

**WORKFORCE
DEVELOPMENT
RESOURCE KIT**

**A GUIDE TO
WORKFORCE
DEVELOPMENT FOR
ALCOHOL AND OTHER
DRUGS AGENCIES.**

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Reference to these standards in no way confers achievement, or is equivalent to, the core standards under the QIC continuous quality improvement program. It is recommended that agencies wanting to participate in a formal quality review and accreditation cycle contact one of the following organisations:

Quality Improvement Council Limited Australian Institute for Primary Care
5th Floor Health Sciences 2 La Trobe University Victoria
3086 Tel + 61 3 9479 5630 Fax + 61 3 9479 5977
e-mail: qic@latrobe.edu.au

Or the licensed provider for NSW

Quality Management Services(QMS)
303a, 3 Smail Street
ULTIMO NSW 2007 AUSTRALIA
Tel: +61 (0) 2 9212 1433 Fax: +61 (0) 2 9212 1477
Email: qms@qms.org.au

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Michelle Noort
Director, NSW Health Drug Programs Bureau

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Acknowledgments

The Workforce Development Resource Kit was developed as part of the Network of Alcohol and Other Drugs Agencies (NADA) workforce development project. The Project aimed to improve treatment services provided by non government alcohol and other drugs agencies through developing the skills and knowledge of managers in workforce development. Through the development of the project, several issues were highlighted as relevant to the AOD sector as a whole, both government and non government services. As a result this Resource Kit was produced jointly with the NSW Health Drug Program's Bureau Workforce Development team.

The content of this Kit builds on previous work conducted by a large number of contributors in the field of workforce development in the community services including:

Australian Drug and Council of Australia (ADCA)
Department of Community Services (DOCS)
Drug and Alcohol Multicultural Education Centre (DAMEC)
Illawarra Area Health Service for example best practice MOU
National Centre for Education and Training in Addiction (NCETA)
NSW Department of Education and Training
NSW Drug Program's Bureau
The Buttery
Quality Improvement Council
Quality Management Systems

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The members of the committee were:

Jenny Melrose, Manly Drug Education and Counselling Centre (MDECC).
Kay Bazley, Lecturer, Community Services Section, Blue Mountains College of TAFE
Larry Pierce, Executive Director, Network of Alcohol and Other Drug Agencies
Lesley Dawes, Manager, Foundation House
Lisa Hall, Drug Programs Bureau, NSW Health
Lyn O'Connor, Drug Programs Bureau, NSW Health
Matthew Stubbs, Training Manager, Ted Noffs' Foundation
Ross Johnston, Coordinator, Non Government Organisations, South Eastern Sydney Area Health Service
Susan Scowcroft, Manager, NSW Community Services and Health Industry Training Advisory Body
Thalie Martini, NSW Drug Programs Bureau
Tonina Harvey, Director, Drug and Alcohol, Northern Sydney Area Health Service
Vanessa Long, Project Officer, Network of Alcohol and Other Drug Agencies
Victoria Nesire, Director, Drug and Alcohol, South Western Sydney Area Health Service

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NADA is the peak organisation for Alcohol and Other Drugs Non-Government Organisations in New South Wales. For more information about the organisation and the workforce development project contact

Executive Director
Network of Alcohol and Other Drugs
PO BOX 2345
STRAWBERRY HILLS NSW 2012
Tel: (02) 9698 8669
Fax: (02) 9690 0727
Email: admin@nada.org.au
Web Address: www.nada.org.au

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Section 1 - Introduction

1.1 Why was a workforce development Resource Kit produced?

This Resource Kit was produced jointly by NSW Health Drug Program's Bureau and the Network of Alcohol and Other Drugs Agencies (NADA). It was developed in response to sector wide issues of high staff turnover, barriers to attracting the right staff, difficulties ensuring the knowledge of staff is up to date and that they have access to professional development opportunities.

By working through this Kit managers can develop a range of sustainable workforce development strategies in their agency that help address these problems. Tools in the Kit are based on a collection of current best practice cases from a variety of government and non government agencies, both internationally and nationally. The cases have been through sector consultation and reviewed by an expert steering committee prior to being included in the Kit.

A number of cases and examples refer to policies and procedures that may have legal requirements. As legislation and national policy directions are constantly changing, it is advised to ensure that as a manager you check with the relevant bodies prior to making an internal policy decision. Contact details have been provided for the majority of these areas.

1.2 What is the purpose of the Kit?

This Kit is for managers of alcohol and other drugs (AOD) agencies. It provides managers with tools to put in place workforce development practices in their agencies. The Kit assists managers identify barriers to workplace development in their agencies and subsequently develop a plan of action to implement workforce development strategies.

This Kit will assist managers overcome common barriers such as budget levels, staff turnover and problems with staff backfill. It will help address issues around organisational culture, systems and workplace practice and provide tools for agencies to develop or reinforce a learning culture within the agency. This will assist in ensuring the skills and knowledge that workers have developed through external training are brought back into the agency, disseminated to others and incorporated into agency practice.

1.3 What is workforce development?

"Workforce development is a multifaceted approach which addresses the range of factors impacting on the ability of staff to function effectively."

National Centre for Education and Training in Addiction, 2001

Workforce development is more than training. It includes a broad range of strategies targeted at systems or structural issues, organisational issues and individual issues. These strategies include recruitment policies, supportive management practices and policies, workplace learning opportunities, training opportunities, supervision and mentoring and staff exchanges. Local partnerships can also help foster these arrangements and open doors to staff exchanges and other joint strategies.

Workforce development supports improved service quality and staff retention, even when there are few avenues to increase resources, by encouraging the professional development of staff. To achieve this there needs to be a commitment by managers, governing bodies and staff. A more detailed definition can be found on the NCETA web site at <http://www.nceta.flinders.edu.au>.

1

What Approach Does The Kit Adopt

General Principles of workforce development for your agency

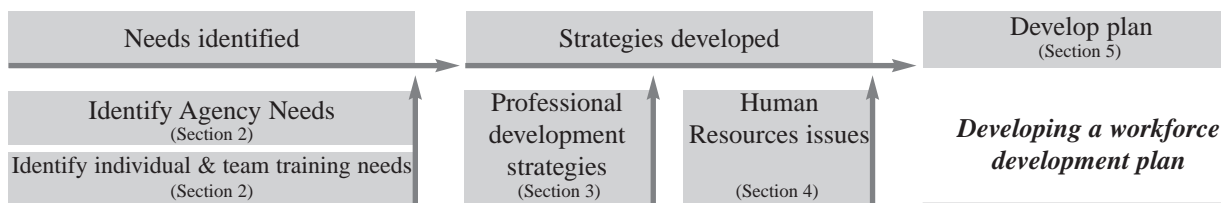
- Workforce development is a systematic approach to enhancing the efficiency, effectiveness, career progression and satisfaction of the workforce.
- Workforce development initiatives are sustainable, reflected and supported through the agency's plans, policies and procedures with regular review mechanisms.
- Professional development activities are in reference to the National Training Framework and Nationally recognised competencies.
- Management is committed to the principles of workforce development.
- Staff can contribute to, and there is a shared understanding of, the agency's mission, vision and strategic goals.

1.4 What approach does the Kit adopt?

The Kit emphasises professional development strategies , at the individual and team level, and demonstrates how these should be supported at the organisational level. The Kit uses the following Framework to help you, as a Manager, develop a plan to introduce a range of workforce development strategies into your agency.

- Identify agency needs - Section 2
- Identify professional development needs of individual staff and the team as a whole – Section 2
- Build understanding and knowledge of workforce development strategies appropriate to your agency – Section 3 & 4
- Develop a workforce development plan – Section 5

The following diagram illustrates the steps above. The diagram is included in each section after the overview as a guide to where you are in the development of your workforce development plan.



1

How Do I Use The Kit

In summary through the process of developing a workforce development plan the Kit will assist you to identify and address the following issues:

1. Identify whether individual workers and the work team as a whole, possess nationally identified skills (competencies) vital for the running of the agency;
2. Assist workers in gaining relevant nationally identified workplace skills and knowledge;
3. Work with individual staff to identify and address their training needs;
4. Build on the informal training that exists within agencies and between agencies at a local level;
5. Develop work plans and performance appraisals for staff;
6. Audit skills of new and existing staff;
7. Recruit workers who have the necessary competencies needed by your agency;
8. Orientate new staff members;
9. Review grievance and disciplinary procedures.

1.5 Does workforce development support staff and clients who are Aboriginal and Torres Strait Islander or from culturally and linguistically diverse backgrounds?

Many workers are from diverse backgrounds themselves and/or working alongside colleagues from diverse backgrounds. In addition they will be supporting people from these communities. From putting together your interview panel, writing a job description, providing information to workers, to choosing a training provider, you will need to reflect the agency's commitment to equity and access for staff and clients. Strive to form partnerships with the diverse communities, and especially those in your area to address these issues.

When implementing the Kit in the workplace, you will need to consider where the organisation is located in terms of people from Aboriginal or Torres Strait Islander or diverse cultural and linguistic backgrounds. If this is the case, competencies and professional development initiatives for staff should reflect this. You can also consider utilising the skills and expertise of staff or Management Committee members to assist in raising awareness of diversity issues.

You will also need to be aware of the needs of workers who have English language and literacy difficulties. You may need to supply information contained within the Kit in languages other than English. For some workers, it may also be appropriate when they are being assessed for competence to organise an interpreter, or an additional community representative, to ensure that the worker is not unduly disadvantaged.

Where a worker agrees to undertake a workplace assessment, the assessors selected should be competent in assessing people from diverse cultural and linguistic backgrounds and Aboriginal or Torres Strait Islander communities. Where an interpreter is used, you will need to ensure that those involved (the assessor particularly) are skilled in working with interpreters. These arrangements should be planned in partnership with staff and need to be part of any organisation's ordinary human resource operations and should not impact negatively on individual workers.

2

Identifying agency & staff workforce development needs

1.6 How do I use this Kit?

This Kit is designed to be a practical resource that will assist you in a step by step process to identify, plan and implement workforce development strategies in your agency.

The Kit is divided into 6 Sections. Section 1 provides an Introduction to the Kit; Sections 2- 5 each cover one of the steps in the process of developing a workforce development plan.

Section 6 is a directory of services and organisations that can offer further information and assistance. A Glossary is provided at the end of the Kit giving an explanation of common terms used in the fields of workforce development and training.

Sections 2 – 5 use the following format:

- Overview – this provides a general introductory guide to the Section.
- Principles – these are guiding principles to follow when implementing the strategies covered by the Section.
- “How do I know I’m headed in the right direction?” - are questions to help you review what you are currently doing in your agency around the strategies covered by the Section.
- Check lists - are guides to assist you in putting strategies into action.
- Case Studies - in some instances case studies are offered to assist with an explanation of the tool or strategy.
- Proformas - at the end of each section you will find proformas to assist you in implementing workforce development strategies in your agency.

2

Identifying agency & staff workforce development needs

2.1 Overview



This Section will guide you through the first step in developing a workforce development plan for your agency. You will need to identify skill and knowledge gaps both for your agency and individual staff. This can be done through a training needs analysis to identify the skills required not only for current activities but also to meet future plans. The training needs analysis will provide information on the level of skill and experience needed in order for your agency to meet current and future resource requirements.

Principles for identifying agency and staff needs

- The agency has a system to identify the professional development needs of staff and ensures they have access to the relevant programs and supervision needed.
- There is a commitment to progressing the vision and mission of the agency through the development and management of staff skills and knowledge.
- There is a strategic process for the agency to monitor and plan its development to consistently provide high level of service.

How do I know I'm heading in the right direction?

- Do all staff and management have current position descriptions?
- Are all staff and management appropriately qualified for their jobs?
- Do all staff and management use the skills for which they have been employed in their work?
- Are all staff and management aware of the National Competencies?

2

Identifying agency & staff workforce development needs

2.2 How do I conduct a training needs analysis in my agency?

The first step of the process is to develop clear job descriptions based on the National Competency standards. These job descriptions can then be used to develop an Agency Skills Matrix. The matrix will give you a picture of the skills your agency currently has and needs.

The second step of the training needs analysis is to look at the skills and knowledge of individual staff members against what is required in their position. This can be done by using the Individual Skills Audit. This involves defining what skills and knowledge you expect each staff member to have for their current role. You can then identify areas where individuals and teams need workforce development strategies in place.

After completing the training needs analyses, you can refer to Section Four of this Kit for ideas about strategies you can include in your plan.

This Section (Section Two) will also show you how to use National Competencies and qualifications as an important reference to:

1. Define the skills needed to perform roles;
2. Analyse skills currently held by the workforce against defined requirements.

You can then:

3. Investigate strategies to address the skill gaps (Section Three);
4. Ensure Human Resource processes and systems are in place (Section Four);
5. Develop a workforce development plan (Section Five).

2.3 How do I know what skills are needed in my agency?

Review Job descriptions

The skills required in your agency should be clearly outlined in each staff members job description. The first step is to make sure the job descriptions reflect the work being carried out in the agency and match this to National Competencies. A suggested process for this is to:

1. Collect all job descriptions and have a copy of the National AOD and other relevant Competencies available;
2. Ask all staff to update their job descriptions and match these skills to the National Competencies.
3. A series of meetings are held between managers and staff to discuss the job descriptions and review the changes required. There should also be consensus between teams, ie two people with the same role should not have completely different job descriptions.
4. The job descriptions are finalised. A good job description should spell out what you expect the employee to do, the standards or objectives to be achieved and the skills, experience, responsibility and personal attributes required. There is a comprehensive guide to writing a job description in Section 5.1.

There are a wide range of Competencies available in the Community Services and Health Training Package, including managerial and administrative. If you can't find a competency that reflects a specific skill, you should still add this to the job description. There will still be a workforce development strategy to help develop skills in this area. There should be a regular process in place for reviewing job descriptions to ensure they adequately reflect skills needed in the agency and the work being undertaken by staff.

2

Identifying agency & staff workforce development needs

Develop Agency Skills Matrix

(See Proforma 1: Agency Skills Matrix and Case Study 1: Developing Agency Skills Matrix)

An Agency Skills Matrix links a job to the range of activities and functions that staff may undertake. These skills were defined through the job description activity outlined above. You do not have to include all Competencies; you may like to group these instead into broad areas for convenience.

When developing the Agency Skills Matrix, you should also consider any future plans and the additional skills staff will need to put these in place. The future plans are linked to the agencies vision and goals as outlined in the strategic plan.

For example the agency is planning to extend services to family members. This Skills Matrix could be updated annually with the management committee during a strategic planning day. The agency will now have a clear picture of skills needed to conduct current and future activities. An example of an Agency Matrix is available at the end of this section.

