is intended to address the professional development and growth of the individual. The difference is that mentoring focuses on the mentor sharing their own experiences with the mentee to help them develop increased knowledge or competency.

In cases where participants are being assessed, coaches can also potentially act as assessors in that they are capable of providing feedback to the coachee on their performance relative to the required standard.

## Outcomes

The final phase of the learning process is the outcome, though in many respects the whole learning process, like the double-loop learning model, is an iterative process with continuous feedback. In the LDM, quality learning processes involving high quality facilitation, AL and potentially coaching are likely to result in participants becoming more competent, capable and self-aware leaders and

managers, through an iterative continuous feedback process. The development of individual capability, in turn, impacts on organisational capability and outcomes.

## Individual outcomes

Leading meta-cognitive learning researchers, Bransford and Schwartz (2009), highlight the importance of comparing performance to standards, arguing that feedback must be compared to some “standard” if it is to help individuals become more capable. Australian competency standards for leadership and management include literally hundreds of detailed units of competency from the certificate IV level (supervisor) through to graduate diploma level (senior managers). Typically, units are available that define the types of performance evidence required to assess (and for the learner, demonstrate) competence or ability to perform in a given context. For example, a unit such as “Manage people performance” provides basic skills and frameworks for allocating work and delegating responsibility, giving and receiving feedback, monitoring work performance and managing poor performance.

There is significant scepticism and debate about the concept of competency, as discussed in Chapter One, and particularly about leadership and management competencies. In a review of 29 competency frameworks internationally, Bolden and Gosling (2006) conclude that the competency approach is overly-reductionist because it fragments the role of the manager/leader, is overly generic, and is focussed on current performance rather than future requirements. Competencies are thought to result in a limited, mechanistic approach to leadership development. They suggest that “a competency framework could be considered like sheet music, a diagrammatic representation of the melody. It is only in the arrangement, playing and performance, however, that the piece truly comes to life” (Bolden and Gosling, 2006 p.152). I believe this is a good analogy but a poor conclusion. Competencies are like sheet music: they are a language to guide performance, to facilitate communication about performance, and to make the implicit, explicit. That is not a weakness; that is a strength.

Hollenbeck et al. (2006) criticise the competency approach for working from the assumption that effective leaders have the same competencies. They contend that leadership effectiveness is not the result of the application of a set of competencies, but rather is the result of how well a person uses their talents.

I believe that these criticisms miss the point. I do not contend that possession of leadership competencies means that a person will be an effective leader, any more than I would argue that being technically able to play a shot such as a cover drive in cricket makes a person a good cricketer. However, a good cricketer or batter will likely be able to proficiently execute a range of learnable shots. In the same way, a leader will likely have a repertoire of people management and business strategy competencies but these may not be sufficient for effective leadership. There is a strong body of evidence that supports this proposition. For example, using data from 89 clinical managers at the United Kingdom National Health Service who implemented change projects between 2003 and 2004, Battilana et al. (2010) found that leaders who possessed leadership competencies were more likely to successfully implement organisational change. Specifically, they were “more likely to emphasize the different activities involved in planned organisational change implementation (namely, communicating the need for change, mobilizing others to support the change, and evaluating the change implementation)” (Battilana et al., 2010 p.423).

In this context statement, the term *competency* typically is used to describe officially-accredited Australian units of competency, though in practice competency is used interchangeably with capability. *Capability* is a term that, in the literature (Bowden, 2004; Bowden and Marton, 2004; Stephenson, 1994) reflects high order thinking and problem solving skills, whereas competency is used more in the context of technical skills.

Doncaster and Lester (2002, p.92.) define a capability as “the ability to do and the ability to become more able”. They refer to the work of Stephenson who describes capability as involving the “integration of skills, knowledge, ethics and judgement”, including dealing with unfamiliar problems in unfamiliar contexts. They report on reflections by candidates undertaking a professional studies doctoral program on what they consider to be the most important professional capabilities they had developed in their professional practice. The most frequently reported capabilities included initiating or managing change, achieving results in difficult or complex situations, and influencing others.

It is interesting that these capabilities, such as managing change and influencing, are also described as competencies. In fact, a substantial body of declarative knowledge has been developed that can inform good practice (in change management, for instance) and therefore they are effectively competencies that can be developed and explicitly “taught”, albeit in a specific context.

Feedback mechanisms are critical to the process of developing capability, as is reflection on learning. Feedback provides information upon which the learner can reflect, rethink, plan, act, and again reflect about action (consistent with the double loop learning approach). Feedback can be provided in structured learning programs through:

- individual coaching encouraging self-reflection;
- self-reflection and observation;
- the AL process, through interaction with others; and
- formative assessment and feedback provided as part of the learning program.

Becoming skilful in seeking feedback, understanding the feedback, and appropriately responding to the feedback comprise an important cluster of meta-learning skills that leaders need to develop.

Competency-based assessment provides standards against which performance can be judged, discussed and given feedback on. It provides a language. In an organisational context, this is really important because it is only through assessment that the organisation can be confident that staff can perform. It has a further benefit to the staff: many organisations see value in offering the qualification option to staff as a motivator/incentive or benefit, which may lead to talent retention. CBA typically requires participants to provide evidence of successful application in the workplace. Reflective essays, for example, are frequently used to support participants in reflecting on their experience of applying theory to practice. Typically, they do this by reflecting on project work undertaken as part of the program.

## Organisational Outcomes

In the LDM, individual learning outcomes and AL project group outcomes determine organisational outcomes.

When all of the 70:20:10 (plus reflection and competency assessment) elements are deployed and harmonised, the outcomes can be outstanding. One of SIS's clients, a large bank, offers a Diploma of Business Management in partnership with SIS, which focuses on improving business processes using



lean kaizen (Bodek, 2010; Maurer, 2012) and project management methods. The organisation estimates that one instance of the program, including staff release from productive work and the projects undertaken as part of this program, cost it approximately \$500,000, but the estimated business benefit of the AL projects alone was over \$6 million.

In many cases, the testimonials of the impact of the learning on individuals have their own power and impact. This is what one participant had to say about the program:

*“The course has been the most significant learning I have undertaken in the last 16 years since I graduated from uni and joined the grad program. It has tested my resilience but I had strong support from my coach and fantastic encouragement from my facilitator. I am thankful for being given the opportunity to undertake what has been life changing from a career perspective and look forward to using the skills for the remainder of my career”.*

The model most commonly used in demonstrating return on investment, or effectiveness of learning and development programs, is the four-level Kirkpatrick model (Kirkpatrick and Kirkpatrick, 2006).

The four levels are:

1. Reaction: how participants reacted to (e.g. rated) the program.
2. Learning: what participants actually learned (typically assessed through testing).
3. Behaviour: based on the program, how behaviour has changed in the workplace.
4. Results: measure the impact on the business, e.g. the impact on sales or profits.

In cases such as the bank, it is relatively easy to demonstrate outcomes at Kirkpatrick level three and to create a strong case for level four efficacy, because a clear dollar value can be attributed to the tangible benefits of the program... or outcomes of the projects. The level three outcomes can be demonstrated by the enhanced competencies (behaviour) which participants will have developed and demonstrated through application on the job. These competencies are perhaps more important because they will have a lasting impact on the capacity of the organisation to continue to improve its business processes through their application in the future. Capability impacts, in the long term, are more difficult to measure, which is why it is usually difficult to measure the impact of leadership development interventions (Rohs, 2003; Hannum & Martineau, 2008).

## Summary

In summary, the LDM provides learning and development professionals with a framework to design interventions that can accelerate the development of effective leadership and management capability. Based around the 70:20:10 elements, the model recommends:

- the facilitated learning of competencies;
- application through projects and/or group AL;
- support through individual or group coaching;
- promotion of reflective practice; and
- the use of formal and informal feedback and assessment.

In addition, the model describes the organisational, individual, and learning facilitation inputs necessary for the 70:20:10 approach to be successful in developing leadership capability.

This is not a mechanistic, prescriptive model, even though the concept of input, process and outcome might imply otherwise. The focus is on supporting and facilitating the learning process. It

identifies the inputs to the learning process that, in turn, produce outcomes, both individual and organisational. The goal is effective, deep-level learning that results in high quality learning outcomes: genuine capability development and application. While this requires alignment of the 70:20:10 elements, it also requires a clear understanding of how to promote meta-learning and deep-level learning outcomes in a work context.

A further related goal is to support leaders in becoming effective, self-directed learners who are capable not just of learning themselves, but of facilitating the learning of others in the workplace. These meta-learning skills have been shown to be important to one's capacity to learn and develop in a workplace context, and are also important skills in supporting the development of others. The concept of meta-learning provides tools and a language to discuss this process and, extending the work of Nesbit (2012), the LDM proposes a framework for describing the specific meta-learning skills involved. Importantly, I believe these skills can be explicitly taught, developed and enriched through intentional AL experiences and through reflection. Strategies for developing meta-learning skills in the workplace are discussed.

In the development of these skills as part of a leadership development program, AL and coaching play an important role. Four key success factors for AL group projects are identified and discussed, along with a discussion of the role of the learning coach. In Chapter Two, the efficacy of coaching as a development tool is discussed, but in the LDM the role of learning coaching is applied specifically to the program intervention and is considered to be an important complement and enabler of effective AL. It is also a critical potential mechanism to support the development of meta-learning skills required by developmental leaders.

Developing competency supported by teaching (facilitation) input, AL and coaching won't be sufficient to develop organisational leadership capability and shift culture if the organisation isn't receptive to the change. Developing effective developmental leadership skills, such as coaching, will not be effective in organisations that are not receptive and open. As the model explains, organisational context is extremely important.

Leadership is more than just the attributes of individual leaders, it is about the culture of the organisation. Just as motivation is a determinant of individual's capacity to learn, so too culture and openness to learning is a determinant of organisational learning capacity. Organisations that are open to learning, such as Model II organisations (Argyris and Schön, 1996) or cooperative or collaborative organisations (Lee 2012), can provide the necessary environment for individuals to learn and develop. These organisations can engender and promote the development of meta-learning skills by providing a rich workplace learning environment (e.g. through AL groups and coaching). I refer to that culture and type of leadership as co-creative leadership.

Leadership culture is about listening and learning rather than top-down telling, and the skills required for it are very different to those required for the latter.

Over the long run, I strongly believe organisations that successfully develop a learning culture are likely to be more productive and capable of meeting the challenges that our rapidly-changing society presents. They have the internal capacity to constantly recreate themselves and thrive in a constantly changing world.

## Further research

There are at least three broad areas of further research that this context statement points to. Firstly, the LDM has been developed based on my practical experience combined with literature research and dialogue with colleagues. It has not been empirically tested. Testing the model as a whole would be a complex and daunting task considering the complex interactions between the elements of the LDM, such as between individual preferences and the different types of learning development interventions. Additionally, the impact that these interactions have on the achievement of relevant learning outcomes such as competencies, or organisational outcomes such as ROI, would also require testing.

Secondly, I am particularly interested in further exploring the relationship between competency, meta-learning and capability, and specifically in exploring the teachability of meta-learning skills in the workplace context. In particular, I have posited some of the likely meta-learning skills that apply in workplace learning of leadership and management skills. I would also be interested to further explore the role of coaching, AL and reflective practice methods in their development, to build on the work of Gregory, Beck and Carr (2011).

Finally, there is potential to explore the role of meta-learning as a theoretical construct for explaining how and why coaching works. A recent meta-analysis conducted by Theebom et al. (2014, p.9) concluded that the efficacy of coaching in a general leadership development context has been well demonstrated, however the “biggest overall limitation of the coaching literature is the lack of rigorous examinations showing the causal mechanisms by which coaching interventions are effective”. I believe the original doctoral work of Anthony Grant, discussed earlier in this statement, points to the value and relevance of meta-cognition in general to understanding the mechanisms by which coaching impacts goal attainment. Meta-learning and the component meta-skills posited in this context statement may help to explain in particular how the questioning techniques used in coaching foster reflection and learning.

## Concluding reflection

The Doctor of Professional Studies program has provided me the opportunity to reflect critically on my role as the leader of SIS, which is the principal, public works considered in this statement and to consider how I might, in hindsight, have approached some challenges differently.

As discussed in this statement, my leadership framework or approach has evolved through my career experiences: from a conception of leadership being about the ideas and abilities of the leader, about strategy, through a phase of leadership being about serving, empowering and supporting the efforts of staff to deliver quality services, to my current conception of leadership which is about co-creation of a shared endeavour. Accompanying this change in leadership mindset has been the development of some important skills, particularly coaching. As my conception of leadership has evolved from strategy to co-creation, so too my skills have evolved from telling (arguing and articulating), which I learned at university, to a more open listening or coaching approach, developed through the application of leadership in a number of management roles.

I am grateful to have been given the opportunity to work with talented, committed people to co-create SIS over the past four years. As I now move into a new phase of my career as a Pro Vice-Chancellor at Australia’s newest university, Torrens, I am again excited about the opportunity to create new ways of supporting organisations to develop the capability of their staff, to create a

learning culture, and to be more agile and adaptable in the face of a rapidly-changing world. In doing so, I hope to provide opportunities for their staff to develop as people and find fulfilment and meaning through their work.

Personally, as an organisational leader, I will apply many of the elements of the LDM to help staff to reach their potential, particularly through coaching and action learning, and co-create new innovative learning and development solutions for individuals and organisations.

This doctorate has allowed me to reflect more deeply on AL models and reflective practice, particularly its value as methods to support effective workplace learning. The Institute of Work-based Learning (IWL) approach to post-graduate learning has been a revelation in its own right. I see its potential to support organisational learning and particularly individual learners, though there is no reason why the approach couldn't be applied to group contexts in partnership with organisations, such as instances where individuals are required to work on major organisational change strategies in a collaborative manner while also achieving post-graduate learning outcomes and qualifications. I believe the approach is consistent with the LDM. The LDM approach is most relevant where the organisation has a group of individuals with the same learning needs (to develop specific competencies), whereas the IWL is most relevant when the learning needs are highly individual or when the capabilities required are not well known and a high degree of discovery is required. Both approaches value AL, reflective practice and assessment and feedback as supports for the learning process.

In conclusion, the field of organisational learning and development is cross-disciplinary. My dissertation has drawn upon multiple disciplines: cognitive science, marketing, organisational psychology, management, leadership development, and instructional design, to name just a few. It is a complex and evolving field, which is what makes it so exciting and interesting.

Could I have known 20 years ago what I know now? Could my own learning have been fast-tracked? I believe so. There are capabilities, such as coaching and influencing in particular, that I wished I had learned much earlier in my career. I believe that, at an interpersonal level, mastering these competencies would have made me more effective as a leader, or certainly coaching would have. At an organisational level, I am not sure. Some of the organisations I have worked in, despite being educational organisations, cannot be characterised as learning organisations. They are neither agile nor open, and coaching skills would, in my assessment, not have been valued. I had been exposed to constructs such as coaching earlier in my career, but I did not master them. I did not learn specific techniques, apply the techniques on the job, or get feedback and reflect on my performance. I had neither the motivation nor the opportunity to do so. With the right support and conditions though, I am sure I could have developed these competencies much earlier.

Nevertheless, I feel very privileged and grateful for the rich and varied learning and development opportunities I have had over the past 30 years. My mission now is to help others to develop a broad leadership and management skillset early in their careers; to help organisations to accelerate leadership and management capability development. Organisations that have the capacity to learn and innovate, to reinvent themselves constantly, can provide meaningful and exciting work that addresses the multiple challenges that society faces.

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**Appendix 1: Harper, G and Elich, J (2002). Towards the T-shaped TAFE. Canberra: ANTA National Conference.**

**TITLE:** Product Knowledge Management and Development in TAFE Queensland Institutes: Towards a T-shaped TAFE.

**AUTHORS:** Greg Harper and John Elich<sup>1</sup>

**THEME:** Ensuring the relevant professional development of staff is up-to-date

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### **Synopsis**

*With the advent of the knowledge economy, the business strategies of TAFE Queensland institutes have involved the establishment of “communities of practice” known as strategic product implementation groups (SPIGs). These groups, comprised of managers and teachers in specific vocational areas are driving a collaborative approach to VET delivery in TAFE Queensland institutes.*

*They provide institutes with sophisticated knowledge management strategies to position institutes to respond effectively to the challenges of the knowledge era.*

*This presentation discusses TAFE’s experience in building these collaborative approaches, and outlines their likely further development.*

Business throughout the world is now recognising the strategic imperative of knowledge and learning, and according to Allee (2001) most businesses now have clear knowledge management strategies under way. Allee argues that knowledge is now the most important factor of economic life. It is the major cost in many products which we now buy or sell and it is a raw material of production with which we must increasingly become accustomed.

Peter Senge’s seminal work “The Fifth Discipline: The art and practice of the learning organisation” (Senge, 1992), argues that in the future, organisations that excel will be those that discover how to tap their people’s commitment and capacity to learn at every level within the organisation. Successful companies will be distinguished from traditional hierarchal, controlling organisations by their capacity to share their vision and, importantly, to operate and learn in a team environment.

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<sup>1</sup> The views expressed by the authors are not necessarily those of TAFE Queensland or of the Department of Employment and Training.



Savage (1997), in his book "5th Generation Management", discusses the process of cultural change required in organisations to develop a culture of knowledge and learning. He argues that in most organisations, sharing knowledge is not a significant part of organisational culture, in fact quite the contrary is the case. People are not rewarded or recognised for helping and sharing. Other professionals and groups are often not familiar with team learning as distinguished from individual learning.

Savage argues that the development of the culture of learning and knowledge sharing does not happen accidentally or coincidentally. To achieve the shift from a culture of hoarding knowledge and protecting knowledge, it is necessary to build a climate of trust and openness, where "constant learning and experimentation are highly valued, appreciated and supported", (Savage 1997, page 212).

While it may be true that knowledge equals power, it does not follow that knowledge should be hoarded, protected and controlled. Today the organisational challenge is to think about knowledge differently: knowledge is to be shared and as it is shared, it multiplies. Dan Holdhouse, quoted in Allee (2000), describes the new managed knowledge organisations in the following terms "managing for knowledge means creating a thriving work and learning environment that fosters the continuous creation, aggregation, use and reuse of both organisational and personal knowledge in the pursuit of a new business value".

McDermott (2002) argues that the real value in knowledge management is not in managing intellectual property, for example: documents, databases or products produced. It is in building the organisations tacit knowledge (Polanyi 1958) which refers to the undocumented, hard to articulate knowledge or know how that underpins the good practices of an organisation. McDermott highlights examples of organisations that have unsuccessfully tried to manage knowledge, resulting in information junkyards and libraries of useless information.

Similarly, Henson and van Otengar (2001) assert that many companies worldwide have tried unsuccessfully to harness the tacit knowledge of the workforce by creating and centralising knowledge management functions and by investing heavily in knowledge management technologies. They argue that a new approach to management is required to effectively manage knowledge. Known as "T-Shaped Management", this approach relies upon an executive who breaks out of the traditional corporate hierarchy model, to share knowledge across the organisation (the horizontal part of the T). While managers would remain committed to their individual business unit performance (the vertical part of the T), they need also to learn to live with the tension of dual responsibility.

McDermott (2001) argues that communities of practice are the most effective ways of sharing information and knowledge through an organisation. These communities are held together by passionate interest and the value that they add to their members. They can be linked in a multiplicity of ways appropriate to the context and they thrive on the trust built amongst members of the group.

ANTA has recognised the challenge of the knowledge economy by funding a numbers of projects to establish VET communities of practice through Reframing the Future. Mitchell, Wood and Young's report "Communities of Practice: Reshaping Professional Practice and Organisational Productivity in the VET Sector, details the significant potential of communities of practice (CoPs), and provides a framework for their establishment in the VET sector.

A key theme of this report is the VET profession and the potential of CoPs to enhance professional practice and improve the quality of vocational education.

According to Masters (2001), quality in professional practice depends on expert knowledge of the field, deep understanding of the underlying principles, accumulated experience and the practice of the profession, a familiarity with recent advances in the professional knowledge base, and mastery of the best available techniques and tools.

He argues that one of the most effective ways of enhancing teaching effectiveness is to disseminate and share professional knowledge. Sharing of expert knowledge will be enhanced by the creation of context in which teachers are supported and encouraged to develop and share their knowledge.

A further strategy advocated for encouraging quality teaching is recognising and rewarding high level knowledge and skill. Quality in teaching is to be enhanced by the introduction of mechanisms for rewarding and recognising expert professional practice.

*So what is TAFE Queensland doing to develop the professionalism of teachers and to manage knowledge?*

A key element of our approach has been the establishment of Strategic Product Implementation Groups (SPIGs). Membership of these SPIGs includes an appropriate mix of teachers, coordinators and managers representing all (or a large proportion) of the institutes delivering in the vocational area. In addition at least one senior representative from the TAFE Product Reference Group sponsors each SPIG so that decisions made by SPIG members can be actively represented to the senior policy forums. In

most cases ITAB representatives contribute to SPIG meetings by providing guidance and advice to ensure TAFE delivery is attuned to industry needs.

Strategic Product Implementation Groups (SPIGs) address product-related needs in vocational areas where statistics show high enrolments and where there is benefit to institutes in adopting a cooperative approach. SPIGs provide a major vehicle for product-related communication across institutes. They determine specific areas where Institutes could cooperate to develop and manage quality product in a cost-effective way.

