

Retail Institute Strategic Plan 2011 – 2013

- Vision** Skilled, qualified people in a strong retail and retail related distribution and wholesale industry.
- Mission** The Retail Institute exists to facilitate the best possible, quality assured, training and education systems in order to **improve productivity** in the retail and retail related wholesale and distribution industries.
- Our Expertise** To achieve our vision, we will become recognized experts in:
- The application of effective workplace learning.
 - An understanding of the current and future education and training needs of our industry: - the employers, trainees and industry organizations.
 - The business dynamics of our enterprises and the key drivers in ensuring the success of their day to day and future business.
- Our Core Service** We will contribute to the achievement and strengthening of the economic and development aspirations of our employers and trainees by assisting them to meet their education and training needs. Specifically, we will:
- A. Facilitate the application of effective workplace based and off job learning through the development and promotion of standards, qualifications, service delivery models, training pathways, training and assessment resources and quality assurance systems.
 - B. Provide leadership to our industry's efforts to meet its current and emerging skill development and training needs and to inspire a culture of learning within our industries.
- Good to Great** In order to do this well, we will need to:
- C. Acquire in depth knowledge of our industry and its skill development needs.
 - D. Build robust, well-informed relationships, partnerships and communication pathways.
 - E. Increase our internal capability to meet strategic objectives.
 - F. Explore opportunities for new business in our area of industry coverage.
 - G. Create income stream via commercialisation of internal capabilities.
- Guiding Principles** **We will focus on developing the skills and qualifications of supervisors and managers to assist them to create a learning culture in the industry and to improve their ability to increase productivity.** All of our efforts will be underpinned by the following principles:
- We are an industry driven organisation that is customer focused.
 - We will apply effective, needs-based training informed by timely, detailed and industry-relevant research
 - We will be pro-active in our operations, employing research and analysis to guide our actions.
 - We will promote equal opportunity as sound business practice. Unequal inputs may be required to create equal outcomes.
 - We will develop cultural awareness and show appropriate respect in our dealings with customers of all cultures and ethnicities.
 - All of our operations will be carried out in as environmentally sustainable a manner as we can manage. We will develop resources and services which promote environmental sustainability and the added value of our industry adopting that approach.

Notes

Signs of Success

- The ability to operate independently of government funding (despite increased demand)
- To have demand for our services challenge our ability to supply them
- To have 15,000 trainees in training during any year with a minimum of 3,000 at Level 4 and above
- Every advertised retail job states that a relevant qualification will be an advantage
- People choose to work for organizations that offer nationally recognised qualifications

A. Facilitate the application of effective workplace based and off job learning through the development of standards, qualifications, service delivery models, training pathways, training and assessment resources and quality assurance systems.

