Shifting from a career of a lifetime to a lifetime of careers

Applying the New Work Mindset – in South West Victoria

FOREWORD

As work is being transformed across the economy, Vocational Education and Training (VET) offers a real opportunity to help our workforce get future-fit and establish a new approach to their careers.

Today, the average worker is anticipated to have 17 jobs over five careers in their lifetime.[1] Each of these jobs will be transformed by technology and a more global economy by 2030 - meaning that what we do at work, where we're working and the types of skills we need to succeed in multiple careers have changed.[2]

Technical or job specific skills will still be important to succeed in the changed economy. However, in an age where smart machines will be able to do many of the routine or manual tasks in our jobs, workers will also need enterprise skills such as communication, teamwork and problem solving as well as a range of other skills.

Just as the shape of the economy is changing across the world, South West Victoria's work landscape is shifting. While agriculture remains the largest employer and a vital contributor to the economy in the South West Victoria region, there has been significant growth in job opportunities within the health care and social assistance sector.

Now the second largest employment industry in the region, there has been a 26% increase in the number of these jobs available over the last 10 years.[3]

As well as technological change, an ageing population has driven much of the increased demand in the health care and social assistance sector. This shifting economy is now creating new job opportunities in roles which require highly developed enterprise skills, particularly within Aged Care which require finely tuned interpersonal skills. This presents an exciting opportunity for South West Victoria's Aged Care Sector to become future focussed by offering a world-class and innovative approach to ageing well in Australia.

So how do we help current and future workers prepare for and succeed in this shifting economy?

We need to shift the way we approach our working lives – to think in terms of skills instead of jobs.

[1] McCrindle Research (2014) "Job mobility in Australia" using HILDA and Department of Employment data. Available at: http://mccrindle.com.au/the-mccrindle-blog/jobmobility-in-australia
[2] See Foundation for Young Australians (2017), "The New Work Smarts". Available at: https://www.fya.org.au/report/the-new-work-smarts/
[3] Australian Bureau of Statistics (2006, 2016), Census table builder. Available at: http://www.abs.gov.au/websitedbs/censushome.nsf/home/tablebuilder.

Funding provided by: VICTORIA State Government

This project is a collaboration between:

SOUTH WEST TAFE | fya

Lyndoch Living | wdhs Western District Health Service | eventide homes STAWELL INC

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SOUTH WEST TAFE

SETTING THE SCENE

South West TAFE, in partnership with the Foundation of Young Australians, Lyndoch Living, Western District Health Service and Eventide Homes - Stawell, collaborated on a project to build localised, future-focused evidence of skills needed for South West Victoria. To equip current and future students and workers with the skills they need for the work of tomorrow.

South West TAFE would like to acknowledge the funding by the Victorian State Government.

The project focused on the Carers Cluster and consisted of focus groups and surveys to identify if staff and students are equipped with the right mindset and skills to adapt to the changing world of work.

This data provides a benchmark on the general perceptions of those intending to work and study in the healthcare and social assistance sector. The findings will be used to identify the necessary and in-demand transferable skills in the healthcare and social assistance sector and develop training options to upskill and reskill the current workforce.

ALL ABOUT THE PROJECT

The Victorian Government's Workforce Training Innovation Fund (WTIF) recognised the need for industry and training providers to work together and create opportunities for the joint exploration of new ideas and solutions to enhance workplace productivity. South West TAFE (SWTAFE) was successful in a $3.6 million application to WTIF for a joint project with Foundation for Young Australians (FYA), Lyndoch Living, Western District Health Service (WDHS) and Eventide Homes (the Consortium).

This project has been designed to address the following WTIF Objectives:

• the training and TAFE system delivers high-quality skills training that is relevant and responsive to evolving industry needs and business training requirements,

• partnerships between training providers and industry or employers are strengthened,

• workforces are equipped with the skills needed for identified future growth sectors and new and emerging industries,

• industry and/or business productivity is improved through training, and TAFE system involvement in industry-based applied research.

Research from FYA's _The New Work Mindset in Action: South West Victoria_ report will be used to inform, develop, test and trial new career development and management processes and tools for SWTAFE students and the Consortium employees. This will demonstrate and showcase a new learning model and develop a series of tools that can be used across industry and vocational education to provide evidence for training package design and delivery.

Theory Into Practice

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New Mindset Research + Industry Workforce Development

Tools & Training

Portable Job Skills

This model will be focused on helping students develop a portfolio of transferable skills, rather than the current practice of narrow, job-specific training and enable future-focused workforce planning.

The project focuses on three components:

1. Building localised, future-focused evidence of skills needs.

2. A new approach to career development and management for current and future workers.

3. Design and delivery of high-quality skills training that responds to industry needs and latest research on the future of work.

Scope

Component 1
Evidence

• Building localised, future-focused evidence of skill needs

Component 2
Innovation

• A new approach to career development & management for current & future workers.
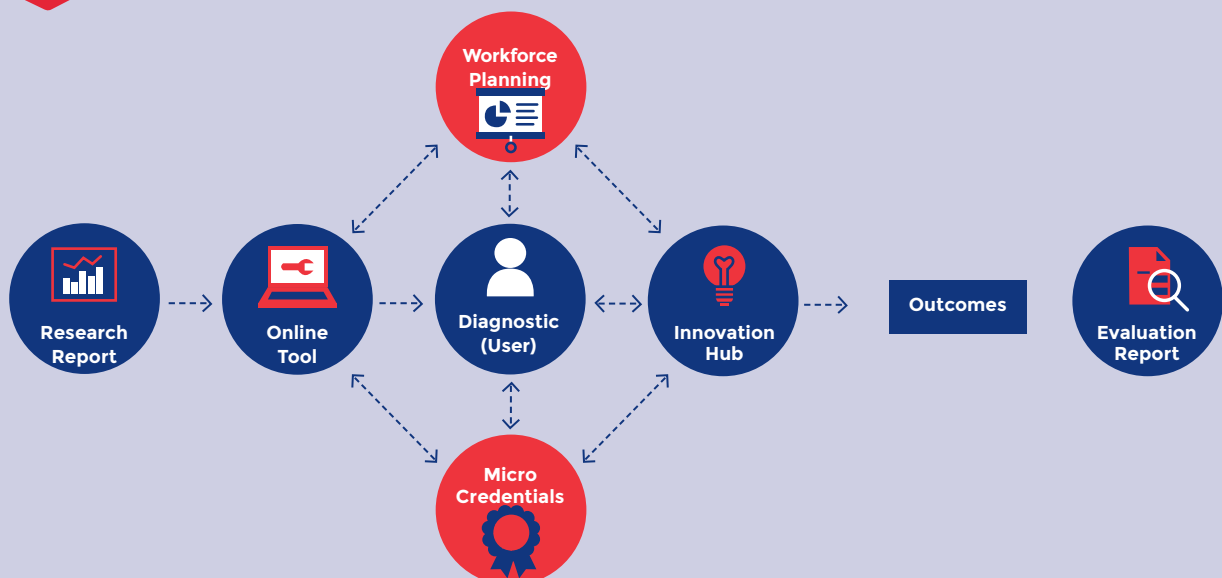
Component 3
Design

• Design & delivery of high quality skills training that responds to industry needs & latest research

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This report focuses on the workforce planning component and acts as a supplementary report to the Research Report.