SPIGs are both strategic and operational, problem-solving groups that provide communication pathways across institutes aimed at improving the quality of TAFE product.

14 SPIGs have now been formed over a 2 year period commencing with Metals and Engineering in January 2000 and culminating in March 2001 with Arts and Entertainment.

The SPIGs are funded through an institute 'buy-in' which has enabled:

- ◆ administration support for the Chair
- ◆ face to face meetings each year
- ◆ a number of teleconference and videoconference meetings per year
- ◆ SPIG coordination

And most recently:

- ◆ Release teaching hours/week for the Chair
- ◆ A bank of hours per SPIG for casual teacher release to lead SPIG projects.

Whilst there are guidelines for the setting up, structure, functions and operation of a SPIG, the members of a SPIG can tailor these to respond most effectively to the needs of the particular vocational area.

SPIGs were formed in areas where, in many cases, viable self-sustaining networks had already operated. SPIGs have some networking functions but they do not replace these networks. There are working parties and networks operating in many specific areas under the auspices of the SPIGs, and it is intended that these networks will be encouraged to grow so as to touch and ultimately enhance the professional roles of all TAFE educators.

SPIGs are not, strictly speaking, communities of practice (CoPs), although they share many of the critical characteristics. According to Mitchell, Wood

and Young (2001), the primary purpose of a CoP is to develop members' capabilities and to build and exchange knowledge. All these are important functions of a SPIG but they are not the primary role. The primary role of SPIGs is to enhance product quality and consistency in TAFE and to solve any emerging problems with implementation of new training products. They also differ from CoPs in terms of membership. CoP members tend to self nominate whereas for SPIGs it is a combination of both. Staff in institutes indicate their interest in participating in the SPIG but also they are nominated by the institute.

The working groups and networks that sit under SPIGs are more voluntary in nature and hence are more like CoPs. Their primary function is professional: to develop members capabilities, to build and exchange knowledge and to jointly solve shared problems. Some of this activity occurs in SPIGs, but it is not their primary role as previously stated.

SPIGs have certain primary functions and accountabilities. Nevertheless, they are underpinned by a strong professional ethos. Many of the institute staff who attend SPIGs have chosen to do so of their own volition, and have not received direct support for their involvement from their institutes. This was one of the major issues to emerge from the review.

#### *What are the characteristics of a successful SPIG?*

Successful SPIGs have most, if not all of the following characteristics:

- ◆ Generate a high level of active participation by teaching staff from a wide range of institutes
- ◆ Demonstrate the capacity to self-manage their business and assume responsibility for group maintenance functions (eg. travel arrangements, communication, establishing meeting procedures, etc)
- ◆ Demonstrate a capacity to identify and solve critical issues which impede the implementation of training products
- ◆ Have well established processes for sharing information including professional dialogue concerning good practice
- ◆ Initiate and organise professional development opportunities to meet the needs of the group
- ◆ Prepare submissions for funding from external sources to assist with group functions and projects
- ◆ Provide high level feedback on the quality of the training package eg. input into training package reviews
- ◆ Identify key policy issues and where unable to resolve at a local level, escalate through appropriate protocols
- ◆ Establish collaborative arrangements for effective, consistent delivery of quality training eg. validation/moderation

- ◆ Provide an effective medium for dissemination of critical information through the network
- ◆ Undertake effective, strategic and operational planning to guide the activities of the group
- ◆ Establish effective communities of practice (working groups) to address specific issues or to advance specific goals or objectives
- ◆ Generate resources to undertake projects and activities from within the group rather than looking to source funds from external sources
- ◆ Collaboratively develop learning resources
- ◆ Share learning resources and other learning materials
- ◆ Make sophisticated use of technology to facilitate communication

Not all SPIGs are yet operating at this level, which begs the question “what makes a successful SPIG?” The review of SPIGs identified a number of key factors affecting the success of SPIGs.

McDermott (2001) identifies ten critical success factors in building communities of practice:

1. Focus on topics important to the business and community members
2. Find a well respected community member to coordinate the community
3. Make sure people have time and encouragement to participate
4. Build on the core values of the organisation
5. Get key thought leaders involved
6. Build personal relationships among community members
7. Develop an active passionate core group
8. Create forums for thinking together as well as systems for sharing information
9. Make it easy to contribute and access the community’s knowledge and practices
10. Create real dialogue about cutting edge issues

Many of these factors are important to the success of SPIGs but because SPIGs are not strictly communities of practice, there are a number of other factors which are important as well. Following are the key factors which seem to underpin the operation of successful SPIGs.

- ◆ The overt support of the leadership of the TAFE system and of the relevant participating institutes and consistency of institute commitment
- ◆ Clarity of SPIGs roles and members and clear processes for escalation of systemic issues and responses
- ◆ Appropriate technology and enabling administrative support for the collaborative activity
- ◆ Quality of leadership
- ◆ Input of knowledge leaders, such as ITABs and Product Managers

- ◆ Idiosyncrasies of the vocational area
- ◆ Trust and cohesion within the group

*The overt support of the leadership of the TAFE system and of the relevant participating institutes and consistency of institute commitment.*

To promote a culture of sharing, collaboration and innovation one significant change that has occurred in TAFE is the creation of the Board of TAFE Queensland governance model. The TAFE network is now managed and led by the Directors of the sixteen institutes through the Board of TAFE Queensland. Decisions of the group are made on a consensus basis, and directors telelink on a weekly basis. This promotes shared ownership, trust and dialogue across the TAFE system. In the critical area of product (teaching and learning), an Institute Reference Group (IRG) comprised of institute studies directors has been formed to collaboratively develop policies and strategies to improve the quality of TAFE teaching and learning. These managers are true “T-shaped” managers, having both systemic and organisational responsibilities.

McDermott (2001) makes the point that one of the great limiting factors of a CoP’s effectiveness in sharing knowledge is the time people have to participate. One of the problems is that in a TAFE context, teachers are scheduled for specified hours and usually good teachers are in short supply, so finding time to share ideas and insights is judged by staff and most institute management as less important than undertaking teaching activities. It is easy then for participation in a SPIG to be of a lower priority than other more pressing tasks.

According to McDermott, many of the international businesses with more sophisticated knowledge management strategies provide time for staff to attend CoP meetings and also fund communal CoP events.

Institutes have been gradually developing a range of ways to ensure that staff are supported to participate in SPIG meetings and clearly the evaluation shows where institutes support the involvement of their staff (ie consideration of time, acknowledgment of effort and direct managerial involvement) participants are more willing and able to give of their time to contribute to SPIG activities. This leads to better outcomes for SPIGs and institutes.

Institutes are still grappling with the in-kind contribution to support their staff in participation in the increasing SPIG and Working Party activity.

One of the challenges then for the TAFE Queensland system is to develop a consistent approach across institutes to supporting staff involvement in SPIGs and working groups that underpin them.

Institutes vary in their level of commitment to collaborative activities in a range of ways. Some institutes choose not to participate actively in SPIGs and some teams within key institutes do not participate. Not all institutes provide the leadership to assist in SPIG activities, and not all participants in SPIGs contribute equally. While we would not expect that they would, in some cases there are concerns about freeloading, which undermines willingness to collaborate.

SPIGs combine, on the one hand, accountable functions which are a critical aspect of TAFE's business, and on the other hand they are a professional grouping to support the role of professional teachers. The former, appropriately, should be funded by TAFE institutes, the latter however arguably is simply an important part of a teacher's role in keeping abreast of their profession. Striking the balance between on the one hand, accountable functions and on the other, professional functions, is a further challenge.

#### *Clarity of the SPIG's roles and responsibilities in addressing problems*

McDermott (2001) discusses the different kinds of knowledge that can be shared by communities of practice. These are separated into two types of knowledge: firstly, explicit knowledge, for example, tools, procedures, and templates; and secondly, tacit knowledge, things that are known by people but not documented anywhere. The know how, understanding mental models and insights of an individual or discipline, are examples of tacit knowledge.

To become aware of that tacit knowledge, people often need a problem or issue to draw it out. This is the sort of discussion that occurs frequently in SPIG meetings because there have been so many shared problems to be addressed in the implementation of training packages.

The quality of the training package and also the stage of training package implementation has a significant bearing on the types of problems that need to be addressed and the degree to which the SPIG can actually achieve viable outcomes. Now that most training packages have been implemented and many SPIGs have dealt with the full lifecycle of the training package we are beginning to see the types of problems that arise and the most effective ways of supporting SPIGs and addressing these issues.

An ongoing challenge for SPIGs is to determine which problems they can address themselves and which need to be addressed at a higher level. It is important for SPIGs then that, if they choose to address problems, they achieve real outcomes that are meaningful to the group. Success breeds success.

One of the strategies that TAFE Queensland has used to help SPIGs successfully address such problems, is to appoint a sponsor for every SPIG. A sponsor is a senior officer of TAFE, usually a Director of Studies at an institute who has sound understanding of the vocational area, and of the broader context of the role of the SPIG in the TAFE system. The sponsor can help the SPIG to identify appropriate solutions and resources to assist with those solutions. One of the roles of the SPIG sponsor is to escalate issues where required and bring appropriate answers back to the SPIG in a timely manner. This is a critical challenge for sponsors to ensure that the SPIG remains focussed.

A key strategy used to ensure role clarity and focus is the development of a product plan for the vocational area each year. These product plans typically focus on the professional development, resource development and training package implementation priorities of the SPIG and thereby help to guide their activities during the year.

Those SPIGs that have a good balance of management level staff and also senior teaching staff seem to be able to effectively combine the strategic and operational levels. Capable senior teachers are able to identify issues that need resolution and often to help develop appropriate solutions. The management on the SPIGs, like the sponsor, are able to identify practical arrangements for operationalising these solutions in institutes. If there are too few teachers in the SPIG, they may be out of touch with the needs of teaching staff. If there are too few managers, then the group may find it is less able to come up with solutions that can be operationalised. A further problem is if there are too few teachers with relevant and appropriate levels of teacher experience. This balance is reflected and the emphasis of the SPIG on strategic versus operational issues. SPIGs are meant to be more strategic in their role and the working groups that sit underneath them are supposed to undertake the operational roles. Ensuring an appropriate balance is an ongoing challenge for the SPIGs.

*Appropriate technology and enabling administrative support for the collaborative activity.*

McDermott (2001) uses an interesting term to describe the ease of communication within a group, referring to it as 'friction'. It is the resistance or difficulty one faces in trying to connect with the group. The greater the friction, the less likely the person is to take the time to connect. It highlights the problems with remoteness and how lack of adequate and appropriate access to network information/community information, is likely to limit an individuals participation in a group. This will be a key factor in establishing state wide communities of practice. E-mail is the most convenient and expedient form for communication, and institutes where SPIG representatives are without easy access, are clearly disadvantaged.



A second critical factor to support the effective functioning of a SPIG is appropriate administrative support. The type of support currently available to SPIGs is detailed previously. The quality of the support certainly has a significant bearing on the effectiveness of the SPIG. Currently TAFE Queensland is transitioning from centralised administrative support to support located with the Chair of the SPIG. Where this localised support is ineffective, it can undermine the functioning of the SPIG. Equally, where the administrative support is effective it does much to enhance the group's function. Centralised support will continue to be provided by the Change Managers and administrative support provided by the Product Support Unit, which is TAFE Queensland's systemic product group.

### *Quality of leadership*

It is critical that the SPIG has leaders who are well respected in their vocational area and have very strong leadership skills. The model of leadership is very much a collaborative or shared leadership model. The Chair of the SPIG is not the only leader – the Executive and indeed all the members of the group undertake leadership roles in that they may take initiatives to address the shared objectives of the group. The Chair role however is a critical one and TAFE has now recognised that this is a core maintenance function of the group which, needs to be funded appropriately. Teachers in these roles have now been given some release time from teaching activities to allow them to undertake some of the basic leadership roles, such as organisation of agendas and following through on group decisions. The range of skills needed are almost too many to mention here however, task orientation, said in the context of the sound understanding of the “big picture” of VET in Queensland, a capacity to delegate and also to motivate members, ability to build trust within the group, to recognise effort and encourage collaborative activities are some of those roles which are quite critical to this, a successful leader. As stated previously, however, these qualities are not just required of the Chair, nor is it necessarily the case that if the Chair is lacking in some of these areas, that the group will be dysfunctional.

### *Input of knowledge leaders such as ITABs and Product Managers*

Just as the leadership of the Chair is important, so too is the leadership of the sponsor, the product manager and importantly, the input of the ITAB. As mentioned previously, sponsors have a critical role in helping the group to understand ways in which problems identified can be addressed. A sponsor also needs to “walk the talk”. As a representative formally of the whole TAFE organisation, they play an important role. Their level of enthusiasm and commitment to the group can be infectious, or of course the corollary is also the case. TAFE institutes have a number of product managers who are effectively curriculum experts in their area. These product managers have up

to date information on the status of training packages and provide critical input into the SPIG. Their role is to help the SPIG identify important issues and to provide a link to state and national resources in ensuring quality implementation of training packages. This is a role which is partially shared with the ITAB. Again ITAB involvement in SPIGs has been inconsistent, however where ITABs have enthusiastically embraced SPIGs as a way of effectively developing the capability of TAFE institutes in a particular area, the opportunity for dialogue has been most rewarding for both parties.

### *Idiosyncrasies of the vocational area*

The number of staff delivering the programs seems to have a bearing on the effectiveness of the SPIG. Where there are few staff involved, and few management with expertise in the area, some of the problems identified previously come to the fore. Teaching staff without any understanding of the management context find it difficult to achieve the outcomes of those SPIGs that have a balance of management and teaching staff. Further issues if there are too few staff involved in delivery than the costs of establishing and maintaining the SPIG may be greater than the benefits to the organisation. More cost effective ways of groups doing limited types of networking using online technologies are being investigated.

A further element is the degree to which the group perceives themselves as being in competition with one another. In Queensland, the User Choice market is now well established and some of the areas where there has been User Choice and/or Fee For Service markets operating, some institute staff have been reluctant to join such collaborative activities as SPIGs. They perceive that part of their competitive advantage is product.

There are however, some very good examples of groups that have had quite significant competition for clients, yet have recognised the value in collaborating and product development and professional development to ensure that TAFE provides a high quality of service. The reason is that these providers recognise that while they are in competition with one another for clients, in the marketplace TAFE is seen as a single provider. Also there may be benefits in sharing some of the product development costs because competition doesn't occur in terms of the delivery of product, it occurs in terms of the quality of service provided to clients.

The vocational area has some bearing on the culture of the group. Some of the more male dominated areas seem to have less of a culture of collaboration which makes some of the work of the SPIG more problematic. While generally all SPIGs have done well and are achieving the minimal levels of independence and outcomes required of them, certainly there are SPIGs who are far more independent, therefore effective, than others. This may be due also to having in many cases a longer history of collaboration. Some of the SPIGs have been based upon networks that had formerly

existed. Undoubtedly, however there are culture issues around the willingness to share and the capacity to build the trust within a group.

### *Developing Trust and Cohesion within the Group*

McDermott (2001) argues that one of the most important success factors of the COPs is the establishment of trust. One of the ways that trust has been built within the SPIGs is through annual face to face meetings. These are often complimented with regular videoconferences and teleconferences. Trust is also facilitated through the work of the Chair and the Change Managers by valuing people's contributions to the group and showing that people are valued and that their contributions are worthwhile. One of the key elements of the success of SPIGs is that they operate across the TAFE network and that the TAFE system has had a history of sharing. While TAFE institutes compete with one another, there is a recognition that TAFE is a single entity in the marketplace. It is the government owned provider and because institutes serve predominantly regional markets, the level of competition between institutes is at the margin. This however, may not be the dominant view in some vocational areas.

### *So where to from here?*

The way forward for TAFE Queensland in the development of its knowledge management capability through SPIGs is still evolving in response to changing conditions. SPIGs must overcome a number of challenges if they are to be comprehensively successful.

One of the critical challenges is managing the balance between the accountability of teaching staff as members of SPIGs on the one hand, and their professionalism on the other. Clear separation of the systemic roles of teachers and their roles as professionals is a starting point. Additionally, creating time for teachers to participate in systemic meetings is a priority. Teachers identified this as a key issue. This will require less emphasis on the vertical or business functions, and more emphasis on the horizontal (systemic) functions.

A further challenge will be to spread the benefits of these cross institute systems to all teachers. At the moment participation in SPIGs is restricted to a few leading teachers and managers. For other teachers to benefit cost effective systems are required to support their involvement. One strategy is promotion of teleconferencing and annual VTA conferences. A further key strategy is the establishment of the Product Exchange Network.

The *Product Exchange Network* (PEN) will soon be deployed to provide a "one stop shop", for all TAFE Queensland teachers, to access and contribute

all manner of information, resources and web links that support the delivery of their training product. It enables the exchange of resources, ideas and information. Via a simple process a teacher can upload any type of resource in any common file format. The resource is automatically catalogued and stored making it immediately available to all teachers in that VTA.

The application is structured around Vocational Training Areas so that a teacher has immediate access to all their VTA colleagues around the state. The application supports the activity of SPIGs and other VTA networks. It contains user controlled discussion forums, contact information and automated e-mail notification of new resources in each VTA.

PEN provides the potential to create an effective 'e' community within a VTA. It supports the excellent cooperative effort that is already occurring and provides new opportunities for collaborative activity to become a critical part of an individual teacher's daily work process.

According to McDermott (2001), the sort of professional dialogue that occurs in CoPs and SPIGs rarely translates well into explicit forms of knowledge which can be written down. Typically it is shared through observation, reflective discussions and person to person connections. One of the problems with explicit knowledge is that it can readily become an "information junkyard". So how you might ask, will we avoid PEN becoming a junkyard of information?

Each VTA will have a VTA knowledge manager to ensure currency of information and to improve the quality of information on the site.

TAFE Queensland is a large organisation that is comprised of business units operating with considerable autonomy. Autonomy leads to competition between units which then hoard rather than share expertise. SPIGs have been part of an organisational strategy to overcome this problem. What is now needed are clear incentives to promote collaborative management behaviour. One way that this behaviour can be recognised is through promotion and recognition of cross-institute contributions as part of the performance arrangements.

In conclusion, SPIGs are now firmly established as part of the formal structure of TAFE Queensland yet they remain organic in character. They grow and change in response to their environment. They need the right conditions in order to thrive but their capacity to succeed depends on internal dynamics as much as it does external. To succeed and truly add value to the quality of TAFE programs they need ongoing care and support. They need leadership from "T-shaped" managers who can accommodate vertical and horizontal

organisational roles. Legitimising their role and proving their worth to senior managers more comfortable with traditional forms of organisation and measures of outcomes is an ongoing challenge.

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## **ABOUT THE PRESENTERS**

### *Greg HARPER*

Greg Harper is Director of Product Services for the TAFE Queensland system. He was formerly a director of studies at Moreton Institute and has held several senior management positions in the TAFE system. As Director of Product Services, Greg has responsibility for the development and maintenance of curriculum, key aspects of training package implementation for the system, and promoting quality and consistency in TAFE products and services.

### *John ELICH*

John Elich is Director of the Southern Queensland Institute of TAFE. He is a member of the Board of TAFE Queensland with special responsibility for the product function for the TAFE system. Formerly a senior officer with the education department, John is a highly experienced educator. As sponsor for the product function John has provided leadership in a time of significant transition for the TAFE system.

## **Appendix 2: TAFE Queensland Performance Level Assessment Policy and Guidelines**



## TAFE Queensland Performance Level Assessment

### Version Number

2.0

### Implementation Date

31/07/2013

### Scope

TAFE Queensland Institutes

### Purpose

The Australian National Training Framework mandates a competency based assessment system in the vocational education and training sector where students are assessed, and their results are reported, on a binary basis of 'competent or 'not yet competent'.

Although graded assessment has been a subject of ongoing research and debate at a national level with the objective of introducing a standard supplementary reporting system for all training providers in all states/territories, no outcome has been realised to date.

The Performance Level Assessment supplementary reporting system was introduced in 2001 in order to provide additional information to students, employers and universities regarding student performance demonstrated whilst undertaking a qualification with TAFE Queensland.

The purpose of this procedure is to:

- define the concept of Performance Level Assessment
- identify how Performance Level Assessment is implemented and administered in TAFE Queensland
- specify responsibilities regarding the facilitation and application of Performance Level Assessment in TAFE Queensland.

### Overview

This procedure applies to:

- all TAFE Queensland institutes who conduct Performance Level Assessment in designated qualifications and units of competency or modules.
- Institute educational staff that assess students and issue results according to Performance Level Assessment criteria
- Institute administration staff that process Performance Level Assessment enrolments and results in ISAS
- Queensland VET Development Centre who manage Performance Level Assessment mechanisms in ISAS.

The following are outside the scope of this procedure:

- strategies for implementing and maintaining Performance Level Assessment in specific vocational training areas



- documentation developed by educational staff to facilitate Performance Level Assessment and reporting
- Recognition of Prior Learning, which does not attract Performance Level Assessment reporting.

## Responsibilities

### Institute Directors

TAFE Queensland Institute Directors will ensure that institute staff adhere to the PLA procedure.

### Faculty Directors

TAFE Queensland Faculty Directors will receive and action formal requests in writing from students who wish to be exempted from PLA supplementary reporting.

