

Grampians Region HACCC Training

# Training Toolkit for HACCC Managers

Updated: April 2013



**Training**  
Knowledge  
useful abilities.  
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today



*home and community care*

A JOINT COMMONWEALTH AND STATE/TERRITORY PROGRAM  
PROVIDING FUNDING AND ASSISTANCE FOR AUSTRALIANS IN NEED

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## Australian Institute of Training and Development

<http://www.aitd.com.au>

The AITD is primarily an organisation for those working in the training industry. Of great use to managers and supervisors with responsibility for staff training, though, are the online copies of their bi-monthly 'Training and Development' magazine, which can be viewed **free** at <http://www.aitd.com.au/eReader> .

Some of the topics that have been featured in 'Training and Development' in the last few editions have included:

- ⇒ Online learning—successes and challenges
- ⇒ Reflective processes for deep learning and change
- ⇒ Improving employee engagement
- ⇒ Prioritising informal learning
- ⇒ Models for managing change

For members (@ \$35 + \$275pa) this website also offers an enormous range of training information and resources on topics ranging from coaching & mentoring to leadership & management and training needs analysis.



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## Community Services and Health Industry Skills Council (CSHISC)

<http://www.cshisc.com.au>

The CSHISC is the national industry training board for the community services and health industries. As such, it gathers and shares industry information with government and government agencies, employers, unions, trainers, workers and potential workers to support the development and growth of the workforce. They have 'developed 160 qualifications, 1,198 competencies and 80 skill sets that form the national VET standards for community services and health. These standards support 500 job roles carried out by 800,000 plus workers in Australia' (CSHISC website, 2013) and include the Certificates III and IV in Aged Care, Home and Community Care and Allied Health Assistance—as well as the Diploma of Nursing.

Government funding for industry-based workforce development and skills development initiatives is accessed via the CSHISC and include the National Workforce Development Fund and the Workplace English, Language and Literacy (WELL) funding. They also manage national workforce projects such as 'Aged Care Leadership for Change', 'Aged Care Workforce Innovation Networks', 'Nursing Pathways' and 'Securing Workforce Sustainability for Successful Reform'.

Two very useful CSHISC resources are the **Workforce Development Kit**—available at [http://www.cshisc.com.au/media/95897/cshisc\\_workforce\\_development\\_kit.pdf](http://www.cshisc.com.au/media/95897/cshisc_workforce_development_kit.pdf)—and their annual '**Environmental Scan**' which updates information on key industry factors guiding CSHISC workforce development activity and ensuring currency of the Community Services and Health Training Packages (<http://www.cshisc.com.au/learn/research-and-reports/reports>).

So, 'do yourself a favour' and take some time to have a good look around this website. You're sure to find something useful you can use in relation to your own job, your staff and training!

Presenter & Contact Details	Qualifications	Topics offered	Cost
Alzheimers Aust (Vic) Donna Watmuff <a href="mailto:dwatmuff@alzvic.asn.au">dwatmuff@alzvic.asn.au</a> Ph: (03) 9815 7856	various	Dementia education, Behavioural & psych symptoms of dementia, Depression & dementia, Developing innovative activity programs, Meaningful activities for men, Activities for people in late stage dementia, Garden activities, Crafts & resources, Art as an activity, Palliative approach to dementia care, Person centred care, etc. Using art in Planned Activity Groups	\$0 - \$1440 day
Anne Riggs <a href="mailto:ariggs@alphalink.com.au">ariggs@alphalink.com.au</a> Ph: 0417-526-636	PhD (Art)		
Arthritis Vic <a href="mailto:programs@arthritisvic.org.au">programs@arthritisvic.org.au</a> Ph: (030) 8531-8000	various	Tai Chi, Exercise programs, Nordic walking, Strength training for chronic illness, Better health self-mgmt	
Bravo Consulting Dale Simpson <a href="mailto:dale@bravoconsulting.com.au">dale@bravoconsulting.com.au</a> Ph: (03) 9614-6848	Masters in Career Mngmt, Grad Cert in Career Devel, BA	Coaching, performance & career management, Leadership skills, Change management, Team development, Planning for professional development	Negotiable
Carol O'Meara – Diverse People Solutions <a href="mailto:carol@vipcareers.com.au">carol@vipcareers.com.au</a> Ph: 0400-847-122	Grad Dip Counselling, MBM in Management, Bachelor in HR Management, Cert IV in Workplace Trng and Assess	Management & supervision, Team development, Change, Time mngmt, Negotiation, Conflict management, Goal setting, Customer service, Problem solving & decision making, Public speaking, Managing mtgs, Business writing, Performance review	\$800 ½ day \$1500 day
Claire Leach – A&C Leach Consulting P/L <a href="mailto:Claire@leachconsulting.com.au">Claire@leachconsulting.com.au</a> Ph: 0400-413-021	Cert IV TAE, Cert IV Disability, Dip Community Services	Augmentative Communication, Documentation & Reporting, Privacy & Confidentiality, Stress Management, Time Management	\$600 ½ day \$1000 day
David Cherry <a href="mailto:david@davidcherry.com.au">david@davidcherry.com.au</a> Ph: (03) 5427-1378	Clinical & Forensic Psychologist No TAA/TAE Note: full fee cancellation policy	Occasional Counsellor, Handling Difficult People /Behaviour /Situations, Evasive Self Defence, Case Notes & Record Keeping, Report Writing, Coping with Cross-examination, Prof Boundaries, How to set up & run groups, Assessment & interviewing skills	\$2400/day
Deb Whitecross – DWE <a href="mailto:deb@dweconsultants.com.au">deb@dweconsultants.com.au</a> Ph: 0428-991-671 / (03) 5334-4358	Cert IV Trng & Assess	ASM – Why Active Service is a Good Idea, Putting Active Service into Practice, Supervising the implementation of ASM, Disability awareness	\$800 ½ day \$1600 day
Donna Nair – Dept of Health <a href="mailto:Donna.Nair@health.vic.gov.au">Donna.Nair@health.vic.gov.au</a> Ph: (03) 5333-6053	RN	Wound management	Nil within Gramplains

