

**Senate Finance and Public Administration References Committee
Inquiry into Recruitment and Training in the Australian Public Service (APS)**

**Submission from the
Department of Defence**

Overview

1. Defence employs some 17,000 APS personnel, the majority of whom are employed outside Canberra at more than 200 locations Australia-wide. As well as dealing with issues highlighted by the Committee as being of special interest (opportunities for young people and access to development opportunities for regional staff), this submission outlines the importance Defence places on its people, the holistic approach it takes to managing its workforce, some of the implications of that holistic approach, and the Defence approach to the development of its people. It includes examples of major programs and emerging trends.

Civilian Component of the Defence Workforce

2. The Defence workforce (excluding industry support) comprises Australian Defence Force (ADF) personnel, ADF Reserve and APS employees. This mix differentiates Defence from other Departments and can have practical implications for our workforce. The estimated strength of the Defence workforce is shown in Table 1.

Table 1: Defence Workforce¹

	ADF Permanent Personnel	ADF Reserve Personnel	Civilian Employees (permanent and temporary)
2001-02 Estimated Actual	50,868	20,150	17,011
2002-03 Budget Estimate	51,323	20,018	17,328

Source: Portfolio Budget Statements 2002-03 Tables 5.1-3

3. Defence is the third largest employer of civilian personnel in the Australian Public Service, accounting for 14.4 percent of APS employees. Defence ranks after Centrelink and the Australian Taxation Office². As in other Government Departments, the number of Defence civilian employees has been declining. The number of Defence civilians fell from 24,396 in 1986 to 14,857 in 2000, a decline of 40 percent. Most of this decline occurred in the late 1980s and early 1990s and largely reflects the corporatisation of the Office of Defence Production, including facilities such as the Williamstown dockyard and the Avalon aircraft factory. The number of Defence civilians further declined under the Commercial Support Program and the Defence Reform Program.

¹ Note: The figures used here for the civilian workforce include both permanent (or ongoing) staff and temporary (or non-ongoing) employees. Thus, of the total 17,006 APS staff actually employed on 30 June 2001, 15,609 were permanent employees and 1,397 were temporary (Source: *Defence Annual Report 2000-01* page 312 Table 5.11). Some figures used by PSMPC only include permanent or ongoing employees. The PSMPC figure often used is 15,336 – although this is slightly lower than Defence's figure, for the purposes of this report the difference is not significant.

² Source: *APS Statistical Bulletin 2000-01*, page 10 Table A.

4. Like the APS as a whole, there has been a decline in the proportion of Defence civilians who are temporary (non-ongoing) employees. In 1991, 83 percent of Defence civilians were employed on an ongoing basis; by 2000, this figure had increased to 91 percent. Most Defence civilians, ongoing or otherwise, are employed on a full-time basis. Throughout the 1990s 98 percent of Defence civilians were employed on a full-time basis, which was higher than the APS as a whole (where full-time employees declined from about 95 to about 91 percent over the decade).³

5. The distribution of Defence civilian staff across Australia, by state, is shown in Table 2. Defence operates at well over 200 locations in Australia and overseas, and this is reflected in the distribution of staff. It is not possible from the data available to distinguish between APS staff employed in metropolitan and non-metropolitan locations. Note that the majority, some 60 percent, are located outside the ACT.

Table 2: Distribution of Defence Civilian staff, by State, as at 30 June, 2001

NSW	Vic	Qld	SA	WA	Tas	NT	ACT	O/S	Total
3,479	3,660	1,296	1,828	498	96	337	5,724	88	17,006

Source: Defence Annual report 2000-01 p.310 Table 5.5

6. Defence undertakes extensive research on its workforce, including the Defence Personnel Environment Scan 2020 and Defence Attitude Surveys cited in this submission. Reflecting the holistic view Defence takes of its workforce, the fourth Defence Census (due to be administered in 2003) will be extended to cover Defence's civilian workforce population. This is the first time the Defence Census will include the civilian population. Their inclusion represents a significant step towards developing a greater understanding of the Defence civilian workforce as a population, and will allow for data analysis and comparison with data on the ADF population and with other APS agencies.

Opportunities for Young People

7. Opportunities for young people to gain employment in Defence are influenced by several factors. The opening of APS positions to all eligible Australians means that young people can apply for almost any position, provided they can satisfy any specified qualifications and establish their claims based on merit. Defence cannot discriminate on the grounds of age, and young people have to compete with all applicants, including experienced former ADF personnel looking for a career change.