Within these components, there are specific products being developed. These are:

- Research Report
- Digital Tool
- Workforce Planning
- Micro-credentials
- Entreprenuerial Hub

Industry Workforce Needs (Aged Care)

Workforce Planning

Research Report → Online Tool → Diagnostic (User) ↔ Innovation Hub → Outcomes   Evaluation Report

Micro Credentials

Current And Future Workforce Training (TAFE)

THE PROCESS

Qualitative (focus group discussions) and quantitative (online staff surveys) research were conducted within the consortia partners. This research generated a snapshot in determining whether the current and future workforce are equipped with the right set of skills and mindset to adapt to the changing trends in labour, particularly in the Carers (Aged Care) cluster.

The findings from the focus group discussions have been used to identify the necessary and in-demand skills in the healthcare and social assistance sector and develop training options to upskill and reskill the current workforce.

Participation in the survey was voluntary - receiving a total of 137 respondents. Three group discussions were held with the consortia partners with a total of 32 participants. A further group discussion was conducted with SWTAFE staff (Warrnambool) with 7 participants.

Depending on the venue and the numbers in attendance, the participants were asked a series of questions. In some instances, this was conducted as a small group activity, and in some other cases a broader, group discussion was facilitated, these included the following:

· How long have you been working in Aged Care?

· Why are you working in Aged Care?

· What provides you with the most satisfaction?

· What top 3 skills are required to do a good job?

· Would you recommend this job to others?

· How do we encourage younger people to enter the industry?

· How has the industry changed in the time you have been working there?

· Do you see more change happening in the future?

· Do you have current skills and knowledge to adapt to these perceived changes?

The data obtained from the survey provides a benchmark on the general perceptions of those working or intending to work in the healthcare and social assistance sector and act as a complementary supplement to the project research, It also assists in framing the overall picture of professional development needed for the sector.
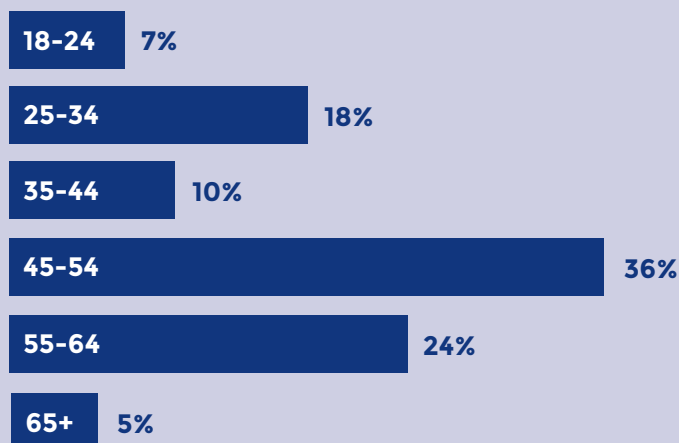
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x 137

PARTICIPANT DEMOGRAPHICS

Number Of Female Respondents

The data reveals a workforce gender and age disparity where almost 9 out of 10 respondents female and over 36% of employees are aged 45-54.

Age Of Respondents

Age	Percentage
18-24	7%
25-34	18%
35-44	10%
45-54	36%
55-64	24%
65+	5%

Demographic information sourced from each of the consortia partners indicates that:

Personal Care Workers (PCW), Enrolled Nurses (EN) and **Domestic staff (DS)** are for the most part female. They also have a long work history at their place of employment.

(PCW)   **(EN)**   **(DS)**

EMPLOYMENT BACKGROUND

The 2017 Annual Report for Lyndoch Living indicates that 30% of their staff have worked there for 10 years or more, with 16% of these staff having over 15 years experience. Thirty-six staff were recently awarded service badges and of these, six staff had 25 to 35 years experience. A similar story occurs at Eventide Homes and WDHS. Sixteen staff were recently noted as having served between 20-35 years service each at WDHS and similarly eight staff were acknowledged at Eventide Homes for clocking up between 10 and 25 years service. In nearly every case they were women.

In the focus group discussions these indicatorsof service were confirmed, and in each discussion, there were staff present who had been working at the provider for more than 25 years.

Meanwhile, the staff survey revealed a cohort of new entrants less than 5 years in employment (31%) and within the healthcare industry (21%).

Industry Experience

1. Less Than a Year	7%
2. 1-4 Years	21%
3. 5-9 Years	19%
4. 10-14 Years	14%
5. 15-20 Years	14%
6. 21-25 Years	9%
7. 26+ Years	16%

Organisation Years Of Service

1. Less Than a Year	16%
2. 1-4 Years	31%
3. 5-9 Years	19%
4. 10-14 Years	13%
5. 15-20 Years	8%
6. 20+ Years	12%

With both evidence of existing and emerging employment, the results above corroborate with the key message in research reports that the health care sector (particularly aged care) is becoming an emerging industry for the new and re-entering workforce (AlphaBeta 2017, DDJSB 2018, HESTA 2018).
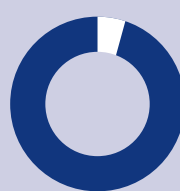
Type Of Employment

57%
Part Time

36%
Full Time

5%
Casual

1%
Contractual

Over half the participants were mainly part time workers (57%). Such nature of work suits people with families who require a stable income.

The survey results also showed that more than half of the staff (67%) have maintained their job roles through the years. For others, promotion was the most common driver of change. This response is positive feedback from the consortia partners, which reflects their ability to provide work progression and incentive for professional development among their staff. 52% of respondents have undertaken work related short courses.