2.4 How do I measure individual staff skills?

(See Proforma 3: Individual Competency Record)

You have now identified the skills needed not only to carry out the business of the agency but also areas of future growth. You can see where individual staff may have gaps in knowledge or skill required for their position. One of the most effective ways of doing this is through an Individual Skills Audit. Where a staff member does not have a skill in a specific area, it should not be seen as a weakness but as an area of potential growth.

The individual skills audit will provide important information on the range and breadth of skills existing staff have. It helps determine where (if any) are the areas that need further training and development. It benefits individual staff in that they can begin to compile information and evidence of Competence in several areas-often without actually having to attend formal training. The Manager and individual staff can together, discuss possibilities for future training and work towards the attainment of a qualification if desired.

Ideally the Individual Skills Audit should be done formally by a qualified workplace assessor in partnership with a Registered Training Organisation (RTO). Once a partnership with a RTO is established it will be easier achieve qualifications for staff.

There may be situations when a staff member was employed with a job description that specified only generic skills with the ability to take on new knowledge and information. Or alternatively the staff member was employed on a basic entry level position and has been promoted. In both of these cases the staff member may have experience with but no formal qualifications or recognition. Engaging the services of a workplace assessor to assist with the skills audit will help streamline professional development strategies such as recognition of prior learning for a qualification. However, if the staff member does not wish to attain a qualification at this stage, the individual skills auditing process is still useful in that it can identify mentoring, informal skills sharing and other staff development opportunities.

You can use the information gathered through the individual process into a team skills matrix *(See Proforma 2: Team Results)* to identify recruitment opportunities that exist within the agency. For example it may become apparent that there is not enough staff with skills in Project Management. You may then decide to train a current staff member or investigate hiring a new staff member.

The first step is to build a Team Results *(see proforma at end of section)* against Competencies. From here the Individual Competencies Record *(see proforma at end of this section)* where staff may need further training are identified. You can then work with a workplace assessor to assess in detail elements of the competency.

From working through these steps it should be evident where there are knowledge gaps for current core business as well as future planned activities on an Agency, team and individual level.

2

Identifying agency & staff workforce development needs

There are now a number of areas to progress and build a training plan around:

- ❑ Existing staff members build skills in current core job requirements where they have identified gaps.
- ❑ Existing staff build skills in additional requirements for career advancement and future growth of the agency
- ❑ Existing staff members are not able to take on skill gaps and a new position is created.

2.5 What are the National Competency standards and how do I use them?

The National Competency standards for the Community Service and Health sector describe in detail the level of achievement in a defined set of skills a worker needs to be judged competent. These standards have been developed and refined by employers and training organisations across Australia. By using them as a base for your workforce development initiatives, you can tap into what is nationally recognised as best practice and streamline future initiatives to secure qualifications for your staff.

An introduction to the National Training framework

The Australian National Training Authority brings together Commonwealth, State and Territory governments to provide policy and regulatory frameworks for the Vocational Education and Training (VET) system. It implements the National Training Framework (which includes Training Packages and the National Quality Training Framework) to enable consistency, quality and national recognition of training providers.

Training by Registered Training Organisations (RTO) is now delivered under the Australian Quality Training Framework (AQTF).

The Framework aims to ensure that

- ❑ Training products and services meet industry and enterprise standards and needs.
- ❑ Skills and qualifications gained by individuals are nationally recognised.
- ❑ Employers have confidence in the quality of training offered anywhere in Australia.
- ❑ Employers, which operate in more than one state, can access common training arrangements.

What is competency based training?

As part of the National Training Framework, courses offered by Registered Training Organisations (RTO) are based on Nationally agreed Competencies. A Competency describes in detail a skill that a competent staff member should have to do their role. A major advantage of competency based training is the flexibility of offering qualifications through workplace training and on-the-job assessment. Training can then be customised to reflect organisational needs and assist staff obtain nationally recognised qualifications.

When planning training it is important to identify which Competencies are being covered by the courses offered. Competency standards exist across a range of industries. The units of competency specific to AOD workers are available from the National Training Information Service or through the Community Services and Health Industry Training Advisory Body (CS&H ITAB).

2

Identifying agency & staff workforce development needs

What is a Common Unit of Competence?

There are units of Competence relating to areas of work such as communication, administration and agency organisation that are common across the whole community services and health industry. This means that it is easier to transfer skills, for example if you successfully complete the competency “Implement health promotion and community intervention” it can be recognised as part of the Youth Work or Welfare Work qualifications.

How do I read a competency?

A competency has five parts.

- 1. The Unit Title:** The key outcome or a set of skills required for the work role. most units have a descriptor that provides additional information about the unit.
- 2. The Elements:** A list of skills, which make up the unit. They describe what a worker can do.
- 3. Performance Criteria:** They give examples of how to “see” (assess) the skills being performed.
- 4. Range of Variables:** These refer to where and how the skills may be performed.
- 5. Evidence Guide:** This provides additional information, which may help the worker to demonstrate competency in a particular skill. It also provides the assessor with a guide to where and how the competency may be best assessed.

2

Identifying agency & staff workforce development needs

The following example is from excerpts and is not the full competency.



CHCAOD5A Provide services to clients with alcohol and/or other drugs issues

This unit is concerned with supporting clients through provision of a range of services within organisational policies and procedures.



ELEMENTS	PERFORMANCE CRITERIA
1. Assist clients to identify their needs	Assist clients to identify their needs possibilities and options for responding to client needs are discussed and preferred action is determined and prioritised. <ul style="list-style-type: none"> • client is assisted to evaluate and select strategies to achieve their goals • clients in distress or crisis are responded to promptly and supportively in accordance with organisational policies and procedures.
2. Support clients to meet their needs	Information and skills required by the client to meet their needs are identified. <ul style="list-style-type: none"> • Opportunities to obtain information and develop skills are provided or developed in accordance with organisational philosophy, policies and procedures. • Individual and group support is provided in accordance with resources and procedures.

Range of variables

Eg. Work with clients may occur at established premises or at other locations used by outreach, street, remote or off-site services. Other locations may include the client's home, public places, workplaces or mobile service centres.

Organisational policies and procedures relevant to this unit include: emergencies and occupational health and safety

Evidence Guide

1. Context: This unit may be assessed on the job or through simulation. Work may be undertaken as part of a team or alone.
2. Underpinning knowledge: eg
 - A basic First Aid certificate or equivalent is a requirement of this unit. This includes cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions.
3. Underpinning skills
 - establishing rapport
 - active listening including questioning

2

Identifying agency & staff workforce development needs

How do Competencies make up a qualification?

Competencies are grouped to make up qualifications under the National Qualifications Framework (AQF). To make up a qualification in AOD, there are common units of competency mixed with specific AOD Competencies as well as electives from other areas such as Mental Health qualifications.

Specific qualifications relevant to the AOD sector are:

- Certificate II in Community Services
- Certificate III in Community Services
- Certificate IV in Community Services (Alcohol and Other Drugs)
- Diploma in Community Services (Alcohol and Other Drugs)

Under the AQF if someone does not complete a full qualification they can still be eligible to receive Certificates of Attainment for individual Competencies successfully completed. There are also units of competency from other qualifications that might be relevant to consider including the Certificate IV in Community Services (Service Coordination).

How do staff work through Competencies to have a recognised qualification?

Sending staff to external training is not the only way to help them gain a qualification in AOD. You can also help staff access a workplace assessor, get recognition of prior learning and run in-house competency based training in partnership with a Registered Training Organisation.

Staff working in an agency may have a mixture of skills. Some may have formal university qualifications and little experience while others are the opposite. There are a number of ways to help staff be trained in Competencies as well as gain recognition for the work experience they have. Training and workplace assessment can be flexible and delivered on and off the job.

How can a Registered Training Organisation help?

National qualifications can only be offered by a Registered Training Organisation (RTO) who is registered with the Vocational Education and Training Advisory Board (VETAB). It also has to register the courses it wants to offer (called its scope). A RTO may provide both on and off the job training and/or workplace assessment. To offer workplace assessors the RTO will need to have staff qualified in workplace assessment as well as the qualification they are assessing. More information on workplace assessment can be found in section 3.3.

For staff in your agency to receive a qualification or statement of attainment, you will need to find a Registered Training Organisation who has AOD qualifications registered in their scope and is currently offering the course. A list of RTOs offering AOD qualifications is regularly updated and available from the NADA web site. You can also search the National Training Information Service or contact the NSW Health Drug Program's Bureau.

National Competencies are static for a number of years and there needs to be complimentary strategies in place for staff to access the latest research and developments in the sector. This can be supported by management through clinical supervision processes, among other strategies and partnerships, to help staff turn this knowledge into practice.

3

Professional development strategies

3.1 Overview



Where am I in the Kit?

This section of the Kit outlines a number of strategies that can be included in the workforce development plan. Agencies and staff often participate in a number of skill development programs. These can range from informal workplace support to structured courses offered by an external provider. Historically professional development strategies have concentrated on training and courses were often identified through ad hoc approaches including;

- training organisations offering a solution to perceived issues
- management wanting to address immediate areas of concern
- individuals requesting development opportunities opportunistically (eg what arrived on the fax machine)

A structured, planned approach to professional development should take into account a range of activities that the agency has the resources and capacity to deliver. From the previous section of this Kit you should have a clear picture of skill deficits for the agency and individual staff. Using this information as a base, you can consider strategies to include in your agency's plan to meet the workforce development needs of individuals, teams and the agency as a whole.

Workforce development is the broad umbrella term for a range of professional development and training options that can assist an agency and individuals address skill gaps. These strategies can range from:

- structured through to unstructured arrangements.
- formal through to informal processes.

3

Professional development strategies

The table below gives examples of the types of skill development strategies which are explained in detail in the following sections of the Kit.

	Structured	Formal
Skill development activities	Workplace recognition through Assessment and RPL - 3.3	
	Courses in VET and Higher Education - 1 & 5.2	
	Formal performance management - 4.6	
	Training programs - 3.2	
	Mentoring programs - 3.7	
	Orientation programs - 4.5	
	New Apprenticeships - 4.4	
	Recruitment processes - 4.3	
	Supervision - 3.6	
	Secondments - 3.4	
Networking - 5.3		
	Unstructured	Informal

The range of skill development activities

Principles

- The agency provides a range of opportunities to assist with the development of knowledge and skills of staff to enable them to provide high quality services.
- Training for staff is conducted in the context of a learning organisation under Adult Learning Principles.

The following questions will help you assess to what extent you are already using a range of professional development strategies.

How do I know I'm heading in the right direction?

- Does the agency ensure staff and management acquire, maintain and develop the skills necessary for their work?
- Do all relevant staff and management have access to appropriate supervision?
- Does the agency have systems which provide staff and management with opportunities for career development?
- Is the value of staff and management contribution to the service acknowledged?

3

Professional development strategies

3.2 How do I plan for external and in-house training?

A Learning Organisation

Internal training can also help build an agency that is a learning organisation through developing a workplace culture that values and recognises learning on the job. A learning organisation promotes learning amongst its employees and itself learns from that learning. It does this through promoting information exchange between employees and putting in place strategies to create a knowledgeable workforce. It has a climate in which staff are encouraged to learn and develop to their full potential. This produces an agency where people will accept and adapt to new ideas and organisational changes while retaining a shared vision.

The characteristics are that the agency:

- Works towards a vision developed by all staff with full management commitment and support;
- values individual and organisational learning as a prime means of delivering the organisational mission;
- involves all staff through a process of continual review and improvement, including encouraging experimentation, continuous feedback and building on lessons instead of seeing mistakes;
- structures work in such a way that work tasks are used as opportunities for continuous learning.

You can use Adult Learning Principles as the principles for staff learning.

These include:

- Respect: a climate of respect for learners as people and for what they already know
- Encourage: acknowledgment for staff efforts to learn rather than negative criticism
- Trust: staff can raise their doubts and questions
- Active participation: staff are actively involved in learning, including being involved in decisions about how the learning will happen
- Meaningful material: content is tailored to the individuals needs and they can connect it to what they already know and what they will do with it.
- Multiple: material provides input for all the sensors (auditory, visual, action etc)
- Over learning: staff take time to internalise what they learn and build new information and skills on to what they have previously learned
- Challenge: learning achieved through a challenge has more value than learning that comes easily.

Under these principles and working within a Learning Organisation a staff member is given the capacity to learn experientially, in other words to draw learning from experience.

3

Professional development strategies

Professional Updates and Training

One of the most common ways to help staff in their professional development is through in-house updates and short courses provided by external training providers. In house training and workplace assessment can be a valuable for agencies that find it difficult to send staff off site, or are geographically isolated. There are also many ways of assisting staff with professional updates.

A few you may be able to use are listed below.

	External	Internal
Updates	<p>Other non government agencies often run in-house training sessions or forums. Developing wide networks and attending interagency will help identify these opportunities.</p> <p>Professional bodies, often have professional updates for staff.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An expert in a subject, for example dual diagnosis, psycho-stimulants or dealing with aggressive clients. <input type="checkbox"/> An information session on new policies to be put in place, for example a representative from the Magistrates Early Referral Into Treatment (MERIT) team <input type="checkbox"/> Information regarding another agency that you work closely with or are establishing a new partnership with, for example the local Mental Health Service
Training	<p>External Training opportunities can be identified through strategic partners. For example Area Health Services may provide training at discounted rates through the Learning and Development department.</p> <p>Staff who have attended training report back to the agency and provide orientation.</p>	<p>Internal training can be through number of strategies including action research and mentoring. Workplace based assessment and training can be organised with a local Registered Training Organisation.</p>
Resources	<p>Contact peak bodies for lists of journals and electronic resources available.</p> <p>Professional Associations, for example APSAD (contact details in Section 7).</p>	<p>Internal Library</p> <p>Access to the internet and develop directory of internet resources and email lists</p> <p>Journals distributed to staff</p>

Information updates can be built into what you are already doing in the agency. If you have regular staff meetings every week, you can consider setting aside one of these meetings or extending one of these meetings on a regular basis to include an information update session.

As part of the regular (bi-annual or annual) planning process staff could be asked what areas they would like in-house training in.

This could then form an in-house training calendar. You can find people to deliver in-house sessions through your peak body and other networks. For example there may be an expert in psycho-stimulants working in an agency you regularly refer to and staff have identified this as a topic for the training calendar. You could also look at the resources in your agency and offer these as a swap with other agencies in your area.

