How Will Your Validation Strategy Stand Up?

Post-holiday engagement advice: "Don't be afraid of fun"

Linkedin rolls out new school selection services for prospective students
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Dear Reader,

HAVE YOU SUBMITTED YOUR NATIONAL DATA TO NCVER YET??

February is closing in fast, have you completed a successful National data submission to NCVER? Remember if you are not submitting to your STA (because you are a funded RTO and they are going to accept your data) then you only have until the 27th February 2015 to have a successful submission to NCVER, that is if you don’t have an exemption.

I recommend that you start doing data submissions from Monday, 2nd February 2015 so that if you have errors you have time to clean them up and do a resubmission. I can almost guarantee you that if you have never done AVETMISS data submissions before, and even if you have, you will have errors in your data. You need to give yourself time to:

a) Identify the errors from your submission.

b) Clean up the data errors in your SMS (student management system).

c) Export your AVETMISS NAT Files from your SMS. Submit your NAT Files to AVS on the NCVER site.

If you know of a success story (of a person or an organisation) connected to an RTO or within the vocational education sector that has been inspirational and you believe is worth sharing, please let us know and we would love to feature them in our upcoming Success Story or Inspire Me sections. Please feel free to email me at editor@rtosuccess.com.au. I look forward to hearing from you.

Melissa
In the VET sector it certainly is our law of life; the new Standards are here, and RTOs need to make changes. In broad terms the new standards are very similar to the current AQTF or NVR standards, the main difference is they provide more detail in certain areas.

The move to the new standards may result in significant systems changes for some RTOs and others it will remain business as usual with a few minor tweaks and planning reports. One of the biggest areas of change for RTOs is the validation strategy they implement as specifics now surround this area. Let’s take a brief look at some of the areas.

The new standards provide a lot more detail, including definitions for the terms validation, independent validation, and statistically valid. They also include clauses relating to planning validation (1.9), the scope and frequency of validation (1.10) and who must be involved in validation (1.11). This has changed from the previous standards where it was mentioned in 15.5 (NVR) or 1.5 (AQTF) stating Assessment including RPL is systematically validated.

Despite the new emphasis in the standards it remains that there is a process to confirm that your RTO’s assessment system is able to consistently produce valid assessment judgements. It also remains that the timing of validation can take three different phases: Before assessment, during assessment and post assessment.

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Holiday engagement advice: "Don't be afraid of fun"

Instead of expecting workers to be “firing on all cylinders” the moment they return from the summer break, employers should try to keep January fun, says engagement and performance expert Kate Boorer.

A combination of office shutdowns, workers taking annual leave, public holidays, school holidays, and summer weather makes January a slow month for many businesses, and a very social month for many employees, Boorer says.

Employers can fight against this trend, and push their staff to work hard no matter what, but they could be setting themselves up for failure, she warns.

“I think it’s important you don’t expect everyone to be firing on all cylinders on day one. I think it’s unrealistic – we’ve all come back from holidays and need to warm up a bit,” she says.

The “last thing you want” is for people to return from their holidays and, by day two, feel as if they haven’t even had a break.

Instead, she urges employers to capitalise on January by making it a time for fun, and a time for reflection.
F4 Solutions provides solutions to people who wish to become, or are already Registered Training Organisations. Founded in 2009 by Director Merinda Smith, following over 20 years’ experience in training, learning and development, management and business development roles. Over this time Merinda has seen and experienced allot of changes in the VET sector whilst managing national training organisations, and working with clients around Australia. “With constant change there is always more to learn in training, assessment and RTO management and I try to keep my finger on the pulse to enable a thorough service to my clients.”

Since establishment F4 Solutions has worked with many clients around Australia; developing new RTOs, assisting existing businesses and working on special projects. F4 Solutions can be found on www.f4solutions.com.au

Merinda Smith

HR Daily provides news and practical information online for HR professionals, daily. HR Daily’s editorial team includes some of Australia’s most experienced human resources journalists – writers who are committed to providing full coverage of important issues without bias.
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Mix business with pleasure.
HOW WILL YOUR VALIDATION STRATEGY STAND UP?
"Change is the law of life. And those who look only to the past or present are certain to miss the future". John F. Kennedy

In the VET sector it certainly is our law of life; the new Standards are here, and RTOs need to make changes. In broad terms the new standards are very similar to the current AQTF or NVR standards, the main difference is they provide more detail in certain areas.

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Despite the new emphasis in the standards it remains that there is a process to confirm that your RTO’s assessment system is able to consistently produce valid assessment judgements. It also remains that the timing of validation can take three different phases: before assessment, during assessment and post assessment.

A. Validation before assessment judgements are made, look at the design of the assessment activities, if it meets the training package requirements, how the instructions for tasks or questions are presented and the benchmarks against the learner performance. This is where the mapping (or whatever you use) is undertaken.

B. Validation during assessment is looking at the actual answers or performance the learner has provided, and making a judgement with another assessor, either together or separately. This often is coordinated within assessors who undertake training and assessment of the same vocational area. This process is also known as moderation.

C. Validation post assessment concentrates on the learners performance and their responses to questions, the actual assessment decision that was made, the task and processes that align to the assessment, any feedback from students, and the reporting processes. The purpose of this post-assessment validation is to verify the validity and consistency of assessment decisions. It involves checking that your assessment tools have produced valid, reliable, sufficient, current and authentic evidence, enabling your RTO to make reasonable judgements that the training package requirements have been met.

This is where you can get a team of people together to review all of the processes listed and come to an agreement about the effectiveness of them. The assessment material that is reviewed is likely to include products, written work, photographic, audio, video or other evidence of process, of candidates for the specified sample size. It is in the post-assessment validation that patterns may start to emerge, and areas where the evidence is falling down appear. You can see if performance benchmarks remain within acceptable limits and that assessors across the RTO different sites are applying the same rigour to their judgements.
Essentially an RTO will have these validations happening alongside one another. The validation post-assessment is the method described in the standards, and has more clarity around the competence of the people in the team and how and when it needs to be undertaken. However it is still vital you ensure your assessments meet the requirements of the training package.

By implementing a systematic process of validation it is an excellent way to show your RTO’s quality practices. It’s an investment in good business practice; it will sharpen the skills of practitioners; participation in validation activities helps develop and/or maintain an individual’s skills, knowledge, expertise and other characteristics as a trainer or assessor and therefore it can be considered Professional development.

**Why does validation occur?**

If we look at the diagram below it shows three levels: Industry Framework, within the RTO and meeting the vocational needs. In this diagram the RTO is “inside the fence” this is where things happen in the bubble of the RTO. The Industry Framework is developed with industry and is “outside the fence” as is the vocational needs of employers. The diagram below shows that when an RTO is working in isolation, it can miss the mark of what is required by industry. Hence the need for continuous industry consultation. Industry will tell you if you are doing a good job.

Validation is a quality review of the assessment process to make sure the RTO is not operating in isolation, and they are meeting the needs of the industry framework and vocational needs. Moving forward auditors (STAs/ASQA) will primarily look for evidence of processes that consistently show quality practices within the RTO in managing their business operations and working with industry and vocational needs.

**Why has it changed?**

In the previous standards the intent has always been to have thorough systems, including validation, within your RTO to ensure that the vocational outcomes your students received were meeting the needs of industry. In my many years of managing and consulting with a variety of RTOs in a large range of industries I have found that previously the aspects that were usually the main focus of validation involved the actual assessment meeting the framework, sometimes there was moderation by another assessor prior to the final result, and sometimes a review of completed work. Validation was implemented at a random time (often very close to an audit) and usually consisted of validation before the assessment judgements were made. However was it working?
This is not good business practice, and more importantly auditors can see through evidence presented to them and they are not impressed with spasmodic efforts of rectifications. The evidence showed that there was a need to improve. This is demonstrated by the Australian Government overhauling the skills and training system, with a package of reforms. The new standards have fallen out of this and they reveal a need to make validation a priority. To ensure thorough and rigorous assessment practices and results, RTOs must implement a comprehensive plan of systematic validation. RTOs must use a risk-based approach to developing the plan considering risk indicators such as the potential safety concerns to clients from an assessment outcome that is not valid, the mode of delivery, changes to training packages and/or licensing requirements.

**When should Validation occur?**

A systematic process of validation is an excellent way to show your RTOs quality practices. Use this practice to your advantage, it’s an investment for your RTO; it will sharpen the skills of practitioners, improve your outputs for students and in the long run, create more business opportunities for you. The standards describe specific activities which the RTOs are required to take. You can undertake other activities, as you see the need. There is a balance of activities required so it doesn’t become too onerous. The overarching requirement is that you just have a systematic approach. All products need to go through every 5 years.

Clause 1.10 refers to the frequency of validation. If putting it into a diagram this is what it would look like, starting from 2015.

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Whilst the validation plan is a plan, it is recommended that is written down, so you can review, and make changes to it, and so the auditor can see you have one.

**How do we determine a sample size?**

Because it is a requirement to validate assessment judgements, RTOs need to decide how many assessments they will validate. You don’t have to validate every assessment, you need to do it on a statistically valid sample.

The ASQA user guide recommends the Raosoft website to use with your decision. To determine the validation sample size you need to question what you are trying to understand. The questions you would consider could look like:

- Are we consistently getting the assessment decision right.
- Or are you looking for how can we improve the assessments

While the sample must be random, I would certainly recommend that when selecting a sample of assessed work, include the following:

- A range of learners
- A range of trainers
- A range of sites/locations (if appropriate). It is a good idea to sample some assessments from each site to check whether trainers are applying the assessment strategy in a consistent manner.
- Assessments that were borderline of competence
- Examples of written assessment tasks as well as audio and videotaped assessments
Who needs to be involved in validation?

Trainers and assessors who are involved in the training and assessment delivery may participate in validation activities, as long as they are not directly involved in deciding the VALIDATION OUTCOME for their own assessment decisions.

It is ideal for an RTO to foster the development of informal networks for validation purposes. Industry experts may be involved in validation to ensure there is the combination of expertise set out in the standards.

If the RTO is delivering training from the Training and Education Training Package, the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements.

Remember to include industry experts in validation as a way of helping to make sure that the assessment outcomes are consistent with industry expectations of competent personnel.

What are the minimum requirements for validation?