8. The changing nature of APS work has seen a significant reduction in the number of entry level positions that previously provided opportunities for relatively unskilled people. Outsourcing accounts for some of this. The workplace is now more demanding in terms of demonstrated skills and performance, seen in the proportionate increase in higher level jobs. Defence experience in these matters seems to be much the same as experience in the APS as a whole. So it has become harder for unskilled young people to get Defence jobs.

9. Broader demographic considerations, such as the declining proportion of young people in the population, mean there is a smaller pool of young people relative to the rest of the population who might seek Defence employment. The Defence Personnel Environment Scan 2020⁴ notes that the proportion of people aged 24 years and under will continue to

³ Source: *Defence Personnel Environment Scan 2020*, August 2001. pages 97-98

⁴ Op Cit page 109.

decline, and that the core workforce between 25 and 54 years will steadily become older. The Scan makes the further observation:

Young people have different attitudes towards careers than those of previous generations, their role in the workforce being shaped by technology, the Internet, corporate restructuring and outsourcing, globalisation and continuous change. Most will neither give loyalty nor expect it from a company, will change companies regularly and will focus on skills rather than location. Only one-third are likely to take steady staff jobs, the rest working part-time, freelance or under contract. Companies are changing their recruitment policies in response.⁵

10. All these trends are beginning to emerge in the pattern of Defence graduate recruitment. Reflecting the increasing complexity of work, Defence has been steadily recruiting more graduates under its graduate recruitment schemes, the number of recruits rising from 42 in 1995 to 149 in 2002 (although the numbers fluctuate from year to year). The average age of graduate recruits is also increasing, from under 25 to over 25; of the graduates recruited for the Graduate Development Program in 2002, the age range was 21 to 46 years, with an average age of 32 years (the average age in 2000 was 24 years). Recruits are more diverse, with some still straight from university whereas others have had several years of work experience and other careers. Defence also recruits graduates directly to vacant positions (e.g. DSTO typically recruits over 50 graduates a year under its Graduate Recruit Scheme). Further information on graduate programs is at paragraph 50.

11. Work-experience programs can help young people equip themselves for permanent employment, and Defence has a number.

- The Defence Science and Technology Organisation (DSTO) participates in university employment experience programs (such as Industry-based Learning) and offers vacation employment opportunities for 3rd and 4th year undergraduate students from December to February, during which each student is allocated a research project for the 12-week period of paid employment.
- The Defence Materiel Organisation (DMO) offers a Vacation Employment Program to raise its profile as a prospective employer of engineering and commerce graduates, and will offer up to 20 positions to 3rd and 4th year students in the 2002-03 summer break. This program also helps engineering students complete the mandatory 12 week work-experience component of their degree.
- Defence participates in the Indigenous Cadetship program administered by the Department of Employment and Workplace Relations, which offers financial assistance and vacation employment to successful applicants, and eventually permanent positions in the Department.
- Defence conducted a pilot program in May on Structured Workplace Learning, which is a vocational based work experience program for college students. We are now assessing results with a view to adopting a program initially in the ACT and across other regions of Defence at a later date.

12. Defence also offers extensive opportunities for young people through recruitment to the ADF either as officer cadets or non-commissioned personnel. Over time some of these recruits will eventually apply for jobs in the APS in Defence (see paragraph 24).

⁵ Op Cit page 109-110

The Defence Approach to People - People Matter

13. Defence's approach to the issues raised by the Inquiry's terms of reference needs to be seen in the context of the government's long-term security direction and capability enhancement framework, as reflected in *Defence 2000 – Our Future Defence Force* (the Defence White Paper). The White Paper identifies the need for a greater emphasis in thinking about people in Defence. It makes a particular point of acknowledging that people are capability. This applies to the ADF and to Defence's APS staff and industry partners in supporting the Government's capability requirements. Government has recognised that it is people who give Defence its competitive edge, when Defence's edge in equipment capability is eroding as Australia's strategic competitors acquire the high-tech equipment that we possess. Investing in modern, effective and efficient education and training is recognised as "a critical investment in future capability"⁶. The learning and growth opportunities Defence provides its people will sharpen that edge into the future.

14. Fundamentally, the White Paper seeks to position Defence as an employer of choice. The White Paper's vision is of Defence as a high performing organisation with a flexible, adaptive and highly capable workforce able to meet the objectives set by Government.

