HUMAN RESOURCES DIRECTORATE,
JAMES COOK UNIVERSITY

Corporate training and development - needs assessment

Final report

Dr. Leanne Fernandes
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

This report was commissioned by James Cook University's (JCU's) Human Resource Directorate to help focus Strategic Human Resource Development planning as it pertains to corporate training and development needs. In particular, the objective was to determine the priority corporate training and development needs of JCU. The recommendations of the report are based upon an exploration of key aspects that pertain to JCU and its future including:

- the stated goals and objectives of the university;
- the environmental context that JCU must negotiate to achieve these goals and objectives;
- the capabilities and competencies needed by JCU to succeed in its aspirations given this environment;
- capabilities and competencies that JCU has and does not have at the moment; and
- corporate training that can help address the gaps.

Sources of information accessed to inform this work included:

- peer-reviewed and other published literature pertaining to organisational development and corporate training and development, as far as possible, including universities, especially in Australia;
- JCU's Triennium Strategic Plans;
- 2009 JCU Staff Climate Survey;
- Other university corporate and staff training and development websites; and
- Seven JCU focus groups conducted in Mt Isa, Cairns and Townsville.

Priority corporate training needs for JCU were determined to be:

1. Leadership
2. Change management
3. Performance management
4. Communication
5. Cultural awareness
6. Business continuity
7. JCU as a corporate entity
8. Customer service
9. Improved induction
10. JCU's legislative responsibilities
11. Conflict management

Many of these topic areas are, potentially, subsets of each other but can, additionally, be taught as stand-alone subjects.

Other topics that are also important could, similarly, be part of a broader training package or stand-alone and included: workforce planning/succession planning; team building/people management; mentoring/coaching; emotional intelligence; career development/planning; workload planning; and acceptable workplace behaviours.

In implementing any new efforts with regard to corporate training and development at JCU this work found that it would be beneficial to give regard to the following factors:

- The level of top leadership support for same;
- Existing workloads;
- Linkage of training provided to JCU objectives, PMPs, career planning;
- Facilitation of academic participation;
- Tailoring of training to JCU environment and participant needs;
- Quality assurance of training;
- Centralising corporate training while still leaving budgets more locally for specific, technical training; and
- Adequate resourcing of all of the above.

Suggested next steps include: determining top level support for enhanced corporate training and development; assessment of resource requirements for an enhances corporate training and development program; maintenance of newly created communication pathways (i.e. focus groups); development of Corporate Training and Development Program proposal; and delivery to VCAC for decision.

1 INTRODUCTION AND METHODS

This report was commissioned by James Cook University's (JCU's) Human Resource Directorate to help focus Strategic Human Resource Development planning as it pertains to corporate training needs. The recommendations of the report are based upon an exploration of key aspects that pertain to JCU and its future including:

- the stated goals and objectives of the university;
- the environmental context that JCU must negotiate to achieve these goals and objectives;
- the capabilities and competencies needed by JCU to succeed in its aspirations given this environment;
- capabilities and competencies that JCU has and does not have at the moment; and
- corporate training that can help address the gaps.

The report culminates in recommendations for corporate training priorities for James Cook University (JCU) and suggestions for next steps.

In this work training and development are distinguished into two main groups:

- technical training which may be needed to help a staff member conduct tasks within their job(e.g. how to use particular software programs, how to teach better, how to write reports etc.); and
- corporate training which may be needed to help a staff member contribute better to the organisation as a whole and to help develop their careers into the future (e.g. staff management, cultural diversity, leadership training etc).

This project is focusing very much on the latter needs of the organisation. Technical training required for staff to conduct their jobs should be addressed at the Faculty/Division level or lower so as to tailor the training to the specific needs of the job.

Corporate training is more often generic, relevant across the university and more strategic in purpose. The kinds of skills taught at this level are often referred to as "soft skills" (see also Section 4).

1.1 METHODS

Five main sources of information were used in this work:

i. JCU's 2011-2013 Triennium Planning Packages (Faculty, Divisional and overall);
ii. Published literature on organisational behaviour, development, change, management, leadership and similar;
iii. Publically available material on organisational and professional development plans or activities at other higher education institutions;
iv. JCU 2009 Staff Climate Survey; and
v. Focus group meetings targeting the needs of this project.

The first four were secondary sources used to inform this assessment of priorities for corporate training for JCU. This project does not offer comprehensive and detailed review of JCU's planning packages, published literature nor the 2009 staff survey. Rather, relevant and informative insights gained from reading these documents are summarised to explain the reasoning for the training priorities ultimately identified in this report.

Of the information sources only the latter involved primary data collection. Data collection occurred in early 2011 during seven focus group meetings held at the Townsville, Cairns and Mt Isa campuses of JCU. The purpose of focus groups was to gain a deeper understanding of issues, for example, those raised in staff climate survey, Triennium Plans or in literature reviews. They do not provide for representative sampling of the population as some surveys can do. Each focus group at JCU comprised three to nine participants (47 in total) and included a cross section of staff including a diversity of ages, divisions and faculties, sexes, levels, ethnic backgrounds, union/non-union, new and long-term employees and campuses. Discussions held with focus group participants centred around questions to do with individual perceptions of corporate training need requirements for JCU. More details of the focus group methods used in this project are given in Section 5.3.1 and Attachment 1.

Unfortunately detailed and longitudinal records of previous training offered and delivered to JCU staff were not available. This information could have informed the consultant as to which corporate training had already been delivered and when and might also have offered an avenue by which to assess the effectiveness of the training provided.

Individual performance management plans (PMPs) could provide information about the degree to which professional development generally, and corporate training specifically, are considered and delivered as part of the performance appraisal process. These data are not collected centrally at JCU. For this reason, and for reasons for privacy, these data were not accessed. In addition, HR understands that not all staff have PMPs and that the distribution of staff with and without performance plans is not random across the university.

2 JAMES COOK UNIVERSITY'S GOALS AND OBJECTIVES

James Cook University's University Plan (2010a) states that over the next five years JCU will:

> increase student numbers to 25 000 on all campuses (5000 Cairns, 4000 Singapore, 16000 Townsville and others);
>
> increase research-related income to $65mill/annum; and
>
> develop teaching and/or research specialisations per campus, especially Cairns.

The 2011-2013 Strategic University Plan then details nine academic objectives, four objectives to do with people and culture, four physical and infrastructure objectives, three international and engagement objectives and three financial and resourcing objectives. They are:

Academic
>
> A1. Enhance tropical focus
>
> A2. Ensure effective quality enhancement framework for our teaching courses
>
> A3. Encourage excellence in teaching
>
> A4. Deliver appropriately skilled graduates who will make a difference.
>
> A5. Offer socially inclusive learning environment focusing on the student experience
>
> A6. Promote excellence in research and research training
>
> A7. Deliver research that has impact
>
> A8. Foster a culture supportive of research and develop capability in research and research training
>
> A9. Improve planning for and provision of Research Capacity and Infrastructure

People and Culture
>
> PC1. University experience: foster a culture of scholarship and innovation and an inclusive campus community for staff and students.
>
> PC2. Diversity – foster an environment which recognises and supports the diverse cultural communities in which the university resides.
>
> PC3. Future readiness and success – create a culture with the capacity, capability and resilience to anticipate and respond to future changes.
>
> PC4. Leadership and mgt – recognise that the university requires good leadership at all levels and a strong mgt culture to be an employer of choice.

Physical and Virtual Infrastructure
>
> I1. To transform campuses into places of international renown.
>
> I2. To provide welcoming, sustainable and fit-for-purpose facilities and spaces.
>
> I3. Provide a robust virtual environment that fosters sustainable teaching and research and builds a sense of community.
>
> I4. To be a leader in environmentally sustainable infrastructure development and operations.

International and Engagement
>
> IE1. Enhance internationalisation of JCU.
>
> IE2. Enhance degree to which JCU is engaged with its communities.
>
> IE3. Promote inclusion within the region.

Finance and resources
  FR1. Manage resources in an ethical and financially responsible way
  FR2. Realise capabilities to achieve a consistent financial mgt framework with strong accountabilities
  FR3. Adopt a continuous improvement culture which seeks to enhance productivity and ensure value for money

These are then elaborated into strategies and performance indicators of various types including Operational Performance Targets (OPTs).

Using this as a framework, the four Faculties of JCU and the 3 Divisions (and the Office of Learning and Teaching) have developed rolling Triennium Strategic Plans that address all the university-level objectives set out in the University Plan. The Triennium Plans are rich in detail comprising, in total approximately 900 strategies and about 1000 performance indicators (many of the latter overlap).

In sum, James Cook University has significant and well-defined short- and longer-term aspirations along multiple dimensions. To be successful it must have a capable, flexible, competent staff who are committed to the goals and objectives of the organization. Part of the competency of the staff is linked to training and development, which is the focus of this report.

3 JAMES COOK UNIVERSITY'S ENVIRONMENTAL CONTEXT

James Cook University, as with all Australian organisations, exists in a dynamic national and international environment. Internationally there has been the Global Financial Crisis, rising Australian dollar, a more globalised market (widening both the pool of potential education providers and students that are relevant to JCU), rapid and significant advances in technology (especially with regard to the internet and software), climate change and a rising global population (Mullins 2005; Graetz, Rimmer et al. 2011).

Within Australia, and the Australia Higher Education sector particularly, over the last 20 years or more there has been changing employee expectations, successive federal government policies, increasing compliance requirements from both State and Federal governments, growth (and decreases) in student numbers, increases in student fees, increases in external income, increases in international students, increases in student and staff diversity, enhanced research activity and community engagement (Weller 2009; Division of Finance and Resource Planning JCU 2010; Graetz, Rimmer et al. 2011).

Higher education changes over the last forty year, including the outcomes of the Murray Report, Martin Committee, Dawkins Reforms, Nelson Reforms (and, more recently, the Bradley and Cutler Reports) have led to increasing corporatisation of universities (including a greater focus on productivity and efficiency) and a change in the balance between a collegial versus a managerial approach to decision-making (Bradley, Noonan et al. 2008; Cutler 2008; Weller 2009). In Australia, the decrease in public funding has made reliance on student fees vital to organisational survival – this includes more international students. In fact, in 2008, educational services were Ausrtalia's third-largest export (Bradley, Noonan et al. 2008). The shift in focus has included a shift away from being seen as a public good to being seen as an economic commodity in Australia and elsewhere (Weil 1994 and Slowey 1995 in Marshall 2007; Weller 2009). Corporatisation of the Higher Eduation sector has led to a greater separation of academic and administrative roles and a stronger focus of the "corporate group" at the top of the university hierarchy (Weller 2009).

Many of the more senior academics in Australian universities today were trained during a time when universities were much less corporate entities but viewed as a public goods that were almost solely publicly funded. Management was more collegial in the past (Weller 2009). This history creates a challenge for some academics in the new corporate environment.

All these factors, most of which are ongoing in nature, has created a need for university systems and people that are adaptable, flexible and responsive to changes and opportunities.

4 CORPORATE CAPABILITIES & COMPENTENCIES OF A SUCCESSFUL UNIVERSITY

For James Cook University, success means achieving its goals, objectives and strategies (Section 2) in the context of the complex and changing socio-political and economic environment discussed above (Section 3). And as Lynch, Diezmann and Dowling (2003) state, "The key to success lies in the mundane but critical development of capabilities that make strategy work."

Not all of the capabilities are developed through training and development. Some of the key facets of a successful, capable and flexible organisation, including a university, include:

- Recruitment;
- Planning including succession planning;
- People management (including performance management systems);
- Reward systems;
- Leadership; and
- Training including corporate training (Lynch, Diezemann et al. 2003).

This project addresses one subset of this suite of capabilities: corporate training. Corporate training can, however, potentially have an impact across many of the facets of capable organisations listed above.

In this section, corporate capabilities and competencies of successful organisations that can be influenced by training, including universities such as James Cook, are overviewed with particular regard to those that can be supported by training and education. This literature is not explored in detail as the expertise within JCU's HR team delivers this knowledge to the organisation in comprehensive detail.

The goals, objectives and strategies outlined in the eight university, divisional and faculty plans will be achieved best if James Cook University has the following capabilities:

- Distributed leadership throughout and at all levels of the organization which is counterbalanced with strong corporate leadership from the top (Marshall 2007);
- Persistent and focused two-way communication with internal and external stakeholders (which includes effective staff participation in development of organizational objectives, plans, decisions and in implementation of any changes)(Marshall 2007; Valentine and Constable 2007; Weller 2009);
- Strong cross-boundary internal networks (including good teamwork) to support any initiatives or new directions or new priorities (Lynch, Diezemann et al. 2003; Marshall 2007); and
- Effective performance management along all dimensions (Lynch, Diezemann et al. 2003).

Common themes about failure of organizations, including universities, to adapt to opportunities include:

- Lack of leadership and direction in uncertain times;
- Failure to execute on the strategy;
- Leadership misalignment;
- Failure to exploit the value exchange across supplier and customer boundaries
- Support systems, especially rewards and compensation are not aligned to the strategy; and
- Poor process to adapt to change. (Turner and Crawford 1998; Lynch, Diezemann et al. 2003)

All of these skills are what are commonly referred to as "soft skills"(Cook and Powers 2010). The following sections will drill down to individual competencies and skills that help build organizational capabilities along the dimensions needed by JCU. Many of these skills are interlinked and the discussion will reflect same.

4.1 LEADERSHIP

Good leadership is critical to the success of any organization(Anand and UdayaSuriyan 2010). This includes good leadership distributed throughout an organization (Marshall 2007). Specific leadership skills needed by top management, middle management and lower level managers as well as "influencers" throughout the university include (from (Stevenson and Howlett 2007) unless otherwise indicated):

1. Strategic visioning skills
2. Broader, cross-university thinking
3. Honesty/building trust (Lynch, Diezemann et al. 2003)
4. Emotional intelligence (Dickson 2010)
5. Financial/budget awareness
6. Planning and organising to achieve goals
7. Handling conflict
8. Delegating/empowering
9. Taking responsibility (other source)
10. Managing and prioritising an increasing workload
11. Assertiveness (with challenging colleagues)
12. Decision-making to make progress
13. Staying focussed and positive in the face of challenge and pressure, and
14. Communication, communication, communication (Garrett and Davies 2010).

In addition, the skills of a good team manager (listed in Section 4.4) should also be part of a leader's set of competencies.

Most crucially, good leaders, who "walk the walk" and lead by example, are almost always the deciding factor in terms of an organisation's success (Devine, Hitz-Sánchez et al. 2001; Marshall 2007). Data from 141 public and private sector organizations in Australian and New Zealand show that actions of senior mgrs are the most important and have most impact so its crucial they take the right actions in the right areas(Turner and Crawford 1998). If this does not occur then the actions they DO take instead also have powerful and negative effects

(Turner and Crawford 1998). In the particular, projects, strategies, programs and initiatives that they support and are seen to support can succeed while others will fail.

4.2   COMMUNICATION SKILLS

Communications and consultation skills lie at the heart of every personal transaction in the workplace, including at universities like JCU. Garrett and Davies (2010) state that "Two most divisive issues at universities: communication issues and car parking." Good communications has consistently been identified as of key importance in workplace success including in higher education institutions (Kanter, Stein et al. 1992; Kotter 1996; Donoghue 2007; Evans 2007; Marshall 2007; Valentine and Constable 2007)

Communication and consultation skills required to support success include:

1. Listening (Lynch, Diezemann et al. 2003; Garrett and Davies 2010)
2. Understands the importance of relationships (Lynch, Diezemann et al. 2003)
3. Emotional intelligence (Webb 2009)
4. Negotiation (Weller 2009; Garrett and Davies 2010; Graetz, Rimmer et al. 2011)

Understanding how to build and implement a communications plan is also part of this skill set (Turner and Crawford 1998; Garrett and Davies 2010; Lewis, Romanaggi et al. 2010):

5. Having identified objectives/purpose for any communications/consultation including clarity around the level of input to decisions
6. Having clear, simple messages
7. Identifying your audience(s)
8. Tailoring communication methods to the audience(s)
9. Building and implementing a communication plan (or plans) which encompasses all of the above

A communications plan can be documented or not but is essential to successful communication outcomes.

Regular and sincere communication can inspire confidence (Marshall 2007) whereas a lack of communication, consultation, involvement of staff in decision-making can lead to the "not-invented-here" syndrome which can become a barrier to implementation of decisions or plans (Evans 2007).

Communication between top level and lower level leaders is particularly important and can lead to relationships of trust which better enable an organization to move forward and implement visionary strategies and plans (Valentine and Constable 2007).

Communication can help staff realize that senior executives do understand the day-to-day workings of their organization and that they do value the contributions of staff in

those routine jobs (Valentine and Constable 2007). This, in turn, motivates those staff to help the senior executives to implement, for example, new plans or strategies.

4.3   STRATEGIC PLANNING

Effective implementation of strategies is often a failure of organizations (Turner and Crawford 1998; Lynch, Diezemann et al. 2003). In fact, 70% of leadership failures are not in the vision or the planning or the prioritizing, but the failure lies in bad execution (Lynch, Diezemann et al. 2003). Organizations capable of execution of strategies achieve success because the strategies are: mobilised through executive leadership who sponsor the project/change/strategic plan; translated into operational terms; seen as everyone's job and the organization is governed to ensure an ongoing focus on the strategic plan and the organization is aligned with the strategy. (Devine, Hitz-Sánchez et al. 2001; Donoghue 2007)

A good strategic plan is aligned with performance management plans (Brown 2010), with financial management, with IT systems and with business processes (Lynch, Diezemann et al. 2003; Marshall 2007). This includes adequate resources (both human and financial) to achieve the goals and vision of the plan.

For this to be achieved, it is important that a dispersed leadership is given responsibility for implementation, that concensus is built, and adequate time and resources are allocated to translate the strategy into operation.(Donoghue 2007)

A wide range of communication approaches is needed to influence how everyone does their job. Messages need to be simple, continual and should encourage genuine feedback that will be listened to.(Donoghue 2007)

4.4   COMPETENCIES IN TEAM MANAGEMENT

Almost all organizations and research conducted on the topic prioritise the ability to build and manage a team as a core competency required for successful managers (Turner and Crawford 1998; Mullins 2005; Skringar and Stevens 2008; Garrett and Davies 2010).

