

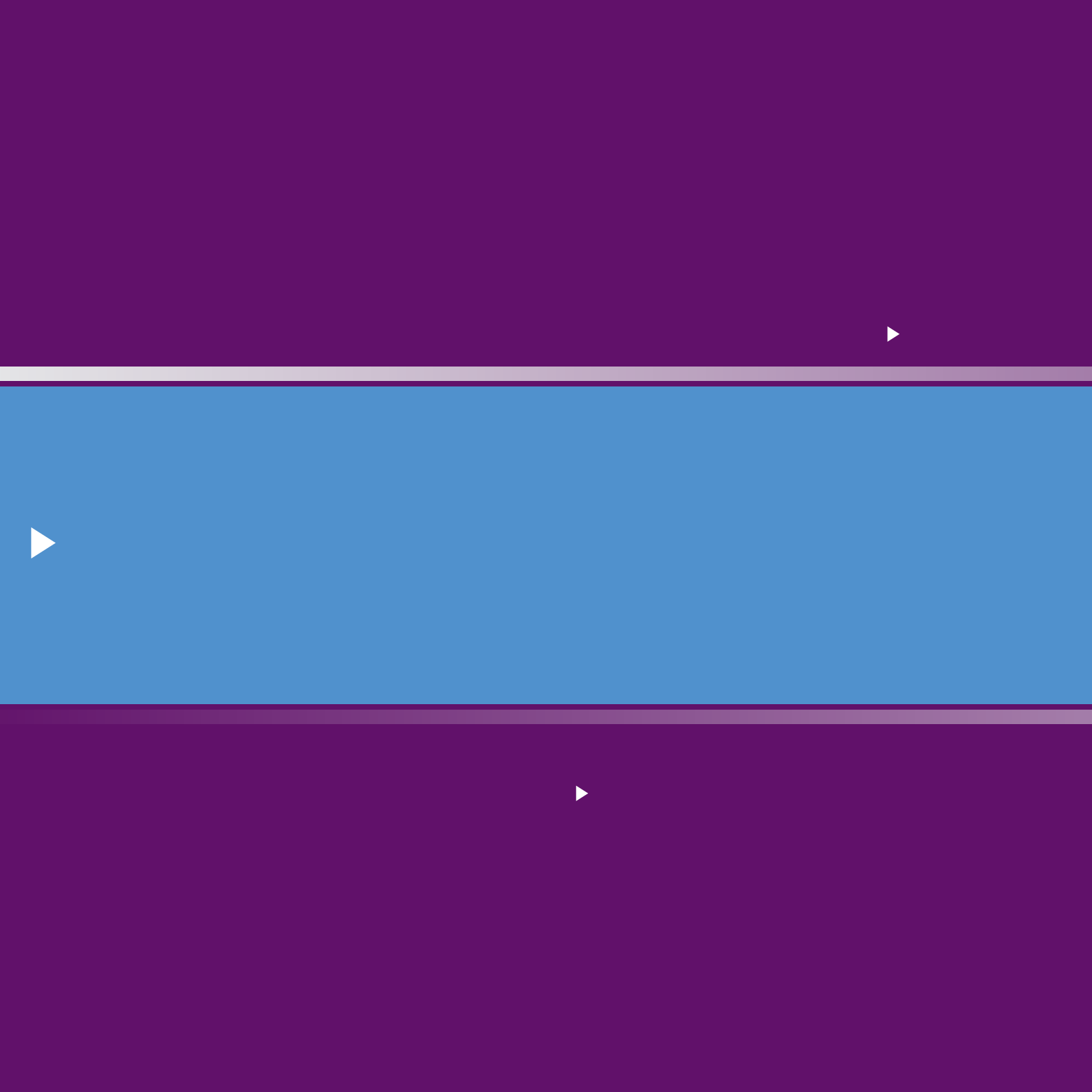


# Planning Guidance

Transforming  
Defence Education  
and Training

July 2012







- We must be prepared to embrace emerging technologies in learning and to become early adopters, not late adapters.
- We must be responsive to ideas that come from our people participating in the change and encourage innovation and sharing of ideas to deliver the best outcomes.
- We must also remain agile and flexible to accommodate alternative futures, shocks and discontinuities.

## COMMANDER'S GUIDANCE

Earlier this year I released my strategic guidance for the Australian Defence College (ADC) titled *Transforming Defence Education and Training*. This guidance was necessarily broad and identified lines of operation that will form our trajectory over the coming years. The key themes described how we need to change the way we think about Defence education and training and adapt to new demands. Since the issue of that document, Defence has also published *Pathway to Change: Evolving Defence Culture*. That document outlines the CDF and Secretary's approach to building our Defence culture. We need to use that guidance in our approach to transforming Defence education and training.