REASONS FOR WORKING IN THE SECTOR

In all of the discussions the common reasons for working in the sector included variety in the working day, flexibility of rostering and the availability of part-time work and the intrinsic enjoyment of working with and supporting the elderly. Other reasons included a steady and growing industry and working in a collegiate and family type environment. Only in one discussion was payment mentioned and in this instance it was in regard for acknowledgement of work completed and satisfaction for receiving this payment. This was an interesting observation as wages in the sector have been, and remain, relatively low and are an ongoing source of concern for both employees and the sector more broadly (Aged Care 2017). [1] All respondents indicated great satisfaction working in the sector.
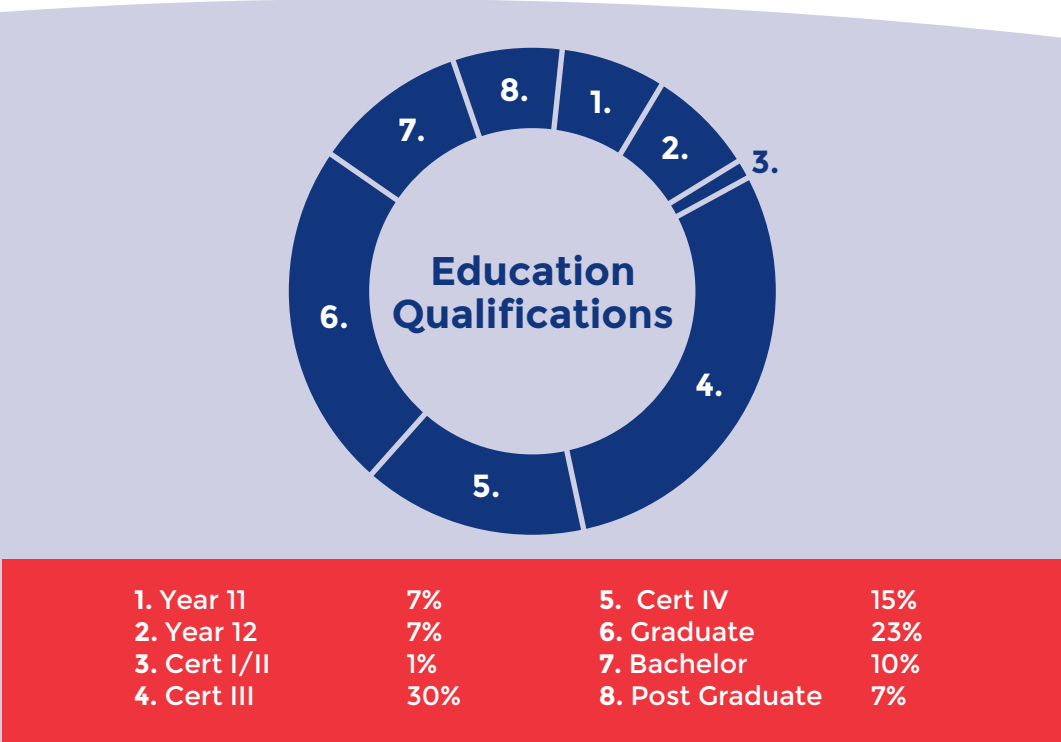
[1] Legislated Review of Aged Care, 2017

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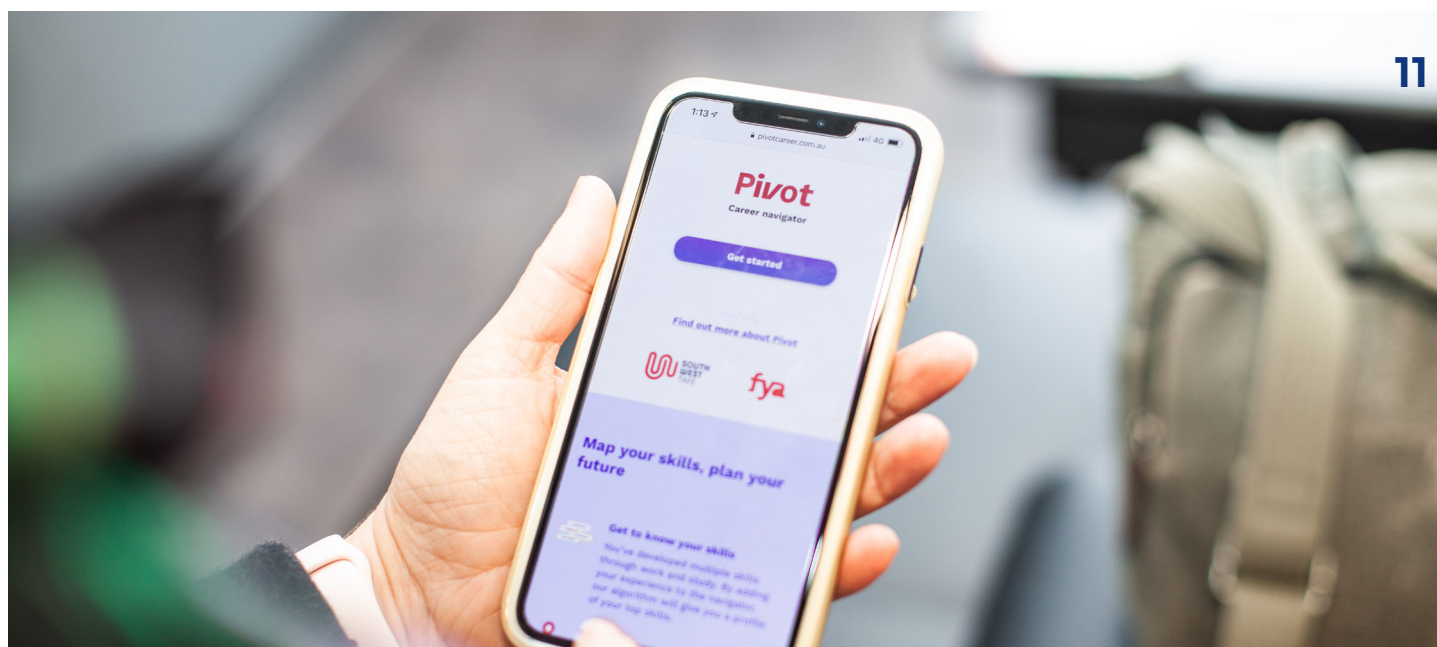
EDUCATION

This is a highly gendered and mature-aged industry, and for the most part with a workforce with a entry level skill set. Staff who participated in the survey and group discussions have certificate or degree qualifications. The online survey revealed 30% of the respondents, who were mainly personal care workers, possessed a Certificate III level.

Education Qualifications

1. Year 11	7%	5. Cert IV	15%
2. Year 12	7%	6. Graduate	23%
3. Cert I/II	1%	7. Bachelor	10%
4. Cert III	30%	8. Post Graduate	7%

MEETING THE NEEDS OF THE SECTOR

The discussion indicated that there is currently a gap in the industry expectation of the skills and knowledge of graduates at a Certificate III level qualification. There is an expectation that these graduates will have the skills to undertake leadership positions, yet this would normally be expected of a Certificate IV level graduate. This confirms FYA data indicating the attributes expected of staff in the sector, as indicated in job applications, not matching the graduate attributes identified at course level. Some senior staff also identified that the Position Description requirements are at odds with the skills and competencies of Certificate III graduates and that there is an expectation that they will have higher order skills. This mismatch between expectations and the reality of the skills and knowledge of Certificate III graduates needs to be addressed; and this identifies a potential opportunity for further industry based training – either via Skill Sets or the proposed micro-credentials. However graduates from the SWTAFE courses obtain employment on graduation and are sought after in the local industry.

SKILLS AUDIT

Respondents indicated that the industry had changed markedly as a consequence of a variety of factors including:

- Increased use of technology to meet business needs – this includes rostering systems; online application and assessment systems of intending residents; food service ordering and menus; greater technology use and expectation of Wi-Fi and related services by residents;
- Residents entering aged care at a later age. Eventide Homes reported that previously residents would move into Aged Care in their late 60s and early 70s but now are staying at home later and accessing services in their 80s and 90s. Lyndoch Living and WDHS staff commented on residents with greater mental health needs than previously and often drug and alcohol related issues. This impacts on the level of care now required and consequently different skills required of staff;
- The 2018 HESTA report2 indicated that providers are now adapting more to a personalised aged care residential homes offering lifestyle as well as end-of life care. This was expanded upon by the CEO of Eventide Homes as she intends to reframe aged care in this environment 'rom a hostel to a hotel;
- Other workforce issues include the need for stronger education and training; some participants expressed concern about the adequacy of entry level qualifications particularly in light of the new skills required.