Leaders who take time to invest in staff to cultivate constructive working relationships and effective teams lay the foundation for good teamwork within their organization more broadly (Marshall 2007). Good team managers can save an organization significant resources; 70% of people leave their manager, not their job (Leary-Joyce 2010). For academics unused to managing teams, Garrett and Davies (2010) point out that "People will take up the majority of your time, more than you expect, and this is to be considered usual and required."

Some of the competencies that a team leader/team manager should have are:

1. Collaboration (Garrett and Davies 2010)
2. Sharer mindset (Lynch, Diezemann et al. 2003)
3. Engagement (Turner and Crawford 1998)
4. Communication (Turner and Crawford 1998)
5. Performance management (Turner and Crawford 1998)
6. Coaching (Mullins 2005)
7. Facilitation (Mullins 2005)
8. Planning (Skringar and Stevens 2008)

In addition, the skills required of a leader are often also required of a team managers (see Section 4.1)

4.5   PERFORMANCE MANAGEMENT

Performance management can help to improve current performance, guide professional development and get people to adapt to new ideas, strategies and methods (Turner and Crawford 1998). And should include real rewards honestly applied to those who achieve good performance; it can't be just token or it doesn't work and will, in fact, undermine the system (Turner and Crawford 1998). This means alignment of performance plans with strategic plans so that one doesn't "merrily go about hoping for A while rewarding B"(Lynch, Diezemann et al. 2003).

Research on performance appraisal systems suggest that they will not be successful in achieving their aims if: managers feel little benefit from the time/energy spent on them; managers dislike the confrontation of appraisals; managers are not sufficiently skilled to conduct appraisals; the judgement role of appraisals is felt to conflict with the helping role with employee development; there is a lack of commitment/ownership on part of employees; there is a lack of interest by supervisors; there is a feeling of "reluctance to play God". In these instances, the appraisal becomes a ritual that neither party takes seriously.(Skringar and Stevens 2008)

The most effective and valid performance appraisal systems involve considerable effort on part of both parties thus if top management is not demonstrably present and the importance of performance appraisals communicated then there will be a perception of a lack of return for effort. If implemented there must also be alignment between managers suggestions (e.g. for professional development) and the organisational response.(Skringar and Stevens 2008). As one JCU focus group participant stated, "I think that the PMP process as a whole should be either properly resourced or cut altogether. All that happens is that it breeds an enormous amount of cynicism. That is, we identify what training might help address deficiencies but the comment will be 'Yeah but we know it's not going to happen.'"

Performance management also includes assessment of the performance of business processes. These may include procedures that need to be followed e.g. to purchase goods, to promote staff, to maintain a car fleet or software processes e.g. use of financial software, software to enroll students, etc.. These types of parts of one's

business should be audited using a quality assurance/quality enhancement framework to ensure seamless function. (Lynch, Diezemann et al. 2003)

As an indicator of where JCU sits with regard to (human) performance management, JCU's 2009 Staff Survey found that, while the satisfaction score for PMPs had improved compared to 2007, it was still one of the 10 most negatively scored dimensions.

4.6 CULTURAL AWARENESS

Improving workplace diversity (e.g. with minority ethnic groups, women, disabled, mature employees) can benefit employers and staff and an organisation's output and services (Archibong and Burford 2007). But to benefit from this workplace diversity there needs to be an awareness of preconceptions, of likely differences in:
- communication styles, and differences due to different
- backgrounds,
- cultures,
- ages and
- gender, and finally an understanding of
- stereotypes and biases (Archibong and Burford 2007).

James Cook University's Strategic Plan promotes the cultural diversity of the university and the university itself has a relatively high level of indigenous students compared to other universities in Australia (James Cook University 2010a; Hobsons Australia 2011). In addition, thirty percent of JCU's students are international students from over 14 different countries (James Cook University 2010b).

4.7 CUSTOMER RELATIONSHIPS MANAGEMENT

In the words of one JCU focus group member "*students are no longer acolytes that academics can bully around*". Today they are customers who are the functional and financial foundation of universities, including James Cook University (Marshall 2007). The customer engagement process must be designed holistically (and include IT aspects) and building consensus around a customer engagement model is a senior management responsibility (Lynch, Diezemann et al. 2003).

Once the customer engagement model is in place, staff must be able to deliver it. They require the skills and abilities to practice good customer service (Lynch, Diezemann et al. 2003).

A capable university who treats its students as customers:

- Recognises that customer (=student) relationships management cuts across all organisational processes;
- Focuses on attracting the right students;
- Matches capabilities to the student-engagement method;

- Shares student information across units to present one "organisation" to the student;
- Keep student data current;
- Think about the student relationship management capabilities needed to support their value propositions and make decisions accordingly;
- Uses advanced tools to learn from students but recognises that the student is not always right; and
- Tracks the external environment for changes likely to impact student loyalty or student attraction. (Lynch, Diezemann et al. 2003)

5 JCU CORPORATE SKILLS – STATUS

This section aims to explore, through a variety of qualitative analyses, whether JCU staff currently have an adequate skill set to achieve the range or goals and objectives that the organisation has set for itself. The four means of exploration are:

- considerations of current levels of progress against set objectives and strategies;
- 2009 staff climate survey; and
- Staff focus groups.

5.1 ACHIEVEMENT OF 2010 JCU OBJECTIVES AND STRATEGIES

It is sensible to assess JCU's requirement for corporate training, in part, through an assessment of the degree to which stated objectives, strategies and targets are being met now. If all of JCU's aspirations are being met satisfactorily then, perhaps, additional support in the form of training or development is unnecessary. If JCU's declared goals are being imperfectly achieved, then exploring the potential utility of training and/or development to help JCU do better is a useful task. In this section, information provided through corporate planning exercises is analysed for this purpose as well as to explore training and development needs laid out in the documents themselves.

5.1.1 PROGRESS TOWARDS STRATEGIES AND OPERATIONAL PERFORMANCE TARGETS (OPTs) IN TRIENNIUM PLANS

The seven 2011-2013 Faculty and Divisional Triennium Strategic Plans report, amongst other things, on progress towards achieving: 2010 planned strategies from the 2010-2012 plan; 2010 VC priorities; and operational performance targets (OPTs) (Division of Finance and Resource Planning JCU 2010; Division of Research and Innovation JCU 2010; Division of University Services JCU 2010; Faculty of Arts 2010; Faculty of Law Business and Creative Arts JCU 2010; Faculty of Medicine Health Molecular Sciences JCU 2010; Faculty of Science and Engineering JCU 2010; Office of Teaching and Learning Development JCU 2010)[1]. All of these Plans have been developed within the high-level framework of the overall University Plan (James Cook University 2010a).

Much of the data used in assessing progress against strategies and OPTs were collated before the end-of-year thus assessment of achievement against many of the quantitative targets could only be indicative (e.g. final research income,

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[1] For reasons of brevity, these references (and James Cook University 2010a) are not all cited repeatedly but are the source of all the information in this Section (5.1) except with otherwise indicated.

satisfaction levels with coursework via the Course Evaluation Questionnaire, CEQ).

None-the-less, for all Faculties and Divisions there was progress against most of the strategies aimed at achieving the JCU's 23 objectives. The degree of progress wasn't always as much as intended and there were areas where the level of achievement was less than targeted. Some strategies were not successfully implemented at all. The reasons given were sometimes resourcing, including workload; sometimes it was due restructuring, in that the responsibilities were moved to other areas. Workload and workload planning were identified in many of the Triennium Plans as, respectively, a problem and a means of addressing the problem.

In sum, according to JCU's Triennium Plans, there is room for improvement in terms of achievement of university-level objectives. And training was identified as a strategic tool which could help achieve some of the objectives better.

5.1.2 JCU ACHIEVEMENTS AGAINST OTHER METRICS

Against the Shanghai Jiao Tong University ranking, JCU is ranked in the top 5% of universities in the world in 2009 (http://www.arwu.org/ARWU2010_4.jsp, accessed 23/3/11). According to the World Ranking Guide to Universities (http://worldranking.blogspot.com/2009/12/james-cook-university-jcu-rankings.html, accessed 23/2/11) JCU is also ranked 355th globally in the Times Higher Education - QS World University Rankings 2009 and is one of only 17 Australian institutions to feature in the top 400 universities in the world in the ARWU 2008. In the Asia-Pacific region, JCU is placed within the top 70 universities (http://worldranking.blogspot.com/2009/12/james-cook-university-jcu-rankings.html, accessed 23/2/11). JCU is one of only 13 Australian universities to feature in the top 500 in the ranking by Higher Education Evaluation & Accreditation Council of Taiwan (2007). The Tourism program at JCU is recognised by the World Tourism Organisation (WTO) as among the top 12 tourism education institutions in the world (http://worldranking.blogspot.com/2009/12/james-cook-university-jcu-rankings.html, accessed 23/2/11). JCU is ranked 1st in the world for citations in the field of coral reef ecology (www.esi-topics.com/coralreef), and is in the top 3 in its fields of research strength in ecology and environment, plant and animal sciences, and geosciences.

In 2006, JCU was awarded a 5-star rating for Educational Experience – Graduate Rating (Good Universities Guide 2007). The 2011 Good Universities Guide, however, gives JCU a one star rating (out of five), overall, with regard to undergraduate views of their overall satisfaction (three stars for good teaching; one star for generic skills)(Hobsons Australia 2011). For post-graduates it is a one star rating for all of the above (teaching, generic skills and overall satisfaction

(Hobsons Australia 2011). Paradoxically, in the same report, both under- and post-graduates ratings for "Positive graduate outcomes" is four stars.

The JCU Student Feedback about Teaching Reports show that students largely agree or strongly agree that their teachers are good along a variety of dimensions and this has been so from 2007-2009 (see http://www.jcu.edu.au/teaching/evaluation/JCUPRD_016953.html, accessed 5/3/11). This contrasts with the 2010 Course Evaluation Questionnaire conducted externally and referred to above (Hobsons Australia 2011).

The 2010 International Student Barometer results on satisfaction with inquiry to contact and application to contact, show 86% satisfaction, 4th of 29 in Australia and 80% satisfaction, 6th of 29 in Australia (Division of University Services JCU 2010).

The i-Graduate Survey shows that JCU is a preferred destination in Australia for international students. The Faculty of Science and Engineering disproportionally contributes to this result through the large number of field trip and study tour-based subjects offered as is also indicated in its ability to maintain attraction to international students while, on average, other faculties did not. (Faculty of Science and Engineering JCU 2010)

The Excellence in Research for Australia (ERA) results show that there is room for improvement in most areas of JCU with regard to research with the exception of the environmental, earth, fisheries and parts of the biological sciences and tourism which were at or above world standard. These areas as well as the areas of language and communications, history and archaeology were all above national averages as well. Every other area of the university is below national and certainly below world standards. (Australian Research Council 2011).

As with the Triennium Plan reports, while showing some areas as being strong, these other measures of achievement of JCU also indicate room for improvement. Some of the improvements may be assisted with training or development.

5.1.3 STRATEGIES IDENTIFIED IN TRIENNIUM PLANS AS NEEDING CORPORATE TRAINING AND DEVELOPMENT SUPPORT

All (2010-2012 and 2011-2013) Strategic Plans referred to the need for additional training and development either at a technical level, corporate level or both.

Some of the strategies are intended to be better implemented (in both 2010-2012 and 2011-2013 Plans) through some planned additional support in terms of technical training identified in some of the Triennium Strategic Plans (e.g. in contract management, teaching, grant writing, supervision of students). Other strategies, in the Triennium Strategic Plans, were identified as likely to benefit from additional corporate training (e.g. leadership and management training, customer service training). In particular, all though not exclusively, strategies to do with Objectives PC3 "Future Readiness and Success" and PC4 "Leadership and Management" are identified in almost every Triennium Plan as likely to benefit

from corporate training. In a very few instances, achievement of these two objectives was not linked to any training or development strategies.

In one or more of the Triennium Strategic Plans, other JCU Objectives for which broader (including corporate) training needs were identified as likely to assist success were:

A1 "Enhance our tropical focus" (TLD)[2]

A2 "Ensure effective quality enhancement framework for our teaching courses." (FAESS, DFRP, TLD, FSE)

A3 "Encourage excellence in teaching" (FAESS, FMHMS, TLD, FSE)

A4 "Deliver appropriately skilled graduates who will make a difference" (USD)

A5 "Offer a socially inclusive learning environment focusing on the student experience" (USD, TLD)

A6 "Promote excellence in research and research training" (FAESS, FMHMS, FLBCA, R&I, FSE)

A7 "Deliver research that has an impact" (FSE)

A8 "Foster a culture supportive of research and develop capability in research and research training" (FAESS, FMHMS, FLBCA, R&I)

A9 "Improve planning for and provision of research capacity and infrastructure" (FAESS, USD, FLBCA)

PC1 "University experience – foster a culture of scholarship and innovation and an inclusive campus community for all staff and students" (FAESS, DFRP, USD, FMHMS, TLD, R&I, FSE)

PC2 "Diversity – foster an environment which recognises and supports the diverse cultural communities in which the University resides" (FAESS, DFRP, USD, TLD)

IE3 "Promote inclusion within the region" (DFRP)

FR3 "Adopt a continuous improvement culture which seeks to enhance productivity and ensure value for money" (DFRP).

In addition, many of the roughly 900 specific strategies outlined in the Triennium Strategic Plans could benefit from support in some types of corporate training or development even if not explicitly identified (e.g. "A2.1. Clarify the expectations of HDR students, supervisors and Heads of School regarding their respective rights and responsibilities..."; "A9.1 Continue to identify and implement strategies to increase research capacity through the planning cycles"; "PC1.1 - Improve the PMP process to provide greater opportunity for staff to achieve professional goals......"; "PC4.3 – Increase the capacity of leaders to manage performance..." "FR1. Have clear and appropriate customer services standards") (Division of Research and Innovation JCU 2010; Division of University Services JCU 2010; Faculty of Law Business and Creative Arts JCU 2010)

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[2] The acronyms in brackets refers to the Faculty or Division within which training needs were identified as contributing to the objective listed.

There are some instances where specific opportunities/challenges are identified in the Triennium Plans and, to address them, requires a level of corporate cultural change that will need to be supported by change management. For example, the Office of Research and Innovation (2010) stated that "The most significant institutional opportunity, though, lies in the fact that research activity is below potential across most of the institution" and that "productivity increases (...in research...) will require quite significant cultural change, capacity development, and close consideration of workload allocations."

5.1.4 TOPIC AREAS FOR CORPORATE TRAINING IDENTIFIED IN TRIENNIUM PLANS

Through review of the stated strategies required to address JCU's overarching objectives, some topic areas for corporate training or development can be identified from the Triennium Plans including the University Plan:

1. Leadership (including for women & including research leadership)
2. Change management
3. Performance management training
4. Communications training
5. Cultural awareness (including cultural differences across, indigenous, age, background, nationality, etc boundaries)
6. Leave management planning
7. Customer/client service training
8. Workforce/succession planning
9. Staff/team management
10. Career Development Program (for Women, for Early Career Researchers, Indigenous staff)
11. Complaints management
12. Respective rights and responsibilities of HDR students, supervisors and Heads of School
13. Acceptable workplace behaviours (addresses EEO, harassment, bullying etc)
14. Ethical Decision Making
15. Ethics training (research)
16. Understanding of professional and ethical standards when using University resources
17. WH&S responsibilities
18. Approach, Deployment, Results and Improvement (ADRI) processes
19. Community engagement training
20. Quality enhancement principles
21. Recruitment and selection training
22. Research commercialisation issues and opportunities

A variety of methods by which the training or development could be delivered were stated in the Triennium Plans including staff placements within different parts of the university, participation in courses, mentoring, secondments outside JCU, on-line learning, workshops, use of induction processes, joint supervision arrangements, lunchtime seminars and team teaching,

Not all of the corporate training or development needs listed above are equally important or at the same level in terms of influencing organisational development.

5.2 FINDINGS FROM 2009 STAFF SURVEY

The 2009 survey of staff found that while many aspects of JCU appeared to be more positively scored than in 2007, they were still not positive overall and well below external benchmarks. Pertinent to the current project are responses regarding the management of change within the organisation – which was considered to be very poor and centred around concerns to do with appropriate levels of communication and staff involvement. This dimension scored lowest of all the areas explored and also highest in terms of a neutral score – which, again, can be connected to inadequate communications (especially from more senior – Faculty/Division Heads - to more junior staff). Connected to this concern about change management are issues around the recognition that staff received for their efforts. The negative scores for these core dimensions was followed closely by workload issues which are not addressed in this project but have implications to efforts to address training issues (see Section 7.3.1). Training and development was also one of the top 10 areas with a negative score (despite improvement since the last survey). JCU as a community also remained a high negative score (although less negative than in 2007).(Sicore International 2009)

In all of these areas, academic staff participated less and scored more negatively than corporate/ administrative staff. (Sicore International 2009)

The average positive score along all the dimensions measured was 48%. The dimensions that were, on average, quite positive (>65%) for the university as a whole were: role clarity (80%+ive), Code of Conduct (77%+ive) and knowledge of JCU workings (65%+ive). Some top scoring questions indicated that 73% of staff are proud to say they work for JCU and 75% feel committed to JCU. In contrast, leadership within the organization, while not seen as negatively as other dimensions (e.g. change management etc. mentioned above), has a positive score of 35%. (Sicore International 2009)

In training and development, questions to do with training for the current job scored higher (50% +ive) than training for professional development (31-40%). One of the lowest training scores was for the induction given to new staff (32%).(Sicore International 2009)

5.3 FINDINGS FROM JCU STAFF FOCUS GROUPS

5.3.1 METHODS

Email invitations were extended to all JCU staff at the Mt Isa, Cairns and Townsville campuses to contribute to focus groups to inform this study (for details see Attachment 1).