Strategic Objective	Indicator	2011	2012	2013
<p>A. Effective workplace learning through the development of standards, qualifications, service delivery models, training pathways, training and assessment resources and quality assurance systems, that are based on:</p> <ul style="list-style-type: none"> – research into best practice learning and education support (objectives in C). – robust knowledge of the industry, employers, and trainees (objectives in C). – robust and well-informed relationships (objectives in D). 	<p>1. THE NUMBERS</p> <p>a) Number of STMs achieved for year</p> <p>b) Number of new trainees</p> <p>c) Industry penetration rate</p> <p>d) New trainees @ L3 & L4</p> <p>e) Completions & Credits</p> <p>f) Number of trainees that progress to higher level qualifications</p> <p>g) MAs in training year end</p> <p>h) MAs completed training in appropriate time frame</p> <p>i) Industry contribution</p> <p>j) Māori and Pasifika achievement</p>	<p>Contract with TEC 1500 – stretch 1,810 - STM's (reduced from 2000 due to prohibitive cost of overachievement)</p> <p>6,000</p> <p>3.5% industry penetration</p> <p>15% of all trainees</p> <p>Target % completion rates for L2 40% L3 40% L4 25% [More then 12 month prog] MAs 25% [More then 12 month prog]</p> <p>100,000 credits (average of 12 credits per trainee)</p> <p>Reduce the reliance on LCP's and promote full national certificates.</p> <p>20% of LCP trainees go on to full national certificate 20% of national certificate trainees progress to higher level</p> <p>180</p> <p>75% of MA's who complete do so on or prior to their expected end date</p> <p>13% of overall income from sources other than TEC funding, including industry</p> <p>Ensure the percentage of Māori and Pasifika trainees continues to be greater than the respective percentage of Māori and Pasifika people working in the Retail and Wholesale industries</p> <p>The proportion of Māori trainees enrolled in Level 4 and above programmes is 10% (or greater) of all Level 4 (or above) trainees</p> <p>The proportion of Pasifika trainees enrolled in Level 4 and above programmes is 4% (or greater) of all Level 4 (or above) trainees</p>	<p>2,300 STM's (dependent on funding and other income)</p> <p>8,900</p> <p>3.8% industry penetration</p> <p>20% of all trainees</p> <p>Target % completion rates for L2 40% L3 40% L4 33% MAs 33%</p> <p>130,000 credits (average of 15 credits per trainee)</p> <p>Reduce reliance on LCP's and promote full national Certificates.</p> <p>40% of LCP trainees go on to full national certificate 25% of national certificate trainees progress to higher level</p> <p>200</p> <p>75% of MA's who complete do so on or prior to their expected end date</p> <p>18% of overall income from sources other than TEC funding, including industry</p> <p>Ensure the percentage of Māori and Pasifika trainees continues to be greater than the respective percentage of Māori and Pasifika people working in the Retail and Wholesale industries</p> <p>The proportion of Māori trainees enrolled in Level 4 and above programmes is 11% (or greater) of all Level 4 (or above) trainees</p> <p>The proportion of Pasifika trainees enrolled in Level 4 and above programmes is 5% (or greater) of all Level 4 (or above) trainees</p>	<p>Note:- Objective is to reach 15,000 trainees by 2015 – at least 20% of them at L4</p> <p>2,600 STM's (dependent on funding and other income)</p> <p>10,600</p> <p>4.6% industry penetration</p> <p>20% of all trainees</p> <p>Target % completion rates for L2 40% L3 40% L4 40% MAs 33%</p> <p>150,000 credits (average of xx credits per trainee)</p> <p>Reduce reliance on LCP's and promote full national Certificates.</p> <p>40% of LCP trainees go on to full national certificate 30% of national certificate trainees progress to higher level</p> <p>240</p> <p>75% of MA's who complete do so on or prior to their expected end date</p> <p>25% of overall income from sources other than TEC funding, including industry</p> <p>Ensure the percentage of Māori and Pasifika trainees continues to be greater than the respective percentage of Māori and Pasifika people working in the Retail and Wholesale industries</p> <p>The proportion of Māori trainees enrolled in Level 4 and above programmes is 12% (or greater) of all Level 4 (or above) trainees</p> <p>The proportion of Pasifika trainees enrolled in Level 4 and above programmes is 6% (or greater) of all Level 4 (or above) trainees</p>
	<p>2. QUALIFICATIONS</p> <p>Credible and sufficient qualifications</p>	<p>Use sector specific advisory groups and conduct pilots to confirm good fit of qualifications to market needs.</p> <p>Conduct an industry review in preparation for targeted review of qualifications in 2012 in retail and distribution sectors.</p> <p>Promote the development of Service Industry generic</p>	<p>Use sector specific advisory groups and conduct pilots to confirm good fit of qualifications to market needs.</p> <p>Conduct the targeted review of the following qualifications in line with industry priorities:</p> <p><u>Retail</u></p>	<p>Use sector specific advisory groups and conduct pilots to confirm good fit of qualifications to market needs.</p> <p>Qualifications are maintained in line with industry priorities.</p> <p>Review National Certificate in Sales (Level 3)</p>

