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Executive leadership in the Australian meat industry – The vocational graduate certificate and diploma in agribusiness

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Abstract

In 2007-8, AMPC and MLA funded a research project to research options to provide further development for students who have completed the Advanced Diploma in Meat Processing program, or who are entering senior company positions. This formed stage one of a three-stage project. The research identified that the most suitable option was for the development of a Vocational Education and Training Graduate Certificate and Diploma.

Stage 2 of the project occurred during 2008-10 and involved the development of suitable units and the accreditation of the new qualifications – the Vocational Graduate Certificate and Diploma in Agribusiness. These qualifications are due to be endorsed by the National Quality Council and included in the MTM11 *Australian Meat Industry Training Package* later this year.

In Stage 3 of the project, undertaken from March – June 2011, a delivery strategy and resources for the first few Units were developed.

This research project is now complete, and it is anticipated that Registered Training Organisations will accept students into the program in 2012.

Executive summary

During 2006-7 the first group to undertake the Advanced Diploma of Meat Processing was funded by the meat industry. This program was extremely successful, and feedback from the participants demonstrated that this was in part because of the strong meat industry focus of the materials, presentations and overall program. However, both the participants and some meat industry companies saw a need to identify further study opportunities for the graduates. While there were a number of generic executive management programs already available (for example, MBAs), it was suggested to MINTRAC that it is important to retain a strong focus on meat industry needs and priorities in future programs.

In July 2007, AMPC and MLA funded a project to research options to provide further development for graduates who have completed the Advanced Diploma program, or who are entering senior company positions. The report provided recommendations on a way forward to ensure the ongoing development of meat industry leaders at an executive level.

The report, on the basis of a comprehensive survey of senior Australian meat industry personnel, plus an examination of a range of current programs both within Australia and overseas, recommended:

- that a Vocational Graduate Certificate and Diploma program in Agribusiness be developed and accredited
- that the program contain a core program of business and leadership development
- that the program contain a range of optional units, including meat technical units
- that the program be accredited with the Vocational Education and training Sector
- that collaboration with Massey University, from New Zealand be further explored
- that the development of the program be guided by a National Steering Committee.

From June 2008 to 2009, MLA and AMPC agreed to act on the recommendations and funded Stage 2 of the project, i.e. the development of two new qualifications, a *Vocational Graduate Certificate in Agribusiness* and a *Vocational Graduate Diploma in Agribusiness*.

Under the watchful eye of a National Steering Committee, and guided by an expert Technical Reference Group, this development was scheduled to occur during the 2008-2009 financial year.

Although MINTRAC completed all the developmental work during the twelve months allocated to the project, the formal process of accreditation was the role of AgriFood Skills Australia. Lack of action by AgriFood Skills of Australia, changes of decision about which Training Package would contain the qualifications, and then the need for further refinement of the qualifications as new development policies came into being, meant that it would take a further two years before the qualifications were submitted for endorsement. Indeed, at the time of writing this report, they had still not been submitted, although MINTRAC is confident that this will occur before the end of May 2011.

By July 2010, when MINTRAC was informed that the qualifications would be included in the *Australian Meat Industry Training Package*, for which MINTRAC had developmental responsibility, we were reasonably confident that the project was back on track and approached MLA and AMPC to reactivate Stage 3 of the project.

Stage 3 commenced in January 2011. MINTRAC recruited Response Learning to commence development of delivery strategies and resources and prepare their organisation to deliver the first Vocational Graduate Certificate in Agribusiness, including applying to have the qualification added to their scope of registration and identifying a pool of suitably qualified and experienced facilitators to deliver the Units.

Response Learning have fulfilled what they could of the contract. They have identified facilitators, developed resources and determined their delivery strategy for the program. However, they were unable to get the qualification added to their scope of registration as the qualification is still awaiting accreditation from the National Quality Council.

Once the qualification is accredited and available for delivery, Response will be able to apply for scope to deliver the program in all states of Australia. With training resources, a delivery strategy and the identification of their facilitators, they have everything they need to achieve registration. It is anticipated that Response will be able to commence delivery of the program in early 2012.

MINTRAC now has reading lists, assessment tools and delivery strategies for the first two Units of Competency in the qualification. Response Learning has agreed to provide the remaining two sets of reading lists outside the scope of this contract. The final two assessment tools will be developed once delivery of the program commences.

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1 Background

1.1 The Diploma and Advanced Diploma of Meat Processing programs

The Diploma and Advanced Diploma of Meat Processing programs were first endorsed by the Federal Government in 2000. Since that time over 400 people have undertaken either complete qualifications or units within these qualifications. As a result, the qualification levels of meat industry personnel have risen substantially.

From 2005-2007 the first group to undertake the Advanced Diploma of Meat Processing was funded by the meat industry. This program was extremely successful, and feedback from the participants demonstrated that this was in part because of the strong meat industry focus of the materials, presentations and overall program. However, both the participants and some meat industry companies saw a need to identify further study opportunities for the graduates. While there are a number of generic executive management programs already available (for example, MBAs), it was suggested to MINTRAC that it is important to retain a strong focus on meat industry needs and priorities in future programs.

1.2 Researching further training options

In July 2007, AMPC and MLA funded a project to research options to provide further development for graduates who have completed the Advanced Diploma program, or who are entering senior company positions. The final report provided recommendations on a way forward to ensure the ongoing development of meat industry leaders at an executive level.

1.3 Developing the Vocational Graduate Certificate and Diploma in Agribusiness

From June 2008 to 2009, MLA and AMPC agreed to act on the recommendations and funded Stage 2 of the project, i.e. the development of two new qualifications, a *Vocational Graduate Certificate in Agribusiness* and a *Vocational Graduate Diploma in Agribusiness*. Early in the project it was acknowledged that although initiated by the meat industry, there would never be a sufficient pool of meat industry personnel to run the course, and therefore the qualifications were broadened to become a Vocational Graduate Certificate and Diploma in Agribusiness. Throughout the development close consultation with AgriFood Skills Australia was maintained to ensure that the final qualifications, while being primarily suitable for the meat industry, were also sufficiently broad to encourage participants from other industry sectors.

Under the watchful eye of a National Steering Committee, and guided by an expert Technical Reference Group, this development was scheduled to occur during the 2008-2009 financial year.

Although MINTRAC completed all the developmental work during the twelve months allocated to the project, the formal process of accreditation was the role of AgriFood Skills Australia. Lack of action by AgriFood Skills of Australia, changes of decision about which Training Package would contain the qualifications, and then the need for further refinement of the qualifications as new development policies came into being, meant that it would take a further two years before the qualifications were submitted for endorsement. Indeed, at the time of writing this report, they had still not been submitted, although MINTRAC is confident that this will occur before the end of May 2011.