Forty-seven JCU staff members from across the campuses of Mt Isa, Cairns and Townsville participated in seven focus groups held on 22 and 23 February and 9-

10 March 2011 respectively. In addition, emailed input was received from three staff members.

The diversity of staff participating in the focus groups (and emails) included ages from young (in 20s) to older (in 60s), male (ten staff members) and female, staff with a length of service greater than 25 years to new staff of less than a year's service at JCU. Three indigenous staff were included as well as senior to junior staff. There was no input from academics in the Faculty of Science and Engineering and very little from academics more generally (eight). Much of the input was from staff (25 staff) in either the University Services or Finance and Resource Planning Divisions.

The self-selection process that led to staff participation in the focus groups will have influenced the findings. For example, those staff considering the topic relatively unimportant would have been less likely to make time to contribute. However, focus groups are not, and are not intended to be, a statistically random sample of a population. The purpose of focus groups is to explore a topic in some depth, gain further understanding of how a particular group is thinking, and to explore their ideas, concerns and issues around the topic of interest. The focus groups conducted at JCU succeeded in providing this more in-depth information.

For more details on the methods applied and summaries of the results of the seven individual focus groups please see Attachment 1 to Attachment 8.

5.3.2 RESULTS

The findings of over ten hours of discussions with 47 JCU staff are summarised here. Specific comments made, if they inform particular points being presented in this report, are also quoted elsewhere in this document.

The findings are categorised into three groups: corporate training and development needs; technical training needs; and other pertinent issues. These three categories are not definitive and are intended only to assist the reader to review the materials provided.

5.3.2.1 *Corporate training and development needs for JCU*

5.3.2.1.1 Leadership

Leadership, all aspects of it, came up as an most important training issue, including to the level of PVCs and DVCs. There was both a recognition of the importance of those executive leaders....
"It's the nature of the organisation that what the senior executives think matters is what matters."

... and that they aren't always "walking-the-walk" of the policies and strategies espoused at the highest level.
"There's not that leadership by example around some of our core policies and procedures which makes it kind of hard."

"I agree with the Executive support thing. The perception, to people on-the-ground is, "yes, we're going to do it." And then nothing. They say they're going to do it. It's written on paper...."

It was also about the fact that some of the university executive may also require professional development in terms of leadership skills.

"I think my boss (PVC/DVC level) is a good leader and a good manager but I can't speak for the other parts of the uni. At the rest of that senior level an increased appreciation of some of the things that we've been talking about wouldn't go astray."

"And some of them will need skill development themselves."

"The points I was raising were really relating to HOS sort of level and possibly PVC/DVC."

But the leadership discussions weren't just around the Executive level. It was also at lower levels.

"My mentors firmly made a stand and it was: forget the business plan, this is about pure academic endeavour."

"There's more "I'm the boss" rather than "This is a business, let's work together to get the best outcome.""

For example, with probation reports *"...they go into the relevant manager's desk and then into the bin and nothing's done. And I know it happens everywhere..."*

"I've done PMPs (with my staff) but my manager didn't believe in them."

".....there's levels of dissatisfaction that people don't know what's going on but they don't know because they don't get involved, they don't participate, because they don't have managers who manage them (to get involved, participate etc)."

5.3.2.1.2   Change management

Many aspects of change management came up as a problem and requiring training including ensuring the planning for change includes enough resources and communications at every stage.

"It's a repeating theme at JCU. You have this high, aspirational level but you have to resource that or else the staff are the meat in the sandwich."

"Any new major projects must build in the training component."

"Because the change management process, when they talk about communicating: they talk about consulting with you and they consult by saying "This is what we're doing.". That's not consulting as far as I'm concerned.   That's what people are complaining about."

5.3.2.1.3   Performance management and PMP process

Performance management, as a skill set, and the JCU PMP process in particular both came up as requiring training support.

"They (academics) are ill disciplined. They turn up to things they'd like to turn up to, and don't turn up to things they don't want to, they will do things they're happy with and ignore things they're not happy with so there's a lack of overall discipline in the organisation that tunnels down from the top to the bottom."

"A little bit on underperforming staff too; how to deal with underperforming staff. And most of the disengaged people are the underperforming people. Assistance with that, I would find beneficial."

"….nothing's tied into PMPs or into anything that manages those processes."

"Our PMPs are about what are you going to do over the next year, yeah, that sounds ok. It's not a career planning document. I don' t think the HOS know how to do that or the staff."

" That's if the PMP happens. You'd be surprised how often it doesn't happen."

" They (the PMPs) are inconsistent, very poorly balanced and handled in vastly different manners by the people conducting the process."

5.3.2.1.4 Communication

There is a strong message that communications is an issue in the university: within groups, across groups, and communications from Senior to more junior staff.

"We're lucky. Because we've just centralised all our staff, we can hear about all the strange things that are happening out there in the Faculties and the Divisions which we didn't used to hear…"

"Communication planning is a skill that needs more training."

"There's an assumption that because our director sits on faculty executive and School of **** cabinet that everything gets passed onto us and that doesn't necessarily happen."

"We need clear and consistent communication. So we have people who can communicate quite well, some who don't and it's one of our big issues."

"….it's manifested in the 2007 and 2009 staff opinion surveys is management's major inability to listen."

"I think (the problem is that) the person who is making a comment is often blocked by a pre-made decision by the person who is sitting on the other side of the table."

5.3.2.1.5 Cultural and diversity awareness

There were issues discussed around cultural and diversity awareness including the fact that a more inclusive university environment means a more resource intensive student body or a loss of standards.

"Do you let your academic quality and standards slip to let people into the course because we didn't want to be seen to be turning them away or do we invest in our staff

and resource our staff in such a way that we see those students through to then still graduate to the academic standard that we want to maintain."

"Translating the language around cultural diversity in policy to everyday interactions is challenging."

"I guess we embrace the diversity (of students and staff) and we do what we can but I think that generally most people teach to the middle and those that sit on the outside either fall off or excel because they've had to work harder."

"The message from the JCU leadership is that we are about cultural diversity and not just indigenous. But I think there is a gap in our capacity to live that."

5.3.2.1.6 Business continuity

Business continuity, here, refers to the fact that there needs to be planning, procedures and multi-skilling (and training to enable that) to ensure that there is redundancy and handover in the system for when people leave, take holidays, are ill and on a placement and so on.

"In the past, people have left and left stuff everywhere and haven't exited well so that the next person can't easily be transitioned in."

"There is only one person in Townsville who can do the **** system. So that's a similar problem."

"....I'm still the only *** person.... I can't take leave before semester starts, in the first two weeks of semester or when I do a ****** (Aug to Nov) so it doesn't leave me a lot of time to take my leave."

"You're on edge the whole time before you go on leave because there's no other bugger around to do your job. You're running around for weeks or months beforehand to try and find someone to do your job to go on holiday."

"Just because somebody is doing a specific job it doesn't mean to say they don't have the skills to help somebody else."

"And I don't see any reason why she couldn't do my job but her boss might not want her to come over and do the job because then he's got to go and find someone."

5.3.2.1.7 JCU as an entire entity

There seems to be both (a) an awareness that each staff member is not across the university as an entire corporate entity, including the more detailed aspects of which organizational units does what and (b) a desire for more knowledge about that.

"...in terms of that corporate knowledge there's no-one there that can fill you in and I think that's a weakness and there's probably (other) pockets of JCU that are also like that because we do tend to be quite silo-ed."

"There's not a lot of basic training in how JCU works.."

"...finding who to change it .... "Oh, no, you have to go to somebody else" "Oh no, that's not my role...""

"I need to know which department does what."

This is linked to a desire for technical training in JCU policies and processes discussed briefly in the next section.

5.3.2.1.8   Customer Service

JCU has "corporatized", as have all Australian universities, due to the increasing dependence on student fees. Students are now the customers or clients of universities as much as they are recipients of our teaching and learning. However, staff identified a need for everyone to do better is our treatment of our customers.

"We need to be able to treat students as customers if that's really what they are now."

"It's surprising that we don't actually have a lot of customer service training."

"It's not just customer service externally." "It's to each other, and it's across level and up levels."

"... I think that's it (customer service training) is something that's worthwhile doing centrally so you get a consistent message out there. .....including academics."

5.3.2.1.9   Induction

The induction (or an orientation for staff) was discussed repeatedly as a mechanism for introducing at least some of the training mentioned elsewhere. And, in fact, some sections of the university have "Induction program revision" in their strategies for 2011 (Division of University Services JCU 2010; Faculty of Science and Engineering JCU 2010; Office of Teaching and Learning Development JCU 2010).

"I think we all need a better induction."

"We have a school induction program for our new staff." " That'd be good to have for our staff. In our faculty we give new staff the key to the office and our poor staff don't know how to use the phones, they're not sure where to park...."

"I know we have an induction and we have a bunch of information that you can go and read. Apparently new staff, and I don't know how many people this captures but, go to their IT person to get them to show them how things work. I'm not sure that's valuable.... Perhaps we should have something that's more central."

"HOS have to be across a broad range of policies, much more so than administrative managers who have our own little section that we have to focus on but HOS is such a complex role so they particularly need training for themselves or at least an induction program."

"It's more induction for senior staff."

(Rhodes 2007) noted the particular organizational advantage of being able to "induct" new leaders in a leadership program.

5.3.2.1.10 JCU legislative responsibilities

Either individually, e.g. with regard to fire safety, first Aid, WH&S or collectively training in JCU's legislative responsibilities across a raft of dimensions was mentioned as a priority. This included: EEO, IR, records management, privacy, right to information, whistle-blower compliance and more.

"..and there is training that is required for all staff, and I'm thinking training regarding compliance issues for government."

"In terms of WH&S there's a shortfall in Fire Warden training. I am a fire warden and I did the training last 8 years ago."

And from JCU's Statement of Integrity:

"The Director of HRM has a responsibility to provide training on ethics, fraud and corruption prevention and detection, whistleblower protection training and reporting obligations of individual staff as part of the University's ongoing staff development program."

5.3.2.1.11 Conflict management

Conflict management training can help address issues such as having difficult conversations, negotiation and dealing with difficult people or situations. This was discussed repeatedly.

"Conflict affects everybody; everybody gets very stressed no matter which side you're on. You get distracted from your work with this thing that's eating up your life and it's a very difficult thing to deal with so getting those skills...."

"...having that difficult conversation seems to be the elephant in the room in this place and that's why things fester and get to a state where it's hideous."

"I do know some of them are scared, they don't want to tell staff and then suddenly everything's changing to the new system."

5.3.2.1.12 Other priority training areas

Other areas of training that were repeatedly mentioned during the seven focus groups included:
1. Succession/workforce planning;
2. People management;
3. Team building;
4. Mentoring/coaching;
5. Procedural fairness, industrial relations, employee rights and responsibilities;
6. Career planning;
7. Workload planning/management;
8. Acceptable workplace behaviours; and

9. Emotional intelligence.

Some of the statements made that are relevant to training in some of these skills include:

"That planning people forward thing, having a staff member that you want to grow and you'd like to keep in the organisation."

"Because here at the uni there seems to be a culture, of morale or I don't know what it is of "She's hopeless" or "She's can't do that"."

"I think that's a big thing, dealing with different kinds of people. I think a lot of people would have trouble dealing with transitions like that."

"The other thing I'm really passionate about is mentoring. UQ has something ..... you register to become a mentor, you have guidelines for mentoring, you can register to be mentored as well."

"The last document that a lot of HOS read is the enterprise agreement."

"But if you're talking about organisational development then the clarity of career path for people is pretty important because I'm pretty sure that a lot of people are disenchanted, because they don't know (what career path is available to them)."

"It also gets back to another issue that's constantly raised in staff surveys and that's workload. Staff everywhere in the uni are busy and managers are no exception..."

"I have seen students in tears, crying, and to be told by one person to "Go away and stop wasting my time, get back over there and do it.". And this girl came down to us because she knew one of us and she sat down there ... and she sobbed. Another person told someone else to "get stuffed" ..."

"Assistance with staff going through change is very, very lacking. It's because they don't want to do it. It's because they are afraid of dealing with the emotions of the staff. That's something I've seen lots of."

"Emotional Intelligence. I did a course on that last year, that was just fantastic. It's one of the best things I've ever done actually. It was very powerful."

Other topics were mentioned either less often or actually comprise a subset of the topics already discussed above: negotiation, fostering rising stars, distributive leadership, teamwork, HOS support and training, complaints management, delegation, good decision-making, strategic planning, women leadership development in academia, environmental and social responsibility and resilience training (which is about the work: life balance).

5.3.2.2 Technical training needs

Some more technical training needs were discussed in the focus groups, and while not part of the project to explore them, the main needs discussed are listed here:
1. Project management
2. Software training (especially Microsoft Office applications, Outlook)
3. Time management
4. JCU policies (at least where to find the different kinds of policies)
5. JCU procedures (administrative, financial, including those for course coordinators, HOS, etc)
6. JCU corporate systems (e.g. Student One, FinWeb, Workflow, Staff Online, HRMIS, Research, Library systems)
7. Student supervision
8. Video-conferencing
9. Writing
10. New IT training
11. Specific job training (e.g. for chartered accountants)
12. Running a meeting (all aspects)

Of these project management deserves particular mention as the issues discussed around project management were large and indicated room for improvement in strategic planning.

"There's a lot of things that go on in the university are not project managed very well because the people responsible for the implementation don't know how to project manage in the first place. And part of project management is communication, change management and structuring it and providing support pre and post implementation. Often … this (the project) is about to go live and the team is dissolved. But who's then responsible for it, who maintains it, who reviews it and so forth."

"Project management was another thing too. Various projects are implemented around the university and when those go wrong, then it has big impacts on staff."

The need for the following technical training was also mentioned in the focus groups, but less often: stress management; administrative skills; teaching; probation management; committees (functioning and responsibilities of and requirements for); risk management; presentation skills; interview skills; policy (development, promulgation, implementation, maintenance); grant writing; website maintenance; media training; writing for the web; debt collection;

Some of these types of training are offered already.

5.3.2.3 Issues raised that are pertinent to corporate training and development

Focus group participants discussed a number of issues that pertain directly to any organisational aspirations to improve staff training and development.

5.3.2.3.1 Workload

Workload has been identified in the 2009 staff climate survey as an issue. It was also identified as an issue with regard to staff having any time to participate in any training or development offered.

"....we've got pretty good capability in terms of funding to do that (i.e. training) but it's getting the time to do it. If you put someone out of the picture for a week then it really puts the people left on deck under pressure..."

"It (participation in training) will come down to the workload argument."

5.3.2.3.2 Centralised training

There was a strong desire, on the part of focus group participants, that generic training be offered centrally and regularly. The advantages discussed of centralized training were: quality assurance; consistency in training across Divisions/Faculties; economy of scale; more ability to tailor to JCU needs (this was particularly important); running the training more regularly; breaking down boundaries between parts of the university; and staff being able to learn from one another. On this latter, some areas of the university are quite strong in some corporate (and other!) skills and others less so – by centralizing the training different areas could learn from one another what works and why as well as providing informal, ongoing support.

"Sometimes I "sell" that training across the university but that's a lot of work for me. I'm very supportive if HR takes on the role of re-establishing some of that because it's quite a burden to carry that across the university."

"So there could be generic training that's done centrally and the specifics, for example, to do with medicine, could be done within the faculty. The central stuff (leadership and customer service for example), they could use it everywhere."

This was NOT to detract from the importance of Faculties and Divisions also having their own training budget for more specific professional development requirements.

*"In our **** team we have received training that is specific to our jobs and it's been very good. Now if it was in a central pool then it might not work because the specific training that you need would be different to what we need."*

5.3.2.3.3 Recruitment processes at senior levels

Lack of key competencies at the management level were, in part, blamed on a lack of alignment between the people recruited to the position and the skills required to do the role.

"It's a bit like saying, "You're a brilliant researcher because you bring in $16 million for the uni so you can be our next manager." Well, actually, researchers and managers don't necessarily have the same skills."

"I feel with HOSs (not all of them, and I can't say across the university) is that they've come across from being academics into administrators and they're not managers."

"I'd actually say this comment is equally true for technical and professional staff"

"The likelihood of academics being resistant to training is huge." (see Section 7.3.3 for a discussion on this)

5.3.2.3.4 Website

The website seems to be difficult for staff. This may have implications for the use of the website for any future training/development.

"IT&R are no longer responsible for websites and that there's been no funding or anything given to Faculties to deal with this issue."

"...you are going to the JCU website for information and it's not easy to navigate."

"And the website is just not intuitive so trying to find ....."

5.3.2.3.5 Leadership support

It was recognized that any efforts to scale up corporate training and development would fail without demonstrative top level support.

"They (the Executive) need to be the people at the front saying "We value our staff and this (supporting professional development and training) is how we're going to do it. And we value the range of skills our staff have.""

"Leadership at a corporate level needs to be valuing these types of HR processes (i.e. training and development) as well as the other corporate processes."

5.3.2.3.6 Secondments/placements

Secondments and placements within JCU were seen as useful mechanisms for upskilling, training and learning across the university.

"I think staff should have the opportunity to go on secondments if they wish. ..... A secondment is a good way of seeing how other parts of the university work."

"Perhaps JCU should think about that more (internships, internal placements) doing that kind of cross-fertilisation."

"Sometimes people think secondments are for a week or a month but my team go for a day or two half days."

5.3.2.3.7 JCU silos

Focus group participants felt JCU was very silo-ed and that this was detrimental to the functioning of the university.

"What I see is that we are very siloed and we could make better use of our resources by working in a more integrated way."

"I've never been in another university that's been so silo-ed.   We're all working in isolation."

5.3.2.3.8   PMP process

The PMP process and template are both seen as bad.

"I see PMPs as stand alone. I don't see that it's filtered back into anything productive for me."

"With that PMP, I know for some staff it's nothing more than their manager ticking the boxes."

