

AITEA INAUGURAL MEETING

A very successful first annual meeting of AITEA was held on 30 April at Melbourne State College. Like the March seminar on Recruitment and Training, reported later in this Newsletter, members were attracted from N.S.W. and S.A. as well as Victoria.

The most important decisions taken at the meeting were the adoption of a new name — the Australian Institute of Tertiary Educational Administrators — and the approval of a constitution. The immediate significance of both decisions is to broaden the scope of the Institute's membership and activities to embrace university administrators. Although membership is predominantly college based, it does include

administrators from two of the Victorian universities — Melbourne and Monash. That the basis of membership is of strong interest to members is also evident from the attention given to those clauses covering membership criteria. These now provide more rigorous entry requirements for members and associates than indicated in earlier drafts.

Copies of the minutes of the above meeting and of the constitution are to be sent to members in July. Because of the difficulties of attendance for some members who are distributed as far apart as Hobart and Townsville, it is proposed that the 1977 Annual Meeting be held in conjunction with a one or two day seminar.

NATIONAL COUNCIL

The executive committee of AITEA, The National Council, will confer at a one day session to be held, tentatively, on July 23. A draft agenda is being circulated and all members are invited to contribute to this agenda through their State branch or to the secretary. It is likely that the National Council will generate activities and establish sub committees which will draw upon the resources of all members as well as the national and state executives. The constitution allows the National Council to establish regional and/or special interest groups and it is expected that members will be co-opted to the National Council from those states where low membership, or its wide dispersion, has inhibited the establishment of a state branch.

National Council Membership

President	M.W. Blank (Caulfield)
Vice Presidents	W. Williams (Adelaide CAE) I.D.K. Wren (Northern Rivers)
Secretary	D.G.P. Thompson (SCV Frankston)
Treasurer	G.W. Jackson (Caulfield)
Members	R.R. Emes (Orange) R. McLintock (Sydney T.C.) P. Morgan (Melbourne University) R.W. Edwards (Lincoln Institute) N. Thompson (Sturt)

Plus co-opted or elected members from other states and territories.

SEMINAR ON RECRUITMENT AND TRAINING

An historic seminar was held at historic "Invergowrie", headquarters of the State College of Victoria, on 11 March 1976. Conference facilities were made available by the Vice-President, SCV, Mr. Doug McDonnell. "Invergowrie", Hawthorn, is a beautiful, blue-stone building completed in 1855 and now classified by the National Trust. It was built as a home for Sir John Palmer, chairman of the body which established the first organisation for teacher training in Victoria.

The seminar owes its historic character to it being the first and last organised by the Australian Institute of College Administrators, temporary fore-runner of the AITEA. Following a keynote address by Mr. R.G. Gilchrist, Director, Australian Institute of Management, Victoria, the theme, FOR WHAT GOALS, was considered first in the context of recruitment and career mobility. Chaired by Richard Edwards, Associate Director, Lincoln Institute, the morning workshop considered aspects of the selection process, specification of duties, appointments and

orientation and career mobility, both internally and externally. The afternoon workshop chaired by Geoffrey Richards, Registrar, Melbourne State College, looked at the relative value of in-service education and formal qualifications, the problems of career development and the difficulties that cloud the understanding between administrative and academic staff.

The seminar may become historic for another reason — its stimulation of the participants' desire for subsequent meetings. Most members appreciated the opportunity to interchange ideas, formally and informally, and to extend their contacts with administrative colleagues in other types of institutions and in other states. As indicated earlier, it is likely that a national seminar will be held annually, with additional activities being conducted by state branches as required.

The seminar was under the chairmanship of Graham Jackson, Deputy Business Manager, Caulfield Institute of Technology.



RECRUITMENT AND TRAINING*

R.R. Gilchrist

Director, Australian Institute of Management, Victoria.

The late Lord Chandos, Executive Chairman of the great electrical company A.E.F., was once asked what was the major activity he undertook as chief executive. He replied unhesitatingly that his single most time consuming job was that of ensuring that an adequate number of managers were being recruited, trained and developed.

Many chief executives realise that the calibre of their subordinate managers is a vital ingredient in the success of their companies. Very few well managed businesses fail. They may contract in size, enter new areas of venture,

Continue long established but unprofitable activities, or change their whole basis of operations. But they rarely fail. The firms that fail are those that are badly managed, where the leadership is unresponsive to change, cannot read the signs of a changing environment, and pay scant attention to the development of human resources.

Recruitment and training is unquestionably a key area in the activities of any organisation. As with all key areas, the first essential is clearly to define the objective, and then to plan for its achievement.

Recruitment and training, like delegation and control, or responsibility and authority, must always be linked. Every organisation must ensure that it is recruiting people who will be able to contribute to the organisation's objective. Once inducted, they must be trained not only so that they may be enabled to perform better in their existing jobs, but also to prepare them for undertaking different jobs in the future.