By July 2010, when MINTRAC was informed that the qualifications would be included in the *Australian Meat Industry Training Package*, for which MINTRAC had developmental

responsibility, we were reasonably confident that the project was back on track and approached MLA and AMPC to reactivate Stage 3 of the project.

1.4 Preparing to implement the program

With the anticipation of the release of the MTM11 Australian Meat Industry Training Package in early to mid 2011, MINTRAC began work on Stage 3 of the project, undertaking the necessary planning and materials development to enable the commencement of the program in 2011. This stage included:

- selection of an RTO
- selection of a delivery model
- commissioning of the writing and development of two units of materials
- development of an implementation strategy
- advertising and promotion within the meat industry.

The budget for this project did not include the funding necessary to deliver the qualifications; rather it is expected that the courses will be offered on a full fee-for-service basis.

It was initially anticipated that meat industry personnel would possibly be eligible to apply for MINTRAC Upskilling scholarship funds to support their enrolment, at the discretion of the Scholarships Committee, however these funds are not currently available. It is expected that no more than three meat industry applicants will be in the first group.

No further development funds will be sought after this project. The development of materials for the first two units will be regarded as seed funding to get the program up and running. The RTO will be expected to cost the development of further materials into the program fees.

2 Project objectives

2.1 Stage 1

The objective for Stage 1 was to identify suitable executive management training for meat industry personnel.

2.2 Stage 2

The objectives of Stage 2 of the project were to:

- develop a Graduate Certificate and Graduate Diploma suitable for the meat industry
- achieve national accreditation of the program
- identify a Stage 3 plan for development of support materials and trial of the program in 2009/11.

2.3 Stage 3

Stage 3 of the project sought to:

- improve meat industry leadership skills by providing relevant postgraduate qualifications
- encourage cross sectoral interaction at senior management level
- provide access to qualifications which are structured and delivered in an industry-appropriate manner.

3 Methodology - Section

3.1 Stage 1 - Researching opportunities to address meat industry executive leadership development requirements

Stage 1 involved a feasibility study taking a closer look at identifying best practice models of available executive management training in the meat industry. This stage also involved the conducting of a needs analysis across the meat industry to ascertain the scope of leadership development requirements.

In addition the project researched the requirements and processes for accrediting meat industry specific Graduate Diplomas and Graduate Certificates, either in the Australian VET or Higher Education sectors.

3.1.1 Survey of Australian Meat Industry Executive Leadership requirements

A questionnaire was compiled to be presented to current senior meat industry executives, *Advanced Diploma of Meat Processing* graduates, Registered Training Organisations scoped to deliver higher level qualifications for the meat industry, AMIEU representatives, and representatives from Australian Meat Industry peak bodies.

A list of existing programs accessed by senior meat industry personnel from around the world was compiled, drawing on contacts made by the 2006 Meat Industry International Study Tour team, and additional references provided by meat industry personnel. Programs investigated included:

- management development programs conducted by Cranfield University/RMIF (UK/Denmark)
- Monash University (Australia)
- TEAGSC (Ireland)
- Massey University (New Zealand)
- Texas A&M (SA)
- University of Nebraska (USA)
- University of Queensland (Australia).

The areas of study covered within the course programs were collated and grouped into three headings, and then a series of possible topics of study was listed beneath each area:

- business skills (22 topics)
- meat science (11 topics)
- other meat industry technical (5 topics).

Survey responders were asked to comment on each of these areas of study as 'very important', 'important' or 'not important' for an executive leadership program designed for Australian meat industry personnel. They were also asked to comment on the qualification type and level, and the mode of study. The questionnaire was validated through testing with three responders.

Approximately forty copies of the survey were handed out to senior meat industry personnel at the AMIC conference held in Brisbane in September 2007. However, only seven completed surveys were returned. A further fifty-eight questionnaires were mailed personally to senior company representatives (including many who had attended the AMIC conference), *Advanced Diploma* graduates and representatives from meat industry peak organisations on 9 November 2007. Responders were invited to distribute the survey more widely across their companies, and asked to respond by 30 November 2007.

By the closing date of 30 November 2007, 34 responses had been received, a strong response rate of 51%. Responses were grouped as follows:

- Senior meat industry company personnel 12
- Advanced Diploma Graduates 9
- Peak Industry bodies 5
- AMIEU 1
- Registered Training Organisations 7

The survey responses were then closely analysed to identify the most appropriate type of program structure, content, qualification level and type, delivery method and context. Once it became clear that an Australian Graduate Certificate/Diploma qualification was preferred, the options for such qualifications were investigated, including existing qualifications at both vocational and university level, and AQF requirements.

3.1.2 Stage 1 Recommendations

Eight recommendations were made in the Stage 1 report, as follows:

Recommendation 1

That an Executive Leadership program for the Australian Meat Industry should comprise both business and technical areas of study.

Recommendation 2

That the qualifications developed be at Graduate Certificate and Graduate Diploma levels within the Australian Vocational Education and Training Sector.

Recommendation 3

That the proposed qualifications have a generic agribusiness focus, with opportunity for specialisation through optional units.

Recommendation 4

That the potential for collaboration with Massey University during the Stage 2 development be further explored, and that a Massey University representative is invited to participate in the National Steering Committee.

Recommendation 5

That the structure and content of the Cranfield Fellowship in Operations Management for the Red Meat Industry be further considered as an appropriate model during the development of the new Australian qualifications.

Recommendation 6

That the top ten areas of study identified during the meat industry survey form the basis of determining the unit structure for the new qualifications, but that scope for development not be confined to this list.

Recommendation 7

That a National Steering Committee be formed to oversee the development of the new qualifications. Membership of this Committee should, in addition to the standard membership requirements, also reflect the broad Agribusiness scope of the proposed qualifications.

Recommendation 8

That the Steering Committee consider, where appropriate, aspects of other programs researched in Stage 1 as suitable models for the development of the Vocational Graduate Certificate and Diploma programs.

3.2 Stage 2 – Development and accreditation of a Graduate Certificate and Graduate Diploma in Agribusiness

Stage 2 of the development process, undertaken during 2008-2009, involved the development of suitable units and the accreditation of the new qualifications.

3.2.1 Technical Reference Group

The qualifications were developed under the guidance of a Technical Reference Group comprising representatives from:

- senior HR meat processing
- graduate from the Advanced Diploma in Meat Processing and Plant Manager
- Food Science Australia
- Sydney University
- a Registered Training Organisation responsible for delivering leadership training to the meat industry and a number of other major corporations, including the ANZ Bank
- a lecturer who had delivered meat industry leadership training with Cranfield University across the European Union
- an AgriFood Skills Australia nominee.