3

Professional development strategies

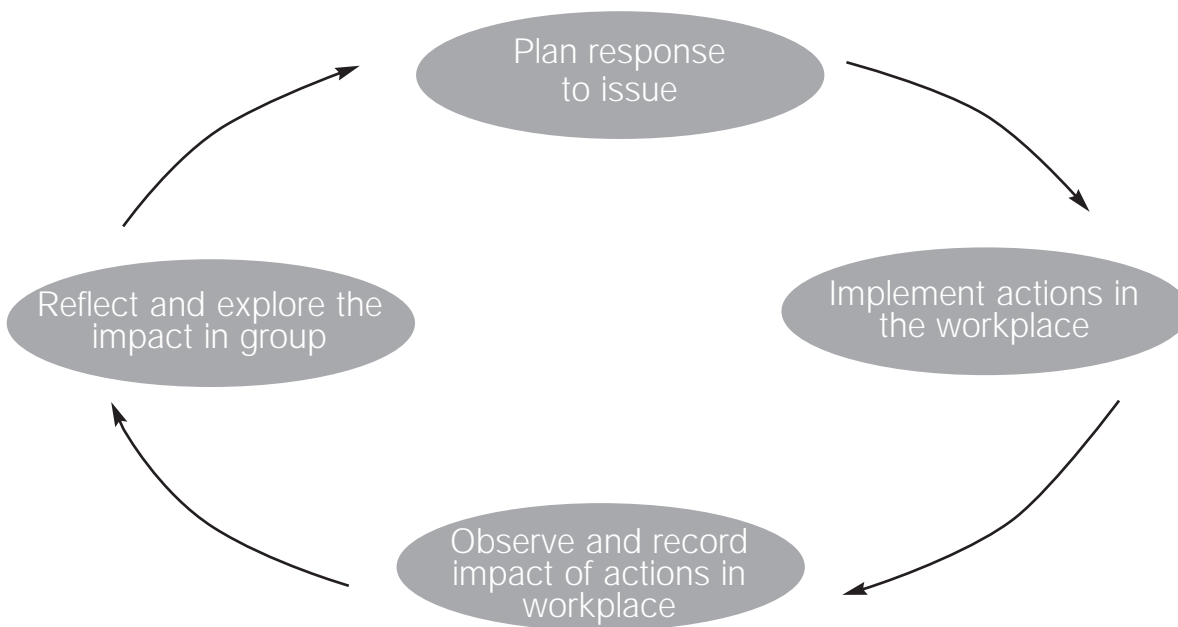
Action Learning

(See Case Study Two: Action Learning Plan)

You may consider running an Action Learning program to look at a problem within the agency and use it as a learning opportunity. Action Learning builds on the principles of a learning organisation and also experiential learning, a form of learning by doing.

Action Learning brings together a group of people with varied levels of skills and experience to analyse an actual work problem and develop an action plan. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections.

Overview of Action Learning



3.3 What do I need to know about workplace assessment?

One of the ways to help staff achieve a qualification is to work in partnership with a Registered Training Organisation (RTO) to conduct workplace assessments. The key role of a workplace assessor is to conduct and/or validate assessments against the units of competency in the Community Services and Health Training Package

3

Professional development strategies

Qualification of workplace assessors

To be a workplace assessor you need to:

1. Be qualified in what you are assessing or partner with someone who is.
2. Completed the course "Plan, Conduct, Review Assessment" (three units from the Certificate IV in Assessment and Workplace Training).
3. Be employed or working in partnership with a Registered Training Organisation who offer the Certificate IV in Drug and Alcohol.
4. Have excellent communication and judgement skills, be reliable and accurate and aware of the candidates special needs

The professional development of assessors is primarily the responsibility of a Registered Training Organisation (RTO) but is also a responsibility of the assessors themselves. Relevant professional development should be undertaken regularly to ensure their knowledge is regularly updated.

Partnerships for workplace assessment

The options outlined below are available for partnerships between workplaces and qualified assessors. The workplace may use:

- A workplace assessor from a Registered Training Organisation qualified in what they are assessing.
- A workplace assessor with access to a person who is competent in, and can advise the assessor on, Competencies being assessed. For example the workplace assessor from a RTO partners with a lecturer in AOD to assess your staff.
- An assessment panel, who together, meet the assessor Competencies and the relevant vocational Competencies at least to the level being assessed.
- A trained external assessor partners with a supervisor from the agency who collects evidence. This supervisor has qualification in the skill being assessed and has a detailed understanding of the Community Services competency standards and their use within the context and culture of the workplace, sector and industry.
- Training a staff member/s in workplace assessment and establishing a partnership with an RTO to have assessments recognised.

3

Professional development strategies

Implementing workplace assessment

Below is a model for planning and implementing workplace assessment practices in your agency.

1. **Skills Audit:** Identify the skills the agency has and those it requires for the future (as outlined in Section 2).
2. **Workplace Assessment Model:** Design a model of workplace assessment that is in line with the agency's structure, culture and specific needs.
3. **Policy:** Develop policies and procedures to assist in the implementation of the model of workplace assessment within the agency.
4. **Partnership with Training body:** Develop a partnership with a Registered Training Organisation if you want staff to be given recognition at the end of the assessment. Identify appropriate staff to be trained as workplace assessors or contract a Registered Training Organisation to have workplace assessors come to your agency.

These options are further explored in more detail below.

Method One~ Staff trained as workplace assessor

1. Managers or key staff:
 - a) Hold a Cert IV in Alcohol and Other Drugs.
 - b) Go through process of recognition of prior learning to gain Cert IV in AOD
 - c) Have an equivalent qualification recognised by registered training organisation (in this case it may be necessary for staff to update their skills through completing a short training course)
2. Managers or Key staff trained in workplace assessment.
3. Assessment of staff conducting in partnership with Registered Training Organisation
4. Registered Training Organisation gives qualifications to staff

Method Two ~ Working in partnership with an RTO

1. Managers work with a Registered Training Organisation who offer Cert IV in AOD and have qualified workplace assessors for this qualification.
2. Managers assist workplace assessors in collecting information necessary to award a Certificate in Attainment or other qualification.
3. Workplace assessors from RTO come into workplace and assess staff competence to award certificate of attainment.

5. **Candidate Training:** Identify the candidates (staff who will be assessed) and provide training about the assessment process - for example the agency's workplace assessment policy, NQF standards, the gathering of evidence and assessment.
6. **Moderation:** RTO will moderate assessments to ensure consistency of judgements and to maintain a national standard.
7. **Review:** Review policies and process to ensure that they have achieved objectives set. Amend if necessary.
8. **Qualifications:** Issued by Registered Training Organisation.

3

Professional development strategies

3.4 How do I develop a system of staff rotation and swaps?

(See Case Study 3 – A policies and procedures for staff swaps and rotation and Proforma Four – a staff rotation agreement at the end of this section)

Staff swaps with other agencies and staff rotation within your agency can be a way to share knowledge and innovation, as well as improve cooperation and strengthen partnerships. Staff can return to work with a better empathy and understanding of teams and networks. Staff rotation has traditionally been developed as part of training for Doctors and other clinicians within large health services.

Generally a long term staff rotation position is created in the agency and filled through an internal recruitment process. Staff rotation can be for any length of time and through any number of positions you feel would be of benefit. Budget allocation may need to be set aside to establish this position, as well as consideration to the additional resources required to coordinate the position through the rotations. It could also be part of the orientation plan for new staff to rotate in the agency over a number of weeks.

Staff swaps can be short term, as little as a day, and staff could be swapped within the agency or with an external agency. The staff swaps could take the form of

- Management tasters: Staff having the opportunity to “act up” as managers or supervisors
- Back to the floor: Managers having an opportunity to “act down” or return to the floor
- Changing rooms: days for staff - swaps between departments
- Day tripping: to other agencies or the area health service for a day

When there is a staff swap between two different agencies, there should be discussions between the managers of the agencies about starting times and dates, conditions and the roles which will be taken on. Staff involved in the swap may require a day of orientation or shadow the staff member they will swap with prior to the actual swap.

If the new staff member is a recent graduate or are not confident acting in other positions, it may be beneficial to soften staff swaps and rotation through a period of shadowing. The new staff member can follow the more experienced member for a set period as opposed to directly replacing them.

A proforma agreement is available at the end of this Section.
(See Proforma 4: Staff Rotation Agreement)

3

Professional development strategies

Checklist for staff swaps and rotation

Manager's role	Checklist	✓
Establishing pathways	<p>Managers of departments and agencies should discuss:</p> <ul style="list-style-type: none"> • How to make staff feel fully supported • Staff rotation should be established through set objectives • Industrial issues need to be considered (eg where there are difference in pay rates with external agencies) • Conditions in other agencies • Public Liability issues when staff are in another agency • Privacy issues when party to another agencies clients base (confidentiality) • There should be a hand over before and after the staff swap • Following the hand over, managers and supervisors need to meet with the staff to discuss issues and experiences. • Industrial issues, for example Occupational Health and Saftely and professional indemnity. 	
Orientation for staff	<ul style="list-style-type: none"> • Information sessions, orientation or shadowing considered to support staff member. • Team members made fully aware of staff swap and rotation details including time, additional support needs etc 	
Record of swap	<ul style="list-style-type: none"> • Similar to the performance review process, the staff involved in the swap should have an opportunity to feedback their experiences and bring the new knowledge back to their team through regular staff meetings. 	

3

Professional development strategies

3.5 How do I start networking?

An important first step is to identify the networks available to you. These networks include:

- Membership of professional associations/bodies
- Interagency meetings
- Other non government services
- Government agencies including Area Health Services

To support and improve the networking opportunities of staff

- Post meeting schedules, agendas of meetings and calendar of events if available in the staff room
- Encourage staff to attend and report back to regular in-house staff meetings
- Ensure staff have training and access to Information technology for list servers (eg UpDate) and discussion groups (eg Drug Talk).
- Encourage staff to attend and present at conferences.
- Invite other services into your agency
- Ask to visit other services to discuss what they provide
- Regularly promote web sites with relevant information

Networking may also open the doors to staff being able to find a mentor which can be supported by the agency. If there is no interagency meeting in your area, your agency could look at the steps to host this forum. Forming partnerships is also explored in more detail in Section 6.

3.6 How do I provide staff with clinical supervision?

There are three main types of supervision that in practice can overlap. All supervision practice should follow clear organisational guidelines that are documented in policies and procedures, and supported by resource commitment, job descriptions and staff contracts.

Supervision, especially supportive supervision can take place outside work hours and organised times. However, it pays to be wary of a climate where supervision is given as crisis management

Aspects of supervision

- Educative:** Develop the skills and abilities of staff, including academic knowledge, through reflection and exploration of their work.
- Supportive:** Develop skills to assist staff adversely affected by clients.
- Managerial:** Supervise the staff member so the standards of the agency are upheld (in line with current nationally recognised best practice and quality guidelines).

3

Professional development strategies

Clinical supervision

(See Case Study 4 ~ A model of clinical supervision at the end of this section)

Clinical supervision, as a primarily educative form, helps develop and support staff doing clinical work in an agency. It should be regular, systematic and carries a responsibility to ensure quality of practice within the operational framework and treatment philosophy of the agency.

Check list for Clinical Supervision

Stage	Indicators	✓
Need Identified	Staff Meetings	
	Performance Reviews	
	Client feedback	
Need Defined	Staff meetings or team meetings held to discuss the level and type of clinical supervision needed in the service	
	Staff Meeting with Management to clearly define the roles of the manager, clinical supervisors and staff prior to supervisory policy being developed in consultation with Management Committee	
Operational Framework	Identify how clinical supervision will operate within the agency, for example how it will affect performance appraisals.	
Strategic Planning	Include in the provision of clinical supervision in Strategic Planning	
Budget Allocated	Following staff meeting a budget is developed	
	Budget presented to Management Committee	
Policies & Procedures Developed	Policies and Procedures as well as Program Manual updated to incorporate clinical supervision systems and practices.	
Supervisor Contracted	Find supervisor	
	Interview and match to culture and practice of agency	
	Contract developed to reflect needs of agency	
Initial consultation	Clinical supervisor meets with supervisors and staff to further define and develop a common understanding of the goals and aims of supervision.	
Work plans updated	Staff work plans and performance agreements updated to reflect clinical supervision processes	
Evaluation & Review	Clinical supervisor is regularly reviewed	

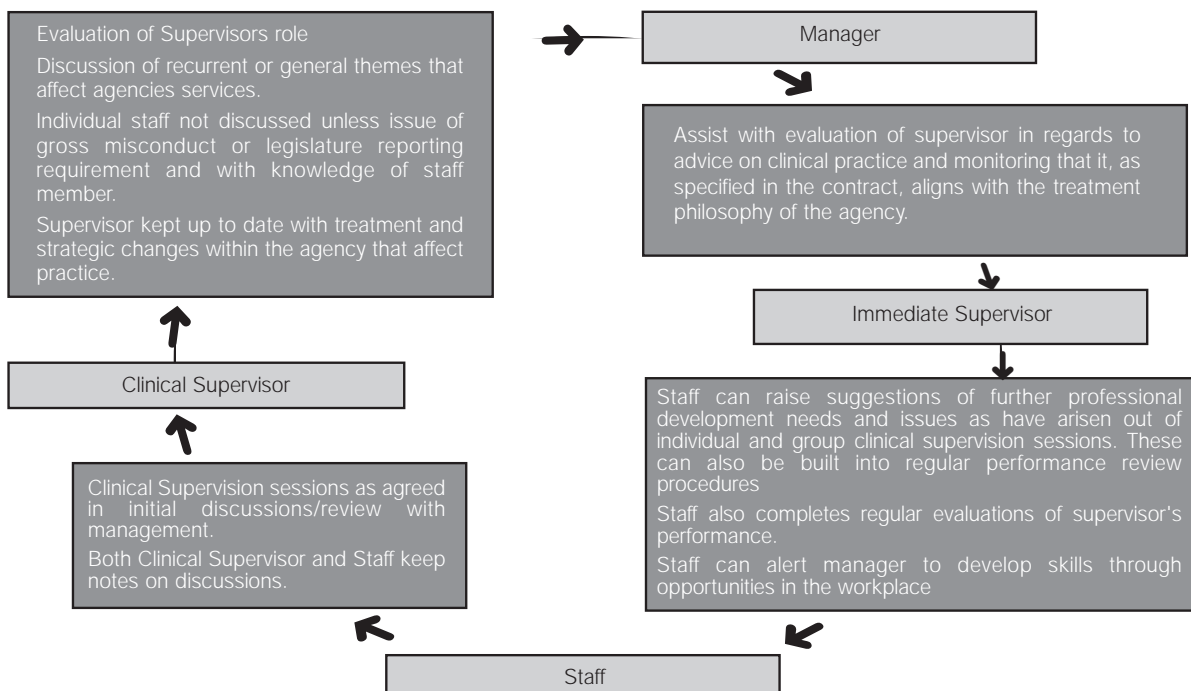
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Professional development strategies

Prior to contracting a clinical supervisor, there needs to be extensive negotiations and discussion between staff and management to clearly define the roles of each party in the relationship.

An example of how the relationships may work within the framework of the organisation is presented below.

