



NETWORK OF ALCOHOL AND DRUGS AGENCIES

Workforce Development

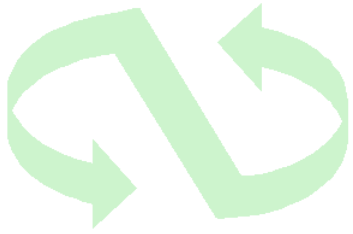
Practical solutions to improving skills

Larry Pierce
Executive Director.

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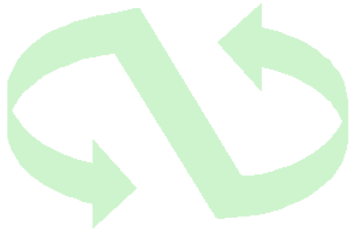
For More Information

The Network of Alcohol and Other Drugs Agencies

Resources available from workforce development
section of Web site

www.nada.org.au





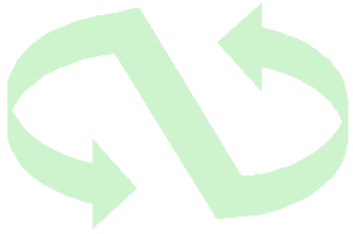
TODAYS PRESENTATION

1. Who are we and what is our mission?
2. The approach we take to workforce development
3. A look at competencies and why they are important
4. Introduce the NADA Resource Kit
5. Investigate how you build skills in your workplace

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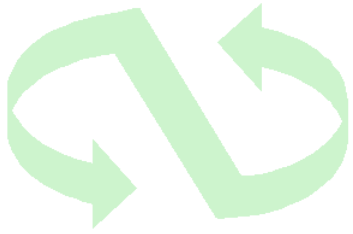
Network of Alcohol and Other Drug Agencies

- Peak body for non government agencies
- Workforce development project
- Partners include the NSW Centre for Drug and Alcohol and other peak bodies in the NGO's and education sectors.

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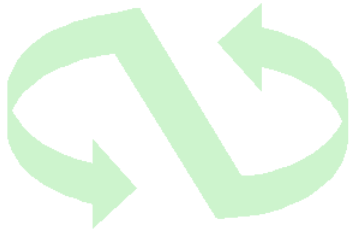


OUR CHALLENGE

How do we get the right people
with the right skills at the right time?

How do we make sure they
are happy, healthy & satisfied?





DRUG AND ALCOHOL WORKFORCE

Future workforce



Recruitment into AOD

Where does the supply of staff come from and how can we broaden the pool from which we draw?

Current workforce



Work Practice Change

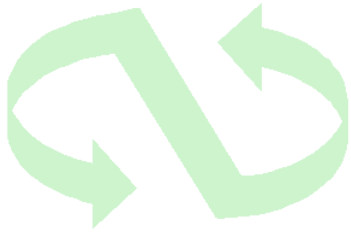
What are the key competencies and how do we support and develop the exiting workforce to achieve and utilise them?



Workforce Maintenance

What are the factors that will maintain/keep the workforce and how do we address them?





WORKFORCE DEVELOPMENT

Is a term

'a broad range of strategies that are used to ensure effective practice.'
Allsop and Helfgott (2002, p215)

'used to encapsulate a number of key factors pertaining to individuals, organisations within which they operate and the systems that surround them'. Baker and Roche (2002, p206)

They list the factors as:

- Education, training and strategies which address knowledge, attitudes and skills;
- Support strategies for skills and knowledge (e.g. supervision, mentoring, discussion opportunities, research);
- Strategies to effect workplace structure and policy (e.g. incentives, performance monitoring systems, resource allocation)





Key Elements of Workforce Development?

- Workforce Planning
- Recruitment & Retention
- Work Practice Change
- Incentives & Support
- Systems, Infrastructure & Partnerships

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National Training Framework

- In 1980's unified national system of training to develop a skilled and adaptable workforce
- National Training Reform Agenda was created to develop a flexible and cohesive vocational educational and training system.