RTOs need to have a plan which they can show to an auditor and which they can demonstrate they have been implementing. The minimum requirements for an RTO establishing their own process would be:

- Someone to take on a co-ordinating role. This role will need to establish:
  - when assessment validation will occur;
  - which training products will be the focus of the validation;
  - who will lead (and their competencies) and participate (including their competencies) in validation activities; and
  - how the outcomes of these activities will be documented and acted upon.

- Establish tools that support each of the validations (A, B, C)

- Validation action plans which document timeframes and target units/modules to be sampled. The plan needs to address all the training products in the RTOs scope.

- A clear strategy and procedure for comparing assessments. The validation must be of assessment practices and judgements (i.e., not simply a quality review of assessment tools – the validation needs to consider whether the tools have been effective by looking at real examples of their use).

- The plan needs to address when the validation will occur and what will be validated, bearing in mind the requirement to validate each training product at least once every 5 years. It is recommended that an RTOs develops a 5-yearly plan which is updated 6 monthly or annually; this will allow for changes to scope.

- The plan needs to take into account the relative risks of the training products on the RTOs scope of registration. Factors to consider here could include how frequently each training product is delivered, delivery mode, potential safety concerns resulting from an incorrect assessment decision, trainer and assessor confidence with each training product, etc.

- Note that if your organisation delivers TAE qualifications, there is an additional requirement that the validation is independent (as per definition in standards).

- The RTO must have a process in place for documenting and acting on the validation findings.

- A system to review the validation processes

- Recording of activities to show how you met the criteria for 50% in the first 3 years and 100% in 5 years

Make sure you have a clear system in place of the above to show how you meet the standards.
Post-holiday engagement advice: “Don’t be
Instead of expecting workers to be “firing on all cylinders” the moment they return from the summer break, employers should try to keep January fun, says engagement and performance expert Kate Boorer.

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Employers can fight against this trend, and push their staff to work hard no matter what, but they could be setting themselves up for failure, she warns.

“I think it’s important you don’t expect everyone to be firing on all cylinders on day one. I think it’s unrealistic – we’ve all come back from holidays and need to warm up a bit,” she says.

The “last thing you want” is for people to return from their holidays and, by day two, feel as if they haven’t even had a break.

Instead, she urges employers to capitalise on January by making it a time for fun, and a time for reflection.
A time for fun

Boorer, the founder of Employerbility, says there are plenty of ways employers can embrace the “fun energy” of January. Her suggestions include:

• implementing ‘summer hours’ so workers can leave early on a Friday and feel like they still have an afternoon;
• highlighting public events or activities that workers might be interested in;
• doing drinks every Friday;
• holding a “best holiday photo” competition; and
• running a “worst Christmas gift” exchange.

A time for reflection

January is also a fitting time for workers to “reflect, reset, and get clear about what they want,” Boorer says.

Returning from leave in January is different to returning from a mid-year break; there are “a million” ads on TV about weight loss – “you can’t escape it” – and people everywhere are making resolutions, so it’s natural to be thinking about personal and professional goals.

The break gives workers new perspective on questions such as “Do I really enjoy this job?” and “Is this what I want to do for the next 12 months?,” so January could be the perfect time for leaders to sit down with people and talk about where they’re at and what’s ahead.

If a performance review is due, the conversation could be part of that process, or it could be a casual chat over coffee. Either way, it’s important to “be mindful of where people are at” and give them time to settle in first.

“I certainly wouldn’t be bailing people up at 10am on their first day back,” Boorer says. She also recommends foreshadowing the conversation. For example, “Hey, I’d like to sit down with you and have a chat about where you’re at and maybe some of the things you want to achieve in 2015”.

“What’s important is that people reflect on where they’re at and get accountable and...
responsible for making changes if that's what they feel they want to do," she says. Leaders should give workers the opportunity to share personal goals as well as professional ones, Boorer adds.

“This can work well in a team setting, where everyone puts forward a personal goal. It might be 'I want to climb a mountain in some foreign country,' or 'I want to run a half marathon in September.' Put that on the agenda, get updates on how people are going with that, and support people to achieve outside just their professional life.”

Failing to take an interest in a worker’s mindset and goals could make them more likely to seek employment elsewhere, especially if they are suffering from "post-holiday blues".

Another tip is to encourage workers who have been on leave to lock in their next holiday soon after they get back. Sit down with workers and say, “Let’s look at the year ahead and let’s lock in your next holiday,” she says.

“That gives people something to work towards – it gets them planning, focused and executing, and it also makes sure you as a business and you as a team can actually work around people’s leave.” Locking in leave for workers who haven’t had time off is particularly important, because it helps them to “look forward rather than just looking back and going ‘I didn’t get a break’”, Boorer says.

“You might even want to give them a half-day Friday or something like that when you’ve got more of the team back on board, just to say ‘thank you’ for holding down the fort. Obviously that depends on the individual but it can be a nice show of good faith.”

A time to knuckle down

The “holiday energy” generally keeps up until Australia Day, Boorer says. After this it can help to “draw a line in the sand” and “transition everyone back into work mode”, she says. A company-wide kick-off, or a big team meeting where leaders say, “This is where we’re at, and this is what we’ve got to achieve”, can help workers to get focused on the organisation’s goals.
Professional social networking site LinkedIn has introduced some impressive new services for its high school and university-aged users: Decision Boards, University Outcome Rankings, Field of Study Explorer, and University Finder. This ICEF Monitor article will explore the new features, and consider some of the implications for universities hoping to benefit from these new school selection tools.

Last year, we reported on LinkedIn’s launch of University Pages and its new Terms of Service which allow users as young as 13 to use the site. That article remains a good starting point in understanding what universities can do with their pages; today’s post is about what’s happened since.

At initial launch of the service in 2013, there were 200 universities on LinkedIn University Pages; now, there are 25,000. In 2015, the social network boasts over 300 million users across the world, more than half of whom live outside the US, and 39 million LinkedIn users are students or recent graduates.

As of 2014, the countries with the most LinkedIn users are the US (93 million), India (24 million), Brazil (16 million), the UK (14 million), Canada (9 million), France (7 million), and Spain, Italy, Mexico, and Australia (6 million each). As these numbers suggest, the penetration of the service, in relation to the total number of Internet users in each country, is relatively modest outside of the US and Canada. It remains, however, an important channel for current and aspiring members of a number of communities and professional groups.

As their University Pages user base has grown, LinkedIn has been busy working on increasing the relevancy and power of the services available to students. It has done so relying on its huge data bank of users as well as its inherent focus on careers and networking.

The LinkedIn for Education landing page – “Youniversity” – available to all logged-in users on the platform

UNIVERSITY PAGES EVOLVE WITH LINKEDIN’S GROWING USER BASE

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NEW SERVICES RESPOND TO STUDENTS’ LONG-TERM CAREER GOALS

People are generally on LinkedIn because they want to strengthen their professional status and/or improve their career prospects. And this motivation, of course, is highly present among students, who perhaps more than ever before are determined that their education paves the way to the jobs they want – and who are often more inclined to consider study abroad to improve their career prospects.

For these students, LinkedIn is becoming a more relevant place to research the universities most suited to the jobs they desire.

LinkedIn’s new services include:

**Decision Boards:** Students can compile all their resources and thoughts about potential schools on Decision Boards, and also ask peers, alumni, or advisers for advice in helping them narrow their choices.

LinkedIn explains: “Using a combination of organisational, social and insight tools, students can ‘work the problem’ from start to decision. Students can share their evolving thought process with trusted advisors, and meet future classmates for inspiration and commiseration.”

**University Outcome Rankings:** These rankings are based on the schools that graduate the most students who then find jobs in what are considered “desirable” companies.

LinkedIn elaborates: “We analysed millions of alumni profiles to find out how universities stack up across a variety of careers. Then, we ranked schools based on how successful their recent graduates have been at landing desirable jobs as designers, software developers, investment bankers, and more.

These are the first rankings using alumni career outcomes to rank schools for specific careers. We are just getting started with University Rankings – more categories and countries will be coming over time.”

**University Finder:** University Finder allows students to input their end goals (e.g., geography, career, specific area of interest) and then pops up a list of the schools most suited to these goals.

LinkedIn provides an example: “By clicking the interactive graphs, a student can try out a possible career: ‘I’d like to study engineering, then work at Google or Apple, and live in the San Francisco Bay Area after graduation,’ then see school results update with every click.”

**Field of Study Explorer:**

LinkedIn uses this service to suggest areas of study or careers that you might be interested in, based on information you have already provided in your profile.

As the following example illustrates, the results show the total number of LinkedIn members that have studied the field, and then maps who their current employers are, in which field they work, and where they went to school. Students can use the built-in tools to filter or browse for more information and to see how they might already be connected to other LinkedIn members that have studied or worked in the field in question.
**HOW TO LEVERAGE UNIVERSITY PAGES’ NEW POWER**

A recent post on Higher Education Marketing illustrates the potential benefits to schools of appearing high in their University Outcome Rankings:

“LinkedIn’s University Outcome Rankings were an unexpected public relations boon for the schools who woke up to the news October 1st that they were among the lucky few listed in one of five career categories (in Canada; there are eight in the US):

- Accounting Professionals;
- Finance Professionals;
- Investment Bankers;
- Marketers;
- Software Developers.

For each of these categories, LinkedIn ranked the top 25 universities in Canada, the United States, and the United Kingdom, although only the top three are displayed on the first page.”

As you can imagine, those schools were fairly happy upon receiving the news, and broadcast it widely and among their alumni as well (so the alumni could then choose to include the news of the ranking on their profiles).

However, there are some criticisms of the new LinkedIn features as well, for example, that they associate universities’ and programmes’ quality with jobs (rather than inherent excellence of teaching, study experience, etc.).

**But there is no escaping the fact that LinkedIn, because of its huge user base and corresponding data archive, is offering potential students a kind of career and social mapping service that they can’t get anywhere else.**

For this reason, it is crucial that universities make the most of their University Pages as soon as possible. Hubspot has an excellent post showcasing institutions with best-in-class University Pages. For example, this simple but effective part of Penn State’s page:

In another example, New York University (NYU) has gone so far as to personally connect a prospective student with alumni:
Speaking of alumni, the new LinkedIn student features impress how critical it is these days to have a strong alumni relations programme. We have written on the subject previously, but the new LinkedIn features may further motivate institutions to encourage successful alumni to (a) be on LinkedIn and (b) post about their experiences studying with your school as well as about the career path their studies enabled.