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A. Effective workplace learning continued		<p>skills strands for our qualifications with SITA - in particular one generic "Customer Service" package or award.</p> <p>Identify Retail Institute unit standards which should be managed by other standard setting bodies and negotiate handover.</p> <p><u>Sales Qualification - Link to providers</u></p> <p>Find appropriate standard setting body –other ITO, provider or ITO consortium - for sales management qualification to complement RI Sales Qualifications L3 - 5</p> <p>Scope demand for qualification pathway to industry buyers/brand managers – probably at level 4</p> <p>Review National Certificate in Retail (Level 2)</p> <p>Review National Certificate in Retail (Level 3)</p>	<ul style="list-style-type: none"> • Review National Certificate in Retail (Level 2) • Review National Certificate in Retail (Level 3) • Review National Certificate in Retail (Level 4) • Review National Certificate in Retail - Loss Prevention (Level 2) • Review National Certificate in Retail - Loss Prevention (Level 3) <p><u>Distribution [note – may be assigned to another ITO]</u></p> <ul style="list-style-type: none"> • Review National Certificate in Distribution (Level 2) • Review National Certificate in Distribution (Level 3) • Review National Certificate in Distribution (Level 4) <p>If required, identify remaining Retail Institute unit standards which should be managed by other standard setting bodies and negotiate handover accordingly.</p>	<p>Review National Certificate in Sales (Level 4)</p>
	<p>3. LEARNING AND ASSESSMENT RESOURCES</p> <p>Number and Range of Resources available for industry use</p>	<p>Continuous improvement and enhancement of existing resources. Respond to employers and trainees feedback gained through Customer Surveys.</p> <p>Identify e-learning methodologies for trainees and seek joint e-learning development with interested retailers and / or providers</p> <p>Identify 3 projects for additional or significantly modified resources based on demonstrated industry need. Create product development plan to suit.</p> <p>Carry out up to 4 updates or minor reviews of existing resources</p> <p>Enhance ITOMIC product entity to manage developed products including version and stock control.</p> <p>Facilitate specific Level 4 trainee support through: provider relationships; webinars; video and online learning resources; mentors and staff exchanges</p>	<p>Continuous improvement and enhancement of existing resources</p> <p>Identify e-learning methodologies for trainees and seek joint e-learning development with interested retailers and / or providers</p> <p>Identify 3 projects for additional or significantly modified resources based on demonstrated industry need. Create product development plan to suit.</p> <p>Add additional resources to development list based on current skills priorities</p> <p>Enable on-line access to all SITA products and resources to make them accessible across the 6 ITO's.</p> <p>Facilitate specific Level 4 trainee support through: provider relationships; webinars; video and online learning resources; mentors and staff exchanges</p> <p>SITA style guide developed</p> <p>Research language and cultural variations to resources developed for qualifications and programmes based on the Māori and Pasifika engagement strategies</p> <p>Research Māori and Pasifika engagement from a best practice workplace learning point of view.</p>	<p>Continuous improvement and enhancement of existing resources</p> <p>Identify e-learning methodologies for trainees and seek joint e-learning development with interested retailers and / or providers</p> <p>Identify 3 projects for additional or significantly modified resources based on demonstrated industry need. Create product development plan to suit.</p> <p>Add additional resources to development list based on current skills priorities</p> <p>Enable trainees to have an e-portfolio and to be actively engaged in blended learning.</p> <p>Facilitate specific Level 4 trainee support through: provider relationships; webinars; video and online learning resources; mentors and staff exchanges</p> <p>Provide language and cultural variations in resources [including promotional and website material] developed for qualifications and programmes for all relevant cultural / language groups</p> <p>Apply best practice workplace learning from Māori and Pasifika research.</p>

