



Workforce Education and Training

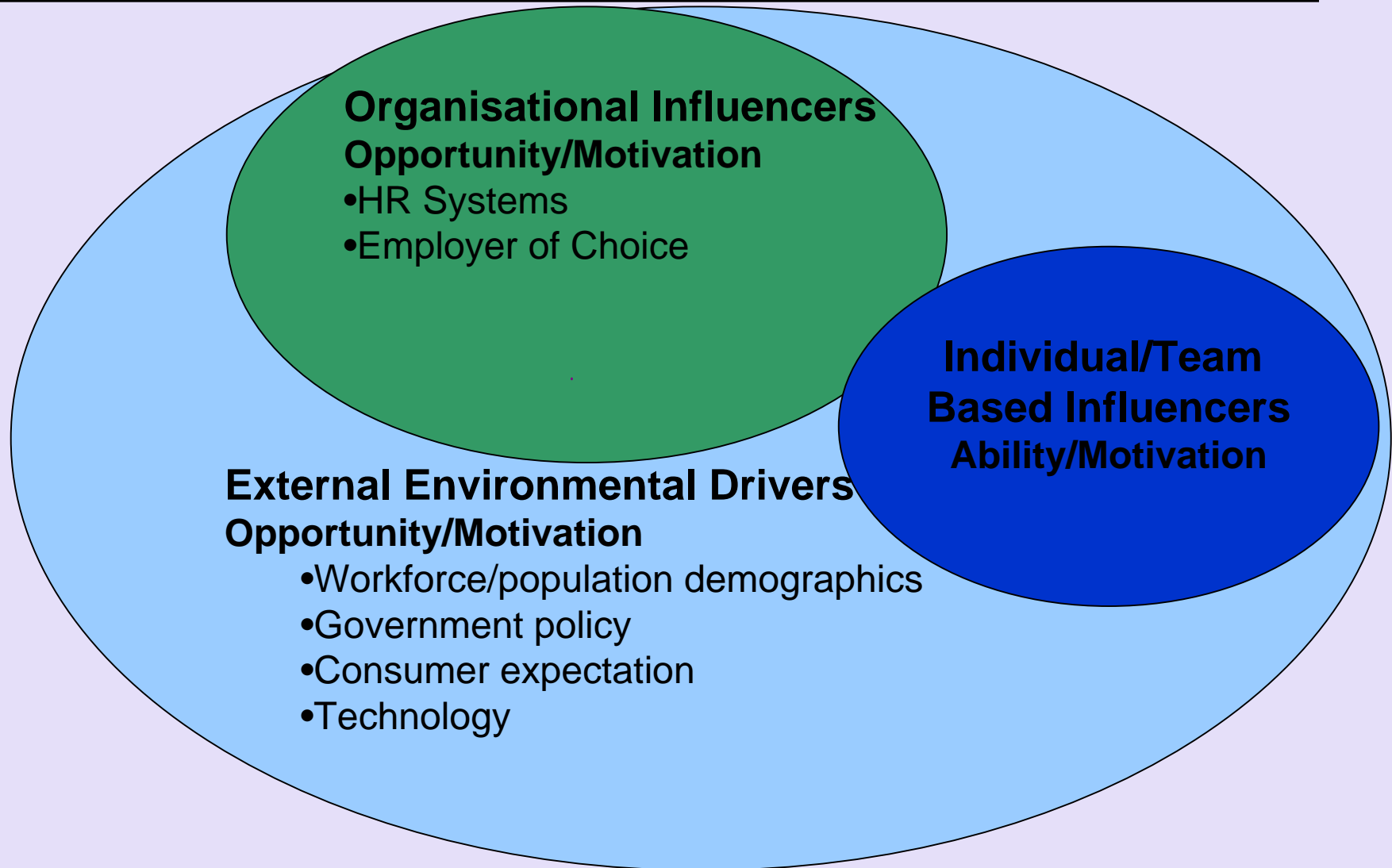
Lee Ridoutt – Human Capital Alliance

Michael White - Community Services & Health
Industry Training Board

Workshop outcomes

- ❑ Appropriate choice of skills formation solution
- ❑ Suitable training / education approach (formal / informal; VET / HE)
- ❑ Assertive purchasers of training and education supplies
- ❑ Clear specification of training requirements

Dimensions of Training



Training – not the universal panacea

Performance = Ability + Motivation + Opportunity

where:

Ability

knowledge and skill capability

Motivation

functional aspects associated with money,
behavioural and ethical variables

Opportunity

right circumstances and environment to apply
and express knowledge / skills
(Leadership can be considered a critical aspect of both
motivation and leadership)

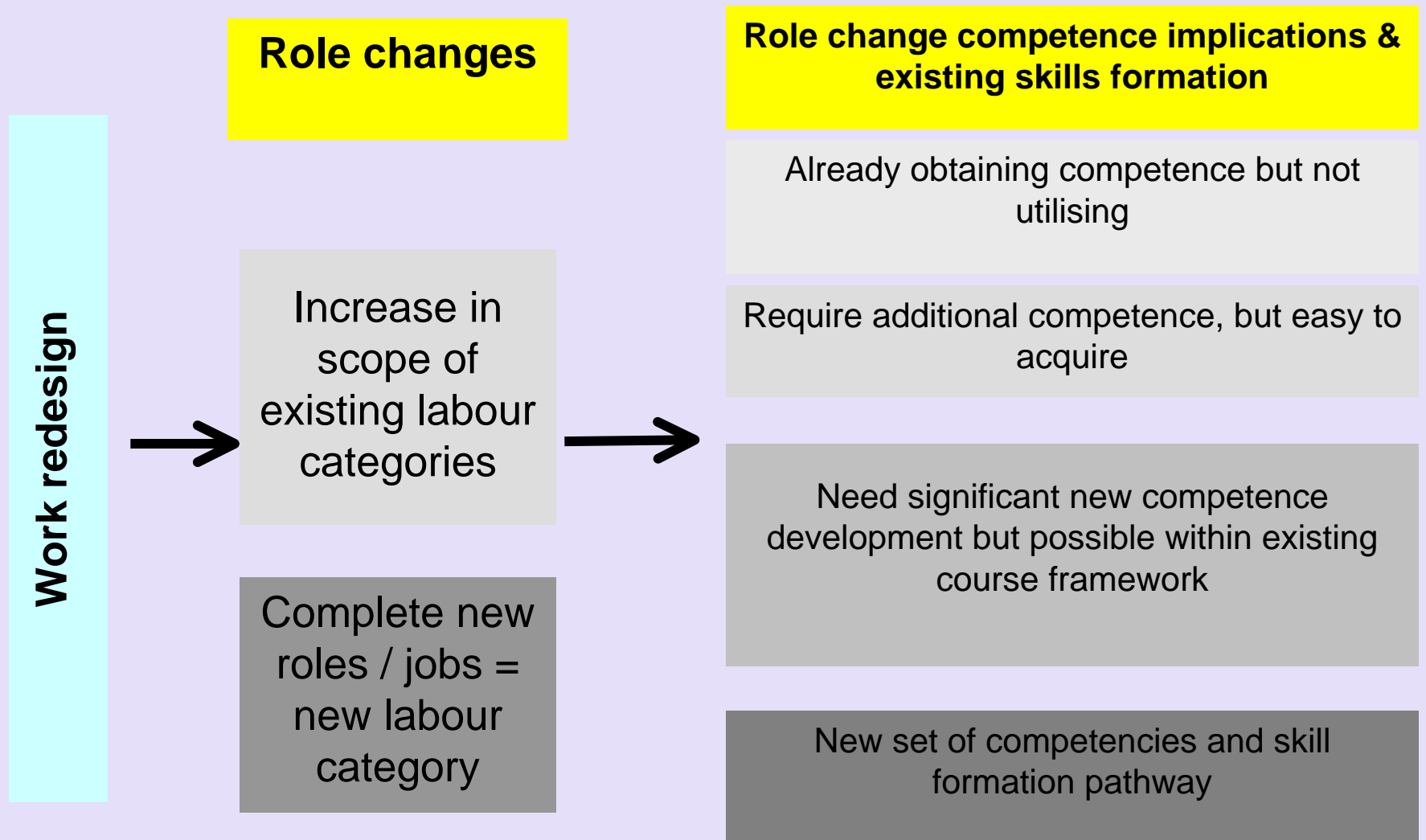
Exercise – Case Studies

- Read the case study
- In your group answer the following questions:
 - Is the performance concern an issue of ability, motivation or opportunity
 - What might be some ways to address the performance issue?