Clinical Supervision Framework and Roles



External Clinical supervision can be complimented, and professional development supported by, internal practices such as:

- Regular case review team meetings (may incorporate internal peer review)
- Peer supervision
- Interagency meetings
- Staff appraisals and/or Peer review
- Internal and external training
- Regular line management supervision regarding policies, procedures and daily practice

During clinical supervision sessions, elements of organisational practice may be discussed and training needs identified. The content and extent of these discussions may be informed by the policy on clinical supervision and the contract with the clinical supervisor. Avenues for feedback to you as a manager around emerging issues should also be discussed in the formative stages of developing these documents and processes.

When clinical supervision is effective, practitioners feel supported, valued and better able to continue their work. Clinical Supervision should be supported by a policy which is widely distributed and understood by all staff. Benefits in supporting clinical supervision include:

- Build a climate of continuous learning and support
- Meet Accreditation standards around best practice
- Improve staff communication

3

Professional development strategies

What is Good Practice in Clinical Supervision?

- Initial discussions are held about clinical supervision and its parameters within the agencies operational framework and philosophy of treatment practice.
- Clearly contracted.
- Supported by a clinical supervision policy.
- Roles clearly defined through shared discussions between Managers, staff and clinical supervisors about expectations, aims and functions.
- Proactive agenda setting.
- The participants have clear professional boundaries.
- Discussion about responsibilities and accountability, especially concerning welfare of patients.
- Development of a good working alliance in a non-threatening atmosphere that leads to a trusting relationship.
- Attitude to openness of learning.
- Addresses the needs of the supervisee not the supervisor.
- The agency makes sufficient time for it to happen.
- The agency makes it a requirement for practising professionals.
- Clinical supervision practices and contracts are evaluated on a regular basis.

Supervision, particularly when used in isolation, is often linked to negative perceptions of performance monitoring and discipline of staff by the manager. Clinical supervision should enable practitioners to develop skills and attitudes to enhance their care delivery, meeting their work and professional objectives.

Systems of management appraisal and clinical supervision should run parallel to one another. Staff appraisals are often used to identify long term training requirements. These could have been identified during clinical supervision by staff, similarly staff appraisals give the opportunity for discussion on the evaluation and future planning of clinical supervision and other professional development needs.

Policies should be developed which suit the agency in consultation with the staff who are going to receive the supervision. It may be:

- Individual: one-to-one;
- Groups/teams: can occur in group settings, they work well if the team is supportive and has a learning culture;
- Triads: one-to-one plus an independent facilitator.

3

Professional development strategies

Finding a clinical supervisor

Before advertising for a clinical supervisor for your agency, you should develop a list of skills and attributes you are looking for.

Examples of skills to include on the list are:

- Clinical knowledge skills and professional experience in clinical supervision.
- Demonstrated clinical excellence (based on core Competencies for AOD workers).
- Good teaching, motivational and communication skills.
- A desire to pass on knowledge to others.
- Good helping skills, observations skills (empathy, respect, action oriented, confrontation skills, immediacy).
- Familiarity with legal and ethical issues, policies and procedures especially in regards to Freedom House's philosophy of treatment.
- A serious commitment with accompanying enthusiasm.
- Concern for welfare of client.
- A sense of responsibility.
- A non-threatening, non-authoritative, diplomatic manner.
- Tolerance, objectivity fairness and openness to variety of styles.

Advertising the position

There are several ways of finding a clinical supervisor for your agency. You may consider:

- Advertising in local paper.
- Contacting other non government agencies or government services that may have access to or employ staff who could act as clinical supervisors.
- Investigating availability of clinical supervisors through networks including Interagency Meetings and local Alcohol and Other Drug Forums.
- Asking counsellors about agencies they refer to and the availability of a clinical psychologist.

3

Professional development strategies

What questions should I ask a potential clinical supervisor?

A number of potential clinical supervisors may approach your agency, questions you could ask include:

- Can you describe two different models of supervision and contrast these models? The answers may include group versus individual or case based analysis versus psychosocial support for staff.
- What is your preferred model of supervision and how it will match your agency's culture and philosophy?
- Do you have demonstrable experience and skills in assessing counsellor skills and using feedback with supervisees?
- Can you demonstrate your skills in monitoring and evaluating client-counsellor relationships through a past example?
- Can you demonstrate your ability in structuring supervision using a range of modalities?
- Can you demonstrate an awareness and sensitivity to ethical and legal issues, particularly pertaining to clinical functioning and clinical supervisory responsibilities?
- What would you say are the main lessons you learned from your own supervision and how would you pass this onto the staff you are supervising?

Clinical Supervision contract

A clear contract, that outlines the managerial, educative and supportive responsibilities within the agency, should be developed for every supervisory relationship. It should also be characterised by mutual respect, trust and openness to learning. The agency should consider good practice and clarify supportive mechanisms including:

- Where, when and how often meetings are held.
- What is the budget and how will this be allocated.
- How will the supervision take place eg. observation, taped, group, and individual.
- What are the goals of supervision over the next year.
- What are the strategies to achieve these goals.
- How will these be evaluated.
- Expectations and desired outcomes: Model of therapy to be taught and its philosophical basis).
- Group supervision issues, if applicable.
- Clarification of other supervisory relationships and role definition including manager.
- Clearly defined where managers were to be notified of the content of a clinical supervision session eg statutory requirements around child protection.
- What other needs relating to the position that cannot be met within this supervisory arrangement.
- What recommendations do you have for addressing the identified gaps?

3

Professional development strategies

3.7 What is mentoring?

Mentoring can be given by an internal or external person, who can be from the current field of employment or may be outside of this (in the case of a manager they may have a mentor who is from the financial sector or another manager provided through an interagency meeting).

While many of the benefits of mentoring are similar to clinical supervision, for example encouraging self assessment, this is outside the field of clinical practice and clinical governance. Mentoring can be arranged formally by the agency or it can be left to the individual and supported by the agency.

If a staff member is currently receiving clinical supervision, it should not necessarily exclude them from mentoring. Mentoring is also a valuable professional development tool for non clinical staff, including Managers.

Traditionally mentoring is defined as spontaneous and only recognised as mentoring in hindsight. Mentoring can however be initiated and managed by a third party, known as structured or formal mentoring. It can also be organised by an individual staff member, known as informal mentoring. Both forms can be supported by the agency they work for.

Role of Mentor

- Acts as a sounding board for ideas
- Assists in planning to achieve career objectives
- Advisor about AOD field recommending professional development opportunities
- Broker in developing contacts and finding employment options
- Championing protégés ideas to upper management
- Offer feedback to identify strengths and weaknesses
- Teach coping mechanisms

Agency Mentoring Programs

An agency may decide between a formal or informal mentoring program. An informal program concentrates on encouraging and supporting staff to develop a mentoring relationship of their choice with guidance from managers and supervisors. A formal program is structured and developed by the agency.

Management support for Informal mentoring

- Reward systems (financial and non financial).
- Reference to support of mentor relationships in policies and procedures.
- Providing education and training in mentoring skills and how to attract a mentor.
- Creating opportunities through providing space and time, run networking events and encourage attendance at workshops and seminars.

3

Professional development strategies

A Formal Mentoring Program

1. Assess the need for a mentoring program: Discuss with staff if they feel a mentoring relationship would be beneficial. In assessing the need for a mentoring project, You should also consider if it is consistent with the prevailing culture of the agency and if there are resources to support the program.
2. Create an advisory team for the program to define goals and develop policies and procedures.
3. Consultation with all parties concerned.
4. Appoint Program Coordinator to develop administrative systems for the implementation and evaluation of the program.
5. Develop strategic marketing plan to attract mentors and protégés through leaflets, editorials, emails etc.
6. Progressive recruitment of participants (self nominated or by nominated by others). This includes screening of staff to assess their readiness for a mentoring relationship (key attributes are motivation, ability and readiness to learn)
7. Match protégés and mentors (through needs of protégé, skills, commitment and availability with consideration of gender and ethnic background).
8. Consider education and training for mentors and protégés around mentoring.
9. Set aims and goals. The roles and responsibilities of the manager, mentor and protégé should be clearly defined. For staff members who become protégés mentoring planning should be integrated with other professional development activities eg training and performance appraisal.
10. Organisational issues should be discussed including the term of the relationship (may be six months to one year) and time commitment for both parties should be discussed as well as the method of mentoring, whether it will be done as an individual, group or self managed by staff member.
11. The mentoring program should be open to evaluation with indicators of progress against set aims and goals.

3.8 What is coaching?

Coaching is a process that helps improve individual or team performance with an emphasis on learning, structured questioning and ongoing support over a specific issue. This may be incorporated into a clinical supervision contract, through line management functions or through a specific external project.

It is generally conducted by an external expert “coach” and focused on a key issue. This may be for example time management. An external coach can be contracted to offer weekly sessions over a set period and assist participants to set tasks. The coach then revisits the success of participants and barriers in achieving their set tasks.

3

Professional development strategies

3.9 Summary

This section of the Kit has discussed a number of professional development strategies including supervision and support for your staff. The following table outlines the difference in focus and expected outcomes of each strategy.

SUPERVISION AND SUPPORT STRATEGIES AVAILABLE TO AGENCIES				
	Line Management	Clinical Supervision	Mentoring	Coaching
Focus	Meet policies and procedures of the agency	Build good practice in clinical skills	Career development and psychological support	Learning specific issues and skills
Delivery	Clear delineation with job descriptions and organisational chart	Clear contract with an outside expert	Supported by the agency	Clear contract with outside expert
Focus	Individual	Can be done on an individual or group basis	Primarily on individual level but can be done as a group	Learning and progression for individual or team around issue
Outcomes	Against agreed performance standards and agreement	Improved and current clinical practice that may extend to psychosocial/staff health depending on contract	Guidance on developing career path and making career forwarding choices	Improvement in specific skills required for role

4

Human Resource Planning

4.1 Overview

Managers are faced with increasing demands in terms of recruiting staff with appropriate skills and experience, supporting and developing staff skills and where possible, rewarding them for good practice/performance. This section of the Kit provides information on Human Resources (HR) strategies that you can consider, build upon and customise to suit your agency.

Human resource practices are an integral part of successful workforce development. An agency's selection processes, orientation and job descriptions lay a solid foundation for future workforce development strategies. Performance management practices steer and monitor these.

A recurring theme through this section is the advantage of linking national Competencies to HR processes. This enables you to develop a planned and managed response to the professional development needs of the workforce as they emerge. Where tools and guides are presented in this section they should be supported by policies and procedures, including those relevant to advertising and interview panels. Of course not all national Competencies will cover all the requirements of any given job. Similarly some Competencies may not be necessary for a particular position.

It would be expected that workforce development would be integrated through a strategic approach to Human Resource (HR) practices including:

1. recruitment practices and processes based on national Competencies;
2. performance management procedures;
3. career planning;
4. job design / redesign.

Additionally professional development may be addressed in staff contracting arrangements through inclusion in workplace agreements.



Where am I in the Kit?

4

Human Resource Planning

Principles

- The agency is committed to effective orientation, induction and workforce development policies and procedures to enable staff to perform to the required standards.
- The agency demonstrates its respect of and care for employees through open communication.
- In all aspects of Human Resource Management and staff participation in this, confidentiality, privacy and mutual respect are essential principles.

How do I know I'm heading in the right direction?

- Does the agency comply with the legislative and industrial requirements for staff remuneration and working conditions?
- Does the agency comply with the legislative and industrial requirements for recruitment, selection and separation of staff?
- Do all staff and management have current job descriptions?
- Does the agency have operational plans, including individual work plans linked to the strategic plans?
- Does the human resource plan assist the service to achieve the strategic and operational plans?
- Do all staff and management participate in performance planning?
- Does the service comply with legislative and industrial requirements for staff remuneration and working conditions?

4

Human Resource Planning

4.2 What is the process for recruiting new staff?

The following indicates the key steps to be completed to hire a new staff member. The area of HR is increasingly complex with various legislative requirements. There is a list of contacts in Section 6 to help locate the latest information to meet some of these requirements.



•	Position Identified
•	Determine Cost
•	Copy of relevant award
•	Copy of Legislative eg.EEO (<i>See Section 6 for contacts</i>)
•	Develop a job description based on National Competency Standards and the relevant award and develop an Australian Workplace Agreement if required
•	Advertise
•	Match applicants against selection criteria and short list
•	The interview panel assessment
•	Job offer and orientation

4

Human Resource Planning

4.3 What are good recruitment practices and procedures?

(See Case Study 5 ~ Recruitment Model)

Staff Recruitment checklist

Manager's Role	Recruitment Tasks	Date Completed
Developing a job description and key selection criteria	<ul style="list-style-type: none"> review national competency standards relating to service type/job. Choose the relevant Competencies to include in the job description. review relevant award and legislation including Australian Workplace Agreements (AWA). write job description and key selection criteria incorporating the relevant elements, performance criteria and range of variables from the identified competencies 	
Develop an employment advertisement	<ul style="list-style-type: none"> Identify key elements from the relevant Competencies and develop into an employment advertisement 	
Assess written applications for consideration	<ul style="list-style-type: none"> Match applicant's experience and qualifications against the elements, performance criteria and range of variables which underpin the job description and key selection criteria 	
Develop the interview questions	<ul style="list-style-type: none"> Develop questions with subject matter reflecting the National Competency standards (unit titles and elements) Questions should afford the interviewee the opportunity to demonstrate their experience and knowledge in relation to performance criteria and range of variables as outlined in the relevant units of national competency standards 	
Interview	<ul style="list-style-type: none"> Set interview times with suitable applicants Distribute verbal questions to applicants prior to the interview 	
Post Interview	<ul style="list-style-type: none"> Eligibility List developed Referees contacted Criminal Record Check conducted as necessary 	
Offer of employment	<ul style="list-style-type: none"> Offer of employment drafted Offer of employment sent Letter sent to unsuccessful applicants 	
Employment	<ul style="list-style-type: none"> Employment contract signed by employee 	
Orientation and performance review planning	<ul style="list-style-type: none"> Orientation process and performance review planed and in place. 	

4

Human Resource Planning

Recruitment processes should be based on a thorough analysis of skills needed by the agency (See Section 2). This can be affected by an agency's size and capacity and it may be worth considering a needs analyses with another agency as a partnership agreement. As staff members leave it is also a perfect time to review their job description to ensure the position adequately reflects the agency's needs.

To fill a new position you can:

- Advertise position in the media;
- Contact the job network or other government initiatives;
- Increase the skill of current members to move up into a new role and fill their old position;
- Bring on an apprentice.

Recruitment of suitably skilled and experienced staff to non government organisations is particularly difficult. Managers have suggested the difficulties stem from low levels of pay, poor career paths, limited promotional opportunities and the demanding nature of the work.

This Kit suggests strategies that if used, may assist your agency attract staff.