"One issue is the PMP process within *** and is a source of cynicism as you put down all the training you need or want but you know there's no resources for this so it won't happen."

"It (the PMP process) is just "This is your PMP." My experience of it has been, "This is your job, this is what you are required to do, are you happy with that, sign it, and see you later.""

5.3.2.3.9   Other training issues

Other training issues mentioned with frequency during the focus groups include:
1. Communications from senior to junior staff is absent or inadequate
2. Idea of guest lecturers or seminars on professional or personal development interest to staff (e.g. lunchtimes)
3. Academics still functioning in the "old" model of universities
4. Staff turnover
5. Use of university academic and professional staff to conduct some of the required training

"Our manager writes a report for us including outcomes of the (senior management committee). Other people don't know anything about what comes out of that.."

"....there are different Divisions and Faculties, there are varying levels of competence as to how they filter that information down..."

"At another university they called it "lunch and learn". The offered training at lunchtime, things indirectly related to work, people bring their own lunch and they offer a cake or a pastry and that attracts people along and they learning and meeting with people from other areas. And that helps break down the silos as well.."

"It's part of that overall management thing and it comes back to that thing where historically academics have not been managed.   That was fine in the days when there was academic freedom to do whatever you want but now there are KPIs and all the rest of it and so academics have to learn how to be managed and also how to manage.

" As an academic, if you're not given adequate consultation on a decision and it's a bad decision, they disobey them."

"When I came into the job here no-one knew (how to run things); there had been 100% staff turnover. I am now the oldest serving staff member in this organisation. So in terms of that corporate knowledge there's no-one there that can fill you in..."

"I'd really enjoy that (doing staff training). And I know I'm not on my own out there. That's there's other people with areas of expertise that they may have."

The main other issues that were mentioned were: managers allowing time for professional development; little movement of JCU to functioning as a business; need to match actions to rhetoric; few senior female academics; no training has been available for a while; no incentive to do the right thing corporate-wise; higher levels need management training too; difficult to get academics to value soft skills training; and the big division between the academic and corporate/professional side of the university was acknowledged.

5.4   UNIVERSITIES AS CORPORATE ENTITIES

We have discussed, in Section 3, the fact that James Cook University, in fact all universities in Australia, have been subjected to changes that have required a movement towards corporatisation. This move on the part of most Australian universities, has been unequal across the academic and administrative parts of the organisation (Garrett and Davies 2010) and has led to a divergence of academic and administrative roles (Weller 2009). And for the future: "Universities can expect the corporatist trend to continue"(Thornton 2005 in (Weller 2009))

This, in turn, leads to particular challenges in fostering "soft skills" training and development amongst those more comfortable with traditional academia. Old-style academics view these skills as relatively unimportant (Marshall 2007).

With academics, one is in a position of herding cats (Garrett and Davies 2010). Cats who don't like to change (even more than everyone else (Turner and Crawford 1998)) and challenge authority on principle (Garrett and Davies 2010). At the moment, there's evidence suggesting that academics in senior positions are not "walking the walk" in terms of adhering to corporate systems and priorities (e.g. re: PMPs, business plans, teaching certification). The focus groups provide indication of this: "Academics work in a silo, they don't like to be told what to do."; "I've done PMPs *(with my staff)* but my manager didn't believe in them"; "My *(academic)* mentors firmly made a stand and it was: forget the business plan, this is about pure academic endeavour"; "I've been told *(by academic superiors)* not to bother with that *(i.e. the Graduate Certificate of Education (Tertiary Teaching)* and that 'you'll know how to teach these people'."(see also see Section 5.3.2.1).

Other research more broadly also indicates that upper echelons of university management perceive that they are "walking the walk" when they are, according to others, not doing this. For example, Weller (2010) found that 90% of senior managers and 92% union representatives surveyed said that workplace change

requires staff participation. He also found that 92% of managers said this was actually provided for while 30% union reps said it was provided for.

Staff feel that there is a level of repudiation, including at higher levels, of the importance of some efforts which are aiming to make more JCU competitive in the corporate world of tertiary education. This is evidenced by the responses in the staff survey and focus groups indicating a need for improvement in, for example, effective teamwork, cross-boundary teamwork, communication, performance management, leadership and development of capabilities to do the same (see Sections 5.2 and 5.3.2.1)(Sicore International 2009).

6 LESSONS FROM OTHER AUSTRALIAN UNIVERSITIES

This section overviews some of the main types of professional development and training offered at other universities. As far as possible this section also explores means and mechanisms used to support and facilitate attendance of same. Information publically available on websites was the source for this information.

6.1 UNIVERSITY OF QUEENSLAND

For context, it should be stated that UQ has ~6300 full-time equivalent staff and about 43 000 students. Therefore, it has more resources to direct towards staff development than JCU.

UQ has a organisational development unit within it's HR team and a staff development website (http://www.uq.edu.au/staffdev/, downloaded 13/3/11) to guide staff to available professional development opportunities.

Attachment 9 overviews some of the categories of training offered at UQ. It includes items against every one of the competencies discussed above (Section 4) and also identified in the JCU Triennium Plans, alluded to in the 2009 climate survey and mentioned in the 2011 JCU focus groups (Sections 5.1.4, 5.2, 5.3).

The training includes mandatory training for new staff at every level, both professional and academic. This includes training for existing staff taking on new roles. Mandatory training might include, for example, managing performance, organisational ethics and compliance, EEO, student supervision training, recruitment and selection, teaching, safety/OH&S, staff management and a staff "Welcome Expo" (conducted twice annually) which includes a welcome from the VC.

The funding for these 190-odd cross-university courses is centrally funded and organised including follow-up, feedback, refreshments and arrangements for external campuses.

6.2 QUEENSLAND UNIVERSITY OF TECHNOLOGY

For context, QUT has about 4000 fulltime equivalent staff (including 12 organisational development staff) and 40000 students enrolled. QUT has a concise Staff Development Strategy which intends to align staff development with university objectives and values articulated in various documents (http://www.qut.edu.au/about/staff/staffdev/, accessed 13/3/11) (also Attachment 10). Information that different types of staff require to do their job is easily available on line (e.g. HR information, information about salaries, policies and guidelines, about working at QUT more generally and development opportunities http://www.hrd.qut.edu.au/staff/academic.jsp, accessed 13/3/11). This includes information about performance planning and review.

QUT offers staff training in many aspects of: organisational and individual development; policy, compliance and finance; client service; information technology literacies; teaching and learning; engagement and international development; research development; career development and information retrieval skills. There is a 54 page "Staff Development Catalogue 2011" that goes into some detail about these offerings.

6.3   MONASH UNIVERSITY

Monash is a large university with about 60 000 students over eight campuses and over 7500 fulltime equivalent staff. They have a "Leadership and Organisational Development Team". They offer about 160 cross-university training course for staff that aligns well with corporate needs also discussed for JCU (Sections 5.1.4, 5.2, 5.3), for example, teaching, research, career development, leadership, emotional intelligence, teamwork and leading teams. Not all the training offered is relevant to all staff but, clearly, relevant to enough staff to make it efficient to offer centrally (see home page of website in Attachment 11). It also has centralised all its workplace policies and procedures on the web.

All new staff are automatically enrolled for the staff inductions (which occur ~ four times /year) with includes (for academics): a welcome and introduction to Monash from senior staff, supervision induction, performance development process, probation process, OH&S, EEO, research ethics, essential knowledge for researchers at Monash, managing email, and using lecture theatre equipment.

They offer support for staff who require, or are required to run, more specific types of training or development.

6.4   AUSTRALIAN NATIONAL UNIVERSITY

The Australian National University has ~ 17 000 students enrolled at the university and about 3900 staff so is more comparable to JCU, at least in terms of numbers. The Career and Workforce Development group within HR's team comprises of about 2.5 staff.

New staff are invited to a welcome by the VC (or representative) twice a year. The induction seems to be voluntary but is comprehensive and includes as guide for supervisors as to how to induct your new staff. Topics covered are new position's roles and responsibilities, professional behaviour expectation, orientation and on-line induction (which includes the Code of Conduct, Workplace Discrimination), career and professional development opportunities, OH&S, workplace diversity, work: life balance and ANU's environmental management program (http://info.anu.edu.au/hr/training and development, downloaded 31/3/11). A checklist is provided for supervisors to use.

In addition, there is a specific induction for new senior staff (to which one must be nominated; occurs twice per year) and one is being developed for new heads of academic areas.

There are about 280 training and development subjects/courses offered to staff at ANU. Every aspects of corporate training and development discusses, above, with regard to JCU is offered to staff of ANU.

The information and delivery are centralised as is the presentation of the information on the website (Attachment 12).

6.5   CHARLES DARWIN UNIVERSITY

JCU is part of the Innovative Research Universities network that also includes CDU.   CDU has about 19000 students and, in 2009, about 1400 staff. It has an Office of Teaching for Learning that offers professional development in those areas (similar to the JCU Office of Learning and Teaching).   They have one person working on Workforce Development.   Their professional development opportunities are located on one central site on their webpage (http://www.cdu.edu.au/pmd/courses-programmes.html, downloaded 13/3/11). This site is still being constructed and very few training courses appear to be on offer as indicated on this site (Attachment 13).

It was not possible to determine the induction process or incentives used to support professional development at CDU.

6.6   LA TROBE UNIVERSITY

La Trobe is another member of the Innovative Research Universities network. As at 2009 there were just over 3000 staff and 27 000 students in (http://www.latrobe.edu.au/about/downloads/annual-report-2009.pdf, http://www.latrobe.edu.au/about/vision/assets/achievements08-09.pdf, accessed 13/3/11).

They offer, centrally, a few of the corporate training courses that have been discussed, above, with regard to JCU e.g. (dealing with change, managing people, emotional intelligence, customer service, dealing with difficult people) although the depth and range of the training offered is not as great as the larger universities. (http://www.latrobe.edu.au/training/; accessed 13/3/11).

Their HR team will also support development of customised work area training programs centrally. See also Attachment 14.

It was not possible to determine the induction process or incentives used to support professional development at La Trobe.

7 PRIORITY CORPORATE SKILLS TRAINING FOR JAMES COOK UNIVERSITY

7.1 CAN TRAINING HELP?

Paradoxically, when you demonstrably and systematically place the growth and well-being of your people above corporate goals, then your level of achievement of those goals soar and sustainable, long-term success emerges (Stevens 2011). One of the ways to help grow and look after "your people" is to support career development through, in part, training.

From a study of 243 senior executives working across 141 private and public organisations in Australian and New Zealand, it has been found that it's more efficient, resource-wise, to develop people into doing their jobs better or doing new or different jobs rather than replacing staff (Turner and Crawford 1998). Organisations able to "develop" their existing people then have higher rates of retention whilst enabling greater achievement of corporate goals and objectives (Turner and Crawford 1998; Cook and Powers 2010).

Turner and Crawford's (1998) survey (n=243) also found that training is the single action that contributes strongly to both change effectiveness and current business performance. Training referred to could be on-the-job, short courses, longer programs or other types of training (Mullins 2005; Skringar and Stevens 2008). Despite the value of training, many leading companies spend only 3-5% of payroll costs on training; many spend little or nothing (Turner and Crawford 1998). In addition, one of the first areas to be cut in cost-cutting is soft-skills training (Cook and Powers 2010). This may be why Turner and Crawford's (1998) study, when looking at corporate change initiatives, found 67% suffered major setback, 47% had two setbacks, 29% had three. But 88% of the executives involved thought the intended changes were right and 92% thought their organisation could implement the proposed changes (Turner and Crawford 1998).

There is another challenge with introducing skills training to some staff. Many of the people within any organisation have developed the existing culture. If that culture has weak capabilities, then attempting to address that will be seen to challenge people's values, criticise their past behaviour and disturb their work pattern. This will threaten them, so people will resist it and often, then, become embroiled in conflict.(Turner and Crawford 1998)

Newbold (2010) insists that the potential success of any training or organizational development initiative is predicated, in part, upon the level of organizational "readiness". And the level of organizational "readiness" in turn depends on how much the scope of training and development is supported and led from the top (Newbold 2010).

7.2 PRIORITY TOPICS FOR CORPORATE TRAINING AND DEVELOPMENT FOR JCU

From all the information gathered it seems likely that JCU can do better as an organization in achieving its objectives if staff are supported and facilitated to participate in further corporate professional development. This is in terms of supporting JCU's current endeavours, building resilience and flexibility to external impacts and influences, and to support future endeavours. For each individual staff member, the corporate training and development needs will vary both in nature and degree to which required.

From the information reviewed, the priority topics for corporate training and development are indicated to be:

1. Leadership (including for women, especially academics, including distributive leadership and strategic planning)

2. Change management

3. Performance management (including use of JCU's PMPs)

4. Communication

5. Cultural awareness

6. Business continuity (which includes multi-skilling staff, good exit strategies)

7. JCU as a corporate entity (including which units have what roles in the uni)

8. Customer service

9. Improved induction

10. JCU's legislative responsibilities (including WH&S, records management, privacy, right to information, whistle-blower compliance, procedural fairness, EEO, industrial relations, employee rights and responsibilities, complaints management, good decision-making, ethics – including when using JCU resources, for research and other)

11. Conflict management (broadly to include dealing with difficult people, situations; negotiation)

Many of these topic areas are, potentially, subsets of each other but can, additionally, be taught as stand-alone subjects.

Other topics that are also important could, similarly, be part of a broader training package or stand-alone and include:
- workforce planning/succession planning (including fostering rising stars)
- team building/people management (including how to delegate)
- mentoring/coaching
- emotional intelligence
- career development/planning
- workload planning (including leave management) and
- acceptable workplace behaviours.

7.3 OPTIMISING CORPORATE STAFF TRAINING AND DEVELOPMENT

If an organization is not ready to support organizational development through staff training and capacity building then any efforts to instigate training are likely to fail in achieving, or even supporting, organizational objectives better (Webb 2009; Newbold 2010)

The literature, staff climate survey and focus groups suggested mechanisms by which to optimize the likelihood of effective staff uptake and internalisation of corporate training and development opportunities. This section discusses some of those insights.

7.3.1 IMPLICATIONS OF WORKLOAD AND LEADERSHIP ON TRAINING OPPORTUNITIES

Successful execution of a new strategy requires an integrated, systematic approach to building capabilities which often need to delay or over-ride "must-do" day-to-day, business-as-usual operations - and they don't (Lynch, Diezemann et al. 2003). The focus groups and staff survey were consistent in their identification of excessive workload as an issue and that therefore the problem with training is "..getting the time to do it"(from one focus group member). As was mentioned in the focus groups "I would like to hear about what we are going to stop doing."

There is a counterpoint, however, to some focus group participants (from the administrative side of the university) talked about being "made" to go to professional development because it was on their PMP but they didn't feel they needed it, it wasn't required for their job and still is not required some years later: "People did the training because they were told by their managers: you have to do some training this year, and that was what was available. So I've done all the supervisor's training, management training, but I don't supervise anybody, I'm not a manager and I can't seem to go up any levels into any other positions". And one participant talked about attending eight soft skill professional development training sessions: "... if you go to one or two ... sessions you get a lot out of them but by the time you get to the sixth or eighth session you've heard (it) all..."

It seems both the workload and the uptake of training opportunities is uneven throughout the university. From the information to hand, it would seem that academics prioritise the "soft skills" training much less than the administrative side of the university, probably for both reasons of workload and inclination.

To conduct any significant level of training at James Cook University will mean freeing up staff time and demonstrative, top leadership support for same.

7.3.2 LINKING TRAINING TO JCU OBJECTIVES AND PMPS

The literature indicates that better linkage of the training offerings to organisational objectives and individual own PMPs (which should then also be linked to objectives) would be helpful including in supporting staff development in terms of future career paths (Skringar and Stevens 2008). JCU should align training to objectives and PMPs in this way. This is as compared to training simply for the sake of it, training only for the current role or no training at all – all of which were stories told by focus group participants (See comments in Section 5.3.2.1.3).

7.3.3 UPSKILLING ACADEMICS IN PEOPLE MANAGEMENT

For academics there are challenges beyond those of leadership, workload and alliance of training with JCU objectives and PMPs. The academic reward system focuses very heavily on achievements in terms of publication record, bringing in research dollars and teaching. Where academics might benefit from training in leadership, change management, communication or team building skills, for example, that training will reduce the already inadequate amount of time they have to address the key priorities of their worklife (publications, research money and teaching).

Consideration of the importance of these skills for academics at JCU needs to be assessed against the incentive system in place. If JCU wishes to upskill it's academics in some of these "soft skills" then options for doing so may include: link to promotion; factor training more heavily into PMPs; factor into workload (stop doing something); more leadership support by managers to do professional development; executive support; and/or link to salary bonus.

Any incentives applied should be equitable across the professional: academic divide.

7.3.4 TAILORING AND QUALITY ASSURANCE OF TRAINING

To optimize the effectiveness, and ownership, of any training offered to staff, especially academics, the content of the training should be tailored to:
- James Cook University environment; and
- the participants.

In addition, quality assurance (QA) should be applied to any training provided for three reasons:
- value for money (the usual reason for QA)
- delivering successful outcomes in terms of changed behavoiurs, and
- engendering training "champions" versus dissenters internally.

7.3.5   CENTRALISED CORPORATE TRAINING AND DEVELOPMENT

By enabling generic corporate training and development to be delivered across the university, several benefits can be realized:

- Economies of scale
- Greater buying power (due to above)
- Greater control over quality (due to above)
- More ability of training participants to learn from each other (due to a level of mutual understanding as JCU staff)
- Greater ability to tailor training (as participants can be largely, or only, JCU staff)
- Greater uniformity of corporate skills and attitudes due to shared training e.g. one customer service model, one approach to conforming with legislation. and
- Increased connectivity and networks built across university (i.e. breaking down "silos").

7.3.6   RESOURCING TRAINING

JCU staff have had significant experience with training, comprising part of their PMPs, which does not occur due lack of funding or lack of time.   More of the same will simply enhance the cynicism which already exists in some quarters.