3.2.2 The National Steering Committee

Membership of the Committee comprised:

- Sean Halloran Swift Australia (later replaced by Geoff Yarham, who also Chaired the Committee)
- David McKay Fletcher International
- Graeme Haynes AMIEU
- Regina Dunlea NSWFITB
- Margaret Jack DET - WA
- Niel Jacobsen AgriFood Skills Australia (later replaced by David Greentree)
- Roy Palmer Executive Officer - SEA
- Kevin Bennett representing the Technical Reference Group
- Craig Cornwall DEEWR (later replaced by Juanita Caddy)

The National Steering Committee met three times during the course of this project.

3.2.3 Consultation

While MINTRAC undertook to ensure adequate consultation occurred within the meat industry, AgriFood Skills Australia determined that they would undertake consultation with stakeholders from other sectors through their Standing Committees. The meat industry consultation occurred as planned, but the arrangement with AgriFood was less than satisfactory, as indicated below. The AgriFood nominee attended only one of the Technical Reference Group meetings, and one Steering Committee meeting. At its third meeting the National Steering Committee expressed concern that insufficient consultation had occurred with these groups, and wrote to AgriFood in relation to this matter. Inaction on the part of AgriFood continued until early 2010, when another consultant was employed to rewrite the to higher education units into vocational units. The project then lapsed again until mid 2010, when a new Manager was appointed at AgriFood and

the decision made to return control of the final development to MINTRAC and to include the qualifications into the *Australian Meat Industry Training Package*.

3.2.3.1 State Training Authorities

The background paper provided to Agri-Food Skills Australia in September 2008 for distribution to STA's was finally distributed in March 2009.

3.2.3.2 State rural and food Industry Training Advisory Boards

The same background paper was distributed to all State rural and food ITABs during September/October 2008, and their comments invited. No comments were received. A copy of the final qualifications tables was provided to these same groups in May 2009. An offer was made to provide copies of individual units on request, and to ensure that any comments or feedback was relayed to the National Steering Committee.

3.2.3.3 AgriFood Standing Committees

Written progress reports were provided to the Meat Standing Committee meeting in December 2008, March 2009, and June 2010. Copies of these reports were provided to AgriFood Skills Australia for distribution to the other Standing Committees.

3.2.3.4 Other meat industry consultation

Written reports relating to progress under the contracted AMPC/MLA project were provided to the September, December, March and June 2008/9 MINTRAC Board meetings.

The development was also listed for mention and a written report provided to every MINTRAC Training Manager, Environment, and MI&QA network meeting during the 2008/9/10 years. It was also discussed briefly at the National HR Managers Forum and at the MINTRAC National Conference held in March 2009.

3.3 Stage 3 – Development of a delivery strategy and resources

An RTO was identified by MINTRAC to develop and deliver the Vocational Graduate Certificate of Agribusiness. Response Learning was selected based on their previous record of delivering high level qualifications to meat industry personnel, including Certificate IV in Meat Processing (Leadership), the Diploma of Meat Processing and the Advanced Diploma of Meat Processing.

The RTO was funded to prepare for the delivery of the program. As part of their contract, they were required to:

1. develop delivery model and implementation strategy for the Vocational Graduate Certificate of Agribusiness including:
 - selection of logical Units of Competency
 - sequencing of Units
 - timelines for delivery of Units (e.g. time allocated to each Unit, delivery style i.e. f2f, online, etc, number of workshop days per unit etc, time between completion of one unit and start of next)
 - identification of pool of facilitators
2. develop training and assessment materials for first two Units of Competency
3. commence process to put qualification on scope.

Part two, to develop training and assessment materials for the first two Units was changed to better meet the needs of learners in the program. The contract with Response Learning was varied so that they would instead develop reading lists and assessment tools for the first two Units.

Response Learning used two of the proposed facilitators for the program to search and review a number of journals, articles, books and chapters from leading researchers and authors in the fields of leadership and change management. They chose a textbook for one Unit and reading lists derived from a variety of authors for both Units.

The assessments were developed using the task assignment model that graduates of the Diploma and Advanced Diploma of Meat Processing are accustomed to. Assessment tasks were mapped using the MINTRAC Evidence Guide to ensure all Elements, Performance Criteria, and Required Skills and Knowledge were addressed in the assessment.

Delivery guides for each Unit were also created.

During the period of the contract, Response Learning were unable to achieve part three of the contract, commencing the process to put the qualification on scope, because the accreditation of the qualification has again been delayed.

4 Results and discussion

4.1 Stage 1 - Researching opportunities to address meat industry executive leadership development requirements

4.1.1 Survey outcomes

4.1.1.1 Areas and topics of study

The possible areas of study had been divided in to three areas: 'business skills', 'meat science' and 'other meat industry technical'. Most of the existing programs researched to compile this list focussed on just one of these areas (with the exception of the Cranfield Fellowship in Manufacturing Management, which had a combination of both business skills and meat science). Responses ticked as 'very important' were weighted by 3, and responses ticked as 'important' were weighted by 2, and then scored as a percentage of the total possible score. Scores of 80% and above and therefore receiving the highest scores were classed as Band 1; 70-79% were classed as Band 2, and 60-69% were classed as Band 3.

Overall, responders indicated that the topic area of 'Business skills' was of the highest priority for an Executive Leadership program. Of the twenty-two possible topics listed, seven received Band 1 ratings; two were rated as Band 2 and a further seven received Band 3 scores. 'Other meat industry technical' was also perceived to be an important area of study, with all five suggested areas receiving high scores: two received Band 1 scores and three received Band 2 scores. 'Meat Science', while not receiving a strong 'very important' rating, was consistently rated as 'important'. One area received a Band 2 rating and a further five areas received Band 3 ratings.

As one comment suggested:

"Meat Science is very important but for potential senior managers it is secondary to management skills. Most people enrolling in these courses would have some skills in these areas. The science needs to be covered, but the focus needs to be on teaching management skills."

The consistent spread of scores across all three suggested areas of study suggests that there is a need for a Leadership program which addresses both business and technical areas of study. While this is not consistent with most other programs from around the world, it is not surprising given the structure of the Australian vocational education and training system.

Most higher-level Australian AQF qualifications in the VET sector contain a strong focus on generic business skills and knowledge, combined with higher order technical skills and knowledge. This is certainly true of both the Diploma and Advanced Diplomas of Meat Processing, with which a large percentage of the respondents are already familiar. It is not surprising that most respondents saw the next level of qualification as following a similar structure, particularly as there was a strong preference for the next qualification to be a VET qualification and not a Higher Education qualification.

