



## Increasing staff capability to drive organisational performance- inspiration through evidence

John Mitchell – ACER JMA Analytics  
Gail Eaton-Briggs - TasTAFE

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## Thanks Acknowledgements Approach today

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## Background to session

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## Structure of workshop

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## Brief definitions –

1. capability analysis tools (CATs)
2. inspiration

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Working definition:  
Inspiration = being stimulated by a  
new idea or ideas to think or work  
creatively

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## How TasTAFE has built on foundations laid by other users of CATs and invented new practices



Dr. John Mitchell, ACER JMA Analytics Lead Consultant

<http://jmaanalytics.acer.edu.au>



## Some core questions

- What do the capability analysis tools do?
- How do they do it?
- In what ways will they benefit the organisation and the individual?



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## Introducing the 7 capability analysis tools (CATs)

*For all organisations:*

- MANAGECAT®
- LEADCAT®
- ADMINCAT®
- GROWCAT®

*For VET and HE organisations only:*

- VETCAT®
- CURCAT®
- COMPLETIONCAT®



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## Introducing the CATs

- Capability analysis tools provide a systematic, whole-of-organisation approach to measuring and increasing your staff capability and organisational performance.

Typically, the use of the tools involves:

1. a staff awareness strategy and a launch workshop
2. an online survey that generates immediate reports for individual respondents
3. the provision of group reports and a debrief for the organisation
4. advice and direction about ongoing workforce development
5. ongoing reflection and discussion in the organisation about capability development.

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## The criticality of capability

ACER JMA Analytics' research and experience shows that:

- strategic corporate goals are achieved by tapping into the capabilities of the existing workforce
- strategic positioning and competitive advantage need to be based on the capabilities of staff
- innovation mainly depends on existing workforce capabilities
- outcomes are largely the result of collective staff capabilities
- the quality of products and processes is dependent on the capabilities of the existing workforce

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## Introducing sample CAT clients Jan-June 2014

- NSW Dept of Family and Community Services – 3 versions of MANAGECAT – plus 360°; governance version; mapped to NSWPSCF
- TasTAFE – 5 CATs
- TAFE Nth QLD – 3 CATs
- WesTrac Institute – 2 CATs
- Hunter Institute – 2 CATs
- Challenger Institute – 1 CAT
- Illawarra Institute – 1 CAT
- Western Institute – 1 CAT
- Western Sydney Institute – 1 CAT
- MEGT Australia – 1 CAT
- Swinburne Uni Finance Planning & Performance – 1 CAT + 30 FPP questions

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## ACER Improving Learning Introducing the CAT people

- John Mitchell – lead consultant
- Blanca Camacho\* – consultant (at conference)
- Matt McRobbie - consultant
- Anne Denning - benchmarking
- Dr Siek Toon Khoo – psychometrics



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## ACER Improving Learning Dr Siek Toon Khoo, ACER Director Institute of Psychometrics

### GROWCAT

- Correlations between dimensions:

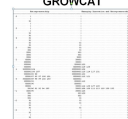
	Business growth	Business development	Entrepreneurship	Innovation	Managing innovation and entrepreneurship
Business growth	1.00	0.58	0.47	0.54	0.55
Business development	0.58	1.00	0.58	0.55	0.55
Entrepreneurship	0.47	0.58	1.00	0.55	0.55
Innovation	0.54	0.55	0.55	1.00	0.55
Managing innovation and entrepreneurship	0.55	0.55	0.55	0.55	1.00

### GROWCAT

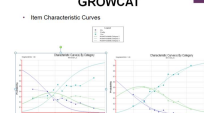
- Reliability of each dimension:

Dimension	Reliability
Business growth	0.58
Business development	0.58
Entrepreneurship	0.47
Innovation	0.54
Managing innovation and entrepreneurship	0.55