Any efforts to plan forward to enhance JCU's corporate training and development program should factor in mechanisms and resources to address these issues. As the focus group discussions highlighted, this will mean more resources than required just for the training modules themselves but all of the attendant communications, organisation, lead-up and follow-through that will be required at every stage. If not, efforts to enhance JCU's corporate training and development program may be counterproductive in terms of moving the organisation forward.

8   NEXT STEPS

Here are some proposed next steps that the Human Resources Directorate at James Cook University could take to progress corporate level training and development for the organisation.

8.1   LEVEL OF SUPPORT

Determine the level of in principle support that the Vice-Chancellor has for building a more comprehensive program of corporate training and development at James Cook University.

This support may be developed over time if not present initially and would require effort on the part of the Deputy-Vice Chancellor University Services in explaining the benefits to the Vice-Chancellor.

Once the top level support is realised, then determine, in turn, the level of support at the DVC and PVC level. If there are pockets of disagreement, these, again will required dedicated effort on the part of the DVC University Services to convince his colleagues.

If support at this level cannot be garnered then the priority that subordinate staff, particularly academics, will place upon enhanced corporate training and development will be low.

8.1.1   USE OF THIS REPORT

Generation of even the in-principle higher level support may require editing and revision of this report for use at this level. The revisions required may simply be:
- the removal of this section (Chapter 8);
- editing to remove some of the more detailed information (e.g. attachment re: focus group planning) and details that may provoke unnecessarily negative reactions thus detracting from the main messages; and
- general edit to ensure cross references etc still make sense.

8.2   ADEQUATE RESOURCING

Determine what level of resourcing would be available over what time period to determine what additional corporate training and development could reasonably be offered given the resources.   Give consideration to the costs involved both in preparation and follow-up of any training offered (including any need for refresher courses) as well as overhead costs when budgeting.   Preparation costs may be high as development of training modules in consultation with the targeted staff will deliver the best outcomes but will be more time (and cost) consuming.

Knowledge of the available resources is important from the point of view of meeting expectations of staff.   It will be more beneficial to be in a situation where

you can actually do more than expected than fail to deliver on promised training and development courses.

8.3 COMMUNICATE WITH FOCUS GROUP PARTICIPANTS

Running the Focus Groups has, inevitably, generated both a group of mainly supportive staff who are interested in corporate training and development and, despite qualifying statements, also a group of staff who expect something, at some stage, to happen.

"Liz and Leanne, Thank you for encouraging employee contribution to the wellbeing of the business. I left the meeting with a better understanding of what things are like in different parts of the University, an appreciation for what is already achieved and also a feeling that as a business we will be making improvements." From an email.

In the past, efforts such as encapsulated in this report, have occurred with no follow-up thus leaving a negative impression overall.

"We had a Rodski (spelling?) *report that we did about 8 years ago, it was a climate survey, and the same things came out of that as we're talking about now.   And there were these focus groups, and staff consulted with their areas, took the issues to the table and all that came out of it was an email from a senior staff member saying that they acknowledged that there needs to be a lot of work done. And that was it."*

I recommend ongoing communications (once every 4 months or so) with this group as a mechanism to both keep them onside and to help them communicate positive messages to their areas both about the HR team and that team's efforts to improve their services to JCU.   Even if your efforts to enhance corporate training and development fail, if it does not breach university protocol, it would be useful for this group to know why.

If this communication doesn't occur it is possible that this same group will send negative messages back to their areas.

Any initial communication, from this point forward, can be used to determine if any of the participants DO NOT wish to remain in the loop. <u>Please ensure emails are sent out anonymously, if creating one email list of all the focus group participants, to continue to respect their privacy.</u>

For your information, from this project, the last communication with the participants was in the week of 21 March 2011 and it was to supply them with the "final" focus group summary reports which incorporated their comments.

8.4 DEVELOP COSTED CORPORATE TRAINING AND DEVELOPMENT PROGRAM

Using the information in this report, knowledge on available resources and exploring the best training programs to use develop a costed corporate training

and development program for JCU over, at least, the next three years. The Corporate Training and Development proposal should identify:

a) Corporate Training and Development objectives (aligned with JCU Strategic Plan(s) and other information as per this report)

b) Target audience(s) for the training

c) Priorities amongst these

d) Timelines and milestones for the training over the next 3 years

e) Detailed costings over time (including "in kind" contributions, for example, from HR staff which doesn't require additional funds)

f) Outcomes – should identify, as far as possible, exactly which university objectives will be achieved better over what timeframes if the proposal is implemented.

The proposal should provide various cost scenarios for Corporate Training and Development programs of various sizes. The middle option is most likely to be chosen so it should be adequate to make a difference. Your recommendation should be for the "top" option.

8.5 SEEKING INPUT TO PROPOSAL

Seek input from all the PVCs and DVCs (or their delegates) to the proposal. This is for two purposes: to tailor the proposal to their needs and to generate support. If the PVCs and/or DVCs delegate this task then it will be important that the HR team ensures that the relevant PVC/DVC is aware of your efforts to incorporate input from their delegate. One cannot presume the delegate will feed this information back to their PVC/DVC.

8.6 SUBMISSION TO VCAC

At this stage, the proposal can be presented to the Vice-Chancellor's Advisory Committee for decision and resourcing.

9 CONCLUSIONS

James Cook University is achieving some, but not all, of its corporate objectives. JCU is not at the forefront of achievement in terms of student opinion nor research excellence – with the exception of some areas of the university. All the experience and knowledge available through the literature indicate that certain corporate capabilities are essential to a successful, flexible, resilient organisation. These include high-level competencies in leadership, change management, communications and more. And exploration of JCU's status against these competencies shows room for improvement. The key areas in which improvements are likely to raise JCU's corporate capabilities has been identified. Key factors to consider in delivery of any new training or development have been elucidated. Some next steps have been recommended. Given this knowledge, training and development in these core skills are likely to help the JCU attain a higher level of organisational ability to improve achievement of its objectives.

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Attachment 1. Focus group plan

FOCUS GROUPS

PLANNING DOCUMENT VERSION 2, 23 NOVEMBER 2010

Prepared by Dr Fernandes for internal use and as a guide only

Contents

1. Focus group objective

The purpose of the focus groups is to determine staff perceptions and beliefs regarding their (and their colleagues') current and future ability to conduct their job to support, ultimately, the goals of the university.

In addition, if the perception is that there are some skills that are missing we will explore what they think these are.

The discussions will focus on the corporate-level skill set required rather than the "nuts-and-bolts" skill set. Therefore discussions that tend towards the "time management training, budgeting training, contract management" end of the spectrum will be redirected.

The discussions will be encouraged to explore the broader corporate development needs and not just those of the participants.

2. Methods

A total of 5-6 focus groups will be conducted including one in Mount Isa and one in Cairns – the remainder will occur in Townsville.

Each group will consist of 6-10 members reflecting the variety of staff at JCU as much as possible. We will try and group people with one attribute in common e.g. age, level, academic vs corporate but with otherwise different attributes.

Each session will take about 1-1.5 hours.

There will be 5-6 topics/questions introduced into each focus group session.

The attendant HR team member will need to record notes of the session and an audio recording should also be taken.

Each proposed focus group member should be emailed as soon as possible with follow-up phone calls to confirm availability. Three days prior to the meetings a reminder email or text message or phone call should be sent as well as the day prior. To spread the workload could I suggest that Julie Cook deals with the Townsville meetings only, Janine Gertz organises the Mt Isa meeting and Liz Alexander organises the Cairns meeting.

2.1. Introduction

For each session I suggest providing following background:

2.1.1. Session introduction
James Cook University (JCU) is reviewing aspects of its human resource management activities with a view to better supporting the university to achieve its goals and to better support the university as it grows and responds to a changing environment.

One aspect of human resource management that is under review is the adequacy of the corporate training and development offered to staff with the university.

This discussion is one of the ways we are gathering information to then deliver recommendations for next steps that might be taken to optimise the match between JCU goals and JCU staff capability to help attain those goals.

2.1.2. Context

JCU's corporate goal, as laid out in the Statement of Strategic Intent and the University Plan, is to be a leader in teaching and research in the tropics. JCU's stated intent is to contribute to a brighter future in the tropics and its purpose is to deliver graduates and discoveries that make a difference.

JCU documents state that it aims to achieve these aspirations by focussing on four themes:

1. Tropical ecosystems, conservation and climate change

2. Industries and economies in the tropics

3. Peoples and societies in the tropics

4. Tropical health, medicine and biosecurity

These themes are realised within and across four faculties: Law, Business and Creative Arts; Medicine, Health and Molecular Sciences; Science and Engineering; and Arts, Education and Social Science.

The University Plan is the high-level framework within which more detailed Divisional, Faculty and School Plans are developed. Within the University Plan, objectives and strategies are laid out within 5 areas: academic (including research and innovation); people and culture; physical and virtual infrastructure; engagement and international; and financial and resources.

The strategic plan lays out three main aims for the next five years:
- increase our student population to 25,000 on all campuses, with 5,000 in Cairns, 4,000 in Singapore and 16,000 in Townsville and other sites
- increase our research-related income (research grants and other Commonwealth funding) to $65 million per annum
- develop teaching and research specialisations on our different campuses, particularly acknowledging the growth potential of Cairns.

And for 2010, JCU's Vice Chancellor, Professor Sandra Harding, established three priorities for the year: a scholarly community; creating pathways – fostering success; and sustainability.

2.1.3. The challenge ahead

The aspirations of James Cook University are significant. And they exist within a changing world which has experienced a Global Financial Crisis, an increasing Australian dollar, reputational damage of Australian education

institutions internationally, burgeoning flexible learning opportunities as well as new, different and changing political commitments and aspirations associated with higher education and research.

The 2009 survey of staff provided insights as to areas where JCU could improve and this project is one response to that survey. The survey found that while many aspects of JCU appeared to be more positively scored than in 2007, they were still not positive overall and well below external benchmarks. Pertinent to the current project are responses regarding the management of change within the organisation – which was considered to be very poor and centred around concerns to do with appropriate levels of communication and staff involvement. This dimension scored lowest of all the areas explored and also highest in terms of a neutral score – which, again, can be connected to inadequate communications. Connected to this concern about change management are issues around the recognition that staff received for their efforts. The negative scores for these core dimensions was followed closely by workload issues which will not be discussed in this focus group but is being looked at by HR more broadly. Training and development was also one of the top 10 areas with a negative score (despite improvement since the last survey). Importantly, in all of these areas, academic staff (who are the backbone of this organisation), scored more negatively than corporate staff.

The global and Australian context of James Cook University has been and will remain dynamic. To achieve its goals and be robust to external shocks and changes, JCU, as an organisation, must develop and must be flexible and adaptable. JCU must be able to grow and change and be able to manage both in an ongoing manner in order to continue to remain relevant and competitive.

For this to happen, beyond the basic financial and project management-type skills, staff must have the corporate skills to bring to the workplace. It is these corporate skills that we will be discussing today.

2.2. Topics of conversation

These are the main topics of conversation to be discussed in the focus groups.

2.2.1. Questions pertaining to self

"What kind of corporate skills do you think you need to conduct your job in a way that best helps achieve JCU's corporate goals?"

"Do you think you have these skills?"

"Do you think this is can be addressed by training or something else?"

"What kind of additional training do you think would be helpful"

2.2.1 Questions pertaining to managers

"What kind of corporate skills do you think staff more senior in the organisation to yourself (or senior staff in JCU more generally) need to conduct their job in a way that best helps achieve JCU's corporate goals?"

"Do you think this is can be addressed by training or something else?"

 "What kind of additional training do you think would be useful to help them do their job better"

2.3. Prompts

These are the prompts I would use, if necessary, to ensure we keep on track. I would not use these verbatim nor in the order presented. This list is just to give you a flavour of the kinds of ways I'd use to keep the discussions focussed.

- We are talking about higher level, organisational management, change, flexibility skills rather than "nuts-and-bolts" skills such as computer competency, contract management, budgeting, time management etc.
- What do you think about people management training?
- What people management skills do you think you or people senior to you could benefit from?
- As the external environment changes (e.g. changes in opportunities due to internet developments, fluctuations in foreign student numbers, smaller proportion of reliability on government funding for research, GFC etc) what kind of skills or capabilities do you think staff should have to help JCU continue to achieve its goals.
- What do you think about leadership training?
- Are JCU managers adequately skilled as leaders? What qualities could be improved on?
- Is there a good sense, within your working group at JCU, of working as a team within a broader "team"? If not, what do you think could change to improve the situation?
- What do you think about change management? What about training to help managers support staff through changes?

2.4. Agenda

The proposed agenda for each session is as follows:

1. Welcome

2. Introductions

3. Present purpose of and background to discussions

4. Explain logistics (how the session will run, how it will be recorded, that the notes from the session will go back to them to verify, how the information will be used, assure anonymity in final report)

5. Ask questions and record answers

6. Close meeting

2.5. Participants

I think that for some people at the lowest technical level, that the skills in corporate development may not be as important e.g. the gardeners, cleaners, car mechanics. The exception is more junior level staff who offer, quite often, the first interface between the outside world and JCU (e.g. counter staff, telephone operators). I suggest that we prioritise our focus group participants to senior and more middle management (but including some front-of-house staff)[3].

2.5.1. Townsville

To promote a level of comfort, honesty and diversity of ideas within a group I would aim at sorting the groups per "level" and try to diversify everything else. This means that, as far as possible, while including a diversity of Schools and Divisions we should also aim at diverse ethnic, age, sex, etc backgrounds within groups.

As far as possible, we should have people who don't know each other or, at least, have very little to do with each other in the workplace – this is to promote open dialogue. It will not be possible to achieve this completely but we should try.

Because we can't canvas people from every School/group within the University I suggest that we should aim to ensure the bigger schools and units have someone participate. I'm not sure which these are, however, so you might need to check that out a bit. Note that there is a bit of redundancy in my suggested focus group participants (e.g. Chris Cocklin and Helene Marsh both from Research and Innovation) so you either may want to replace them with someone else from a different area. Or you may not get them both anyway due to scheduling.

Group 1.[4] Senior representation (6-10 people) from the Schools of Law, Business and Creative Arts; Medicine, Health and Molecular Sciences; Science and Engineering; and Arts, Education and Social Science and the VC Office, DVC Office, Finance and Resource Planning, Research and Innovation and University Services . It will be extremely important to ensure a mixture of academic and corporate views in these meetings.

Group 2. As per Group 1 because it will require at least two groups to canvas the diversity of views.

My suggestions as to some senior Townsville staff to include across these two groups are: Andy Vann, Helene Marsh, Steven Weller, Ian Wronski, Terry Hughes, Chris Cocklin, Gianna Moscardo, Mike Kingsford, Nola Alloway, someone from the Indigenous Studies Unit (Jacinta Elston?), Tricia Brand, whoever is replacing Vanessa Cannon. For the rest I would simply be looking for senior people from your internet which isn't particularly useful.

Group 3. Middle management from your selection of (6-10) from the Schools of Law, Business and Creative Arts; Medicine, Health and Molecular Sciences; Science and

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[3] As it eventuated, all staff were invited to participate per emai

[4] Dr Fernandes' suggestions for staff to "invite" to participate were not pursued.

Engineering; and Arts, Education and Social Science and the VC Office, DVC Office, Finance and Resource Planning, Research and Innovation and University Services . Include front-of-house staff too. It will be extremely important to ensure a mixture of academic and corporate views in these meetings.

Group 4. As per Group3 because it will require at least two groups to canvas the diversity of views.

My suggestions for middle management: Simon Foale, Phil Mundy, Scott Smithers, Rick Spears.

You will need more (and more diversity) but the HR staff will certainly be able to provide ideas here.

2.5.2. Cairns

We need about 6-10 participants in two meetings here.   I understand that not all the Divisions and Faculties have staff in Cairns but otherwise I suggest one group as per Group 1 for Townsville and one as per Group3 for Townsville. I suggest that Liz and Colette negotiate a day when some of the key staff whose views they want represented are present and set a focus group meeting for that day and add in other available staff. If there are options beyond your recommendations for participants then I'd suggest diversifying the group as much as possible. We need to try and ensure groupings of people who would feel comfortable being honest with each other (in an ideal world, members of focus groups don't even know each other).

My ideas for senior staff to include in Cairns are: Paul Gadek, Steve Turton, Susan Lawrence, Mike Bird and then some Faculty staff at this senior level.

I have no knowledge of more junior staff in Cairns but suggest ensuring that we include staff who are offering centralised services based out of Cairns (I think this includes, for example, some finance staff).

2.5.3. Mt Isa

I understand there are about 20-30 staff there. We would want about 6-10 participants. We might only run one group depending on people's availability there. I suggest that Janine and Colette negotiate a day when some of the key staff whose views they want represented are present and set a focus group meeting for that day and add in other available staff. If there are options beyond your recommendations for participants then I'd suggest diversifying the group as much as possible. We need to try and ensure groupings of people who would feel comfortable being honest with each other (in an ideal world, members of focus groups don't even know each other).

I have no knowledge of staff in Mt Isa so can offer no suggestions for focus group participants there.

3. Draft letter of invitation

Here are some words that Julie (and/or Janine and/or Liz) could use in the initial email to potential focus group members.   I think the email should, physically, come from these people (so they can be the ongoing contact for logistical purposes) but it should be a letter from the Director of HR forwarded by them on her behalf.

Because many people don't read emails properly, the heading of the email is important and I suggest highlighting the sentence that requests attendance at the proposed meeting.

Subject heading: *Seeking input to JCU's corporate development needs*

"James Cook University has been undergoing a lot of growth, change and development over the last few years and this is expected to continue. The external environment within which we are operating as a university also continues to change, with fluctuations in domestic and foreign student numbers, greater opportunities to harness internet innovations in teaching and research, new political incentives and drivers (often with each election), the GFC and so on. None-the-less, JCU is striving to maintain its status, relevance and competitiveness.