Another key consideration is that a school’s website be optimised for mobile. Students are intensely attached to their mobile phones and LinkedIn adds:

“Already, our members in dozens of locations including Costa Rica, Malaysia, Singapore, Sweden, United Arab Emirates and the United Kingdom, use LinkedIn more on their mobile devices than on their desktop computers. Every day we see an average of 15 million profile views, 1.45 million job views and 44,000 job applications in over 200 countries through mobile.”

YOUR UNIVERSITY PAGE

Our earlier article on University Pages highlights a number of best practices for building and maintaining your institutional profile on LinkedIn as well as integrating your page into other online and offline recruitment activities.

For additional background on content marketing on LinkedIn University Pages, please see this presentation from the recent EducationConnect conference in New York City.

And just for fun, we’ll sign off with LinkedIn’s “Then & Now” infographic:
For six decades, World Vision has been engaging people to work towards eliminating poverty and its causes.

World Vision is committed to the poor, work with people of all cultures, faiths and genders to achieve transformation. We do this through relief and development, policy advocacy and change, collaboration, education about poverty, and emphasis on personal growth, social justice and spiritual values.

“Our work is made possible mainly by the support of generous Australians. We rely on people like you to support our programs and appeals so we can provide vital short and long-term help to people worldwide. For over 60 years we have worked hard to make sure that all resources entrusted to us are used as efficiently and effectively as possible to bring maximum impact to children and communities in need.”

World Vision provides relief in emergency situations and works on long-term community development projects to assist over 20 million people worldwide. Together, this work addresses the causes of poverty and helps people to move towards self-sufficiency.

“We’re committed to best-practice corporate governance processes, to efficiency and effectiveness, to preventing the exploitation of the people we serve, and to engaging the corporate sector as well as the public.”

World Vision is committed to include:

- transformational development, a holistic approach to improving the lives of the poor by recognising people’s physical, social, spiritual, economic and political needs.
- emergency relief, following the International Code of Conduct for disaster relief organisations
- promotion of justice, we advocate for victims of injustice and poverty
- strategic initiatives, such as programs promoting community leadership
- public awareness
- Christian engagement by example.

Project Emphasis:

- the needs of children
- long-term viability and sustainability
- education (including literacy) and skills training
- gender equality
- HIV and AIDS education and prevention
- affordable technology solutions.

How do they work?

Relief work can be short-term, while rehabilitation and development may last up to ten years. While they might initiate a project or be invited, their work is always
dependent on the consent of the communities involved. For some years, our approach has been to undertake projects involving clusters of communities, empowering people to become self-reliant through a range of activities that may include health improvements, agricultural training, small business workshops and leadership development. In consultation with the community, priorities are identified, a project designed and a budget prepared. World Vision is only a partner in this process: they provide a safety net, technical support and finance. It is people themselves working towards their own development.

Mission
Their mission is to be a Christian organisation that engages people to eliminate poverty and its causes.

Motivation
World Vision is committed to the poor. They work with people of all cultures, faiths and genders to achieve transformation.

Values
The values of WVA are at the core. The commitment to apply the values to the way WVA work makes them unique amongst other, aid and development INGOs.

√ They regard all people as created and loved by God.
√ They give priority to people before money, structure, systems and other institutional machinery.
√ They act in ways that respect the dignity, uniqueness and intrinsic worth of every person -- the poor, the donors, their staff and their families, boards and volunteers.
√ They celebrate the richness of diversity in human personality, culture and contribution.
√ They practice a participative, open, enabling style in working relationships.
√ They encourage the professional, personal and spiritual development of our staff.

Where the funds go
Firstly; why your help is so important

79.5% Field programs and advocacy work
These funds go to support and carry out programs that benefit children and their communities. This includes their work here in Australia with Indigenous communities and their KIDS HOPE AUS. mentoring program. It also includes public awareness campaigns to change systems and policies that contribute to global poverty and injustice.

This includes:
- International Programs – 75.3%
- Domestic Programs – 1.1%
- Community Education – 0.9%
- Program Support Costs – 2.2%

13.4% Fundraising
Fundraising is important in generating donations of cash, food and goods. Public fundraising includes the cost for gaining long-term supporters so that their work can continue.

7.1% Administration and accountability
This is essential to the day to day running of their work, and includes operating our supporter service centre, and our finance, administration, HR and management teams.

Their Board
World Vision Australia has a board comprising non-executive directors who meet as a full Board regularly. Their Board also operates through standing committees which assist the full Board in discharging its responsibilities for:

- the integrity of their financial reporting
- compliance with legal and regulatory requirements, internal standards, policies and expectations of key stakeholders, including customers, employees and the Australian public
- the effectiveness of their internal control and risk management framework, including its audit functions
- their objectives, purposes and standards and policies on key issues
- an effective governance structure and an appropriate corporate culture
From the beginning, World Vision’s activities have been focused on giving people – especially children – opportunities to alleviate their suffering and to improve their lives. In 1947, American missionary Dr Robert Pierce travelled to China and Korea and encountered people who regularly had to go without food, clothing, shelter or medicine. During the Korean War in the early fifties, he helped set up orphanages to care for children who’d been abandoned or orphaned.

Upon his return to the US, Pierce began raising funds to continue and expand his work in Asia. The strength of the public response was such that, in September 1950, World Vision was founded, with Pierce as its president.

World Vision was established in Australia in 1966. During that decade, World Vision expanded its operations to meet the needs of refugees in Indochina and of people recovering from disasters in Bangladesh and in several African countries. Where long-term assistance was needed, children began to be sponsored by Americans, Australians and others.

In the 1970s, World Vision’s focus broadened from assisting the individual child to include community development. Since the 1980s, the “welfare” approach has gradually changed to a more collaborative relationship. Poor, marginalised people and communities work with World Vision to improve their lives and take control of their futures.

How protecting children helps

Through Child Rescue you help protect many children from situations of child labour and slavery, living on the street, trafficking, sexual exploitation, and other harmful situations.

Safe from harm

Help protect children at risk or victims of exploitation, abuse and neglect through prevention, support and rehabilitation programs, so kids are safe from harm.

Urgent protection

Child Rescue provides urgent help to some of the world’s most vulnerable children, as well as long-term programs that disrupt the cycle of exploitation and abuse.

From $15 / month or single donation

You can help protect kids starting from as little as $15 a month.
Their work:

- **Relief and development**: implementing best practice programs overseas and in Australia to save lives and build sustainable communities.
- **Policy change**: advocating to change government and institutional policies in Australia and internationally to benefit people in need.
- **Synergy and effectiveness**: striving to be a collaborative, efficient and effective organisation that we are proud of and others speak highly of.
- **Engaging Australia**: continuing to educate Australians about the causes of poverty and encouraging involvement in alleviating poverty and its causes.

- **Christian engagement**: increasing our stakeholders' understanding of the Christian message of personal growth, social justice and the development of our spiritual lives in relevant ways. The values of WVA are at the core of all that we, as an organisation, do. Our commitment to applying the values to the way we work makes us unique amongst other, similar, aid and development INGOs.

Across five continents and in over 60 countries, World Vision carries out development work to address the causes and consequences of global poverty. In this section, you can discover the issues that contribute to poverty worldwide, and the actions World Vision takes to tackle them.

Transforming lives and child sponsorship

Child sponsorship helps change lives for children, their families and their entire communities.

Climate change

Climate change leads directly to poverty for the world's most disadvantaged communities.
Emergencies
See how our rapid emergency response saves lives and protects the vulnerable.

Food and nutrition
World Vision helps create sustainable farming practices and educates communities about nutrition issues.

Human trafficking and slavery
Protecting at-risk individuals is just one way to end the terrible crimes of trafficking and slavery.

Improving incomes
Assisting people and communities to generate and sustain incomes is essential to poverty alleviation.

Indigenous Australia
World Vision works in partnership with local communities to create a better future.

Maternal and child health
Thousands of mothers and children die every year from causes related to childbirth. But there are effective solutions to maternal and child deaths.

Water, sanitation and hygiene
Lack of fresh water leads to disease and malnutrition but there are solutions.
A RECOGNISED PARTNER, WORKING TOWARD YOUR SUCCESS

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First-round VTAC offers decline as more students apply direct to uni

January 19, 2015

Only two Victorian universities have increased the number of first-round offers to prospective students this year, as thousands of students found out if they got a place in their preferred course on Monday. A total of 76,648 people applied for undergraduate courses through the Victorian Tertiary Admissions Centre, down 2.2 per cent on last year, and Victorian universities made 48,599 offers to applicants, a decrease of almost 1 per cent on 2014. TAFE offers also fell.

Average ATARs also fell for all fields of study except engineering. Agriculture and environment courses notched up the biggest decrease, with a 14.7 per cent decline on last year to 63.2. The number of offers for agriculture and environment courses also recorded the biggest drop on last year, plummeting 44.5 per cent to 761. VTAC said the decline was due to a reclassification of courses in this field of study.

The average ATAR for education fell to 58.3, down from 61.9 last year, while architecture and building declined 3.5 per cent to 57.1. But VTAC said an increase in students applying directly to universities may have contributed to the decrease in first-round offers. Federation University had the biggest decline, of 29 per cent, followed by Deakin University with a 7 per cent drop on last year. Swinburne University held steady on last year.

However, Melbourne University and the Australian Catholic University increased their offers by 10 per cent and 5 per cent respectively. VTAC committee representative Maddy McMaster said the decrease could be attributed to more students applying directly to universities for their chosen courses rather than going through the admissions centre.

She said the increase that resulted from the uncapping of university places in 2009 might have plateaued this year. Across the state, applications and offers for graduate-entry teaching courses also decreased. Federation University deputy vice-chancellor Marcia Devlin said the university’s total figures were down but direct applications had risen considerably.

"We have processed 1107 direct applications for undergraduate programs this year. This is a staggering 97 per cent increase over last year or 546 extra applications," she said. "This increase more than makes up for the shortfall in first-round offers."

Australian Education Union Victorian branch president Meredith Peace said it was disappointing that the average ATAR for teaching courses had dropped. She said there
needed to be limits on the number of students accepted into teaching courses, and it made no sense for universities to continue churning out education graduates for jobs that did not exist. “We think we should be focusing on students who have high-level ATARS in that top 30 per cent bracket.”

“We don’t want a situation where we have an open-door policy where we keep on accepting students into teaching courses and training them for jobs that don’t exist.”