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<p>A. Effective workplace learning continued</p>	<p>4. EFFECTIVE SERVICE DELIVERY</p> <p>Quality and fit for purpose service delivery.</p> <p>Range of service delivery options offered that meet varying customer needs.</p> <p>Understand the specific groups doing Level 4 quals in order to better target service delivery models for them.</p> <p>Trainees go from Level 4 on to university level qualifications.</p> <p>Creation of online communities.</p>	<p>Finalise and implement new service delivery model</p> <p>Further develop suite of minimum service delivery standards developed in 2010.</p> <p>Create pricing strategies based on the level of support required by the employer</p> <p>Upgrade communication and support processes with trainees and employers to ensure they are effective and timely. Look to mimic across all services.</p> <p>Facilitate a supported training model for Level 4 trainees through providers</p> <p>Create networks and online communities for managers and supervisors to encourage and promote informal learning. Social Media & Events.</p> <p>Facilitate Management Exchange Scheme between (non-competing) companies</p> <p>Consider scholarship scheme for L5+ or other courses for those who complete Level 4</p> <p>See also Internal Capability 2. Retail Institute understands our trainees, their workplace needs and how they learn at different levels.</p>	<p>Review service delivery model and implement changes as needed</p> <p>Further develop and apply service delivery standards</p> <p>Review communication processes with trainees and employers to ensure they are effective.</p> <p>Review and implement plans/ packages which ensure any company can efficiently implement on job training in their business.</p> <p>Create networks and online communities for managers and supervisors to encourage and promote informal learning. Social Media & Events etc</p> <p>Create a provider group which gets together to create and support a virtual classroom for retailers.</p> <p>Provide support and other services which encourage uptake of L4. Improve our support for L4 trainees.</p> <p>Facilitate Management Exchange Scheme between (non-competing) companies</p> <p>See also Internal Capability 2. Retail Institute understands our trainees, their workplace needs and how they learn at different levels.</p>	<p>Monitor minimum service requirements/ expectations and respond to shortfalls.</p> <p>Further develop and apply service delivery standards</p> <p>Review communication processes to ensure they are effective.</p> <p>Review and implement plans/ packages which ensure any company can efficiently implement on job training in their business.</p> <p>Foster provider group which supports the virtual classroom for retailers.</p> <p>Create networks and online communities for managers and supervisors to encourage and promote informal learning. Social Media & Events Networking</p> <p>Provide support and other services which encourage uptake of L4. Improve our support for L4 trainees.</p> <p>Facilitate Management Exchange Scheme between (non-competing) companies</p> <p>See also Internal Capability 2. Retail Institute understands our trainees, their workplace needs and how they learn at different levels.</p>
	<p>5. QUALITY ASSURANCE.</p> <p>Quality assurance systems which are fit for purpose and credible with employers, trainees and the industry.</p>	<p>Review update QMS for July external evaluation and review – prepare and action related self assessment process</p> <p>Review QA practices (CSOs, TAs, as fit for purpose for Service Delivery Model and optimum credit reporting).</p> <p>Increase the QA capacity in the field team to support workplace assessors and assessment.</p> <p>Increase capacity to moderate in the workplace setting and to develop verifiers into assessors.</p> <p>Create and implement a workplace assessment strategy which promotes and supports workplace assessors and verifiers for level 2 and 3 - Implement a workplace assessor mentoring scheme</p> <p>Ensure sufficient Level 4 assessors are available for both on job and provider based delivery.</p> <p>Moderation of other ITOs utilising Retail Institute unit standards</p> <p>Review 5 providers of retail unit standards – support and manage providers</p>	<p>Review AMAP</p> <p>Review and update QMS - Prepare and action self assessment process</p> <p>Review QA practices</p> <p>Continue to support a workplace assessment strategy which promotes and supports workplace assessors and verifiers for level 2 and 3.</p> <p>Customise SITA “E-Assessment” for Retail.</p> <p>Moderation of other ITOs utilising Retail Institute unit standards</p> <p>Review 5 providers of retail unit standards – support and manage providers</p>	<p>Review and update QMS - Prepare and action self assessment process</p> <p>Review QA practices</p> <p>Moderation of other ITOs utilising Retail Institute unit standards</p> <p>Review 5 providers of retail unit standards – support and manage providers</p>
<p>Work with providers to encourage and channel training provision based on industry skills priorities</p>				

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<p>A. Effective workplace learning continued</p>	<p>6. PROVIDERS</p> <p>Providers offering industry training for specialised packages based on industry skills priorities.</p>	<p>Research uptake of L5+ quals by industry employees – we may have to estimate by survey</p> <p>Encourage providers to offer specialised courses.</p> <p>Increase promotion of supporting programmes and workshops available through providers at Levels 4 and above.</p>	<p>Review service delivery model with providers to ensure expected service standards are met</p> <p>Monitor uptake of L5+ quals by industry employees – and action to increase participation</p> <p>Encourage providers to offer fee for service specialised courses</p> <p>Encourage providers to offer higher level qualifications</p> <p>Prepare and action self review process for providers</p> <p>Increase promotion of supporting programmes and workshops available through providers at Levels 4 and above.</p>	<p>Monitor uptake of L5+ quals by industry employees – we may have to estimate by survey – and action to increase participation</p> <p>Encourage providers to offer fee for service specialised courses</p> <p>Encourage providers to offer higher level qualifications</p> <p>Prepare and action self review process for providers</p> <p>Increase promotion of supporting programmes and workshops available through providers at Levels 4 and above.</p>
	<p>7. INTERNATIONAL RECOGNITION OF QUALIFICATIONS.</p>	<p>Align National Certificate in Retail (Level 4) with competencies in Australian Certificate iv</p> <p>Register Diploma in Retail Management from Australia.</p>	<p>Push for SITA alignment with Australia</p>	<p>UK [and European??] recognition</p>
	<p>8. FOUNDATION SKILLS</p> <p>Language, literacy and numeracy / communication training needs in our industries identified and improved.</p>	<p>75% of resources will have LLN embedded in them</p> <p>Develop operational capability to support the implementation of the National Assessment tool.</p> <p>Diagnostic screening of all trainees will be carried out.</p> <p>Support material developed for employers and trainees outlining the benefits, the process and addressing privacy issues.</p> <p>Measure the LLN improvements of level 1 – 3 trainees in line with TEC performance indicator.</p> <p>Explore employer's interest in developing training responses to financial literacy needs.</p> <p>See also Capability Building 6.</p>	<p>100% of resources will have LLN embedded in them</p> <p>Diagnostic screening of all trainees will be carried out - develop the best response to reducing deficits</p> <p>Campaign to make employers aware of LLN issues and the impact they could have on their business.</p> <p>Explore other platforms for diagnostic screening of trainees at Level 4 and above. Ensure that data gathering is used to inform resource development.</p> <p>Communicate the findings from use of the National Assessment Tool in order to communicate messages to employers, internal stakeholders and the TEC.</p>	<p>100% of resources will have LLN embedded in them</p> <p>Continue campaign to make employers aware of LLN issues and the impact they could have on their business.</p> <p>Diagnostic screening of all trainees will be carried out</p> <p>Implement responses to issues raised by screening and research.</p> <p>Research current LLN needs compared with future LLN needs e.g. technology, supply chain.</p>
	<p>9. MAORI AND PASIFIKA</p>	<p>Achieve targets for Māori progression to L3 and L4 See A.1 "The numbers"</p> <p>Survey employers to determine numbers and proportion of Māori/Pasifika supervisors/managers</p> <p>Actively participate in Māori and Pasifika ITO networks (e.g. the Māori ITF Network)</p>	<p>Achieve targets for Māori progression to L3 and L4 See A.1 "The numbers"</p> <p>Develop strategy for increasing progression of Māori/Pasifika employers to Level 3/Level 4 programmes</p> <p>Research Māori and Pasifika engagement from a best practice workplace learning point of view.* See A.3 Resource Dev't & D. 2 - Comms Plan</p> <p>Provide for language and cultural variations to resources developed for qualifications and programmes based on Māori and Pasifika input</p> <p>Actively participate in Māori and Pasifika ITO networks (e.g. the Māori ITF Network)</p>	<p>Achieve targets for Māori progression to L3 and L4 See A.1 "The numbers"</p> <p>Apply strategy for increasing progression of Māori/Pasifika employers to Level 3/Level 4 programmes</p> <p>Research Māori and Pasifika engagement from a best practice workplace learning point of view.* See A.3 Resource Dev't & D. 2 - Comms Plan</p> <p>Provide for language and cultural variations to resources developed for qualifications and programmes based on Māori and Pasifika input</p> <p>Actively participate in Māori and Pasifika ITO networks (e.g. the Māori ITF Network)</p>