### Educational Directors' Group:

The Educational Directors' Group will:

- endorse policies and guidelines that govern the application or removal of PLA in TAFE Queensland
- make executive decisions on issues that may arise in relation to the application or removal of PLA in TAFE Queensland
- approve the formation of Educational Reference Groups with responsibility for PLA implementation (or removal), validation, moderation and maintenance within the specified VTA(s)
- maintain teacher/assessor representation on each Educational Reference Group from all institutes that deliver the qualifications/units
- approve business cases from Educational Reference Groups for the removal of PLA from eligible qualifications
- forward approved business cases for the removal of PLA to the QVDC for action.

### Educational Reference Groups:

Educational Reference Groups will:

- determine if PLA should apply to qualifications not currently attracting PLA
- submit a business case to the Educational Directors' Group to remove PLA from existing qualifications or when not applying to replacement qualifications or units
- refer any contentious matters to the Educational Directors' Group for resolution
- provide advice to institutes and the Educational Directors' Group in relation to PLA implementation or removal plans
- oversee all PLA processes relevant to qualifications and/or units that reside within the VTA (s) for which they are responsible
- act as change champions within their institutes to facilitate the consistent implementation of PLA
- advise the Queensland VET Development Centre to assign PLA to specific qualifications and units in ISAS, including updated qualifications or units, as determined by reference group activities
- monitor the effective application of PLA through annual validation/ moderation activities involving practitioners from all institutes that deliver the relevant qualifications.

### Educational Staff

Educational staff in all institutes will:

- ensure they are fully conversant with all concepts associated with PLA, including the five PLA criteria and methodologies for assessment
- inform students of the existence and principles of PLA, with particular emphasis on how levels of performance will be assessed in the unit/s in which they are enrolled
- inform students of processes available for seeking an exemption from participating in PLA

- conduct PLA in relevant units and issue PLA results for students
- maintain individual student records detailing the basis of the assessor's PLA judgments
- engage in annual validation/moderation activities with other practitioners in order to ensure the systemic integrity of PLA results throughout TAFE Queensland.

### **Administration Staff**

Administration staff in all institutes will:

- ensure they are fully conversant with how PLA data is reflected and manipulated in ISAS
- ensure that students are enrolled correctly into qualifications and units that carry PLA in ISAS
- ensure that student results are reported correctly for qualifications and units that carry PLA in ISAS.

### **Queensland VET Development Centre**

The Queensland VET Development Centre will:

- formulate and review policies and guidelines that govern the application of PLA in TAFE Queensland
- provide advice to educational reference groups on implementation and maintenance processes concerning PLA
- receive and action requests from educational reference groups for PLA to be assigned or amended in relation to specific qualifications and units, and upload these to ISAS
- action business cases approved by the Educational Directors' Group to remove PLA from qualifications.

## **Process**

The Educational Directors' Group and educational reference groups will ensure that all staff are aware of their roles in implementing this procedure.

### **Qualifications that require PLA reporting:**

PLA reporting will only apply to:

- Training package qualifications at Certificate IV, Diploma, Advanced Diploma, (Vocational) Graduate Certificate\* and (Vocational) Graduate Diploma level that currently have PLA applied.
- Accredited courses at Certificate IV, Diploma, Advanced Diploma, (Vocational) Graduate Certificate and (Vocational) Graduate Diploma level which have TAFE Queensland enrolments and for which PLA currently applies.
- Qualifications at Certificate IV, Diploma, Advanced Diploma, (Vocational) Graduate Certificate and (Vocational) Graduate Diploma level which previously did not have PLA applied but where agreement has been reached, through the educational reference group, that PLA should be applied.
- Amended versions of the above qualifications that have been modified or updated as a result of review, continuous improvement or re-accreditation processes.

\* The Vocational Graduate Certificate / Diploma qualification types were removed from the AQF as of 1 January 2013 and were replaced by Graduate Certificate and Graduate Diploma.

### **Extent of PLA reporting for a Qualification:**

PLA may apply to all of the competency units in a qualification, or to only some of the units. To facilitate university articulation opportunities, at least 25% of the number of units undertaken to achieve the qualification must have PLA applied.

### **PLA criteria:**

PLA provides a supplementary result based upon the evidence provided by the student, and

evaluated by the assessor, across a range of the following areas of performance:

- reliability and responsibility
- originality, creativity and innovation
- initiative and autonomy
- resource planning and use
- depth and breadth of knowledge and skills acquired.

How the above PLA criteria are interpreted and applied to student performance is directly linked to the nature and context of the particular vocational area. This interpretation and application of the criteria is determined by the responsible educational reference group which is comprised of teacher/assessor practitioners from all institutes that deliver the relevant qualifications.

### **Supplementary nature of PLA reporting:**

To be given a PLA result, the student must initially achieve a competent result in the unit in which they are enrolled (or conversely, students who do not achieve competence are not issued with a PLA result).

### **PLA results:**

- ISAS code PJ: Competency Achieved, but has not achieved Credit level or Distinction level relative to PLA criteria.
- ISAS code PC: Competency Achieved, and has achieved Credit level relative to PLA criteria.
- ISAS code PD: Competency Achieved, and has achieved Distinction level relative to PLA criteria.

### **Student rights regarding PLA reporting:**

All students enrolled into the relevant unit/s will be subject to PLA reporting, regardless of location or mode of delivery and assessment, with the exception of RPL (a PLA result cannot apply where assessment occurs under a RPL process).

PLA will apply to a credit transfer situation only where the unit previously undertaken and completed has a PLA result.

There may be situations of exceptional circumstance where a student wishes to lodge a personal objection to receiving PLA results. In this case they must submit a request, in writing to the Faculty Director responsible for the particular vocational area, to be excluded from participating in PLA reporting.

### **Qualifications of Assessors:**

The assessor evaluating evidence for PLA supplementary reporting is required to satisfy the same human resource requirements stipulated for assessment of the competency unit (as per the AQTF Standards for RTOs).

## **Online Resources**

- [TAFE Queensland Student Rules](#)
- [TAFE Queensland Guidelines for Awarding Results and Issuing Awards](#)

## **Review Date**

1/03/2014



## **Definitions**

<b>Acronyms</b>	
<b>AQF</b>	Australian Qualifications Framework
<b>AQTF</b>	Australian Quality Training Framework
<b>CBA</b>	Competency Based Assessment
<b>ISAS</b>	Institutes' Student Administration System
<b>PLA</b>	Performance Level Assessment
<b>RPL</b>	Recognition of Prior Learning
<b>RTO</b>	Registered Training Organisation
<b>VTA</b>	Vocational Training Area
<b>Definitions</b>	
<b>Performance Level Assessment</b>	A supplementary reporting system that evaluates student performance against a set of specific criteria (separate to competency criteria) and issues a result which indicates the student's level of performance. It does so by use of the terms Credit and Distinction.

For ease of reading in this document, the term unit has been used to indicate unit of competency/module, and qualification has been used to indicate training package qualification/accredited course.

## Authority

- There is no Commonwealth or State legislation or other regulatory framework relevant to this procedure.
- PLA is not a characteristic of the AQTF, hence is not subject to AQTF audit processes. However it may be subject to audit within the framework of Institutes' Quality Assurance system.

## Related Policy Instruments

- Not Applicable

## Attachments

## Contact

For further information please contact:

The Queensland VET Development Centre  
 Phone: 3259 4383  
 Email: [QVDC@deta.qld.gov.au](mailto:QVDC@deta.qld.gov.au)

## Uncontrolled Copy Disclaimer

**Uncontrolled copy.** Refer to the Department of Education, Training and Employment Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document.

**Appendix 3: General Manager, Business Development and International, Position Description**

## POSITION DESCRIPTION:



### SECTION A: Position Context

<b>Position Title</b>	General Manager, Business Development and International
<b>Position Number</b>	TBA
<b>Classification</b>	PBC
<b>School/Department/Faculty</b>	TAFE Executive
<b>Division</b>	TAFE
<b>Effective Date</b>	January 2011
<b>Term of Employment</b>	2 years

### Position Summary:

This position supports the Deputy Vice Chancellor and Director TAFE in achieving the University's strategic vision and goals for business development and international within the TAFE Division and across the University. The position is a key advisor for the Deputy Vice Chancellor TAFE in relation to developing and executing Swinburne's business development strategy.

The position is focused on leading the development of sustainable and profitable commercial, industry, government, community and relevant international relationships which result in financially viable outcomes for the University in the provision of educational, training and consulting services. The position will provide ongoing advice to the Deputy Vice Chancellor TAFE regarding potential commercial opportunities and strategies and the efficient and effective use of existing resources to support achievement of commercial goals and performance targets.

The position works closely and collaboratively with the Executive Directors and Directors Learning within each School, Faculty Deans and other units within the University, particularly the Professor of Industry Engaged Learning and the Pro-Vice Chancellor International Recruitment. The position will also lead a cross-organisation strategy for the whole University in the coordination and maximisation of Industry funded activity.

### University Information:

Swinburne University of Technology is a large multi-sectoral and multi-campus institution with a stated mission to be a pre-eminent entrepreneurial university from the Asia-Pacific, thriving on new ideas and knowledge and exploiting its intersectoral heritage to create value for its stakeholders.

Swinburne has campuses in metropolitan Melbourne at Hawthorn, Prahran, Lilydale, Wantirna, and Croydon and an overseas branch campus in Kuching, Sarawak. It also offers an increasing number of subjects and courses on-line. Its programs cover the education and training needs of over 40,000 students ranging from apprentices through to doctoral students.

Swinburne is proud of its close links with industry, business and the community generally. It has gained a prominent and respected name in education in Australia and overseas through:

- government funded programs and research;
- industry and business funded research;
- consultancy and training;
- fee-for-service teaching;
- an international focus for its curricula, student recruitment and operations.

**TAFE:**

Swinburne TAFE offers vocational education and training under the Australian Qualifications Framework through five Schools:

Creative and Service Industries  
 Business  
 Engineering, Technology and Trades  
 Health and Community  
 Sustainable Futures

Swinburne's programs, with their strong vocational orientation, contribute to the development of a work force able to meet the changing skill requirements of an economy undergoing significant structural and technological change. Emphasis is placed on innovative approaches to training delivery and on the access and participation of disadvantaged groups to skills creation programs in areas of employment growth and need.

Swinburne is one of the few Educational establishments that has delegated authority for curriculum development.

The TAFE Division has a commitment to reduce its reliance on government income in accordance with the State and Federal Governments' objectives. It is also committed to the internationalisation of curriculum, program delivery and services. To this end the Division is positioning itself for growth in fee-for-service programs and consulting opportunities in a wide range of areas, both within Australia and off-shore.

The TAFE Division is responsible for approximately 700 staff and has a budget of \$120M operating across all campuses including Hawthorn, Croydon, Lilydale, Prahran and Wantirna. The Division coordinates, provides support to, and monitors the performance of all management units. It develops policy, planning and budget strategies which will ensure efficient and effective use of university resources and maximise the provision of education and training services to industry, government and the community.

URL to webpage: <http://www.swinburne.edu.au/index.php>

**Participation on Committees:**

TAFE Executive Team Meetings

Other committees, boards, working groups, advisory groups as assigned or elected

**Supervision Reporting Relationships:**

This positions' supervisor/manager	Deputy Vice Chancellor and Director TAFE
Other positions reporting to <u>this</u> position	Directors Business Development and International

**Location:**

This position is currently located at the Hawthorn campus but the incumbent may be required to undertake duties at any of the University's campuses. The incumbent must be willing to travel to build relationships with strategic industry and community partners, between campuses and work at a range of locations.

## SECTION B: Key Responsibility Areas

The key responsibility areas (KRAs) are the major outputs for which the position is responsible and are not a comprehensive statement of the position activities.

Key Responsibility Areas		
1.	Strategic direction	<ul style="list-style-type: none"> <li>▪ Drive Swinburne’s commercial strategy and ensure entry into strategic new and growth markets</li> <li>▪ Advise the DVC TAFE and Executive Directors on strategies to ensure the TAFE Division meets its commercial objectives including greater integration of commercial activity between Higher Education and TAFE</li> <li>▪ Provide expert strategic advice to the DVC TAFE and other key stakeholders on significant issues and innovative directions relating to Swinburne’s business operations and commercial activities</li> <li>▪ Contribute to the leadership of Swinburne TAFE’s planning, performance monitoring processes with a focus on quality, growth, effectiveness and efficiency in the provision of vocational education and training</li> <li>▪ Ensure Swinburne TAFE is a leader in industry engagement and international through the implementation of an industry engagement plan which identifies emerging and future opportunities</li> </ul>
2.	Leadership	<ul style="list-style-type: none"> <li>▪ Responsibility for achievement of Cross Division commercial targets , supporting School targets and Swinburnes aggressive growth, ensuring continued growth in business performance and adherence to business protocols and standards</li> <li>▪ Provide strong leadership in developing and implementing strategies to build commercial and international business</li> <li>▪ As a member of the TAFE Executive Team, lead and develop a culture of excellence in flexible and responsive educational provision to meet the needs of industry and community</li> <li>▪ Ensure capability development activities are carried out across the Division for both staff and product</li> <li>▪ Represent Swinburne at state, national and international business, education and government forums and develop strategic alliances to stay abreast of current trends, foster collaborative partnerships and enhance Swinburne’s reputation as an innovative organisation</li> <li>▪ Build and maintain positive ongoing relationships with internal and external stakeholders to enhance commercial opportunity</li> <li>▪ Provide strategic leadership and foster cross unit collaboration in the development and delivery of shared services, strategies and programs</li> <li>▪ Maximise divisional advantages as a dual sector by developing opportunities for clients to promote life long learning</li> <li>▪ Implement a Swinburne ‘existing worker’ strategy</li> </ul>
3.	Management, processes, and procedures	<ul style="list-style-type: none"> <li>▪ Represent the DVC TAFE on committees, working groups, and other forums both within the University and externally, as requested</li> <li>▪ Manage and take responsibility for the Directors Business Development and International and associated staff’s implementation of business development strategies within the TAFE Division</li> <li>▪ Prepare reports on and/responses to TAFE commercial and international issues for internal and external bodies, as requested</li> <li>▪ Advise the DVC TAFE on the development and implementation of commercially focussed learning and teaching objectives, measures and associated professional development strategies for the Directors Business Development and International</li> <li>▪ Implement the strategy to increase commercial business</li> <li>▪ Participate in the development of an organisational culture which is focused on driving excellence</li> </ul>



4.	Financial Resource Management	<ul style="list-style-type: none"> <li>▪ Establish and maintain a responsive management culture that supports sustainable commercial achievement within the Schools and the commercial unit</li> <li>▪ Contribute to strategies developed to ensure that programs and services being offered within TAFE Schools and other central units are commercially viable and are aligned with the strategic plan, and ensure AQTF and ESOS compliance as appropriate</li> </ul>
5.	OHS	<ul style="list-style-type: none"> <li>▪ Ensure familiarity with University OHS policies and procedures;</li> <li>▪ Allocate responsibility of OHS management for all areas under their control;</li> <li>▪ Ensure that all areas under their control comply with University OHS Policies and procedures;</li> <li>▪ Ensure that adequate budgetary provision is made to comply with occupational health and safety standards;</li> <li>▪ Ensure that occupational health and safety implications of all new work processes and building alterations are fully assessed prior to implementation</li> </ul>
6.	EEO	<ul style="list-style-type: none"> <li>▪ Ensure the application of equity principles in the recruitment, interview, selection and appointment process</li> <li>▪ Ensure compliance with University Anti-Discrimination, Bullying and Violence and Sexual Harassment policies and procedures</li> </ul>
7.	Human Resources Management	<ul style="list-style-type: none"> <li>▪ Manage the University staff performance, development and reward process for direct reports</li> </ul>
8.	Risk Management	<ul style="list-style-type: none"> <li>▪ Ensure appropriate risk management processes are in place for the activities for which your role is responsible</li> </ul>
9.	Other	<ul style="list-style-type: none"> <li>▪ Undertake other duties as required by the Deputy Vice Chancellor and Director TAFE</li> </ul>

### SECTION C: Key Selection Criteria

Application letters and/or resumes must address the Qualifications and Knowledge/Experience/Attributes sections under the key selection criteria. Preferably applications should not exceed six (6) A4 pages in total.

<b>Qualifications:</b> Include all educational and training qualifications, licenses, and professional registration or accreditation, criminal records etc. required for the position.		Essential/ Preferable
1.	Relevant tertiary qualification	Essential
2.	Teaching Qualification	Preferable
3.	Working With Children Check, or evidence of application/exemption.	Essential

<b>Experience / Skills / Knowledge / Attributes:</b> Required by the incumbent to successfully perform the positions key responsibilities.		Essential/ Preferable
1.	Demonstrated experience in providing strategic direction and advice to ensure the achievement of results in a large complex organisation	Essential
2.	Demonstrated effectiveness as a member of a high performance leadership team in the formulation, development and implementation of critical business strategies	Essential
3	Demonstrated understanding of the Vocational Education and Training Sector along with the ability to understand and interpret government policy to align with the organisation's business strategy	Essential

4.	Extensively developed interpersonal and communication skills, including negotiation and consulting skills both at a national and international level	Essential
5.	Demonstrated ability to develop networks, liaise with clients, and gain commitment from and motivate staff in a competitive business environment of continuing change	Essential
6.	Demonstrated ability to think conceptually; to analyse complex situations and problems and to develop commercially viable business solutions	Essential
7.	Experience in quality assurance, including monitoring and evaluating learning and teaching programs, including implementing measurable performance indicators for internal and external reporting requirements	Essential
8.	Well developed strategic, analytical and conceptual skills, together with a proven ability to develop and implement strategic plans	Essential
9.	Proven ability to achieve change through collaborative and collegial processes	Essential
10.	Ability to lead and motivate teams	Essential
11.	A thorough understanding of the tertiary education sector and of national and international trends in the leadership and management of contemporary universities	Essential
12.	A strong commitment to the concept of the dual sector university	Essential
13.	Proven ability to manage significant projects and change initiatives to completion within agreed timeframes and budgets	Essential
14.	Proven high level interpersonal communication skills with demonstrated ability to work cooperatively with the broad range of internal and external stakeholders in the tertiary sector	Essential
15.	High level written skills including the ability to present complex information in succinct and accessible formats	Essential

### **Swinburne Attributes:**

Our attributes inform the selection process; however, a written response to the attributes is not required. The attributes are:

Building Organisational Capability    Demonstrates Personal Integrity    Manages Change Effectively  
 Builds Relationships    Drives Service Excellence    Provides Educational Leadership  
 Creates a Learning Environment    Exhibits Entrepreneurial Skills    Sets Direction

For information refer to the following weblink: [Swinburne Attributes](http://www.swin.edu.au/corporate/hr/attributes/)  
 (http://www.swin.edu.au/corporate/hr/attributes/).

### **Contact:**

For further information, please contact Linda Brown on telephone 9214 8293 or email [lindabrown@swin.edu.au](mailto:lindabrown@swin.edu.au)

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Head of Department: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature \_\_\_\_\_

I accept the Position Description as stated above and that the Position Description may need amending and updating periodically due to changes in responsibilities and organisational requirements. Changes to position descriptions will be in accordance with the position classification and consistent with the purpose for which the position was established.

Incumbent:  
Signature

Date:

## **Appendix 4: Screenshot of Swinburne Industry Solutions Courses and Services Webpage**

**<http://www.swinburne.edu.au/business-partnerships/develop-your-career>**

# Develop your career

Register now for courses that will increase your skills, enhance your qualifications and give you the confidence to succeed in your chosen career.



## Short courses

Gain new skills or enhance your knowledge with our quick and flexible professional development courses.



## Certificates and diplomas

Get the qualifications you need to advance your career. Our fast-track courses are designed for busy professionals.



## Postgraduate courses

Find postgraduate courses to help you move into a senior role. You have the option to use your course as a pathway to masters' level.



## Browse by topic

Explore our courses in corporate leadership, OH&S, IT skills, marketing, trade skills and many more.



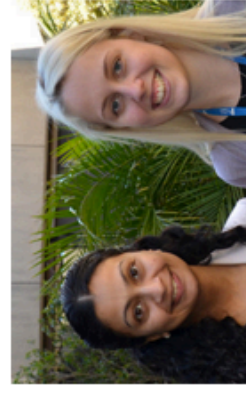
## Pathways and skills recognition

Find out how your workplace experience or previous study could earn you credit towards a qualification.



## Meet our facilitators

Our facilitators are chosen for their real-world experience and engaging teaching style.



## Student testimonials

Hear what past students think of our courses.



## Contact us

Phone, email, drop in to see us. We'd love to meet you.

## **Appendix 5: Upfront Consulting Services Available to Corporate Partners**

**<http://www.swinburne.edu.au/business-partnerships/organisational-learning-services/consulting-services/working-with-us/>**

## Consulting services.

The quality of your staff is critical to your success. Their personal growth and professional development go hand in hand with the continued progress of your organisation. From learning how to find the right people and maintain productivity to building leadership skills and team motivation, our innovative and results-focused solutions are ready to assist you.

### Insight and innovation

Get an insight into how well your business compares with others with our organisational development services and create partnerships with Swinburne to learn how to better utilise resources, achieve your objectives, and spread innovation throughout your organisation.