### GROWCAT

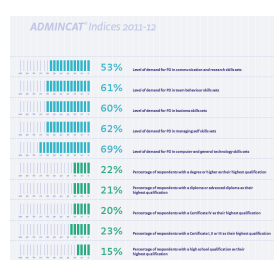
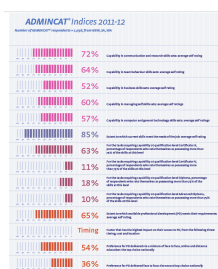


### GROWCAT



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## ACER Improving Learning Introducing the CATs: national benchmarks



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## ACER Improving Learning Introducing the CATs: national benchmarking



Benchmarking with the ADMINCAT® data provided in the JMA Analytics® CAT Index

A suggested framework for benchmarking participants

The purpose of this short companion document to the "JMA Analytics® CAT Index" is to provide a suggested framework for benchmarking with your ADMINCAT® data, in two different scenarios:

- either between two sections of the one organisation (for brevity, called "business area" here)
- and/or between two registered training organisations (RTOs) that use ADMINCAT®.

#### Suggested preparatory steps

- Identify another interested internal business area or another registered training organisation that has used ADMINCAT®, and would be a useful point of comparison, and agree to participate
- agree on confidentiality arrangements
- use the suggested aims and objectives set out below as the possible basis of an agreement
- agree on whether the benchmarking will be face-to-face, or by video/teleconference, or by a mixture, and whether it will involve one or more sessions and when

#### Suggested aims and objectives of the benchmarking

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## ACER Improving Learning Introducing the CATs: client benefits

- From the results of our recent use of a range of JMA Analytics capability analysis tools or CATs, the data shows that ... our staff are clear about their strengths.
- More importantly, they are also honest and clear about their knowledge and skill gaps and ... are motivated to do something about it, and build new knowledge, capabilities and awareness.

(Liz Harris, CEO, Challenger Institute of Technology, in 'Continuing a Culture of Learning', *Campus Review*, April 2013, p.33)

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## ACER Improving Learning Introducing the CATs: client benefits

**Whole of organisation capability profiling and performance development**

Mark Primmer  
Director Workforce Development  
Hunter TAFE  
16<sup>th</sup> November 2013  
Hunter TAFE

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## Introducing the CATs: client benefits ([www.jmaanalytics.acer.edu.au](http://www.jmaanalytics.acer.edu.au))

### Client interviews

Read client interviews about the value of the capability analysis tools:

- VETCAT® interview on the [value of repeating it to maintain high quality](#)
- VETCAT® interview on the [strategic value of VETCAT®](#)
- VETCAT® interview: [Tying together performance management, PD planning and skills updating](#)
- VETCAT® interview: [How to use strategically VETCAT® data about capabilities](#)
- CURCAT® interview: [Linking staff engagement, currency, motivation and professionalism](#)
- CURCAT® interview: [It isn't just about return to industry, there are a lot of other strategies](#)
- VETCAT® and CURCAT® interview: on [quality issues addressed by VETCAT® and CURCAT®](#)

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## Introducing the CATs: client benefits ([www.jmaanalytics.acer.edu.au](http://www.jmaanalytics.acer.edu.au))

- VETCAT® and CURCAT® interview: [Clarifying the workforce of the future](#)
- VETCAT® and CURCAT® interview: [Overly marketing the skills of VET practitioners](#)
- VETCAT® and CURCAT® interview: [Findings from repeat uses of VETCAT® and CURCAT® after 2.5 years](#)
- ADMINCAT® interview: [Using ADMINCAT® results to change the culture of administration](#)
- MANAGECAT® interview: [How MANAGECAT® can inform management development](#)
- LEADCAT® interview: [Using LEADCAT® to refresh leaders and change culture](#)
- GROWCAT® interview on [using it to become more commercial](#)
- VETCAT® interview: [Using VETCAT to achieve strategic goals](#)
- All 7 CATs: [Using 7 CATs to Grow the Business](#)

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## Introducing the CATs: client benefits

Janine Loves, R/Manager  
Organisational Capability, TAFE  
NSW SWSI

- Interview 1: Using GROWCAT® to become more commercial
- Interview 2: Repeating VETCAT® to maintain high quality
- See [jmaanalytics.acer.edu.au](http://jmaanalytics.acer.edu.au)



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## Introducing the CATs: organisational benefits

- lifting performance and productivity
- shaping innovation
- planning workforce development
- sharpening strategic plans
- refreshing strategic positions
- improving the quality of products and services
- delivering better client outcomes.