Heather Liubicich – Heartwood Emprises <a href="mailto:heather@giant.net.au">heather@giant.net.au</a>	BA(Educ) Cert IV Trng&Assess	Positive culture, Work-life balance, Team building, Presentation skills, Communication skills, Motivation, Leadership & mngmt, Conflict, Dealing w. diffi-	\$800 ½ day
Hugh Irons - Hugh Irons & Associates <a href="http://www.hughirons.com.au">http://www.hughirons.com.au</a>	Master of Nursing (Community Health), Cert IV Trng & Assess, RPN, RN	Mental health & assoc behavioural issues, therapeutic counselling and interviewing techniques, Depression, aged care, Conflict, Communication	
NARI – Jean Tinney (team approach) <a href="mailto:info@nari.unimelb.edu.au">info@nari.unimelb.edu.au</a> Ph: (03) 8387-2305	BA, Dip Ed, Dip TEFLA, MAppl Lrng, PhD	Communication in health care settings, staff recruitment and retention, person-centred care and older age mental health, Assessment & Care Planning	\$4000 day (approx.)
Judy Addison – Aust Healthcare Assoc <a href="mailto:aha@ahaconsulting.com.au">aha@ahaconsulting.com.au</a> ph: 03 9663-1950	Grad Dip Educ & Trng, BA, Nursing quals	Leadership & management, coaching, team building, change and improvement programs	
Kim Repcak – SEAS <a href="mailto:krtraining@bigpond.com">krtraining@bigpond.com</a> Ph: 0458-447-701	Bachelor of Social Work, Bachelor of Behavioural Science, Cert IV Trng & Assess Psychologist	Managing challenging behaviours, Understanding cultural diversity, Professional boundary setting, Providing emotional first aid, Managing anger pro-actively, Facilitating effective groups	\$1500 day
Michelle Cowie-Scott – DBMAS <a href="mailto:MichelleCo@bhs.org.au">MichelleCo@bhs.org.au</a> Ph: (03) 5320 3546		Dementia behaviour management (DBMAS), Dementia & depression, K10	Nil within Grampians
MS Australia – Andrea Salmon <a href="mailto:andrea.salmon@msaustralia.org.au">andrea.salmon@msaustralia.org.au</a> Ph: (03) 9845 2765		Multiple Sclerosis (Legal Matters, Psychoneuroimmunology, Fatigue, Thinking & Memory), Progressive neurological disorders (MS, Parkinsons, Motor neurone disease)	
Parkinsons Vic - Victor McConvey <a href="mailto:victor@parkinsons-vic.org.au">victor@parkinsons-vic.org.au</a>	RN MRCNA	Understanding Parkinsons' disease	\$350 ½ day
Paul Duffly – MentalHealthWorks <a href="mailto:duffs4@optusnet.com.au">duffs4@optusnet.com.au</a> Ph: 0431-256-554	RN, RPN, Grad Dip MHN, Cert IV Trng & Assess	Mental Health education, Managing stress, Improving self-esteem, Effective communication, Team building, Managing yourself in change	\$800 day
Selina Nivelles – DACET <a href="mailto:selina@dacet.com.au">selina@dacet.com.au</a>	BA, Bachelor of Social Work, Bachelor of Law, Master of Social Work and Cert IV in Training and Assessment	<a href="#">Working With People Who Have Hoarding Behaviours</a> , <a href="#">Older Adults and Depression</a> , <a href="#">Capacity: What is it and How Do We Assess It?</a> , <a href="#">Self-Determination VS Risk: Keeping the Balance</a> , <a href="#">Understanding elder abuse</a> ,	\$800 ½ day
Sue Atkins – Dept of Health <a href="mailto:Sue.E.Atkins@health.vic.gov.au">Sue.E.Atkins@health.vic.gov.au</a> Ph: (03) 5333-6023	RN	Infection Control	Nil within Grampians
Val O'Brien – Talking Solutions <a href="mailto:talksol@labyrinth.net.au">talksol@labyrinth.net.au</a> Ph: 0400-159-551 / (03) 9579-2437	Psychologist, Social Worker & Clinical Family Therapist, Dip Trng & Assess, Cert IV TAA	ASM – Why Active Service is a Good Idea, Putting Active Service into Practice, Supervising the implementation of ASM	\$800 ½ day \$1600 day