Talk to us today to find out how we can tailor a service to meet your specific needs. Call 1800 633 560 or email [industrysolutions@swin.edu.au](mailto:industrysolutions@swin.edu.au)

- Customised training programs
- Consulting services**
- Career Transition Services
- Competency Mapping and Job Analysis Services
- Psychometric Assessment Services
- Training Needs Analysis
- Workforce Planning
- Working with us
- Business forum
- Contact us
- Organisational coaching

- > **Career Transition Services**
- > **Competency Mapping and Job Analysis Services**
- > **Psychometric Assessment Services**
- > **Training Needs Analysis**
- > **Workforce Planning**
- > **Working with us**

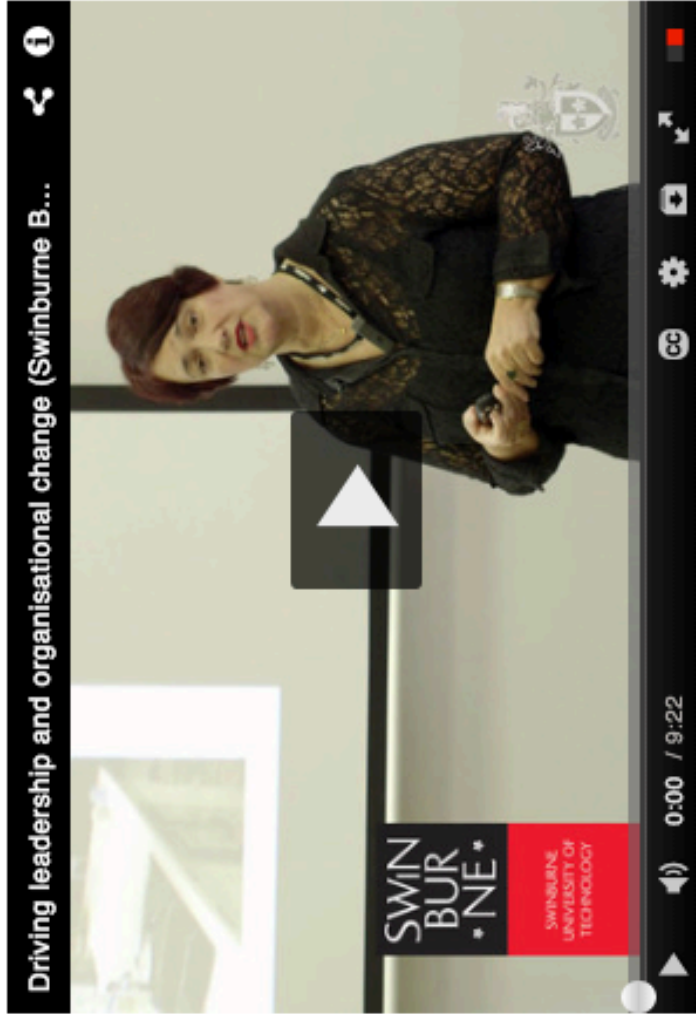
**Appendix 6: Industry Event Presentation Weblink and  
Screenshot of Landing Page.**

**<http://www.swinburne.edu.au/business-partnerships/learning-services-businesses/business-forum/driving-leadership-and-organisational-change/>**



# Driving leadership and organisational change

Hear from ESTA (Emergency Services Telecommunications Authority) corporate training manager Susan Young about how ESTA managed large-scale change to foster a more collaborative workplace and one that values leadership excellence.



[View video transcript](#)

[> Choose another forum](#)

## **Appendix 7: Graduate Certificate in Applied Business Landing Page**

<http://www.swinburne.edu.au/business-partnerships/develop-your-career/postgraduate-courses/graduate-certificate-in-applied-business/>

# Graduate Certificate in Applied Business

- Course information
- Facilitators
- Units of study
- Enquire

<b>Course code</b>	10112NAT
<b>Course type</b>	Graduate Certificate in Applied Business
<b>Study mode</b>	Face-to-face, workshops
<b>Location</b>	Hawthorn campus (Melbourne)
<b>Duration</b>	6 months
<b>Credit</b>	Towards a Swinburne master-level course
<b>Recommended for</b>	Leaders and managers
<b>Cost</b>	\$3,000 per unit, \$12,000 for the full qualification

[Enquire now](#)



> [Download Graduate Certificate in Applied Business timetable](#)



> [Download Graduate Certificate in Applied Business brochure](#)

## Who should attend?

This leading-edge postgraduate program is designed for industry professionals to develop their leadership capabilities and prepare them for senior roles.

Completed through a series of four-day workshops and workplace-based projects, the course aims to support professionals in their learning with minimum impact on their work schedules. The program is delivered by highly experienced industry facilitators.

## Learning outcomes

The Graduate Certificate in Applied Business program aims to ensure participants learn how to:

- Investigate, critically analyse and review complex situations
- Apply effective communication and negotiation skills in the workplace
- Implement and lead change management or implement continuous improvement
- Manage complex situations requiring a high degree of innovation and problem solving
- Manage projects to successful conclusion.

[Course inclusions](#)

[Course delivery](#)



Contact Jason McCutcheon, our learning advisor, for advice on program selection



[Send an email enquiry](#)



[Book a one-on-one appointment](#)



[Call 1800 633 560](#)

## Related courses

- > [Develop Breakthrough Business Strategy](#)
- > [Finance for Managers](#)
- > [Lead Innovative Thinking and Practice](#)



## Jonathan | Student testimonial

A Swinburne course could change your life.

[Read more >](#)



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## **Appendix 8: Screenshot of Operational Excellence Masterclass Landing Page**

**<http://www.swinburne.edu.au/business-partnerships/develop-your-career/short-courses/operational-excellence>**

# Masterclass in Operational Excellence

- Course information
- Facilitator
- Dates

*Gain practical overview of operational excellence and its core practices.*

<b>Course type</b>	Professional training and development program
<b>Study mode</b>	Face-to-face workshop
<b>Location</b>	Hawthorn, Melbourne
<b>Duration</b>	2 days
<b>Cost</b>	\$1,600

[Register now](#)



> [Download the Professional Development short courses brochure](#)

## Course description

Striving to achieve operational excellence is one of the most important contributors to an organisation's sustainable performance and growth. Companies that reach for a higher level of operational excellence reap numerous benefits:- a systematic, evolving and effective approach to business operations; a continually productive and innovative workforce; and an organisation that consistently realises sustainable growth.

But what exactly is "operational excellence"? The focus of operational excellence goes beyond the traditional event-based model of improvement toward a long-term change in organisational culture. Operational excellence focuses on consistent and reliable execution, and continual improvement, through all areas of the organisation.

This two day Masterclass provides a practical overview of operational excellence and its core practices. Participants will complete a desktop operational excellence assessment of their business and develop action plans to close key gaps.

## Who should attend?

People whose role requires them to improve operational excellence and productivity across a department or organisation: managers at all levels of the organisation, individual contributors, project managers, business partners and consultants.

[Goals of this course](#)

[Course content and schedule](#)

[Course inclusions](#)

## **Appendix 9: Fast Track Industry Diploma programs**

<http://www.swinburne.edu.au/business-partnerships/develop-your-career/certificates-and-diplomas/>

## Certificates and diplomas

Consolidate your skills and advance your knowledge with Swinburne University of Technology's certificates and diplomas. If you're a working professional, update your qualifications and gain the credentials and confidence you need to succeed.

A blend of workshops, online and self-study, the courses require part-time hours and can be completed within 6 months. We recognise skills developed in the workplace and offer learning that builds upon your career experience. Assessments are often applied to your current workplace.

---

### > Certificates

Build on your knowledge and skills with a basic post-secondary qualification.

---

### > Diplomas and dual diplomas

Enhance your professional knowledge with a practical qualification equivalent to one or two years of study at degree level.

---

## Fast-track courses

Fast-track diplomas and certificates are available as accelerated qualifications for people working in business and industry. [Find out about the benefits of fast-track courses.](#)

## **Appendix 10: Career Transition Services Screenshot of Landing Page**

<http://www.swinburne.edu.au/business-partnerships/develop-your-career/short-courses/career-transition-services/>



# Career Transition Services

- Course information
- Facilitator
- Dates

<b>Course type</b>	Professional education
<b>Study mode</b>	3 x face-to-face workshops. 3 x group networking sessions 3 x face-to-face individual coaching sessions. Email support throughout.
<b>Location</b>	Hawthorn, Melbourne
<b>Duration</b>	3 months
<b>Recommended for</b>	Employees made redundant or seeking a change of career
<b>Cost</b>	\$1,450

[Register now](#)



[Download the Professional Development short courses brochure](#)

## Description

The affordable solution to outplacement, redundancy, retrenchment and career transition programs in Melbourne.

Is your organisation restructuring or downsizing? Are you facing redundancy, industry or job change? Our Career Transition Services program will help you to move forward with your career transition in the quickest possible time.

Redundancy and retrenchment are challenging experiences. Our research into current practice in outplacement and our practical experience indicates that many services are ineffective in helping employees to make positive career and job transitions. Many providers offer little more than resume writing assistance, and inadequate assessment and referrals.

There is a better way. Our solution is a comprehensive career transition support program, at a lower cost than you could expect to pay for a conventional outplacement service. Our three-month career transition program incorporates:

- career transition training workshops onsite
- networking meetings and mentoring onsite
- one-to-one career coaching onsite and online
- online support and resources
- weekly motivational emails and support
- follow up and support post-program.

## Who should attend?

Individuals experiencing:

- career transition

**Appendix 11: Graduate Certificate in Organisational Coaching.  
Screen-shot of Landing Page.**

<http://www.industry.swinburne.edu.au/training-and-development/courses/vgc/graduate-certificate-organisational-coaching.html>

Short courses

Certificates and diplomas

Postgraduate courses

Browse by topic

Pathways and skills recognition

Meet our facilitators

Student testimonials

Contact us

Terms and conditions

# Graduate Certificate in Organisational Coaching

- Course information
- Facilitators
- What is coaching?
- Enquire

**Course code** 10108NAT

**Course type** Postgraduate

**Study mode** Face-to-face workshops, followed by work-based project assessments

**Location** Hawthorn campus (Melbourne)

**Cost** \$3000 per unit, \$12,000 for the full qualification

[Enquire now](#)

[Download Graduate Certificate in Organisational Coaching timetable](#)



[Download Graduate Certificate in Organisational Coaching brochure](#)



## Course description

The Graduate Certificate in Organisational Coaching provides participants with the advanced coaching qualifications and skills required to become skilled organizational coaches and effective leaders. The program is designed to be a very practical experience for participants, enabling them to apply their coaching skills in organisational coaching contexts.

The Program is also suitable for those seeking to develop their own organisational coaching practice, coaching qualification or for senior professionals in organisations wanting to develop a coaching culture

The program is delivered by highly experienced executive coach trainers and facilitators.

### Accredited Coach Training Program (ACTP)

The Graduate Certificate in Organisational Coaching is an Accredited Coach Training Program (ACTP) recognised by the International Coach Federation (ICF). The course gives you 215 hours of coach specific training, mentor coaching and a performance evaluation.

Graduates can apply for an individual ICF Credential via the ACTP credential application path, with the following benefits:

- Professional coach status provides credibility and accountability to clients and the coaching profession



Contact Jason McCutcheon, our learning advisor, for advice on program selection



[Send an email enquiry](#)



[Book a one-on-one appointment](#)



[Call 1800 633 560](#)

## Related courses

[Executive Coaching Program](#)

[Leader as Coach](#)



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**Appendix 12: Extracts from 10104NAT Vocational Graduate  
Certificate in Organisational Coaching Curriculum**

## 10104NAT Vocational Graduate Certificate in Organisational Coaching

Accredited for the period: **22 March 2012 to 21 March 2017** under Parts 3, 4 and 12 of the *National Vocational Education and Training Regulator Act 2011 (Cth)*

Course Documentation

Final Version A&B



Course developed by:

School of Business, Swinburne University of Technology

Curriculum and Accreditation, ODVC, Swinburne University of Technology – TAFE Division

### Version History

Version Date	Comment
March 2012	Initial release – Accredited for commencement 22 March 2012

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## Section A: Copyright and Course Classification Information

<b>1. Copyright owner of the course</b>	Swinburne University of Technology - TAFE Division RTO Number 3059	
<b>2. Address</b>	John Street Hawthorn, Victoria 3122 PO Box 218 Hawthorn, Victoria 3122	
<b>3. Type of submission</b>	This qualification is being submitted for accreditation.	
<b>4. Copyright acknowledgement</b>	<p>Copyright of this document is held by Swinburne University of Technology –TAFE Division. No part of this document may be reproduced by any process except with express written permission.</p> <p>The following units of competency:</p> <p>BSBLED701A Lead personal and strategic transformation          BSBLED705A Plan and implement a mentoring program          BSBLED706A Plan and implement a coaching strategy</p> <p>are from the BSB07 Business Services Training Package administered by the Commonwealth of Australia.          © Commonwealth of Australia.</p>	
<b>5. Licensing and franchise</b>	<p>Registered Training Organisations wishing to obtain a license to deliver this course (or part of) should contact:</p> <p>Office of the Deputy Vice-Chancellor, Director of TAFE          John Street Hawthorn, Victoria 3122          PO Box 218 Hawthorn, Victoria 3122</p> <p>Email: <a href="mailto:DVCTAFE@swin.edu.au">DVCTAFE@swin.edu.au</a>          Tel: 03 9214 8355          Fax: 03 9818 3654</p>	
<b>6. Course accrediting body</b>	Swinburne University of Technology has delegated authority from the Australian Skills Quality Authority (ASQA) to accredit its own courses	
<b>7. AVETMISS information</b>	<i>Provide AVETMISS classification codes that best describe the industry, occupation group and field of education for which the course is intended.</i>	
	<i>ANZSCO (Australian and New Zealand Standard Classification of Occupations)</i>	224711 Management Consultant
	<i>ASCED code (Field of Education)</i>	0803 Business and Management.
	<i>National course code</i>	10104NAT
<b>8. Period of accreditation</b>	21 March 2012 to 20 March 2017	

## Section B: Course Information

<b>1. Nomenclature</b>	<i>Standard 7.1 for VET Accredited Courses</i>
<b>1.1 Name of the qualification</b>	<b>Vocational Graduate Certificate in Organisational Coaching</b>
<b>1.2 Nominal duration of the course</b>	240-260 hours
<b>2. Vocational or educational outcomes of the course</b>	<p><i>Standard 7.1 for VET Accredited Courses</i></p> <p>Graduates of the proposed course will be able to provide organisational coaching in their role as:</p> <ul style="list-style-type: none"> <li>• Middle and senior line managers;</li> <li>• Human Resources Professionals;</li> <li>• Recruitment professionals;</li> <li>• Risk managers;</li> <li>• In-house trainers;</li> <li>• Workforce development specialists;</li> <li>• Coaching Professionals and Consultants.</li> </ul> <p>Vocational outcomes of the course are to:</p> <ul style="list-style-type: none"> <li>• research, analyse and review prevailing situations in the workplace and synthesise options for addressing the problems;</li> <li>• apply effective communication and negotiation skills in the workplace;</li> <li>• identify organisational priorities and set goals for the individual and the work team;</li> <li>• apply coaching practices in organisational settings;</li> <li>• assess and implement individual and organisational performance measurement tools</li> <li>• utilise instruments to identify individual and organisational characteristics, strengths and behavioural preferences in work, learning and leadership;</li> <li>• set and monitor goals and targets</li> <li>• identify learning needs and develop skills enhancement opportunities in the workplace;</li> <li>• be analytical in approach to problem solving;</li> <li>• assess and report on the fitness for purpose of the coaching intervention</li> <li>• influence others to gain commitment to implement coaching strategies.</li> </ul>
<b>3. Development of the course</b>	<i>Standards 7.1 and 7.2 for VET Accredited Courses</i>
<b>3.1 Industry/enterprise/community needs</b>	Coaching in the workplace is growing in popularity as more and more people discover the value of this approach in improving performance of individuals in the workplace. The benefits of coaching and a coaching culture are emerging as incentives to recruitment and retention of valued employees. Individuals who experience a positive coaching environment are also experiencing significant benefits as a result. These include better work-life balance, clearer understanding of personal and organisational

	<p>performance and career goals and actions. (Standards Australia Handbook “HB 332-2011, Coaching in Organizations” recently).</p> <p>Coaching is often linked to “mentoring” and whilst both practices share skills, knowledge and aptitude, the role of a coach is to enhance organisational performance by improving the performance of individuals against organisational KPI’s. The concept of ‘mentoring’ in this course is supporting individuals in their achievement of personal and career goals.</p> <p>There is not another qualification for coaching at this level in existing Training Packages. A number of lower level courses at Certificate and Diploma levels exist but are mostly copyrighted to private or enterprise-based Registered Training Organisations. A number of related courses in Leadership and Management do exist but they lack the focus on “the Manager as Coach</p> <p>See <i>Appendix 5: Course content developed by Steering Committee</i> for details of the knowledge and skills provided by the proposed course.</p> <p>Industry support is confirmed through the endorsement and active participation of the steering committee. See <i>Appendix 4: Minutes of Steering Committee</i>.</p> <p><b>Members of the Steering Committee and Consultation Group:</b></p> <p>Chair: Karen Tweedie , Partner, Point Ahead</p> <ul style="list-style-type: none"> <li>– Michael Fahie, Partner, Point Ahead</li> <li>– Barry Westhorpe, Chief Executive: CEO Institute</li> <li>– Stephen Dowling, Client Partner: HR Optimization</li> <li>– Greg Harper **, Board member, National Retail Association</li> <li>– Lisa Wandl, CEO, Coaching Australia</li> <li>– Helen Luxford, Vic Roads</li> <li>– Jonathon Millen, Operations Manager - Delivery Experiences, The Academy (Vic/Tas, SA/NT &amp;WA)</li> <li>– Tracey Hodgkins, Chief Exec. Aust Experiential Learning Centre</li> <li>– Veronica Millen, SP Ausnet</li> </ul> <p>In Attendance:</p> <ul style="list-style-type: none"> <li>– Judith Walker: Accreditation and Curriculum Advisor – Office of the Deputy Vice Chancellor, Swinburne University of Technology</li> <li>– Alison Roache, Manager - Leadership Learning, School of Business</li> <li>– Carlo De Martinis, Curriculum Consultant</li> </ul> <p>Refer to <i>Appendix 3: Steering Committee Details</i></p> <p>** Greg Harper has been appointed Acting Executive Director, School of Business since the recommendation of this course for accreditation</p>
<p><b>3.2 Review for re-accreditation</b></p>	<p><i>Standards 7.1 and 7.2 for VET Accredited Courses</i></p> <p>Not applicable</p>
<p><b>4. Course outcomes</b></p>	<p><i>Standards 7.1, 7.2 and 7.3 for VET Accredited Courses</i></p>
<p><b>4.1 Qualification levels</b></p>	<p>This course meets the Vocational Graduate Certificate qualification type descriptor, AQF level 8, as outlined in the Australian Qualification Framework July 2011.</p> <p><b>Purpose</b></p> <p>The Vocational Graduate Certificate qualifies individuals who apply a body</p>

	<p>of knowledge in a range of contexts to undertake professional/highly skilled work and as a pathway to further learning. For example, a graduate will be able to</p> <ul style="list-style-type: none"> <li>• research, analyse and review prevailing situations in the workplace and synthesise options for addressing the problems</li> <li>• utilise instruments to identify individual and organisational characteristics, strengths and behavioural preferences in work, learning and leadership</li> <li>• apply coaching practices in organisational settings.</li> </ul> <p><b>Knowledge</b></p> <p>Graduates of a Vocational Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge in a new or existing discipline or professional area, such as:</p> <ul style="list-style-type: none"> <li>• coaching program design principles</li> <li>• legislation, regulations, policies, procedures and guidelines relating to workplace coaching</li> <li>• research and evaluation of current and emerging theories of behaviour to the organisational coaching relationship</li> <li>• developing and maintaining knowledge for professional competence in organisational coaching.</li> </ul> <p><b>Skills</b></p> <p>Graduates of a Vocational Graduate Certificate will have:</p> <ul style="list-style-type: none"> <li>• cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems, such as; identification of organisational strategic intents and priorities, and the development of personal goals and action plans; establishing, implementing and managing systems and opportunities for ongoing professional development and training of personnel</li> <li>• cognitive skills to think critically and to generate and evaluate complex ideas, such as, to review, research, assess and evaluate strategic business documents; to interpret and calculate quantitative performance data</li> <li>• specialised technical and creative skills in a field of highly skilled and/or professional practice, such as, teamwork skills to select and match coaches and trainees, and to consult with and influence a team to effectively deploy coaching strategies; identifying developmental needs of individuals and group with the aim of maintaining coaching competencies</li> <li>• communication skills to demonstrate an understanding of theoretical concepts, such as, consulting and negotiating outcomes and learning agreements, contracts, goals and strategic plans as required; consulting with stakeholders and others on negotiating goals and strategies; developing coaching plans and coaching activities; negotiating solutions to new and emerging issues</li> <li>• communication skills to transfer complex knowledge and ideas to a variety of audiences, such as, developing and managing formal and informal communication networks; to influence and motivate team</li> </ul>
--	---