15. The White Paper recognises the increased operational tempo that Defence has experienced over the last decade, and acknowledged that the ADF will continue to deploy in support of Government policy over the next decade in operations around the globe. Increased tempo places strain on an organisation. There is less discretionary decision time. This places strains on people and systems. In particular Defence needs to prepare its people for this change and to provide them with flexible personnel systems that support them. Conversely, rigid systems provide little flexibility and become a liability when applied in the complex and fluid work environment of today.

16. Not only has the operational tempo increased for Defence, but the tempo of work across the organisation has also increased. There is increased scrutiny of organisation and management standards by external regulators and media acting as arbiters of community values. This places particular challenges on Defence in developing cultures and organisation practices that both embody those standards and allow Defence to achieve the Government's objectives. Finally, and perhaps most importantly, expectations of people are higher and people, particularly high value people, are more inclined to exercise their ability to choose alternative employment on the basis of the quality of their relationship with their employer. Spouses and partners take similar decisions.

17. The major implication of these trends for Defence is that they put a premium on the quality of day to day leadership and management of people at all levels. Defence has begun the process of focusing on the quality of the day to day leadership and management of its people. The Secretary and Chief of the Defence Force are using the "Organisational Renewal Agenda" and the "Results Through People" approach to achieve this goal. The strategic importance of people is recognised in the whole of Defence Strategy Map –in the theme that Defence should create a climate where people can do their best. The "People Matter" quadrant of the "Defence Matters" balanced scorecard reports on factors affecting the ability of Defence's people to contribute to the results sought by Government.

18. Defence's approach to people focuses on five strategic people themes:

⁶ *Defence 2000 –Our Future Defence Force* paragraph 7.35, and more generally, and Chapter 7 – People in Defence.

- **Attracting** – to make Defence an employer of choice;
- **Recruiting** – to recruit the right people;
- **Developing** – to develop our people to meet Defence and individual needs;
- **Retaining** – to create a climate where the people with the skills we need will want to stay in Defence; and
- **Transitioning** – to ensure our people are supported when they leave Defence and that they are welcome back, including for part-time work.

19. The Defence People Committee ensures that Defence takes a more strategy focussed and holistic approach to people issues. The Committee provides strategic guidance on the future direction for people policies to underpin Defence's operational effectiveness. Defence personnel strategic planning and budgeting will be developed in conjunction with the Defence Workforce Plan, which provides a more resource-focussed view of civilian workforce pressures. Research into the employment environment in which Defence must compete, both now and in the future, will continue to inform Defence people planning and decision making.

20. Defence has also established a Strategic Workforce Planning Review to examine the role of workforce planning in delivering the capability outlined in the White Paper and beyond. The review is investigating the likelihood of workforce demand-supply gaps over the medium to long term, and is to recommend strategies to deal with those gaps. While the main supply issues are in the ADF trades, there are some pressures in particular areas of the civilian workforce which require forward planning to avoid becoming critical in the future. As with the ADF, people policies need to ensure that highly skilled staff can be retained despite an increasingly competitive job market. The review is due to report in mid 2002.

An Integrated Defence Workforce

21. Defence's broad approach to people issues in general, and the workforce planning review in particular, is informed by the concept of a total Defence workforce aimed at producing the outcomes sought by Government. This holistic approach to the Defence workforce has implications for the distribution of tasks between ADF and APS personnel, and for recruitment and training.

22. A holistic approach is making it possible for ADF personnel to relinquish non-military tasks to concentrate on those warfighting roles for which they alone have the specialised skills and knowledge. APS staff make significant contributions to Defence capability, especially in support roles. All Defence Groups employ civilians, but most are employed in four groups – Intelligence, DSTO, the Corporate Support and Infrastructure Group (CSIG) and the Defence Materiel Organisation (DMO). Between them, these four groups account for 75 percent of the APS workforce in Defence.

23. Notwithstanding this trend to functional separation, APS and ADF staff are closely integrated in the workplace, in many instances training and working alongside each other, contributing to the same outcome. In some cases APS staff are supervised or managed by ADF personnel, in other cases ADF personnel are managed and supervised by APS people.