## Training Needs Analysis – what, why, how?

A training needs analysis helps you to identify the current knowledge, skills and behaviours that your staff possess and compare with those needed by your organisation for the future. This enables you to determine what and where the gaps are, and plan your workforce development activities accordingly. The following steps are a guide:

1. **Organisational context** – what are the business objectives and what is preventing them from being achieved? What is the culture we desire? Does the existing organisational structure fit the future needs?
2. **Occupational analysis** – job descriptions should be reviewed to ensure they meet future needs and reflect the desired skills, knowledge & behaviours
3. **Skills audit** – realistically compare the existing skills, knowledge & behaviours of teams and individuals with those required to meet organisational needs
4. **Needs assessment** – Determine where the skills, knowledge and behaviour 'gaps' exist and decide on priorities for correction. What are the best ways to address these gaps?
5. **Training analysis** – from the list of priorities, decide on the best way to effect improvement. Options may include coaching or mentoring; regular team meetings; online learning; reading & discussion with colleague or supervisor; in-house training; video/webinar; workshop/conference or formal training.
6. **Training specification** – break down the elements of the skill/knowledge or behaviour required. E.g. 'Work with cultural sensitivity' can include strategies to eliminate bias and discrimination, communication skills, modification of work practices, understanding of the organisation's issue resolution process, etc. Be specific about the skills, knowledge and behaviour that you want people to demonstrate and make statements about what someone should be able to do as a result of this training. **An example:** Where language barriers exist, make efforts to communicate in the most effective way possible
7. **Task/content analysis** – within the context of the developmental activity/method decide how the skill/knowledge or behaviour will be taught or modelled. A varied approach should be used, to suit different learning styles. Try to use a range of methods such as written materials, DVDs/online videos such as YouTube, online learning units, group or one-on-one discussion, work-based projects, research and role plays where appropriate
8. **Identify entry knowledge / skills / behaviour** – decide what the pre-requisite standards are for commencement of the development activity, such as completion of the Certificate III in HACCP and at least one year on the job
9. **Prepare performance objectives** – be very clear about what outcomes you want to have from the performance activity. Include skill, knowledge, behaviour and time-frame for completion/review. Plan also for contingencies: what if the desired outcomes are not achieved?