We, your Human Resource team, are exploring ways in which to support staff as the university environment develops and changes. In particular, we are asking a very small sub-set of university staff to participate in focus group sessions. The focus group sessions aim to explore your views on what skills and capabilities JCU staff need to help the organisation move forward and which of these skills and capabilities they already have and which could be enhanced with training or some other form of professional development.

For this purpose, **we request your availability at Xtime on Yday the ZZth of November/December**. Closer to the time we will forward information about specific topics to be discussed, meeting location and confirmation of the timing of the meeting.

If you have any questions about the process you can contact our facilitator, Dr Leanne Fernandes, on 4725 1824, 0434 524 051 or on <u>leannef@earth2ocean.com</u> although she will be out of the country until 15th November. For queries about the logistics of the meeting please contact Jule/Janine/Liz etc.... Or, of course, feel free to contact me at any time.

Sincerely,"

PRIORITY CORPORATE TRAINING NEEDS

MT ISA CENTRE OF REMOTE AND RURAL HEALTH (MICRRH)

FOCUS GROUP 22 FEBRUARY 2011

SUMMARY OF KEY POINTS

DRAFT DOCUMENT PREPARED BY LEANNE FERNANDES 28/2/2011

Document finalised 14 March 2011

Introduction

James Cook University (JCU) is reviewing aspects of its human resource management activities with a view to better supporting the university to achieve its goals and to better support the university as it responds to a changing environment.

One aspect of human resource management that is under review is the adequacy of the corporate training and development offered to staff, especially managers, with the university.

The purpose of the focus groups being held is to help determine JCU staff perceptions and beliefs regarding their (and their colleagues') current and future ability to conduct their job to support, ultimately, the goals of the university.

In addition, if the perception is that there are some corporate skills that are missing we have explored what they are. The discussion focussed more on the corporate-level skill set required rather than the "nuts-and-bolts" skill set although both were touched upon.

These focus groups meeting have occurred in Mt Isa, Cairns and Townsville and form one of the sources of information for the exploring JCU priorities for corporate training and development.

Methods

At MICRRH, six staff participated in the focus group discussion on 22 February 2011 which occurred from 11am to 12.30pm. The meeting was facilitated by Leanne Fernandes and was recorded by: notes taken by Janine Gertz (JCU HR team), whiteboard notes taken by Leanne Fernandes and a recording subsequently transcribed by Leanne Fernandes.

From these sources of information, the main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

These three categories are not definitive and are intended only to assist the reader to review the materials provided. The items are not listed in any particular order.

This document was the mechanism by which the main points of the focus group discussions were checked with MICRRH staff for accuracy.

Results

The main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

Corporate training and development needs

Any of the suggestions below for training should be tailored to be specific to JCU policies, systems and procedures. Corporate training and development needs identified as required within JCU are:

1. Training in and conduct of **coaching and/or mentoring**
2. **Succession planning/workforce planning** including how best to deal with staff turnover
   a. Better **exit strategies** including gathering and handover of corporate and position-specific information. This is especially a problem with smaller campuses.
3. **Change management** - in different ways (i.e. for different "changes") at different levels including at the whole of university level
4. **Performance Management Planning (PMP)** training and organisational commitment to PMP including (especially) at higher levels
5. **Career planning** – fostering and growing staff who seem to have potential; this can be part of the PMP process
6. **Communication** – two ways MICRRH ⬅➔ Townsville; across and within groups at JCU; need (including at higher levels) to think about the best way to communicate to different audiences e.g. different campuses etc (email doesn't = communication); need more communications from shared services in reaching out to support the business end of the university e.g. MICRRH
7. **People management** – and need for supervisors to understand that good management takes time (including taking time away from getting tasks done)
8. **Leadership** training, including at a corporate (senior) level including to learn the importance of demonstrating a commitment to corporate values and procedures. Should be followed up with "refresher" training sessions. Leaders need to understand their people, the differences between different personalities and also different roles
9. **Need to build a sense of JCU corporately** that includes ALL the campuses (include in on-line induction); need to understand more generally how each of the bits of JCU does its business.
10. **Team building/management** including the personality/psychological aspects (e.g. personality "tests" like Meyers-Briggs)
11. **Customer service**. Training on how better to treat students as customers; this will need to address the tension between those who see JCU as purely an academic institution

versus those who view JCU as a business. Older academics don't see JCU as a business and mentor/coach those they teach the same attitude.

12. Build **cultural awareness** including with indigenous and international students. Change the organisational culture so that indigenous and international students don't automatically "belong" to just the "indigenous" support staff or "international student services" people but are "everyone's students". All staff should be able to provide a broad level of guidance to all students.

13. Include a **human induction to JCU** for new staff – not just electronic (link to mentoring/coaching)

14. **Negotiation** skills

Technical training

Technical training that was identified as necessary was:

1. JCU policies e.g. insurance/liability issues, IP, H.R., etc
2. JCU procedures (step-by-step) including: contracting (e.g. U Sydney); grant writing and submission; how to receive and financially manage grant/funds
3. JCU's management processes
4. JCU budgeting processes
5. JCU corporate systems – what are they, how do you access them
6. Teacher training of "new" staff who teach
7. Project management skills including reporting e.g. on research grants
8. Risk management
9. Training in how to supervise post-graduate students

Issues raised

Issues that were not training needs *per se* but are pertinent to training or important for HR to consider were raised and are listed here:

1. Need JCU leadership to lead (any changes, initiatives, policies, processes, systems, training requirements etc etc) by example.
2. JCU corporate is trying to move the university to a more commercial model but the staff are stuck: senior academics are set in the older pure-academic mode; gen Y is in the new world and most mid-level managers are stuck between them.   But also, the new academics are being taught to respect the attitudes and world-views held by older academics who are their supervisors/mentors.
3. Any training should be tailored to be specific to JCU policies, systems and procedures.
4. Need to match actions to rhetoric on supporting indigenous and other high maintenance students (e.g. those from O/S with ESL problems); need to recognise that accepting these students means a loss of academic standards OR a high level of staff support. This lack of recognition, at the moment, is leading to, for example with indigenous education, facts that although JCU has a very high attraction rate for indigenous students, it has a very low retention rate. Need corporate systems to enhance retention of indigenous students.

5. Need to fill the gap between reality and rhetoric re: JCU's support of cultural diversity. Need to look at how to operationalise this better.

6. Need leadership support at all levels for any proposed training e.g. some staff here discouraged by supervisor(s) to do "Teaching Certificate"; told, "It's not necessary; you'll just know what to do.". In contrast, at a corporate level this training is seen as important.

7. Consider internal secondments or placements of esp. support/prof staff into academic/teaching departments/schools/units. E.g. HR staff member or FABS staff member conducts their work *in situ* in an "client" environment.

8. When staff represent "their" group at any university level meetings/committees etc there needs to be clarity around their role as information conduit from this forum back to the group that they belong to.

9. To break down barriers and elicit high-level support for organisational change find high-level (DVC/PVC level) "champions" for specific JCU values/aspirations that are outside of, and in addition to, the core responsibilities of the position e.g. international students; indigenous issues

10. Managers/supervisors must understand the requirement for time away from normal work commitments to: conduct professional development; and to manage staff.

11. NOTE that a problem for some staff is that there is no time available to do any training due to workload (esp for remote staff who may then also need to travel to/from training)

12. Is the on-line and paper induction working (do people do the on-line induction? Do they read the induction material given to them?)?

13. The JCU website is not user friendly especially when staff are trying to use it to find policies, procedures, etc.   JCULib is better.   Perhaps a central JCU website portal through which information about training opportunities and on-line training is available.

14. JCU corporate is not as inclusive of remote campuses/sites as much as they are of more central campuses.

15. Need to streamline internal processes e.g. avoid problems that occurred with ITAS tutors (where processes failed so badly they were not paid for work tutoring indigenous students which lead to whole-of-program failure)

PRIORITY CORPORATE TRAINING NEEDS

JAMES COOK UNIVERSITY CAIRNS CAMPUS, SENIOR STAFF

FOCUS GROUP 23 FEBRUARY 2011

SUMMARY OF KEY POINTS

DRAFT DOCUMENT PREPARED BY LEANNE FERNANDES 28/2/2011

FINALISED BY 14 MARCH 2011

Introduction

James Cook University (JCU) is reviewing aspects of its human resource management activities with a view to better supporting the university to achieve its goals and to better support the university as it responds to a changing environment.

One aspect of human resource management that is under review is the adequacy of the corporate training and development offered to staff, especially managers, with the university.

The purpose of the focus groups being held is to help determine JCU staff perceptions and beliefs regarding their (and their colleagues') current and future ability to conduct their job to support, ultimately, the goals of the university.

In addition, if the perception is that there are some corporate skills that are missing we have explored what they are. The discussion focussed more on the corporate-level skill set required rather than the "nuts-and-bolts" skill set although both were touched upon.

These focus groups meeting have occurred in Mt Isa, Cairns and Townsville and form one of the sources of information for exploring JCU priorities for corporate training and development.

Methods

At JCU Cairns Campus, during the morning session six relatively senior staff were present. The focus group discussion on 23 February 2011 occurred from 9am to 10.30pm, was facilitated by Leanne Fernandes and was recorded by: notes taken by Liz Alexander (JCU HR team), whiteboard notes taken by Leanne Fernandes and a recording subsequently transcribed by Leanne Fernandes.

From these sources of information, the main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

These three categories are not definitive and are intended only to assist the reader to review the materials provided. The items are not listed in any particular order.

This document was the mechanism by which the main points of the focus group discussions were checked with participating staff for accuracy.

Results

The main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

Corporate training and development needs

Corporate training and development needs identified as required within JCU are:

1. **Women's leadership development** program including a broader strategy especially on the academic side
2. **Workforce/succession planning** – support for this for Heads of Schools (HOSs) including with regard to:
    a. support for female academics and
    b. use of Performance Management Planning (PMPs). For example, including professional development in PMPs.
    c. Foster "rising stars"
3. **HOS, deputy HOS training with regard to their special roles/responsibilities under legislation and JCU policy** including pertaining to student and staff grievances (e.g. harassment, bullying, EEO)
4. **For all leaders and upcoming leaders**, especially academics, (HOS, deputy HOS, Heads of "departments", disciplines, early career rising stars, etc) training on all aspects of **decision-making, leadership, people management, change management** – and the need to link these behaviours to PMPs (e.g. need to include requirement for participation in JCU committees etc or else it becomes a choice that many academics choose to ignore with no consequences)
    a. Good decision-making training including participation of staff in decision-making (may need different mechanisms for involving different audiences). Not fake consultations when decisions have already been made – this is linked to complaints management.
    b. People management needs to acknowledge importance of teams and individual differences e.g. in personality
    c. Change management training needs to include training around effective implementation of the change (include effective consultation) not just the idea of the change
5. **Fostering of "rising stars"**
6. **Discrimination** esp for discrimination officers
7. **Complaints management**
8. **Management of conflict and of difficult people**
9. **Career planning** including linkage to PMPs – need consistency in PMPs across the uni
10. **Strategic planning**

11. **Cross cultural training** should be compulsory across uni not up to individual sections to fund if they want
12. **Industrial Relations**
13. **Performance management plans**
14. **Communications planning and implementation** – need clear and consistent communications with students and staff. Need to hardwire this communications planning/implementation into our day-to-day job (e.g. PMP). To be successful this needs management to listen.
15. **Customer service training** including for front-of-house staff but also others e.g. ensuring academics also understand that students are customers in this new environment
16. **Acceptable workplace behaviours**
17. **Workload planning/management**

Technical training

Technical training that was identified as necessary was:

1. Financial management
2. IT training including email management, Excel
3. Project management training
4. JCU policies that are pertinent to your position

Issues raised

Issues that were not training needs *per se* but are pertinent to training or important for HR to consider were raised and are listed here:

1. Workforce planning (not the training of it but the conduct of it) is an issue
2. Need to increase number of senior females especially academics
3. Enhanced duty of care needs to be communicated especially with regard to the new student complaints management unit and responsibilities around that
4. The Qld Ombudsman runs quite good training on some of these topics (e.g. good decision-making, complaints management)
5. Look at the role of the discriminations officers
6. Problem with academics promoted to HOS with no management or people skills and they're managing a staff of academics who, traditionally, don't like being told what to do[5]
7. There's a lack of consistency in JCU systems and process

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[5] At least one participant disagreed with this and thought this point was not true as it was outdated and that it was more due to increasing workloads.

      a. e.g. PMP. The PMP process is not working. It needs to be looked at. Perhaps electronic PMPs could help standardise them and the system could offer a range of appropriate KPIs to use in PMPs

8. As schools amalgamate they still have old Heads of "Departments" who have leadership roles
9. There was, 5 yrs ago, a 3x2 day "love-in" leadership training at JCU for senior managers. It was good training, good for relationships across university and good for understanding how different parts of the university did business. It included personality analysis to help with people management (Myers –Briggs)
10. This created a "community of learning" that could be drawn upon afterwards as well
11. No training available since 2009
12. When issues arise, we look to the web to find appropriate policies/procedures for guidance
13. Need induction for new HOS
14. Guest speakers on good management practices, if supported by the hierarchy, would send the right message about the importance of good management.
15. Need improvement in the degree to which the highest level of leadership demonstrates commitment to good management
16. Historically academics were not "managed" and this is still part of the culture[5]
17. There aren't consequences for not contributing to uni-level meetings/committees or non-compliance with policies or PMPs etc. Incentives are not aligned with desired behaviours.
18. Due to workload – good communications is sacrificed – despite that it often ends up as a false economy
19. Due to workload there is not likely to be good uptake of corporate-type training.
20. Leaders need to be able to translate the Vice Chancellor's vision to the lower levels – this lower level translation of the vision is often not clear
21. Top leaders need to be seen to acknowledge the importance of leadership and management training as critical to the organisation
22. Some top leaders DVC/PVC level need this training as well; some don't; some middle mgrs need this too (i.e. HOS and deputies)
23. Staff turnover
24. Need a groundswell of support and understanding to get to JCU vision
25. No standard JCU expectation of the proportion of budget that should go into professional development.
26. Explore the type of IT training offered by a UK based company that sells and "International computer driver's licence"

PRIORITY CORPORATE TRAINING NEEDS

JAMES COOK UNIVERSITY, CAIRNS CAMPUS

STAFF FOCUS GROUP, 23 FEBRUARY 2011

SUMMARY OF KEY POINTS

DRAFT DOCUMENT PREPARED BY LEANNE FERNANDES 1/3/2011

DOCUMENT FINALISED 21 MARCH 2011

Introduction

James Cook University (JCU) is reviewing aspects of its human resource management activities with a view to better supporting the university to achieve its goals and to better support the university as it responds to a changing environment.

One aspect of human resource management that is under review is the adequacy of the corporate training and development offered to staff, especially managers, with the university.

The purpose of the focus groups being held is to help determine JCU staff perceptions and beliefs regarding their (and their colleagues') current and future ability to conduct their job to support, ultimately, the goals of the university.

In addition, if the perception is that there are some corporate skills that are missing we have explored what they are. The discussion focussed more on the corporate-level skill set required rather than the "nuts-and-bolts" skill set although both were touched upon.

These focus groups meeting have occurred in Mt Isa, Cairns and Townsville and form one of the sources of information for exploring JCU priorities for corporate training and development.

Methods

At JCU Cairns Campus, during the 11am-12.30pm focus group session on 23 February 2011 the ten staff were present. The focus group discussion was facilitated by Leanne Fernandes and was recorded by: notes taken by Liz Alexander (JCU HR team), whiteboard notes taken by Leanne Fernandes and a recording subsequently transcribed by Leanne Fernandes. In addition, two staff members also provided information out of session per email.

From these sources of information, the main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

These three categories are not definitive and are intended only to assist the reader to review the materials provided. The items are not listed in any particular order.

This document was the mechanism by which the main points of the focus group discussions were checked with participating staff for accuracy.

Results

The main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

Corporate training and development needs

Corporate training and development needs identified as required within JCU are:

1. Conflict management
2. Complaints management training
3. Negotiation skills
4. Teamwork skills, team building
5. Leadership
6. Understanding of what is a fair process
7. WH&S compliance e.g. fire, dangerous goods, 1st Aid
8. JCU as a corporate entity
9. Use induction for this – it should include how the uni as whole operates (e.g. what are schools, faculties etc). It should be mindful of staff coming in from private sector or non-university environments.
10. Perhaps different inductions for people at different levels e.g. with regard to obligations and responsibilities with regard to legislation, staff mgt etc.
11. Provide information about what in-house training staff could take.
12. Tropical and Marine Biology and Directorate of Student and Academic Services may provide examples of good practice here.
13. Performance Management Planning – is it standardised across the university?
14. Workforce/succession planning (including, for example, to create redundancy in the tasks that people do and/or the roles they play within the university; don't have just one person that can do any one task)
15. Leave planning – including within teams so core business can continue whilst people are absent
16. Cultural awareness training – e.g. SIAS but also need broader training to understand implications of different backgrounds people come from e.g. older students who may have little exposure to computers, international students
17. Acceptable workplace behaviours
18. Customer service training

Technical training

Technical training that was identified as necessary was:

1. Internal JCU processes (including staff management)
2. EEO training
3. Supervisor training
4. Legislative obligations (of staff dealing with students) – compliance to same
5. AV, video conferencing training on specific products for all technical staff

6. Intermediate Excel
7. Telephone etiquette/manners
8. Selling skills
9. Presentation skills
10. Email software training and email management training
11. Advanced Office
12. Time mgt
13. Writing skills e.g. writing for reports, operational plans, budget bids at a management level, for email and web
14. Budgeting
15. Project management
16. Debt collection
17. Specific training to maintain skill set/accreditation e.g. accountants
18. Design of socially attractive university spaces
19. How to prepare a research tender/grant application
20. Fire Warden training
21. Visio training (i.e. flow chart/organisational chart software)

Issues raised

Issues that were not training needs *per se* but are pertinent to training or important for HR to consider were raised and are listed here:

GENERIC COMMENTS ON TRAINING

1. Sources for training:
   - The Qld ombudsman delivers good, relevant training in complaints management training;
   - Australian Institute of Management; and
   - JCU: make info better available to staff on what higher education subjects they could do at JCU that pertain to their jobs and enable them to attend (either formally or to simply sit in) and what support they could potentially get for that.
2. Problem finding time to do the training
3. In the past, there was repetition in the training offered once you'd done a few courses with Darryl Crook
4. Try to offer training when it's needed (just before you need to use it) and/or offer follow-up, refresher courses. At the moment, because training is intermittent it might not be offered at the point in time when you do need it.
5. Sometimes training was offered to staff who had no opportunity to use the skills/capabilities gained e.g. management training for staff with no team to manage.
6. Some people have been doing training "cos the manager said they had to" to satisfy PMP requirements that there had to be professional development even if it wasn't relevant
7. Conferences on topic areas shared across universities may be important *fora* for professional development e.g. university spaces, student and academic services
8. Need training to be tailored to different skill levels
9. Smaller numbers in Cairns means less opportunity for training when a minimum number of participants are required
10. There's a limited choice of trainers in Cairns and so if you have a larger number you can source a trainer from elsewhere and fly them in

11. For one division, they once had a Professional Development Committee to "equalise" decision-making about who gets what professional development – this worked well. Otherwise the higher level staff put in more compelling case than lower level staff and then the lower level staff consistently miss out. Student and Academic Services maintains a Staff Development Program with a policy available to all SAAS staff, a clear process for applying for funding, and a Staff Development Committee to consider applications.
12. Going off-site for training is better as you don't get distracted
13. Whenever new systems are introduced adequate budget needs to be allocated for training in same e.g. Spendvision, new email system etc.
14. Need to think, too, where the students are in this kind of training question.
15. Some training budget (for generic training needed university-wide) should be centralised[6]; training specific to particular Divisional/Faculty needs should be funded at the relevant lower level university units.