One of the leading ideas in *Transforming Defence Education and Training* was the need to shift from an 'institution-centric' view of learning to a 'learner-centric view'. What that means is that we need to better understand Defence's capability requirements, understand the skilling requirement to deliver that capability, and provide what our learners need to achieve that. In the past, we have tended to focus on what the 'schoolhouse' wants to provide with relatively slow, weakly governed and poorly articulated links to the capability requirements. There has been an inclination to deliver learning outcomes in a traditional form that has not been agile or responsive to changing learning needs, technology or new methods of delivery. There has been much discussion, several reviews, but not enough change.

The learning cycle must become faster, more agile and more responsive to the capability requirements. It must also cater for learners outside the schoolhouse. The ADC must adopt an "intelligent provider" model with a much stronger 360 degree customer focus. That means we need to be responsive to our learners and the capability managers who specify the learning outcomes required. We must also work more collegially across the ADC as well as with our international partners.

## The ADC must adopt an “intelligent provider” model with a much stronger 360 degree customer focus.

*Transforming Defence Education and Training* also described an expansion of our role from a focus on delivering education and training to greater strategic responsibility for oversight and governance of the Defence education and training system. The intent of this change is to be able to provide assurance that the Defence workforce will have the skills required to deliver success on operations and in the support to those operations.

The direction that I have outlined for the ADC is being informed by the broader strategic imperatives guiding Defence. Specifically, the Strategic Reform Program and recent budget cuts are providing an opportunity for Defence to review how it conducts education and training to best meet its future needs. This strategic direction, that I expect to endure in the next Defence White Paper, seeks to improve the effectiveness and efficiency of learning in within the Defence. A central element of 'Vision 2030', the Defence Learning Project, aims to ensure consistency of enterprise level systems, standards and processes across joint, common and APS training, and will specify how people will learn in a future Defence environment.

While these initiatives are evolving to shape the future environment within which Defence learning will be delivered, there are some actions that we at the ADC can confidently take now to support change. Reports and reviews that have been conducted over the last decade have identified focus areas for renewal, particularly in the ways that we determine learning needs and in our service delivery. Flowing from the November 2005 IGADF Report *Preparation of ADF Officers for Joint Appointments*, which was followed and reinforced by the 2007 Morrison Review, *Transforming Defence Education and Training*, table 1 identifies the key lines of operation that we are pursuing now.

In March this year, the Chiefs of Service Committee confirmed the direction that we are taking and agreed to the ADC continuing its planned transformation. As such, the objective of this guidance is to provide a plan to enable us to work together towards achieving these outcomes. It identifies key deliverables and the enabling activities that will guide us towards the achievement of our future organisation. It represents an early step towards transforming our approach to learning design and delivery so that we can be more responsive to the challenges that lie ahead. In doing this, we are positioning ourselves to more effectively develop skilled, capable, resilient and intellectually agile people who will contribute to success on operations and the successful management of Defence business.

Having said that, we must also understand that we see the future “through a glass darkly”. By that I mean that - while we have plans and have identified a way ahead for transformation, we must also be prepared to evolve our plan as Defence-wide reforms take hold and the environment changes. All of this means we must understand and be prepared to take risk.

This Planning Guidance marks the beginning of a process, and opens a collective conversation about our future, that will be ongoing. Through collaboration, trust and cooperation, we will build an organisation that contributes to the skilling of the Defence workforce as well as delivering directed learning outcomes. I look forward to working with you towards the achievement of this vision.

**Major General Craig Orme AM, CSC**



Table 1

## We are pursuing the following key lines of operation now:

- Organisational change in the ADC to better manage our increased responsibilities and align responsibilities, resources and accountability.
- The use of the Defence Skilling Model to better align Defence capability requirements with Defence skilling outcomes (Specify, Generate, Distribute, Evaluate).
- Improved governance and oversight of the Defence education and training system.
- A 'One Campus' strategy for the co-location of ADC Learning Branches in Campbell, Canberra.
- Improved business practices including the use of shared services, standardisation of process, risk management, establishment reviews and consolidation.
- Greater emphasis on our research and publications.
- A focus on our people – covering faculty, support staff, and our course members.
- The introduction of contemporary learning technology into our campuses, such as:
  - a common Learning Management System;
  - a 'Bring Your Own Device' approach supported by the provision of wireless access throughout; and
  - greater use of social media and web tools for the publication and sharing of knowledge

(we are moving from a 'push' model within the schoolhouse to allow learners outside the school house to 'pull' knowledge when they need it).
- Articulating and synchronising our international engagement, outreach and alumni plans so that we are clear about what we are doing, why we are doing it, and importantly how it demonstrates its cost benefit to achieving ADC's mission and builds long term capability in a time of fiscal constraint.