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A. Effective workplace learning continued	10. SECONDARY SCHOOLS [Note: - SITA schools strategy to be completed by end June.]	Current product marketed systematically to targeted school students and staff Increase our interaction to 30% of schools in collaboration with SITA Facilitate employer interaction with schools through the Gateway programme and similar initiatives. Develop a measure to determine effectiveness.	Current product marketed systematically to targeted school students and staff Increase our interaction to 45% of schools in collaboration with SITA Facilitate employer interaction with schools through the Gateway programme and similar initiatives. Monitor against effectiveness measure.	Current product marketed systematically to targeted school students and staff Increase our interaction to 55% of schools in collaboration with SITA Facilitate employer interaction with schools through the Gateway programme and similar initiatives. Monitor against effectiveness measure.

B. Provide leadership to our industries' efforts to meet their skills and training needs and to inspire a culture of learning within our industries.

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B. Retail Institute provides leadership to its industries in respect of skills and training.	Encourage employers to commit to training Measures include – % of Key Accounts engaged / trainee numbers	Reward and recognise companies that do support training Provide research and empirical evidence of impact of training in the workplace in the retail industry. Use workplace research to establish employer support levels and employee attitudes to training to drive review of resources. Build on the work established at the industry Forum October 2010. See also “A.1. The Numbers” esp. industry penetration level Develop Productivity / NVA measurement of return on training investment with SITA and share with industry for implementation	Reward and recognise companies that do support training Provide research and empirical evidence of impact of training in the workplace in the retail industry. Use workplace research to establish employer support levels and employee attitudes to training to drive review of resources. Encourage employers to create 'training centres' of dedicated places for learning to happen in their stores. Further develop Productivity / NVA measurement of return on training investment with SITA and share with industry for implementation	Reward and recognise companies that do support training Provide research and empirical evidence of impact of training in the workplace and in the retail industry. Use workplace research to establish employer support levels and employee attitudes to training to drive review of resources. Encourage employers to create 'training centres' of dedicated places for learning to happen in their stores. Further develop Productivity / NVA measurement of return on training investment with SITA and share with industry for implementation