24. This working environment facilitates a degree of lateral recruitment from the ADF to the APS as military members transition their careers after qualifying for early access to superannuation benefits or simply seek residential stability. The opening of APS positions in 1998 to any suitably qualified Australian citizen has made such transitions easier (but still

subject to the merit principle). It also enables Defence to capture its investment in and the knowledge of former ADF personnel. Anecdotal data suggests that where appointments in Defence go to non-APS staff, a relatively high proportion of those recruits is from the ADF. Part of the explanation for the older age structure of males in Defence civilian employment, when compared to the APS as a whole, is the number of ex-servicemen in civilian positions.

25. The Strategic Workforce Planning Review is looking to enhance mobility between the four components of the total Defence workforce, including civilians in industry, so that people with critical skills may enjoy career enhancement and diversity without being lost to Defence overall. As demographic pressures become an increasing constraint on capability, jobs will move between the four components according to priorities and the availability of skill sets. Flexible management of the Defence workforce will thus change the workforce mix over time.

26. APS and ADF integration also influences Defence's approach to the development of its people in a number of ways. In the first instance, as the White Paper notes, Defence's delivery of education and training has changed significantly in recent years. Central to these changes has been a continuing shift towards a more integrated approach covering the common needs of both military and civilian personnel, including through the rationalisation of existing institutions and courses. The results have been greater effectiveness and efficiency. The White Paper notes that integration can be taken further to include logistics, intelligence and information and communications technologies.⁷ Other areas of commonality are in the areas of procurement, project management and resource management.

27. Integration of development programs reinforces and supports integration in the workplace. This is well demonstrated at the Australian Defence College. While developed primarily to meet ADF needs, APS students routinely participate in both the Defence and Strategic Studies Course (for Colonel equivalent officers – EL2 and EL1) and in the Australian Command and Staff Course (for Major equivalent officers – APS 6 and EL1). The College faculty includes fully integrated APS staff. Further, there are some work areas in Defence where development opportunities provided to APS staff must match ADF standards which, because of the level of risk involved with the job, can be very demanding. Work involving explosives ordnance is an example.

Managing Defence People

28. Defence is a complex organisation comprising 14 Program Executives (including the Service Chiefs). Primary responsibility for recruiting and developing staff to achieve the outcomes sought by Government rests with the Program Executives. Program Executives have developed their own internal arrangements to manage and resource their immediate recruitment and staff development needs. They are guided by the Defence Personnel Executive (DPE) and draw upon services provided by DPE and CSIG.

- DPE provides policy advice to the Chief of the Defence Force (CDF) and the Secretary on personnel issues relating to both military and civilian members of the Defence organisation, as well as a range of strategic planning and personnel services.
- CSIG is responsible for providing infrastructure, information systems and support services to the Defence organisation.

⁷ *Defence 2000: Our Future Defence Force* paragraphs 7.37 and 7.39.

29. In keeping with this devolution of responsibilities, decision making about recruitment and appointment is widely devolved, to APS EL2 (or Colonel equivalent) level, or even lower where the need arises. Within Canberra the authority to recruit APS employees is, with some minor exceptions, no lower than EL2(E) and COL(E). Within the States the same authority is generally no lower than EL1(E) and LT COL (E). The devolution of this authority is at a slightly lower level in the States due to the different management structures (and therefore absence of EL2's) of line management positions regionally. Defence's approach has been to seek to put delegated recruitment powers to those responsible for taking recruitment decisions. Devolution was accompanied by a comprehensive training program and supportive instructional documents.

30. It is three years since the Department devolved the authority to recruit APS employees to its line managers. The Department will be conducting an evaluation of the devolved recruitment activity within the next 12 months to ensure that this area of the Department's work continues to be conducted in accordance with the fundamental APS Value of a public service where employment is based on merit.

31. Likewise, decision-making about developmental needs for APS staff is also devolved. Under the Defence Employees Certified Agreement (DECA) 2002-03, the primary exchanges about an individual's development needs occur during the twice-yearly performance review, using the development component in the performance exchange each individual has with his or her supervisor (see also paragraph 56).

Civilian Development Investment and Strategies

32. Defence invests heavily in the development of its people. A conservative view of expenditure on APS staff development programs in 2001-02 estimates expenditure of \$22 million across the portfolio, or almost \$1,300 for every APS employee. The figure does not include the cost of a number of significant development programs or the fixed cost of providing the training units responsible for managing development programs. Current limitations on Defence's information systems are the main reason that a more accurate figure cannot be presented, although recent improvements to the Defence Chart of Accounts will see more accurate figures available in future years.