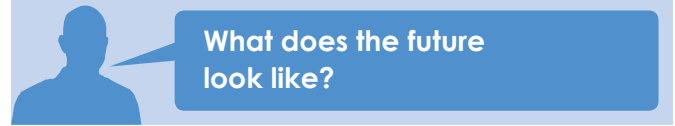


## SEEING THE BIGGER PICTURE

The ADC is moving from an institution characterised by multiple faculties in multiple locations to one in which we are able to deliver directed learning outcomes in an integrated and more effective way. This will achieve our focus on capability whilst understanding the enduring pressures to deliver outcomes with financial discipline and economy.

The ADC in the future will be a place in which thousands of learners are able to work with subject matter experts, faculty and colleagues to access the information they need to transform knowledge into skills, and skills into capability. The level of contact between learners with the ADC will be driven by the learners' needs, not by our institutions'.

While we will continue to offer our enrolled learners the opportunity to gain formal qualifications by attending our institutions, our informal and semi-formal learners will be linked to our curriculum and experts by technology, and will have access to the information needed to respond to ever-more rapid decision making cycles in the workplace. We will cater for the learning needs of all Defence learners, not just those enrolled.



The level of contact between learners with the ADC will be driven by the learners' needs, not by our institutions.

Our organisation will be structured to maximise our responsiveness to changes in the learning environment and to Defence's capability requirements. Structural stovepipes limiting innovation will be removed. Partnerships within the ADC as well as with international counterparts, corporate and non-government entities will form an increasing part of our future focussed learning strategy. This is how we will 'work as a team' at the strategic level.

Advances in technology will also have a significant impact on our learning approach. The exponential pace of technological change in this area suggests that the solutions available to us in the near future will outstrip current planning. Our business model will factor that change into our planning – we will not be a victim of it. We will be dynamic, agile, and willing to take risk. This means that some of the things that we try may not work as planned. I am committed to managing those risks, not avoiding them.

### From

Institution centric  
Multiple Campus  
Institution taught  
Homogenous  
Legacy systems  
Stove-piped  
Technologically limited  
Risks Avoided

### To

Learner centric  
Single unified campus  
Self enabled  
Cosmopolitan  
Future focussed  
Integrated and networked  
Technologically innovative  
Risks managed



# OUR BUSINESS MODEL

## Defence Skilling Model

In a challenging learning environment where resources are constrained and likely to decrease, and the learning demand is increasing, clear guidance is required. The guidance must identify the scope and priority of learning and outcomes that are essential to delivering capability. Once this is established then the ADC must set about delivering those outcomes with the learner at the centre of our solutions.

To achieve this, we will use the Defence Skilling Model and its four key activities: specify, generate, distribute and evaluate.

**Specify.** The first part of this cycle must be to develop a full understanding of the learning outcomes required by Defence in order to deliver capability. It is critical that effective partnerships are established between the ADC, Services Groups and other stakeholders who are responsible for specifying the learning outcomes that the ADC must deliver.

A persistent challenge for capability managers is to specify the learning requirements at the capability design stage so that the learning outcomes are integrated into the acquisition and delivery processes. Our approach to Defence education and training must be responsive to changes in operational capabilities that are coming online now, as well as those that will be introduced in the future.

It is important that we develop learning strategies early in the design acquisition and delivery phases. This must be coordinated with course designers and curriculum developers so that the specification of capability and skilling requirements are established at the outset.

This principle applies to the total Defence workforce including Navy, Army, Air Force and civilian. It must also take into account the diversity of operational environments in which Defence capabilities may ultimately be employed: joint and inter-agency; coalition and alliance; cyber; space; high-end war-fighting; stability and humanitarian; and domestic operations.

In sum, just as our operational and organisational boundaries have changed, and are continuing to change at an accelerated rate, so too is the need to rapidly adapt education and training for our Defence people.

**Generate.** Knowledge generation relates to the need to generate the latest and most accurate information for learning. In Defence, one of the most pressing learning needs is to develop the capacity to generate knowledge for new and emerging capabilities.