4.1.1.2 Preferred topics of study – business skills

Of the twenty-two possible topics of study suggested in the area of business skills, sixteen received ratings of Band 1,2 or 3 (over 60%), indicating a strong preference for this area of study. Areas, receiving a Band 1 rating (above 80%) were:

- change management (97%)
- competitive Strategic management – planning, development and implementation (92%)
- developing effective managers (92%)
- effective and efficient business operations (90%)
- management, strategic human resource management, public policy, workplace and industrial relations (86%)
- operations management (86%)
- developing effective organisations (80%).

Topics of study within Band 2 were more diverse, and included areas of logistics and lean:

- lean manufacturing (78%)
- logistics and supply chain management (71%).

Band 3 included:

- finance reporting, banking and risk management (68%)
- innovation and technology management (68%)
- new product development and product optimisation (67%)
- theory and practice of negotiations (67%)
- globalisation in the red meat industry (65%)
- decision science (60%)
- trends in consumer demands (60%).

Areas not rated highly by the respondents included:

- managerial economics and econometrics (56%)
- international business and global governance (diplomacy and trade) (53%)
- commercialising, research and technology (52%)
- research methodologies (49%)
- business law and taxation (39%).

Some respondents added their own suggestions. These included:

- business continuity management
- strategic market planning
- cross-cultural awareness
- Quality Management

- environmental management
- information (IT) management
- HR management
- manufacturing process management
- factory management (Plant/engineering)
- product management
- project management.

4.1.1.3 Preferred topics of study – meat science

The topics of study suggested under the area of meat science were drawn predominantly from the course programs currently offered through Massey University's Graduate Diploma in Meat Industry Operations, and Texas A&M's graduate courses.

While none of the suggested topics reached a Band 1 (>80%) rating, most areas did consistently receive an 'important' rating, suggesting that this area should not be overlooked as a component of an Executive Leadership program.

The only Band 2 rating was:

- food safety and traceability (78%).

However, there were several areas which received a Band 3 rating:

- pre-slaughter handling and meat quality (69%)
- slaughter and dressing (66%)
- chilling and freezing (67%)
- cutting, boning and packaging (63%)
- carcass composition and quality (60%).

Areas not rated highly by respondents included:

- heat transfer theory and application including chilling and freezing technology, sterilisation and insulation (57%)
- by-product processing including rendering, fellmongery and casing production (51%)
- basic chemistry/analytical instrumentation theory and practice (34%)
- lipids and lipid metabolism (30%).

However, some suggestions as to possible additional areas of study were proposed:

- food microbiology
- yield calculation and benchmarking
- testing: micro, water, soil etc; understanding test results and corrective actions.

4.1.1.4 Preferred topics of study – other meat industry technical

Only five topics of study were suggested under this area, and all five received strong support. Three were taken from the Massey University program, and the remaining two were suggested on the basis of the researcher's knowledge of current Australian Meat Industry issues.

Two topics received Band 1 ratings:

- water supply and waste-water treatment (85%)
- energy and environmental management practices (83%)

The remaining three received Band 2 ratings:

- principles of plant design including siting, layout, construction, cost estimation, services (71%)
- international regulatory requirements (71%)
- refrigeration, including basic equipment and cycles, product requirements, humidity, psychometric charts, cold storage and cold stores and product deterioration (68%).

Other areas of study suggested included:

- process planning and design
- domestic regulatory requirements.

4.1.1.5 Qualification level and type

Respondents were given four options to consider in this section. Descriptions of the qualifications were taken from the Australian Qualifications Framework guidelines.

1. University post-graduate (Graduate Certificate, Diploma or Masters level) – focus is on academic discipline
2. Vocational Education and Training Graduate Certificate or Diploma – more focussed on industry outcomes; may give access to, or articulate with credit towards, a related coursework Masters degree program
3. Master of Business Administration (MBA)
4. No formal qualifications necessary.

It was clear that nearly all respondents felt that some form of formal qualification was necessary, with the standout preference being for the development of a Vocational Education and Training Graduate Certificate or Diploma (81%), with a university post-graduate option a distant second (64%).

Characteristics of competencies or learning outcomes at this level include:

- the self-directed development and achievement of broad and/or specialised areas of knowledge and skills building on prior knowledge and skills
- substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and/or management functions in highly varied and/or highly specialised contexts
- applications involve making significant, high level, independent judgements in major, broad or specialised planning, design, operational, technical and/or management functions in highly varied and/or highly specialised contexts. It may include responsibility and broad ranging accountability for the structure, management and output of the work of others and/or functions.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

4.1.1.6 Delivery methodology and context

Respondents were provided with four delivery options to comment on. Not surprisingly, the mode of study already tested and used extensively for the Diploma and Advanced Diploma of Meat Processing received the highest rating (i.e. face-to-face, intensive 3-4 day workshops - 91%). However, there was a willingness to consider alternative methods of delivery, and this suggests a possibility for the use of blended delivery modes:

- distance education (64%)
- on-line (61%).

The traditional university style of semester programs was not strongly supported (41%).

In compiling the questionnaire, the researcher formed the opinion that higher-level programs can often benefit from the sharing of experiences and information from other industries. With this in mind, some options which open up an executive leadership program to other industry areas and possibly even other countries were suggested.

There was no clear pattern in the responses, as shown below:

- available to cross industry participants (65%) – this was the strongest response, suggesting there was some receptiveness to learning and sharing with other industries
- available to meat industry participants only: opinion was really divided here, with fifteen respondents marking this as 'very important', five as 'important' and fourteen as 'not important'
- suitable for Australian participants only: 11 saw this as 'very important', 4 as 'important', but 18 marked it as 'not important', suggesting that they may be open to the inclusion of international participants. However, this is not necessarily a logical line of thought, as suggested by the next finding
- suitable for international participants: 6 respondents thought this was 'very important', 11 thought it was 'important', but 14 thought it was 'not important'.

Skills at this level, particularly business skills, are reasonably generic, and it is the context of the student and their project work which provides industry specificity. It was therefore suggested that the development of a Graduate Certificate/Diploma qualification should adopt an agri-business paradigm, and include technical units that provide a meat industry focus, plus business units which can be accessed by students from other agri-business groups. This would provide an opportunity for other industry areas to add further technical units within the context of the same qualification, at a later date.

4.1.1.7 Numbers of potential students

It is also important to consider that the pool of available students at this level, if restricted to Australian meat industry senior personnel, would be very small and thus the qualification(s) would be unlikely to be considered for accreditation. By developing a broader qualification which can be tailored to meat industry requirements, it will achieve cross-sectoral support and have a greater chance of achieving accreditation.