In terms of personal attributes, all respondents indicated that Aged Care workers needed patience, empathy, good communications skills, flexibility, a sense of humour - all of which was summarised as having the **'It Factor'.**
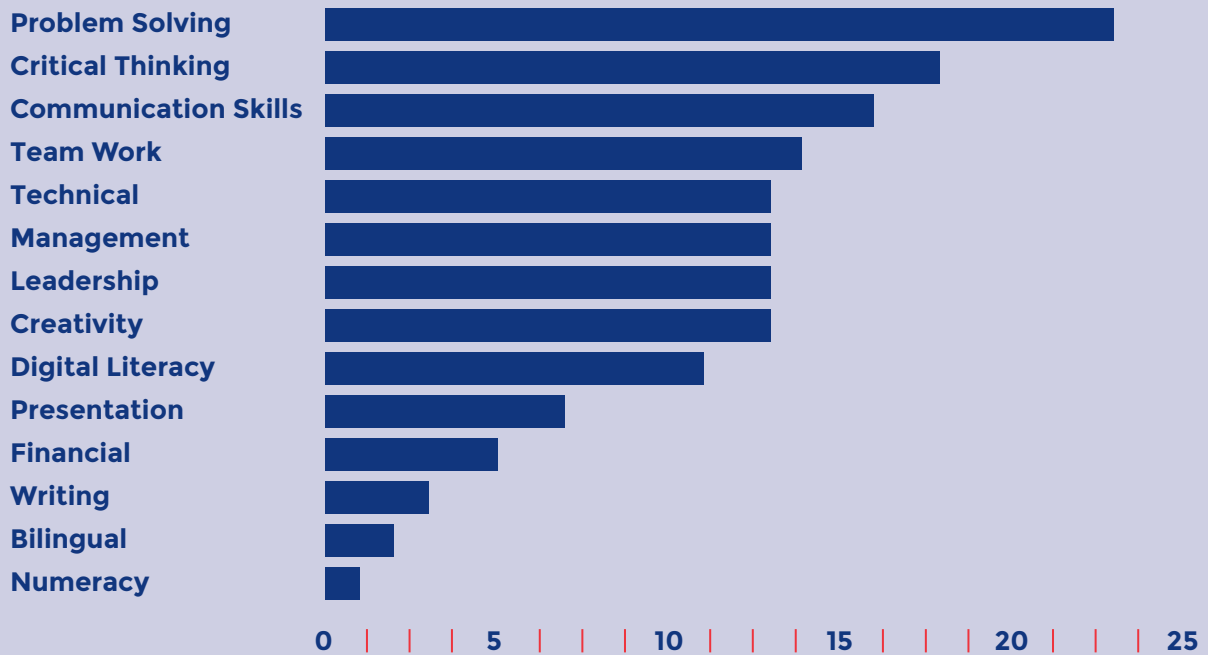
Skills Required Of The Sector

Client Service

Tasks

Roster

Equipment
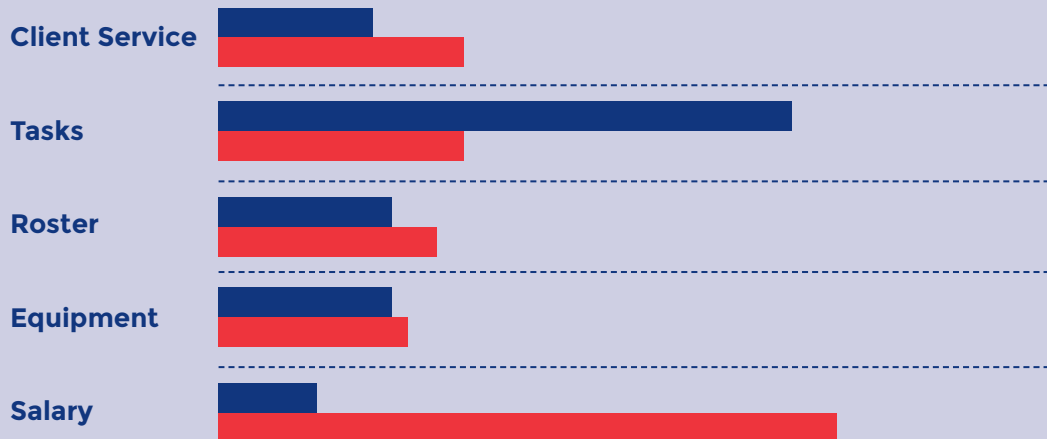
Salary

Participants in this research indicated that the nature of work in the aged care sector is changing. Staff realised their tasks are mostly increasing, while salary would remain steady.

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Future Proofing The Industry

Skill	
Problem Solving	23
Critical Thinking	18
Communication Skills	16
Team Work	14
Technical	13
Management	13
Leadership	13
Creativity	13
Digital Literacy	11
Presentation	8
Financial	5
Writing	3
Bilingual	2
Numeracy	1

0   5   10   15   20   25

Top skills identified for working in Aged Care

SKILLS REQUIRED FOR THE FUTURE

As well as some of the personal attributes identified earlier, respondents indicated that further training would be required to meet the needs of a changing resident demographic. These new skills and attributes **included better communication skills, flexibility to adapt to a changing environment, digital literacy skills and the ability to work in and across different teams – all identified as part of the Enterprise skills.**

Technical skills in understanding dementia, working with drug and alcohol affected clients and understanding complex issues within the broader Aged Care sector were also identified. In particular it was noted that with the shift to a client centred focus of delivery, more attention would need to be paid to the personal skills and knowledge required of staff.

Respondents in all focus groups indicated they would recommend the sector while noting that it is not for everyone; one respondent commenting that a lot of young people are scared of older people due to limited opportunities for interaction.

Staff working in the sector need to have practical skills including:

Knowledge of compliance, adequate literacy & numeracy skills
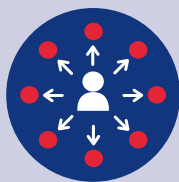
The ability to respond in a professional manner, as well as good communication
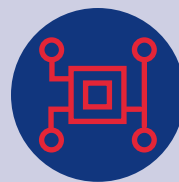
They also need to be digitally literate & have the appropriate level of technical skills for the job role.

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Participants indicated that students need the enterprise skills such as passion, empathy, critical thinking, emotional intelligence, adaptability, communication, teamwork and problem solving – all identified by the discussions with the consortia partners. Staff working in the sector need to have practical skills including knowledge of compliance, adequate literacy and numeracy skills, the ability to respond in a professional manner, as well as good communication and networking skills. They also need to be digitally literate and have the appropriate level of technical skills for the job role. To ensure well rounded graduates appropriate work placements are required, and this is often difficult accessing enough placements in the region.