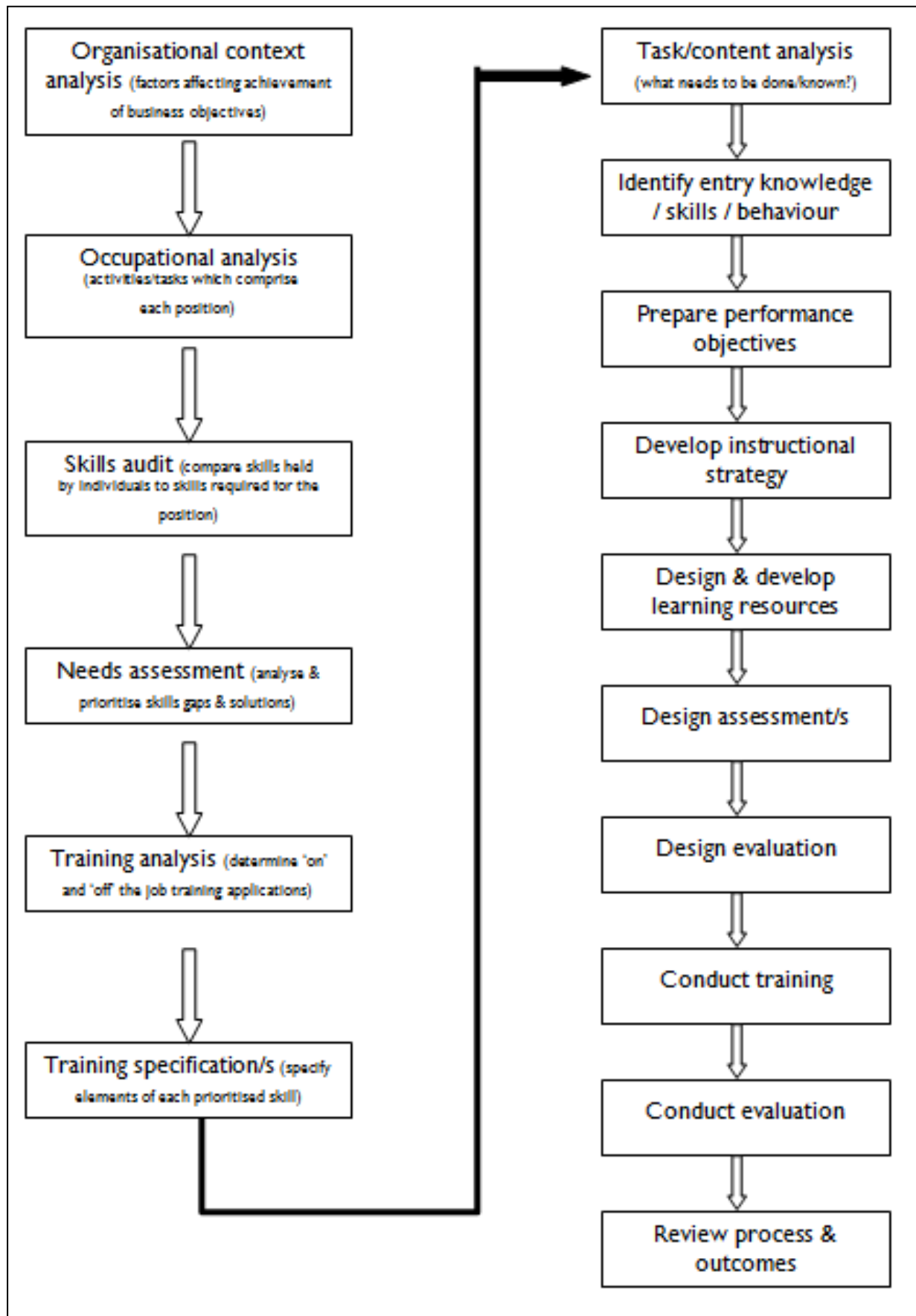


## Training Needs Analysis (continued)

10. **Develop instructional strategy** – how will the development activity take place and within what boundaries? Will it take place on- or off-the-job? In regular work hours? Will you need a simulated learning environment? Use skilled colleagues/supervisors or external providers? Why? How will the changes be sustained in the workplace?  
**An example:** to appropriately apply the principles of privacy and confidentiality staff might initially attend a training session or complete the Privacy Act and Health Records Act e3learning units, followed by a discussion within the team meeting of situations that have arisen. Then, every 6 or 12 months, the topic would be re-viewed at a team meeting to ensure everyone still understands the information. You might even make the e3learning units something that everyone revisits every 2-3 years.
11. **Design and develop learning resources** – write your training outline: what must be covered and exactly how? Or it may be time to write your specifications for the external provider – be VERY specific about what you do and do not want! Think about reinforcement strategies – how will people continue to perform at the required level?
12. **Design assessments** – for use within/at end of the development activity. An online learning unit may have this built in, as will an accredited training unit from a TAFE or other RTO. For in-house training you will need to think about an assessable task that will determine whether the skill/knowledge/behaviour has been acquired – quiz, written response, verbal presentation, group brainstorm presentation, visual display are some alternatives.
13. **Design evaluation** – this evaluation will tell you what the participants think they learned. A good tool is to have a pre-activity/training self-assessment of relevant skills / knowledge / behaviours and a separate post-course response. The questions should be similar, except that post-activity/training should include opportunities for feedback on the structure, design and presentation of the activity/training.
14. **Conduct development activity** – if you can afford the luxury, pilot the activity with a small group first and make necessary changes to format/content, etc. prior to full roll-out.
15. **Conduct evaluation of training** – analyse and summarise all participant responses and provide feedback to management. Were the desired outcomes achieved? Which were not achieved and why not? How will the changes be sustained and monitored?
16. **Review process & outcomes** – overall, what worked and what didn't? What has been learnt from this process about the process, workforce capabilities and the organisation's response to this type of initiative? What should be done differently next time?



## Training Needs Analysis Process





## Training Needs Analysis – Plan your process

Stakeholders:	
• HACC Manager / Coordinator (HM)	• HACC admin (HA)
• Selected Training Provider (TP)	• HR department (HR)
•	•

Step	Responsibility	Summary
Organisational context		Analyse factors affecting the achievement of business objectives
Occupational analysis		Identify activities/tasks which comprise each position, including consideration of future requirements of the position
Skills audit		Compare skills / knowledge / behaviours held by individuals to those required for the position
Needs assessment		Analyse results of Skills Audit, prioritise correction of skills gaps and formulate solutions
Training analysis		Determine 'on' and 'off' the job training solutions
Training specification/s		Specify elements of each prioritised skill, to create an inter-related skills framework
Task/content analysis		Determine what needs to be done/known within the training to achieve the required outcome
Identify entry knowledge / skills / behaviour		Identify the foundation skills / knowledge / behaviour on which to conduct the training
Prepare performance objectives		Devise required outcomes
Develop instructional strategy		State the procedures to be used to produce the learning outcomes
Design and develop learning resources		In conjunction with content experts, create appropriate training materials
Design assessments		Devise appropriate assessments to determine levels of knowledge / ability / behavioural change
Design evaluation		Evaluation of training should indicate perceived suitability of training materials and expectations for transfer of learning to the workplace
Conduct training		Using selected training providers
Conduct evaluation of training		Evaluation to be done at conclusion of training and at 8 weeks post-training to determine transfer of learning
Review process & outcomes		Analyse what worked and didn't work, what should be done differently and how the outcomes were affected