Our response must be to develop information sources from a range of established and emerging resources including military, civil, academic and commercial fields. References will include traditional texts, as well as operational lessons and information relating to new capabilities and the attendant changes in doctrine. In the information age, these domains become characterised by fusion, integration and overlap. And all this will be done at an increasingly accelerated pace.

We will also change the way we structure knowledge. One of our current weaknesses is that we structure our knowledge only for delivery in a face-to-face manner in the classroom. This does not take into account those learners who are not enrolled in our courses but who still require access to the knowledge we have.





## Continuum of Joint Professional Military Education

The Department of Defence is developing a policy framework for the delivery of professional military education and training. The cancellation in 2010 of Defence Instruction (General) 5-22, *Australian Defence Force Policy on Officer Training and Education* has left a gap in the expression of Defence's education and training system. The ADC will begin to address this deficiency by establishing a continuum of joint professional military education (JPME) for application within Defence.

The delivery of the JPME is a key responsibility of ADC. JPME is the process that instils joint core competencies by exposing course members to a broad scope of the future joint force including interagency and multinational cultures and capabilities. It provides the basis upon which members are prepared to use the instruments of national power to develop and carry out national military strategy, develop joint operational expertise and perspectives, and hone joint war-fighting skills. It also provides the framework that describes how ADF members are educated and trained across their careers.

JPME is a key enabler for operational success and the requirements placed on the ADF to develop future capability. It is the means by which the ADF develops its relationships with the broader departmental and whole-of-government national security effort. It supports the Government's international engagement program and it provides the ADF with the capacity to contribute to and, on occasion, lead multi-agency and multi-national operations.

The ADF's demonstrated performance on recent operations, reinforced by reviews such as the November 2005 IGADF Report *Preparation of ADF Officers for Joint Appointments* and the 2007 Morrison Review *Transforming Defence Education and Training*, support the position that Defence has achieved high levels of proficiency through its programs of training and education. Nevertheless, these reviews equally recognised that there

is considerable room for improvement. The demands of our contemporary operating environment, characterised by high operational tempo, demographic and workplace changes and the growing sophistication of equipment provided to the ADF, necessitate a more complete level of coordination in our programs of learning in order to ensure efficiency and relevance.

Most significantly, there does not currently exist a coherent governance mechanism within which the continuum of professional military training and education is properly structured within Defence. A governance mechanism is needed to provide a structure and intellectual pathway for the integration of Service-led training and education into the ADC's programs of JPME. Its absence represents a considerable weakness. It hampers efforts to synchronise our efforts within ADC's Learning Centres and with the Services, including harmonising the exit points of single-Service officer training with the entry point for attendance at ADC education programs. It leads to the development of different expectations among Services and the ADC as to the proper vesting of responsibility for specific learning outcomes. Further, it hampers our capacity to properly set knowledge pre-requisites for entry to our programs of JPME.

Importantly, our current approach does not adequately support a learner-centric approach. Flexible solutions and innovative approaches to learning require a decision-making framework that offers a level of certainty and transparency that we currently lack. We need to better understand the continuum of programs that we currently offer and whether there are more effective ways to deliver them. This includes through modularisation of courses, where appropriate, to allow for recognition of prior learning, and to facilitate participation by prospective course members who do not have the capacity to undertake long-term schooling. We need to structure our learning so that we can offer blended methods of delivery, combining classroom interaction with e-learning technologies. In view of the fiscal constraints under which we should expect



to operate, we also need to be able to make consistent and well informed decisions around the balance of long-term residential learning compared with shorter programs of instruction.

At ADC, we will develop the governance mechanism necessary to shape the development and delivery of a continuum JPME and to inform our relationship with our Single Service counterparts. As a first step, we will articulate a JPME system that defines our levels of joint education, identifies our methods of delivery, and establishes our modes of delivery. In developing this framework, I will seek the assistance of the Defence Learning Branch to secure suitable resources to undertake the analysis. We will draw upon lessons learnt in this space by our friends and allies, specifically the United States, the United Kingdom, Canada and Singapore. In order to keep this effort within manageable bounds, I plan to limit the scope of works at this stage to joint officer education.

While not limiting the possible outcomes of the forthcoming analysis, I see our approach drawing upon the US Chairman of the Joint Chiefs of Staff concept that links the continuum of PME to five significant phases in an officer's career. These levels are:

1. Pre-commissioning: military education received at institutions and through programs producing commissioned officers upon graduation.
2. Primary. Education typically received up to the level of CAPT (equiv).
3. Intermediate. Education typically received at the level of MAJ (equiv).
4. Senior. Education typically received at the levels of LTCOL and COL (equiv).
5. General Officer. Education received as a General Officer.

