

# Training Enterprise Educational Program Working Group

## OUTCOMES – DECEMBER 2007

### Background

The purpose of Training Tasmania will be to lift the skills in the Tasmanian workforce. While the core business of Training Tasmania will be teaching, learning and assessment, it will achieve its goals by working closely with employers at the enterprise level.

Distinctive characteristics of Training Tasmania will be:

- Three way partnership between trainer, learner and employer
- Industry buy-in
- High levels of workplace training and assessment
- Integration of training of all levels of training including informal
- Coopting workplace specialists and supervisors as part of the training team
- A focus on enterprise productivity as a key outcome
- Rapid response to training needs
- Flexibility in the mode of delivery eg. on line, face to face, side by side
- Flexibility in delivery times. Available to work at times and places of the employer / client's choosing
- Diversified revenue base
- Excellence in trade and technical skills

Further, it is anticipated that Training Tasmania model will be one where the costs of training, both for employer and the Government will be explicit leading to a greater and shared understanding of the costs and benefits to employers of training.

We looked at three models for the purpose of developing ideas about the structure of a training enterprise:

### **Skills Tech Australia**

Commencing operations in 2006 Skills Tech was set up as TAFE Queensland's lead institute for trade and technician skills. Skills Tech both delivers and purchases training throughout Queensland. Its mandate is state-wide responsibility for curriculum management, development and distribution of training support materials, coordination of product quality and consistency and management of training demand. Skills Tech has the ability to develop viable commercial partnerships, to achieve economies of scale and to attract state-wide national and international contracts for training.

### **Private Provider X**

The private provider is a training organisation that emphasises workplace training aligned to competitive advantage for the client. The organisation promotes a range of training modes including online, face to face, customised, accredited and non-accredited courses.

### **TAFE Tasmania's Workplace Learning Services**

The team works 'across' training packages and works entirely 'on-site' at workplaces. They provide a multi-faceted skills profile and development service. The Team Leader has stated that they always have an eye on the main chance implying that they are hungry for business and ways to gain new clients. The customer feedback for this team and its style of operation is consistently amongst the highest of the 82 teaching teams in TAFE Tas. Their method draws strongly on aligning learning to business objectives and in particular job descriptions and standard operating procedures. In managing learning and assessment the team co-opts workplace specialists and supervisors into learning and assessment activities.

### **Discussion Points**

- In setting up a structure we need to consider what message the structure sends. Current and historical structures of trade training have generally emphasised maintenance and enhancement of craft or trade skills. Training Tasmania on the other hand may need to place the enhancement, through skills, of enterprise objectives as its key purpose. This implies a need to focus on greater enterprise productivity and competitiveness, better bottom line performance and perhaps meeting compliance obligations.
- To date, industry in Tasmania has not 'bought' the concept of Training Tasmania. This is partly due to there being less heat in the labour and skills market than in the resource states and partly because there has not been an effective communications strategy on the themes that would directly attract industry attention and interest. A vital step in the process is to attract industry attention and buy-in. Conversely a significant risk to the initiative is not gaining industry buy-in.
- Perhaps workforce development goals are better met by setting up 'centre of excellence' partnerships such as the Mining Industry Skills Centre.
- Skills training needs to incorporate essential elements of desired employment attributes and for higher level workers; components from Front Line Management.
- A question of whether the training enterprise should deliver generic, industry or enterprise skills; or all three.
- The training enterprise should build a business case around each client and be 'whole of enterprise' in its approach. An essential offering will be value for money.

- The training enterprise must participate in the mission of the client enterprise.
- The training enterprise should be a 'one stop shop'.
- What are the quality and success measures? What parameters should be used for negotiating these 'up front' with clients?
- While the Training Enterprise will need to be staffed by people with good client relationship skills, it will also need marketers with enthusiasm for training and their industry sector.
- Will teams within the training enterprise be structured around expertise or the outcome? The analogy of a surgical team that is made up of different interdependent skills was discussed.
- Should the training enterprise be in the business of developing to the master of the craft level?
- What are TAFE Tasmania's strengths that will feed into the structure of the training enterprise?