## Career development planning tool (individual)

Professional development is achieved by finding a balance between:

<i>Personal Needs—which can include</i>	<i>Business Needs—which can include</i>
Acceptance Competence Flexibility Financial Security Sense of achievement	Accountability Client satisfaction Continuous improvement Effective teamwork Highly skilled workforce Professionalism

People have **goals** - some goals relate to work and others relate to your personal life. To develop and progress in your work role it is important to identify your motivation for coming to work. Apart from being paid, what is your main reason for doing the work you do? \_\_\_\_\_

What type of training / coaching / review do you need to help you to **continue** doing what you do? \_\_\_\_\_

For an organisation to progress and be productive, the individuals within that organisation must help to achieve the **business goals**. The goals that different people could and should help to achieve will vary. What business goals can you help your organisation to achieve? \_\_\_\_\_

What type of training might help you to achieve those goals? \_\_\_\_\_

What are the areas where your **personal** goals and the **business** goals can **complement** each other? \_\_\_\_\_

Are there any areas where your personal goals and the business goals **conflict**? What are they and how can you address this? \_\_\_\_\_

What job would you like to be doing in 5 years' time? \_\_\_\_\_

If that's not what you're doing now, what will you need to learn in order to be able to do that dream job? \_\_\_\_\_

### List here any topics you would like training on...

<b>Within 12 months:</b>	
<b>Within 2 years:</b>	
<b>Within 5 years:</b>	

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Team development planning tool

Professional development of the team is achieved by finding a balance between:

<i>Personal Needs—which can include</i>	<i>Business Needs—which can include</i>
Acceptance Competence Flexibility Financial Security Sense of achievement	Accountability Client satisfaction Continuous improvement Effective teamwork Highly skilled workforce Professionalism

For team members to develop and be successful it is important to identify what motivates each person. Apart from being paid, do you know the reasons your team members choose this type of work? List some of those reasons—but only if you really know what they are!

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As a team leader or supervisor, how can you help people to use that motivation at work?

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*An example: Jessie wants to travel overseas to do some humanitarian work, so this job will help her earn the money she needs and teach her valuable skills in working with people from different walks of life. How can you tap into that to help Jessie to love her work and be a valuable team member?*

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Work teams need to achieve business objectives such as improved productivity, higher levels of client satisfaction, more timely reporting, better use of resources, etc. Team members can contribute to the achievement of these objectives either through skills and knowledge they already possess or by gaining the knowledge and skills through relevant training and development activities.

➤ List some of the skills and knowledge your team needs to meet their objectives, then tick if team members possess those. If not, tick the method by which they might acquire the skills or knowledge.

Required skill or knowledge	Team has this covered? Yes/No	Training/development method			
		Mentor/ buddy	Team meeting	Formal training	Other

## Team development planning tool (cont'd)

Now set some timeframes around the skills and knowledge that the team needs to acquire. Go back to the 'Required Skill or Knowledge' table and assign each skill/knowledge an A, B or C priority. A is for the most crucial skills and knowledge—the ones that you can't achieve your objectives without; B's are necessary but can wait and C's are the nice-to-haves.

List your top 3 A-level priorities	Give each a 'need by' date	Who should learn this?

Give careful thought to who you will assign the skill/knowledge responsibility within the team. When staff are aware of their individual contribution they are better able to be engaged with the success of the organisation. Some people will meet this challenge better than others and some people will really step up (to your astonishment) when offered the **right** opportunities!

Apart from the task roles, there are many people/team support roles that need to be covered. Think about the following roles and who would be best suited within the team to perform those functions:

\*adapted from *Belbin Team Roles* at [http://www.businessballs.com/personalitystylesmodels.htm#belbin team roles descriptions](http://www.businessballs.com/personalitystylesmodels.htm#belbin%20team%20roles%20descriptions)

Role type	Strengths and styles	Best suited to
<b>Coordinator</b>	able to get others working together	
<b>Shaper</b>	the team energy source	
<b>Innovator</b>	creative, a problem-solver	
<b>Monitor-Evaluator</b>	serious and analytical, a critical thinker	
<b>Implementer</b>	practical, efficient and dependable	
<b>Resource Investigator</b>	the networker, negotiator, option-finder	
<b>Teamworker</b>	supportive, adaptable, the mediator	
<b>Completer-Finisher</b>	quality orientated, delivers to schedule & specification	
<b>Specialist</b>	the technical expert	

### Key roles and forward planning

What are the key roles in your organisation/department?

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- Identify people who have the potential to move up into those roles
- Start planning for the development of those people to backfill those roles and gain other relevant experience that will help the organisation prepare for future needs

## Tips for developing and presenting training

(adapted from <http://www.businessballs.com/traindev.htm#developing-people-versus-skills>)

These tips apply to traditional work-related training - for the transfer of necessary job or work related skills or knowledge.