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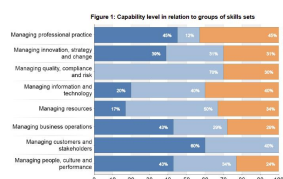
## Introducing the CATs: benefits for the individual



MANAGECAT® – capability analysis tool for managers

MANAGECAT® report for: Ted Jones  
Organisation: Demonstration Department  
Date: Tuesday, 23 September 2014

MANAGECAT® is a registered trademark of the Australian Council for Educational Research (ACER). It is a tool for self-assessment and development. It is not a test. It is a tool for self-reflection and development. It is not a test. It is a tool for self-reflection and development.



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## Case study

NSW Dept Family and  
Community Services (FACS):  
Implemented MANAGECAT® three times  
2013-14

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## Case Study No.1: NSW Dept FACS MANAGECAT® – first two projects 2013-14

### WHO COMPLETED THE SURVEYS?

#### 2013

**61 senior managers (72% response rate) and their supervisors (94% response rate)**

#### 2014

**201 frontline managers**

**52 supervisors**

*\*All participants received a Professional Development Plan against Public Sector Capability Framework*



[jmaanalytics.acer.edu.au](http://jmaanalytics.acer.edu.au)

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## FACS MANAGECAT® – headline data from the third project

### FACS GOVERNANCE PROJECT

- **2012 the need was identified**
- **Climate of devolved accountability and decision making**
- **Goal of building governance capability**
- **Working more with NGO partners**
- **Capability deficits in risk and financial acumen**



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## FACS MANAGECAT® – some of the headline data

### FACS GOVERNANCE PROGRAM

#### Key findings from the survey

- **Managers gained a greater appreciation of governance principles in their work**
- **The 5 day program had many strengths but lacked public sector focus**
- **The 3 day program wasn't as relevant or successful**
- **There was a turnaround in knowledge, skills and attitude to governance in FACS**
- **The highest skill levels resided with the more senior staff**
- **There was no real improvement in financial acumen**
- **There was a greater appreciation of risk management**



Tuesday, November 11, 2014 19

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Overall, our clients have developed from different language and concepts from 2010 to 2015:

1. From focusing on professional development to focusing on workforce development
2. From training needs analysis (TNA) for deficit reasons to capability analysis to leverage off strengths
3. From occupational and silo view of staff to whole-of-staff capability and team-based capability
4. From inward-looking at gaps and deficits to outward-looking and benchmarking for growth
5. From anecdotes and hunches to analytics

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Our clients have moved from providing PD in 2010 to, by 2015,

6. ...implementing a capability analysis system
7. ...using an evidence-based approach to L&D
8. ...measuring improvement in capability
9. ...using data to inform a strategic approach to building the right capabilities to meet organisation needs and goals

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## The CATs – best practice in operational planning

### Operational Planning Checklist for a CAT

This is a short checklist, designed to be used in conjunction with the more extensive set of suggestions set out in the document 'Implementation Plan for CATs'.

#### A. Internal marketing and preparation

Internal marketing is needed in the weeks leading up to the opening of the survey, to arouse interest and gain 'buy-in' from as many staff as possible.