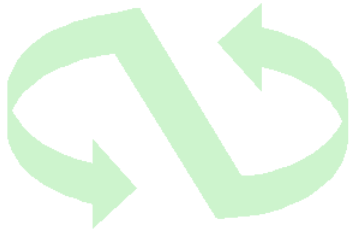
Among other things it was proposed :

All industries should meet nationally consistent standards

To achieve this two key elements were put in place:

- 1. Development and establishment of competency standards**
- 2. Competency based training**





Competencies

A competency standard describes what a competent worker should be able to do in his/her particular job role.

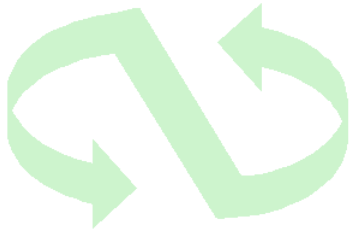
These standards describe:

- What people need to be able to do in the workplace
- To what standard
- Under what conditions

They are developed by the industry and were recently reviewed
You must be a RTO to deliver training and VET qualifications

Competency based training means training that is designed around the competency standards. It is recognized any where in Australia.





Example of a competency

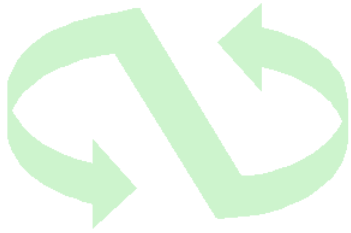
CHCMH8A Provide interventions to meet the needs of consumers with mental health and AOD issues

Description

This unit applies to workers who provide immediate and ongoing support and intervention with consumers with co-existing mental health and alcohol and other drugs issues drawing on a range of models and techniques supported by evidence.

In this unit "Dual Diagnosis clients" means consumers with "mental health and AOD" diagnoses.





Elements

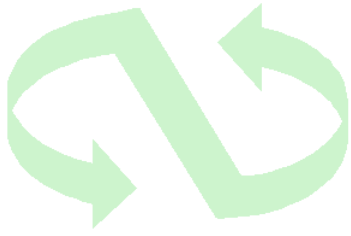
CHCMH8A/01 Support consumers with a dual diagnosis

- 1.1 Consumers who may have co-existing mental health and AOD issues are identified.
- 1.2 The impact and nature of co-existing conditions on individual consumers including their social and legal status is assessed.
- 1.3 Models of rehabilitation for dual diagnosis consumers are implemented and supported.

CHCMH8A/02 Identify, liaise with and support available services to address co-existing morbidity issues

- 2.1 Own service provision and agency interventions that address co-morbidity are identified and applied.
- 2.2 Other available services are supported to address consumer with dual diagnosis.
- 2.3 Services commonly accessed by dual diagnosis clients are directly supported to improve practice.





Remaining sections

Range of Variables e.g

Dual Diagnosis clients means:

Consumers with co-existing mental health and AOD diagnoses

Evidence Guide e.g

Critical aspects of assessment:

Working co-operatively with clients/significant others to achieve behavioral life skills changes

Essential knowledge:

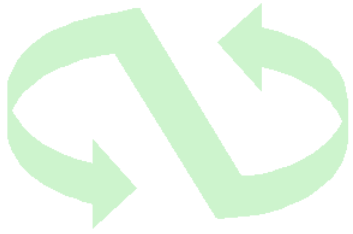
Predisposing factors to mental illness and indicators of pathology, i.e. substance use, mental health

Essential skills:

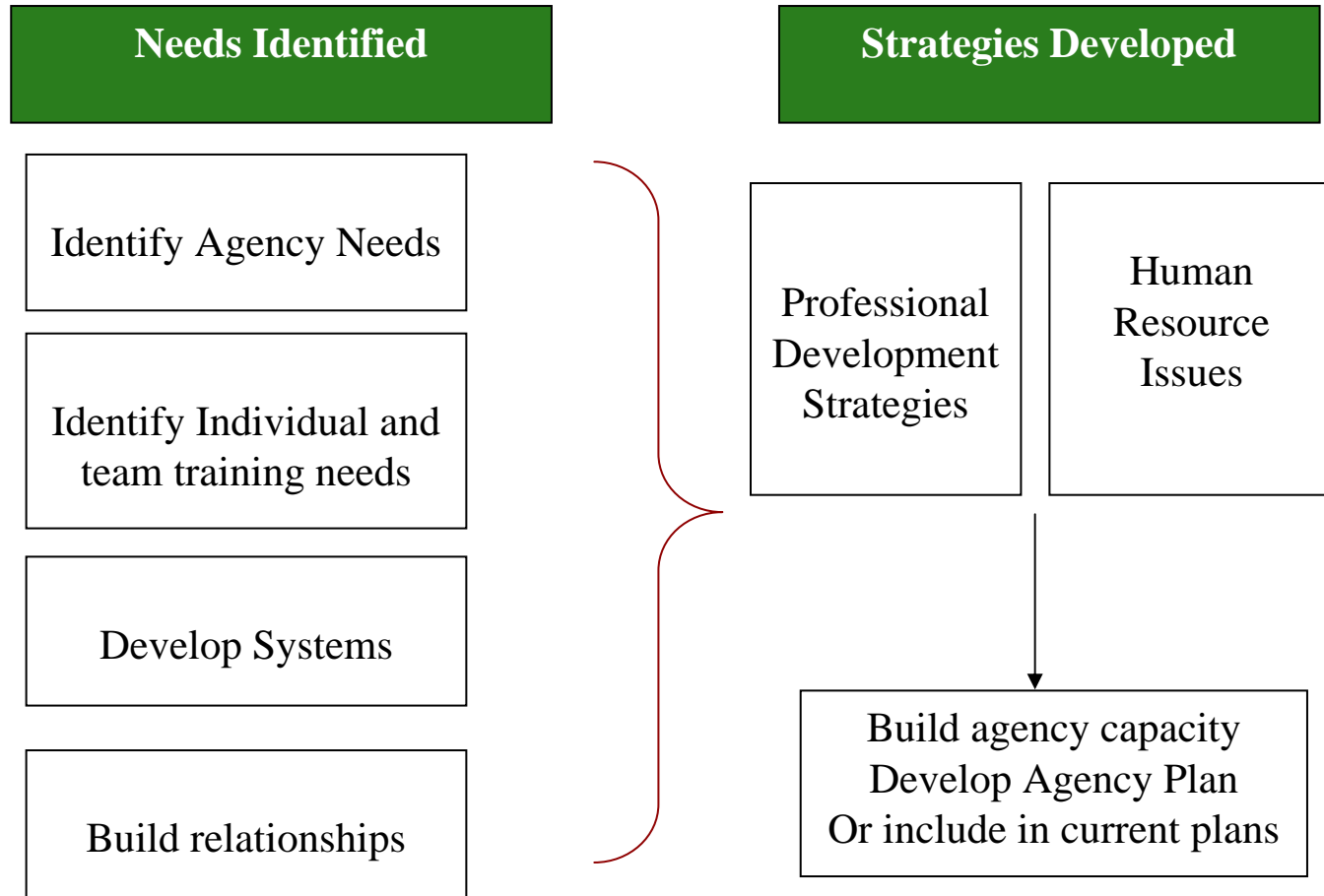
Crisis intervention

Resource implications:

Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines.



RESOURCE TOOLKIT



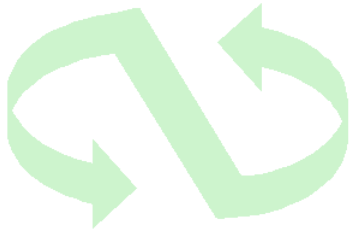


Resource Kit

Sections

1. Identifying agency and staff workforce development needs
2. Professional development strategies
3. Human resource planning
4. Strategic planning and partnerships





Some practical examples . . .