I also see our system identifying three tiers of learning delivery.

- a. Full time/residential;
- b. Modular, distance and blended; and
- c. Short courses

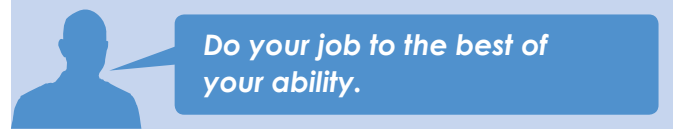
Linked to these levels and tiers, our approach will integrate a learning management system through which learning resources (eg. course material, podcasts and commentary) will be made more widely accessible.

Through this work, ADC will establish a continuum of JPME that offers a clear definition and scope for our learning programs. Our system will offer the structure needed to support JPME including the requisite flexibility to respond and coordinate new learning requirements. It will position us to map and discuss the training and education gaps between JPME offered by ADC and each of the Services thereby offering a basis upon which to determine which agency will accept the responsibility for delivering the differential. Ultimately, it will provide the platform from which the training and education paradigm for learning by Defence officers throughout the organisation can be fully optimised and synchronised.





# BECOMING BRILLIANT AT THE BASICS



In support of our business model and learning strategy, we need to define the direction of our future efforts and to connect our daily activities with our overall strategic direction. In this way we make sure that our 'brilliant at the basics' is being delivered in the context of 'seeing the bigger picture.' This will ensure strategic alignment across the ADC.

In other words, what we are doing today will contribute to where we want to be tomorrow and our efforts will be aligned with creating our future.

What We Need To Deliver		What That Means
1.	Deliver a governance and management framework for Defence Learning	<ul style="list-style-type: none"><li>• ADC contributes to a coherent career continuum of Defence professional education and training.</li><li>• Partnerships with Defence capability managers and business process owners (stakeholders) specify requirements for learning outcomes at the earliest stage in the capability cycle.</li><li>• Defence joint doctrine is systematically validated for its contribution to defence capability outcomes.</li><li>• Evaluation mechanisms assure Defence that learning and learning products contribute to the delivery of Defence capability:<ul style="list-style-type: none"><li>• Stakeholders contribute to periodic assessments of ADC learning outcomes for their continued currency, relevance and completeness.</li></ul></li><li>• Governance mechanisms between Headquarters and Learning Centres are structured and complementary.</li></ul>

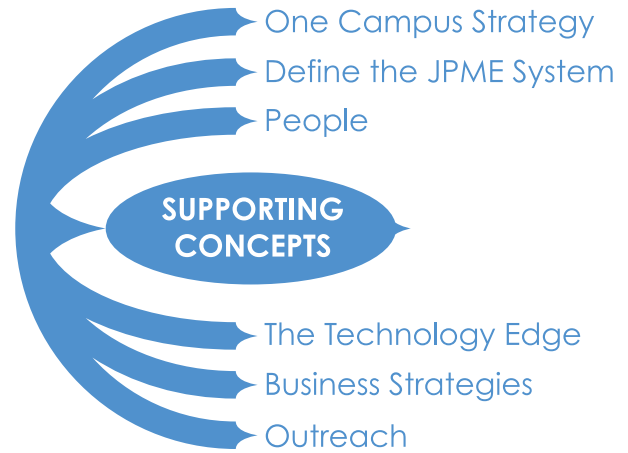
What We Need To Deliver		What That Means
2.	Contribute to the delivery of learning outcomes for a skilled Defence workforce	<ul style="list-style-type: none"> <li>Learning outcomes are clearly linked to Defence capability requirements.               <ul style="list-style-type: none"> <li>Future Defence capability requirements are anticipated and articulated covering both ADF and APS requirements.</li> </ul> </li> <li>ADC's Learning Centres make systematic curricula changes in response to operational lessons and technological developments.</li> <li>Learning outcomes are integrated between the Single Services and ADC.               <ul style="list-style-type: none"> <li>Gaps and overlaps between Single Services and ADC are identified and eliminated.</li> </ul> </li> <li>Learning is accessible to formal, semi-formal and informal learners wherever they are.</li> </ul>
3.	Deliver learning outcomes in our Learning Centres	<ul style="list-style-type: none"> <li>Knowledge is generated using the best and most accurate information for learning, drawing on a range of established and emerging sources.</li> <li>Information is distributed to learners using a mix of emerging technologies and traditional means.</li> <li>Learning methods respond to the diverse needs of learners.</li> <li>Standard educational terminology and curriculum delivery formats are used throughout ADC.</li> <li>Faculty have the necessary credentials, skills and experience to effectively facilitate learning.</li> <li>ADC offers a community of learning for education our future leaders.</li> </ul>



## Supporting our Efforts

The delivery of our future governance structure and learning strategies will require changes to the way we do business. As we move to a more unified College, we will need to modify the ADC's organisation and infrastructure. Governance and management frameworks will need to be updated to optimise our recent and ongoing growth in human and financial capital. Further, staff and faculty will need professional development to enable them to fully contribute to our new responsibilities.