33. A second measure of Defence's commitment to the development of its civilian workforce is the provision in the DECA 2002-03 which mandates at least 10 days learning time for each APS staff member. The annual salary cost of this commitment to all non-SES staff is approximately \$37 million *per annum*, exclusive of any specific course costs. The DECA also provides for all Executive level employees to have access to higher-level development initiatives to equip them for the full range of their responsibilities and roles at that level. The relevant extracts of the DECA are included as Annex A.

34. Defence strategies to support the learning and development of its people have been strongly influenced by the diversity and widespread dispersal of the Defence workforce. Fundamental to Defence thinking is a desire to ensure all Defence people have access to quality programs wherever they are located and whenever they need them.

35. The **Defence Learning Systems Network (DLSN)** is Defence's primary supplier of non-military education and training for APS and ADF personnel. It incorporates several Defence training organisations responsible for providing training in support of the Department's business needs, providing a range of development opportunities for

individuals. Programs are offered in areas such as administration, procurement, OH&S, and specialist areas such as ammunition handling. The DLSN is a Registered Training Organisation (RTO) which has been recognised as a Quality Endorsed Training Organisation (see paragraph 44). More information about the DLSN’s programs is in the DLSN Handbook (copy attached).

Regional Opportunities

36. Defence operates a network of 11 regional Education and Training Development (ETD) Units across the country to provide services for APS and ADF personnel around Australia⁸. The units are part of the DSLN. Services provided for APS employees, tailored to their region’s requirements, include the provision of:

- training needs analyses services;
- competency profiling of positions;
- assessments of individual employee’s competencies; and
- the coordination of Studybank applications for regional civilian employees.

37. Regional ETD Units schedule training courses including the Public Services Training Package, DeskTop Application and Career Development Workshops, utilising national standing offers for delivery. Each Unit has considerable autonomy and flexibility to work in ways that best suit its region. The regional units are brought together in a national network, and are serviced by a central leadership and coordination team in Canberra.

38. The 2001 Defence staff attitude survey asked participants whether “I have access to learning and development opportunities to improve my skills”. While other research shows that all sorts of factors influence the question of access (such as unit resources, travel funding and work priorities), a majority of respondents from non-metropolitan areas indicated agreement with the proposition (see Table 3).

Table 3: Access to Learning and Development Opportunities

		Capital City	Rest of State
Sample Size (APS staff)		6746	3890
I have sufficient access to learning and development opportunities to improve my skills	Agree	56.62	52.32
	Uncertain	27.55	27.50
	Disagree	17.83	20.18

Source: Defence Attitude Survey 2001 Question 102

39. In order to address the inevitable gaps in its arrangements, Defence is developing flexible delivery arrangements. In the first instance, these will be in relation to PSTP and DeskTop Applications training, which between them account for over 85 per cent of training delivery. The DECA provisions outlined in paragraph 31 and the e-learning strategy described at paragraph 55 are also designed in part to address the shortfall.

Accreditation and Quality

40. The focus of Defence’s efforts to modernise its education and training system has been a concern to ensure the system is credible in the eyes of both the staff and their

⁸ The 11 units are Northern Queensland, Southern Queensland, Central and Northern NSW, Sydney Central, ACT, Riverina Murray Valley, Southern Victoria, Tasmania, South Australia, Western Australia, and NT/Kimberley.

supervisors and ensure that they can all be confident in its outcomes. These concerns are reflected in Defence's efforts in the past three years to:

- gain national recognition for our training providers;
- raise standards with the delivery of programs and assessment of outcomes (by both internal providers and contractors);
- implement continuous improvement processes (through recognition as a Registered Training Organisation and Quality Endorsed Training Organisation); and
- accredit where possible Defence's development programs within the national vocational education and training (VET) and higher education systems.

41. To further these objectives, Defence vocational education and training has been aligned closely with the National Training Framework. This has been done to take full advantage of national education and training initiatives, to provide national recognition for Defence VET, to reinforce Defence's already strong focus on quality assurance and continuous improvement, and to enhance development opportunities for Defence people.

42. The breadth, depth and complexity of APS jobs in Defence, particularly when coupled to the location of the workforce, is such that it makes good sense for Defence to source what it can from the national systems where these meet its needs. Outsourcing releases scarce HRD resources to concentrate on those aspects that are specific to Defence.