Recruitment involves three tasks for Managers:

- advertising the position to attract the most suitable applicant(s) in the most cost effective manner;
- designing a process which identifies the number of applications suitable for interview;
- developing an interview process to select the best applicant for the vacancy.

Scan the National Competencies and select the ones that best represent the vacancy. Once these have been determined you can design the recruitment process accordingly. For example basing the essential and desirable skills required on core Competencies from the Community Services Training Package will help form questions for the interview as well as performance evaluation and future professional development of the new staff member. It can also be important to decide on the values, characteristics and personal qualities you want reflected by staff and that you can include in the job description.

Where the agency would like to develop a separate Australian Workplace Agreement, there are several legislative requirements to follow. Contact the Office of Employment Advocate (details in Section 6).

4

Human Resource Planning

Applicant's Information Pack

Before advertising a job vacancy it is important to put together an information Kit for prospective applicants. As part of the applicants Kit you can include:

- Detailed job description
- Promotional pamphlets or information on the agency
- Strategic Plan or other forward planning documents
- Organisational Chart
- Cover letter with direction for further information (web site and contact name and number if the applicant has any questions).
- A copy of the employment contract

Job Advertisement

The Job advertisement is an important part of attracting the right candidate. You will need to consider:

- Where to advertise.
- How much you want to spend as publications allow for detail if you pay for space.
- How many candidates you want to attract.
- Time you have to recruit –do you need to recruit quickly?
- Placing a job advertisement can be expensive with newspapers charging up to \$12 per line of text per column. The price of an advertisement can easily reach over a thousand dollars. Non government agencies may also have more flexibility in choosing where and when they need to advertise.

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Human Resource Planning

Methods of advertising a vacancy include:

- ❑ Job Network – www.workplace.gov.au/Workplace/jobnetwork
Job Network is a national network of around 200 private, community and government organisations dedicated to finding jobs for unemployed people, particularly the long term unemployed.
- ❑ Regional and national press – The traditional way of recruiting staff. The circulation of the paper and the size of the ad will affect the cost.
- ❑ Specialist publications – Check the local library or contact a peak body to discuss journals and regular drug and alcohol publications that may allow advertising for positions.
- ❑ Local radio – If you are short on time.
- ❑ Employment and recruitment agencies.
- ❑ Career centres – Placing your job advertisements in university, school and higher education career centres.
- ❑ Online – As the Internet is being used more, advertising online is becoming more popular. There are many different kinds of recruitment websites and these vary according to charges, regions and readership. These include monster.com and others as listed in Section 7. There are also specific resources online, for example the NADA website has a positions vacant listing (www.nada.org.au).
- ❑ Email List Servers – Positions can be posted on the ADCA UpDate list server. There are also a number of general sites, such as monster.com where you can advertise vacancies.x
- ❑ Networks: Announce the availability of the position at networks including interagency meetings.
- ❑ Professional Publications: Identify professional reviews and publications that you may be able to advertise in.

With all of the above you will need to think about how you will pitch your job advertisement and what content to include. The advertisement should give some information about the agency, its size and where it is located.

You should make inquiries regarding salaries and conditions prior to placing the advertisement (*see Section 7 on how to access Awards*). The essential and desirable criteria should be based on core drug and alcohol Competencies which can act as a base for later performance reviews. A good job advertisement will prompt good applicants to respond.

Use simple language, avoid exaggeration and has the important factual details. You should include the following:

- Title
- Remuneration
- Brief Description of agency including size and location
- Name of award (if applicable) and grade to be paid
- Hours
- Key Objectives
- Main duties
- Contact Details

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Human Resource Planning

Assessing and short listing applications

When applications are received, you can bring together a group to examine them against the job advertisement. Ideally the members of this group would be the same as the interview panel. You may like to include an external person on the group, from a partner agency or a member of the community.

Where the agency is too small to do this, you can take some time to assess the applications against the stated criteria. On your own or as part of a small group, identify the applications that best meet the stated criteria and contact those individuals for an interview. One way of assessing applicants eligible for an interview against the essential and desirable criteria is through a score sheet.

The interview

There are many ways to conduct interviews. As the Manager it will be your responsibility to design the most appropriate process for your agency. It can include a series of verbal questions (should be given to the applicant 10 -15 minutes prior to the interview), a case study and/or written questions for the applicant to answer. There are usually at least three people on the panel, two which represent different levels of the agency and an independent representative from another agency.

Each panel should contain both male and female interviewers. Members should preferably represent a variety of backgrounds. The inclusion of panellists from a culturally and linguistically diverse background is recommended especially when the position or background of likely applicants requires an awareness and appreciation of a particular community or communities.

Managers can use the critical aspects of assessment sections from each of the national competency standards from as a guide for designing interview questions (*See Section 2 for a guide to identifying critical aspects in a Competency*). The interview panel or manager should draw up a list of questions prior to the interview and ensure all applicants are asked the same questions.

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Human Resource Planning

Following the Interview

Following the interview, the panel will either decide on a successful applicant, that the position is re-advertised or another action be taken. All applicants should be informed of the outcome even if they were not successful. An eligibility list should be developed, if more than one applicant meets the criteria and as a safe guard in the event that the interview panel's first choice declines the offer of employment.

After assessing the applications, the selection committee will choose those who best meet the criteria for further assessment. You will need to contact the applicants referees to provide information on work behaviour and performance and can be asked to verify on claims made by the applicant.

The NSW Government has a policy of conducting a criminal record check before appointment to "Sensitive Positions". It is at the discretion of the Department Head to decide on which positions are sensitive, however most government departments now make it a requirement for all employees to undergo a criminal record check. The applicant must consent to undergoing the check and you must keep a record of the consent. Having a criminal record may not necessary disqualify an applicant from selection depending on the position and the record.

There are also legislative requirements for staff working with children, most importantly a Working With Children check. In July 2000, the *Commission for Children and Young People Act 1998* and the *Child Protection (Prohibited Employment) Act 1998* were introduced in New South Wales.

It aims to reduce the risk of abuse of children and young people by those entrusted with their care. It means changes for employers, and applicants for vacancies, to ensure that any person engaged in child-related employment is suitable. A definition of child related employment is available from the Commission for Children and Young people web site.

The Commission for Children and Young People Act 1998 requires all applicants for paid child related employment, foster carers and ministers of religion must be screened. This screening process incorporates a:

- National criminal record check;
- Check of relevant apprehended violence orders; and
- Check of relevant completed disciplinary proceedings the applicant may have had in previous employment.

Prior to commencing paid employment, an employer will ask applicants to complete a standard Consent Form which allows the employer to complete the Working with Children Check. The screening agency will undertake screening in accordance within strict privacy and confidentiality arrangements. (Further information on the Working with Children Check may be obtained from www.kids.nsw.gov.au/check or by calling the Commission for Children and Young People on 9286-7276)

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Human Resource Planning

Offer of Employment

When an employee accepts a specific offer of employment (oral or written), a legally binding contract has been established. Under this contract, both the employer and employee have certain rights and obligations.

Some rights and obligations of employers are to:

- pay wages;
- reimburse employees for work-related expenses;
- ensure a safe working environment suitable for the performance of the employee's duties;
- not act in a way that may seriously damage an employee's reputation or to cause mental distress or humiliation;
- not act in a way that will damage the trust and confidence necessary for an employment relationship;
- not to provide a false or misleading reference (should one be provided); and
- forward PAYE tax installments to the Australian Taxation Office.

The employee's main obligations include:

- to obey the lawful and reasonable directions of the employer;
- to exercise due care in the performance of the work and to do it competently;
- to account to the employer for all moneys and property received while employed;
- to make available to the employer any process or product invented by the employee in the course of employment;
- to disclose to the employer information received by the employee relevant to the employer's business; and
- to be faithful to the employer's interests, for example, by not passing on to a competitor information about the employer's business or denigrating the employer's products.

It's a good idea to confirm any offer of employment in writing, and for the employee to accept this by counter signing a letter of appointment or job description with the manager. When developing the contract it is important to remember that the parties cannot agree on wage rates or conditions of employment less favourable to those set out in the applicable award or enterprise agreement. (Information on how to access awards is listed in Section 7)

The letter of appointment should cover:

- details of the job duties
- whether the job is full-time, part-time, casual or permanent
- the award or agreement that applies to the position
- any special or additional conditions of employment that apply in your workplace.
- It is good practice to send a letter to each of the unsuccessful applicants as soon as the successful applicant has accepted the position.

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Human Resource Planning

4.4 How do I organise a New Apprenticeship?

Structured entry level training via New Apprenticeships provides an opportunity for assuring the ongoing skills of the agency by matching training to current work practices. Due to recent changes, an apprenticeship can be offered to current staff as well as new staff. It can also be offered part time as well as full time.

As an employer you need to provide the Apprentice with opportunities to learn the skills of the traineeship. They may need time off work to attend training, for a current staff member going into a New Apprenticeship, they could spend 20 per cent of their time in training and as a manager you will have to plan how to cover their roster.

You also need to observe their progress to see if they are developing the right skills. To ensure this, there are various records which must be maintained by either the employer or the apprentice or trainee. These records include:

- progress card (for trainee apprentices only)
- a competency record book for trainees and some apprentices
- an attendance card which your Registered Training Organisation (RTO) may provide to confirm regular attendance at off-the-job training.

The industry training advisors at the nearest Industry Training Centre (ITC) can provide further information.

The process for engaging under New Apprenticeships arrangements is:

1. Identify workplace role.
2. Advertise for a recruit to fill the skill gap. This may be via:
 - local Employment Services providers
 - using a broker (such as a group industry training company or training provider)
 - advertising
3. Register the apprentice: You will need to contact a New Apprentice Centre for an application to establish an apprenticeship in NSW. The application will need to include proposed training arrangements. You will need to find a Registered Training Organisation (RTO) that offers the Drug and Alcohol Certificate or Community Services Certificate. They will develop a training plan with you for the apprentice. For a list of the NACs in your area phone the New Apprenticeships Hotline 1800 639 629 or visit the NAC web site www.newapprenticeships.gov.au
4. Registering an indenture: When your application is approved, the Department of Education and Training (DET) will send you and the apprentice a formal agreement to sign. You should return this form (and keep copies) to register your indenture so you can apply for financial assistance from the government and your apprentice can be issued a qualification at the end of their indenture.

More information can be found at <http://www.anta.gov.au>.

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Human Resource Planning

4.5 How do I orientate and induct new staff

(See Case Study 5: Recruitment Model)

How do I know I'm heading in the right direction?

- Does the agency ensure all those involved in its activities receive relevant and timely orientation?
- Does the agency ensure all those participating in orientation understand their roles, functions, responsibilities and service values, philosophies and goals?
- Does the agency have systems to monitor progress through orientation?
- Is there documentation that supports the orientation of new staff?

All new staff regardless of their position should have access to an orientation process. This is to orientate the new staff members to not only their job but the workplace and its environment including:

- The culture of the agency
- Organisational Chart
- The staff and their roles, providing them with the information they need to fulfill their duties
- The Plans and programs of the agency
- Specific duties of their position and how they relate to the program
- Entitlements and working conditions
- Agencies networks and partnerships
- EEO policies and issues
- Emergency procedures, for example Fire Wardens contact

An orientation Kit outlining these essential requirements should be developed and updated regularly in line with strategic planning initiatives; this will link the activity closely with your agencies workforce development strategies.

Depending on the size of your agency there are a number of ways to help a new staff member through an orientation process. A good orientation and induction is a starting point for the ongoing development and management of staff. Following the orientation its also worthwhile to ask the staff member to evaluate the process.

Orientation should be tailored to suit the individual circumstances, including staff members who are:

- on contracts which are 3 months or less
- current employees who are appointed to a new position
- staff returning to work after a long absence e.g. 12 months (this also applies to expatriate staff members)
- on secondment or exchange from another agency

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Human Resource Planning

4.6 How does performance management fit into my planning?

(see Proforma Five at the end of this section for a performance agreement)

A well designed job description will give you a base for agreeing on performance outcomes and planning professional development goals with staff. Following orientation of a new staff member you may also ask them to participate in a skills audit (Section 2.4). This would identify training needs for the new staff member and set a benchmark for further development. A regular performance review process then needs to be put in place and recognised in the agencies policies and procedures. This may specify that all job descriptions undergo review at least once every two years and that staff appraisals are conducted on an annual basis.

A job description describes the essential functions and the tasks to be done. Additionally performance standards can be developed for how well each function or task must be performed in order to meet or exceed expectations. You can use the National Competencies to help you define these standards.

Performance standards should be reflected in the policies and procedures manual. For example, a key responsibility for a counsellor is to follow up the referral of clients to appropriate services. The accepted standard and policy is that all referrals are followed up within seven days and this is recorded in the client's case notes.

It is not necessary to write a performance standard for every task in a job. Focus on those which are most important to the position. New standards could be incorporated into planning days so staff can contribute to them. To write a new standard or section of your policy and procedure manual all staff should have an up-to-date copy of their job description, a copy of the agency's mission and goals and the performance appraisal model used by your agency.

Developing a performance standard

Use specific terms describing measurable or verifiable features of the performance

1. Performance expectations can be described in terms of
 - timeliness (deadlines, dates),
 - cost (budget constraints, limits),
 - quality (subjective and objective measures of satisfaction)
 - quantity (how many)
 - independent initiative demonstrated and
 - any other relevant verifiable measure.
2. Refer to any specific conditions under which the performance is expected to be accomplished or performance assessed. Statements like the following refer to the conditions under which the task or function is done: 1) with training from Frank, 2) assuming all required information is received on time from agency, 3) assuming [this task] is performed 50% of the work day.

You have now established a base line against which to evaluate an employee's performance for a position. You could then work through a skills audit and from this plan their professional development to identify their training needs.

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Human Resource Planning

Work Plans

(See Case Study 5: Recruitment Model For a Sample Work Plan)

While strategic planning looks at long term goals and directions, work plans (or operational plans) focus on specific activities needed over a much shorter time period (anywhere from a week to a year). The overall objectives of the strategic plan set the stage for the tasks needed to be accomplished in the work plan.

Work plans can be developed for individual staff, work teams or the agency as a whole. The next section focuses on work plans for individual staff. The work plan lists all planned activities, the date on which they will occur or by which they will be accomplished and the resources they require.

Doing work plans may seem tedious but can save time in the long run. It can help build an understanding of each team member's role and encourage others to give their support. It can also help celebrate milestones along the way, which can be very motivating especially on long projects.

You will need to think through the details of the activities that need to be carried out in order to achieve your program objectives. To accomplish this, it may be helpful for staff to consider these questions:

- What activities do I need to do over the next month to reach my objectives?
- What are the most important activities? (If these activities are not carried out, what results will not be achieved?)
- In what sequence should the activities be carried out?
- In what detail do the activities need to be described in the work plan?
- Who will I carry out these activities with?
- What's the deadline?
- What resources are needed and how much will it cost to carry out the activities? Are the resources available?
- If I have attended professional development activities to improve skills how am I going to put them into practice?