During Stage 1, an in-principle discussion was conducted with the Agri-Food Industry Skills Council in relation to the possible extension of the new qualification to other agrifood industry sectors. AgriFood Skills Australia indicated that they would support such a development, and that the costs associated with participation by other sectors would not need to be covered by MINTRAC.

A visit was also made to Massey University in New Zealand during Stage 1 of this project. Massey University has well-established expertise in the meat science and technical areas, and there is a regular exchange of qualified meat industry professionals between Australia and New Zealand.

Discussions with the University explored the feasibility of collaboration during the development of the new qualification, particularly in the following areas:

- dual accreditation of the qualifications
- collaboration during the development of units
- joint delivery of the qualifications
- exchange of program facilitators.

To achieve a cross-Tasman collaboration on this project would require further investigation of areas such as funding, issuing of qualifications, VET/University sector differences etc. However, it was clear that there was potential for further collaboration and exploration of these issues during Stage 2. The potential to include New Zealand students into the program also further alleviates the challenge of identifying a suitable base of potential students.

4.1.1.8 Methodology

Continuing the consideration of the possibility of cross-industry options, three options about study methodologies were listed. While it was assumed that a number of respondents would show interest in broadening the context beyond the Australian meat industry, there needed to be some test of whether or not the thought of project work beyond the boundaries of the enterprise of employment might be considered.

The clear preference was for a focus on plant-based project work (78%). However, there was a reasonable level of support (Band 3) for across-the-industry project work (67%), and also for Australian and international project work (61%).

4.1.1.9 Shaping a future qualification

The preference from all of the responses was for a business skills focus to the qualification, but also with opportunity to achieve higher order technical skills. Only one of the overseas programs investigated adopted a similar sort of approach.

The Cranfield Fellowship in Operations Management for the Red Meat Industry is a highly structured modular course which combines management training with total focus on meat. The focus is on change management (including lean manufacturing), understanding the business and innovation and technology management. This program was delivered in association with the University of Cambridge and the Danish Meat Trade College, and the first European version commenced in August 2007.

4.1.1.10 Structure of an Australian Graduate Certificate/Diploma qualification

At the time of undertaking the research there were two accredited Graduate Certificates and Diplomas in Australia which might provide models for a meat industry development.

Vocational Graduate Certificate/Diploma in Strategic Business (Qld)

- Graduate Certificate: 4 units plus one or more elective competencies, depending on the Institute of delivery.
- Graduate Diploma: 8 core units (including those listed for the Grad Cert), plus one or more elective competencies, depending on the Institute of delivery.

Vocational Graduate Certificate/Diploma in Business Management (Rural & Regional Sectors) – Regional Skills Training SA

- Graduate Certificate: 5 compulsory competencies, plus two electives
- Graduate Diploma: 5 core units, plus 2 elective units, plus 5 specific Graduate Diploma units.

4.1.1.11 Structure of the proposed meat industry qualification

The top ten areas of preference from the survey were:

- change management (97%)
- competitive strategic management – planning, development and implementation (92%)

- developing effective managers (92%)
- effective and efficient business operations (90%)
- management, strategic human resource management, public policy, workplace and industrial relations (86%)
- operations management (86%)
- water supply and waste-water treatment (85%)
- energy and environmental management practices (83%)
- developing effective organisations (80%)
- lean manufacturing (78%).

It was recommended that these form the basis of determining the unit structure for the new qualifications. In addition, it was recommended that the core/elective format be used, with the key business skills forming the core, and the technical skills available through elective units. However, the defining of unit structure should be the task of the developer, under the direction of a National Steering Committee, as part of Stage 2 of this project.

The findings in relation to study mode, context and delivery methodology from the survey were provided as guidance during the Stage 2 process. However, it was also acknowledged that the development process should also take into account educational principles, industry requirements and further guidance provided through a national steering committee.

4.2 Stage 2 – Development and accreditation of a Graduate Certificate and Graduate Diploma in Agribusiness

Stage 2 commenced in June 2008, and although the funded aspect of the project and the major development occurred between then and June 2009, lack of interest and action by AgriFood Skills Australia mean that the qualifications were not readied for endorsement until late in 2010, and at the time of writing this report had still not been submitted to the National Quality Council (although it is believed that this is to occur before the end of May 2011).

4.2.1 National Steering Committee

The National Steering Committee was established in August 2008.

Its role was to ensure that:

- the project is managed effectively and ethically
- requirements are met
- sub-contracted consultants are capable of the tasks and meet required deadlines and milestones
- the project produces a high quality product that meets industry needs
- funds are spent and acquitted as specified in the contract schedules and
- there is appropriate consultation with all relevant stakeholders.

The National Steering Committee met three times between September 2008 and June 2009.

The Committee continued to monitor progress as refinements were made during the second half of 2009, and then the role was taken over by the Meat Standing Committee during the period when the final modifications to the qualifications were made in preparation for their inclusion into the MTM11 *Australian Meat Industry Training Package* during 2010-11.

4.2.2 The Technical Reference Group

The combined expertise of this group provided an excellent base for providing advice and evaluation the Units as they were developed. All participated as unpaid volunteers and often time was a concern as they struggled to commit time to this project alongside their regular jobs. The Technical Reference Group held one face-to-face workshop at the commencement of the project, and the remainder of the consultation was undertaken through email and teleconference.

The first workshop enabled the discussion and development of a framework for the qualifications and identified the consultation and development processes.

For the most part, possible imported Units of Competency units were assessed for their suitability in the program. Many were deemed acceptable in their current form, but others had to be customised and were rewritten with new codes, specifically for this qualification. Some Units were developed from scratch, with extensive consultation with the Technical Reference Group. The Unit *Commercialise research and technology product/idea* was developed with the assistance and advice of Peter Jones from Waratah Communications, and formerly of MLA.

Two Units from the MBA courses offered by the Australian National Business School (ANBS) were included in the qualification. The Technical Reference Group felt that the Units met the requirements of the qualification and that it was appropriate to encourage a cross-over between VET and Higher Education in this qualification. This inclusion was endorsed by the National Steering Committee. However the practicalities of how the inclusion should be addressed in the qualifications tables proved insurmountable and the material was later rewritten as vocational units.

Although the project officially ended in June 2009, members of the Technical Reference Group continued to make themselves available until all changes were finalised.

4.2.3 Refining and finishing the qualifications

4.2.3.1 Which Training Package?

AgriFood Skills Australia initially decided that the qualifications would be included into the *AgriFood Training Package*, and the development proceeded according to this decision. A Case for Endorsement was prepared by AgriFood Skills Australia late in 2009, and the submission assessed by a Quality Assurance panellist early in 2010. Some minor adjustments were made to accommodate the Quality Assurance report.