The objective of any recruitment and training programme is simple. It is to staff the organisation with effective people, against the requirements of the manpower budget. In this context, it is worth defining the meaning of effective. Effectiveness has a different connotation to efficiency. An individual might be considered highly efficient if, from the moment he starts work in the morning to the moment he finished work at night, he is fully occupied with a variety of tasks. At 5 p.m., his finishing time, he dots the last 'i' and crosses the last 't' on the last piece of paper in his 'In' tray. He has been fully occupied all the day. He could claim to be highly efficient. However, since he has been fully occupied, it follows that he is quite unable to innovate. And if he cannot innovate, by defini-

tion he will not be able to try out new ideas or change systems, since he will not have the time. Consequently, though highly efficient, he cannot be effective. Effectiveness is a measure of how well an individual performs against stated goals of which one goal is certain to be related to innovation.

From the above argument, it will be evident that effectiveness is a function of goal achievement. Further — and this is paradoxical — effectiveness, at least where managers are concerned, requires an element of surplus time.

Unless managers have a certain amount of spare time in their jobs, they will never be able to innovate. Without innovation, any system will stagnate and decay.

The successful manager must have the ability to make decisions and to achieve results through others. The successful education administrator can also be defined in similar terms. For example:

"Administrative success should be expressed in terms of group organisation achievement, in respect to changes in the organisation's accomplishments that can be attributed to the behaviour of the administrator".

(A. W. Halpin "Administrative Behaviour in Education")

Recruitment

In industry, a great deal of research has been undertaken in an endeavour to correlate various selection techniques with future success on the job. Regrettably, it must be admitted that, in most cases, one might just as well have selected at random from the list of candidates. The test of a good manager is performance not intellect, and the ability to perform can be measured in one place only, namely, on the job.

In spite of the difficulty in correlating selection procedures to job performance, it is nevertheless essential that recruitment is undertaken in a disciplined and thorough manner. The first step in recruiting for any job is to write out clearly the purpose of the job. Why does the job exist? What would happen if it did not exist? What are the needs of the organisation that the job will fill? Next, thought

*This paper was given as the keynote address at the Institute seminar on Recruitment and Training held 11 March 1976.

must be given to the results that the job holder is expected to achieve — in other words, his objectives. When designing an organisation, strategy comes before structure. Similarly, when recruiting, objectives come before job description. Once the objectives are defined, a list of duties can be compiled, and the job slotted into the structure to indicate superiors and subordinates. Only then can consideration be given to the qualities required of the job holder, and of the skills he will need.

Management text books are full of lists of skills required by managers and administrators. Perhaps the seven most frequently quoted skills are:—

- Peer-relationships
- Leadership
- Conflict-resolution
- Information processing
- Decision making
- Resource allocation
- Entrepreneurial

Let us now assume that the job description has been completed, together with details of the person to fill it (age, experience, qualifications and so forth). Further, the position has been advertised and a list of potential candidates has been prepared. How do we set about the interview to ensure that a person is selected who will be the most attractive of all the interviewees in the job? (This, of course, is what we all hope to do by the brilliance of our interviewing techniques. The trouble is, we never know whether we have been successful. We never know whether our selection shows more wisdom in the job than others we might have chosen).

Wisdom may be defined as knowledge plus judgement. Any interviewer of experience can easily find out the knowledge levels of an applicant, but it is not easy to evaluate judgment, or the ability of a candidate to apply his knowledge to practical tasks. Mental dexterity can be evaluated. So can personality and styles of managing, but not judgment and application of knowledge. Yet it is on these two factors that success or failure depend, plus the third vital factor of motivation.

The interview lies at the heart of every selection procedure. It may be supplemented by management games, group decisions and writing exercises, designed to test for leadership, risk taking, oral presentation, flexibility and written communication skill. These all have their place, but it is the interview itself that is central.

Whenever possible, candidates should be interviewed by a panel of three, one of whom directs the discussion and acts as chairman. A good chairman has the art of relaxing

candidates from the start, so that they can talk freely and without inhibition. An experienced interviewer has suggested that all candidates should be given half a bottle of wine to drink before the start of the proceedings, but this could be going too far! However, the idea is right, namely to encourage free and frank replies.

Interview panels should constantly remember that they exist to probe the ability of candidates to perform in a job. Achievement is the name of the game. The characteristics of achievement-oriented people are well known. The achievers of this world:—

- Like to take personal responsibility for finding the solution to problems.
- Like to set themselves challenging goals.
- Like to receive feedback on their performance.

The extent of these characteristics can be assessed by skilful interviewing. They can also be assessed by text exercises, though it must be admitted that the time taken for such exercises is usually outside the scope of a selection programme.

Nothing can replace the interview process for evaluating potential recruits. Most interviews are conducted in a thoroughly amateurish manner, and a skilled interviewer is a person of great value. This last point is confirmed by studies in the U.S.A., which indicated that the quality of the interviewer is an important source of variation in the effectiveness of selection. Supporting reasons for this included:—

1. Interviewers provide a control function as to who joins a particular organisation.
2. Interviewers are inclined to select people like themselves.
3. Professionals are thought of as being the most effective selectors of applicants for their profession.

