

POLICY STATEMENT

The company is committed to assisting the ongoing growth and development in the skill base of individuals within the organisation, and in the wider industry sector. It aims to encourage the continuing improvement and quality of service delivery by its employees to their customers and patients.

An organisation that is proactive and future-orientated will attract individuals who are seeking not only rewarding and meaningful work, but those wishing to contribute their talents and skills in a way that adds value to the company, improve quality of services to customers and create opportunities to develop satisfying career options for themselves within the industry sector.

GLOSSARY OF TERMS

Training: Learning relevant to the present job or task. (Usually skills related)

Education: Learning which prepares an individual for a different, but identified job so that the individual can make a larger contribution.

Development: Learning for growth of the individual and the organisation not related to a specifically defined present or future job. This learning is designed to shape new ways of thinking and acting (can be skills related, but usually has a broader focus)

Individuals can be involved in one , or all, of these areas at any one time depending on current needs.

CROSS REFERENCES and other RESOURCE MATERIAL

[Annual Supervisors Appraisal](#)
[Annual Personal Development Plan](#)

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TERMS OF REFERENCE

Training and Development - Whose responsibility?

“Organisations need to help their people to develop new knowledge and skills that are in harmony with a rapidly and radically changing world”.

Dr Rossabeth Moss Kanter...noted international management trainer & educator...

The vital ingredient for successful Training and Development is a PARTNERSHIP between staff and the management where **management seek to facilitate** the ways and means whereby **staff can exercise a personal responsibility** for their own performance.

People will require new knowledge and skills, and to develop as an organisation develops and grows. Organisations that do not encourage awareness, education, growth and development will find it more difficult to ensure it is responsive and effective to changes in the outcome requirements of key stakeholders.

A coordinated training and development programme should aim to organise learning experiences over a definite period which:

- improves individual and team performance
- assists personal growth and development
- improves organisational performance
- provides value outcomes in return for the investment outlayed
- moves the organisation/industry forward

Training and development is a life long and cyclical process, that is continually changing shape and form with changing personal and organisational needs.

While everyone has a share in the responsibility for training and development, a key role is played by anyone with a “team leader” role. Team leaders, at all levels of Revive Healthcare Training, contribute significantly to the performance of the organisation because they:

- determine productivity, efficiency and effectiveness issues on the spot - the “business” of Revive Healthcare Training is done **at the moment** of performance
- provide timely notification of suspected problems which may make a difference - be it a “people” problem or a “production” problem.
- are in a position to notice the good work of others (catch them doing it right)
- are where the customers are the closest.

The art of management needs to be seen as a “total” system of which training and development works as a vital, but interdependent, part

Promoting Development Rationale in a Total Management Approach

Development rationale should come out of a response to a genuine need.

Care must be taken to distinguish the difference between a **“need”** and a **“want”**. This is particularly important to ensure that scarce resources are used in a way that will achieve maximum results. Training and development should never be used as a substitute for disciplinary measures, proper planning and resourcing or effective organisational communication. It is not a cure for all problems. Some problems are symptomatic of dysfunctional activity in other areas. eg employee's health, personality, poor leadership, adverse working conditions etc.

An organisation must have a clear understanding of its objectives, and a unique awareness of its own operational realities in order that training and development can be directed to address the key needs, and therefore serves the organisation - not vice versa.

The way to identify development needs is to pinpoint the difference between existing job performance and desired job requirements. It is also important to observe the discrepancies between desired job performance, and the employees competence. These competencies may be unable to be applied due to organisational or other obstacles eg. Unclear directions, non-specified roles, system inadequacies etc.

The development process allows discussion of work performance with staff to determine current and future development needs. This contains the following elements:

- job specifications
- an inventory of the skills and knowledge required for competent performance
- a definition of what constitutes desirable performance
- a documented system of performance based on the above mentioned items (Annual appraisal)
- a course of action designed to achieve improved performance (Personal Development Plan)

A training and development programme will not be the complete answer and consideration will be given to other ways to supplement and compliment any training and development initiatives. Each member of staff will complete an annual personal development plan, and have an annual appraisal with their supervisor to review their previous year.

Once development needs are established, consideration will first be given to priorities in meeting these needs. These priorities are considered in relation to :

- individual needs
- group needs
- area of facility needs
- corporate goals

The next step is to develop alternative solutions. Investigate activities which will best meet the particular needs. Full discussion with, and commitment from, the employee are essential before deciding on any development activity.

Some methods are:

Recruitment

An easy option is to “buy-in” the necessary skills to do the job and not worry about training. While you need to ensure applicants meet the minimum criteria for the position, this is only part of the problem. It does not address:

- growth in the industry overall
- limited staff resource funds
- industry is not stable - it's changing and developing
- no adding value to the process.

Internal Courses

Run utilising our own expertise and resources, these are best used when there is a need for more “local knowledge” and practical hands-on experience within the operating environment.

The important thing to remember about any training is the **conversion of learning into practice** back on the job. It will be a waste of time, money and resources if there is no follow up, and no expectation of improved performance modelled by the manager and/or supervisor.

Learning is more effective when the training programme is:

- clearly relevant to the job requirements
- able to be put into practice with some immediacy
- utilised, valued, acknowledged or rewarded in the job situation

Some in-house training is mandatory, (such as Fire and Evacuation Training), while for others it is an implied requirement in order to ensure compliance with legislative requirements.