Work plans should not be handed down from management and should be developed in a partnership with each staff member and their team. You should regard work plans as tools rather than as final documents and be willing to make adjustments whenever necessary.

By developing an initial work plan for staff, following the induction and orientation period, you also build a base for future performance reviews. Work plans are a management tool; using them should provide structure for staff without restricting flexibility and creativity. The activities outlined in the work plan can then feed into section two of the performance management/review.

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Human Resource Planning

Performance Reviews

(See Proforma Five: Performance Agreement)

A performance review integrates both work practice review and professional development planning. The key defining feature of a performance review is its focus on the professional development and improvement of a staff.

Ideally you should have a regular performance review schedule. It is easy to put off a review until issues arise but this can lead to grievances down the track. A critical consideration is that performance reviews are not an opportunity for or the same as disciplinary procedures; and these should be handled separately.

There are many different models of performance review. One example is the 360 degree review where the staff member is evaluated by themselves, their supervisor, someone they supervise and an external stakeholder. An example can be found at the end of this chapter. You may like to attach a copy of the performance standards and Competencies to help guide comments and ratings. All three reports can then be used in a meeting with the staff member to discuss a professional development plan.

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Human Resource Planning

4.7 Are my staff satisfied?

(See Proforma 6: Staff Satisfaction Survey)

How do I know I'm heading in the right direction?

- Does the agency regularly measure levels of staff satisfaction and build the results into planning initiatives?

Levels of staff satisfaction across the agency can be discussed in established processes including:

- Team meetings
- Supervision
- Performance appraisals
- Confidential staff satisfaction box

It is widely recognised that an agencies staff is its most important asset. A formal measure of staff satisfaction is through a survey. The results of the survey can also be used as a tool to guide strategic planning days. An example staff satisfaction survey is available at the end of this section.

Recognition

The importance of appreciating the commitment of staff and acknowledging outstanding contributions in the agency can be recognised in a number of ways. Staff recognition should extend beyond a length of service award. It can also reinforce excellence and be a motivational tool for other staff. Ways of recognising staff include:

- Praise in staff meetings and other external public meetings;
- Letters of appreciation;
- Providing a system for staff to act up in management positions;
- Providing opportunities for staff to present at staff meetings and represent the agency externally;
- Employee of the month or outstanding service awards: A certificate could be awarded; with the employee represented in the services newsletters, web site or staff meetings;.
- Suggestions included in service activities and acknowledged in documentation;
- Appreciation activities: Annual dinners, lunches;
- Milestones are celebrated: For example the agency successfully achieves accreditation and this is celebrated through individualised certificates and a thank you event.

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Human Resource Planning

4.8 How do I manage grievance and disciplinary Procedures?

(see Case Studies 6 and 7 at the end of this section for example policies and procedures in grievance an disciplinary policies and procedures)

Principles

- The agency maintains a workplace that foster productive and harmonious working environments and where work related concerns or grievances are managed promptly, impartially and justly.

How do I know I'm heading in the right direction?

- Does the agency have systems to resolve staff grievance and conflict?

Grievance and disciplinary procedures should be seen as separate processes to performance management. When staff and managers are aware of the grievance and disciplinary policies and procedures, it can avoid the situation where issues are inappropriately brought up or left to performance management sessions.

Grievance

A grievance is a clear statement by an employee of a work-related problem, concern or complaint. This includes allocation of work, job design, performance management; an occupational health and safety issue; an allegation of discrimination a question, dispute or difficulty concerning the interpretation, application, or operation of an award/enterprise agreement or other agreement.

The Office of the Director of Equal Opportunity in Public Employment outlines the difference between grievance and discipline procedures.

"Grievance procedures are to deal with matters raised by an individual employee. Disciplinary processes deal with performance or conduct matters identified by the employer. If a grievance is raised during a discipline process, the grievance needs to be finalised but the disciplinary process should continue independently."

Where the agency has an effective, formal grievance procedure that is well publicised and trusted, the grievance is more likely to surface earlier, be resolved earlier, and be less likely to escalate. To ensure professional standards are adhered to, policies should be put in place that specify the procedures for lodging, dealing with and recording grievance procedures. Staff training in conflict resolution could also be offered to compliment the policies and procedures.

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Human Resource Planning

The NSW Anti Discrimination Board has excellent resources around grievance procedures. It outlines the 11 fundamental features of an effective grievance procedure

1. be written down in easy to understand language, communicated to all staff, and possibly translated, written in Braille put on audio cassette, and so on
2. be user-friendly and trusted by all parties
3. state that grievances will be handled speedily (within specific time limits), sensitively, impartially/fairly, confidentially and free of unfair repercussions or victimisation. All of these principles must then be integrated fully into the rest of the procedure
4. provide a range of entry points, so that everyone feels comfortable in coming forward
5. set out exactly what steps will be taken, by whom, to resolve grievances, with the explicit aim of resolving all grievances at the lowest level possible
6. give those who are supposed to resolve grievances the power to do so, and the skills (through training and ongoing support) to do so
7. allow all parties to the grievance access to additional support or advocacy as necessary, for example, to interpreters, counselling, union representation, legal representation
8. set out what sorts of resolutions to expect, consistent with your written policies about behaviour standards and breaches of these standards; and ensure that resolutions are consistent and match the level of the 'crime'
9. ensure that all relevant evidence (and no irrelevant information) is considered, particularly where the grievance could result in disciplinary action, and also that any mitigating factors are considered before the resolution is determined
10. indicate who will keep what records where, and who will have access to these records
11. provide an internal appeal system, and explain where to go externally for further/independent advice, or to pursue a grievance when dissatisfied with the internal resolution.

Managers and supervisors are accountable for encouraging employees to understand the agency's procedures and providing timely and confidential advice on the available options, keeping records in accordance with agency's procedures, advice on further actions, follow up and monitoring of issue and to ensure the parties are not victimised.

An example of grievance and disciplinary policies are available at the end of this section.

5

Strategic Planning and Partnerships

5.1 Overview

To develop a workforce development plan, you need to be aware of a range of professional development strategies and the systems needed to support these as outlined in the proceeding sections of this Kit.

The workforce development plan can be incorporated into current business planning initiatives or as a separate plan. The planning should be done collaboratively with stakeholders and staff to identify strategies that best meet individuals and the agencies mission, goals and capacity.

Where the agency has made a substantial investment of time and resources into the professional development of staff, it is important to build in evaluation mechanisms.

After attending training or another professional development initiative, the new skill should be built into the staff member's performance agreement and work plan. This may also need to be supported by a review of the agencies policies and procedures. For example a staff member may learn new skills in Case Management. The agency may need to meet to discuss expanding or improving its case management practices to ensure they support the new knowledge gained.



Where am I in the Kit?

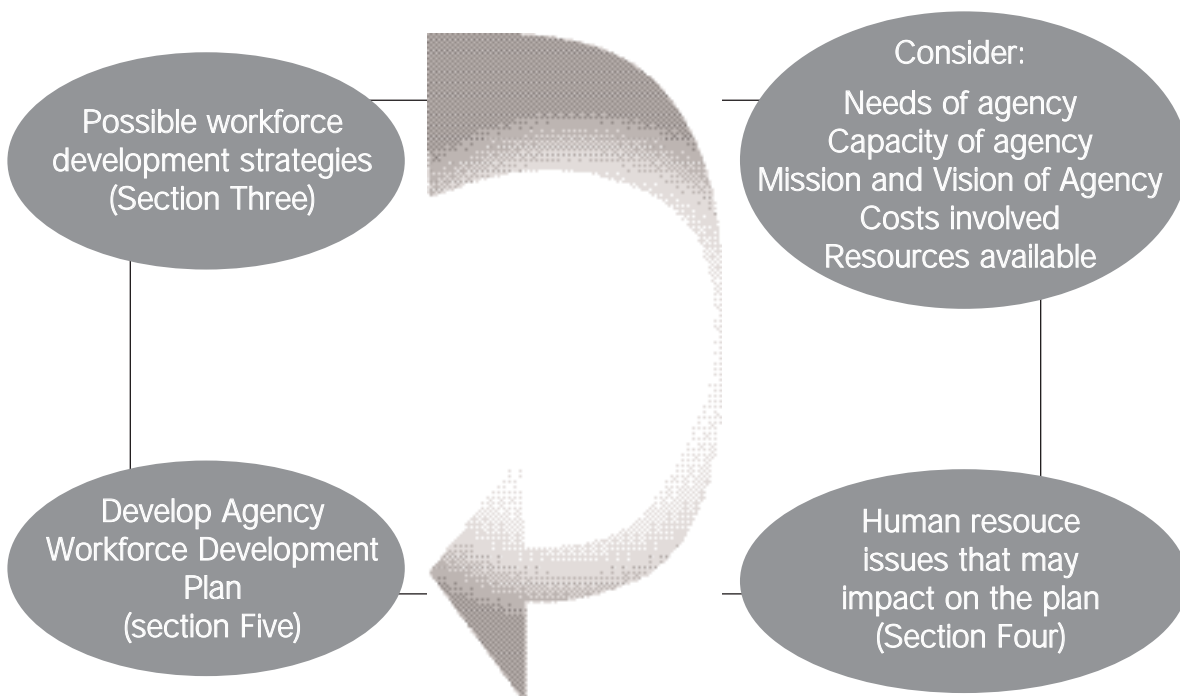
5

Strategic Planning and Partnerships

Workforce development strategies can only be successful with the full support of management and demonstrated commitment in planning initiatives. The strategies considered, whether clinical supervision, mentoring, external training or a combination of these, should be reflected in the agency's plans as well as policies and procedures. By doing this, if a manager or key staff member leaves, the workforce development practices stay in place. Within the agencies plans there can be a distinct workforce development section or strategies can be incorporated into other areas.

A good way to embed workforce development in the agency is to make it a regular agenda item for your management committee and staff meetings and even refer to it with a term of reference for the Management Committee meetings. It should also be included in the job descriptions of senior staff and management.

Developing a strategic plan for your agency should not be a solitary exercise. Joint planning is a great opportunity to invite your partners, peak bodies and staff to participate and maximize opportunities for development. When discussing partnerships it is not necessarily a legal contractual relationship but can be about building relationships and collaborations between agencies. This could offer a great opportunity to discuss sharing resources to purchase training or ask a staff member with expertise to give an in-house training session on a particular area.



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Strategic Planning and Partnerships

Moving from strategies to a plan

Principles for developing a workforce development plan

- The agency is aware of its mission, vision, goals and strategic direction and the workforce development initiatives needed to meet these.
- Each staff member is recognised as an integral part with invaluable contributions to make to the improving service provision, contribution towards its visions and goals as well as a cycle of continuous quality improvement.

How do I know I'm heading in the right direction?

- Does the agency ensure training and development is planned and is linked to the values, knowledge and skills required to work with community of interest?
- Does the agency have budget support for workforce development strategies?
- Does the agency ensure knowledge and skills gained in training and development activities are applied in the service?
- Is there documentation supports involvement in training and development?

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Strategic Planning and Partnerships

5.2 How do I develop a Workforce Development Plan?

By working through this Kit, you should have been able to build a foundation of information and systems from which you can develop a workforce development plan. The below checklist relates to all sections of the Resource Kit.

Checklist ~ Developing a workforce development plan in your agency

Manager's role	Checklist	✓
Identifying agency's training needs <small>(Section 2 of Resource Kit)</small>	Collect and update job descriptions to cover the entire current role of each staff member. Identify National Competencies relevant to these job descriptions, including possible new business that will need to be assigned to staff. Develop team matrix demonstrating skills needed to carry out agencies current and future planned services.	
Assess level of individual staff's current competencies <small>(Section 2 of Resource Kit)</small>	Choose model of workplace assessment to measure competency. From an individual competency record identify the units of competence and/or performance criteria which have not yet been achieved by individuals. N.B Not all skills may be covered by competencies and should refer to Section 3 for strategies to address gaps.	
Identify skill areas and opportunities for further development <small>(Section 2 of Resource Kit)</small>	Determine numbers of current staff requiring training in specific units (can also be done in teams to be more efficient) Refer to agencies mission, vision and strategic plan to choose priority areas (can be done in staff meeting to plan for team and individually with each staff member).	
Develop workforce development strategies <small>(Section 3 of Resource Kit)</small>	Identify most appropriate professional development opportunities and giving consideration to <ul style="list-style-type: none"> - numbers of staff requiring professional development - availability of in-house supports - access to 'off-the-job' and 'on-the-job' opportunities - costs involved - accessing and developing relevant networks 	
Ensure Human Resource Strategies support plan <small>(Section 4 of Resource Kit)</small>	Human resource procedures are audited and reviewed where necessary to support workforce development in the agency for current and future staff.	
Develop a workforce development plan <small>(Section 5 of Resource Kit)</small>	Determine whether a separate workforce development plan is required or can be worked into current planning mechanisms. The plan should include: <ul style="list-style-type: none"> <input type="checkbox"/> Goals and Priorities as have already been identified <input type="checkbox"/> Aims and timelines against strategies <input type="checkbox"/> Consult partners and external stakeholders <input type="checkbox"/> Build evaluation tool for each strategy and timeline for review <input type="checkbox"/> Determine time lines for implementation and completion of a workforce development strategy 	

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Strategic Planning and Partnerships

There are a number of plans that could be found in an agency including:

- Strategic plan: Long-term goals and directions for the next three to five years and what needs to be done to get there.
- Business Plan: A medium-term plan against the broader strategic plan. It outlines physical and financial resource allocation over the next few years. It includes physical and financial resources and what needs to be achieved to reach the strategic plans goals.
- Operational or Service Plan: From the goals and targets of the strategic and business plans, goals in the service plan define tactics and outputs with deadlines, resources needed and work plans to be achieved, may be against funding contract indicators or agreements.
- A Quality Plan: Similar to the work plans produced under the guidance of the Quality Improvement Council as part of the quality improvement cycle.

Workforce development initiatives can be built into each plan after assessing their complexity. The way your agency develops a strategic plan will depend on its size, resources and culture. In a two person agency, commitment and collaboration to develop the plan internally could be high. In a large agency with several sites, you may need to establish a central committee and put in place strategies to build the commitment of all staff to the process. The process should be carried out under, and in constant reflection upon the agencies vision and mission.

Planning should involve all employees and be an open process. You can also consider including some training or an orientation for staff in strategic planning as part of the process.