The cut-off ATAR for 13 teaching or education courses was 60 or below, while two courses had cut-offs below 35. Ms McMaster said the drop in overall applications was due to a decline in mature age students applying to VCAT. She said a growing number of mature age students were instead making a single application directly to their university of choice.

Around 90 per cent of applicants had already received offers, up from previous years, she said. Training and Skills Minister Steve Herbert congratulated students who had been accepted into their course of choice, and called on them to reflect on the help they had received from teachers, family and friends.

But he said he was worried about a decrease in regional offers, which are down 10 per cent. “That’s a worrying trend we want to make sure that no matter where you are in Victoria you have opportunities to go on and do further study.”

Mr Herbert has asked his department to investigate what is causing the decline in regional offers.

He said he was not concerned about the decline in ATAR scores for teaching courses—saying “it’s not so much where you start university, it is where you end”.

**Heavy operating losses forecast for Victorian TAFEs**

January 12, 2015

Victorian TAFEs are set to deliver operating losses of more than $70 million, according to figures released by the state government. The figures, which have not been audited, show eight of 12 standalone Technical and Further Education institutes are forecast to run up deficits for 2014. They show two institutes are set to deliver operating losses in excess of $20 million each. The figures indicate that combined operating losses are expected to reach $71.8 million for 2014 across the TAFE sector, although four institutes are forecast to deliver operating surpluses.

Higher Education, Skills and Apprenticeships Minister Steve Herbert said final 2014 figures would be available early this year. He accused the previous Coalition government of abandoning TAFEs. But the Opposition hit back, insisting it had increased funding to TAFE institutes when it was in government. Mr Herbert said the figures revealed the financial state of the sector was “much worse than it was known to be.” “I’m determined to rebuild TAFEs. This makes it a bit harder,” Mr Herbert said. “It’s a disgrace what’s happened to our TAFE system.”

Opposition education spokesman Nick Wakeling said it was the former Brumby government that had made changes to the sector and the responsibility of TAFEs “budgetary management” rested with their appointed boards. He said the Coalition government had actually raised funding for the TAFEs. “Under the previous Coalition government the funding received by TAFEs had increased from $487 million in 2010 to $600 million in 2013,” he said. In the lead up to the November state election Labor promised to introduce a $320 million “TAFE rescue fund”. Labor said the money would go towards reopening closed campuses, bailing out TAFEs at “risk of financial ruin” and upgrading buildings.

The government has also committed to conducting a funding review of the vocational education and training system.

Former Holmesglen Institute chief executive Bruce Mackenzie will lead the review to create a “more sustainable funding model” for public and private training providers. The figures released by the government show that the standalone public TAFEs are also continuing to lose market share from 36 per cent in 2011 to 26 per cent of total student training numbers in 2014. The market share of private institutes has grown substantially in recent years.

Victorian TAFE Association interim executive director Nita Schultz said she looked forward to working with the state government to “guarantee the sustainability of the sector in Victoria.” But she said the TAFEs’ continuing loss in market share was a “real worry”.

Ms Schultz said she looked forward to the government releasing “timely information” on the state of the training sector to help TAFE institutes with their planning. The TAFE sector has been mired in controversy since it was revealed in 2012 that the then Coalition government would slash almost $300 million in funding.

**Refugees learn English by doing, playing, working**

December 8, 2014

A youth program that teaches English to young refugees via social and sporting events is having considerable success, research shows.

Using sport, camps and social activities to teach English to young refugees and migrants is achieving considerable success while also delivering cultural perspectives on Australia, according to new research. An innovative new youth program being delivered by settlement agency...
AMES under the federally-funded Adult Migrant English Program (AMEP) has been successful in keeping young people attending classes, supporting their continuing education and helping them get jobs.

A research paper commissioned by AMES into the program’s efficacy found that it “improved the health and wellbeing of young newly arrived migrants and refugees” and “increased social inclusion opportunities, thus enhancing settlement in Australian society”. Researcher Jan McFeeter said the activities the students are involved in during the “Youth Program” provide contexts for learning English. “The program provides opportunities for social interaction and opportunities to develop employability skills as well as opportunities for language acquisition,” she said. The research also found that providing an “immersive” approach to English tuition increased opportunities for social inclusion and economic participation as well as improved health and wellbeing. It said a specialist youth program helped engage and motivate young people.

The report recommended additional investment in the AMEP to facilitate consistent and sustainable provision of specialist program for young migrants and refugees.

In 2012–13, the $264 million AMEP program was delivered at 274 locations across Australia to 59,754 clients from 188 countries. Fourteen per cent – or almost 9000 – of the students were aged 16 to 25. Former AMES Youth Program student Zulfiqar Ali now works as a welder at AIS Maintenance Services in Moorabbin and attributes his success to the program.

The 26-year-old refugee from Pakistan, who is also studying welding engineering at Dandenong TAFE, said the program improved his English and his confidence. “Through the program, not only did I improve my English but I also learned about the city and places around Melbourne. I also learned about the importance of things like environmental protection. "Two-and-a-half years ago I arrived on Christmas Island with about 3 per cent English. Now look at me!"

Zulfiqar said he loved working as a welder. “It is a very physical and technical job but it’s a very good job,” he said. His employer, Russell Moore, said he was delighted with his new worker. “Zulf is a great employee. He’s very enthusiastic and keen to learn.”

Ms McFeeter said the Youth Program attempted to make up for what new arrivals had missed out on. "For kids from refugee backgrounds, even if they’ve been to school before in refugee camps, they may not have had the experiences you would expect kids to have had just by going to school in Australia,” she said. Locally born children had probably been in class plays or musicals, been on camps, joined clubs or undertaken work experience and this prepared them for the wider world, she said.

"If you’ve gone to school in Australia, you have an idea about the post-school system in Australia. You probably know what TAFE is and how to access it; you probably know something about what is required to get into university," she says. "But if you have come from a refugee camp, you might not know any of that. The Youth Program gives newly arrived migrants access to some of the opportunities Australian-born students would have had, such as part-time jobs while they’re still at school."

"Refugee kids and their families often don’t have the contacts to get part-time jobs, so the program helps them with that," Ms McFeeter said. Ensuring young people learned with people their own age has also proved successful. "We find they are more relaxed and more open and they respond well to very active learning – and to learning by doing. When they are in classes with older people we find that young people are less engaged; they’re much quieter, Ms McFeeter said. "And because the classes are fun we have high retention rates. The students make good connections and they are motivated to come,' she said. Laurie Nowell is a writer with AMES.

**Physics is too hard for women, according to female physics students**

A survey of University of Melbourne physics students showed some surprising attitudes to women’s capacity to study physics - and the real surprise was that it was female students who held those views.

It may be the 21st century, but attitudes still persist that women’s brains are incapable of doing physics – at least in Australia. And it’s not just crusty, old men who think this.

Two weeks ago Third Degree reported on Jacinta den Besten’s research on the dwindling number of women studying physics. Ms den Besten has just finished collating information from a survey of first-year female physics students at the University of Melbourne on their perceptions of why women don’t continue with the discipline.

Of the 200 students who responded, more than 50 per cent harboured perceptions about physics not being "for women".

"Women are generally not as good with numbers as men, so physics is more difficult to subject them to," one student wrote.

"Not to stereotype but women are generally not as good as men in physics hence they feel discouraged to continue," another said.

"This might be me stereotyping but usually women would want to do chemistry more than physics and physics is for guys," yet another female student wrote.

Then there was this: "People say women cannot find a
career in physics. People trust men to do the job in this area."

"That really surprised me in this day and age," says Ms den Besten, the Laby Teaching and Outreach Fellow (Telescopes in Schools Program Coordinator) at Melbourne University.

The survey was sent to the 700 first-year female physics students, although many of those students were studying only one physics subject as part of another degree, such as biomedical science and therefore had no intention of carrying on with the subject.

Others were studying first-year astronomy, which is offered as a Melbourne University breadth course that any student can take.

Fourteen first-year female physics students were studying advanced physics.

The survey was carried out in the final two weeks of November. On the first day, Ms den Besten received 84 responses, suggesting that the students wanted to make a contribution to help lecturers tackle why only small numbers of women go on with physics.

About 20 first-year female students said in the survey they would continue with physics, although some are yet to make up their minds. The figure tallies with numbers from previous years.

Students had generally decided whether to major in physics at high school or in first-year. Many were only taking physics for one year because they thought it would be helpful in preparing for the medical entrance test.

The survey also suggested that female students are reluctant to go on with physics because classes are male dominated and usually taught by male lecturers, tutors and laboratory demonstrators.

The students also didn’t see that physics could lead to different careers such as banking and finance. Most students, Ms den Besten says, believe physics only opens up options in research and teaching.

Nevertheless, about 65 per cent of those who completed the survey enjoyed their experience of first-year physics. Some might have continued with the discipline if they had done more maths in high school.

Ms den Besten says to successfully do a science degree, students need to keep their options open by studying the harder maths such as specialist maths. Girls, she says, are choosing the standard maths.

"What concerns me is that they’re opting for the easier subjects," Ms den Besten says.

She says teachers and lecturers have been successful in getting the message across that students should keep up maths until year 12. However, Ms den Besten says more needs to be done to promote the more challenging maths, as without it girls are less likely to go on with physics.

In 2001, 26 per cent of first-year female physics students went on with it at Melbourne University compared with 13 per cent last year. Australian Institute of Physics figures show about 40 per cent fewer year 10 girls now choose physics compared with 18 years ago.

However, not all countries have small numbers of women studying maths and physics at university. Ms den Besten says an Italian professor in Melbourne University’s physics school says Italian pure maths departments are often completely female.

"Males tend to go into engineering whereas the girls do pure maths," Ms den Besten says.

The biggest insult you can give an Italian woman, according to the professor, is to call her "dumb" or "stupid".

This suggests that cultural differences about gender bias and discrimination have a strong impact on whether women major in physics.

Ms den Besten says plans are in place to tackle dwindling numbers of women doing physics. She also hopes other universities do surveys so information can be used to create a multi-pronged approach to encourage women to take physics.

"There are so few (women) physicists," Ms den Besten says. "We need them to teach it (physics); we need them to promote it."

* This is the final Third Degree post for the year. Thank you for reading. Third Degree returns on February 2.

In the meantime, here are some issues to ponder that Third Degree plans to take up next year.