SPECIFIC COMMENTS

1. Problems arise with promoting academics, professional or technical staff to mgt positions e.g. HOS and then not providing them with the management training they need. It's a problem if you just assume they'll have those skills when, really, they are still just researchers or technicians
2. There's cynicism of PMP process if learning/development needs identified but know that there's no resources to deliver any of that training
3. Better to have centralised source of training funds that can be accessed for staff to fulfil PMP commitments
4. As a manager, sometimes you need advice immediately and have nowhere to go
5. Need to be more pro-active in sourcing potential funding – need whole of university approach to this to constantly be assessing the full range of funding opportunities for JCU
6. Problem for JCU in that it's expected to deliver everything that the bigger unis deliver with a much small staff – this will inevitably lead to failures

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[6] At the moment the person administrating training for the needs of the Directorate of Student and Academic Services is also coordinating some of that across the university to make up the numbers but this is not tenable in the long run.

PRIORITY CORPORATE TRAINING NEEDS

JAMES COOK UNIVERSITY

TOWNSVILLE CAMPUS

SENIOR STAFF FOCUS GROUP (1)

9 MARCH 2011

SUMMARY OF KEY POINTS

DRAFT DOCUMENT PREPARED BY LEANNE FERNANDES 12/3/2011

Finalised 21 March 2011

Introduction

James Cook University (JCU) is reviewing aspects of its human resource management activities with a view to better supporting the university to achieve its goals and to better support the university as it responds to a changing environment.

One aspect of human resource management that is under review is the adequacy of the corporate training and development offered to staff, especially managers, with the university.

The purpose of the focus groups being held is to help determine JCU staff perceptions and beliefs regarding their (and their colleagues') current and future ability to conduct their job to support, ultimately, the goals of the university.

In addition, if the perception is that there are some corporate skills that are missing we have explored what they are. The discussion focussed more on the corporate-level skill set required rather than the "nuts-and-bolts" skill set although both were touched upon.

These focus groups meeting have occurred in Mt Isa, Cairns and Townsville and form one of the sources of information for exploring JCU priorities for corporate training and development.

Methods

At JCU Townsville Campus, during the 10-11.30am focus group session on 9 March 2011 the seven relatively senior staff were present. The focus group discussion was facilitated by Leanne Fernandes and was recorded by: notes taken by Liz Alexander (JCU HR team), whiteboard notes taken by Leanne Fernandes and a recording subsequently transcribed by Leanne Fernandes.

From these sources of information, the main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

These three categories are not definitive and are intended only to assist the reader to review the materials provided. The items are not listed in any particular order.

This document was the mechanism by which the main points of the focus group discussions were checked with participating staff for accuracy.

Results

The main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

Corporate training and development needs

Corporate training and development needs identified as required within JCU are:

1. **Communication**
2. **Change management** – planning forward to address people, resources & financial implications
3. **Business continuity** (so that more than person is able to do any one task especially at critical times)
4. **JCU corporate**: build sense of role of each unit within JCU as a whole; build ownership of the role that unit has within the unit itself; need broad understanding of the JCU charter
5. **Distributive leadership** so that units can address problems they identify (within their unit) themselves
6. **People management** including dealing with people who aren't coping (e.g. mental health)
7. **Performance management** of people including use of PMPs
8. **HOS support** with regard to resolving issues; HOS themselves should id training needs; topics might include the changing nature of research; mentoring; leadership; high maintenance staff (including staff not coping or with mental health issues)
9. **Induction** for new staff – into JCU as a whole, into the Faculties/Divisions they are going to work in, to the school/department they are going to work in, orientation in teaching & research; cultural awareness
10. **Cultural awareness** programs
11. **Team building** – within units including valuing other people, ability to diagnose problems in teams

Technical training

Technical training that was identified as necessary was:

1. Website maintenance including CMS training
2. Use of Outlook and other software
3. Time management including how better use of new technologies can save time

4. JCU policies – training in how to access them and, broadly, what they cover e.g. for HOS

Issues raised

Issues that were not training needs *per se* but are pertinent to training or important for HR to consider were raised and are listed here:

Issues to do with staff training:

1. There are silos in JCU
2. Some of the training given doesn't match the priorities in the PMPs
3. Training identified in PMP is not delivered
4. There are workshops on teaching and research skills for faculty members
5. Training and development offered is too general e.g. the Spendvision training is too general; needs to be specific to needs of training participants

Other pertinent issues:

1. The role of website maintenance disappeared with centralised shared services and no funds given to Faculties/Divisions to maintain websites; staff sites are not working
2. There is no "supervisor" site → led to decrease post-graduate numbers
3. No seamless access to IT/email for staff working across more than one organisational unit
4. No service level agreements in place between Faculties and e.g. ITR, HR, FABS
5. Literacy/Numeracy is an issue in terms of support for students as we diversify the student base. JCU now has one ELS support person and Tsv campus has 3 learning advisors who also help with early warning intervention for students who are at risk of dropping out
6. Need a strategy to promote/support indigenous employment at more senior levels
7. Indigenous support officers are helpful for indigenous students
8. VC discussions on diversity are exclusive; need to be more inclusive
9. No leadership role with regard to diversity within JCU e.g. PVC indigenous
10. Workload issues with regard to finding time to do PMPs
11. Post-graduate students, at the moment, need to enrol with the GRS, International Office and with the School – it's a run-around
12. The student intake and fees do not match JCU's financial needs to support more ITR staff
13. Need to review role HOS – it's too broad; HOS then become bottlenecks; course coordinators should help with this
14. Teaching is mainly to the mainstream, to the middle; not the exceptions

PRIORITY CORPORATE TRAINING NEEDS

JAMES COOK UNIVERSITY

TOWNSVILLE CAMPUS

STAFF FOCUS GROUP (2)

9 MARCH 2011

SUMMARY OF KEY POINTS

DRAFT DOCUMENT PREPARED BY LEANNE FERNANDES 12/3/2011

FINALISED 22 MARCH 2011

Introduction

James Cook University (JCU) is reviewing aspects of its human resource management activities with a view to better supporting the university to achieve its goals and to better support the university as it responds to a changing environment.

One aspect of human resource management that is under review is the adequacy of the corporate training and development offered to staff, especially managers, with the university.

The purpose of the focus groups being held is to help determine JCU staff perceptions and beliefs regarding their (and their colleagues') current and future ability to conduct their job to support, ultimately, the goals of the university.

In addition, if the perception is that there are some corporate skills that are missing we have explored what they are. The discussion focussed more on the corporate-level skill set required rather than the "nuts-and-bolts" skill set although both were touched upon.

These focus groups meeting have occurred/will occur in Mt Isa, Cairns and Townsville and, as explained during the focus group itself, form one of the sources of information for exploring JCU priorities for corporate training and development.

Methods

At JCU Townsville Campus, during the 2-3.30pm the second Townsville focus group session was held on Wednesday 9 March 2011. The focus group discussion was facilitated by Leanne Fernandes and was recorded by: notes taken by Liz Alexander (JCU HR team), whiteboard notes taken by Leanne Fernandes and a recording subsequently transcribed by Leanne Fernandes.

From these sources of information, the main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

These three categories are not definitive and are intended only to assist the reader to review the materials provided. The items are not listed in any particular order.

Results

The main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

Corporate training and development needs

Corporate training and development needs identified as required within JCU are:

1. **Corporate knowledge transfer** (including exit strategy for departing or seconded staff)
2. **Business continuity**/consistent service delivery (so that if one person is on holidays business processes can still continue)
3. **Multi-skilling** – cross training (linked to training in PMP and/or renumeration)
4. **Centralised induction** (including IT)[7]
5. **Change management** planning to include planning for adequate resources/people to implement the change e.g. WIL, ITC stuff
6. **Leadership/manager training** including learning how to delegate, emotional intelligence, work programming/workload planning [8]
7. **Distributed leadership** (upskill staff so they can perform even informal leadership roles)
8. **JCU Corporate**: enhance understanding of: roles of all parts of JCU; JCU as an entire corporate entity
9. **Customer service** including training in suitable communications methods and tone when dealing with JCUs internal & external customers as well as vendors (incl IT in this training)
10. **Performance management** (to skill staff for current job and future job)
11. **Communications** (especially Senior staff → Junior staff) including allowing staff to attend senior level meetings to both expose them to senior decision-making and to interest them in a future role at those *fora*
12. **Dealing with difficult people**/situations
13. **Employee rights and responsibilities**

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[7] This could be addressed by having a University short course with Subjects such as CP1010. Alternately university tutors could be rostered into drop-in 1-on-1 training sessions. Provides staff member with individualised training and also the tutor with teaching experience

[8] Not linked only to professors but also to Course Coordinators, HOD, and Senior Lecturers

14. **Multicultural awareness** training (SIAS is only part of the solution here since multicultural awareness is broader than just ATSI)

Technical training

Technical training that was identified as necessary was:

1. **JCU admin processes** e.g. for course co-ordinators
2. **JCU financial processes** e.g. for course co-ordinators
3. **Knowledge of who does what in the university** – with regard to being able to conduct your job
4. **Excel, Powerpoint, Word etc** taught within framework where you get a Cert I, II, III
    a. ~2hr/ week for a number of weeks or online and then tested to ensure competence
5. **New ITC** training
6. **Specific job training** e.g. FinWeb, ALESCO (JCU's HR system)
7. **Time management**
8. **Running a meeting**
9. **Taking minutes**
10. **Fire training**
11. **Staff training in: research skills, administration, supervision** (the former two, for example, could simply to access them and, broadly, what they cover e.g. for HOS)
12. **Training for old/existing staff in new positions** especially into management positions

Issues raised

Issues that were not training needs *per se* but are pertinent to training or important for HR to consider were raised and are listed here:

ISSUES TO DO WITH STAFF TRAINING:

1. There seem to be pathways for supported learning for academics but not for administrative staff
2. Workload is an impediment in the training of staff in new ITC
3. There's no central training funds. Perhaps it would be good to have decentralised training funds for specific, specialised training needs and centralised funds for more generic training needs
4. CSU has a good Grad Cert in University Leadership and Management
5. Training needs to be high quality and offered in different formats

OTHER PERTINENT ISSUES:

1. Intranet/external web is not useful as a place to find help with understanding JCU policies/processes let alone against roles (e.g. the role of finding placements for WIL)
2. Website isn't navigable
3. Need alignment of staff roles, responsibilities and d-m powers
4. OHS – JCU needs a focus on providing access to the disabled and the needs of staff for health and wellbeing

P R I O R I T Y   C O R P O R A T E   T R A I N I N G   N E E D S

J A M E S   C O O K   U N I V E R S I T Y

T O W N S V I L L E   C A M P U S

S T A F F   F O C U S   G R O U P   (3)

1 0   M A R C H   2 0 1 1

S U M M A R Y   O F   K E Y   P O I N T S

D R A F T   D O C U M E N T   P R E P A R E D   B Y   L E A N N E   F E R N A N D E S   1 2 / 3 / 2 0 1 1

F I N A L I S E D   M O N D A Y   2 1   M A R C H   2 0 1 1

Introduction

James Cook University (JCU) is reviewing aspects of its human resource management activities with a view to better supporting the university to achieve its goals and to better support the university as it responds to a changing environment.

One aspect of human resource management that is under review is the adequacy of the corporate training and development offered to staff, especially managers, with the university.

The purpose of the focus groups being held is to help determine JCU staff perceptions and beliefs regarding their (and their colleagues') current and future ability to conduct their job to support, ultimately, the goals of the university.

In addition, if the perception is that there are some corporate skills that are missing we have explored what they are. The discussion focussed more on the corporate-level skill set required rather than the "nuts-and-bolts" skill set although both were touched upon.

These focus groups meeting have occurred in Mt Isa, Cairns and Townsville and form one of the sources of information for exploring JCU priorities for corporate training and development.

Methods

At JCU Townsville Campus, during the 9-10.30am focus group session on Thursday 10 March 2011 the six staff were present. The focus group discussion was facilitated by Leanne Fernandes and was recorded by: notes taken by Liz Alexander (JCU HR team), whiteboard notes taken by Leanne Fernandes and a recording subsequently transcribed by Leanne Fernandes. In addition, comments were emailed by two staff members and included in this summary.

From these sources of information, the main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

These three categories are not definitive and are intended only to assist the reader to review the materials provided. The items are not listed in any particular order.

This document was the mechanism by which the main points of the focus group discussions were checked with participating staff for accuracy.

Results

The main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

Corporate training and development needs

Corporate training and development needs identified as required within JCU are:

1. **Change management** – including responding to/being aware of staff fears/concerns; empowering staff to act in change management process.
2. **Communication** internally – from Senior to Junior staff; across silos
3. **Business continuity** (including good exit strategy so when people leave a position – permanently or temporarily – so they leave their knowledge behind)
4. **Multi-skilling** staff
5. **Environmental Sustainability and Social Responsibility** (Environmental Sustainability in the Statement of Strategic Intent, in VC priorities 2010, 2011)
6. **Conflict resolution** (actually offered at JCU as a Grad Cert course or just as a subject)
7. (**Manager/supervisor development** course used to be run by HR – should be brought back
   (- both {7 & 8} to include: how to motivate staff, deal with difficult or
   (underperforming staff, dealing with angry people, staff that aren't
   (coping, how to manage upwards, empowering employees,
8. (**Team leadership** delegations, JCU code of conduct
9. **Teamwork** including working with people who work in different ways, how to manage upwards
10. **PMP**: how to do PMP process for your staff/how to optimise PMP process for yourself
11. **Emotional Intelligence** (e.g. Odyssey training)
12. **Induction** for staff new to position (even if not new to JCU) about role, responsibilities, administrative procedures, policies, technical aspects – parts of this should be mandatory (e.g. UQ)
13. **Corporate JCU**: how JCU works as a corporate entity – what the different units do
14. **Customer service** – across the uni
15. **Good workplace behaviours**
16. **Workload planning/management**
17. **Mentoring** – voluntary (e.g. UQ)
18. **Secondments** – internally (needs to be supported by bosses who may temporarily lose staff); or job exchange (swap)

19. **JCU responsibilities** with regard to compliance with government legislation: e.g. OHS, fire, 1st Aid, privacy, FOI, ethics (including ethical decision-making), EEO (including people w disabilities), records management, integrity, code of conduct, whistle blower compliance, right to information, responding to official information requests, avoiding/managing conflicts of interest, etc
20. **Procedural fairness**- rules of natural justice in processes (e.g. appeals)

Technical training

Technical training that was identified as necessary was:

1. Project management e.g. Student System experience was so bad that some people couldn't cope and were very stressed
2. Policy (development, promulgation, implementation, maintenance)
3. Media training
4. Time management (including using Outlook)
5. Stress management
6. Interview skills (from both pt of view of selection panel and applicant)
7. Effective meetings (including agenda preparation, meeting procedure and minutes))
8. Effective writing (tied to JCU templates and style guides)
9. 1st Aid (especially CPR)
10. Enterprise Bargaining Agreement (EBA)
11. JCU Code of Conduct
12. JCU protocols and processes (including administrative)
13. Position roles and responsibilities (**LF QUESTION?** for the person in the position or so people know others' roles and responsibilities?)
14. Probation management
15. Best practice e.g. administration processes
16. Video-conferencing (including methods which allows linkage to other unis)
17. Training on the functioning and responsibilities of and requirements for JCU Committees (including of nominee Directors and committee members)
18. Administrative/office skills
19. Software training: e.g. Microsoft Office skills (basic, intermediate, advanced), Outlook, any new technologies, CMS and refreshers on same

Issues raised

Issues that were not training needs *per se* but are pertinent to training or important for HR to consider were raised and are listed here:

ISSUES TO DO WITH STAFF TRAINING:

1. HR needs a bigger budget to support staff development – if its centralised then: QA; can train same topic across Divisions/Faculties; staff can learn from each other; economy of scale; staff across Divisions/Faculties get to know each other

2. Still need a professional training budget within Divisions/Faculties to support specific and/or expensive and particular training needs
3. UQ has a good staff development program
4. If training is online then you need testing and follow-up if someone fails
5. Can use own staff for some training e.g. compliance
6. Centre for Corporate Social Responsibility = one example of where sustainability training is done
7. Staff study assistance is good
8. Should be clearer what staff development courses are available (in addition to standard subjects that JCU teaches)
9. Lunchtime seminars could be used for professional (and personal e.g. life skills) development to support staff

OTHER PERTINENT ISSUES:

1. High workload has implications for good communications, for good workplace behaviours
2. Problem in that if JCU staff are promoted internally there's no probation period for new position
3. Support "small" group networking/mutual support groups across the university
4. Create more cross-university networking opportunities e.g. morning teas to raise $ for good cause; breakfast get together to then also promote staff health/wellbeing
5. JCU is very siloed
6. Provide a list of potential "fill-in" staff
7. High level strategies and policies don't filter down

PRIORITY CORPORATE TRAINING NEEDS

JAMES COOK UNIVERSITY

TOWNSVILLE CAMPUS

STAFF FOCUS GROUP (4), 10 MARCH 2011

SUMMARY OF KEY POINTS

DRAFT DOCUMENT PREPARED BY LEANNE FERNANDES 12/3/2011

FINALISED MONDAY 21 MARCH 2011

Introduction

James Cook University (JCU) is reviewing aspects of its human resource management activities with a view to better supporting the university to achieve its goals and to better support the university as it responds to a changing environment.

