

Making managers and leaders

The nature of career pathways into leadership and management roles in VET

INTRODUCTION

- ▶ Changing career pathways in the VET sector
- ▶ Increasing complexity of leadership and management roles
- ▶ Supporting development of managers and leaders
 - Recruitment and career pathways
- ▶ Retrospective look at career pathways for a group of managers in the sector (2006)

Background

- ▶ Careers in VET shaped by changing workforce structures and changing nature of work in the sector (NCVER 2004; Harris, Simons & Clayton 2005, WA DET 2006)
- ▶ Careers – an interplay between individual and institutions (Walton and Mallon 2004)

VET career patterns

- ▶ VET career patterns – shape what is possible
 - Second choice career particularly for teachers and trainers
 - High levels of occupational mobility for all groups within the sector
 - Unique interplay between industry knowledge, specialist educational knowledge and current industry competence
 - Changing modes of employment driven by employers for a range of reasons

Impact on those in management and leadership roles

Research method

- ▶ Consortium Research Program *Supporting Vocational Education and Training providers in building capacity for the future*
- ▶ National survey
- ▶ 1150 questionnaires; 1095 responses from 22 public and 21 private RTOs

Three groups...

- ▶ *Recruited directly* into management roles (n=22) or roles that combined a management role with a teaching/training/assessment role (n=32)
- ▶ Employed initially in other roles but whose *career pathways led to roles as educational managers* (n=107)
- ▶ Employed initially *in other roles but whose career pathways led to roles which combined management with teaching/training or assessment roles* (n=63)

Moving into management at recruitment

- ▶ 22 recruited into 'stand alone' positions; 32 into combined roles
- ▶ Most recruited in the period 1997–2006
- ▶ Recruited from education and training industry as well as other industries
- ▶ Dedicated managers usually employed in permanent on going roles; combined teacher–management roles more usually fixed term
- ▶ Wide remit for roles
- ▶ Highly qualified for roles

Moving into management at recruitment – post recruitment

- ▶ Educational Managers – only 5 had no moves since recruitment
- ▶ All remained in management roles – widening experience
- ▶ Recruitment into combined roles – some had moved into teaching/training only roles (n=6); others remained in management
- ▶ High levels of engagement with professional development

Moving into management 'from within' (1)

- ▶ Eighty-four of these respondents commenced employment as teachers/trainers/assessors
- ▶ 15 had moved from general staff roles
- ▶ 8 had moved from their original employment in a combined teaching/general staff role
- ▶ Nearly two thirds of these staff were female
- ▶ Most initially employed in the VET sector in 1986–1995
- ▶ Most current managers over 35 years of age
- ▶ Most employed in public RTOs (n=75)

Moving into management 'from within' (2)

- ▶ Movement into management roles = changing modes of employment
- ▶ Different 'routes'
 - Moving through different teaching roles then into management
 - More direct route – teaching then management
 - General staff roles to management roles
 - Combination general staff/teaching roles into management roles
- ▶ Continued movement after attaining management role

From teaching to management

(1)

Entered in 1989 – 7 moves

Lecturer → Lecturer → Lecturer → EM3 → EM3 → EM
C → Program Leader (2005)

(2)

Entered in 1987 – 8 moves

Teacher → Department Manager → Curriculum Officer
→ Manager Quality → National Manager Quality →
General Manager Education Services → Curriculum
Manager → Leader Learning and Development →
Manager → Manager Organisational Improvement
(2005).

From general staff to management

Educational Officer (1986) → Senior Educational
Officer → Program Manager → Chief Education
Officer → Manager Student Services →
Manager Teaching and Learning → Associate
Director → Manager Educational Development
→ Manager Learning Technologies

Training Coordinator (1994) → Assessment
Officer → Project Officer → Business Analyst
→ Assistant Director → Assistant Director
(2004).

Moving into combined management/teaching roles 'from within'

- ▶ N=63
- ▶ 53 commenced working in VET as teachers/trainers
- ▶ Mostly in public RTOs
- ▶ Female; older (50–60 age bracket;) initially employed in period 1986–1996
- ▶ Route to permanent on-going work

Moving into combined management/teaching roles 'from within' (2)

- ▶ Similar patterns of mobility to that of managers recruited from within
- ▶ Relatively high levels of engagement with Professional Development; less encouragement to participate; less satisfied with quality

Conclusions (1)

- ▶ Illustrate the diversity of management and leadership roles in VET
- ▶ Dedicated management roles are still important career destinations for some staff in VET
- ▶ Note rise of combined management /teaching and management/general staff roles are appearing particularly in private training organisations (but not exclusively)

Conclusions (2)

- ▶ Most travelled pathway into management roles was via pathways inside training organisations (organisational capital valued)
- ▶ Direct recruitment into management roles brings different sorts of capital (industry know how)
- ▶ Strong preference for domain specific knowledge in education/training as a foundation for a career in management

Conclusions(3)

- ▶ Full time employment as a teacher/trainer appears to be specifically valued as a pathways that lead to management roles
- ▶ Movement into management from within not rapid
- ▶ High levels of 'milling and churning' – contribution to levels of tension observed with management roles?
- ▶ Motivation to take up management roles –