If deregulation of fees is introduced and fees go up substantially, will some students decide it’s not worth going to university? Will the increasing graduate unemployment rates make students decide against going to university?

Is anyone going to do something about the teacher glut? Should the expensive Teach for Australia program be dropped in Victoria now that graduate teachers from traditional courses can’t get jobs?

If deregulation of fees is introduced and fees go up substantially, will some students decide it’s not worth going to university? Will the increasing graduate unemployment rates make students decide against going to university? Is anyone going to do something about the teacher glut? Should the expensive Teach for Australia program be dropped in Victoria now that graduate teachers from traditional courses can’t get jobs?
Do you feel like throwing in the towel, but want to be a great leader? Would you like to build an organisation? Do you want your child to be the best she can be? If you answered yes to any of these questions, The Habit of Winning is the book for you.

It is a book that will change the way you think, work and live. The stories in the book range from cola wars to cricketing heroes, from Michelle Obama’s management techniques to Mahatma Gandhi’s generosity. There are life lessons from frogs and rabbits, sharks and butterflies, kites and balloons. Together they create a heady mix that will make the winner inside you emerge and grow.

"Motivation, positive attitudes and self beliefs together mold the success of individuals."
Prakash Iyer’s Habit of Winning does not show the path to success; instead it shows one how to travel in the path towards success. For this purpose, he has used the life stories of many achievers in diverse fields as evidence. Not only has he mentioned famous figures, but he has also cited examples of ordinary people.

Success cannot be restricted to a single aspect; it has many dimensions. This is the concept he delivers in each one of his stories. He has also written about goal planning, which is a crucial element for success. The Habit of Winning has made use of many interesting anecdotes throughout.

Prakash Iyer has also included incidents from his personal and professional lives. Perception is an important factor which influences our attitude; he has illustrated this point in different ways. He also emphasises the fact that strong determination and guts, along with a positive attitude can help everyone accomplish their goals in life.

He has talked about what we can learn from the nature of animals such as cows and dogs. He has used the analogy of a caterpillar’s struggle to break out of the cocoon and emerge as a butterfly. His reference to famous individuals and how they fought the battles of their life is highly inspirational. The Habit of Winning explains the key to success with proven examples from various people’s lives who have achieved their goals with persistent motivation.

Prakash Iyer worked in Unilever for several years. He evolved from a successful manager to an inspiring leader. It would not have been disappointing had he not decided to further publicise the insights he has gained through years of leading teams across different companies and challenging circumstances. In a very charming and non-prescriptive manner, the book stimulates the reader to reflect on what it takes to be a successful manager and leader.

There are two schools of thought on leadership, one strong view being that leadership is innate and cannot be taught, while the other school strongly believes that leadership can be learnt. Even the clan which believes leadership can be learnt is split into two sub-clans. While one strongly relies on techniques and processes to influence its students, the other believes in shifting the burden on to the students to do the learning themselves. The prerequisite for the latter, however, involves creation of an environment that brings in engagement, immersion, reflection and contemplation.

It is evident that storytelling creates a connection with the audience and is a perfect mechanism to foster reflection. The strong connection between learning and stories exist because in anecdotes, an idea is united with an emotion. Prakash has weaved a string of stories which put together practically covers all that budding managers need to imbibe to transform themselves into future leaders and winners.

The drama of human emotion is a great preservative for ideas, because both the idea and the drama get permanently engraved in your mind. Storytelling is not normally a welcome skill in management; in fact it is pejorative.

In the story, the author talks about a piece of research by a team of scholars in Israel who wanted to study a soccer goalkeeper’s mindset in a penalty shoot. After analysing a number of penalty kicks from major league games, the conclusion they reached was that a goalkeeper’s best chance of blocking a penalty kick is to stay at the centre.

Despite this, in 92 per cent of the cases, the goalkeeper committed himself to a dive on either side! The answer lies in the bias for action that high achievers have, whether in a game of soccer or life in general. When standing still can perhaps fetch the desired result, the ‘dive’ on either side demonstrates the desire to be seen as somebody who at least tried. Standing still is scorned at when that could have been the most effective route.

The author then gives practical instances of how deeply this bias runs when we look around: some of the most memorable advertising campaigns being stopped by a new brand manager so that he is seen doing something of his own, CEOs busy acquiring businesses, divesting, downsising etc. when doing nothing could have been the best course of action!

On similar lines, the author narrates a fantastic story of a football coach who on the first day of practice came without a football. The students were uneasy but the coach had an indiscutable logic. At any point in time, only one man has the ball in a football game. It is important to learn what the remaining twenty-one should do and for that one doesn’t need a football! The urge to control the ball by every player can lead to disaster and thus team work needs to be practised from day one!

In all forms of organisations, managers face leadership issues for which they seek solutions. In the earlier part of one’s professional career, one is dealing with known issues and known solutions. The intensity of ambiguity increases with higher leadership roles and the most complex issues that we eventually start facing are unknown issues having unknown solutions. Thus, the prime challenge of future leadership is to understand the root causes of ambiguity. In a climate of uncertainty, leaders look for maps on how to get from one place to a target destination.

Psychologist Karl Weick has pointed out that maps can help in known worlds which have been charted before. Where the world has not been charted, the compass is required, he argues, because amidst uncertainty, it gives you a general sense of direction. Therefore, navigating the leadership ocean requires both the compass and the map. Thus, while maps which are equivalent to the factual, functional and analytical knowledge can help us deal with relatively known problems, what differentiates leaders from others is the ability to deal with complex issues where maps will not work. The compass being talked about works at
an intuitive level and develops as we learn from our own experiences and most importantly, from the experiences of others. This book talks about the many facets of leadership like perseverance, self-belief and building effective teams, each serving us an opportunity to reflect and develop our compass.

The great painter and sculptor Michelangelo has several masterpieces to his credit. Perhaps at the top of that list is David, his eighteen-foot-tall statue sculpted in marble in Florence, Italy. Now over 500 years old, this icon of Renaissance sculpture continues to attract—and fascinate—millions of visitors every year, from all over the world. Everyone who sees it goes back impressed by the genius of Michelangelo. This mammoth eighteen-foot block of marble had been lying around for several years. In fact, it had been around long before Michelangelo was even born. Some great artists, including Leonardo da Vinci, were invited to create something from that slab of marble. They all looked at it and dismissed it as flawed and worthless. Nothing could come of it, they felt. Several years later, Michelangelo got to work on that ‘flawed and worthless’ piece of marble, and went on to create a magnificent work of art. Apparently, while he was working on David, a little boy went up to Michelangelo and asked him why he was banging away at the rock of marble, and hitting it so hard. ‘Young man,’ said Michelangelo. ‘There’s an angel inside that rock. I am just setting him free.’

If you think about it, we are all like that rock of marble. There’s genius inside each of us. There’s a winner inside, waiting to be unleashed. None of us is flawed, none of us worthless. In most cases, we are just waiting for the right sculptor to come along, chisel away at the rock and set the winner inside free.

The Habit of Winning, is a bit like a sculptor’s toolkit. It is intended to help free the winner within you—and indeed the winners within all the other people you may be working with. And instead of the usual hammers and chisels, what you have in this toolkit are stories. Tales that will help you chip away at some of the unwanted bits of marble, and unleash the winner within.

There’s a leader inside each and every one of us, waiting to emerge and rise to his full potential. Never mind who you are or what you do, it’s a good thing to remember that you are a leader too. Some of us might lead small teams of people. Some might lead large organisations or even countries.

And in every case, the quality of the results depends squarely on the leader. As is often seen, the speed of the leader determines the rate of the pack. Also, how good a life can be, depends entirely on the leader. Your life, your successes and failures, the joy and the agony are all because of the leader of that life. It starts making sense and then ensures that you strive to become the best you can be. You are not just another piece of marble. You are a masterpiece—waiting to be set free.

A picture may be worth a thousand words, but when it comes to getting your message to register in the minds of people—or indeed in your own—nothing works quite as well as a story. Stories make ideas and concepts come alive and by shifting the action to another world and another time, they help us step back and see things from a whole new perspective. They make the impossible seem possible. And in times of seemingly unending despair, they open a window of hope, they inspire and they are memorable. They stick in our minds and heads in our subconscious. We all have unlimited potential, and we can all improve.

1. How do you define a vision for your organisation?
2. How do you create a winning team where the sum of the parts is clearly far greater than the whole?
3. What do great leaders do?
4. Why do some people do far more under one leader than under another?
5. How do you keep going in the face of adversity?
6. How do you instill the virtues of patience and perseverance and teamwork?
7. How do you find balance in life?
8. How do you set goals and achieve them?
9. How can you be, have and do all the things you always wanted to?

The Habit of Winning is all about bringing out the best in yourself and in the people you work with, about building great teams and winning. It is also about finding balance, being happy, making a difference. To yourself. And to the world around you.

The Habit of Winning is really a collection of stories. Stories that made a difference to my life. And will make to yours too. Some of the most vital lessons have been not from bosses but from salesmen and lift operators, accountants and factory folk. Ordinary people and, in almost every case, extraordinary leaders.

So in The Habit of Winning you’ll find lessons from cola wars and cricketing heroes. From frogs and fish, and rabbits and sharks. And while you may have heard some of these stories earlier, hopefully they will help ignite a new passion, and a renewed sense of purpose in your mind. And in your team’s heads and hearts too. Find yourself stuck in a depression? Feel like throwing in the towel? Hopefully you’ll find a story here that helps you get over it and emerge victorious. And if you are trying to lead your team over hurdles and barriers, hopefully you’ll find stories that help you get them to keep the faith, and discover strengths they did not know existed within them. If you are trying to communicate with your team, you might find that a story can sometimes be the best way to urge them into action. Stories can be powerful. Quite like the blow of a hammer on a slab of marble. Turn the pages, and you might find a story that resonates with the piece of marble you are working on.

Go ahead, enjoy the journey as you watch the winner inside you emerge and grow. Use these stories to communicate with yourself and your team, and watch them turn into works of art too. And keep adding your own stories to the
toolkit. That will make you an even better sculptor.

It would be a pity to have to vanish from the face of this earth with the music still playing inside you. It would be a shame to leave this world with that leader still hidden inside that rock of marble. It would be tragic to have had so many wonderful pieces of marble all around you, all erroneously dismissed as somewhat faulty and worthless. Come on, unleash the leader within.