When **planning training** think about:

- your objectives - keep them in mind all the time
- how many people you are training
- the methods and format you will use
- when and how long the training lasts
- where it happens
- how you will measure its effectiveness
- how you will measure the trainees' reaction to it



When you give **skills training** to someone use this simple five-step approach:

1. prepare the trainee - take care to relax them as many people find learning new things stressful
2. explain the job/task, skill, project, etc - discuss the method and why; explain standards and why; explain necessary tools, equipment or systems
3. provide a demonstration - people cannot absorb a whole complicated task all in one go. Break it down into steps - always show the correct way - be positive and check understanding
4. have the trainee practice the job - we all learn best by actually doing it - ('I hear and I forget, I see and I remember, I do and I understand' - *Confucius*)
5. monitor progress - give positive feedback - encourage, coach and adapt according to individual need

Breaking skills down into **easily digestible elements** enables you to plan and manage the training activities much more effectively. **Train people in stages** - build upon each skill, to keep things controlled, relaxed and **always achievable** in the mind of the trainee.

Some tips to make training (and learning, coaching, mentoring) more **enjoyable and effective**:

- keep instructions positive ('do this' rather than 'don't do this')
- avoid jargon - if you can't then provide a written glossary
- tailor training to the individual and be prepared to adapt the pace according to need
- be patient and keep a sense of humour
- encourage; be enthusiastic, kind and thoughtful
- be accepting of mistakes
- focus on accomplishment and progress - offer praise generously
- check progress regularly and give feedback
- invite questions and discussion

**Induction training** tips:

- assess skill and knowledge level before you start
- teach the really easy stuff first
- break it down into small steps and pieces of information
- encourage pride
- cover health and safety issues fully and carefully
- try to identify a mentor or helper for the trainee



As a manager, supervisor, or an organisation, helping your people to develop is the greatest contribution you can make to their well-being. Do it to your utmost and you will be rewarded many times over through greater productivity, efficiency, environment and all-round job-satisfaction.

**Remember also to strive for your own personal self-development** at all times.

We have more opportunity and resources available than ever before to increase our skills, knowledge and self-awareness. Make use of it all.

## A Manager's guide to embedding learning

(or how to make sure that training sticks!)

Without a concentrated effort on learning transfer, studies show that only between 10 and 20 percent of trainees effectively apply their new knowledge or skills<sup>1</sup>. A number of factors will contribute to a person's ability to transfer their learning back to the work-place:

1. **Training content and facilitation** within the session/workshop – including the opportunity to exchange ideas, share resources and network. Of particular importance is the relevance (or perceived relevance) of the training to the person's work role
2. **Availability of a workplace 'coach'** – this can be a more experienced colleague, a supervisor or even just someone who performs a similar job in a similar organisation. Sometimes this person can be found or allocated within the training workshop (set up as a 'buddy') to enable participants to bounce ideas and reflections off each other
3. **Mentoring by the facilitator/trainer** – the opportunity should be offered for participants to contact the facilitator/trainer if they have ongoing questions or the need for guidance beyond the training event. This might be limited to email contact and, as with most mentoring arrangements, should have an end date
4. **Work-based project** – a 2009 study undertaken by a researcher from Bendigo TAFE, found that "*All training participants interviewed stated that the requirement to plan, implement and evaluate a new activity in their planned activity group had had a positive impact on embedding learning into their work practice*"<sup>2</sup>. The ability to immediately incorporate the learning into a work-based project enables participants to cement their new knowledge and skills and extends the learning process beyond the classroom
5. **Supervisor encouragement and support** – this will promote the level of motivation and confidence to implement the new knowledge and/or skills. Beyond just a "how was the training?" or "you'll be right to put that new knowledge to work?" type of question, it is important to check in with the trainee about:
  - ⇒ HOW they might implement or
  - ⇒ WHAT they might try that is new
  - ⇒ establish a timeframe for the implementation and ask what support they might need to do it
  - ⇒ towards the end of the agreed timeframe, ask how they're doing and if they need any help
6. **Reflective practice** - about a month or two after their training, make sure the staff member is given the opportunity to reflect on their implementation of the new knowledge and/or skills. This should be supported by their supervisor, who should ask:
  - ⇒ What worked well? Why?
  - ⇒ What didn't work well? Why?
  - ⇒ What other training or development might help to extend your skills and knowledge further?<sup>3</sup> – then make sure it happens!