However, no further action was taken and the AgriFood Officer responsible for the project left the organisation in March 2010.

When the new Manager took up the position in mid-2010, a decision was made to discontinue the *AgriFood Training Package*, and so it was determined that the qualifications would go into the *Australian Meat Industry Training Package*, since it was under review.

This meant that most of the units had to be recoded, and this was undertaken by MINTRAC.

4.2.3.2 Changes to the Packaging Rules

This further delay meant that the qualifications were now required to confirm to the National Quality Council requirements for changes to qualification packaging rules, a change which

affected all Training Packages from the beginning of 2010. MINTRAC adjusted the statements for each qualification and these were approved by the Meat Standing Committee.

Although all developmental work on the *Australian Meat Industry Training Package* was completed by October 2010, there were further delays as the Package went through the final Quality audit and State Training Authority consultation processes early in 2011.

4.2.3.3 Final versions of the qualifications

The final versions of the qualifications are included as Appendices 1 and 2.

It should be noted that at the time of writing this report, they had still not been presented to the National Quality Council, although it is believed that this will happen before the end of May 2011.

4.3 Stage 3 – Development of a delivery strategy and resources

The delivery strategy developed by Response Learning is a well thought out strategy. Response have organised the training of each Unit to be delivered in three sets of two-day workshops. Allowing sufficient time for learners to reflect on the content of the workshop, apply theories in the workplace and commence assessment tasks. For most of the workshops, learners are required to read a number of texts from their reading list prior to the workshop. This will provide for more meaningful workshops as learners will be more prepared for the content and be able to engage in higher level activities. This pre-reading is essential if the Units are to be delivered in six days. It is a common practice for university programs and it is also the aim of the RTO to begin to prepare the learners for post-graduate university qualifications.

The workshops will draw on subject matter experts as guest speakers, but be facilitated by Response Learning's facilitators. All three facilitators selected by Response for the program are highly qualified and experienced. Two of them are well known and respected within the meat processing industry. The third is less well known, but has been working with the industry as part of the Response Learning team for a number of years and is currently completing a post-graduate research thesis.

The Reading lists have been selected from a large number of authors and address the requirements of the Unit of Competency. Each text has been reviewed by two of Response Learning's facilitators before being added to the list.

The assessment tasks have been developed using a task assignment model that is familiar to most graduates from the Diploma and Advanced Diploma of Meat Processing. The task assignment model is appropriate for high level assessment tasks and provides clarity in the context and instruction.

It is clear from the delivery strategies, reading lists and assessment requirements that the requirements of the Units, the Training Package and the AQF level of training will be met in the delivery of the Vocational Graduate Certificate of Agribusiness.

Response Learning are very well prepared to deliver the program as and when it is endorsed and made available to RTOs. They will apply for scope with all the State Training Authorities as soon as possible.

5 Success in achieving objectives - Section

5.1 Stage 1

The objective for Stage 1 was to identify suitable executive management training for meat industry personnel.

This was fully achieved.

5.2 Stage 2

The objectives of Stage 2 of the project were to:

5.2.1.1 Develop a Graduate Certificate and Graduate Diploma suitable for the meat industry

This was fully achieved.

5.2.1.2 Achieve national accreditation of the program

This has not yet been achieved, although it is believed that there are no further impediments to the process.

5.2.1.3 Identify a Stage 3 plan for development of support materials and trial of the program in 2009/11.

This was achieved in the final milestone report for Stage 2.

5.3 Stage 3

Stage 3 of the project sought to:

- improve meat industry leadership skills by providing relevant postgraduate qualifications
- encourage cross sectoral interaction at senior management level
- provide access to qualifications which are structured and delivered in an industry-appropriate manner.

These objectives cannot be met until the qualification is endorsed and learners can enrol in the program, however it is expected that the resources and delivery strategy prepared for the first two units will help achieve them.

Vocational post graduate programs are substantially more practical than university postgraduate programs. In place of research reports and literature reviews required by university are practical projects to be carried out in the workplace, based on the knowledge and skills learnt in the training. The projects are generic enough for learners to carry out in any agribusiness, yet they are relevant to the roles of responsibilities of senior managers within any agribusiness.

Shifting away from MINTRAC owned training resources to lists of essential reading will serve to develop participants' learning autonomy, such as the ability to conduct their own research on work issues using journals, databases and internet search engines.

The RTO selected to deliver the training, and develop the resources were represented by Wendy Hall on the committee that researched and developed the qualification. They are well aware of the requirement to address cross-sectoral issues within the training and assessment. The readings they have selected and the assessment tasks are not industry-specific and are relevant to a wide range of businesses. However, whilst the program has been developed to encourage cross sectoral interaction, it is yet necessary to determine how members of other industries will be informed of the program. It was agreed by Agrifood Skills Australia that they would promote the program to all the sectors they cover, but as there is no formal contract or agreement with them to do this, there is no guarantee they will do any promotion.

The approach to the delivery of this program will be similar to that used for the Diploma of Meat Processing and Advanced Diploma of Meat Processing, that is with residential workshops a month apart which allow for regular interaction with the facilitator and other learners, and time between the workshops to reflect and practice what was learnt in one workshop and prepare for the next. This style is very appropriate for the industry. The move from MINTRAC written training resources has not been trialled with high level training in the meat industry before, but it is regarded as essential at this level as learners need to learn to take greater control of their learning. The mandatory reading will be provided to learners, however they may need access to university library systems to locate other readings.

6 Impact on meat and livestock industry – Now and in five years time

As the qualification has not yet been formally accredited it is impossible to show an impact on industry at present. It is likely to take six more months before the RTO is able to deliver a training program. However it could take longer to build a large enough group of enrolments.

It is anticipated that in five years, the RTO could feasibly deliver the Vocational Graduate Certificate twice and deliver the Vocational Graduate Diploma once if there is sufficient take up by industry members.

There are currently around twenty graduates of the Advanced Diploma of Meat Processing, however it is safe to assume that only a third of these will be ready to advance to the next level of training. Without access to scholarship funds, employers may refuse to enrol staff due to the cost of the program. It is expected that the meat industry could put around five people into the program, which should be sufficient if other Agrifood industries take up around eight to ten places between them. This year, over fifty meat industry personnel have undertaken the Diploma of Meat Processing. They are currently half way through the course. By late 2012, there may be a sufficient number of Diploma graduates to run a third Advanced Diploma program. This takes around 12 months to complete. By 2015, it is feasible to expect that the meat industry could enrol a further five people into the Vocational Graduate Certificate of Agribusiness.