Participants indicated that students need the enterprise skills such as:

☑ **Passion**

☑ **Empathy**

☑ **Critical Thinking**

☑ **Emotional Intelligence**

☑ **Adaptability**

☑ **Communication**

☑ **Teamwork**

☑ **Problem Solving**

All identified by the discussions with the consortia partners.
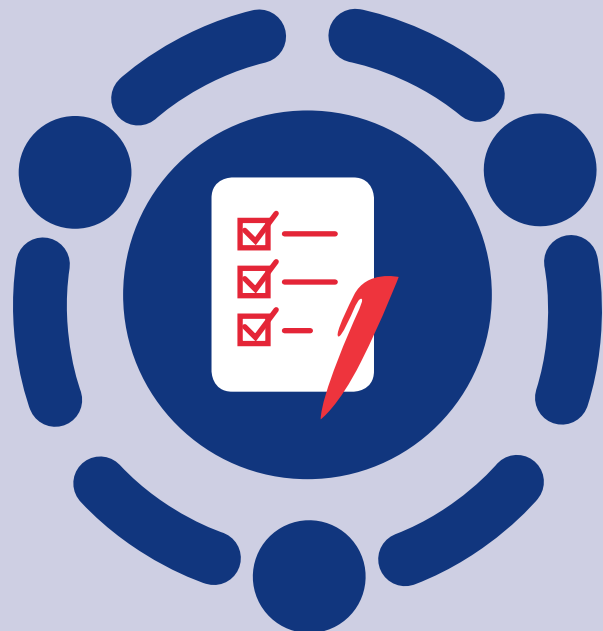
ENCOURAGING YOUNGER PEOPLE

With the changing demographic bulge due to impending retirement of the baby boomer generation, employees in aged care in Australia are expected to increase to one million by 2050. But as a consequence of the ageing nature of the workforce there will be a shortfall of trained staff unless the industry can be reframed to attract a younger staff cohort. New entrants may be attracted if the focus is on making a difference and identifying intrinsic satisfaction from working in this sector- this accords with some of the sentiments expressed by the focus group attendees. Other ways to attract younger people included orientation days, mentoring of new staff to assist them to settle in the job, offering clear pathways within an organisation or service so that staff could move around and gain new skills. Some opportunities for work experience could be explored. Even though participants wanted to encourage young people, they also indicated that a level of maturity and common sense is required to work in the sector. Potentially 'young people' may mean 30+ rather than under 30.
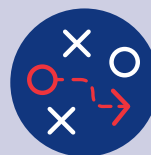
The focus group identified that new entrants may be attracted if the focus in on **making a difference and identifying intrinsic satisfaction from working in this sector.**

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OTHER WAYS TO ATTRACT YOUNGER PEOPLE INCLUDE:

Orientation Days

Mentoring of new staff to assist them to settle in the job

Offering clear pathways within the organisation or service so staff could move around and gain new skills

Opportunites for work experience

SWTAFE RESEARCH

REQUIREMENTS OF TEACHING STAFF

Due to the high levels of employment currently available in the industry, SWTAFE has an issue of attracting teachers/trainers with the right skills and qualification.

As well as having the appropriate teaching qualification, staff need to have recent and relevant industry experience. They also need to complete a specified number of hours of professional development to maintain their industry registration. For the most part staff at SWTAFE have appropriate industry currency but the ongoing challenge is to maintain effective networks and to undertake regular Professional Development to meet the future changes to the industry. For staff to meet the future needs of the industry and to encourage younger entrants to the sector the participants indicated that staff needed further training in technology use and digital literacy, new ways to facilitate learning and effective networking strategies. They also indicated that teaching skills could be improved through collaborative resource development and opportunities for action based research. In light of the New Work Mindset project further training in enterprise skills adaptation was indicated and ways to further embed these and core skills for work in an innovative delivery style into the current training programs.

All staff were positive about the industry and welcomed initiatives to encourage greater participation.

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STUDENT SURVEY

KEY POINTS / ORGANISATION: SWTAFE / DATE: 27 NOVEMBER 2018 TO 10 DECEMBER 2018

OVERVIEW:

The New Work Mindset in South West Victoria is a collaboration between Foundation for Young Australians (FYA), South West Institute of TAFE (SWTAFE) and Lyndoch Living, Western District Health Service (WDHS) and Eventide Homes. The project has the purpose to develop and trial new career development tools for SWTAFE students and staff and identify new job roles and/or training for the Aged Care Consortium partners' employees.

OBJECTIVE:

This activity is intended to provide information on students' perception and level of awareness on the changes of future workforce and skills development in the Carers cluster. The survey will also characterise students, presenting their intention and aspirations when taking up a course related to the Carers cluster. The data sought will support the development of training packages and workforce framework. The results of the survey aims to back up and align with the findings of other related research activities conducted.

METHOD:

Students undertaking courses related to Health Care and Social Assistance are invited to participate in the survey. An email invitation (using the SWTAFE enrolment database) will be sent to students within this area, whose details were gathered from the health and community services department. The survey will be developed using Survey Monkey. The turnover of responses will be immediately recorded in the database and will be analysed by the project team. The team will monitor the responses and liaise with the appropriate staff as necessary. The result will be communicated back to the health and community services department. All responses are anonymous and confidential and adhere to the SWTAFE privacy policy. Privacy consent will be included at the start of the survey.

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FINDINGS:

All respondents need to be over 18 years old to participate. The distribution of responses implies that the participants are mature aged, in between 35 years old and 54 years old. All of them are also females.
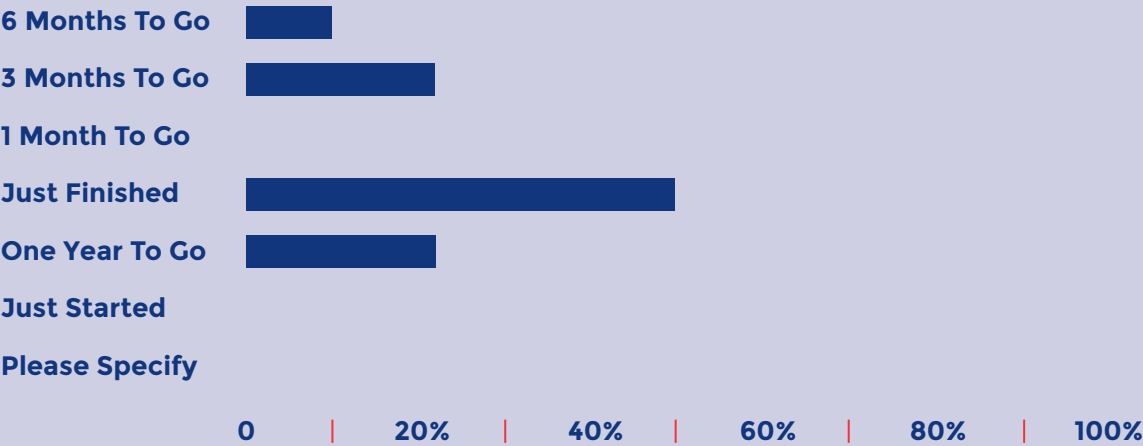

0 | 20% | 40% | 60% | 80% | 100%
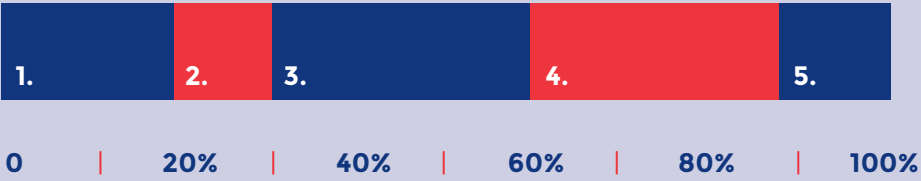
1. 18-24 Years	**4.** 45-54 Years	**6.** 65+ Years
2. 25-34 Years	**5.** 55-64 Years	**7.** Prefer not to disclose
3. 35-44 Years		

Almost half of the respondents are studying Certificate III in Individual Support, a required course for working in Aged Care. 50 percent of the students just finished the course in the Carers cluster when they participated in the survey.