1. R Pollock, Fort Hill Company (2011). Interview with E Weber in *Training and Development in Australia*, Oct 2011 (vol 39, no 5), Australian Institute of Training and Development, Sydney, Australia.  
2. Barker, C: '*Embedding learning from formal training into sustained behavioural change in the workplace*' (2011) NCVET, Adelaide, Australia.  
3. Weber, E (2011) *Learning transfer – the missing link in learning*. Training & Development in Australia, Dec 2011. Sydney: AITD



## EVALUATING TRAINING

- **Have you ever wondered why you have to fill out those annoying evaluation forms at the end of a training session? Here's the answer:**

Evaluation of training helps to

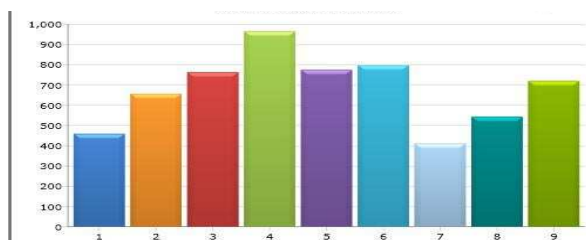
- ⇒ Determine to what extent the learners' objectives were achieved (did they get what they expected?)
- ⇒ Identify what was achieved by the programme (new skills / knowledge / behaviours)
- ⇒ Identify what worked and what didn't within the presentation and activities
- ⇒ Address any inadequacies, errors or omissions in the training
- ⇒ Understand what commitment the learners have made about implementing their new knowledge and/or skills upon their return to work



**There are four levels of evaluation that should be applied to training:**

- 1 **Reaction—gauges how the attendees felt about the training or learning experience.** This is usually done using evaluation sheets at the end of the training session. (See example on page 11)
- 2 **Learning—measures the increase in knowledge resulting from the training.** This generally uses pre- and post-training questionnaires that are very similar in format and content, to establish and compare before and after data.
- 3 **Behaviour—measures the extent of learning that is applied back at work.** Trainees should be given time to apply their learning (a month or so) before this evaluation is conducted. Noticeable and measurable change in the activity and performance of the trainees when back in their roles is what this evaluation hopes to show.
- 4 **Results—evaluates the impact/effect on the business.** This would involve an analysis of the effect on business or organisational key performance indicators such as number of complaints, staff turnover, errors, wastage or injuries.

(adapted from <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>)



## Training Evaluation Questionnaire

Session title: \_\_\_\_\_

Presenter: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

		Poor	Good	Very good	Not applic	Comments
1	Relevance of information to my job					
2	Usefulness of information to me					
3	Amount of information covered					
4	Usefulness of handouts/notes provided					
5	Quality of presentation (by the trainer)					
6	Suitability of learning activities					
7	Length of session					
8	Venue/location					
9	Something new I learned:					
10	Something from this that I will try at work:					
Other training I would like to do:						

# How to report on 'Return On Investment' for training

## How do you report on the benefits of training?

- ♦ Consider who is asking for the information and what they will use it for (financial data/monthly report/annual report/performance review)
- ♦ Remember that a 'benefit' is 'something that improves or promotes' - ask yourself *what* has been improved and *how* it was improved as a result of the training
- ♦ Relate the benefits back to organisational objectives (e.g. "*develop and implement staff engagement strategies*") or Key Performance Indicators (e.g. "*no of customer complaints per quarter*")

## What justification do you use to request funding for training and development activities?

- ♦ All training and development activities should meet an organisational need, and these needs should be derived from the Strategic Plan
- ♦ When deciding on training activities you should relate the purpose to the organisational strategies and objectives (e.g. '*provide professional administration to support effective and efficient operations*' would relate well to a workshop on '*Emotional Intelligence and Effective Teams*')
- ♦ When you ask employees to attend training you can then explain to them how the training is links the strategic plan and their job role.

## What are the 'high return' training and development activities?

Areas of high return on investment for training and development initiatives that are reported as contributing to revenue (or preventing loss of revenue)<sup>2</sup>:

- ♦ **induction**—reduces errors, OHS incidents and improves confidence of new staff
- ♦ **compliance** training for new legislation—improves compliance, raises level of recognition within industry , reduces confusion and errors
- ♦ **leadership** training—improves productivity, communication, morale and handling of performance issues, reduces conflict and absenteeism
- ♦ workplace **safety** training—reduces injuries and incidents, improves morale
- ♦ **soft skills** training— improves communication, negotiation, customer service, sales/ referrals, can improve staff retention rates (long-term)



1. <http://www.collinsdictionary.com/dictionary/english/benefit>

2. AHRI and AITD: *The 2011 National Learning and Development Index (2011)*: Australian Human Resources Institute, Melbourne, Australia.