The qualification will develop learners from company leaders to industry leaders. Learners in the program will develop the following skills:

- team leadership
- strategic leadership
- change management
- research and innovation

The meat industry has traditionally 'grown their own' managers. Many of the senior managers in the industry started as floor boys and have worked their way through the ranks. In the past, management skills right up to senior managers and board directors have been developed in-

house through observation and mimicry. This program will allow senior managers to learn and apply sound management and leadership principles across their own organisation and across the industry.

7 Conclusions and recommendations

The program is ready to run, as soon as the qualification is endorsed. The program will achieve its objectives, provided there are sufficient numbers to deliver it.

MINTRAC will not be managing the program.

Recommendations

- MINTRAC will need to negotiate with Agrifood Skills Australia to ensure they manage, promote and oversee this course.
- Response Learning should draw on its own contacts in other sectors to promote training.
- MINTRAC will need to source funds to support the meat industry candidates in this course, either through MLA or other industry scholarship.

8 Bibliography

MINTRAC 2008 *Researching opportunities to address meat industry executive leadership development requirements - Final report* (unpublished)

MINTRAC 2011 *Vocational Graduate Certificate and Diploma in agri-business*. Final report (unpublished)

9 Appendices

9.1 Appendix 1

MTM70110	Vocational Graduate Certificate in Agribusiness
Qualification Notes	
<p>This qualification provides a general vocational outcome in agribusiness. It reflects the role of individuals who apply substantial specialised knowledge and skills to the managerial role in an organisation or business area. In these roles they make significant high-level independent judgements in major planning, research, design, operational, compliance and management functions within highly varied or specialised agribusiness contexts.</p>	
<p>The agrifood industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment and this qualification requires all units of competency to be delivered in this context.</p>	
<p>9.1.1 Job roles</p>	
<p>Occupational titles may include:</p> <ul style="list-style-type: none"> • senior manager • export/marketing manager • research and development manager • processing systems manager • compliance and systems manager. 	
<p>9.1.2 Pathways into the qualification</p>	
<p>Candidates may enter the qualification through a number of entry points which demonstrate their potential to undertake study at graduate level, including:</p> <ul style="list-style-type: none"> • an Advanced Diploma or Diploma qualification relevant to an agrifood industry • relevant extensive vocational experience in middle management in an agrifood industry at a skill level commensurate with the AQF level VI attributes and criteria • higher education qualification (e.g. Bachelor Degree), with relevant vocational experience in an agrifood industry. 	
<p>This qualification is suited to Australian Apprenticeship pathways.</p>	
<p>9.1.3 Pathways from the qualification</p>	
<p>After achieving this qualification, candidates may undertake:</p> <ul style="list-style-type: none"> • a Graduate Diploma of Agribusiness • a post-graduate qualification. 	
<p>9.1.4 Licensing, legislative, regulatory or certification considerations</p>	
<p>Units of competency in this qualification do not require a licence or certification.</p>	
<p>Packaging Rules</p>	
<p>Complete four units of competency, made up of:</p> <ul style="list-style-type: none"> • three units of competency from Group A (business leadership stream) • one unit of competency from either Group A, not previously selected, or Group B (technical stream), or from a relevant Vocational Graduate Certificate or Diploma from this Training Package or any other Training Package or accredited course. The selected unit must not duplicate units already contained within the qualification. 	
<p>9.2 Qualification structure</p>	

MTM70110		Vocational Graduate Certificate in Agribusiness	
Group A: Business leadership stream			
MTMBUS701A	Manage financial performance	BSBDES701A	Research and apply design theory
MTMBUS702A	Provide strategic leadership	MSACMG701A	Prepare for and implement change
MTMBUS703A	Communicate and negotiate in a culturally diverse context	MSACMG706A	Build relationships between teams in a manufacturing environment
MTMBUS704A	Develop and enhance collaborative partnerships and relationships	NWP704A	Lead a project development
Group B: Technical stream			
MTMBUS705A	Develop and manage international business operations	MTMPSR606A	Assess and purchase livestock
MTMBUS706A	Commercialise research and technology product/idea	NWP706A	Review and evaluate water and wastewater sustainability objectives
BSBCOM601B	Research compliance requirements and issues	NWP707A	Analyse and review water treatment plant technology
Packaging Rules			

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Industry/enterprise requirements for this qualification include:	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> interacting and negotiating in a range of cross-cultural contexts in relation to the business of the enterprise developing collaborative relationships and cultivating new and existing partnerships consulting with stakeholders to question, clarify issues, seek opinions and elicit feedback developing plain English written text which deals with complex issues and concepts
Teamwork	<ul style="list-style-type: none"> leading a team, workgroup or unit and being aware of employee needs and requirements building trust, confidence, respect and cooperation within and between teams leading and motivating a team in establishing productive networks, partnerships and other relationships creating a collective responsibility for innovation and changes in practice to respond to new technology, market needs or other business factors
Problem solving	<ul style="list-style-type: none"> identifying, collecting, analysing and interpreting data using a variety of research and data collection methods analysing business data using data analysis and decision-

	<p>making techniques to produce information for the business</p> <ul style="list-style-type: none"> • undertaking risk assessment, reviewing feedback and planning improvement to business operations • working with teams with diverse emotional and multiple intelligences and thinking skills • systematically evaluating strategic inputs, processes and outputs of the business • developing strategies to implement new procedures and technology within the business
Initiative and enterprise	<ul style="list-style-type: none"> • influencing and shaping strategic thinking and inspiring others through a shared vision • promoting innovation and entrepreneurial thinking • seeking and developing new business opportunities • applying new procedures and technology to improve business performance
Planning and organising	<ul style="list-style-type: none"> • applying advanced project management techniques, including quality management and risk management • preparing and lodging reports in accordance with organisational and business requirements • setting business targets and identifying resource requirements • establishing information management systems, and business policies and procedures • developing and implementing business strategies • reviewing business performance
Self-management	<ul style="list-style-type: none"> • developing and substantiating own views and ideas • providing leadership in OH&S practice, ethical standards, legislative requirements and governance • reviewing own personal and professional competence against personal development objectives • supporting and using participative arrangements aimed at establishing trust
Learning	<ul style="list-style-type: none"> • reflecting upon and evaluating personal leadership style, and personal and professional competence • identifying and applying multiple perspectives and interpretations, and appropriate protocols and language in culturally diverse contexts • contributing to the learning of others in the organisation
Technology	<ul style="list-style-type: none"> • analysing and implementing technological and system requirements • applying foundation skills in using standard desktop applications • reviewing and implementing improved electronic business systems and networks within the organisation • using technology, including the internet, to access current legislative and regulatory requirements, codes of practice and industry guidelines • applying business management and project management software and tools • using communication and information technology to record, monitor and analyse data • conducting online research to obtain information about market opportunities