It has rightly been said that leaders create leaders, not followers. Chisel away, start now. And may a thousand leaders bloom. Remember, it’s never too late to become what you might have been.

**VISION AND GOALS**

**Breaking Stones. And Building Monuments**

It happened some years ago on a deserted street in Rome. It was a hot, sunny afternoon. A woman was walking down the street, shopping bags in her hands, whistling a tune to herself, when she noticed a group of labourers breaking stones by the roadside. Clack-clack...clack-clack... they went as their hammers pounded on the stones, splitting them into smaller and smaller bits. Intrigued, the woman went up to one of the workmen and asked him what he was doing. ‘Can’t you see?’ came the rather abrupt reply, as the man looked up and wiped the sweat from his brow. ‘I am breaking stones.’ Walking a little farther, she saw another man, also breaking stones. ‘What are you doing?’ she asked him. ‘Me?’ he replied. ‘Oh, I am helping build the world’s tallest cathedral!’

Apply this analogy to your workplace.

» How do your colleagues in the organisation perceive their roles?
» As mere stone breakers, or as the builders of the world’s tallest cathedral?
» Does your frontline salesperson see his role as just a ‘sales rep’?
» Or does he pride himself on being part of a world-class team that is aiming to be the best in the business?
» Does the woman in your front office see herself as just a ‘receptionist’?
» Or as the ambassador and the first point of contact of an organisation that is aiming to be the best in the business?

The difference in the way your frontline members—your ‘stone breakers’—think can spell the difference between a terrific organisation and an ordinary one. It can mean the difference between achieving your vision or falling short of your targets. And how do successful leaders ensure that their organisations comprehend and share their vision? How do they get individuals to see their roles clearly as indispensable to a larger, grander plan?

***“Wow! This book is loaded with great ideas, stories and inspiration to help you be more positive, focused and successful in every area of your life” - Brian Tracy***

The best is the story of Károly Takács, a Hungarian pistol shooter, which illustrates the power of inner strength. An army sergeant and the country’s top shooter, Takács was the favourite to win the gold medal at the 1940 Tokyo Olympics. But tragedy struck when a hand grenade, exploding by accident, blew away his right (shooting) hand. Instead of focusing on what he had lost, he began practising to shoot with his left hand. Within a year of losing the right hand, he won the national championship, and at the 1948 London Olympics, he finally struck gold.

Roger Bannister, the first athlete, in 1954, to run a mile in less than four minutes - a feat considered physically impossible till then. Once Bannister broke the four-minute barrier, 16 other runners went on to do the same by 1957. Iyer uses this incident to illustrate the fact that barriers, at most times, are mental and once they are broken, greater achievements are possible. There is also the instance of how Tyrone Bogues, one of the most successful players in the history of the US’s National Basketball Association (NBA) ignored his weakness (lack of height) and focused on his strengths (speed, stamina and explosiveness on the court). Also, how swimming sensation Michael Phelps overcame a broken wrist to win an unparalleled eight medals at the 2008 Beijing Olympics.

There are also a few interesting insights from outside the world of sports, such as the one about Jack Ma, founder of alibaba.com, the world’s largest B2B portal. Ma said there were many rabbits (opportunities) running around when he began to work on alibaba.com, but he focused only on the portal and succeeded.

***“If you try to catch them all, you may end up with none,”***

The anecdote about Chinese bamboo is particularly relevant in the current business scenario. This tree, grows to a height of 80 feet. For the first 60 months, however, all the growth is below the surface - where the tree creates an extensive root system - and hence invisible. In the next 90 days, it becomes as tall as an eight-storied building.

Long-term sustainable success does take time. This is of vital importance for an organisation to tread on the path of achieving its vision and goals. The section goes on to talk about the importance of setting goals by citing that even the best mountain-climbing equipment is of little use if you don’t have a mountain to climb. Then, it calls for being focused and persistent to achieve these goals.

“The best are the stories of Károly Takács, a Hungarian pistol shooter, which illustrates the power of inner strength. An army sergeant and the country’s top shooter, Takács was the favourite to win the gold medal at the 1940 Tokyo Olympics. But tragedy struck when a hand grenade, exploding by accident, blew away his right (shooting) hand. Instead of focusing on what he had lost, he began practising to shoot with his left hand. Within a year of losing the right hand, he won the national championship, and at the 1948 London Olympics, he finally struck gold. Roger Bannister, the first athlete, in 1954, to run a mile in less than four minutes— a feat considered physically impossible till then. Once Bannister broke the four-minute barrier, 16 other runners went on to do the same by 1957. Iyer uses this incident to illustrate the fact that barriers, at most times, are mental and once they are broken, greater achievements are possible. There is also the instance of how Tyrone Bogues, one of the most successful players in the history of the US’s National Basketball Association (NBA) ignored his weakness (lack of height) and focused on his strengths (speed, stamina and explosiveness on the court). Also, how swimming sensation Michael Phelps overcame a broken wrist to win an unparalleled eight medals at the 2008 Beijing Olympics.

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“Unfinished tasks are the biggest contributors to stress at the workplace.”

**“If something is worth doing, it’s worth doing badly at first. If something is not worth doing, it is best not to do it”**
The Art and Science of Management owe its genesis and evolution to the Military. Modern Management theories, concepts, techniques and practices emerged in the 1950s from the experiences and lessons learnt during World War II [particularly in The United States of America by organisations like the RAND Corporation]. For example, the concept of systems analysis, which involves looking at a particular problem not in isolation but rather in the context of the whole system of which it is a part and then explicitly examining the consequences of alternative courses of action, was developed at RAND in the 1950s to address military challenges. The revolutionary technological concepts of information technology like internet and software and hardware technologies which today’s corporate world depends on so extensively also emanated from the military.

RAND was the birthplace of the Internet's basic distributed network technology. Isn’t it therefore ironic that the reverse is happening today? Yes, it was the military that gave modern management principles to the civilian corporate world, and today we see a paradoxical situation of military men running to Civilian Business Schools and Management Institutes to "learn" management and acquire the coveted MBA which is the sine qua non and all important passport for entry into the corporate world. It is also amusing to see so-called management experts from the corporate world, safely ensconced in the comfort of their air-conditioned offices, who are far removed from the experience of war and who have never seen a shot fired in anger, boast of using military strategy in boardrooms, advocate the use of military tactics in sales and marketing, bandy about terms like “foot soldiers”, “generals”, “field experience” and liberally quote from Sun Tzu's The Art of War and other military tomes and classics. It has become fashionable to call competitors as “enemies” and use terms like “battles” and “leading from the front”, little realising that there is a vast difference between the rules of engagement pertaining to corporate “wars” and actual wars.

The author too falls into this populist trap when, in the context of “cola wars” he describes salesmen as heroes out on a “battle” ready to “kill” the “enemy” (the competitor) and make their own brand the number one cola. The stakes are vastly different – if a manager does not “win” he risks losing his job and may cause a loss to his company, if a military officer does not win, he risks losing his life (and those of his men) and causing defeat to his country. It is unjust to compare the two.
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With All The Industry Information?

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It's Not NEWS

WE PRESENT FOR YOUR ENTERTAINMENT SOME THINGS WE TRULY FIND FUNNY, INSPIRATIONAL (OR BOTH) FROM THE WORLD WIDE WEB. THIS MONTH WE FEATURE A SNIPPET FROM www.theoatmeal.com. THIS IS FROM A BUNCH OF GUYS THAT HAVE GREAT INSIGHTS INTO OUR DAY TO DAY WORLD. THE FEATURE THIS MONTH IS, "HOW TO PERFECTLY LOAD A DISHWASHER". ENJOY

How to perfectly load a dishwasher.

Step one: load it badly.

Step two: Listen to your husband/wife/whoever's instructions on how to properly load a dishwasher.

Be attentive and take detailed notes.

How I load the dishwasher: Like Jesus on adderall.

How YOU load the dishwasher: Like an inbred orangutan.
Step three:
Ignore those instructions.
Repeat step one.

Step four:
Lose your dishwasher-loading privileges.

Step five:
perfect.
Trainers and Assessors Mentoring Program

When: 2 February 2015, 1:00pm - 2.00pm

Where: https://www.velgtraining.com/events-booking.cfm?idevm=357

Presenter: Kerri Buttery, Carol Hunter

Cost: Member - $390 (incl. GST), Non-member - $450 (incl. GST)

In 2015, Velg Training will run the largest VET Mentoring Program in Australia. Velg Training is uniquely placed to provide such a program to educate, inspire and empower the VET community.

Ongoing professional development is vital to maintain an individual’s skill, knowledge and expertise relevant to the VET sector. These Mentoring Programs will allow knowledge to be communicated and built upon over the 2015 calendar year to enhance your organisation’s continuous improvement processes whilst maintaining your individual currency requirements.

All sessions in the Mentoring Program will include a pre-recorded webinar and a live webinar. The purpose of structuring the program this way is to ensure that participants get the most out of the program. Having pre-recorded content for participants will allow you to watch the content in your own time over a week. We know that many people in a Registered Training Organisation (RTO) are time poor and we believe that having flexibility is important to you. Additionally a live Q&A session will utilise our expert presenters and will give the opportunity for participants to come prepared to the webinar. Velg Training has run a comprehensive and successful webinar program for two years and our experience has led us to making these structural decisions.
Programs will include:

- Pre-recorded webinars
- Live Q&A webinars
- Attendance Certificates
- Electronic resources
- Industry experts
- Hard-copy folder
- PowerPoints

What will be covered in the webinar

The role of the trainer and assessor in a Registered Training Organisation (RTO) requires a balance between compliance and the practice of training and assessing. This mentoring program has been designed to keep trainers and assessors up to date with regulatory requirements and on track with processes that need to be implemented in line with the new Standards for RTOs (2014). Throughout the year you will receive a one-hour pre-recorded webinar on what you need to consider and plan for over the coming months. This will be followed by participation in a live one hour Q&A webinar where you can ask questions and hear what questions other VET trainers and assessors may have. Whether you are an experienced VET trainer or assessor, or new to the role, we are here to help you maintain the balance and keep you up to date with all things VET.