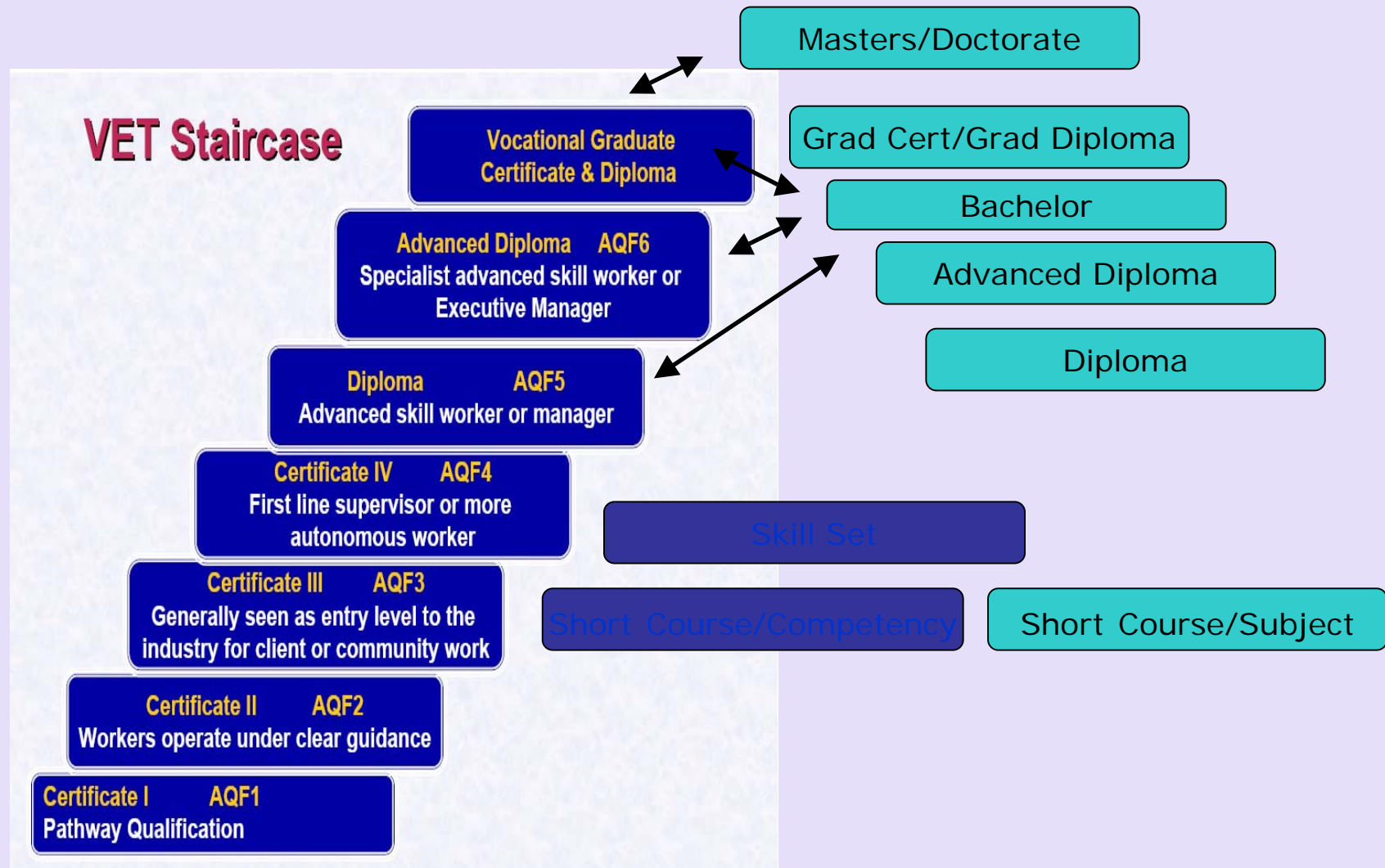
New Skills Formation Options

- Just in time learning
- Learning by problem solving
- Reflective practice
 - On the job, self directed learning
- Supervision, mentoring, coaching
- In service course
- Skills set/statement of attainment
- Post-basic VET or Higher Ed
- New qualification VET or Higher Ed

Role Change – Choice Criteria



VET/HE Pathways



Choice between VET & HE

- ❑ Practical (job / role specific) vs conceptual (first principles decision making)
- ❑ Response time
- ❑ Critical mass of 'trainees'
- ❑ RPL / advanced standing
- ❑ Cost - organisational / individual (user pays)