	<p>members; high level interpersonal relationship building to influence the work of others; modelling best-practice behaviour and ethical conduct</p> <p><b>Application of knowledge and skills</b></p> <p>Graduates of a Vocational Graduate Certificate will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>• to make high level, independent judgements in a range of technical or management functions in varied specialised contexts, such as, developing and maintaining professional competence in organisational coaching; utilising instruments to identify individual and organisational characteristics, strengths and behavioural preferences in work, learning and leadership</li> <li>• to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts, such as, conducting coaching programs to address organisational needs whilst identifying and respecting individual values, beliefs and abilities; design, implementation and evaluation of coaching strategies and interventions.</li> <li>• with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters, such as, modelling best-practice behaviour and ethical conduct; evaluating the impact of the coaching intervention to the organisational goals and targets; maintaining professional competence in organisational coaching.</li> </ul> <p><b>Volume of learning</b></p> <p>The volume of learning of a Vocational Graduate Certificate is typically 0.5 – 1 year.</p>
<p><b>4.2 Employability skills</b></p>	<p><i>Standard 7.4 for VET Accredited Courses</i></p> <p>This qualification has been mapped to national employability skills. Refer to <a href="#">Appendix 1: Employability skills summary</a></p>
<p><b>4.3 Recognition given to the course (if applicable)</b></p>	<p><i>Standard 7.5 for VET Accredited Courses</i></p> <p>Not applicable</p>
<p><b>4.4 Licensing/regulatory requirements (if applicable)</b></p>	<p><i>Standard 7.5 for VET Accredited Courses</i></p> <p>Not applicable</p>

<b>5. Course Rules</b>				
<b>5.1 Course structure</b>		<p><i>Standards 7.2, 7.6, 7.7 and 7.9 for VET Accredited Courses</i></p> <p>The Vocational Graduate Certificate in Organisational Coaching comprises three (3) core units and one (1) elective unit.</p> <p>A Statement of Attainment will be issued to those participants who do not complete the full qualification, listing any units that have been successfully completed.</p>		
Unit of competency/ module code	Field of Education code	Unit of competency/ module title	Pre-requisite	Nominal hours
<b>Complete three (3) core units</b>				
PCW801A	080399 Business and Management, n.e.c	Provide coaching in the workplace	Nil	60
ENI802A	080399 Business and Management, n.e.c	Evaluate coaching needs and interventions	Nil	60
BSBLED706A		Plan and implement a coaching strategy	Nil	60
<b>Complete one (1) elective unit from the following list or from an accredited VET course or endorsed Training Package at an AQF level 8 qualification:</b>				
BSBLED701A		Lead personal and strategic transformation	Nil	80
BSBLED705A		Plan and implement a mentoring program	Nil	60
<b>Total Nominal Hours</b>				<b>240/260</b>
<b>5.2 Entry requirements</b>		<p><i>Standard 7.9 for VET Accredited Courses</i></p> <p>Applicants for the Vocational Graduate Certificate in Organisational Coaching are expected to have:</p> <ul style="list-style-type: none"> <li>• skills in the use of computers, including basic word processing, spreadsheet, and email programs and internet search engines;</li> <li>• demonstrated interpersonal skills to engender trust and confidence;</li> <li>• a demonstrated capacity in learning, reading, writing, oracy and numeracy competencies to Level 4 of the Australian Core Skills Framework (ACSF). See <a href="http://www.deewr.gov.au">http://www.deewr.gov.au</a> and as a minimum:</li> <li>• business planning skills to organise and manage complex consultative negotiations;</li> <li>• work experience consistent with a senior portfolio manager in a business environment;</li> <li>• a combination of a tertiary level qualification and professional experience deemed equivalent to at least an undergraduate qualification.</li> </ul>		
<b>6. Assessment</b>				
<b>6.1 Assessment strategy</b>		<p><i>Standards 7.10 and 7.12 for VET Accredited Courses</i></p> <p>Assessment of the course will be consistent with the <i>Standards for NVR Registered Training Organisations SNR15.5 / AQTF Essential Conditions and</i></p>		

	<p><i>Standards for Continuing Registration Standard 1.5</i></p> <p>The assessment methods and collection of evidence will involve application of knowledge and skills to the workplace or simulated environments. All assessment activities will be related to a real or simulated industry context.</p> <p>A range of assessment methods will be used, such as:</p> <ul style="list-style-type: none"> <li>• action learning projects in real, or simulated industry settings</li> <li>• research projects</li> <li>• portfolio</li> <li>• practical exercises</li> <li>• observation</li> <li>• direct questioning</li> <li>• presentation</li> </ul> <p>The individual needs of the learner will be reflected in the assessment methods which will be conducted in simulated worksites.</p> <p>The Recognition of Prior Learning process will be used in determining credit. There is no mandatory workplace assessment.</p> <p>Assessment of units imported from BSB07 Training Package must reflect the requirements of the Assessment Guidelines for that Training Package.</p>
<b>6.2 Assessor competencies</b>	<p><i>Standard 7.12 for VET Accredited Courses</i></p> <p>The <i>Standards for NVR Registered Training Organisations SNR15.4 / AQTF Essential Conditions and Standards for Continuing Registration – Element 1.4</i>, states the requirements for the competence of persons assessing the course.</p> <p>Assessors of the imported units of competency must adhere to the guidelines of the BSB07 Training Package.</p>
<b>7. Delivery</b>	
<b>7.1 Delivery modes</b>	<p><i>Standards 7.11 and 7.12 for VET Accredited Courses</i></p> <p>Delivery of units of competency from the BSB07 Training Package must be consistent with the contextualisation rules and guidelines of the relevant Training Package.</p> <p>Delivery of units of competency will take into consideration the individual needs of students and will involve blended delivery mode including:</p> <ul style="list-style-type: none"> <li>• workshops</li> <li>• individual assignments</li> <li>• team-based assignments</li> <li>• applied learning in the workplace or simulated industry environment</li> </ul> <p>Learners are supported through: on-line (internet, chat rooms, email and telephony); face-to-face conferencing, mentoring and interviews; ad hoc arrangements, and regular progress monitoring, particularly for practical work.</p> <p>The course may be delivered part-time or full-time. However it is not intended that the course be available in full-time mode.</p> <p>There is no mandatory workplace delivery.</p>
<b>7.2 Resources</b>	<p><i>Standard 7.12 for VET Accredited Courses</i></p> <p>Resources include:</p>

	<ul style="list-style-type: none"> <li>• teachers/trainers who meet the <i>Standards for NVR Registered Training Organisations</i> SNR15.4 / <i>AQTF Essential Conditions and Standards for Continuing Registration</i> – Element 1.4</li> <li>• access to computers and internet</li> <li>• access to workplace or simulated industry environment</li> <li>• access to Standards Australia HB332-2011( Coaching in organizations)</li> <li>• access to reference materials on coaching</li> <li>• access to publications from professional coaching bodies</li> </ul>
<p><b>8. Pathways and articulation</b></p>	<p><i>Standard 7.8 for VET Accredited Courses</i></p> <p>This qualification includes some nationally endorsed units of competency from BSB07 Training Package. Participants who successfully complete any of these units will, upon enrolment, gain credit into other qualifications that require those same units. Likewise those applicants who have completed any of those units in previous training, will gain credit in this course.</p> <p>At present there are no pathways to higher education but on accreditation, negotiations for credit to, and from, higher education will take place.</p>
<p><b>9. Ongoing monitoring and evaluation</b></p>	<p><i>Standard 7.13 for VET Accredited Courses</i></p> <p>The Office of the Deputy Vice Chancellor and Director of TAFE (ODCV), Swinburne University of Technology will be responsible for monitoring and evaluation of the Vocational Graduate Certificate in Organisational Coaching.</p> <p>This course will be reviewed annually. Evaluations will involve consultation with:</p> <ul style="list-style-type: none"> <li>• course participants</li> <li>• graduates</li> <li>• industry representatives</li> <li>• teaching staff</li> <li>• assessors</li> </ul> <p>Consultations will be consistent with the Swinburne University of Technology annual employer and student satisfaction surveys, focus groups and course committee meetings, which include student representation.</p> <p>All changes will be documented and any significant changes will be reported to Swinburne University of Technology under delegated authority from the ASQA and to all RTOs responsible for delivering the course.</p>





## **Section C: Units of competency**

### **Core units**

PCW801A Provide coaching in the workplace

ENI802A Evaluate coaching needs and interventions

BSBLED706A Plan and implement a coaching strategy

### **Elective units**

BSB701A Lead personal and strategic transformation

BSB705A Plan and implement a mentoring program

## **Appendix 13: Extracts from Organisational Coaching Competency Manual**

# Organisational Coaching Competency Skills Manual

**Units:**

**PCW801A Provide Coaching in the Workplace**

**Facilitators:**

Bernadette Crompton PhD, PCC  
Karen Tweedie BEd, PCC

**Date Developed:**

14 May 2013



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## Course Overview

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*“Learn something new. Try something different. Convince yourself that you have no limits” Brian Tracy.*

Congratulations on being part of the Vocational Graduate Certificate in Organisational Coaching for coaches and managers. You have started on a journey to become a highly effective coach. Through this programme you will develop new skills and knowledge, and become more self-aware and resourceful in all of your dealings with people. You will be able to apply what you learn to coach people to learn more about themselves and what is possible so that they achieve their best in both their professional and personal lives.

### This Manual

This manual contains information and activities to provide you with some **basic** knowledge and skills for coaching. It will be a valuable self-paced learning resource to accompany the formal learning components of this course. The objective of this manual is for participants to read and complete the extra activities in their own time to enhance their learning from the units.

The manual is structured according to the ICF Core Coaching Competencies (listed below) with information presented sequentially for easy access to its competency-building resources. In the actual practice of coaching though, the core competencies are inter-related and dependent on one another, and often occur throughout a single coaching session or coaching programme – a far from linear process!

### Learning Outcomes

By the end of this training programme, you will be able to:

- Describe the context for the use of coaching as a high performance development strategy
- Explain what coaching is and how it differs from consulting, therapy and mentoring
- Identify your strengths as a coach and areas for further development
- Use effective communication skills in a coaching relationship
- Set goals and develop action plans for yourself as well as understand how to work with clients around setting goals and developing action plans
- Identify and use appropriate models of coaching
- Coach individuals to do their best.

The prescribed text for this course is:

Zeus, P., & Skiffington, S. (2002). *The coaching at work toolkit: A complete guide to techniques and practices*. Australia: McGraw-Hill.

### Coaching Competencies

The International Coach Federation (ICF) at website [www.coachfederation.org](http://www.coachfederation.org) has developed eleven core coaching competencies that outline the skills, approaches and behaviours that underpin coaching. The ICF competencies are grouped into four

logical clusters and are used as the foundation for the ICF Credentialing process examination.

**A. SETTING THE FOUNDATION**

1. Meeting ethical guidelines and professional standards
2. Establishing the coaching agreement

**B. CO-CREATING THE RELATIONSHIP**

3. Establishing trust and intimacy with the client
4. Coaching presence

**C. COMMUNICATING EFFECTIVELY**

5. Active listening
6. Powerful questioning
7. Direct communication

**D. FACILITATING LEARNING AND RESULTS**

8. Creating awareness
9. Designing actions
10. Planning and goal setting
11. Managing progress and accountability

For details on each of the ICF Core Competencies and the Professional Certified Coach (PCC) credential see **Appendix 1**.

The ICF Code of Ethics can be found in **Appendix 2**.

The eleven core competencies form the basis of the skills to be developed for successful completion of the unit PCW801A Provide Coaching in the Workplace. Course participants are expected to gain competency at the level of the ICF Professional Certified Coach (PCC).

If you would like to compare the PCC with the levels of Associate Certified Coach (ACC) and Master Certified Coach (MCC) then access the ICF website at <http://www.coachfederation.org/credential/?navItemNumber=502>

## Introduction

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### What is Coaching?

Let's begin by exploring just what coaching is about.

There are many different ways to explain what coaching is and what it does. Here are just some of them.

- Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. (*ICF Definition of Coaching*).
- Coaching is about learning new ways of thinking and behaving to bring about change and transformation. It offers a flexible, responsive, individual and 'just in time' approach to developing resilience, strengthening skills and improving performance and productivity.
- 'Coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them'. (*John Whitmore, 1996*).
- Coaching helps people to develop self-awareness and take responsibility for their lives.

'*The Complete Guide to Coaching at Work*' by Perry Zeus and Suzanne Skiffington (2000) explains that:

- **Coaching is essentially a conversation.** A coach and a client work within a productive, results-orientated context. Their conversations help the client access what they know.
- **Coaching is about learning.** But a coach is not a teacher and does not necessarily know how to do things better than the client. Through various coaching techniques such as listening, reflecting, asking questions and providing information, clients become self-correcting (they learn how to correct their behaviour themselves) and self-generating (they generate their own questions and answers).
- **Coaching is more about asking the right questions than providing the answers.** A coach helps the client to establish and clarify purpose and goals and to develop a plan of action to achieve those goals.
- **Coaching is about change and transformation.** It is about the human ability to grow, change non-productive behaviours and generate new, adaptive and successful actions.
- **Coaching operates on the cognitive and emotional plane.** Every emotion includes a tendency to action or inaction. A coach works with thoughts and emotions, for it is by recognising and understanding our feelings and perceptions that different behavioural possibilities can be realised.

A successful coaching relationship is one in which the client experiences unconditional acceptance, respect and regard. It is within this context that the coach can also challenge the ideas and stimulate the thinking of the client in pursuit of their stated goals for the programme. It is useful to note that coaching is far more than an exchange of information between the coach and the client.

### The Origins of Coaching

Coaching has many roots. Early forms of coaching can be found in ancient eastern and western philosophy, in mentoring, the performing arts, sports, and psychology.

For centuries life and work skills have been passed from one generation to the next, from master to apprentice. The practice of coaching, as we know it today, was influenced by Carl Rogers' *Humanistic Movement* and *Person-Centred Therapy* (1960). Person-Centred therapy advocates unconditional positive regard, empathy and therapist-congruence as hallmarks of a successful relationship.

As coaching has developed many other theories, models and frameworks from fields as diverse as education, psychotherapy, communication studies, adult development theories, self-help movement, social systems theory, athletic motivation, holistic movement, and management and leadership have also left their mark. In a study conducted by Vikki Brock in 2006, some of the professions influencing coaching in current times are psychology (18%), consulting (11%), organisational development (11%), and management and leadership (9%).

### **The Need for Transformational Learning**

Businesses in the 21<sup>st</sup> century face a high rate of change and a level of complexity greater than ever before. The forces of change are such that organisations must constantly find new ways of doing things in order to survive and thrive in a competitive global marketplace. Past success is often not relevant because criteria for success alters and new standards are established. Many of the old ways - traditional roles and hierarchical relationships are no longer effective. High performance is a requirement for the survival of both individuals and organisations. Competition is worldwide and technological change brings new challenges on a daily basis. Stress levels for employees are extremely high as they try to maintain the balance between their personal lives and work demands.

How do modern organisations respond to the pressure for higher and higher levels of performance when employees are growing more tired by the day?

Leading organisations have realised the need for transformational learning rather than incremental learning. Transformational learning involves challenging basic assumptions about business and the organisation itself. Creating an environment for transformational learning is a long-term commitment. An environment that supports learning encourages individuals to be self-aware, to recognise their strengths and weaknesses and to develop action plans that leverage their strengths and mitigate their weaknesses. A good coach provides the context for this to happen.

### **The Age of the Knowledge Worker**

Steven Covey in his book *'The 8<sup>th</sup> Habit – From Effectiveness to Greatness'* (2004) explains the progress of civilisation. He says that we have progressed through the Hunter/Gatherer, the Agricultural and the Industrial ages, and are now in the age of the Information/Knowledge Worker. Each of these ages has made huge advances in productivity compared with the previous age. The Knowledge Age has the potential to out-produce the Industrial Age by up to fifty times. Unleashing the potential of quality knowledge work will provide organisations with an extraordinary opportunity to create value in everything they do. The productivity of knowledge workers can leverage all other investments that an organisation has already made.

### **The Mindset of the Industrial Age**

According to Covey there is a problem. Although we live in a Knowledge Worker Age, we continue to operate our organisations along the lines of a controlling Industrial Age model that absolutely suppresses the release of human potential. The mindset of the Industrial Age revolved around machines and capital – 'things'. People

were necessary but replaceable. People were like 'things'- you could be efficient with them and you had to control and manage them. Many managers today still apply the Industrial Age control model – they manage people as things. They do not see the true worth and potential of their people, and do not possess an accurate understanding of human nature.

Industrial Age, hierarchical styles of management, such as 'carrot and stick' and 'command and control', are not appropriate today. They can leave people feeling manipulated, fearful and resentful and do not bring out the best in people. Initiative is lost, people degenerate into a state of 'learned helplessness' and co-dependency and rarely develop a sense of ownership of problems. If the 'boss' makes all the decisions, these decisions never become the employees' solution so there is no empowerment. Consequently, people's sense of accountability and responsibility is lower than that required for high performance. Creativity suffers and people become poorly motivated and ineffective in creating innovative solutions. Ultimately, people do the minimum they think is required of them to keep their jobs, then they go home tired and dispirited, only to turn around and go through it all again the next day.

### ***The Whole Person paradigm of the Knowledge Worker Age***

In developing his concept of the Whole Person, Covey argues that human beings are not 'things' needing to be motivated and controlled. They are four-dimensional – comprised of body, mind, heart and spirit, and they have four universal human needs – to live (survive), to love (relationships), to learn (growth and development) and to leave a legacy (meaning and contribution). The Whole Person paradigm applies to both our working and personal lives.

### ***Employee engagement***

Many managers mistakenly assume that employees are motivated or engaged in the workplace by good wages, job security and promotion opportunities. A great deal of research in recent times has shown that this is not the case. Generally speaking people are more likely to be motivated by:

- intrinsic job satisfaction
- leaders and managers who provide *direction* (vision) rather than *directions*, who are honest yet compassionate in all their communications and who challenge and support people in achieving their goals
- feeling appreciated and knowing that they matter to the company they work for and the people they work with.
- the opportunity to understand and contribute to goals that are meaningful to the organisation.

### ***Retention and development of talent***

Within organisations, employees have increasing expectations and demands about how they are treated by their employer. Led by Generation Y, they are demanding different styles of management and leadership, more flexible working conditions and opportunities for skill development and career progression. Often the best employees seek self-development, self-responsibility, and accountability rather than direction and control. They want to be coached rather than managed in the traditional style. In the current tight labour market, dissatisfied employees, particularly the younger generations, are more likely to leave than to stay. The cost of recruiting and developing new employees can be much higher than developing existing employees for high performance and productivity.

### **Developing people for high performance**

Expressions such as 'our people are our greatest asset', 'we must empower all our staff', 'releasing latent potential', 'downsizing and devolving responsibility and 'getting the best out of our people' have become clichés in recent years. Their true meaning remains as valid today as when they were first coined, but all too often they are hollow words – talked about far more than acted upon. Nevertheless, it is through effectively leading, managing and developing people for high performance outcomes that organisations will most effectively manage change and survive.

Many organisations find their employees move elsewhere because they fail to:

- Conduct company-wide employee engagement/satisfaction surveys
- Discuss career development strategies with employees
- Advise what kind of career support is currently available and how employees gain access to it
- Provide resources to help managers host effective career development conversations

Engaging and motivating employees through self-awareness, training and coaching inspires personal career ownership, leading to improved engagement and retention.

### **What Does Coaching Mean to Me? What Does it Mean to the People Around Me?**

It is important to realise that being an effective coach looks different for different people. The only way to master the art of coaching is to do it. At times you will succeed and at others you will make mistakes. And it is important that you learn from those mistakes. If you are completely new to

**Appendix 14: Extracts from 10108NAT Graduate Certificate in  
Organisational Coaching Curriculum**

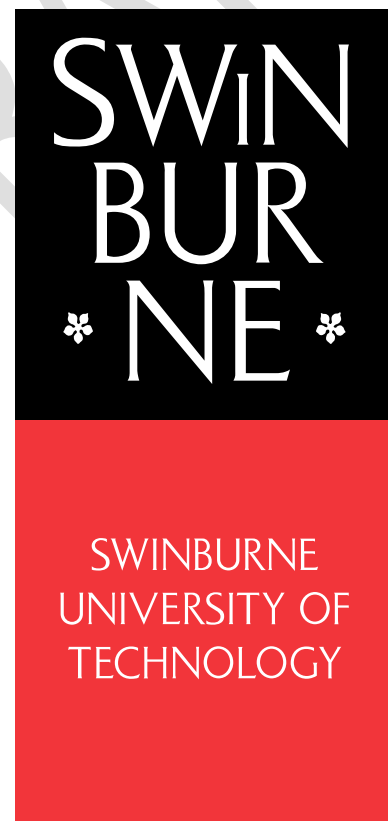
## 10108NAT Graduate Certificate in Organisational Coaching

Accredited for the period: **20/02/2014 to 19/02/2018 (TBC)**

under Parts 3, 4 and 12 of the *National Vocational Education and Training Regulator Act 2011 (Cth)*

Course Documentation

Final Version A, B & C





## Version History

Version Date	Comment
20/02/2014	Reaccreditation of 10104NAT Graduate Certificate in Organisational Coaching

Published by Swinburne University of Technology  
© Swinburne University of Technology 2013  
All requests and enquiries regarding use and availability  
should be directed to the Office of the Director of TAFE  
Swinburne University of Technology  
PO Box 218  
Hawthorn Vic 3122

Swinburne University of Technology wishes to acknowledge the members of the Steering Committee who willingly contributed their own particular expertise and experience to the development of the course.