Key topics covered within pre-recorded webinar

- Streamlined training packages
- Engaging industry and supporting validation processes
- Peer review requirements
- Assessment requirements refresher
- Tips for reviewing assessment
- Key VET sector updates

Who should attend

- CEO/Owner
- RTO/Compliance Manager
- Trainer/assessor
- Head of Faculty/Dept/Area Manager

What to expect

Presented by Kerri Buttery, Consultant with Velg Training and Carol Hunter from RTO Services and Consulting, you will be provided with the following resources after the event:

- PowerPoint
- Recording of the webinar (two week access)
- PDF copy of the Chat Q&A transcript
- Additional electronic resources

Opportunities to interact

- Use a microphone to speak with trainer/attendees
- Raise your 'virtual hand' to engage in discussion
- Share your thoughts via online chat window
- Answer online polls that provide instant group feedback

NB. If you would like to send chat questions to the presenter, Carol Hunter, before the session, please email webinar@velgtraining.com.

Re-designing the Future: Gamification as a competitive advantage (Webinar)

When: 4 February 2015, 11:00am - 12:00pm

Where: https://www.velgtraining.com/events-booking.cfm?idevm=398

Presenter: Dr. Bordogna

Cost: Member - $49 (incl. GST), Non-member - $79 (incl. GST)

What will be covered in the webinar

With the advent of funding changes in the sector, retaining students and having them complete their qualification is of the utmost importance for the continued viability of an RTO. One approach for engaging and retaining learners is by re-designing your entire curriculum with gamification in mind. In this webinar, Dr. Melissa A. Bordogna will dispel the myths that gamification only means creating whiz-bang, online games and that it is overly expensive for the average organisation. She will explain how you can be re-designing your curriculum in an affordable and phased approach in order to gain or maintain a competitive advantage.

Key topics covered within webinar

- Gamification: a competitive advantage & differentiator
- Some facts & figures
- What is it exactly?
- Hgh-level nuts & bolts
- Gamifying content: a staged approach

Who should attend

- CEO/Owner
- Head of Faculty/Depart/Area Manager
- Director of Studies
What to expect

Presented by Melissa Bordogna, you will be provided with the following resources after the event:

- PowerPoint
- Recording of the webinar (two week access)
- Additional electronic resources
- Electronic Statement of Attendance

Opportunities to interact

- Use a microphone to speak with trainer/attendees
- Raise your ‘virtual hand’ to engage in discussion
- Share your thoughts via online chat window
- Answer online polls that provide instant group feedback

NB. If you would like to send chat questions to the presenter, Melissa Bordogna, before the session, please email webinar@velgtraining.com.

How do the L, L and N in LLN intersect?
Some connections between language, literacy and numeracy

When: 4 February 2015, 2:00pm - 3:30pm

Where: https://www.velgtraining.com/events-booking.cfm?idevm=398

Presenter: David Tout

Cost: $30

Description

This presentation will look at some issues related to the teaching and learning of literacy and numeracy, especially at the relationship between these two core skills. How does numeracy relate to literacy and vice versa? And where does language fit in, especially within numeracy? What are some of the key issues arising from this that impact on teaching literacy and especially numeracy?

Taking the Next Step with PAT Results: the PAT Resources Centre

When: 5 February 2015, 4:00pm & 10 February 2015, 4:30pm

Where: https://attendee.gotowebinar.com/rt/611241966966532417

Cost: $30

Description

Looking to take the next step with your PAT results? Are you looking for research-based activities and interventions that you can use in your classroom? Do you want to know more about how to use your data in the classroom?

This webinar has been designed to demonstrate the power of using your existing PAT data with ACER’s new release, the PAT Resources Centre. The PAT Resources Centre is an online platform that provides teachers with targeted teaching activities based on a student’s scale score.

Join a session for more information, or contact Terri Cornish at terri.cornish@acer.edu.au or Taylor Hayes at taylor.hayes@acer.edu.au

9b Compliance (Webinar)

When: 11 February 2015, 11:00am - 12:00pm

Where: https://www.velgtraining.com/events-booking.cfm?idevm=403

Presenter: Chris Green

Cost: $49 (incl. GST), Non-member - $79 (incl. GST)

What will be covered in the webinar

In Australia, education and training facilities are required to operate from premises that meet more strict “classification of use” criteria than standard commercial facilities. This special criteria is outlined in a section of the Building Code of Australia (BCA) known as ‘Class 9B’.

It is important for education providers who are looking to renovate or move premises to become familiar with the basic requirements of 9B, in order to avoid the penalties associated with non-compliance (such as closure of your training facility) or costly compliance upgrades.

As the legislation itself can be a little overwhelming, this webinar has been designed to help you familiarise yourself with the basic requirements and implications of 9B, without getting bogged down in the details and technicalities.

Key topics covered within webinar

- What is 9b and why is it important
- How the regulations and legislation differ from State to State
- Key documentation to ask for BEFORE you sign a new lease
- Knowing key base building limitations to avoid
- How to avoid Hundred’s of Thousand’s of $S of extra costs
Who should attend

- CEO/Owner
- RTO/Compliance Coordinator
- Head of Faculty/Depart/Area Manager
- Consultant
- Administrator

What to expect

Presented by Chris Green, you will be provided with the following resources after the event:

- PowerPoint
- Recording of the webinar (two week access)
- Additional electronic resources
- Electronic Statement of Attendance

Opportunities to interact

- Use a microphone to speak with trainer/attendees
- Raise your ‘virtual hand’ to engage in discussion
- Share your thoughts via online chat window
- Answer online polls that provide instant group feedback

NB. If you would like to send chat questions to the presenter, Allison Miller, before the session, please email webinar@velgtraining.com.

Teaching Students what to do to Comprehend Text

When: 13 February 2015, 9:30am - 3:30pm

Where: https://acer-conference-online.acer.edu.au/reg/120LX

Presenter: Prof. John Munro

Cost: $395.00

Description

Teaching students what to do to comprehend text

Audience: primary and secondary teachers, special education and learning disability consultants, literacy coaches and other professionals working in reading comprehension improvement.

Join this ‘flipped’ workshop. Prior to the workshop, you will need to view a series of short videos.

Readers improve their reading comprehension when they learn how to use more efficiently a range of reading strategies. These strategies also help them learn from the texts they read and to enhance their knowledge.

This workshop describes the types of strategies students need to be taught to use and how to teach them explicitly and systematically:

- vocabulary acquisition and enhancement strategies
- sentence comprehending strategies such as paraphrasing and visualising
- paragraph comprehending strategies such as synthesising two or more sentence meanings, summarising, consolidating, predicting and inferring
- text integration strategies such as extending the topic and synthesising paragraph meanings
- reviewing and reflection strategies such as identifying the new knowledge that has been learnt.
- metacognitive strategies for directing and managing the reading comprehension activity.

Examples of their application will be made to both primary and secondary level texts.

RTO Administrators Mentoring Program (Beginner)

When: 9 February 2015, 16 February 2015 11:00am - 12:00pm

Where: https://www.velgtraining.com/events-booking.cfm?idevm=358

Presenter: Sally Maxwell

Cost: Member - $390 (incl. GST), Non-member - $450 (incl. GST)

Description

In 2015, Velg Training will run the largest VET Mentoring Program in Australia. Velg Training is uniquely placed to provide such a program to educate, inspire and empower the VET community.

Ongoing professional development is vital to maintain an individual’s skill, knowledge and expertise relevant to the VET sector. These Mentoring Programs will allow knowledge to be communicated and built upon over the 2015 calendar year to enhance your organisation’s continuous improvement processes whilst maintaining your individual currency requirements.

All sessions in the Mentoring Program will include a pre-recorded webinar and a live webinar. The purpose of structuring the program this way is to ensure that participants get the most out of the program. Having pre-recorded content for participants will allow you to watch the content in your own time over a week. We know that many people in a Registered Training Organisation (RTO) are time poor and we believe that having flexibility is important to you. Additionally a live
Q&A session will utilise our expert presenters and will give the opportunity for participants to come prepared to the webinar. Velg Training has run a comprehensive and successful webinar program for two years and our experience has led us to making these structural decisions.

**Programs will include:**
- Pre-recorded webinars
- Live Q&A webinars
- Attendance Certificates
- Electronic resources
- Industry experts
- Hard-copy folder
- PowerPoints

**What will be covered in the webinar**

Administering a Registered Training Organisation (RTO) requires specialised knowledge of the Vocational Education and Training (VET) sector. As a new RTO Administrator you will be faced with a range of acronyms, VET terminology and complex systems. Velg Training has developed a mentoring program to assist RTO Administrators who are new to the role in the process of understanding their role within the organisation and the systems within the VET sector, which can be different in each state or territory. Keep on track throughout the year with a one-hour pre-recorded webinar on what you need to consider and plan for over the coming months, followed by a live one hour Q&A webinar where you can ask questions and hear what questions other RTO Administrators may have. We are here to help you understand the sector, tasks and processes for administration and assist you in keeping up to date with all things VET.

**Key topics covered within pre-recorded webinar**
- Key organisations
- Frameworks and guidelines
- VET terminology
- Significant items from Standards for Registered Training Organisations (RTOs) 2015 for administrators
- Unique Student Identifier (USI) scheme
- Key VET sector updates

**Who should attend**
- CEO/Owner
- RTO/Compliance Manager

**What to expect**

Presented by Sally Maxwell, from RTO Assistant you will be provided with the following resources after each session:
- PDF copy of the PowerPoint
- Recording of the webinar (two week access)
- PDF copy of the Chat Q&A transcript
- Additional electronic resources

**Opportunities to interact**
- Use a microphone to speak with trainer/attendees
- Raise your ‘virtual hand’ to engage in discussion
- Share your thoughts via online chat window
- Answer online polls that provide instant group feedback

NB. If you would like to send chat questions to the presenter, Sally Maxwell, before the session, please email webinar@velgtraining.com.

**RTO Administrators Mentoring Program (Intermediate)**

**When:** 9 February 2015, 16 February 2015 1:00pm - 2:00pm

**Where:** https://www.velgtraining.com/events-booking.cfm?idevm=359

**Presenter:** Sally Maxwell

**Cost:** Member - $390 (incl. GST), Non-member - $450 (incl. GST)

**Description**

In 2015, Velg Training will run the largest VET Mentoring Program in Australia. Velg Training is uniquely placed to provide such a program to educate, inspire and empower the VET community.