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <p><b>1. The Internal Intranet is now set up, with a CAT 'section'.</b></p> <p><small>This site can contain documents such as:</small></p> <ol style="list-style-type: none"> <li>1. Background information about the CAT survey, reports and model</li> <li>2. Description and Benefits of the CAT</li> <li>3. Suggestions for a professional conversation about your CAT individual report</li> <li>4. Sample group report</li> <li>5. Sample individual report</li> <li>6. Validity of Self-Assessment paper</li> </ol>  |
| <input type="checkbox"/> | <p><b>2. Opinion leaders and key groups have been briefed about the benefits of the CAT.</b></p> <p><small>To win support, the briefings can highlight:</small></p> <ul style="list-style-type: none"> <li>• for the individual, the immediate and long-term benefits for individuals of gauging your current skills.</li> <li>• for the section or team, the long-term benefits of knowing your strengths and what additional capabilities are needed.</li> <li>• when the survey will be conducted, what reports will be generated and when responses can be expected from the Institute's management.</li> </ul> |
| <input type="checkbox"/> | <p><b>3. Plans are in place to provide details about the opening of the survey for all staff.</b></p> <ol style="list-style-type: none"> <li>1. The following generic document from JMA Analytics has been modified to</li> </ol>   |



## The CATs – best practice in strategic planning

Skeleton Plan for capability analysis tool (CAT) users, to be modified and customised by the Institute  
Version 25 July 2013

Implementation Plan	– for the period up to the receipt of the group reports and the debriefing – to ensure optimum staff engagement and response rates
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### Background

Experience since mid-2010 has shown that the organisations that gain most benefit from using the capability analysis tools (CATs) develop and follow a plan or group of plans that cover the period from before implementation of the CAT survey is undertaken, through the survey period and for up to two-three years afterwards. Additionally, the plans are reviewed and regularly refreshed.

The skeleton plan in this document is provided to CATs clients at the start of your project, to assist your local planning and to optimise the benefits of the CATs data and process. The plan is based on observed good practice at organisations that have implemented CATs since mid-2010. Further ideas can be obtained from client interviews and presentations at [www.institutecats.com.au](http://www.institutecats.com.au)

Clients are encouraged to cut, paste, edit and customise the plan to suit your context.

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## The CATs at TasTAFE 2014-15 – best practice in implementing

Hello everyone

I'd like to introduce you to my friend Kitty. OK so maybe she isn't real, but her below story certainly resonates with so many of our students.

Kitty is a full time agriculture student studying at Burner's Freer Farm. She works and studies hard; however she needs our support to ensure she completes her Certificate II in Agriculture. Kitty's long term goal is to continue studying to advanced diploma level and dreams of one day owning her own dairy farm.

So how can we help Kitty achieve her dream? All of us need to be able to support Kitty as she progresses along her learning journey. That's why it's vital we all participate in the CATs online survey. These will enable TasTAFE to access data that will assist in the process of developing a workforce plan as well as a staged implementation strategy for developing staff.

As we move forward together as one organisation, it's important that TasTAFE has a skilled and capable workforce that is able to meet the needs of all students.

**IMPORTANT DATE:** CATs online staff survey **CLOSE** Thursday 6 March, 2014 - only 9 working days left!

**YOUR CHANCE TO WIN:** Remember if your team has 100% participation in COMPLETIONCAT and ADMINCAT you are eligible to go into the draw to WIN a TasTAFE pack. To enter simply email [Philippe.athur@tas.tas.edu.au](mailto:Philippe.athur@tas.tas.edu.au)

**REMINDERS:**

- COMPLETIONCAT online survey** – ALL staff are to complete this survey
- ADMINCAT online survey** – only administration staff who undertake administration and clerical duties as part, or all, of their current role are to complete this survey (including support staff)

**QUESTIONS:** If you have any questions please don't hesitate to contact me.

Cheers, Pip



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## The CATs at TasTAFE 2014-15 – best practice in implementing

From: [hr@institutecats.com.au](mailto:hr@institutecats.com.au) Sent: Thu, 6/02/2014 10:00 AM  
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