Course developed by:

Swinburne Industry Solutions and the Office of the Director of TAFE, Swinburne University of Technology

This qualification has been entered on the TGA (Training.gov.au) being the official National Register of the Vocational Education and Training in Australia: <http://training.gov.au/>

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PCW801A Provide coaching in the workplace .....	<b>Error! Bookmark not defined.</b>
ENI802A Evaluate coaching needs and interventions .....	<b>Error! Bookmark not defined.</b>
OHCAPC801A Apply professional coaching practices .....	<b>Error! Bookmark not defined.</b>
<b>APPENDICES .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
Appendix 1: Employability skills summary .....	<b>Error! Bookmark not defined.</b>



## Section A: Copyright and Course Classification Information

<b>1. Copyright owner of the course</b>	Swinburne University of Technology - TAFE Division RTO Number 3059	
<b>2. Address</b>	Office of the Director of TAFE Swinburne University of Technology John Street Hawthorn, Victoria 3122 PO Box 218 Hawthorn, Victoria 3122 Email: <a href="mailto:keribailey@swin.edu.au">keribailey@swin.edu.au</a> Tel: 03 9214 8355 Fax: 03 9818 3654	
<b>3. Type of submission</b>	This qualification is being submitted for reaccreditation.	
<b>4. Copyright acknowledgement</b>	Copyright of this document is held by Swinburne University of Technology –TAFE Division. No part of this document may be reproduced by any process except with express written permission. The following units of competency: BSBLED701A Lead personal and strategic transformation BSBLED705A Plan and implement a mentoring program BSBLED706A Plan and implement a coaching strategy are from the BSB07 Business Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.	
<b>5. Licensing and franchise</b>	Registered Training Organisations wishing to obtain a license to deliver this course (or part of) should contact: Office of the Director of TAFE Swinburne University of Technology PO Box 218 Hawthorn, Victoria 3122 Email: <a href="mailto:keribailey@swin.edu.au">keribailey@swin.edu.au</a> Tel: 03 9214 8355 Fax: 03 9818 3654	
<b>6. Course accrediting body</b>	Swinburne University of Technology has delegated authority from the Australian Skills Quality Authority (ASQA) to accredit its own courses	
<b>7. AVETMISS information</b>	<i>Provide AVETMISS classification codes that best describe the industry, occupation group and field of education for which the course is intended.</i>	
	<i>ANZSCO (Australian and New Zealand Standard Classification of Occupations)</i>	224711 Management Consultant
	<i>ASCED code (Field of Education)</i>	0803 Business and Management.
<b>8. Period of accreditation</b>	<b>20/02/2014 to 19/02/2018 (TBC)</b>	

## Section B: Course Information

<b>1. Nomenclature</b>	<i>Standard 7.1 for VET Accredited Courses</i>
<b>1.1 Name of the qualification</b>	<b>Graduate Certificate in Organisational Coaching</b>
<b>1.2 Nominal duration of the course</b>	<p>240-260 hours</p> <p><b>Volume of learning</b> The volume of learning of a Graduate Certificate is typically 0.5 – 1 year. This will involve 240-260 hours of structured tuition and assessment, plus approximately 360 hours of independent learning, projects and assignments.</p>
<b>2. Vocational or educational outcomes of the course</b>	<i>Standard 7.1 for VET Accredited Courses</i>
<b>2.1 Purpose of the course</b>	<p>Graduates of the proposed course will be able to provide organisational coaching in their role as:</p> <ul style="list-style-type: none"> <li>• Middle and senior line managers;</li> <li>• Human Resources Professionals;</li> <li>• Recruitment professionals;</li> <li>• Risk managers;</li> <li>• In-house trainers;</li> <li>• Workforce development specialists;</li> <li>• Coaching Professionals and Consultants.</li> </ul> <p>Vocational outcomes of the course are to:</p> <ul style="list-style-type: none"> <li>• research, analyse and review prevailing situations in the workplace and synthesise options for addressing the problems;</li> <li>• apply effective communication and negotiation skills in the workplace;</li> <li>• identify organisational priorities and set goals for the individual and the work team;</li> <li>• apply coaching practices in organisational settings;</li> <li>• assess and implement individual and organisational performance measurement tools</li> <li>• utilise instruments to identify individual and organisational characteristics, strengths and behavioural preferences in work, learning and leadership;</li> <li>• set and monitor goals and targets</li> <li>• identify learning needs and develop skills enhancement opportunities in the workplace;</li> <li>• be analytical in approach to problem solving;</li> <li>• assess and report on the fitness for purpose of the coaching intervention</li> <li>• influence others to gain commitment to implement coaching strategies.</li> </ul>
<b>3. Development of the course</b>	<i>Standards 7.1 and 7.2 for VET Accredited Courses</i>

<p><b>3.1 Industry/enterprise/ community needs</b></p>	<p>Coaching in the workplace is growing in popularity as more and more people discover the value of this approach in improving performance of individuals in the workplace. The benefits of coaching and a coaching culture are emerging as incentives to recruitment and retention of valued employees. Individuals who experience a positive coaching environment are also experiencing significant benefits as a result. These include better work-life balance, clearer understanding of personal and organisational performance and career goals and actions. (Standards Australia Handbook “HB 332-2011, Coaching in Organizations” recently).</p> <p>Coaching is often linked to “mentoring” and whilst both practices share skills, knowledge and aptitude, the role of a coach is to enhance organisational performance by improving the performance of individuals against organisational KPI’s. The concept of ‘mentoring’ in this course is supporting individuals in their achievement of personal and career goals.</p> <p>There is not another qualification for coaching at this level in existing Training Packages. A number of lower level courses at Certificate and Diploma levels exist but are mostly copyrighted to private or enterprise-based Registered Training Organisations. A number of related courses in Leadership and Management do exist but they lack the focus on “the Manager as Coach”</p> <p>Delivery of the Graduate Certificate in Organisational Coaching will provide training at a higher and more credible level than existing lower level qualifications at the Certificate and Diploma level offered by private RTO’S. This will ensure that practitioners are properly trained and accredited.</p> <p>Industry support is confirmed through the endorsement and active participation of the steering committee listed below.</p> <p><b>Members of the Steering Committee and Consultation Group:</b></p> <p>Chair: Dr Michael Muetzelfeldt, Insight Leadership Coaching</p> <ul style="list-style-type: none"> <li>– Karen Tweedie , Partner, Point Ahead</li> <li>– Ann Wright, Change consultant, Coach &amp; facilitator / Self employed</li> <li>– Ann Whyte, Managing Director Whyte &amp; Co Pty Ltd</li> <li>– Leanne Ansell-McBride, CEO Victorian Leadership Development Centre</li> <li>– Dr Bernadette Crompton (PCC), Principal Consultant Perspective Solutions Pty Ltd</li> <li>– Jonathon Millen, Operations Manager - Delivery Experiences, The Academy (Vic/Tas, SA/NT &amp;WA)</li> </ul> <p>In Attendance:</p> <ul style="list-style-type: none"> <li>– Greg Harper: General Manager- Industry Solutions, Swinburne University of Technology</li> <li>– Anne Basia, Learning Advisor – Industry Solutions, Swinburne University of Technology</li> </ul>
<p><b>3.2 Review for renewal of accreditation</b></p>	<p><i>Standards 7.1 and 7.2 for VET Accredited Courses</i></p> <p>10104NAT Graduate Certificate in Organisational Coaching course has been accredited since March 2012. The need for the course to be revised and reaccredited has been initiated by the feedback gathered from the Swinburne Organizational Coaching Advisory Committee in April 2013. The methodology used to gather feedback for the relevant changes to be made</p>

	<p>to the Graduate Certificate in Organisational Coaching was through a consultation process with highly respected industry practitioners as a group or individually. The consultation sessions took the form of face to face meetings where feedback was documented in the meeting minutes. In addition feedback was gathered through written communication. The committee reviewed the course and recommended that the core unit <i>BSBLED706A Plan and Implement a Coaching Strategy</i> is not an appropriate core unit and should be listed as an elective. The committee also recommended that a new core unit be developed. The committee recommended that the new unit should focus on coaching for leadership and cultural change in organisations.</p> <p>Industry support is confirmed through the endorsement and active participation of the steering committee. See Supporting Evidence Documentation - Minutes of Steering Committee.</p> <p>At the student level the course was monitored and evaluated during delivery through student feedback, as to suitability of the course content, assessment and its application and relevance to industry.</p> <p>Student feedback was collected using evaluation forms and face to face discussion during the delivery.</p> <p>As part of the reaccreditation process IBSA was consulted to confirm that the course and the new unit <i>OHCAPC801A Apply professional coaching practices</i>, did not duplicate in any way existing courses. Certified Industry Coaches and other industry professionals were consulted as to the appropriateness of the course content, delivery, assessments. In addition special attention was given to the development of the unit outline incorporating relevance of the elements, required skills and knowledge, range statement and evidence guide of each of the units.</p> <p>The steering committee has provided guidance and continuous support on the development of the new core unit of competency, <i>OHCAPC801A Apply professional coaching practices</i>, with regard to content and maintaining industry relevance.</p> <p>The new course, 10108NAT, replaces and is equivalent to the 10104NAT Graduate Certificate in Organisational Coaching.</p>
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<b>Transition Arrangements</b>		
<b>Old Units</b>	<b>New Units</b>	
PCW801A Provide Coaching in the Workplace	PCW801A Provide Coaching in the Workplace	Same Unit
ENI802A Evaluate coaching needs and interventions	ENI802A Evaluate Coaching needs and interventions	Same Unit
N/A	OHCAPC801A Apply professional coaching practices	New unit
BSBLED706A Plan and implement a coaching strategy	BSBLED706A Plan and implement a coaching strategy	Same Unit
BSBLED701A Lead personal and strategic transformation	BSBLED701A Lead personal and strategic transformation	Same Unit

<b>4. Course outcomes</b>	<i>Standards 7.1, 7.2 and 7.3 for VET Accredited Courses</i>
<b>4.1 Qualification levels</b>	<p>This course meets the Graduate Certificate qualification type descriptor, AQF level 8, as outlined in the Australian Qualification Framework 2<sup>nd</sup> edition January 2013.</p> <p><b>Purpose</b></p> <p>The Graduate Certificate in Organisational Coaching qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional/highly skilled work and as a pathway to further learning.</p> <p>For example, a graduate will be able to</p> <ul style="list-style-type: none"> <li>• research, analyse and review prevailing situations in the workplace and synthesise options for addressing the problems</li> <li>• utilise instruments to identify individual and organisational characteristics, strengths and behavioural preferences in work, learning and leadership</li> <li>• apply coaching practices in organisational settings.</li> </ul> <p><b>Knowledge</b></p> <p>Graduates of a Graduate Certificate in Organisational Coaching will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge in a new or existing discipline or professional area, such as:</p> <ul style="list-style-type: none"> <li>• coaching program design principles</li> <li>• legislation, regulations, policies, procedures and guidelines relating to workplace coaching</li> <li>• research and evaluation of current and emerging theories of behaviour to the organisational coaching relationship</li> <li>• developing and maintaining knowledge for professional competence in organisational coaching.</li> </ul> <p><b>Skills</b></p> <p>Graduates of a Graduate Certificate in Organisational Coaching will have:</p> <ul style="list-style-type: none"> <li>• cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems, such as; identification of organisational strategic intents and priorities, and the development of personal goals and action plans; establishing, implementing and managing systems and opportunities for ongoing professional development and training of personnel</li> <li>• cognitive skills to think critically and to generate and evaluate complex ideas, such as, to review, research, assess and evaluate strategic business documents; to interpret and calculate quantitative performance data</li> <li>• specialised technical and creative skills in a field of highly skilled and/or professional practice, such as, teamwork skills to select and match coaches and trainees, and to consult with and influence a team to effectively deploy coaching strategies; identifying developmental needs of individuals and group with the aim of maintaining coaching competencies</li> </ul>



	<ul style="list-style-type: none"> <li>• communication skills to demonstrate an understanding of theoretical concepts, such as, consulting and negotiating outcomes and learning agreements, contracts, goals and strategic plans as required; consulting with stakeholders and others on negotiating goals and strategies; developing coaching plans and coaching activities; negotiating solutions to new and emerging issues</li> <li>• communication skills to transfer complex knowledge and ideas to a variety of audiences, such as, developing and managing formal and informal communication networks; to influence and motivate team members; high level interpersonal relationship building to influence the work of others; modelling best-practice behaviour and ethical conduct</li> </ul> <p><b>Application of knowledge and skills</b></p> <p>Graduates of a Graduate Certificate in Organisational Coaching will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>• to make high level, independent judgements in a range of technical or management functions in varied specialised contexts, such as, developing and maintaining professional competence in organisational coaching; utilising instruments to identify individual and organisational characteristics, strengths and behavioural preferences in work, learning and leadership</li> <li>• to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts, such as, conducting coaching programs to address organisational needs whilst identifying and respecting individual values, beliefs and abilities; design, implementation and evaluation of coaching strategies and interventions.</li> <li>• with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters, such as, modelling best-practice behaviour and ethical conduct; evaluating the impact of the coaching intervention to the organisational goals and targets; maintaining professional competence in organisational coaching.</li> </ul> <p>The volume of learning is a component of each qualification type descriptor. Further information on how the outcomes of this qualification address the AQF volume of learning requirement is explained under Section B: 5.1</p>
<p><b>4.2 Employability skills</b></p>	<p><i>Standard 7.4 for VET Accredited Courses</i></p> <p>For a summary of the employability skills to be <u>achieved</u> in the course, refer to <a href="#">Appendix 1: Employability skills summary</a></p>
<p><b>4.3 Recognition given to the course (if applicable)</b></p>	<p><i>Standard 7.5 for VET Accredited Courses</i></p> <p>Not applicable</p>
<p><b>4.4 Licensing/regulatory requirements (if applicable)</b></p>	<p><i>Standard 7.5 for VET Accredited Courses</i></p> <p>Not applicable</p>

<b>5. Course Rules</b>		<i>Standards 7.2, 7.6, 7.7 and 7.9 for VET Accredited Courses</i>		
<b>5.1 Course structure</b>		<p>The program is delivered through a combination of face-to-face workshops, pre-reading and self-paced learning tasks, workplace application, project work, teleconferencing, peer-peer coaching and self-reflection.</p> <p>Non supervised activity will involve the student:</p> <ul style="list-style-type: none"> <li>•undertaking self-paced study,</li> <li>•undertaking research</li> <li>•undertaking peer to peer coaching</li> <li>•undertaking field work relating to assignments</li> <li>•collecting and analysing related data from industry</li> <li>•consulting with organisations, subject matter experts, and other resources</li> <li>•Analysing and preparing of reports, personal reflections on leadership, coaching practices</li> </ul> <p>The time required to undertake these activities will vary between students based on their experience. On average, the non-supervised activities listed above will equate to 360 hours.</p> <p>To gain the award of 10108NAT Graduate Certificate in Organisational Coaching participants must complete three (3) core units and one (1) elective unit.</p> <p>A Statement of Attainment will be issued to those participants who do not complete the full qualification, listing any units that have been successfully completed.</p>		
Unit of competency code	Field of Education code	Unit of competency	Pre-requisite	Nominal hours
<b>Complete three (3) core units</b>				
PCW801A	080399	Provide coaching in the workplace	Nil	60
ENI802A	080399	Evaluate coaching needs and interventions	Nil	60
OHCAPC801A	080399	Apply professional coaching practices	Nil	60
<b>Complete one (1) elective unit from the following list or a Unit of Competency from an accredited VET course or endorsed Training Package that is packaged in an AQF level 8 qualification.</b>				
<b>All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.</b>				
BSBLED701A	N/A	Lead personal and strategic transformation	Nil	80
BSBLED706A	N/A	Plan and implement a coaching strategy	Nil	60
BSBLED705A	N/A	Plan and implement a mentoring program	Nil	60
<b>Total Nominal Hours</b>				<b>240-260</b>
<b>5.2 Entry requirements</b>		<p><i>Standard 7.9 for VET Accredited Courses</i></p> <p>Applicants for the Graduate Certificate in Organisational Coaching are expected to have:</p> <ul style="list-style-type: none"> <li>• skills in the use of computers, including basic word processing,</li> </ul>		

	<p>spreadsheet, and email programs and internet search engines;</p> <ul style="list-style-type: none"> <li>• demonstrated interpersonal skills to engender trust and confidence;</li> <li>• a demonstrated capacity in learning, reading, writing, oracy and numeracy competencies to Level 4 of the Australian Core Skills Framework (ACSF). See <a href="http://www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx">http://www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx</a> and as a minimum:</li> <li>• business planning skills to organise and manage complex consultative negotiations;</li> <li>• work experience consistent with a senior portfolio manager in a business environment;</li> <li>• a combination of an undergraduate degree and relevant professional experience at a management level. Applicants without an undergraduate degree are required to have at least a Diploma or an Advanced Diploma level qualification and 5 years of relevant professional experience at a management level.</li> </ul>
<p><b>6. Assessment</b></p>	
<p><b>6.1 Assessment strategy</b></p>	<p><i>Standards 7.10 and 7.12 for VET Accredited Courses</i></p> <p>Assessment of the course will be consistent with the <i>Standards for NVR Registered Training Organisations SNR15.5 / AQTF Essential Conditions and Standards for Continuing Registration Standard 1.5</i></p> <p>The assessment methods and collection of evidence will involve application of knowledge and skills to the relevant industry workplaces or simulated environments.</p> <p>A range of assessment methods will be used, such as:</p> <ul style="list-style-type: none"> <li>• action learning projects</li> <li>• research projects</li> <li>• portfolio</li> <li>• practical exercises</li> <li>• observation</li> <li>• direct questioning</li> <li>• presentation</li> </ul> <p>The individual needs of the learner will be reflected in the assessment methods which will be related to a real or simulated industry context.</p> <p>The Recognition of Prior Learning process will be used in determining credit.</p> <p>Assessment of units imported from BSB07 Training Package must reflect the requirements of the Assessment Guidelines for that Training Package.</p>
<p><b>6.2 Assessor competencies</b></p>	<p><i>Standard 7.12 for VET Accredited Courses</i></p> <p>The <i>Standards for NVR Registered Training Organisations SNR15.4 / AQTF Essential Conditions and Standards for Continuing Registration – Element 1.4</i>, state the requirements for the competence of persons assessing the course.</p> <p>All assessment must be undertaken by assessors who meet the requirements stated to apply under the Standards for NVR Registered Training Organisations in effect at the time at which assessment is conducted. This includes the necessary assessment competencies</p>

	<p>determined by the National Skills Standards Council (NSSC) or its successors in effect at the time of assessment.</p> <p>Assessors of the imported units of competency must adhere to the guidelines of the BSB07 Training Package.</p>
<b>7. Delivery</b>	
<b>7.1 Delivery modes</b>	<p><i>Standards 7.11 and 7.12 for VET Accredited Courses</i></p> <p>Delivery of units of competency from the BSB07 Training Package must be consistent with the contextualisation rules and guidelines of the relevant Training Package.</p> <p>Delivery of units of competency will take into consideration the individual needs of students and will involve blended delivery mode including:</p> <ul style="list-style-type: none"> <li>• workshops</li> <li>• individual assignments</li> <li>• team-based assignments</li> <li>• applied learning in the workplace or simulated industry environment</li> </ul> <p>Learners are supported through: on-line (internet, chat rooms, email and telephony); face-to-face conferencing, mentoring and interviews; ad hoc arrangements, and regular progress monitoring, particularly for practical work.</p> <p>The course may be delivered part-time or full-time. There is no mandatory workplace delivery.</p>
<b>7.2 Resources</b>	<p><i>Standard 7.12 for VET Accredited Courses</i></p> <p>Resources include:</p> <ul style="list-style-type: none"> <li>• teachers/trainers who meet the <i>Standards for NVR Registered Training Organisations SNR15.4 / AQTF Essential Conditions and Standards for Continuing Registration – Element 1.4</i> <ul style="list-style-type: none"> <li>▪ NOTE: All assessment must be undertaken by assessors who meet the requirements stated to apply under the Standards for NVR Registered Training Organisations in effect at the time at which assessment is conducted. This includes the necessary assessment competencies determined by the National Skills Standards Council (NSSC) or its successors in effect at the time of assessment.</li> </ul> </li> <li>• access to computers and internet</li> <li>• access to workplace or simulated industry environment</li> <li>• access to Standards Australia HB332-2011(Coaching in organizations)</li> <li>• access to reference materials on coaching</li> <li>• access to publications from professional coaching bodies</li> </ul>
<b>8. Pathways and articulation</b>	<p><i>Standard 7.8 for VET Accredited Courses</i></p> <p>This qualification includes some nationally endorsed units of competency from BSB07 Training Package. Participants who successfully complete any of these units will, upon enrolment, gain credit into other qualifications that require those same units. Likewise those applicants, who have completed any of those units in previous training, will gain credit in this course.</p> <p>No formal articulation arrangements have yet been negotiated with the higher education sector. Generally, arrangements for articulation into</p>

	<p>higher education qualifications will need to be undertaken individually and on a case-by-case basis. RTOs should refer to the AQF Pathways Policy when negotiating articulation to higher education qualifications.</p>
<p><b>9. Ongoing monitoring and evaluation</b></p>	<p><i>Standard 7.13 for VET Accredited Courses</i></p> <p>The Office of the Director of TAFE (ODT), Swinburne University of Technology will be responsible for monitoring and evaluation of the Graduate Certificate in Organisational Coaching.</p> <p>This course will be reviewed annually. Evaluations will involve consultation with:</p> <ul style="list-style-type: none"> <li>• course participants</li> <li>• graduates</li> <li>• industry representatives</li> <li>• teaching staff</li> <li>• assessors</li> </ul> <p>Consultations will be consistent with the Swinburne University of Technology annual employer and student satisfaction surveys, focus groups and course committee meetings, which include student representation.</p> <p>All changes will be documented and any significant changes will be reported to Swinburne University of Technology under delegated authority from the ASQA and to all RTOs responsible for delivering the course.</p>

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## **Section C: Units of competency**

### **Core units**

PCW801A Provide coaching in the workplace

ENI802A Evaluate coaching needs and interventions

OHCAPC801A Apply professional coaching practices

### **Elective units**

All elective training package units can be downloaded from the [www.training.gov.au](http://www.training.gov.au)

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## **Appendix 15: Apply Professional Coaching Practice Unit of Competency**

**OHCAPC801A****Apply professional coaching practices****Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to develop and provide effective coaching services to clients. Coaching establishes a collaborative partnership and supports the developmental needs of executives and senior professionals to enhance their performance and build capability in the organisation. This unit also covers establishing, leading and managing a coaching program within an organisation and associated reporting mechanisms.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

**Employability skills**

This unit contains Employability Skills

**Application of the Unit**

This unit applies to organisational coaches employed as internal coaches or external coaches to improve performance of individual/s, community, career, or work outcomes in an organisation. The course also applies to senior managers, human resources and other workforce development professionals.