0 | 20% | 40% | 60% | 80% | 100%
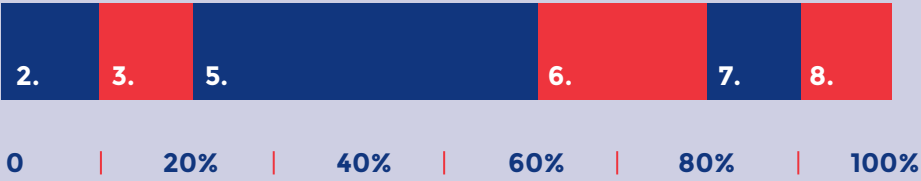
1. Cert II in Community Services   **5.** Cert III in Individual Support
2. Cert III in Community Services   **6.** Diploma of Nursing
3. Diploma of Community Services   **7.** Introduction to the NDIS
4. Cert IV in Disability   **8.** Other (please specify)

6 Months To Go
3 Months To Go
1 Month To Go
Just Finished
One Year To Go
Just Started
Please Specify

0 | 20% | 40% | 60% | 80% | 100%

Almost all students believe that their specific course will enable them to secure employment. This is the reason why they took their chosen course. Other reasons specified for enrolling in their course were personal interest and personal skills.

Secure Employment

Personal Interest

Family Interest

Peer (Social) Influence

Personal Skills

Duration Of The Course

Mode Of Course Delivery

Other (Please Specify)

| 0 | 20% | 40% | 60% | 80% | 100% |

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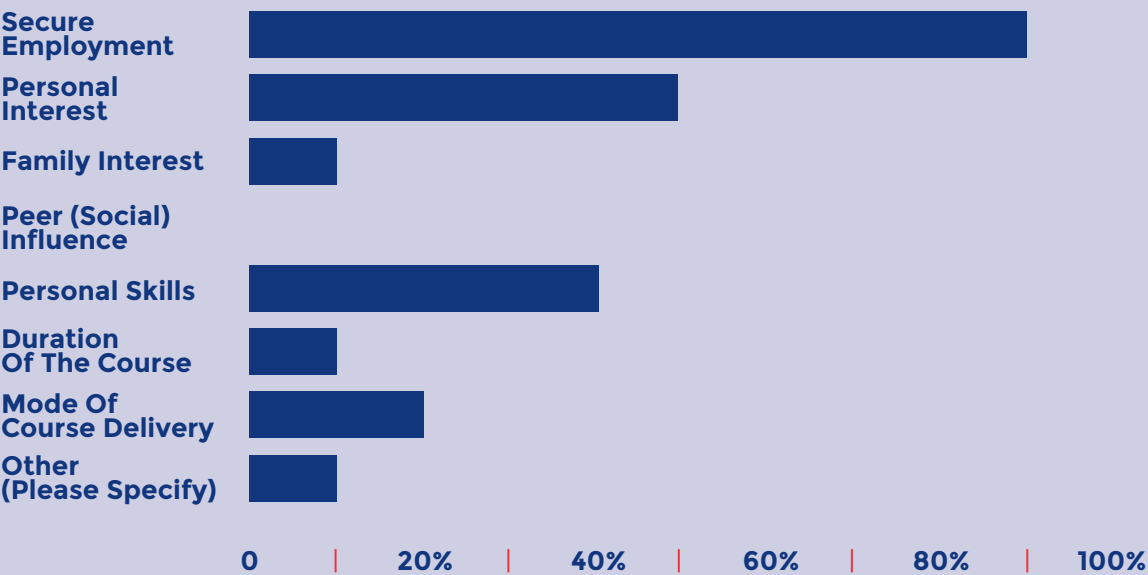
70 percent of respondents are satisfied with the delivery of their course. To some extent (20%), others were very satisfied. Those who were dissatisfied with the course, attributes it to the flawed online services provided.

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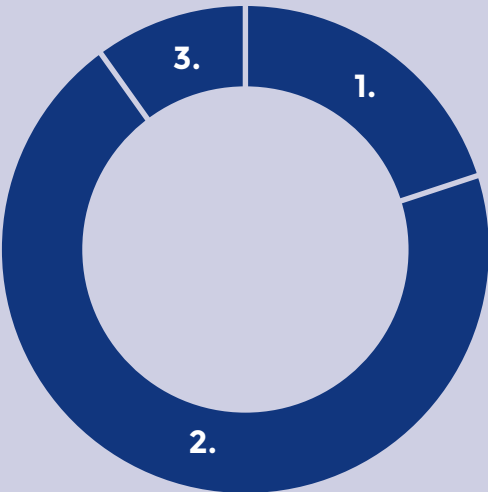
1. **Very Satisfied** with the delivery of their course — 20%
2. **Satisfied** with the delivery of their course — 70%
3. **Dis**satisfied with the delivery of their course — 10%

Students want to make a difference in their job and have a meaningful work experience in the future when they engage in the Health Care and Community Services sector. Having a positive workplace culture is also important for them in their future work.
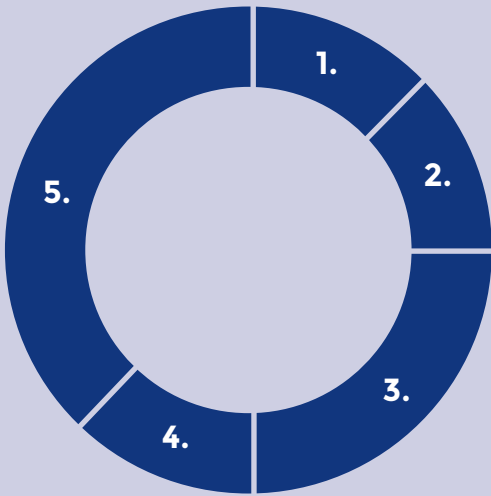
1. Accessible (nearby) to home address
2. Promotion (career progression)
3. Positive workplace culture
4. Professional development and innovation
5. Meaningful work (making a difference)

Students expect changes in the future work in the Health Care and Community Services sector. They mostly anticipate more services to be required by patients. Other changes they also foresee are more job opportunities, more pay or salary income, higher patient needs and more professional qualification requirement for doing their job.