As a starting point, I am committed to six core supporting concepts that will provide us with the leverage we need to begin to change the way we do business.



Supporting Concepts		What We Will See
1.	One Campus Strategy	<ul style="list-style-type: none"> <li>ADC is viewed by its staff, faculty, course members and the public as one unified College.</li> <li>The outcomes of the feasibility study into the collocation of ADC at Campbell informs and guides short, medium and long term infrastructure decisions across all Branches.</li> <li>An ADC Major Capital Facilities Plan and an ADC Environmental Management Plan are developed, implemented and reviewed annually with stakeholders.</li> </ul>
2.	Define the JPME System	<ul style="list-style-type: none"> <li>A report is developed outlining the JPME system based on five career phases and three tiers of learning delivery.</li> <li>Current JPME courses are broadly mapped against this system.</li> <li>JPME and Single Service PME are synchronised.</li> <li>COSC approval is sought to implement the system.</li> <li>A DI(G) is developed for clearance through the SODI process.</li> </ul>

3.	<b>People</b>	
a.	A Learner-Centric Approach	<ul style="list-style-type: none"> <li>• Defence supports two learner groups in Defence – those who are enrolled in our courses (formal learners) and those who are not enrolled but need to use the knowledge that we hold in our course materials and resources (informal learners).</li> <li>• Learners are able to readily access information - in the workplace, on exercise and in the field.</li> <li>• Learners are able to be enrolled in flexible modes – including full-time, part-time and distance education to suit individual learning needs.</li> <li>• Learning strategies promote self-directed learning and complement the professional experience and self-improvement undertaken by individual learners outside of ADC.</li> <li>• Lifelong learning is encouraged.</li> </ul>
b.	A Focus on Our People	<ul style="list-style-type: none"> <li>• Professional development programs for ADC faculty and staff are defined and implemented.</li> <li>• ADC's workplace health and safety strategy promotes and maintains the physical, mental and social well-being of our people:             <ul style="list-style-type: none"> <li>• An ADC Mental Health Strategy is developed, implemented and reviewed annually with stakeholders.</li> </ul> </li> <li>• A culture of critical thinking and innovation is supported in ADC.</li> </ul>
4.	<b>The Technology Edge</b>	
		<ul style="list-style-type: none"> <li>• Technology (including simulation) supports multiple methods of learning.</li> <li>• The ADC OSN and the DRN meet present and foreseeable needs of our people.</li> <li>• ADC introduces:             <ul style="list-style-type: none"> <li>• a Learning Management System.</li> <li>• a 'Bring Your Own Device' model to allow faculty and course members to use their personal technology devices to access learning systems.</li> <li>• Wifi access for all Learning Centres.</li> </ul> </li> <li>• Common IT Business Rules are developed, implemented and reviewed annually with stakeholders.</li> </ul>





5.	Business Strategies	<ul style="list-style-type: none"><li>• ADC implements Shared Services.</li><li>• Efficiencies are achieved in faculty employment and structure.</li><li>• Academic partnerships are managed within a coherent ADC-wide contracts strategy.</li><li>• ADC is compliant with Defence business and administrative orders and instructions.</li><li>• Risks are identified, assessed and controlled.</li></ul>
6. <b>Outreach</b>		
a.	International and Inter-agency Engagement	<ul style="list-style-type: none"><li>• ADC has an International Engagement Strategy that:<ul style="list-style-type: none"><li>• is linked to the achievement of learning outcomes.</li><li>• complements Defence international engagement objectives.</li><li>• strengthens partnerships in support of enhanced critical thinking and strategic decision making.</li></ul></li><li>• ADC's Alumni network is developed.</li><li>• ADC enhances its inter-agency engagement where this supports the achievement of learning outcomes.</li></ul>
b.	Centre for Defence Research	<ul style="list-style-type: none"><li>• ADC establishes a Centre for Defence Research.</li><li>• ADC publishes contemporary Defence learning from ADF and APS practitioners.</li><li>• The suite of ADC publications are integrated and complementary.</li><li>• ADC develops research that makes a difference to Defence capability outcomes.</li><li>• ADC develops recommended Reading Lists to support formal, semi-formal and informal learners.</li></ul>