In business and industry, organisational coaches gain the respect of colleagues, contacts, clients and the community through demonstrating professionalism in all aspects of their work; this professionalism is underpinned by their expertise and effective interpersonal and communication skills. Within organisations, coaching takes a strategic role and is used by executives and business managers to ensure individuals within the organisation perform at an optimal level in the ever changing context, and in the face of complex, and oftentimes global influences that affect them.

**ELEMENT**

*Elements describe the essential outcomes of a unit of competency.*

**PERFORMANCE CRITERIA**

*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*

1	Improve professional practice	1.1	Build self-awareness through the use of a range of theoretical and evidence-based models, external sources and structured input
		1.2	Review, reflect and update personal belief, attitudes, skills, <b><i>ethical standards</i></b> in <b><i>coaching practice</i></b>
		1.3	Identify gaps in skills, knowledge, attitudes and meet learning needs through <b><i>self-development</i></b>
		1.4	Explore and select relevant ideas and evidence-based models to further develop coaching practice



		1.5	Apply evidence-based models, tools and techniques to improve effectiveness and uniqueness in practice
2	Establish client expectations and goals with measures for success	2.1	Review <b>client needs</b> and establish goals and outcome measures that are aligned to individual and organisational goals
		2.2	Manage three-way meetings with a coaching client and their manager/sponsor, or HR representative, addressing divergences between a coaching client and their organisation
		2.3	Confirm any reporting requirements with client, manager/sponsor and/or HR representative
		2.4	Identify appropriate <b>methods of coaching</b> to benefit the learning of individuals and/or teams within the organisation
		2.5	Create plans that are diverse and contribute to growth which is aligned with the learning style and pace of the client and which will provide <b>agreed outcomes</b>
		2.5	Adopt a coaching style suited to the development process cultivating respect and maintain direct communication
3	Facilitate client self-awareness	3.1	Generate trust and confidence in the coaching process and client relationship by demonstrating a high standard of professionalism
		3.2	Maintain an <b>open and fluent communication</b> with the client, listen deeply and apply a wide range of questions to facilitate insight, identify hidden assumptions, blind-spots and biases,
		3.3	Empower clients to develop their awareness of their current level of performance relative to organisational needs
		3.4	Facilitate client awareness of patterns of thought, actions and feelings affecting work performance
4	Support clients to attain agreed goals	4.1	Assist client to identify options and methods of commitment and <b>accountability</b>
		4.2	Determine how each goal is supported and monitored with the client
		4.3	Determine the process to address any barriers to progress with the client
		4.4	Challenge and motivate client appropriately in order to achieve goals
5	Evaluate the effectiveness of the coaching practice	5.1	Establish and use diverse feedback systems
		5.2	Establish rigorous evaluation processes with clients and other <b>stakeholders</b>

- 5.3 Use knowledge gained to examine and report on themes, trends and ideas relating to the coaching process for benefit of client and organisation

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## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

### Required skills

- Analysis and interpretation skills to:
  - evaluate organisational information management systems, policies and procedures
  - select relevant evaluation information and documentation
  - access and interpret organisation's standards and values
  - analyse records or notes of the evaluation process
  - research, assess and evaluate strategic business documents
- Initiative and enterprise skills to establish collaborative partnerships and relationships
- Interpersonal communication skills to negotiate, to question, to listen and investigate, to network and clarify issues
- Planning and organising skills to:
  - research and evaluate processes, and make improvements to these processes
  - problem-solving skills to review feedback and to plan improvements
  - plan a coaching program and to schedule coach-coachee interviews and sessions
- Teamwork skills to lead and motivate a team in establishing productive networks, partnerships and other relationships. To manage and implement a coaching program in an organisation.
- Communication skills to:
  - maintain appropriate relationships with colleagues and individuals in the coaching program
  - establish trust
  - value and be open to, the opinions of others
  - work as part of a team
  - use active listening techniques
  - negotiate
  - encourage and accept feedback
  - work in a diverse cultural environment
- Language skills to:
  - communicate organisational ideas, policies and procedures
  - encourage participation across all levels of personnel and clients
  - seek opinions and elicit feedback from a range of stakeholders
- Negotiation skills to promote the coaching philosophy, convey a point of view, conclude an argument, influence others, negotiate outcomes
- Problem-solving skills to select and screen applicants for coaching program, and to assist with resolution of issues that might arise during the program
- Self-management skills to evaluate personal effectiveness and to manage own time and resources
- Technology skills to undertake record keeping and reporting using agreed technology, and to complete electronic communication and data sharing.

### Required knowledge

- Relevant legislation that affects the business operation, especially in regard to OHS and/or WHS and environmental issues, equal opportunity and anti-discrimination, industrial relations
- Organisation mission, purpose and values
- Organisation objectives, plans and strategies
- Leadership styles and application
- Learning styles and application
- Principles of adult learning
- Coaching techniques
- Personal development planning methodologies
- Data collection methods
- Emotional intelligence and its relationship to individual and team effectiveness
- Organisational transformation and the management of the stages of change
- Organisational design and building in responsiveness of operations to change in customer or market conditions.
- Legislation, regulations, codes and policies relevant to the organisation's operations and methods for coaching
- Coaching program design principles
- Relevant communication processes and methods
- Reporting methods
- Requirements for coaching tools
- Screening techniques, and confidentiality and privacy issues
- Factors impacting human performance
- Uses and limitations of any psychometric tools or instruments used
- Models of organizational change
- Ethics standards of coaching relationships
- Organisational Key Performance Indicators and targets
- Nature and role of coaching in a workplace environment (skills coaching, performance coaching, transformational coaching, remedial coaching)
- Coaching domains (workplace coaching, executive coaching, leadership coaching, business coaching, career coaching, life coaching)
- Coaching methodologies (behavioural coaching, cognitive-behavioural coaching, solution based coaching)
- Professional coaching associations/recognition of coaches
- Standards Australia HB332-2011 "Coaching in organizations"

#### **RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

***Professional and ethical standards***  
may include, but is not limited to

- Association for Coaching
- Australian Human Resources Institute
- Association for Professional Executive Coaching and Supervision
- Australian Psychological Society

- European Mentoring and Coaching Council
- International Coach Federation
- Society for Coaching Psychologists
- World Wide Association of Business Coaches

**Coaching practice** may include, but is not limited to:

- Executive coaching
- Leadership coaching
- Business coaching

**Self-development** may include, but is not limited to:

- International Coach Federation Core Competencies  
(Setting the foundation  
Co-creating the relationship  
Communicating effectively  
Facilitating learning and results)
- Standards Australia HB332-2011( Coaching in organizations)  
(Foundational micro-skills  
Conceptual and technical skills  
Self-management and development skills  
Boundary management skills)

**Client needs** may include, but is not limited to:

- Performance coaching
- Developmental (transformational) coaching

**Methods of coaching** may include, but is not limited to:

- Internal third party coaching
- External coaching practitioners
- Individual coaching

**Agreed outcomes** may include, but is not limited to:

- Improved performance
- Work-related skills
- Personal development that benefits the organisation
- Stakeholder buy-in (line-managers, HR reps)

**Open and fluent communication** involves:

- Communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client
- Being clear and articulate in questions, observations and feedback
- Noticing language and the impact on the client
- Using language that supports and respects the client and raises awareness

**Accountability** expresses what each party must bring to the partnership and include, but is not limited to:

- Trust and open communication
- Commitment to achieving outcomes
- Ethical behaviour

**Stakeholders** may include, but is not limited to:

- Employee/Coachee
- Employee representative
- Line managers
- Senior executives
- HR Managers
- Coaching professionals/consultants

FINAL DRAFT

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines in Section B of the accreditation submission.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- document and conduct a developmental coaching intervention within an organisational context;
- articulate coaching philosophy and approach most appropriate to a given context
- Conduct a coaching program with measures of success.
- evaluate and reflect on coaching practices
- apply theoretical and evidence-based models, tools and techniques to improve effectiveness and uniqueness in practice

### **Context of and specific resources for assessment**

Assessment must access to:

- An actual workplace or simulated environment
- Appropriate organisational planning documents
- Relevant organisational policies and procedures
- Coaching standards and evidence-based practice
- Appropriate learning technologies in the workplace

### **Method of assessment**

A range of assessment methods must be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Participation in role plays
- Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- Observation of presentations of applied projects or learning activities
- Documentation of a coaching program
- Portfolio of evidence of workplace reports and summaries of coaching activities and progress monitoring.
- Direct observation of contextual application of skills
- Oral or written questioning to assess knowledge of development of coaching program plan and reflection on improvement of the program plan

**Appendix 16: Screenshot of Invitation to Industry Event  
“Beyond 70 20 10”.**





# Invitation

► Swinburne Business Forum

SWIN  
BURNE

SWINBURNE  
UNIVERSITY OF  
TECHNOLOGY

Please note that due to a server issue your registration for this event may not have been received. We apologize for any inconvenience and would greatly appreciate if you could please re-register.

## Beyond 70-20-10

### Developing Leaders through Action Learning

Dear \${Demographic.FirstName},

Leadership capability can be developed - from challenging workplace assignments (the 70), from developmental relationships (the 20) and from the rich body of knowledge now available to leaders in contemporary learning environments (10). The question is: How can leadership development be accelerated?

Working in partnership with leading corporations, Swinburne has learned that group based action learning that is appropriately supported in the workplace can accelerate the development of leaders.

With examples drawn from such organisations as Computershare and Vision Australia this session will explore:

- How action learning promotes the transfer of the learning back into the workplace
- Success factors for developing leaders
- The role of group coaching in leadership development programs
- The importance of reflective practice in consolidating learning
- Double-loop learning as a tool for development

**Date:** Wednesday 24 June 2015  
**Time:** 4.30pm – 6.00pm  
**Venue:** Swinburne University, Melbourne CBD campus  
**Address:** Level 2, 196 Flinders St Melbourne 3000  
**Cost:** Free  
**Enquiries:** 1800 633 560

**Appendix 17: Powerpoint slides of presentation at SIS  
Industry Event “Beyond 70 20 10”.**

Greg Harper & Nicholas Oddy

# Beyond 70-20-10: *Developing Leaders through Action Learning*

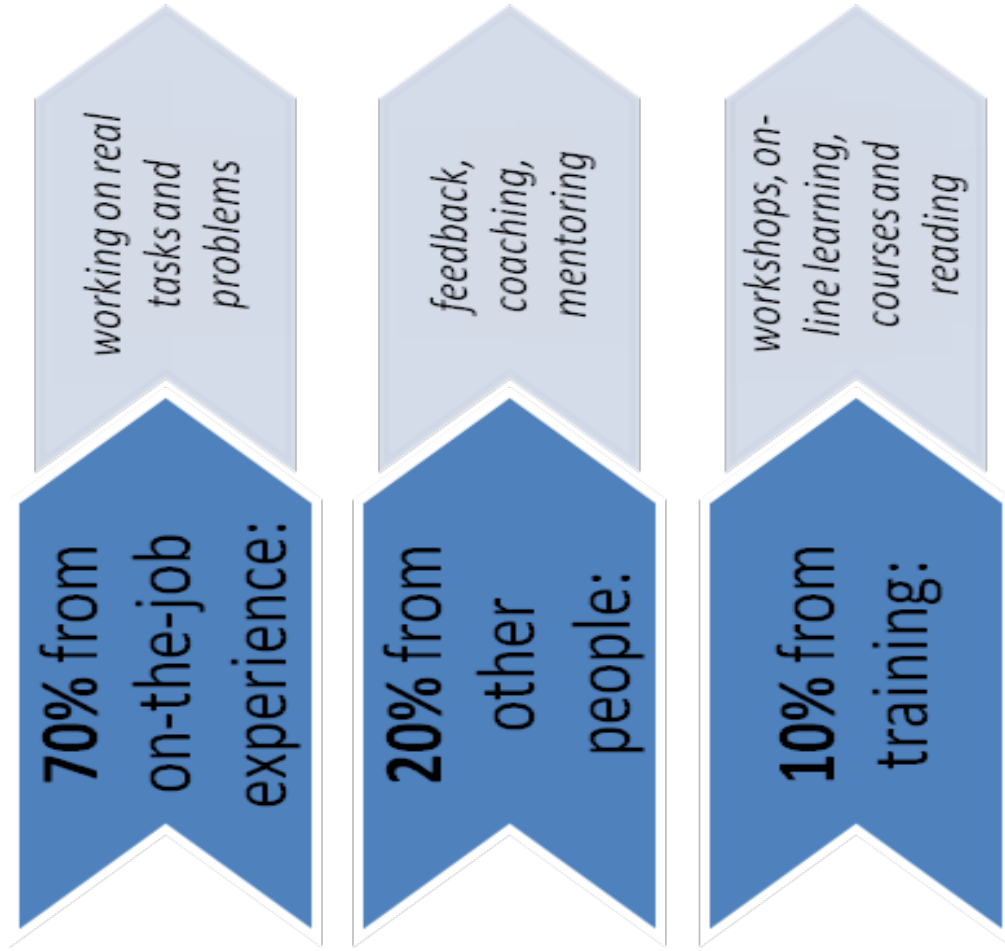


## Today's Industry Forum

- Three perspectives: learner, facilitator and organisation (Computershare)
- Action learning & 70-20-10
- Group coaching in leadership development
- Reflective practice
- Double-loop learning as a tool for development
- Success factors for developing leaders/ action learning



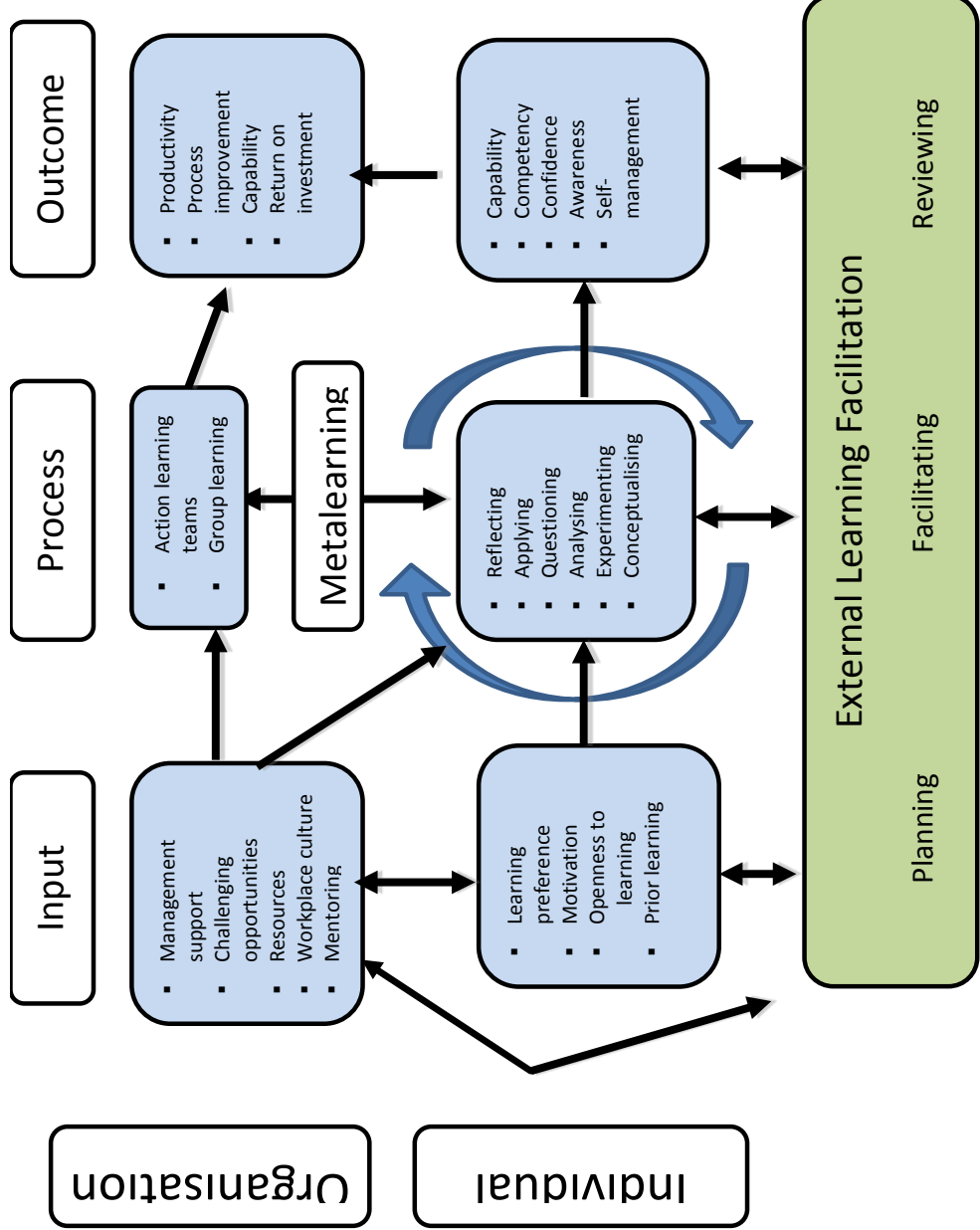
## What is 70-20-10?



*“ ...to learn and not to do is really not to learn. To know and not to do is really not to know.”*

*— Stephen R. Covey*

# Developing leadership capability



## Metalearning

- Biggs defines metalearning simply as the metacognitive processes involved in learning. It is the process which couples the individual's learning motives with strategies.
- A high degree of metalearning implies a sophisticated awareness of one's strategies and the effect that employing them has in a particular context.
- Techniques such as coaching, action learning and teaching metacognitively can develop metalearning skills



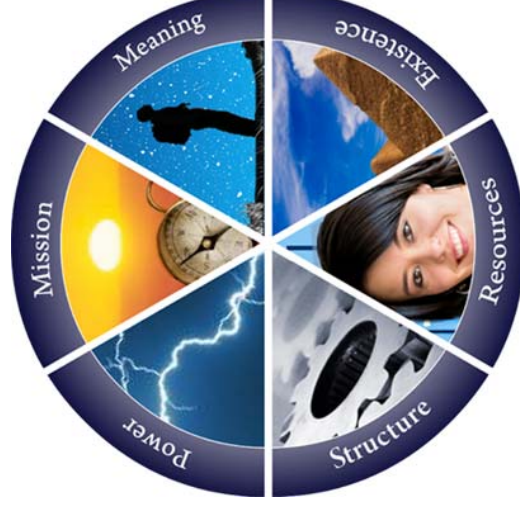
## Pre-requisites for successful leadership development

- An understanding of the ‘why’. What is the purpose of the program, what does success look like?
- A clear link between the programs objectives and the strategy and vision of the organisation.
- An absence of extreme time pressures, financial or resource constraint.