9.3 Appendix 2

MTM80111	Vocational Graduate Diploma of Agribusiness
Qualification Notes	
<p>This qualification provides a general vocational outcome in agribusiness. It reflects the role of individuals who apply substantial specialised knowledge and skills to the senior managerial and leadership role in an organisation or business area. In these roles they are required to generate and evaluate complex ideas, and to initiate, design and execute the major planning, research, design, operational, compliance and management functions within highly varied or specialised agribusiness contexts. Typically, they would have full responsibility and accountability for the personal output and work of others.</p>	
<p>The agrifood industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment and this qualification requires all units of competency to be delivered in this context.</p>	
<p>9.3.1 Job roles</p>	
<p>Occupational titles may include:</p>	
<ul style="list-style-type: none"> • general manager/chief executive officer • senior manager • export/marketing manager • research and development manager • processing systems plant manager • compliance and systems manager. 	
<p>9.3.2 Pathways into the qualification</p>	
<p>Candidates may enter the qualification through a number of entry points which demonstrate their potential to undertake study at graduate level, including:</p>	
<ul style="list-style-type: none"> • an Advanced Diploma or Diploma qualification relevant to an agrifood industry • relevant extensive vocational experience in middle management in an agrifood industry at a skill level commensurate with the AQF level VI attributes and criteria • higher education qualification (e.g. Bachelor Degree), with relevant vocational experience in an agrifood industry. 	
<p>This qualification is suited to Australian Apprenticeship pathways.</p>	
<p>9.3.3 Pathways from the qualification</p>	
<p>After achieving this qualification, candidates may undertake:</p>	
<ul style="list-style-type: none"> • a post-graduate qualification. 	
<p>9.3.4 Licensing, legislative, regulatory or certification considerations</p>	
<p>Units of competency in this qualification do not require a licence or certification.</p>	
<p>Packaging Rules</p>	
<p>Complete eight units of competency, made up of:</p>	
<ul style="list-style-type: none"> • three units of competency from Group A (business leadership stream level VII) • one unit of competency from either Group A, not previously selected, or Group B (technical stream level VII), or from a relevant Vocational Graduate Certificate from this Training Package or any other Training Package or accredited course (the selected unit must not duplicate units already contained within the qualification) • three units of competency from Group C (business leadership stream level VIII) 	

MTM80111		Vocational Graduate Diploma of Agribusiness	
<ul style="list-style-type: none"> one unit from Group D (technical stream level VIII) or from any other group, or from a relevant Vocational Graduate Diploma from this Training Package or any other Training Package or accredited course (the selected unit must not duplicate units already contained within the qualification). 			
9.4 Qualification structure			
Group A: Business leadership stream (level VII)			
MTMBUS701A	Manage financial performance	BSBDES701A	Research and apply design theory
MTMBUS702A	Provide strategic leadership	MSACMG701A	Prepare for and implement change
MTMBUS703A	Communicate and negotiate in a culturally diverse context	MSACMG706A	Build relationships between teams in a manufacturing environment
MTMBUS704A	Develop and enhance collaborative partnerships and relationships	NWP704A	Lead a project development
Group B: Technical stream (level VII)			
MTMBUS705A	Develop and manage international business operations	MTMPSR606A	Assess and purchase livestock
MTMBUS706A	Commercialise research and technology product/idea	NWP706A	Review and evaluate water and wastewater sustainability objectives
BSBCOM601B	Research compliance requirements and issues	NWP707A	Analyse and review water treatment plant technology
Group C: Business leadership stream (level VIII)			
MTMBUS803A	Analyse data for business decision making	BSBRES801A	Initiate and lead applied research
BSBINN801A	Lead innovative thinking and practice	MSACMG803A	Develop models of future state manufacturing practice
Group D: Technical stream (level VIII)			
MTMBUS801A	Manage change to organisational electronic technology systems	MTMBUS802A	Undertake research project
Packaging Rules			

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Industry/enterprise requirements for this qualification include:	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> modelling and leading open, collaborative and appropriate relationships and cultivating new partnerships consulting with target groups and stakeholders using an extensive range of communication techniques

	<ul style="list-style-type: none"> • presenting and explaining ideas and information creatively to meet audience needs • using active listening and negotiating in a range of cross-cultural contexts • developing plain English written text which deals with complex issues and concepts
Teamwork	<ul style="list-style-type: none"> • providing strategic leadership during change and negotiation processes • generating, promoting and sustaining innovation and change within the organisation • cultivating collaborative and participative work relationships • building trust, confidence, respect and cooperation within and between teams
Problem solving	<ul style="list-style-type: none"> • assessing challenges and risks at a strategic level and developing appropriate responses • identifying, collecting, analysing and interpreting data using a variety of research and data collection methods • analysing business data using data analysis and decision-making techniques to produce information for the business • undertaking risk assessment, seeking feedback and planning improvement to business operations • working with teams with diverse emotional and multiple intelligences and thinking skills • systematically evaluating strategic inputs, processes and outputs of the business • developing strategies to respond to system, personnel and technological problems and opportunities
Initiative and enterprise	<ul style="list-style-type: none"> • conducting situational analysis • influencing and shaping strategic thinking and inspiring others through a shared vision • promoting innovation and entrepreneurial thinking, and exploring and identifying innovation activity and needs in the business context • identifying emerging business opportunities
Planning and organising	<ul style="list-style-type: none"> • framing research strategies in consideration of available resources • initiating, designing and managing an applied research project • setting business targets and identifying resource requirements • establishing and monitoring information management systems, and business policies and procedures • developing and implementing business strategies • reviewing business performance
Self-management	<ul style="list-style-type: none"> • conducting research to develop capability and enhance learning • acting as a role model in the workplace • leading sustainable innovative practices • providing leadership in OH&S practice, ethical standards, legislative requirements and governance • reviewing own personal and professional competence against personal development objectives • supporting and using participative arrangements aimed at

	<p>establishing trust</p>
Learning	<ul style="list-style-type: none"> • promoting a culture of ongoing learning and development within the organisation • reflecting upon and evaluating personal leadership style, and personal and professional competence • identifying and applying multiple perspectives and interpretations, and appropriate protocols and language in culturally diverse contexts
Technology	<ul style="list-style-type: none"> • using a wide range of technologies (online or computer-based) • analysing and assessing the potential of new technology solutions to improve organisational outcomes • using technology to discover, access, store, manage and report on research • using basic desktop applications for business and project management • using recordkeeping and reporting systems