## WORKING AS A TEAM

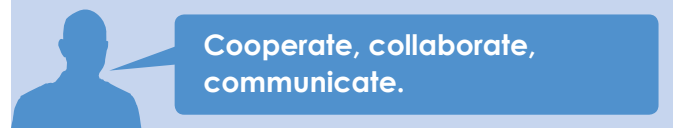
The preceding sections of this Planning Guidance describe our business model learning strategy and the deliverables that we will pursue in order to transform the ADC. As we move forward, we must also respond to the findings of Defence's recently published *Pathway to Change: Evolving Defence Culture strategy* which focuses us towards ensuring that our organisational culture supports the achievement of success.

The ADC has a lead role in developing and shaping the organisational values and culture by which Defence is known. While the *Pathway to Change* strategy is necessarily broad in its scope, it nevertheless gives the ADC an explicit role in inculcating Defence endorsed values and behaviours among our people from their earliest days within Defence and throughout their careers. The strategy directs that:

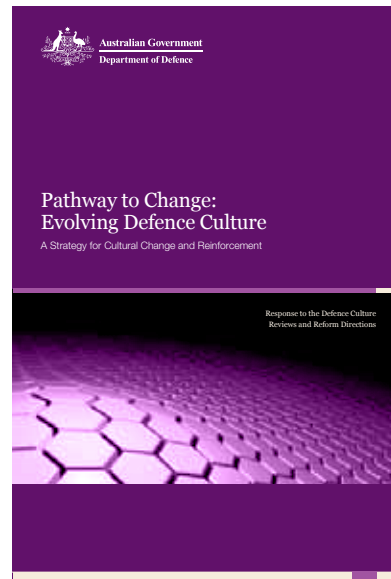
- We will take immediate steps to address the safety and behaviour issues at ADFA; and
- The principles underpinning changes at ADFA will inform our approach to all new starter training and education.

More broadly, as members of ADC I look to you all to promote and uphold the highest standards of professional and academic behaviour. We need to be willing to question accepted norms and to be unafraid to learn from both our achievements and from our mistakes. We must ensure that we value and support diversity amongst our staff, faculty and our learners. We need to build on our collective strengths and ensure that the values that we demonstrate support our organisation, shaping the way that we operate every day.

In many respects, achieving a strong, unified, organisational culture that fully recognises the ADC contribution to delivering Defence capability will be a key determinant to our success. It will guide us in our decision making, in determining how we use our time and energy, and in choosing which directions to pursue as we face the ever increasing myriad of potential courses of action.



The principles outlined in the *Pathway to Change* strategy need to shape the way that we think about our work and how we behave towards others:





Leadership and Accountability	Change will start with leadership from the top and throughout the organisation. I see all of us having a leadership role and all members of the ADC as role models.
Values and behaviours	Our actions will reflect the highest standards of professionalism. We will model these values and behaviours, and do our utmost to ensure that those with whom we work and learn do so.
Right from the Start	I see an opportunity created each time someone commences a learning experience at the ADC. This opportunity is to reflect on where they are, identify what they must do, and to implement change where necessary. In this way 'right from the start' is like having a new start with each course.
Practical Measures	We will refine our people management approaches to ensure that they match our desired culture. We will do this by building a culture of continuous improvement. We will also implement our Shared Services initiatives in order to better align our business processes with our functional requirements.
Corrective Processes	We will act quickly and consistently to ensure that behaviour is corrected when it is inconsistent with our values and behaviours. By developing good habits of thinking and good reflexes in our actions, we will default to the most appropriate ways of working with others and in dealing with challenges both large and small. We will also encourage early reporting of issues.
Structure and Support	Our supporting structures and policies will assist us to achieve these outcomes. We will create inclusive, fair-minded teams, and will draw on our collective capabilities in pursuit of 'the bigger picture'.





## WHAT NEXT?

This Planning Guidance provides the context and the structure within which I see transformation of Defence learning unfolding in response to the new demands we face. Focussing on those actions that we can take in the near term, it identifies the key deliverables and supporting concepts that will help shape the ADC's efforts to assure the skilling of our Defence workforce now while also delivering our directed learning outcomes.