C. Acquire in depth knowledge of our industries

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C. Retail Institute is the authority on the present and medium term skill and knowledge development needs of the retail, wholesale and distribution industries	Accurate and useful labour market information for each of our sectors that fully informs the development of Retail Institute products and services and that meet TEC requirements.	Undertake continuous research to ensure we understand <ul style="list-style-type: none"> the environment in which our industries operate and the aspirations of our employers and employees for skills development. research key trends driving workplace learning and understand how they affect Retail Institute. Research barriers to the attainment of credits, programmes and qualifications. Create a pool of net-promoters to provide new customers with experiential evidence and affirmation	Undertake continuous research to ensure we understand <ul style="list-style-type: none"> the environment in which our industries operate the aspirations of our employers and employees for skills development. Research barriers to the attainment of credits, programmes and qualifications. Research labour market data and issues as they affect our industries.	Undertake continuous research to ensure we understand the <ul style="list-style-type: none"> environment in which our industries operate aspirations of our employers and employees for skills development. Research barriers to the attainment of credits, programmes and qualifications. Research labour market data and issues as they affect our industries.

D. Build robust, well-informed relationships, partnerships and communication pathways

Strategic Objective	Indicator	2011	2012	2013
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D. Robust, well-informed relationships, partnerships and communication pathways as needed to achieve strategic objectives in A and B.	1. Relationships, partnerships and communication pathways are sufficiently robust and well-informed to meet our strategic objectives in A. and B.	<p>Maintain close relationship with industry associations – notably NZRA - and SITA, TEC, NZQA, ITF, ITPNZ, and other relevant government agencies (eg DOL), Secondary Principals Association, EEO Trust, and any other stakeholders relevant to retail and distribution.</p> <p>Conduct an annual stakeholders' satisfaction survey.</p> <p>Facilitate communications and events for the industry CEO Forum group.</p> <p>Develop close working relationships with 3 selected ITPs/ PTEs (TEO's) for product and service development and sharing of expertise and resources.</p>	<p>Maintain close relationship with industry associations – notably NZRA - and SITA, TEC, NZQA, ITF, ITPNZ, and other relevant government agencies (eg DOL), Secondary Principals Association, EEO Trust, and any other stakeholders relevant to retail and distribution.</p> <p>Conduct an annual stakeholders' satisfaction survey.</p> <p>Facilitate communications and events for the industry</p> <p>Feedback loops are reported and acted on. Transparent outcomes shared with industry to provide a platform for RI's leadership role.</p> <p>Develop close working relationships with 3 more selected ITPs/ PTEs for product and service development and sharing of expertise and resources</p> <p>Celebrate trainee success – SITA</p> <p>Broad range of stakeholders are continuously included and informed about our activities.</p>	<p>Maintain close relationship with industry associations – notably NZRA - and SITA, TEC, NZQA, ITF, ITPNZ, and other relevant government agencies (eg DOL), Secondary Principals Association, EEO Trust, and any other stakeholders relevant to retail and distribution.</p> <p>Conduct an annual stakeholders' satisfaction survey.</p> <p>Facilitate communications and events for the industry</p> <p>Feedback loops are reported and acted on. Transparent outcomes shared with industry to provide a platform for RI's leadership role.</p> <p>Maintain close working relationships with selected ITPs/ PTEs for product and service development and sharing of expertise and resources</p> <p>Celebrate trainee success – SITA</p> <p>Broad range of stakeholders are continuously included and informed about our activities.</p>
D. Robust, well-informed relationships continued	2. Marketing and communication plans are developed for identified target markets	<p>Marketing plan is fully developed and implemented to market both our products and services and to promote retail enterprises becoming learning organisations.</p> <p>Brand guidelines and templates fully developed and communicated.</p> <p>Communications Plan developed and applied.</p> <p>E-marketing strategy developed to increase website product sales, website visits.</p> <p>Develop e-marketing policies.</p> <p>Ensure marketing practises are environmentally sustainable.</p> <p>Career of choice concept progressed.</p>	<p>Marketing plans are fully developed and implemented to market both our products and services and enterprises becoming learning organisations.</p> <p>Communications plan is further developed and implemented.</p> <p>Brand guidelines and templates are fully implemented and maintained</p> <p>Website reviewed and enhanced.</p> <p>Ensure marketing practises are environmentally sustainable.</p> <p>Career of choice further progressed.</p>	<p>Marketing plans are fully developed and implemented to market both our products and services.</p> <p>Communications plan is implemented.</p> <p>Brand guidelines and templates fully developed and communicated.</p> <p>Website reviewed and enhanced.</p> <p>Ensure marketing practises are environmentally sustainable.</p> <p>Career of choice further progressed.</p>