Apart from formal in-house education sessions, there are many ways to establish and encourage a “learning culture”.

For example

- Lunch-time information seminars - on general lifestyle issues where employee's knowledge and understanding is expanded
- Job swapping - where people have the opportunity to try new tasks and/or activities within the workplace.
- multi - skilling - where job tasks are designed in such a way to provide variety and diversity
- shift and roster transfers/rotations - for short periods people can experience the different dynamics of the various shifts within your facility.
- job “apprenticing” - a form of succession planning where people are identified and gain exposure to different tasks under the supervision of an experienced person

- knowledge sharing - where people returning from external training share the knowledge and experience gained within their work teams.

External Courses

These are similar to internal courses, however are conducted by outside organisations such as Colleges, Technical institutes or other institutions, or by private organisations.

Employees are encouraged to realise whatever potential they have. Any choices of a course of study should be made so as to be mutually beneficial for Revive Healthcare Training and the individual. Reviews will take place to determine the individuals requirements, goals and aspirations and to determine what courses will meet the objectives (Annual Appraisal and Personal Development Plan).

All external training will be assessed to ensure it meets industry accreditation standards.

Job Rotation

A method of moving staff within an area to give experience in the different functions. This scheme should be well thought out so that the maximum benefit can be gained. A high level of commitment from both participants and managers is vital to success. Job rotation is a useful way of increasing a person's understanding of the company and the work it performs. It also has the advantage of developing staff capable of performing a variety of duties.

On the job Training

Training given while the learner actually performs the job. The trainer, whether the persons direct supervisor, a colleague, or a designated professional, should have available a range of different learning options including "live", simulated and theoretical style components.

Projects

Delegating selected tasks or projects can be a useful development tool. Staff need to know why they have been given the job, and what are the expected benefits.

Self Training Packages

Manuals, tapes (both video and audio) together with a limited range of computer-based applications are available which broadens the horizons in terms of affordability and practicability of training.

Seminars and Workshops

Seminars and workshops can be useful for both individuals and groups. Like training courses they can be either internally or externally facilitated and may follow a standard format, or be specifically designed for a set purpose. Workshops are a useful way for a group to analyse major problems and develop action plans for solving them.

Networking

Building a network with peers is an effective way to gain new knowledge and solve problems. It is reassuring if you know someone else is sharing your issues and concerns.

Some points to consider which may help to decide which of these activities are most suitable.

The Job

- What specific skills need to be learned ?
- What knowledge will be required ?
- What equipment will be used ?
- What are the procedures or processes to be learned ?
- Where is the location of the job and the learner ?

The Area

- Are there time constraints to be considered ?
- What are the area standards and practices ?
- Staffing difficulties, time off study leave ?
- What resources (including money and equipment) are available in the area ?
- What is the learning environment like ?
- Other staff requirements eg coordinating leave etc.

The Learner

- Educational background and “best learning” tendencies
- Current skills and knowledge, time on the job
- Previous skills and knowledge
- Motivation, interest and commitment
- Learning style and aptitudes

TRAINING AND DEVELOPMENT TRENDS IN THE WORKPLACE**Legislative Influences**

Legislators are aware that increasing penalties is not the best way to achieve compliance. They are realising that a change in behaviour patterns and attitudes is ultimately the key to addressing the problem. As a result, a greater emphasis on ensuring accredited training is provided in the workplace by employers is an emerging pattern. eg. Occupational Health and Safety (Committee Training).

Increasing Competition

Efficiently trained staff contribute to the profile of the company in it's ability to meet increasing demand for products and services.

Obligations at law

Employers, and those they employ, have always had a duty of care obligation to ensure they perform their duties to the best of their abilities.

Competency Standards

The major push in most industry sectors at present is the development of industry specific competency standards. The concept of competency focuses upon what is expected of an employee in the workplace rather than on the learning process; and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency is a broad concept that includes all aspects of work performance and not only narrow task skills. Competency standards provide a means for the company to set out our requirements for what people need to be able to know and do in the workplace.

They provide clear benchmarks for the training system in developing and delivering courses relevant to workplace requirements. Competency standards also provide benchmarks for assessment, enabling people to be sure that the system is delivering what the company has asked for.

The benefits for the company are:

- Improved recruitment effectiveness through matching competency requirements of jobs with those offered by people seeking employment
- Focussed training directed at skills gaps and specific organisational requirements
- Planning of cost effective training based upon organisational needs
- Clearer communication of Yate's needs in terms of skills and knowledge required
- Facilitation of change through identifying the competency requirements when changes to work organisation and work structure are made
- Facilitation of the operation of quality improvement programs through the identification and development of the full dimensions of competency
- Provision of an incentive for individuals to accept training through certification based upon industry - based competency standards
- Increased productivity through skills enhancement

Benefits for company employees:

- Competency standards provide for a consistent approach to assessment of prior learning
- Credit transfer of training through certification based upon standards
- Greater capacity to transfer skills to new jobs and settings
- Enhanced potential for career development
- Recognition of previously unrecognised skills, knowledge and ability
- Recognition of all forms of training
- Improved access and equity to training