More Job Opportunities
More Services Required
More Pay (Salary Income)
More Traning
Younger Staff Required
Less Pay (Salary Income)
Increased Job Market
Less Working Hours
Longer Working Hours
Less Staff-Residents
Higher Patient Needs
Technology Driven
Requires More Professional
Other (Please Specify)

0   20%   40%   60%   80%   100%

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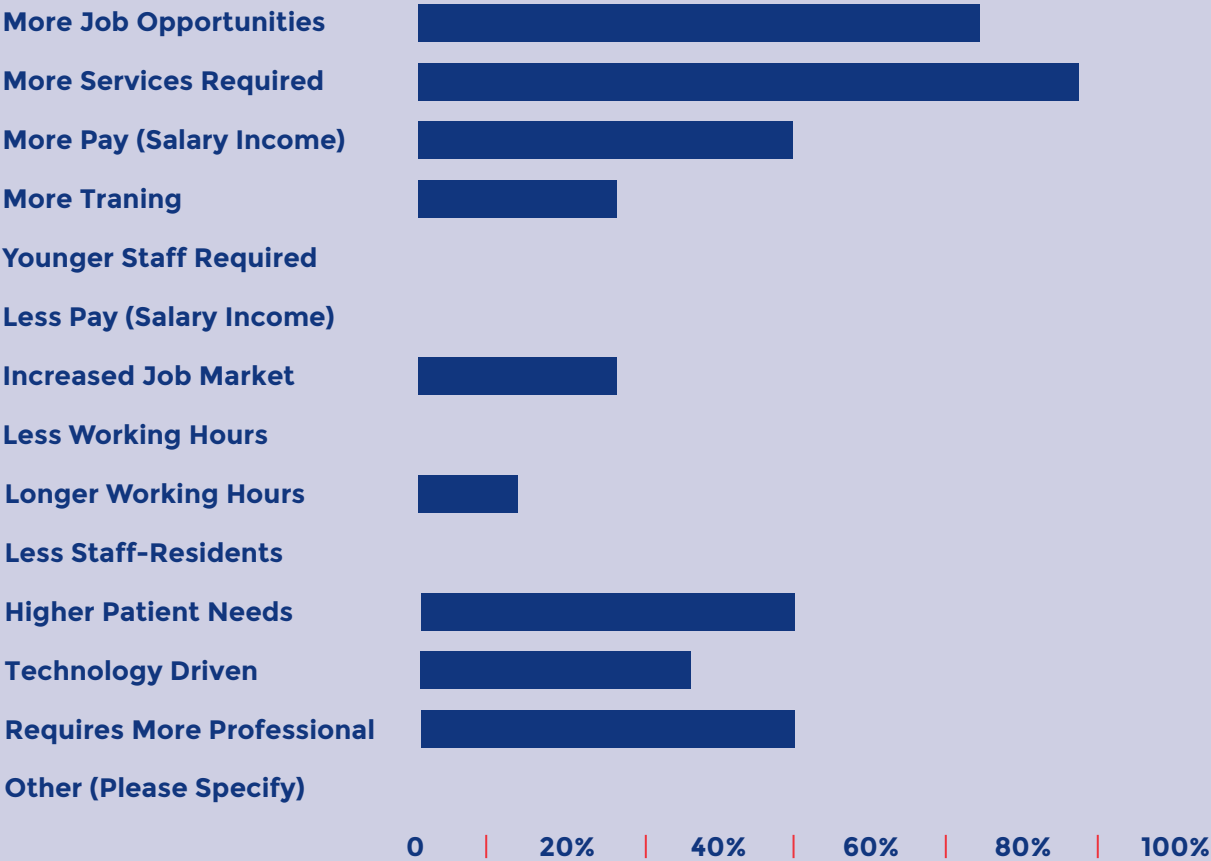
Verbal communication and adaptability are seen to be very important skills needed in the job in the Health Care and Community Services sector. Technical skills and foundational skills are somehow importantly considered, while students regard bilingual and financial literacy skills as the least important ones.

	Very Important	Somehow Important	Least Important
Verbal Communication	100.00% 8	0.00% 0	0.00% 0
Written Communication	75.00% 6	25.00% 2	0.00% 0
Technical/Clinical	50.00% 4	50.00% 4	0.00% 0
Work Ethics	100.00% 7	0.00% 0	0.00% 0
Problem Solving & Critical Thinking	87.50% 6	12.50% 1	0.00% 0
Time Management	85.71% 8	14.29% 1	0.00% 0
Adaptability	100.00% 8	0.00% 0	0.00% 0
Foundation (Literacy & Numeracy)	42.86% 3	57.14% 4	0.00% 0
Digital	50.00% 4	37.50% 3	12.50% 1
Team Work	87.50% 7	12.50% 1	0.00% 0
Leadership	75.00% 6	25.00% 2	0.00% 0
Empathy	87.50% 7	12.50% 1	0.00% 0
Creativity	62.50% 5	25.00% 2	12.50% 1
Bilingual	25.00% 2	37.50% 3	37.50% 3
Presentation	62.50% 5	37.50% 3	0.00% 0
Financial Literacy	25.00% 2	37.50% 3	37.50% 3

PROPOSED CHANGES

WORKFORCE DEVELOPMENT & JOB REDESIGN

Workforce Development provides a strategic approach to meet future workforce requirements in response to internal and external environments. It often involves cultural change as well as actions to improve the capability of the people within an organisation. The New Work Mindset project has identified the current regional job opportunities and indicated the growth projections in the Carers Cluster out to 2025; in this time it is anticipated that a further 2500 jobs in the Carers Cluster will be required to meet the changing demographic

in the region. An opportunity exists for the consortia partners to map the transferable skills of their Carers' workforce against the Enterprise skills identified from the skills audit/mapping. This provides a career pathway for current employees and also identifies training needs to enable capability building.

A planned approach to workforce development in the South West region as a consequence of the research activity undertaken links the pieces together and provides a way forward.

Phase 1:
Current
Enviroment

Phase 2:
Current
Workforce
Profile

Phase 3:
Future
Workforce
Profile

Phase 4:
Developing
A Planned
Approach

Phase 5:
Implementing
&
Reviewing

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Phase	Activities Undertaken Or Completed
Phase 1: Analysing The Current Environment	• Research report completed by NWM team • Regional data dissected and analysed • Focus Groups with consortia partners and SW TAFE staff
Phase 2: Current Workforce Profile	• Staff demographic at each of the consortia partners identified e.g. age, gender, length of service • Workforce skills profile identified via the analysis of the position descriptions at each of the consortia partners
Phase 3: Future Workforce Needs	• Meeting the expected increased demand for Health Care Workers and Allied professional staff • Recognising transferable skills and building a personal skills profile • Embedding micro-credentials and other training options into the current discourse
Phase 4: Developing A Planned Approach	• Position Descriptions identify the enterprise skills across job domains • Identifying actions to develop staff capability at SW TAFE • Establishing micro-credentials to meet differing needs
Phase 5: Implementing & Reviewing	• Deliver a suite of micro-credentials to SWTAFE staff • Deliver a suite of micro-credentials to consortia staff • Evaluate various and identified data sources for improvement

WORKING WITH THE CONSORTIA PARTNERS TO CONSIDER JOB REDESIGN

All three of the consortia partners have developed specific position descriptions according to the job role. For the most part the Positions Descriptions have a similar format in that they identify the Position, the Award, classification, qualifications required and the position objectives. To a greater or lesser extent, depending on the job role, the key responsibilities and duties are outlined. There is a focus on generic skills such as communication, team work, customer service and depending on the level of the position, management skills required. The use of the word management maybe confusing as in many cases it is more about supervision and leadership than high level management. For example, there is currently a gap in the industry expectation of the skills and knowledge of graduates at a Certificate III level qualification. There is an expectation that these graduates will have the skills to undertake leadership positions, yet this would normally be expected of a Certificate IV level graduate. This confirms FYA data indicating the attributes expected of staff in the sector, as indicated in job applications, not matching the graduate attributes

identified at course level. This mismatch in expectation needs to be addressed to ensure that the Aged Care industry recruits to the appropriate level and that the recruitment process is clear regarding the skills required for any given job and at the appropriate level. The position description analysis referred to earlier (page reference?) identified that the top three attributes industry looks for in staff includes communication, team work and time management skills – all of which map to enterprise skills.