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Strategic Planning and Partnerships

Developing a Strategic Plan

Factor	Consideration	Examples
Decide on process	Decide on process considering available resources Build commitment of all staff	Committee of staff, board members and volunteer representatives Newsletters, through staff meetings
Collect background information	Relevant and timely for the agency and staff.	Demographics of community and clients Current strategic and business plans Current professional development initiatives and feedback on success Agency skills matrix Team results Future initiatives Treatment data
Determine aims goals	Conduct an environmental scan and weigh these against the background information you have collected to develop relevant aims and goals	Area Health Service and other government department goals and priorities. State and National plans
Develop strategies	Develop a list of strategies that will help you move towards your aims	Brainstorm strategies with committee and consult partners and stakeholders.
Prioritise and realise	Determine priorities in line with your agencies overall mission and goals. Weigh these against your budget and what can realistically be achieved.	Meetings with staff and stakeholders to prioritize strategies. Develop a draft budget and time line for the strategies.
Develop objectives for the strategies including when they will be achieved	The objective should outline the what, who, why, where and importantly when	A well thought out objective will guide the evaluation strategy.
Develop indicators of success for evaluation	As part of the strategy consider key indicators or milestones.	Keep an issues log or build this in to your plan. It will help when you are developing the next plan as to why things did or did not work.

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Strategic Planning and Partnerships

5.3 How do partnerships help with my planning?

Partnerships can take many forms, from informal relationships to contractually and legally binding agreements with stakeholders. Key factors of building partnerships are:

- Communication: Talking to each other.
- Cooperation: Agencies reach an understanding of each other.
- Coordination: Combining resources (tangible or intangible) to strengthen individual roles.
- Collaboration: Groups already communicating develop an activity, program or policy that did not previously exist (eg joint planning, sharing information and knowledge or staff swaps, joint orientation programs, regular forums and interagency).
- Partnership agreement eg Memorandum Of Understanding (MOU).

Increasingly the complexity of client issues requires the development and maintenance of partnerships. For example the issue of dual diagnosis can be a basis for developing partnerships with local mental health services. This partnership could open avenues for a workforce development strategy of staff exchanges, building the knowledge of staff in your service on mental health issues. A number of strategies to build partnerships with another agency is outlined in the following table.

6

Key Contacts

Building a partnership

Step		Example
Step One		
Need and partner Identified	A issue is identified by the agency that they do not currently have the expertise, resources or capacity to address however affects operations and services.	An agency notices an increase in clients with dual diagnosis issues. The agency identifies the mental health agencies in the area and the services they provide.
Step Two		
Shared goals	Agencies have similar goals and objectives. They are able to commit resources to the partnership.	Meetings are held with the identified agencies, a number have limited capacity for a partnership or operate under conflicting philosophy/mission to the agency. Managers and staff decide the most beneficial partnership would be with a local non government agency that offers supportive accommodation and counselling for people with mental health issues.
Step Three		
Relationships	Participants reach an understanding of how they can assist each other. Lines of communication are open and defined and shared agreements are developed (for example a memorandum of understanding)	Several planning meetings are held to discuss how staff in the agencies can share knowledge and skills as well as referral pathways be strengthened.
Step four		
Planning and Implementation	Resources are combined to address a specific issue and strengthen the individual roles	Managers agree to allow staff time and resources to hold meetings to discuss client issues and access professional updates in the other agency. Together the agencies put forward a funding proposal to expand joint services to address this specific need.
Step five		
Evaluation	A regular evaluation of the partnership is built into the agreement.	The Managers agree to a monthly review of the partnership consisting of a meeting to discuss issues.
Step Six		
Sustained Outcomes	The partnership is reflected throughout the agencies, including manuals, policies and a memorandum of understanding.	The Managers work with staff to review existing policies as part of regular quality review cycle.

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Key Contacts

The contacts provided in this section are not exhaustive, if you have a query these agencies may be able to refer you to the appropriate body.

Competencies and the National Training Framework

Section Two ~

Identifying agency and staff workforce development needs

New South Wales Community Services and Health Industry Training Advisory Board (ITAB)

PO Box 562
Gladesville NSW 1675
Tel: (02) 9816 2869
Fax: (02) 9816 5611
Email: nswcsh@s054.aone.net.au
Web address: www.csh-itab.com.au

The ITAB works in partnership with its members and industry to promote and obtain quality, accessible and industry-relevant skill recognition and training for the industry. The ITAB also works on behalf of everyone in the industry to ensure that NSW government departments and other funding and policy agencies are aware of the training needs of the industry. The ITAB carries out a number of important roles:

Community Services and Health Training Australia (Inc)

GPO Box 9848
Sydney NSW 2001
Tel: (02) 9263 3589
Fax: (02) 9263 3599
Email: natcsh@aone.net.au
Web address: www.home.aone.net.au/cshta
For information on the development or how to order the Community Services Training Package

Vocational Education Training Accreditation Board (VETAB)

Locked Bag 21
Darlinghurst NSW 1300
Tel: (02) 9244 5335
Fax: (02) 9244 5344
For information on accreditation and how to become a Registered Training Organisation:

Australian National Training Authority (ANTA)

GPO Box 3120
Brisbane QLD 4001
Tel: (07) 3246 2300
Fax: (07) 3246 2490
Web address: <http://www.anta.gov.au>
ANTA is a Commonwealth Statutory Authority responsible for the development of a national vocational education and training system in cooperation with State and Territory Governments, the Commonwealth Government and industry. The ANTA Web site provides information on a range of current VET issues, developments, events, publications and contacts in the VET sector.

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Key Contacts

National Training Information Service

Web Address: <http://www.ntis.gov.au>.

The National Training Information Service has been developed by ANTA to provide access to current and emerging training market information and products in vocational education and training. Currently, the NTIS comprises a database of:

VET accredited courses

competency standards

Training Packages and training providers and text information on a range of complementary issues.

National Assessors and Workplace Trainers Body

Level 1

8 Soudan Lane

Paddington NSW 2021

Tel: (02) 9630 9836

Fax: (02) 9639 4684

Web address: www.nawtb.com.au

For information on training for workplace assessors:

Join the Vocational Education and Training Assessor Network.

This is an online network for all assessors of vocational education and training (VET) working in industry or educational organisations. You can join the network by sending an email to assessor.veac@det.nsw.edu.au or by phoning Anna Russell on (02) 8374 5406.

Section Three ~ Workforce Development Strategies

Professional Updates and Resources

The following links provide access through their web sites to a wide range of internet resources.

Alcohol and Drug Council of Australia

Resource Centre

17 Napier Close

DEAKIN ACT 2605

Tel: (02) 62811002

Fax (02) 6282 7364

resource.centre@adca.org.au

Web address: <http://www.adca.org.au/>

ADCA is the peak, national, non-government organisation representing the interests of the Australian alcohol and drug field.

Australian Drug Information Network

Web address: http://www.adin.com.au/site_info.html

The Australian Drug Information Network (ADIN) provides a central point of access to quality Internet-based alcohol and drug information provided by prominent organisations in Australia and Internationally.

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Key Contacts

Australian National Council on Drugs

PO Box 1552 Canberra ACT 2601
AUSTRALIA

Tel: 02 6279 1650

Fax: 02 6279 1610

Email: ancd@ancd.org.au

Web address: <http://www.ancd.org.au/contact/index.htm>

(also contains section on accessing grants)

The Australian National Council on Drugs (ANCD) is the principal advisory body to Government on drug policy and plays a critical role in ensuring the voice of the community is heard in relation to drug related policies and strategies.

Australian Drug Foundation

409 King St

West Melbourne VIC 3003

Postal address:

PO BOX 818 North Melbourne VIC 3051

Tel: 03 9278 8100

Fax: 03 9328 3008

Email: adf@adf.org.au

Web address: www.adf.org.au

The Australian Drug Foundation (ADF) is an independent, non-profit organisation that has worked for over 40 years to prevent and reduce alcohol and other drug problems in the Australian community.

Australian Professional Society on Alcohol and Other Drugs

PO Box 88 St Paul's NSW 2031 Australia Tel: +61 2 9385 0252 Fax: +61 2 9385 0222

Email: apsad@unsw.edu.au

Web address: www.apsad.org.au

The Australian Professional Society on Alcohol and Other Drugs (APSAD) is Australia's leading multidisciplinary organisation for professionals involved in the drug and alcohol field. APSAD is dedicated to raising awareness about the problems related to the use of alcohol and other drugs, and to promoting improved standards in clinical practice and in research into this and allied subjects. APSAD offers two major forms of professional development for health professionals. The first is the Society's scientific journal, the Drug and Alcohol Review. The second is the Annual Drug and Alcohol Conference.

Health Education Unit, University of Sydney

Health Education Unit

Faculty of Education A35 Room 328

University of Sydney NSW 2006

Tel: (02) 9351 6243

Fax: (02) 9351 7056

Email: kfitzgerald@edfac.usyd.edu.au

<http://www.edfac.usyd.edu.au/centres/healthed/INDEX.HTM>

The HEU is a library/education/consultancy centre with a primary focus on the prevention of drug-related harm. It provides:

- Library collection of 13,000 items relating to young people and drug/health education issues
- Professional development and consultancy for teachers and other educators
- Programs for parents offering information about drug issues.

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Key Contacts

National Centre for Education and Training in Addiction

Flinders University

GPO Box 2100

Adelaide SA 5001

Tel: +61 8 8201 7535

Fax: +61 8 8201 7550

Email: nceta@flinders.edu.au

Web Address: <http://www.nceta.flinders.edu.au/contact.htm>

The mission of NCETA is to advance the capacity of the Australian workforce to respond to alcohol and other drug problems. NCETA is a centre of excellence in the implementation and dissemination of research related to workforce development in the alcohol and other drugs (AOD) field.

National Drug Research Institute

National Drug Research Institute

Level 4, 679 Murray Street

West Perth WA 6005

Australia

Mailing address:

GPO Box U1987

Perth WA 6845

Tel: 61-8-9426-4200

Fax: 61-8-9486-9477

Email: enquires@ndri.curtin.edu.au

Web address: <http://www.curtin.edu.au/curtin/centre/ncrpd/>

The purpose of the Institute is to contribute to the overall aim of the <http://www.nationaldrugstrategy.gov.au/index2.htm> National Drug Strategy, which is to minimise the harm associated with drug use. It does so by undertaking research designed to establish the preventive potential of a number of interventions: legislative, fiscal, regulatory and educational. NDRI complements the role of its Sydney-based sister organisation, the <http://www.med.unsw.edu.au/ndarc> National Drug and Alcohol Research Centre (NDARC), whose primary focus is on treatment

National Drug and Alcohol Research Centre

Postal Address: NDARC

University of New South Wales

Sydney NSW 2052, Australia

Street Address: Randwick Campus

22 – 32 King Street

Randwick NSW 2031

Tel: +61 (2) 9385-0333

Fax: +61 (2) 9385-0222

Web address: <http://ndarc.med.unsw.edu.au/ndarc.nsf>

NDARC's Mission is that by research and related activities to contribute to the minimisation of the harmful consequences of alcohol and other drugs use in Australia by increasing the effectiveness of the Australian treatment response to drug-related problems

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Key Contacts

Professional Alcohol and Drug Works Association (PDAWA)

PDAWA

PO Box 500

Engadine NSW 2233

Email: lesbursill@tpg.com.au

The mission of PDAWA is to enhance professional practice within the alcohol and other drug sector and to promote professional interests of its members to the health and community services industry and to the broader community. Membership is available to AOD workers who have achieved a minimum level of Competence.

Section 4 - Human Resource Planning

Awards, Wages and Australian Workplace Agreements

Office of Workplace Services (OWS)

Department of Employment and Workplace Relations (DEWR)

OWS Sydney

7th Floor, North Wing

477 Pitt Street

GPO Box 9879

SYDNEY NSW 2001

Wage Net

Web address: <http://www.wagenet.gov.au/default.asp>

Information about wages and conditions of employment for work covered by federal awards and agreements. .

Wage Line

Tel: 1300 363 264 (within NSW)

Tel: 02 9246 0600 (outside NSW)

WageLine is a Department of Employment and Workplace Relations (DEWR) telephone inquiry service

Australian Industrial Relations Commission

Level 8, Terrace Towers

80 William Street

East Sydney NSW 2011

Tel: (02) 83746666

Fax: (02) 93806990

Out of hours emergency:

0419 318011

Federal industrial awards

Tel: 1300 363 264

Web Address: www.osiris.gov.au

Functions include facilitating agreement between employers and employees about wages and conditions of employment, preventing and settling industrial disputes, and to deal with matters concerning organisations, particularly registration, amalgamation, cancellation, representation rights, alteration of eligibility rules and change of name.

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Key Contacts

NSW Department of Industrial Relations

1 Oxford St
Darlinghurst NSW 2010
PO Box 847
Darlinghurst NSW 1300
Tel:(02)9243 8888
Fax: (02) 92438771
Award Enquiry Service: 131 628 (NSW)
Web Address: <http://www.dir.nsw.gov.au>
The DIR website lets you search through all State awards (including SACS) and download the complete award for free from the internet.

Office of the Employment Advocate

GPO BOX 9842
in your capital city
Tel: 1300 366 632

- To lodge an Australian Workplace Agreements.
- Advertising Positions

JobNetwork

Employers Hotline Number 13 17 15
Lodge your vacancy on the internet at <http://www.jobsearch.gov.au/>

Online For Job Advertisements

Career One web address <http://careerone.com.au/>
Monster.com at web address <http://monster.com.au>
ADCA UpDate List server (specifically for AOD), to subscribe send email to owner-update@ilanet.net.au with subscribe in heading.

Newspapers To Place Job Advertisements

1. Fairfax

Sydney Morning Herald:
Fairfax Community Newspapers
Illawarra Mercury
Warrnambool Standard
Newcastle Herald
Through the web site at <http://www.market.fairfax.com.au>

2. News Limited

The Australian
Herald Sun
Daily Telegraph
You can place an add in any of the above papers through the News Limited web site at <http://classifieds.news.com.au/>

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Key Contacts

Equal Employment Opportunities and Anti-discrimination Discrimination

Anti discrimination Board of NSW
Sydney Office
Postal address
PO Box A2122
Sydney South 1235
Tel: (02) 9268 5555
Fax (02) 9268 5500
TTY (02) 9268 5522
Tollfree 1800 670 812 (only within New South Wales)
General Enquiry Service Tel: 1800 670 812
Web address: <http://www.lawlink.nsw.gov.au/adb>

Community Relations Commission of NSW

P.O. Box A2618
SYDNEY SOUTH NSW 1235
Tel:(02) 8255 6767
Fax:(02) 8255 6868
Web address: <http://www.crc.nsw.gov.au/index.htm>

Human Rights & Equal Opportunity Commission

GPO Box 5218
SYDNEY NSW 1042
Tel: (02) 9284 9600
Complaints Infoline: 1300 656 419
Privacy Hotline: 1300 363 992
General enquires and publications: 1300 369 711
TTY: 1800 620 241
Fax: (02) 9284 9611
Web address: <http://www.hreoc.gov.au/contacts/index.html>

Office of the Director of Equal Opportunity in Public Employment

General enquires (including copies of publications):
Level 17, Bligh House
4-6 Bligh Street
Sydney NSW 2000
Tel: (02) 9248 3555
Fax (02) 9248 3500
TTY (02) 9248 3544
Email: eeo@eeo.nsw.gov.au
Web address: <http://www.eeo.nsw.gov.au>
For information, guides for managers and publications on EEO and grievance management.