Training

As today's industrial society develops, there is little doubt that training needs will become ever more important, and indeed essential to the staffing of business, public service and academic organisations. In periods of depression it is the trained individuals who are able to find and hold jobs, while the untrained go on the dole. This was the case in the depression of the 1930's and it is still the case today. The technology of today requires highly trained personnel. The managerial environment of today requires highly trained managers.

The object of all training is to change behaviour. It is to enable people better to perform tasks they already do, or to perform new tasks that they cannot already do.

If it is accepted that changing behaviour is what training is all about, it follows that no training programme can be constructed without first deciding the needs to be satisfied. It is surprising how many firms send people on training courses because it's their turn, or because "someone had better go along to find out what it is all about". Management training, in particular, requires the most careful analysis of needs, and of the most suitable means of satisfying them. Business schools do not turn out managers. Other managers, the business environment, and the realities of a managerial job create managers. What training can do is to provide a short cut to experience, and to impart knowledge of techniques. Only the practice of management will breed managers.

One question which never seems to be answered about today's education is whether education should be tailored to enabling people to enjoy a fuller life, or to providing the skills necessary to enable them to find, and hold, a job. The type of education obviously depends to a considerable degree on the answer to this question. Another question is who shall design the content of training courses, certificates or diplomas. The academics? The users of the courses? The sponsors? In practice, it is the academics, which has the inherent danger that the academics will teach what they want to teach, rather than what society needs.

The basics involved in preparing a training programme are very simple. First, determine the needs. Then plan suitable training to satisfy the needs and implement the plan. Finally, evaluate the results. Has it changed behaviour? Can the man apply his newly found knowledge? The only way is to monitor post-training performance, and form a judgment on the success or failure of the training.

In the business world, evaluation of training is not always done very well. It is not easy to find out whether individuals have benefited or whether a firm has wasted its money. Yet evaluation is most important. It is an area where much more needs to be done.

Management development is essentially self-development. The achievers of this world will not wait for someone else to send them for training. They will take responsibility themselves with the knowledge and experience they need to do a better job. This characteristic of achievers should always be remembered by those who are concerned with recruitment and training.

Training is not an end in itself, it is a means to an end. The end is performance on the job.

STATE ACTIVITIES

By the time this Newsletter reaches members it is expected that two state branches will have been formed. On 24 June a steering committee of N.S.W. members of AITEA met to make arrangements for a state branch to be formed in July. Executive members will be elected by postal ballot.

The executive committee of the Victorian branch held its first meeting in early June. It proposes to meet bi-monthly and to direct a large part of its efforts towards a major objective of the Institute - the professional development of its members. The Secretary of the Branch will distribute an informal newsheet from time to time.

Victorian Executive Committee

President	R. W. Edwards (Lincoln Institute)
Vice Presidents	G. A. Richards (SCV Melbourne) R. T. Morrell (Ballarat IAE)
Secretary	I. Dunlop (SCV Burwood)
Treasurer	E. K. Edwards (SCV Rusden)
Committee	B. Grogan (Caulfield) P. G. Morgan (University of Melbourne) D. Muffet (Caulfield) J. Price (Lincoln Institute) J. Oostermeyer (SCV Rusden) J. T. House (Warrnambool IAE)

SUPPLEMENT

Printed as a supplement to this issue is an article by Mr. Robert McCaig, Associate Dean, Faculty of Education, University of New England. Titled *Staff Development*, the article has been taken from Volume XIII, No. 2, Oct 75 of *The Journal of Educational Administration*, by permission. Mr. McCaig is a Senior Lecturer in the Faculty's Centre for Educational Administration which is, perhaps, the leading centre for the study of educational administration in Australia. His academic interest is in tertiary educational administration and at one time he was an Assistant Registrar at U.N.E. Mr McCaig will be known to many educationalists through his administration of the Kellogg Foundation grants for administrators in higher education.

NATIONAL MEMBERS OF AITEA

MEMBERSHIP

For the interest of members a list of their colleagues is printed below by state and institution, and by position, where known. Any corrections to this list should be sent to:

Mr. D. G. P. Thompson,
Honorary Secretary,
AITEA,
Frankston State College,
McManus Road,
FRANKSTON, 3199.

Subscribing Institutions

Victorian College of the Arts
Brisbane Kindergarten Teachers' College
Northern Rivers College of Advanced Education
Sturt College of Advanced Education
Townsville College of Advanced Education
Adelaide College of Advanced Education
Gippsland Institute of Advanced Education
State College of Victoria, Frankston

NATIONAL MEMBERS OF AITEA

ACT

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NSW

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Mr L. H. Peattie — Sen. Admin. Officer

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NEWSLETTER

The Editor of the Newsletter is David Muffet, Deputy Registrar, Caulfield Institute of Technology. The correspondent in N.S.W. is Sheila Pegum, Information Officer, Sydney Teachers' College and in South Australia, Warwick Williams, Academic Secretary, Adelaide College of Education.

It is hoped to publish the second Newsletter in October. Articles from members and others interested in educational administration are invited and should reach the Editor by late September. Information on AITEA activities and other comments are welcome from all members.