Training and learning in all forms are valued and used according to the appropriate circumstances

Formal

Skill development Workplace recognition

Performance management models

Internal Training programs (in-service)

Mentoring programs

Orientation programs

New Apprenticeships

Recruitment processes

Supervision

Secondments

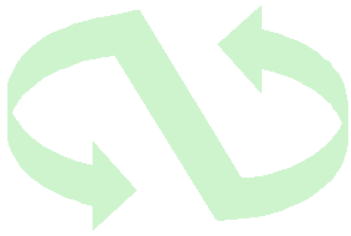
Networking & Informal mentoring

Informal

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1. Identifying needs

e.g Predict increase in future therefore will need more skills in this area

Job description review

2. Professional development strategies

e.g Training, clinical supervision

3. Human resource planning

e.g performance reviews, staff satisfaction surveys

4. Strategic planning and partnerships

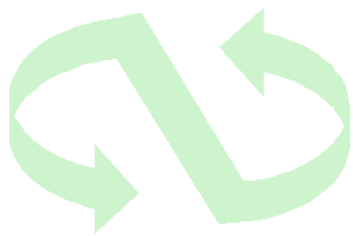
e.g include in strategic planning

Partnership with relevant agency

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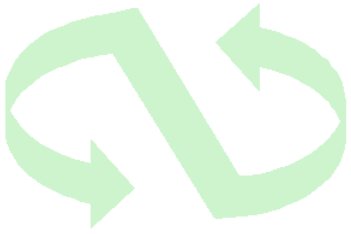
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No one has copy of competencies	Service does not involve stakeholders in planning	32	33	34	END
29	Training needs are identified ad hoc	27	26	25	No forecasting of future skill needs Of service
18		Orientation Includes visits to other agencies	No clinical supervision for clinical staff	Service has partnership agreements with other agencies	23
17	16 Regular performance appraisals	15	14	Manager organises mentors for staff	12
Has succession planning	7	8	9	The service has a workforce development plan	11
5	Staff attend interagency meetings	3	2	1	START





What and why it is important

In process need to have

- Staff included
- Shared vision etc

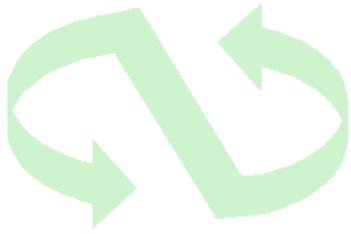
Some benefits of a Learning Organisation

- Encourage Innovation in staff
- Develop a systematic way to improve performance
- Can Align processes to the mission of the agency
- Widen choices for decision making
- Learning together encourages deep and insightful discussions
- People are confident, motivated and able to take challenging tasks

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A Learning Culture

“Learning or training undertaken in the workplace, usually on the job, including on-the-job training under normal operational conditions and on-site training which is conducted away from the work process (in training room)” (ANTA)

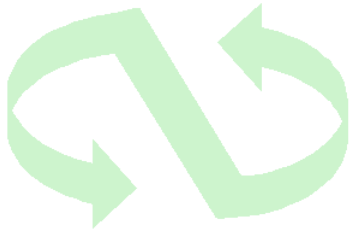
“an organisation skilled at creating acquiring and transferring knowledge and at modifying its behaviors to reflect new knowledge and insights” (GARVIN 1993)



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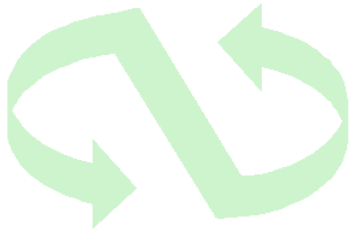


So what does it look like?

Elements of a learning organisation.

- increasing innovative capacity
- supports and values training and learning
- Training and learning are an integral part of planning
- Training and learning in all forms are valued
- Training is customized to individuals
- **Networks, partnerships facilitate training**

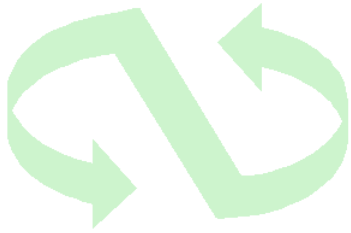




***"Coming together is a beginning.
Staying together is progress.
Working together is success."***

Henry Ford





NEEDS OF MANAGERS

"The key to understanding management and leadership in organisations is understanding yourself as a manager."

- Mike Gurry, National President of the Australian Institute of Management (February 1999 issue of AIM magazine)

- Position to develop sustainable learning culture
- Develop supportive infrastructures for workforce development

Australian managers do not allow themselves the time to develop into good leaders... leadership is about searching inwards, and self-knowledge is a precursor to organisation learning."

- Attracta Lagan of the St James Ethics Centre in Sydney