43. Alignment with the national training framework has led to the registration of the Defence Learning Services Network as an RTO within the national VET system. This registration requires the Department to meet the "Australian Quality Training Framework Standards for Registered Training Organisations, 2001". Registration involves both ongoing internal self-appraisal against these standards and periodic external audit. The standards require Defence to document methods for identifying learning needs, and for designing, developing, conducting, assessing and evaluating the VET it provides. The DLSN has developed, documented and implemented guidance and processes for the conduct of VET by Defence providers – The DLSN Training Systems Handbook.

44. This guidance and its associated processes take account of the use of national Training Packages such as the Public Services Training Package from within the National Training Framework, their associated competency standards, and learning and assessment materials developed by industry and commercial providers within the national system. The guidance and processes will provide a firm base for quality assurance and continuous improvement, and this was confirmed by the DLSN's recent recognition as a Quality Endorsed Training Organisation.

45. Most Defence education and training is nationally accredited through either Higher Education or VET awards. The DLSN uses units of competency from three Training Packages in its VET, and is accredited to issue 31 national qualifications from two Training Packages – the Public Services and Transport and Distribution Training Packages (as at 24 April 2002). Defence also offers another 17 nationally accredited courses, 14 at Certificate II to Advanced Diploma level, and 3 as Graduate Certificates or Diplomas. Pockets of Defence education and training still need to be nationally accredited. These are being addressed.

46. VET is purchased from contractors wherever possible from within the NTF, and leads to qualifications and Statements of Attainment from national Training Packages. Examples here include the use of VET addressing competencies from the Information Technology (IT) Training Package for our IT and Call Centre staff, and competencies from

the Business Services Training Package for our supervisors, managers and workplace trainers and assessors.

Major Programs and Recent Initiatives

47. Defence offers its APS staff an extensive menu of development opportunities. Most involve VET rather than higher education, though there is a full spectrum of opportunities. This section outlines the major programs and some recent initiatives. A more comprehensive listing is in the DSLN Handbook referred to at paragraph 35.

48. **Public Services Training Package (PSTP).** Defence is the lead agency in a consortium of APS agencies developing training materials addressing the 49 highest-demand competency units in the PSTP. The materials are being progressively rolled out and the process will be completed by the end of July 2002. The PSTP is a collection of nationally agreed competency standards required to carry out public service work effectively. These competency standards are packaged into 22 nationally recognised qualifications, which range from entry-level to senior management. The qualifications are portable within and across agencies (Commonwealth, State and Territory levels) and to the private sector. The PSTP was designed to satisfy two elements of the Government's reform agenda – a best practice Australian Public Service and the reform of the VET sector to ensure the development of relevant skills. PSTP courses in Defence are delivered by Open Learning Australia (through 27 tertiary institutions). Training is currently offered in face-to-face mode; flexible delivery options such as a supported distance program and e-Learning are under development. Further information is in the attached PSTP information package.

49. **Studybank.** Studybank provides assistance to some 800 civilian staff each semester (from a budget of \$900,000). The scheme is designed to encourage staff to continue their education and skills development in areas relevant to the operations of the Department by:

- developing and improving skills and knowledge which are relevant to the current and forecast skill needs of the Department;
- providing trained personnel for specific current and future workforce requirements; and
- assisting individuals with their career development and the adaptability to meet changes within the Department and across the APS.

50. **Graduate Development Programs.** Defence continues to give a high priority to the recruitment and development of graduates. Defence recruited 149 graduates to these programs in 2002; the figures do not include graduates recruited directly against vacant positions or DSTO's graduate recruitment scheme. Defence runs four graduate development programs, at the corporate and program executive level, reflecting the demand for generalist and specialist graduates. The four programs are:

- Graduate Development Program, a corporate level program with generalist, business analyst and people strategy streams, preparing graduates for a wide range of management, administrative and policy roles throughout Defence (69 participants);
- Materiel Graduate Scheme, offered by DMO with a commercial stream and an engineering stream (43 participants);
- Defence Signals Directorate Graduate Program, which offers a technology stream and a generalist (intelligence analyst) stream (31 participants); and
- Infrastructure Graduate Program, in its first year and focussing on graduates with civil engineering, environmental science and facilities management (6 participants).

In addition DSTO operates a Graduate Recruitment Scheme, which focuses on the recruitment of graduate research scientists, engineers, information technology specialists, and technicians. It typically recruits over 50 graduates a year who are included in the broader DSTO development framework.