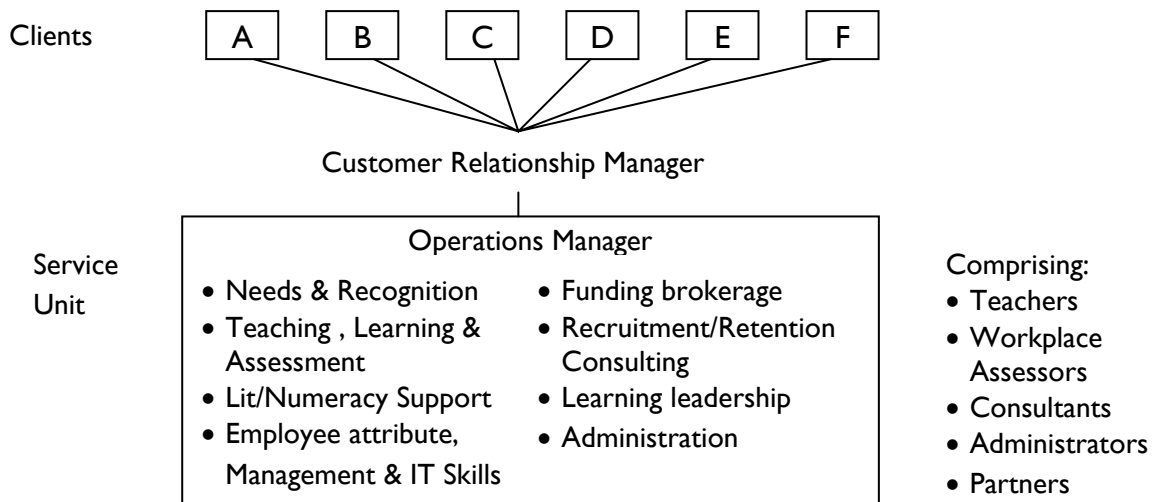
### **Suggested Model**

The Working Group (with dissention from the AEU) believe that, for Training Tasmania to work, the existing TAFE Tasmania culture must undergo a significant shift and not just be budged.

The suggested model recognises that while high quality teaching, learning and assessment are the core business of the proposed Training Tasmania, the structure must be oriented in every respect to employers as clients. A big part of this model is effective communications and marketing to employers.

The model puts in place Customer Relationship Managers as the leaders and drivers of the organisation. Members of the Working Group emphasised the importance of stability and continuity in these roles such that working relationships may be developed and maintained.

In considering a structure there are two requirements, firstly the segmentation of the market and it is recognised that most industry sectors, for example Tourism and Hospitality, seek to work with people who have industry credibility, in their eyes. Secondly internal organisation, and it is important we seek an internal structure which allows any product or service to be deployed to the client as agreed with a Training Tasmania client manager. There is also a need to coordinate and communicate to ensure best practice in vocational knowledge and skills and in teaching, learning and assessment.



Features of the model:

- Customer Relationship Manager (CRM) has overall leadership of unit
- CRM has exclusivity with client
- Operations Manager coordinates and delivers training and associated services to clients, as arranged by CRM
- The unit has complementary roles to deliver a full range of services to client
- Operations manager arranges skilled people from other units or externally as and when required
- The service unit operates statewide

The nature and size of service units will be a function of internal requirements for coordination, communication, controls and accountability. Size must provide for reasonable supervision and working relationships. To the external client world, internal service units should largely be transparent.

The question arises as to how service units should be grouped and what is their optimal size. While some cross functional service units are possible and desirable such as for a project (eg. Pulp Mill) it is considered a bridge too far to reorganise cross discipline teams generally at the outset of the new organisation.

The following groupings or families are suggested:

- Construction and Allied Trades
- Tourism / Hospitality / Natural Resources
- Human Services
- Automotive / Transport
- Metals / Manufacturing
- Mining
- Retail

- Personal Services
- Pulp Mill\*

\* for the life of the project

While there may be more than one service unit in each family, each service unit would have capability in the following areas:

- Vocational knowledge and skill in family discipline eg Included in construction and allied trades would be Electrical teachers
- workforce needs analysis, recognition
- Funding & training schemes
- People recruitment and retention
- Literacy, numeracy support
- Employment attribute training
- Management, financial, marketing and IT training
- Learning support and improvement (internal support)
- Academic and business administration (internal support)

The service unit would have the ability to 'buy in' a client's needs from other service units or externally. Additionally the service unit may partner with other training providers. As an example, the Automotive service unit may partner with a manufacturer to provide a highly focused skill set to a client.

## **Functions**

To meet the business goals of Tasmanian enterprises through workforce skills development, Training Tasmania will:

- Deliver teaching, learning and assessment services in trade, technical and vocational skills
- Grant qualifications and units of competency within national training packages or curriculum or any other qualifications framework determined by the Board
- Provide training in specific skills or sets of skills both accredited and non accredited
- Operate within State, National and International markets
- Broker services and / or enter into agreements with third parties for delivery of products or services to clients
- Buy and sell intellectual property and real assets
- Advise the Minister for Education on all aspects of workforce skills development.

## **End Note**

The suggested model is a significant departure from current supply driven teams. The service units will deliver to client specifications, as agreed with the CRM.

This will specify:

- what is delivered
- when and where
- how

and be measured by up front and agreed outcomes.

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