10 Steps to Practical Purchasing

- ❑ Individual/team/organisational/sectoral training needs analysis
- ❑ Identify training content required – does a solution already exist?
- ❑ Identify level:
 - qualification/skill set/course/ competency/subject
- ❑ Assess Recognition of Prior Standing/Learning (RPS/RPL) opportunities
- ❑ Identify possible articulation
- ❑ Analyse costs/benefits (NB: Govt Funding)
- ❑ Develop clear specifications
- ❑ Identify possible providers
- ❑ Develop strategic relationship
- ❑ Review outcomes and provide feedback to provider

Exercise

- In your group identify one issue in your workplace that can be addressed by training and answer the following questions:
 - What are the knowledge and skills required?
 - Would it be better gained on or off the job?
 - Formal or informal learning?
 - If formal accredited or unaccredited?
 - If accredited are candidates likely to be able to access RPL?
 - Who/how might it be funded?

Skills formation principles

- Emphasis on learning not teaching
- Keep as close to the workplace as possible
- Outcomes not outputs ... Assessment options resulting in job role task completion
- Efficiency (time/costs)

Case studies on performance – CASE STUDY 1

A performance issue has been identified with the emergency department. There are high levels of presentation to the ED and initial triage and processing of patients is handled well. However for those patients that are considered necessary to be admitted as inpatients, they quickly absorb ED beds and then there are limited movements of patients to other departments, especially ICU and some medical wards. This results in many ED beds being occupied for long periods by patients who could or should be elsewhere. You have repeatedly attempted to address this within the ED and there has been no change.

- a. What are the 3-4 most likely solutions?
- b. Could training staff help improve the bed availability in this situation?
- c. If so, what staff would need to be involved in the training?

Case Study 2

Your service is developing a new integrated model of patient care which envisages working with a range of partner organizations to provide holistic support to patients/clients with complex social (housing, financial) and health issues including drug and alcohol, mental health, chronic disease (heart, diabetes, asthma etc). This involves diverse and somewhat specialized individual workers collaborating at a much higher level of expectation than ever previously. In order to maximize the chances of succeeding with the integrated model:

- a. What are some of the human resource and organizational measures that could be adopted?
- b. Are there skills formation issues?
- c. What new skills emerge from this type of practice?

Case Study 3

Over the last six months a number of key staff have resigned (mainly to take up OHS jobs in the mining industry). The remaining staff are demoralized and due to the difficulty of recruiting, covering a significantly greater caseload than usual. Most staff are having trouble managing their current caseload although management insists the current caseloads are reasonable when benchmarked against practice elsewhere. Many of the cases are mundane. At the same time work practices are being changed due to significant shifts in organizational policy and external environmental influences.

- a. What are some of the main options available to reduce staff dissatisfaction?
- b. How can the caseloads be managed better?
- c. Is there a skills formation issue?

Useful Links and References

- ❑ Community Services and Health Industry Training Board
www.intraining.org.au
- ❑ Human Capital Alliance <http://www.humancapitalalliance.com.au/>
- ❑ VCOSS Training Clearing House
<http://www.vcross.org.au/clearinghouse/index.htm>
- ❑ National Training Information Systems www.ntis.com.au
- ❑ <http://www.communityactivecareers.com.au/>
- ❑ Office of Training and Tertiary Education www.otte.vic.gov.au/
- ❑ <http://www.training.com.au>
- ❑ DHS Health webpage <http://www.health.vic.gov.au/workforce/index.htm>
- ❑ Skills Info Website
<http://www.skillsinfo.gov.au/skills/Industries/HealthCommunityServices/>
- ❑ Monash University – ACER, Centre for the Economics of Education and Training
http://www.eduweb.vic.gov.au/edulibrary/public/voced/industry-demand-higher-ed-grad-vic-2008-2022_web_version.pdf
- ❑ The Community Services and Health Industry Skills Council (ISC)
www.cshisc.com.au
- ❑ National Centre for Education and Training on Addiction (NCETA), Flinders University of SA
<http://nceta.flinders.edu.au/pdf/proceedings2001/roche.pdf>



Thank you

Lee Riddout

lee.ridoutt@humancapitalalliance.com.au

Michael White

michaelwhite@intraining.org.au