51. **Career Development Workshops.** Several Defence-wide initiatives have been introduced in the past 18 months to help people take greater responsibility for their career development. While some were focused on the needs of SES staff, the career development workshops have much wider application. They are aimed at staff at both junior and senior levels, helping participants to identify professional and personal goals and to take an active responsibility in achieving them. The workshops are linked to the implementation of the development component of the performance exchange each employee has with his or her supervisor. Nationally, 41 career development workshops were conducted in 2000-01 for civilian staff at junior (APS1-5) and middle management (APS6 – EL2) levels, attracting 600 staff. The workshop program is ongoing.

Emerging Trends

52. **Leadership Framework.** Recognising the importance the White Paper placed on leadership capability (also reflected in the DECA), Defence is developing a Leadership Development Framework. The Framework will help individuals and their managers to identify pathways to building Defence leadership. While the Framework will be targeted at Executive Level 2 and 1 staff and their military equivalents in the first instance, lower levels will be incorporated as soon as possible. The Framework will enable more effective career planning as well as integrate leadership development into human resource practices. The Framework will be based on the Defence Leadership Model and the PSMPC Senior Executive Leadership Capability Framework. It is expected to be completed in 2002.

53. **Career Streaming.** Defence is seeing an increasing number of initiatives designed to identify education and training frameworks for specific career streams or types of work. These frameworks are designed to help managers, supervisors and staff identify strategies for meeting their development. The trend takes advantage of the size of the Defence workforce and the opportunities it allows for specialisation. Frameworks will take account of the needs of APS and ADF personnel where appropriate and this can lead to more effective and efficient programs. Examples include the DMO Career Streams project and the corporate Human Resources Career Streaming project. Career streaming initiatives such as these are complemented by ongoing projects to identify the learning needs of various employment groups, including civilian and military clerical and administrative staff, and personnel employed in logistics, capability development and information management.

54. **Development Evaluation Assessments and Feedback Processes.** Defence expects to make more use of tools such as career development assessment centres in helping staff understand their development needs. The use of these centres is beginning to percolate down from senior to middle managers. Another emerging tool is the use of 360 degree evaluation and feedback, which incorporates superior, peer, subordinate and self evaluation. In May 2002 Defence promulgated policy principles underpinning the use of 360 degree feedback processes, which are to be used for developmental purposes only, with the outcomes belonging to the individual.

55. **Defence e-Learning Strategy.** The Defence e-Learning Strategy has been developed to provide a 'whole of Defence' approach to e-Learning. It seeks to take advantage of

technological advances to add new education and training options for meeting Defence's learning needs. In pursuing these options it aims to promote maximum synergy and efficiency throughout the Organisation, and to address issues of access, and equity of access, to education and training throughout Defence. The early actions involve the creation of technical standards, the analysis and implementation of a Learning Management System and the implementation and evaluation of legislated training requirements (OH&S, Equity and Diversity, Ethics). It is envisaged that this method of training will be particularly attractive to younger staff members. The Strategy was agreed by the Defence People Committee in February 2002.

56. **Civilian Performance Framework.** The central importance of the civilian performance framework process for identifying the development needs of APS staff highlights a need to provide managers and supervisors with the skills and knowledge to understand the development needs of their staff so they can help them use their DECA learning time in the most effective way. Defence is currently exploring strategies for expanding the management skills of supervisors. Strategies include the creation of fora to identify and promulgate best practice by skilled managers, and to explore options such as job enrichment, coaching and mentoring as well as formal development programs.

Conclusion

57. The devolution of powers to recruit and develop staff has served Defence well. It has made it much easier to tailor approaches that meet Defence's needs, at the corporate level and Program Executive level. This includes the flexibility to adopt a more integrated approach to the total Defence workforce, and so achieve more efficient and effective use of resources in the delivery of Defence outcomes sought by Government. It has allowed Defence to respond more readily to the changing nature of work in Defence.

58. Defence values the leadership role of the PSMPC and the conceptual work it has done to establish leadership and human resource frameworks in the public sector. Defence continues to make use of PSMPC programs such as the Senior Women in Management Program, the Public Sector Management Course (managed in partnership with Defence) and the PSMPC Career Development Assessment Centre to supplement its own development programs.

June 2002

Annexes

A. Defence Employees Certified Agreement: Part D – Learning and Personal Development

Attachments

- Defence Learning Services Network Handbook Jan-July 2002
- The Public Services Training Package (information package)