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Key Contacts

New Apprenticeships

Apprenticeship and Traineeship Administration Authority

Vocational Training Tribunal NSW

Level 12, 1 Oxford Street

Darlinghurst NSW 2010

Tel:(02) 9266 8450

Web address: <http://apprenticeship.det.nsw.edu.au>

Provides a wide range of information for new and current Apprentices and Trainees and their employers.

Department of Education and Training

Web Address: <http://apprenticeship.det.nsw.edu.au>

The Department of Education and "Training Apprenticeships and Traineeships" web site provides a wide range of information for new and current Apprentices and Trainees and their employers.

Group Training Companies

Group Training Association of NSW

Tel: (02) 9525 9263

Web Address:

<http://apprenticeship.det.nsw.edu.au/everything/address/grouptrg/grouptrg.htm>

Search their web site for an electronic list of Group Training Companies.

NSW Vocational Education and Training Accreditation Board (VETAB)

Locked Bag 21

Darlinghurst NSW 1300

Tel: (02) 9244 5335

Fax:(02) 9244 5344

Web Address: www.vetab.nsw.gov.au

VETAB's mission is to foster vocational education and training of the highest possible quality and with the widest possible community access, through a firm commitment to excellence, integrity and partnership

NSW Board of Vocational Education and Training

Web Address: www.bvet.nsw.gov.au

The NSW Board of Vocational Education and Training aims to increase public recognition of the value of vocational education and training to the people of NSW and Australia.

New Apprenticeships Centres

New Apprenticeships Hotline 1800 639 629

Web Address: www.newapprenticeships.gov.au

General Enquires and applications to establish an apprenticeship/traineeship

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Key Contacts

Human Resource Issues

Independent Commission for Corruption

GPO Box 500
New South Wales 2001
DX 557 Sydney
Tel: 02 8281 5999 (Australia)
Tel: 463 909 (Toll Free)
Facsimile 02 9264 5364
Email: icac@icac.nsw.gov.au
Web Address: http://www.icac.nsw.gov.au/about/index_about.cfm
The Independent Commission Against Corruption (ICAC) was created by the ICAC Act 1988. Its aims are to protect the public interest, prevent breaches of public trust and guide the conduct of public officials.

NSW Department of Aboriginal Affairs

Level 5, 83 Clarence St Sydney NSW 2000
Tel: (02) 9290 8700 Fax: (02) 9262 2690
email: enquires@daa.nsw.gov.au
Web Address: <http://www.oea.gov.au>
The Department of Aboriginal Affairs is part of the NSW Government. The Department works with Aboriginal people, government agencies, and the private and community sectors to promote the interests of Aboriginal people in NSW and reduce the inequity they continue to experience as a result of colonisation.

NSW Commission for Children and Young People

Level 2, 407 Elizabeth Street
Surry Hills NSW 2010
Tel: 02 9286 7276
Fax: 02 9286 7267
General email: kids@kids.nsw.gov.au
Working With Children Check
Tel: 02 9286 7219
Fax: 02 9286 7201
Email: check@kids.nsw.gov.au
Web Address: <http://www.kids.nsw.gov.au/>
Guide to Criminal record "Child Checks" for staff working with children. A good list of resources for employers including check lists and request forms.

The NSW Premiers Department Personnel Handbook

Web Address: <http://www.premiers.nsw.gov.au>
A comprehensive and detailed personnel handbook regularly updated and outlining legislative requirements. It can be found in the publications section of the web site.

Section Five: Strategic Planning and partnerships**Planning and Management****Australian Council of Social Service (ACOSS)**

Locked Bag 4777 Strawberry Hills NSW 2012 Australia

Street address: Level 2, 619 Elizabeth St Redfern

Tel: (02) 9310 4844 Fax: (02) 9310 4822

Email: acoss@acoss.org.au

Web address: <http://www.acoss.org.au>

The Australian Council of Social Service (ACOSS) is the national peak council of the community welfare sector in Australia — the principal voice of low income and disadvantaged people in social and economic policy matters.

Centre for Australian Community Organisations and Management

(University of Technology Sydney)

PO Box 222

Lindfield NSW 2070

Ph: (02) 9514 5104

Fax: (02) 9514 5583

Web address: <http://www.business.uts.edu.au/management/research/cacom.html>

The mission of the Centre for Australian Community Organisations and Management (CACOM) is to enhance the Australian community sector and its management through research, training, publications, seminars and conferences

Council of Social Service of NSW (NCOSS)

66 Albion St

Surry Hills

NSW 2010

Ph: (02) 9211 2599

Fx: (02) 9281 1968

Web address: www.ncoss.org.au

The Council of Social Service of New South Wales (NCOSS) is the peak body for the social and community services sector in New South Wales. NCOSS has established a Management Support Unit project. As a result, NCOSS established the Management Support Unit which will assist Health NGOs with:
the provision of training to meet identified needs;

- the development of management support options for NGOs;
- the enhancement of the role of health peaks in the provision of management support to their members, and;
- the development of state-wide policies that will strengthen the relationship between Area Health Services and funded NGOs.

NSW Health Drug Programs Bureau

NSW Health

Level 3, 73 Miller Street

North Sydney 2059

Locked Mail Bag 961

North Sydney 2059

Web Address: <http://www.health.nsw.gov.au/public-health/dpb/>

The Drug Programs Bureau is responsible for the development and implementation of drug and alcohol policies, including workforce development across the health system in New South Wales, Australia.

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Glossary Of Terms

Network of Alcohol and Other Drug Agencies (NADA)

295 Cleveland Street
Surry Hills NSW 2010
Tel: (02) 9698 8669
Fax: (02) 9690 0727

Email: admin@nada.org.au

Web address: www.nada.org.au

The Network of Alcohol and Other Drug Agencies Inc. is the peak organisation for Alcohol and Other Drug Non-Government Organisations throughout NSW. NADA has more than 100 members ranging from small health funded Alcohol and Drug counselling services through to large charities.

Quality Improvement

Quality Improvement Council Limited

Australian Institute for Primary Care
5th Floor

Health Sciences 2

La Trobe University

Victoria 3086

Tel + 61 3 9479 5630

Fax + 61 3 9479 5977

e-mail: qic@latrobe.edu.au

Quality Management Systems

Suite 303A

3 Smail Street

ULTIMO NSW 2007

Tel: (02) 9212 1433

Email: ngo@qms.org.au

Web address: <http://www.qms.org.au/>

ANTA:

Australian National Training Authority was established following agreement between Commonwealth, State and Territory heads of government in 1992. ANTA was established to develop a national vocational education and training (VET) system with agreed national objectives, priorities, policies, strategies and funding arrangements and an efficient national network of providers. It is also responsible for fostering close interaction between industry and VET providers, for improving cross-sectoral links between schools, higher education and VET and for increasing opportunities for target groups. ANTA works in partnership with State and Territory Training Authorities, the Commonwealth and industry to achieve these goals.

Accreditation:

The process of formal recognition, based on National Accreditation Principles, by the NSW DET that the contents and standards of a course or customised qualification are appropriate to the qualification outcome identified. Under the Australian Recognition Framework, accreditation of courses and customised qualifications occurs only where no relevant Training Package exist.

Assessment:

The process of collecting evidence and making judgements on whether competency has been achieved. The purpose of which is to confirm that the individual performs to those standards expected in the workplace as expressed in the Community Services Industry.

Assessor (Workplace):

Person trained and qualified to conduct an assessment.

Australian National Training Authority: (ANTA)

Body which introduced the Community Services Training Packages

Australian Qualifications Framework: (AQF)

Is a comprehensive policy framework defining all qualifications recognised nationally in post compulsory education and training within Australia. The AQF comprises guidelines which define each qualification together with principles and protocols covering articulation, issuance of a qualification and transition arrangements.

Australian Recognition Framework: (ARF)

Is a comprehensive approach to national recognition of VET. It is based on a quality assured approach to the registration of training organisations seeking to deliver training, assess competency outcomes and issue qualifications.

Community Services Training Package: (CSTP)

Training Packages are a new comprehensive VET strategy that provide a flexible approach to the delivery of training. They replace previous work in competency standards and curriculum development and include:

1. National Competency Standards identify the skills required undertake work within the sector. This includes the skills that are common to different work areas.
2. A Qualifications Framework to cover a range of work areas in the industry. The units of competency are grouped into “packages” of qualifications at AQF levels.
3. Assessment guidelines to ensure the specific needs of the industry are met. They include details of:
 - Principles for assessment
 - Who can assess
 - Choosing assessor training programs
 - Conducting assessments and
 - Relevant regulations.
4. Training and Assessment resources and materials including a list of existing and new professional development materials, and training and assessment tools, models and instruments aimed at professional development of lecturers or those delivering training.

Competency based training:

is a system where the individual learner acquires specific skills for particular workplaces. Learning reflects the specific needs of the industry and performance in the workplace is assessed

Common Unit:

units of competency seen as necessary for all workers across all industry sectors

Curricula Based Training:

is a system where learning is based on prescribed course outline

Competency:

Skills, knowledge and attributes applied to complete a job role

Department of Education and Training (DET) (NSW):

is the state training authority in receipt of ANTA funds.

Elements:

Lists of contributory outcomes that make up a unit of competency.

Evidence Guide:

Additional information for assessors and developers of training to assist in the assessment of a unit of competency.

Human Resources:

The Human Resources of an agency are its staff. In the context of this kit, HR management incorporates the administration, legislation and planning a manager needs to strategically develop this resource to meet the agencies mission and goals.

Industry Training Advisory Bodies (ITAB)

are independent incorporated associations or companies whose directors are industry leaders. The State ITABs work directly with industry enterprises and providers to implement training arrangements and assist with the development of training programs. The national ITABs are also concerned with the development of national training packages.

The State ITAB for our industry is the NSW Health and Community Services ITAB. The national ITAB responsible for developing the Community Services Training Package (CSTP) is Community Services and Health Training Australia Inc

National Training Information Service (NTIS)

is a relational database which provides up-to-date information on recognised VET, including details of endorsed Training Packages and their components (competency standards, assessment guidelines and qualifications and any non-endorsed components) together with details of Registered Training Organisations and their scope of registration.

Memorandum of Understanding:

A non legally binding mutually beneficial partnership agreement between two agencies that can cover a wide range of joint projects and service delivery models.

National Competency Standards :

Skills, knowledge and attributes applied to complete a job role and the level at which these are performed

Performance Criteria:

The work activities and level of performance required of the staff.

Performance Management:

The process of measuring, identifying barriers and assisting staff progress towards agreed performance goals.

Professional Development:

Professional development in the context of this resource kit is the steps taken by an agency to progress the short and long term career goals of staff.

Range of Variables:

Situations in which work for assessment purposes may be performed

RPL:

Recognition of prior learning

Registered Training Organisation:

may include public or private training organisations as well as enterprises within the industry. A Registered Training Organisation may provide both on and off the job training and/or assessment in the Community Services Industry. A registered Training Organisation has the responsibility for monitoring assessments, including the reporting of outcomes, appeals, and issuance of qualifications and statements of attainment.

Specialisation Unit:

Those skills that is different or specific to working in a particular sector

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Glossary Of Terms

Standards:

The level at which the competency is performed

Skills Audit:

Process for identify the individual staff member's Competencies and skills in a specific area

TRAIN:

Australian Training Information Network: national vocational education and training information service funded by ANTA which provides information on a range of VET training topics.

Training Needs Analysis:

A process which is undertaken to identify "what is needed" in relation to knowledge, skills or attitude for an entire agency or for an individual.

Unit Title:

A key work outcome or competency

VET:

Vocational education and training

VETAB:

Vocational education and training accreditation board (which registers training organisations).
Workforce Development: (from the NCETA web site): Workforce development is a multifaceted approach which addresses the range of factors impacting on the ability of the alcohol and other drugs (AOD) workforce to function with maximum effectiveness.
Workforce development has a systems focus. Unlike more traditional approaches, it is broad and comprehensive, rather than just addressing education and training of individual frontline workers. The primary aim is to facilitate and sustain the AOD workforce. It does this at different levels, targeting individual, organisational and structural factors.



Assessing the Impact of Training on Staff Performance (internet resource from the Management Sciences for Health, 165 Allandale Road, Boston, Massachusetts 02130-3400 USA, Telephone: (617) 524-7799, Fax: (617) 524-2825, <http://www.msh.org/>)

Strengthening health promotion in NSW: A map of the work and implications for workforce planning and development, Australian Centre for Health Promotion March 2002

Quality Improvement Council: Australian Health and Community Service Standards, 1998, Core Module Notes and Examples of Current Practice with essential requirements

Powell, J. David (1993) Clinical Supervision in Alcohol and Drug Abuse Counselling, Jossey-Bass

Hawkins, P. & Shohet, R. 1989, Maps and Models of supervision in Supervision in the Helping Professions, Open University Press, Milton Keynes, pp.41-54

Freeth, Rachel, 15 September 2001, 323:S2-7313, Career Focus – Supervision - British Medical Journal online, <http://bmj.com/cgi/content/full/323/7313/S2-7313>

Butterworth T, Woods D, Clinical Governance and Clinical Supervision; working together to ensure safe and accountable practice: A briefing paper School of Nursing Midwifery and Health Visiting, University of Manchester, ISBN – 1 – 898992-85-1

Best Practice in Alcohol and Other Drug Interventions Working Group, September 2000, Evidence Based Practice Indicators for Alcohol and Other Drug Interventions Literature Review, Alcohol Services, Western Australian Network of Alcohol and Other Drug Agencies and Edith Cowan University

McDonald, J., 2002, Mentoring: An age old strategy for a rapidly expanding field, National Centre for Education and Training on Addiction

Culbreth R John, 1998, The Wisconsin Clinical Supervision Training Project: Evaluation report to the Wisconsin Certification Board

Office of the Director of Equal Opportunity in Public Employment and the Public Employment Office April 1996, dealing with Employee Work-related Concerns and Grievances Policy and Guidelines

Wilkinson C, Browne M, Dwyer P, Partnerships: imperative or illusion in workforce development, Drug and Alcohol Review (2002) 21, 209-214
Copies of the Community Services Training Package can be purchased from this organisation.