From here, the Defence Learning Branch will lead a process of more fully articulating the steps and timeframes necessary for implementation of the strategies outlined in this Planning Guidance. As part of this process, we will be asking questions such as:

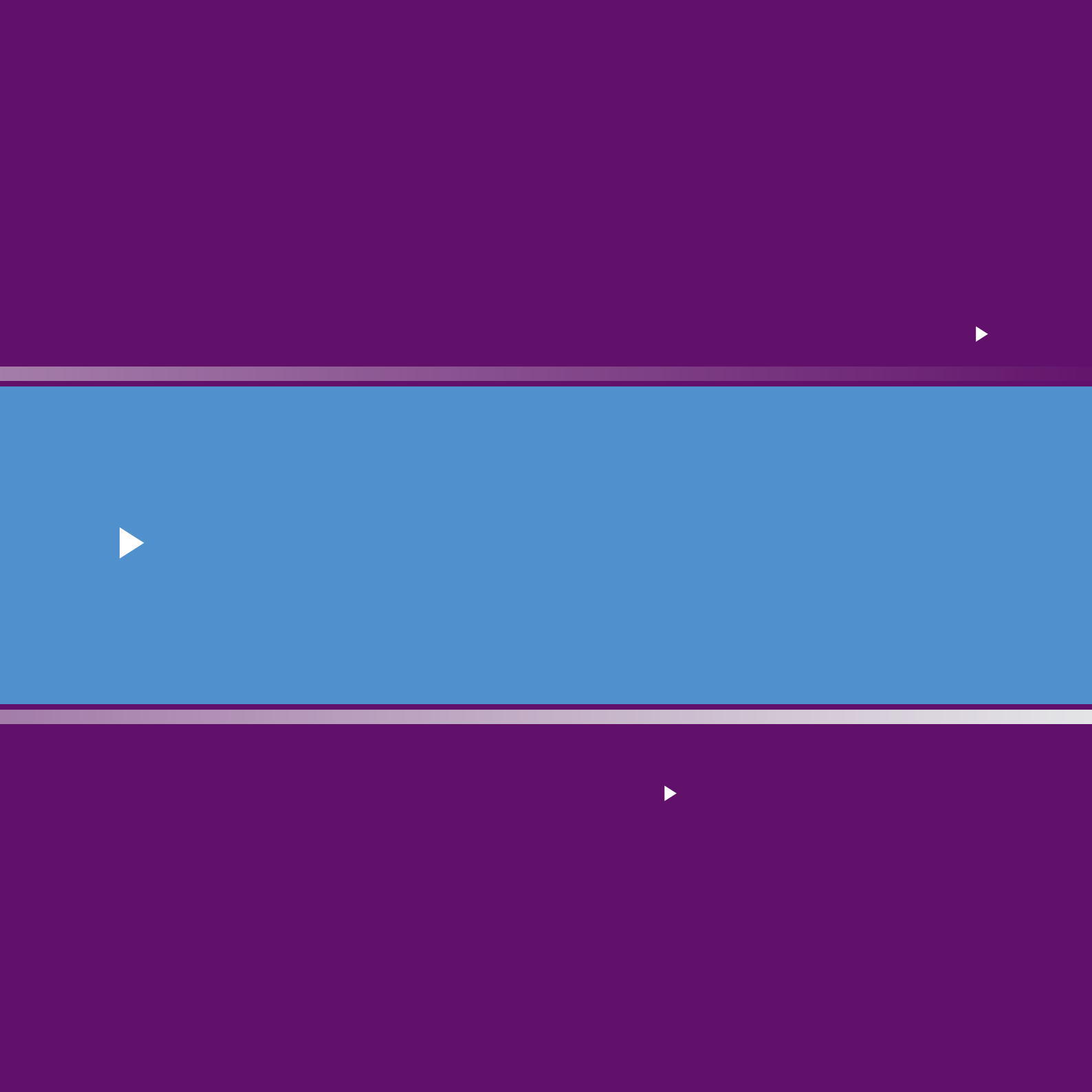
- What are we doing now to achieve the future that we need to create?
- What changes do we need to make to bridge gaps between our current situation and where we need to be?
- What further measures may need to be taken that are not outlined in this Planning Guidance?
- What resources are available and how can we optimise their use?

In preparation for the next step, I ask you to use the principles expressed in this Planning Guidance as a basis upon which to begin prioritising your efforts and the approach that you take to your work. I also ask you to look within yourselves to identify what you are individually prepared to contribute to making the ADC vision a reality.

We all have the responsibility to embrace the organisational and cultural changes necessary to transform the Australian Defence College into a community of learning to educate our future leaders. I will continue to work closely and collaboratively with you as we take this next step.









[www.defence.gov.au/adcl/](http://www.defence.gov.au/adcl/)