One aspect of human resource management that is under review is the adequacy of the corporate training and development offered to staff, especially managers, with the university.

The purpose of the focus groups being held is to help determine JCU staff perceptions and beliefs regarding their (and their colleagues') current and future ability to conduct their job to support, ultimately, the goals of the university.

In addition, if the perception is that there are some corporate skills that are missing we have explored what they are. The discussion focussed more on the corporate-level skill set required rather than the "nuts-and-bolts" skill set although both were touched upon.

These focus groups meeting have occurred in Mt Isa, Cairns and Townsville and form one of the sources of information for exploring JCU priorities for corporate training and development.

Methods

At JCU Townsville Campus, during the 12-1.30pm focus group session on Thursday 10 March 2011 seven staff were present. The focus group discussion was facilitated by Leanne Fernandes and was recorded by: notes taken by Liz Alexander (JCU HR team), whiteboard notes taken by Leanne Fernandes and a recording subsequently transcribed by Leanne Fernandes.

From these sources of information, the main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs;

and other pertinent issues. These three categories are not definitive and are intended only to assist the reader to review the materials provided. The items are not listed in any particular order.

This document was the mechanism by which the main points of the focus group discussions were checked with participating staff for accuracy.

Results

The main points of the Focus Group were summarised into three categories: corporate training and development needs; technical training needs; and other pertinent issues.

Corporate training and development needs

Corporate training and development needs identified as required within JCU are:

1. **Succession planning** – training up people to move up the ladder
2. **Career development support** especially for technical staff
3. **PMP**s - including that upskilling needs to be seen as part of the job including for academics
4. **Secondments** – supported by bosses who are supported by senior mgt (can do 1-2 or ½ day)
5. **Mentoring** – also for managers especially new managers; voluntary
6. **Conflict management** – including having difficult conversations
7. **Communication** skills including Senior→ Junior staff
8. **Change management** – need to consult genuinely, need a champion to follow it through, plan a way forward, support for change pre/post implementation, awareness of how staff are going with the change on-the-ground (provide support for them), deal with staff emotions around change
9. **Negotiation**
10. **Dealing with difficult people**
11. **People management skills** } including (for (11) and (12) the need to value your staff,
    }support their interests support of managers with PMP
    } process especially with regard to professional
    } development needs of academics, dealing with
    } underperforming staff, learning to motivate staff, to
12. **Leadership skills**   } be perceptive, empathetic, understanding of staff
13. **Cultural diversity** (including mental health)
14. **Delegation**
15. **Workload management** to address unequal workloads
16. **Resilience training**: with regard to work/life balance; handling stress

Technical training

Technical training that was identified as necessary was:

1. Project management
2. Time management

Issues raised

Issues that were not training needs *per se* but are pertinent to training or important for HR to consider were raised and are listed here:

ISSUES TO DO WITH STAFF TRAINING:

1. Can't get training and development to be a priority unless the Executive support it
2. Support of training can be a way that the Executive can acknowledge that they value staff
3. Executive often state something is a priority but there's no follow-through; no action
4. Link professional development to OPTs to get high level support – "if it's not an OPT it doesn't matter"
5. Need champions for any change and they need to be high-level
6. How to attract/target academics to professional development they need (aside from above items)? Perhaps: factor into PMPs; factor into workload; link to promotion; leadership support by managers to do professional development; executive support; link to salary bonus
7. Training offered via PMPs tends to reflect what the manager wants not what the staff wants
8. There should be a mandatory number of hours per year that should be for training and staff get to choose what training that they receive
9. Need training to be of good quality
10. Could use in-house expertise for some training – experts in-house could have delivery of the training as part of their job descriptions/PMPs e.g. conflict resolution, negotiation etc
11. Tailor training to particular needs of participants and to JCU
12. Central list of what training is available
13. New managers should do compulsory management training Cert IV etc – and then could, potentially, teach others (peer training). Would need quality assurance mechanisms.

OTHER PERTINENT ISSUES:

1. There is a BIG divide between the profession/technical ←→ academic parts of the university
2. Other universities have seen problem with academics preferring more research or teaching and not so good at the other. Looking at streaming academics and allocating %teaching/ research load according to the staff member's own preference. Not set in stone; but set for year.
3. Little flexibility for staff to change their role at JCU
4. Sometimes staff are promoted due to length of service versus skills against Position Description; need to look at recruitment processes with regard to this issue
5. The PMP doesn't filter back into anything productive

Attachment 9. UQ Professional Development Website and brochure (http://www.uq.edu.au/staffdev/, downloaded 13/3/11)

UQ STAFF DEVELOPMENT PROGRAM

Search Entry | Search for a course ▼ | Search... | Submit

- Home
- Staff info
- Presenters and Coordinators Info
- Course Calendar
- Programs and Reports
- Contact Us
- Links

Welcome to the University of Queensland's Staff Development Program. Use this site to find out about the programs we offer and to register for courses.

10.1 CHOOSE A CATEGORY

- People
- Teaching & Learning
- Research
- OHS&E
- IT and Systems Training

- **View alphabetical list of courses**
- **Mandatory Courses Chart**

Looking for additional Staff Development activities? Try these:

- The LH Martin Institute for Higher Education Leadership and Management
- The Association for Tertiary Education Management Inc (ATEM Inc)
- Institute of Continuing & TESOL Education (ICTE-UQ)

Staff Development Calendar — click here.

- Staff development and training
- Teaching development
- Development policies and procedures
- Performance management
- Professional development
- Technical training
- Working conditions
- Remuneration
- Information for new staff
- Equity and equal opportunity
- Supervisor guidelines
- Academic promotion
- Employee benefits
- Workforce planning
- Contacting QUT staff

Staff development and training

QUT has a commitment to continually shape, develop and deliver staff talents to meet the achievement of University teaching, research and community service goals in a changing environment. This is supported by the Staff Development Strategy (PDF, 20KB), staff development policies and procedures and Performance Planning and Review.

A full list of staff development programs and training opportunities, offered by QUT providers, can be found on the Staff Development website.

Development programs
- QUT Staff Development Program (PDF, 445KB) for Academic and Professional staff
- Development Opportunities for Academic Staff
        Teaching development
- Development Opportunities for Senior Staff
- Leadership and Supervision Programs
- Professional Development Program
- Study Assistance Scheme

Training and development activities

A wide and comprehensive range of staff development, training and awareness activities are available to QUT staff.

Human Resources Department Staff Development includes:
- Staff orientation
- Career development
- Management and leadership development
- Team development
- Ethical management
- Health and safety training and awareness

Equity training and development includes:
- Equal opportunity in work and study
- Grievance resolution
- Reconciliation
- Cultural diversity awareness

- Career development opportunities and skills for women

IT training includes:
- QUT's Standard Operating Environment and corporate applications, including Outlook (email) and Calendar
- Microsoft Office applications including Visio and Publisher
- Web and wiki development
- QUT Blackboard
- Project management
- IT security
- IT certification programs

Finance and Resource Planning training includes
- Finance system;
- Corporate card;
- Budgeting tools;
- Official DEEWR census and University management data;
- Financial management reporting;
- Financial Policies and Procedures

Library tours and workshops include:
- advanced information retrieval skills
- information evaluation and management
- current awareness strategies
- EndNote (bibliographical management software)

Teaching and Learning Development programs include:
- Foundations of university teaching
- Engaging learners
- Evaluating teaching
- Online learning and teaching
- Leading teaching
- Project management for teaching and learning projects

Training and development for researchers, research students and research supervisors covers:
- Postgraduate supervision
- Grant applications
- Research tools and methodologies
- Writing for publication
- Advanced seminars, lectures and workshops

QUT staff are also encouraged to participate in external development opportunities, including conferences, workshops and events.

All QUT staff are subscribed to the Staff Development Mailing List, which receives announcements about upcoming training events and development opportunities.

Attachment 11. Monash University Staff Development website (http://www.adm.monash.edu.au/staff-development/, accessed 13/3/11)

MONASH University

Monash home | About Monash | Faculties | Campuses | Courses | Contact Monash

STAFF DEVELOPMENT

Quick Links

What's on
List of trained staff selectors (staff only)(xls158kb,txt 97kb)

CONTACT US

phone +61 3 990 29888
Apply for courses
Enquiries and feedback
Our staff

For

Academic Staff
Professional Staff

New Staff
Supervisors
Workgroups/departments

Programs & Services

Courses, workshops and support
Performance Development
Customised Learning Solutions
ICT Skills Training
Occupational Health and Safety

Awards for Professional Staff
Resources
External Programs
A-Z course listing

Learning and Development

Determine your learning and Development needs [doc 24 kb]

Staff Associations & Networks
Monash Providers

Staff Development policy and procedures

Location Building 2, Level 3, 195 Wellington Road, Clayton

What's new

Fresh Steps
Optimise your Career Progression

Leadership & management development level 1

Leadership & management development level 2

Occupational Health & Safety workshops

Career Development Tools

Attachment 12. Australian National University Professional Development website (http://info.anu.edu.au/hr/training_and_development, downloaded 13/3/11)

Human Resources

Human Resources

What's New
Search Human Resources
Home
About HR
HR Update
HR Help
HR Purpose
HR Service Charter
HR Systems
HR Toolkits
Injury Prevention and Rehab
Jobs
OHS
Recruitment
Salaries and Conditions
Learning & development
ANU Staff Awards
OHS Training
Rehab and Workers Comp Training
Training Provided by HR
Career development for staff
Workforce Planning
Staff Wellbeing

Shortcuts

Enterprise Agreement
Quick Guides
http://www.anu.edu.au/equity/

Quick Links

Policies, Procedures and Forms
HORUS
HRMS Sign On

LEARNING & DEVELOPMENT FOR STAFF

ANU is committed to providing development opportunities and career pathways for all academic and general staff. ANU strives to ensure that staff are rewarded and acknowledged for their excellent contribution to the University's research, teaching and administrative achievements.
Follow the links to access information, resources and development programs to support your role and develop your career.

NEW STAFF
About ANU
Induction at ANU
Induction guide & checklist
Orientation programs & events
Information for supervisors

LEADERSHIP & MANAGEMENT
- Leadership & management development
- ANU performance management

TEACHING & LEARNING
- Academic development
- Tutors & demonstrators
- Flexible learning
- Teaching & learning resources
- Learning technologies (Wattle access & training)
- Information literacy to support teaching
- Teaching & learning policies

CAN'T FIND WHAT YOU'RE LOOKING FOR?

- A to Z Index
- Course catalogue
- HORUS
- Pulse online learning

CAREER DEVELOPMENT
Career devlopment for staff
Managing your career
Mentoring & coaching
Perforance excellence
Acadamic Promotions

RESEARCH
- ANU future research leaders program
- Research supervision
- Research funding & consulting opportunities
- Grant applications and administration

HEALTH, SAFETY, WELLBEING & ENVIRONMENT
- OH &S training
- Wellbeing
- ANUGreen: Outreach & education
- e-hub: e-Mental health research & development
- Life skills courses
- Staff counselling
- Health, safety & environment policies

INFORMATION TECHNOLOGY, SYSTEMS & FINANCE

- Information literacy for staff
- Wattle: Teaching & learning online
- Student Administration System (SAS)

- HR systems
- Finance training & support
- Statistics training
- Facilities management (Maximo) training
- Short courses in information technology
- Pulse online learning

MEDIA & COMMUNICATIONS, LEGAL & GOVERNANCE

- Marketing support & advice
- Media training
- Risk management
- Legal advice & training
- Policy & planning

EQUITY, DIVERSITY & INCLUSION

- Equity, diversity & inclusion
- Student equity
- Women
- Indigenous people
- Work & family
- Discrimination
- People with disabilities
- Equity & diversity policies

Attachment 13. Charles Darwin University Workforce Development website (http://www.cdu.edu.au/pmd/courses-programmes.html, downloaded 13/3/11)

CHARLES DARWIN UNIVERSITY

Information for New Staff

- Vice-Chancellor's Welcome
- Orientation
- VET Staff Guide

Structure & Roles

- General Manager's Office
- Health, Safety & Environment

Workforce Planning & Development

- About Us
- Courses and Programs
- Indigenous Development

Workforce Planning and Development

Courses and programs - Professional development opportunities for all staff:

Please note: Some courses and programs are yet to be finalised. Please regularly check this site for updates.

 Select a category...

Orientation	**Teaching and Learning**
Organisational Knowledge	**Business Development**
	Indigenous Development
Work Attributes and Skills	**Developing Leaders**

Health, Safety and Environment		**Online courses - DeveloPD**	
Support and Equity Services		**Higher Education courses**	
Leading and Managing		**Vocational Education and Training**	
Access to Learning		**Conferences**	
Research		**Scholarships**	

Find out what type of learner you are!

Other useful links

- CDU and external scholarships website
- CDU Teaching and Learning Development Group professional development website
- Australian Institute of Management website
- Employee Assistance Service website
- Australian Human Resource Institute website
- Service Industries Training Advisory Council website
- Association for Tertiary Education Management website
- Australian Vocational Education and Training Research Association (AVTERA) website
- Australian Vice-Chancellors Association website

Feedback

Attachment 14. La Trobe University Organisational Development website (http://www.latrobe.edu.au/training/, accessed 13/3/11)

ORGANISATIONAL DEVELOPMENT

You are here: University home › Organisational Development

Organisational Development

What we offer
    Customised courses
    Element K Login
    Interpersonal courses
    ISIS
    IT skills courses
    Online learning
    PCMS training
    SAP training
    Training venues
    Unite training

How to register

Contacts

ORGANISATIONAL DEVELOPMENT

Organisational Development aims to provide staff members and students of La Trobe University, relevant, accessible and affordable training.

Contact us on: tel (03) 9479 1883 or fax (03) 9479 5088

All staff and students have access to our new online self-paced computer training provided by the web-based learning management system **Element K**.

In addition, all staff have access to face-to-face instructor-led training which includes subsequent access to those courses on Element K.

The training programs offered by Organisational Development are intended to benefit the La Trobe University community in a number of ways:

- Improve general computer literacy and confidence in using a range of basic commercial software applications.
- Encourage effective use of IT resources at La Trobe University.
- Provide staff with the necessary skills training for working with changing technologies and meeting campus needs.
- Provide interpersonal training courses to enhance the professional development of staff.

SPECIAL NEEDS

Please include any information upon registering, which will provide you with an optimum training environment. If you have a visual or hearing impairment or require a special mouse or chair, please note your requirements when registering and Organisational Development will endeavour to accommodate you.

STAFFONLINE ACCOUNTS ONLY

- [Training Centre](#)
- [Your current bookings](#)

Attachment 15. Potential trainers

This work has identified a number of potential sources of corporate staff training and development trainers. The quality and appropriateness of these entities for JCU has not been explored nor assessed. This list has been provided for the JCU HR team as a resource.

1. JCU academics and/or professional staff e.g. Corporate Information Section (on legislative obligations)(in Governance and Corporate Services), the Conflict and Dispute Resolution group (in School of Law), School of Indigenous Australian Studies.
2. Girringun (in Cardwell) have conducted cultural awareness training for the Great Barrier Reef Marine Park Authority (www.girringun.com.au/; contact Phil Rist). Have had good feedback from GBRMPA staff on this.
3. Odyssey Training (www.odysseytraining.com.au). Had good feedback from one focus group participant on the Emotional Intelligence training they did.
4. Australian Institute of Management (www.aim.com.au) – used also by Charles Darwin University
5. Queensland Ombudsman for: good decision-making, complaints management. High quality according to one focus group participant.
6. Unitrain – from Liz Alexander
7. Matthew Ford Consulting (http://www.matthewford.com.au/) – from a focus group member
8. QSR International (www.qsrinternational.com) – from a focus group member

See also the websites of potential providers listed on:

UQ website:
- The LH Martin Institute for Higher Education Leadership and Management
- The Association for Tertiary Education Management Inc (ATEM Inc)
- Institute of Continuing & TESOL Education (ICTE-UQ)

QUT website:
- The L H Martin Institute
- Melbourne Business School - Mt Eliza Centre for Executive Education
- The University of NSW, Australian School of Business - AGSM
- The Association for Tertiary Education Management Inc (ATEM) conference
- Australian Higher Education Industrial Association (AHEIA) workshops

Monash website:

Monash Training Providers
- Association for Tertiary Education Management (ATEM)
- University of Melbourne Staff Development Unit

Selection of external management programs
- Australian Graduate School of Management http://www2.agsm.edu.au/agsm/web.nsf/Content/Home
- Australian Institute of Management http://www.aim.com.au
- Australian Human Resources Institute http://www.ahri.com.au
- Australian Institute of Training and Development http://www.aitd.com.au/
- Melbourne Business School http://www.mbs.edu/home.cfm