## E3learning course list

(Login to: <http://glm.e3learning.com.au>)

### Courses for Admin Role

Bullying and Harassment (Managers and Supervisors)  
Drug and Alcohol in the Workplace  
Duty of Care for Senior Managers - 2011  
Injury Management for Employers - 2011  
Office Ergonomics

### Courses for User Role

1st Step - How To Use a Course  
Basic Life Support  
Bullying and Harassment (Employees)  
Dementia and Incontinence  
Driver Safety  
Duty of Care for Employees - 2011  
Hand Hygiene Australia - 2011  
Hazardous Substances - Occasional Contact  
Hazardous Substances for Managers and Supervisors  
Health Records Act  
Incontinence Night Care  
Information Privacy Act - 2012  
Introduction to Personalised Incontinence Care  
Leakage Prevention  
Lone Worker Safety  
Manual Handling (Employees)  
Manual Handling for Managers and Supervisors - 2011  
Manual Handling in Aged Care  
Office Ergonomics  
Office Ergonomics - 2011  
Preventing and Controlling Infection in Healthcare 1: The Basics  
Preventing and Controlling Infection in Healthcare 2: Protective Equipment For Standard Precautions  
Preventing and Managing Occupational Violence and Aggression in Health Care Settings  
Prevention and Management of Elder Abuse in Health Care Settings  
Protecting Vulnerable Children  
Understanding Dementia: Part 1 - An Introduction  
Understanding Dementia: Part 2 - Person Centred Care  
Understanding Dementia: Part 3 - Communication Skills  
Understanding Dementia: Part 4 - Activities and Occupation  
Understanding Dementia: Part 5 - Understanding Behaviour that we find difficult or challenging  
Victorian Charter of Human Rights - 2011  
Whistleblowers Protection Act 2001 - 2011



# Starting your E3learning

- ⇒ Login to: <http://glm.e3learning.com.au> - remember: NO WWW in the website!
- ⇒ Welcome screen:

**Grampians Loddon-Mallee** ONLINE LEARNING PORTAL

Home **Help and support** My training My account Logout

Welcome to the Grampians Loddon-Mallee Online Learning Portal

This portal is a collaborative venture between Grampians and Loddon-Mallee health services and Grampians home and community care (HACC) agencies. The aim of the portal is to improve staff access to contemporary learning resources relevant to their area of practice.

Checking your system for compatibility with our online training...

Fl Your Flash Plugin Passed

Your Screen Size Passed

Your Operating System Passed

Hi Debra, welcome back.

What would you like to do today?

- View my courses
- Edit my details
- Logout

Surveys

Please take a moment to complete these surveys:

- Grampians - IV Cannulation Course
- Grampians - Safe Medication Course
- Grampians Loddon-Mallee eLearning Project

Need Assistance?

If you're having trouble viewing our courses, check your system requirements or consult the help and support section.

- ⇒ Make sure you have 'Passed' next to each of the 3 icons. If not, it's usually Flash that you need. This can be downloaded free from the Internet. Go to 'Help and support' - then to 'System downloads' and click on the program that you need.
- ⇒ Click on 'My account' on the top menu bar (highlighted). The next screen you get should be this one:

## My training

Please click on the course title you would like to begin.

1st Step - How To Use a Course  
Optional

Assist Clients with Medication - HACC Annual Training Review for Grampians Region  
Progress: 29%

This training review has been developed to reconfirm the knowledge community care workers (CCWs) have of the Home and Community Care (HACC) requirements, the Grampians Region Personal Care Protocol and the competency unit CHCCS305B Assist clients with medication. This review is not to be used for any other purpose.

Basic Life Support  
Progress: 5%

This course provides the theoretical requirements of BLS revision for nurses and other health care workers.

- ⇒ Using the scroll bar on the right of the screen or the wheel on your mouse, scroll down the list until you find the course that you want to do. To start the course, just left-click on the blue course name.
- ⇒ When you complete a course, come back to the 'My training' screen where the finished course will say 'Certificate Awarded' – View now. Click on that to see/print the certificate.

# USEFUL LINKS FOR INFORMATION AND/OR TRAINING

**Alzheimers / dementia**—<http://www.fightdementia.org.au/help-sheets-and-update-sheets.aspx> — advice and practical strategies on the issues most commonly raised about dementia

**Cancer**—<http://www.cancerlearning.gov.au> information for nurses on cancer treatment and support

**Chronic Disease Self-Management**—<http://www.archi.net.au/resources/workforce/learning/online-cdsm> for allied health professionals and district nurses

**Depression & Anxiety**—<http://beyondblue.millipede.com.au/workplace/module.php>

**Diabetes**—<http://www.diabetesaustralia.com.au/en/Understanding-Diabetes> for information on types of diabetes, research for a cure and tips for living with diabetes

**Epilepsy**—[http://www.epinet.org.au/articles/understanding\\_epilepsy](http://www.epinet.org.au/articles/understanding_epilepsy) information and library access for carers and/or professionals

**Food Safety**—<http://dofoodsafely.health.vic.gov.au> free online training from the Vic Health Dept for food hygiene and preparation

**General Information**—<http://www.betterhealth.vic.gov.au> for information on a wide range of health conditions and treatments, as well as healthy recipes and tips for healthy living

**Sterilising procedures**—<http://infectionprevention.e3learning.com.au> for allied health assistants

(Note: this now incurs a fee of \$50 per person)

**And don't forget our own online learning at:**

<http://glm.e3learning.com.au>



*home and community care*

A JOINT COMMONWEALTH AND STATE/TERRITORY PROGRAM  
PROVIDING FUNDING AND ASSISTANCE FOR AUSTRALIANS IN NEED