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All sessions in the Mentoring Program will include a pre-recorded webinar and a live webinar. The purpose of structuring the program this way is to ensure that participants get the most out of the program. Having pre-recorded content for participants will allow you to watch the content in your own time over a week. We know that many people in a Registered Training Organisation (RTO) are time poor and we believe that having flexibility is important to you. Additionally a live Q&A session will utilise our expert presenters and will give the opportunity for participants to come prepared
to the webinar. Velg Training has run a comprehensive and successful webinar program for two years and our experience has led us to making these structural decisions.

Programs will include:

- Pre-recorded webinars
- Live Q&A webinars
- Attendance Certificates
- Electronic resources
- Industry experts
- Hard-copy folder
- PowerPoints

What will be covered in the webinar

Administering a Registered Training Organisation (RTO) requires specialised knowledge of the Vocational Education and Training (VET) sector. Velg Training has developed a mentoring program to assist RTO Administrators who have an intermediate level of understanding in relation to their role, responsibilities and the overall VET sector. Build on your existing knowledge and skills as well as keep on track throughout the year with a one-hour pre-recorded webinar on what you need to consider and plan for over the coming months. This will be followed by a live one hour Q&A webinar where you can ask questions and hear what questions other RTO Administrators may have. We are here to help you build on your knowledge of requirements of national and state/territory based systems, understand the new standards and keep you up to date with all things VET.

Key topics covered within pre-recorded webinar

- Significant items from the Standards for Registered Training Organisations (RTOs) 2015 for administrators
- Unique Student Identifier (USI) scheme
- Common RTO Administrator responsibilities
- Document management
- Information to provide prior to enrolment
- Enrolment data and AVETMISS
- Key VET sector updates

Who should attend

- CEO/Owner
- RTO/Compliance Manager

Opportunities to interact

- Use a microphone to speak with trainer/attendees
- Raise your ‘virtual hand’ to engage in discussion
- Share your thoughts via online chat window
- Answer online polls that provide instant group feedback

NB. If you would like to send chat questions to the presenter, Sally Maxwell, before the session, please email webinar@velgtraining.com.

NEW!

ASSISTING WITH PERSONAL HYGIENE AND GROOMING DVD AND FACILITATOR’S GUIDE

Funded by the Workplace English Language and Literacy Program (WELL), Aspire Learning Resources has developed a new DVD and Facilitator’s Guide, which links directly to the CHC08 Community Services Training Package to support the delivery of:

- CHCICS301A  Provide support to meet personal care needs
- CHCAC319A  Provide support to people living with dementia
- CHCDIS323A  Contribute to skill development and maintenance

$49.95

CONTACT ONE OF OUR FRIENDLY ACCOUNT MANAGERS ON 1300 134 099 FOR MORE INFORMATION OR TO ORDER YOUR COPY TODAY!
What is Sudoku?

A Sudoku 'hidden word' puzzle consists of 9x9 grid (nine rows and nine columns), divided into nine 3x3 boxes, into which a few letters have already been placed. The nine letters used in the puzzle are listed below the grid.

The object of the puzzle is to fill in all the remaining squares with the given letters, so that each row, each column, and each 3x3 box contains all nine letters.

Back to school

These puzzles may revive happy memories of your schooldays and of the styles of teaching you received there.

Word: _ _ _ _ _ _ _

ACDEINOTU

Solutions for the above Sudoku puzzles in the next issue

That Figures

Word: FARMHOUSE

Solutions from last month, December 2014
Word Puzzle

VEGETABLES

CABBAGE  BEAN
CARROT  LEEK
CELERY  ONION
CELERY  PEA
CELERY  LEMON
TOMATO  TURNIP
LEEK  PEAS
BEETROOT  BEETROOT
BROCCOLI  BROCCOLI
ASPARAGUS  ASPARAGUS
CAULIFLOWER  CAULIFLOWER
CAULIFLOWER  CAULIFLOWER
CUCUMBER  CUCUMBER
MUSHROOM  MUSHROOM
PARSNIP  PARSNIP
PUMPKIN  PUMPKIN
RHUBARB  RHUBARB
SPINACH  SPINACH
SPROUT  SPROUT
AQUASH  AQUASH

Solution from last month, December 2014

CAULIFLOWER  A K N E C E L E R Y
CARROT  U O S E E A K A A K A P E A K A A K A N O
CELERY  C K V N E A B S P R O T A K R H E R O S
MUSHROOM  U K A E M U K A A K L L E S K R A K A N Q
BALEAKALKMNENKTAKANA
ELLNIPPONIONESLAPWINS
RHUBARBTAKEAKTAKANH
NRowoakeakaeakaprunet
AKANEPKDAPBRNATOMATO
CKANEAKEEKEPKTAKWCNC
AOREAGLEGANEIHAWKINR
BEETROTSKNNELKTAKNNABROCCOLIFUJINEOOARED
NASPARAGUSKAAALBATROSSE
GKANEparsnipovkaakane
EACKDAWAEEKANTURNIPRDE
ACIDERPUMPKINAKAAKANE
CSPINACHNCATHAYPACIFIC
Classifieds - Buy and Sell

Simple Ad

Max 50 words

For Sale – iPad 2 - $450
6 months old iPad 2, 16GB Black Wifi+3G with some minor scuffs. Also have an Apple iPhone 2G 4GB Mobile Phone in good condition for $150. Please call 12 34567890 or email ipad2@gmail.com

150 words Ad + Logo

Training Room for Hire
Strategically Positioned CBD based training rooms available for rent. 3 different sized rooms available based on requirements. Each room has WiFi plus projector connections available as well as a whiteboard. One room is setup as a computer lab style training room.

Classifieds - Jobs Vacant

Career Opportunities

Marketing Officer - CBD Location
$58,000 plus super
Friendly small team
The broad function of the role is to organise activities and events to achieve student recruitment targets. To drive conversion from prospects into students’ and to generate and build prospect database.

KEY RESPONSIBILITIES:

To contribute and implement strategies and plans for student recruitment initiatives.

Represent the organisation in local and overseas events delivering presentations potential student’s and partners.

To be the key contact point for building and collating prospects database from such events.

Advising students of their progress throughout the registration and exemption process via telephone and/or email, and support on time payment

Assist prospects with all enquiries via telephone, email or face to face

Organise and manage career talks, competitions, and other campus activities to create interest amongst prospective students as well as increase brand awareness.

Support, and make recommendations for improvements towards student recruitment initiatives

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52 - Teams - College admin and systems stressing you out?

Pricing for Classifieds

and Jobs Vacant

Simple Ad (maximum 50 words) - FREE

Up to 150 words + logo - $110 incl. GST

Up to 250 words + logo + boxed ad - $165 incl. GST
What is the RTO Compliance Manager?

- The RTO Compliance Manager is a structured system of folders and files, created to help private providers prepare the documentation and processes required to apply for and maintain RTO status in Australia.

- From July 2011, RTO registration, registration renewal or extension of scope must comply with the Australian Skills Quality Authority (ASQA) NVR Standards. RTOs need to ensure their compliance systems meet ASQA's NVR Standards.

- The RTO Compliance Manager is designed to guide RTOs and RTO applicants through the process of upgrading / setting up their systems and documentation to comply with the NVR Standards.

- Policies and procedures are cross-referenced to both ASQA and AQTF Standards to aid transition.

- The system is divided into linked sections for ease of use:

The RTO Compliance Manager:

- Simplifies implementation and ongoing maintenance of the RTO's Quality System.

- Provides useful tools and information to simplify navigation, document control and customisation.

- Provides tools to simplify ongoing maintenance of registers.

- Provides quick access to forms and templates.

- Supplies over 40 sample Forms, Registers and other useful documents are in the relevant folders.

The Quality Management folder system is flexible and can be customised to reflect the size and scope of your organisation and adapted as it changes over time.

RTO Compliance Manager will help you get on top of the new compliance requirements.

Please visit our website www.southernxconnection.com where you can view in more detail how the RTO Compliance Manager interface works.
Let me ask you something...

How do you go to your market with your product or service? Via email? Going to Industry Events? Presenting Face to Face? Cold Calling? Are you guilty of using the same marketing methods as everyone else in your space?

Have you noticed that most of the common marketing methods are no longer as effective?

Marketing Emails are getting deleted without being read or going straight to the spam folder. Exhibiting at Industry Events is expensive and you are in a crowded space with all your competitors.

Presenting face to face works but is very time consuming for you and your staff. Cold Calling is an interruption for most people. When was the last time you bought a product from a cold call?

So, what is the solution? How do the big successful corporations do it? They use all forms of media and focus on building their brand and unique message. "But I don’t have millions to spend!", We hear you.

What about direct mail? It is expensive and takes at least a few thousand dollars just to do one single mailout.

We have an answer. You can take up advertising space with this magazine for the whole year for what it will cost you to do a single campaign or go to one Industry Event.

A full year’s worth of niched print media advertising, targeted to your market can do wonders for your brand. Reach out every month to the VET Sector including CRICOS & ELICOS Colleges.

Would you like to know more about how using ‘old school’ methods like print media can make a big difference to your business and bring you a constant stream of quality leads?

We have created just the resource that you can use to help you with that - "Successful Direct Marketing - How to Implement a 10 Step Action Plan for Maximum Exposure and Sales"

It is loaded with actionable tips for running a successful ad campaign in print including tips and strategies from some of the best minds in marketing for SMEs.

Here’s to a super successful 2015 for you. Best wishes,

Sandeep and all the team at RTO Success.

WHAT DOES IT TAKE TO WIN ACPET’S VET PROVIDER OF THE YEAR?

Being recognised at the ACPET awards is the culmination of many years of hard work and many individual success stories. We’re proud to share this honour with everyone who has contributed to our success including our students, tutors and team members. We’d also like to thank the local communities, businesses and partners who work with us to offer real opportunities to our passionate and dedicated graduates. We look forward to creating even more success stories in the future.
We have just the remedy for it!

AVETMISS 2015 Compliant
✓ Email, SMS & CRM features
✓ Timetable & Attendance
✓ Competency Counts & Surveys
✓ Complete Student Financials

Contact RTO Software on 1300 305 302 for an online demo or a detailed proposal.

TEAMs is the ultimate feature rich & easy to use software that will take your RTO management to the next level. Using TEAMs allows automation of your marketing and reduces admin costs. Get compliance ready and access comprehensive reports at your finger tips!

Turn your admin from a bunch of chaotic and painful systems and living in fear of being non-compliant to using a single integrated, high quality, fully compliant system that is the secret of so many successful organisations across Australia.