E. Increase our internal capacity to achieve our strategic objectives.

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E. Staff have the capacity to achieve strategic objectives and a shared vision for workplace learning that provides each individual with a clear picture of the future (the Retail thread).	INTERNAL CAPABILITY 1. Develop a learning culture which mirrors what we are promoting to industry 2. Customer satisfaction surveys indicate high levels of staff competence	<p>Promote a workplace learning support philosophy that flows through everything we do.</p> <p>Complete skills matrix of staff and systematic plans for both individual and organisational training</p> <p>Project teams for resource development maintain active employer links</p> <p>Staff are able to analyse learning cultures to the extent that workplace involvement is tailored to match specific requirements and existing practises.</p> <p>Through research, staff understand trainees at levels 2, 3 and 4 – who they are, what their different level styles and</p>	<p>Further develop and promote the workplace learning philosophy that flows through everything we do.</p> <p>Implement systematic plans for both individual and organisational training</p> <p>Project teams for resource development maintain active employer links</p> <p>Field staff and assessors regularly report on emerging industry needs and changes in trainee needs and capabilities</p> <p>Further research trainees at levels 2, 3 and 4 to find out</p>	<p>Further develop and promote the workplace learning philosophy that flows through everything we do.</p> <p>Implement systematic plans for both individual and organisational training</p> <p>Project teams for resource development maintain active employer links</p> <p>Field staff and assessors regularly report on emerging industry needs and changes in trainee needs and capabilities</p> <p>Further research trainees at levels 2, 3 and 4 to find out</p>

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E. Internal capability continued Board has the capability to identify and support effective governance decisions.	3. Retail Institute understands our trainees, their workplace needs and how they learn at different levels.	needs are and which learning support resources and assessment processes they find most effective Establish an outline/matrix which provides a "Learning Support Framework" guide to developing unit standards, qualifications and resources Ensure field staff have the support tools they require in order to send consistent messages about our products and ensure service delivery is the same across the team.	who the trainees are, what their different level styles and needs are and which learning resources and assessment processes they find most effective. Further develop the Retail Institute Learning Support Framework and ensure all staff are familiar with and apply it. Ensure field staff have the support tools they require in order to have consistent messages about our products and ensure service delivery is the same across the team. Enter Bestworkplaces 2012	who the trainees are, what their different level styles and needs are and which learning resources and assessment processes they find most effective. Further develop the Retail Institute Learning Support Framework and ensure all staff are familiar with and apply it. Ensure field staff have the support tools they require in order to have consistent messages about our products and ensure service delivery is the same across the team. Enter Bestworkplaces 2013
	4. Develop a Retail Institute Learning Support Framework Become a "Centre of Excellence" in respect of resource development.	Further capability building for assessors in LLN diagnosis within the workplace. Further capability building for training advisers to identify LLN issues within the workplace Enter Bestworkplaces 2011		
	5. Staff have the ability to project competence, presence, flair and professionalism in their dealings with customers and stakeholders.	Provide a culturally open working environment along with learning opportunities to enable all staff to be sensitive to the needs of all cultures (including Māori, Pasifika and their own culture)		
	6. Optimum in house knowledge and skill level of staff exists.			
	7. Board has access to a full range of governance skills and development of those skills	Board undertakes a "governance skills evaluation" and actively responds accordingly Board members undertake relevant training courses	Board undertakes a "governance skills evaluation" and actively responds accordingly Board members undertake relevant training courses	Board undertakes a "governance skills evaluation" and actively responds accordingly Board members undertake relevant training courses
	8. Internal compliance requirements met.	Audit compliance requirements met. Board policy requirements met.	Audit compliance requirements met. Board policy requirements met.	Audit compliance requirements met. Board policy requirements met.
Finance adequate	9. Equity	Maintain equity at 4 months operating expenditure equivalent	Maintain equity at 4 months operating expenditure equivalent	Maintain equity at 4 months operating expenditure equivalent
	10. Revenue	\$5.75m (based on 1500 STM's funded)	\$7.5m	\$9m
Information systems that meet Retail Institute's needs	11. Information systems, including customer databases and financial management systems, are user friendly, accurate, flexible and comprehensive.	Implement the TEC's Training Register (ITR) Work with SITA on standardising Financial software package and integrating this into ITOMIC Investigate web access to ITOMIC for Key Accounts to access trainee records and progress. Finalise research, and confirm application to be used, for E- assessment and pilot the tool with Level 2 trainees (See A5 - Quality Assurance and Section F).	Implement web access to ITOMIC to Key Accounts so they can access trainee records and view their progress. Finalise research, and confirm application to be used, for E- Learning support tools and pilot with trainees Pilot facility for Trainees to view their training record and progress via the web Investigate quick access/self service reporting tools for Retail Institute staff	Enable Trainees to view details of their training progress via the web Roll out E-learning tools to trainees Enhance and expand E-learning tools for Trainees