## Successful leadership development programs

1. Individual coaching addressing development needs (potentially identified through a 360 feedback process or manager discussion.)
2. Workshops with relevant content contextualised to the organisation (built-in time for reflection)



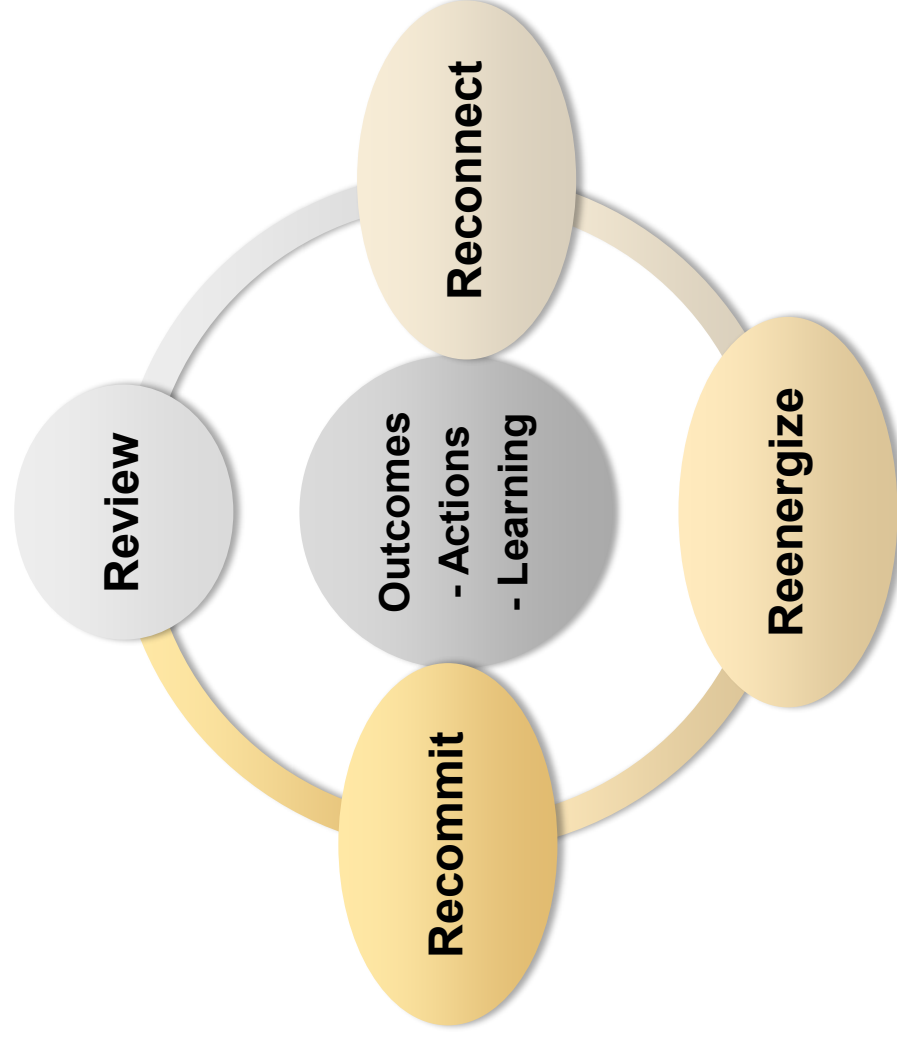
## Successful leadership development programs

3. A real *action-learning* project built around an adaptive challenge (or peer coaching)
4. Executive sponsorship and small group coaching for each project group
5. Manager and executive buy-in and support.
6. Capacity to demonstrate that outcomes have been achieved (e.g. ROI)



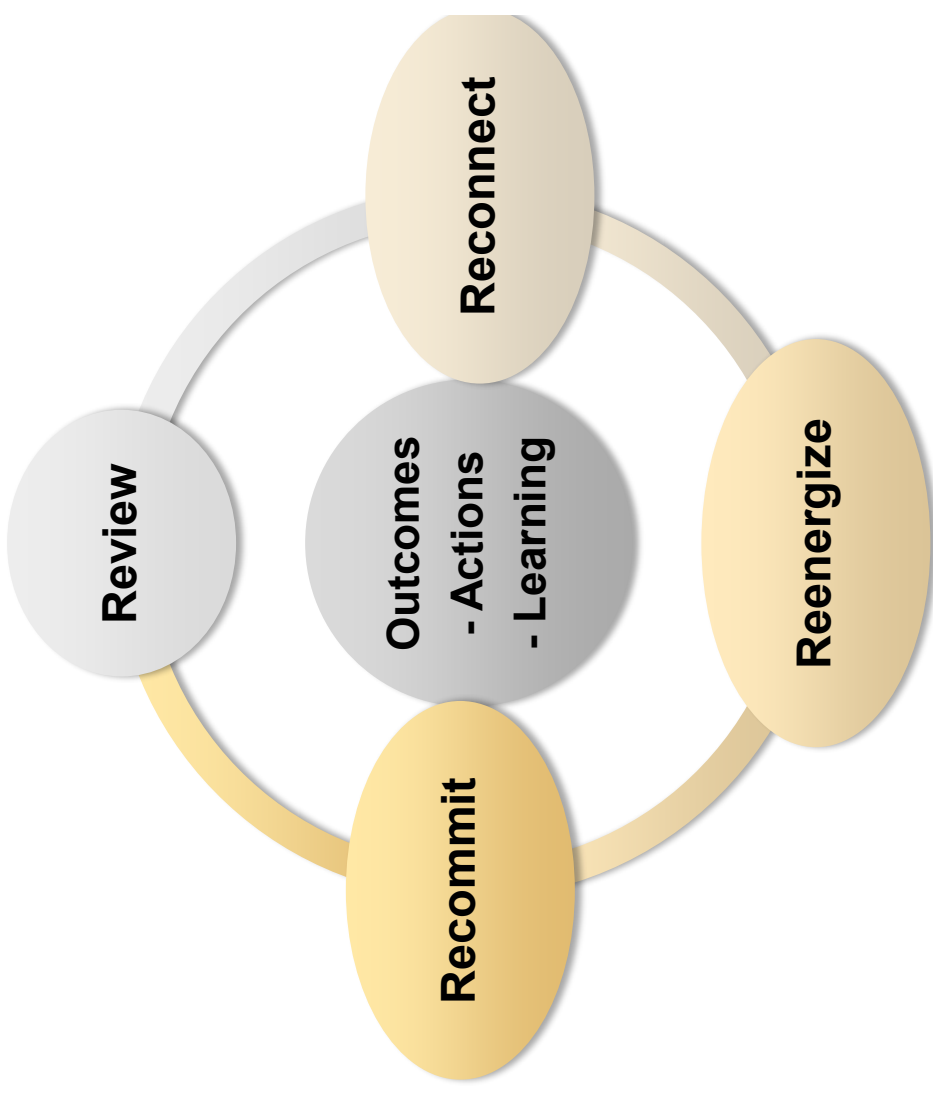
## Action-learning approach

- Identify the specific objectives, leadership needs of the organisation, team or individual – establish the ‘*why*’
- Identify the appropriate participants (small close knit cohorts)
- Initiate the project with passion, support, principles and commitment



## Action-learning approach

- Return to the workplace (with commitments and expectations in place)
- Project cohorts then execute chosen tasks **mindfully** aware of the goal of achieving new actions and learnings (as opposed to behaving to the norm)

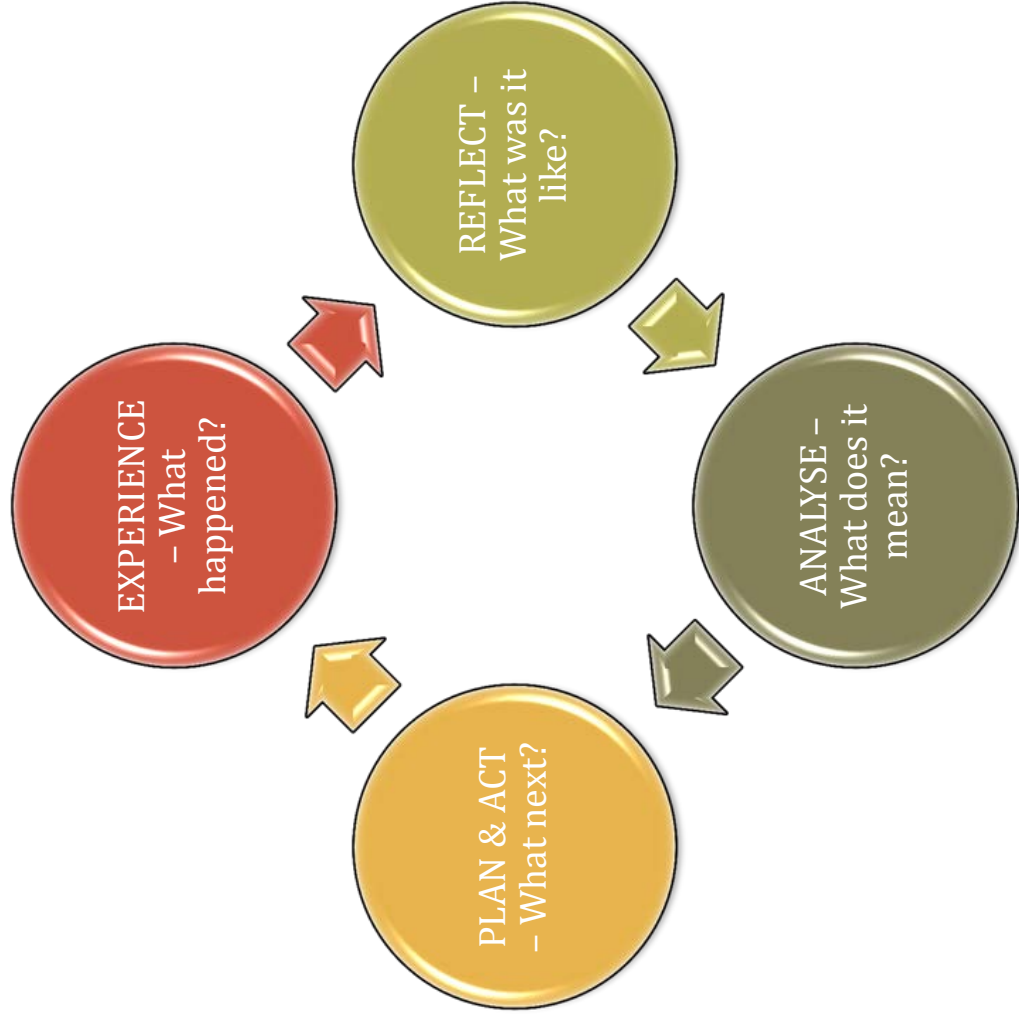


## Peer Coaching

- Create groups consisting of the maximum mix of different backgrounds, training, and worldviews (Finance, HR, Operations, IT, Strategy, Manufacturing)
- Apply the principles of peer coaching
- Focus on real-world issues, challenges and opportunities
- Maximise the different perspectives or lenses that are used to examine each issue



# Reflective Practice



## Johns (1994) Structured model of reflection

- Aesthetics
  - Personal
  - Ethics
  - Empirics
  - Reflexivity
- *write a description of a significant leadership experience (good, bad or ugly)*





## Aesthetics

- What was I trying to achieve?
- Why did I respond as I did?
- What were the consequences of that for others or myself?
- How was this person(s) feeling?
- How did I know this?





## Ethics

- How did my actions match with my beliefs?
- What factors made me act in incongruent ways?



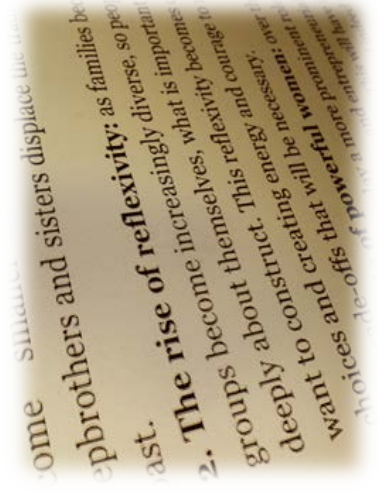
## Empirics

- What knowledge did or should have informed me?



## Reflexivity

- How does this connect with previous experiences?
- Could I handle this better in similar situations?
- What would be the consequences of alternative action for others or myself?
- How do I feel about the experience?
- Can I support others and myself better as a consequence?
- Has this changed my ways of knowing?



## Guest Presentation

**Helena Andrews**  
*Learning & Development*  
*Computershare*

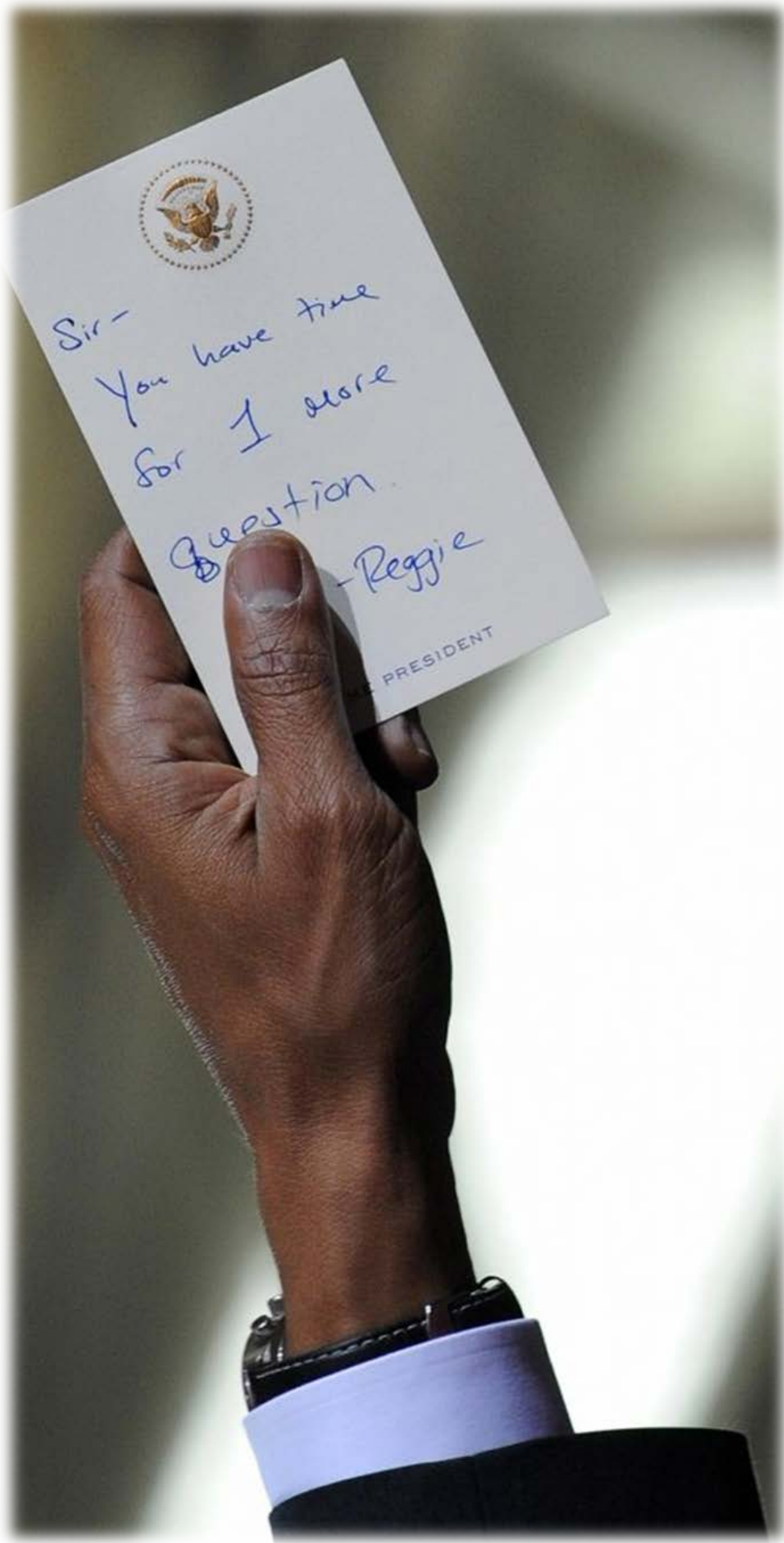


## Table Activity

- What are the factors that help make action learning projects successful?



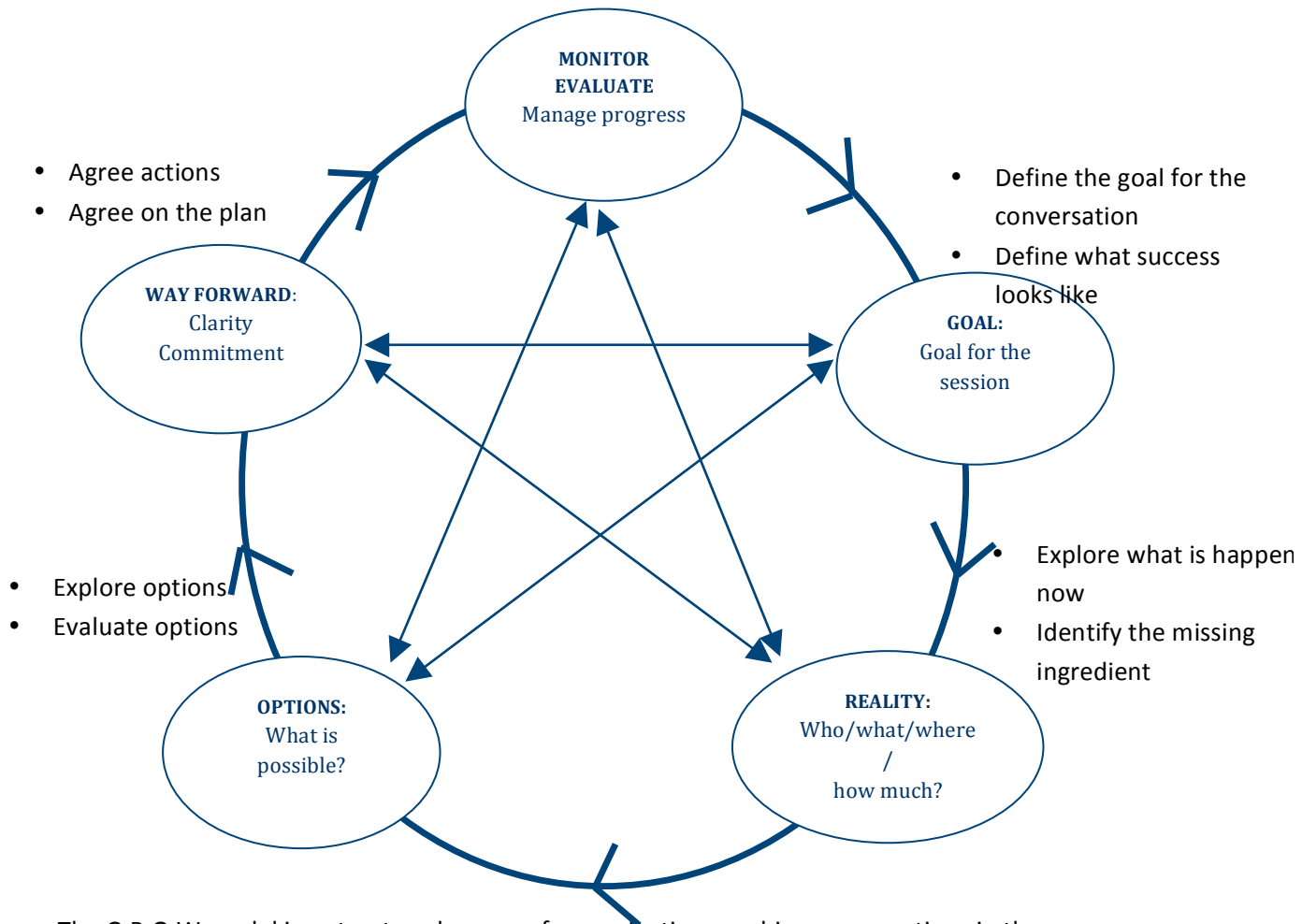
# Questions





## **Appendix 18: Description of the GROW Model.**

# The G.R.O.W Model



The G.R.O.W model is a structured process for conducting coaching conversations in the workplace. The aim is to assist managers to engage with staff in a way that builds collaboration and problem solving skills, while also being targeted and supportive of optimal performance.

The G.R.O.W model is a simple yet powerful framework for navigating a route through a coaching session. The model can be applied to a coaching session, part of a session or a series of sessions, the principle is the same.

The G.R.O.W model is shown sequentially here. In practice it is less linear. It may start anywhere and stages can be revisited several times.

## **GOAL:**

Setting the goal is the key difference between coaching and just having a chat. If people are not achieving the goal, one of the first steps is to check if the goal is the right goal to be working on and test the robustness of the goal.

Goals (e.g. for performance and development) are necessary for a person to work towards. Similarly, each interaction or performance conversation should have a goal or an outcome to be reached or achieved. Make this goal as specific as possible. It should be easy for a person

to determine whether the goal has been achieved or not. Once the goal is identified, you can ask questions like “How will you know that you have achieved the goal?”

***REALITY:***

The “reality” is the story up until what has happened so far from the coachee’s perspective. It is the context and background to the person sitting in front of you and their coaching goals. It is important to maintain a balance between telling enough of the story to help you move forward while not staying stuck in the problem.

Setting the goal is useful, but being aware of the current reality is also important (this stage can also be undertaken as a first step). It is important to know where the person is going but it is equally important to know where they are right now. The person (and you as their manager) should be aware of the start point in order for them to reach a goal.

***OPTIONS:***

Options are the range of choices the person has to help to achieve the goal. It is important that the coachee is encouraged to come up with as many options as possible to increase commitment. Only after they are running out of ideas does the coach ask to offer more or different options. The coachee then selects the most appealing and interesting options to them. The options then need to be converted into action steps which will take the person to their goal. These are the Way Forward.

***WAY FORWARD:***

The way forward is an essential part of the coaching process. It is when the conversation is summarised and action plan set and agreed to. It is critical here for the coach to check how realistic the plan is, how motivated the coachee is to achieve it, what will be done, what will stop them, what will help them achieve this.

The coachee always writes the action plan in their own words and provides a copy to the coach.