Strategic Objective	Indicator	2011	2012	2013
		Investigate the business benefits an Intranet could bring to the organisation Define business-wide reporting – including an easy to follow dashboard - that increases all staff's awareness of our organisational KPIs and our progress		
Retail Institute Policy and Procedures	12. The P & P framework is reviewed and maintained.	Review and update all P & P	Review and update all P & P	Review and update all P & P

F. Explore opportunities for new business in our area of industry coverage.

Strategic Objective	Indicator	2011	2012	2013
Develop business opportunities with our industries of core ITO product and service offerings (non commercial).	New industry sectors or occupational groups use Retail Institute.	Commence development of a marketing plan to support international uptake of our resources - include our visibility at international events. Make contact with suppliers who offer training and give them the opportunity to link their training to ours by selling online modules in addition to e-learning support modules (FedEx model). Investigate alternative use of the 'centre of excellence' in-house resource - are there opportunities to use RI's areas of expertise to assist other TEO's? E.g. Resource development 'centre', Graphic Design 'centre', retail industry advisory centre.	Find out why some retail businesses are not investing in training Trial off shore marketing through expo entry or similar Continue to market our products to new markets. Retail Institute becomes involved in the market <i>space</i> eg multi channel retailer of resources and products.	Continue to market our products to new markets.

G. Obtain funding through commercial activities.

Strategic Objective	Indicator	2011	2012	2013
G. To increase revenue from external sources (other than industry training fund) including: – Retailers – Other ITOs – Other commercial partners	1. Increase revenue beyond income from TEC	\$200,000 Business proposal completed: Understand market needs, market size, competitors and opportunities [PESTLE]. <ul style="list-style-type: none"> Specify the services RI can offer ? What specific needs do retailers, ITO's and other commercial partners have that we can meet? Who are the competitors? Can we be competitive? What are indicative market prices? What is the size and shape of the market we can be part of –can we aspire to a market share and what could it be? Market specific services to retailers, other ITO's, providers and commercial partners: <ul style="list-style-type: none"> Additional advisory support e.g. mystery shopping skills gap analysis etc 	\$300,000 Develop and market services to retailers, other ITO's and commercial partners: <ul style="list-style-type: none"> Additional advisory support eg mystery shopping skills gap analysis etc Workplace assessments Graphic design of complimentary (retailer based) collateral Customisation of resources Mapping and qual link for retailers with own training material Continually refine services offered by Retail Institute to all partners. Look for expansion sectors such as ITP's, PTE's and NGO's.	\$400,000 Develop and market services to retailers, other ITO's and commercial partners: <ul style="list-style-type: none"> Additional advisory support eg mystery shopping skills gap analysis etc Workplace assessments Graphic design of complimentary (retailer based) collateral Customisation of resources Mapping and qual link for retailers with own training material Continually refine services offered by Retail Institute to all partners. Look for expansion sectors such as ITP's, PTE's and NGO's.

Strategic Objective	Indicator	2011	2012	2013
		<ul style="list-style-type: none"> • Workplace assessments • Graphic design of complimentary (retailer based) collateral • Customisation of resources • Mapping and qual link for retailers with own training material <p>Once we have our marketing plans developed, develop and formalise <u>processes</u> for commercial services. Set hourly rates, time tracking processes, job # systems, invoicing and templates for contracts.</p> <p>Develop and implement a commercial activity marketing plan for customers and internal staff.</p> <ul style="list-style-type: none"> • Retail Institute routinely provides graphic design and resource development services to other ITO's • Training advisors carry out fieldwork for other ITO's <p>Develop internal communication around our commercial services, this may include regular updates, tracking communication, information on regularly seeking opportunities. Develop capability of frontline staff to offer commercial services.</p> <p>Be open to potential alliance and opportunities in other areas.</p> <p>Develop relationships with providers.</p>	<p>Refine commercial activity marketing plan for customers and internal staff.</p> <ul style="list-style-type: none"> • Retail Institute routinely provides graphic design and resource development services to other ITO's • Training advisors carry out fieldwork for other ITO's <p>Develop relationships with providers.</p>	<p>Refine commercial activity marketing plan for customers and internal staff.</p> <ul style="list-style-type: none"> • Retail Institute routinely provides graphic design and resource development services to other ITO's • Training advisors carry out fieldwork for other ITO's <p>Develop relationships with providers.</p>