REDESIGNING POSITION DESCRIPTIONS

In developing new position descriptions to take account of enterprise skills integration and the potential to transfer across work domains will be a variation to common practice and in this instance may require a staged approach. This new way of defining job roles may also depend on staffing levels and the outcomes from the WTIF Project and the Royal Commission into Aged Care Quality and Safety. For the purposes of this report and the New Work Mindset project, suggestions can be made regarding job redesign, but it is outside our sphere of responsibility. It is up to each of the

three consortia partners to reconsider a Position Description redesign based on their requirements both current and in the future and in response to the research activity.

There are may ways to write position descriptions depending on the scope and role of the job and the size of the organisation, but guiding principles include the following:

- Using job analysis data what will the person do and need to perform in the role? How can the enterprise skills be acknowledged and incorporated?

- What background is required to get the job done? For example the qualifications, experience, transferable skills and position specific knowledge.

- What unique skills are required in this role and how have they been attained?

- What is the work environment or culture that will enable the person to get the job done?

- What kind of personality succeeds in the organisation? What will be the best fit? Does the applicant have the 'it' factor?

- What are the pathways that can lead into different job roles within the same organisation?

Developing new position descriptions requires having a clear understanding of the job's duties and responsibilities and should include a concise picture of the skills required for the position so as to attract qualified and 'quality' job candidates.

From the initial data analysis of the current Position Descriptions utilised by the three consortia partners, we understand that there are a specific number of job roles that sit within the Carers cluster. (Do we reference previous work or link to the relevant page in the report?)

At Lyndoch Living there are eight jobs roles in the Carers cluster: Enrolled Nurse, Registered Nurse, Health Care worker, Lifestyle facilitator, Lifestyle manager, Nurse Manager, Director of Nursing and Allied Health Assistant.

At Eventide Homes there are five jobs roles in the Carers cluster: Enrolled Nurse, Registered Nurse, Health Care worker, Lifestyle facilitator, Lifestyle manager.

At Western District Health Services (WDHS) there are seven jobs roles in the Carers cluster: Enrolled Nurse, Registered Nurse, Health Care worker, Lifestyle facilitator, Nurse Manager, Director of Nursing and Allied Health Assistant.

The job analysis data (reference?) indicated that amongst these roles there are common and transferable skills identified as enterprise skills; this commonality between job roles has the potential to enable staff to transition from one role to another after completing accredited or non-accredited training. In many instances this will be as a result of micro-credentials and/or a Recognition of Prior Learning or a qualification upgrade available from the TAFE provider. This is a compelling reason for identifying pathways in the redesigned position descriptions.

COMPARISON OF THE ENTERPRISE SKILLS ACROSS THE CONSORTIA PARTNERS AS IDENTIFIED IN THE POSITION DESCRIPTION ANALYSIS:

In many instances there is an implicit request for these skills rather than a direct request – for example under communication staff are expected to have a customer service focus and a positive 'yes' mentality. There is an expectation of digital skills but not a formal request seeking these skills. Staff will use enabling technology in the workplace for rostering, menu collection and data analysis and for general HR functions. The position description attributes, previously identified, (page reference?) indicate the common requests for these skills but does not link this request to technical training required. Much of this upskilling is learnt on the job and a skills acquisition occurs over a period of time and depending on the role. A common model for learning development ids the 70/20/10 model where 70% of skills and knowledge relates to hands on experience in the workplace; 20% relates to social learning often from peers or through coaching and mentoring and 10% as a consequence of formal learning (accredited and non-accredited). The actual % within an organisation can vary and also vary between job roles or functions; a quick guide is on the job, social and formal or the OSF ration.

Redesigning position descriptions to explicitly identify and recognise these transferable skills are ways of highlighting the diversity and opportunity inherent in the Carers Cluster and within each organisation.
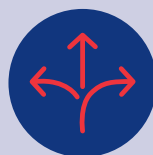
Encouraging staff to recognise their current skills and knowledge and providing a simple way forward will be a positive outcome from this project and can be expressed in the following diagram.

What do I know now? My skills & knowledge base

What do I need to know & how will this be assessed?

What is the pathway to upskill & use my current skill base

Options: Mircocredentials; RPL; Non Accredited Training

CAPABILITY FRAMEWORK

Individual consortia partners could ascertain the current skills and expertise of their staff within the Carers cluster by identifying the in demand enterprise skills e.g. communication, team work, problem solving and assess job roles and applicants based on this data. A numeric value could be placed that identifies the importance of that skill in the recruitment process.

Further sophistication can be developed by utilising a capability framework that aligns the core enterprise and technical skills and a process of self- assessment against descriptors. Capability Frameworks provide a broad overview of skills and knowledge required for a job role. The use of a capability framework provides direction for the progression of skills required to develop and enhance a career. They also provide a common language and agreed standards regarding a particular job role or function. A simple diagram below, highlights the key activities:

Self-Assessment Against Indicators

Review Process

Supervisor Assessment Against Indicators

Capability Framework

Development Plan: 70/20/10

Analyse, Review & Discuss

Upskilling Needs Identified

DRAFT POSITION DESCRIPTION EXAMPLE

Position and/or Job Title	Health Care Worker
Award	Specific detail
Classification	Level (according to award or organisation)
Position Objectives	Clearly identify the key points of the job role; extent of content may depend on where the position is located e.g. in home care, residential care
Organisational Values	(as per consortia partner)
Relationships	Reports to the position & Reporting to a supervisor – Depends on extent of the position
Qualification	Level expected as per job role (HCW would be Certificate III)
Skills & Knowledge	**Enterprise Skills required, specific to position level & with a narrative descriptor appropriate to job level i.e. what is expected?** · Communication · Team Work · Digital Literacy · Problem Solving · Creativity · Critical Thinking · Presentation Skills · Financial Literacy **Technical Skills required, specific to position level** For example – may relate to personal care needs, hospitality skills & specific knowledge of the industry applicable to job role & level
General Organisational Information	Policies, Procedures, Mandatory requirements according to position level
Pathways Within The Organisation	Enrolled Nurse Hospitality Services Domestic Worker **Each with an indication of the extra skills and knowledge required**

WORKFORCE DEVELOPMENT INITIATIVES

To meet the expected product outcomes from the NWM Project a series of micro-credentials have been developed and are available to deliver to students, staff at SW TAFE and staff within the consortia partners. The section on micro-credentials identifies the opportunities for current and intending learners while the following table identifies initiatives for SW TAFE staff and also options for the staff at the three consortia partners.

WDP Initiative for SWTAFE Staff	Objective	Professional Development Actions
Develop an Innovation Culture	· Staff develop new ways of supporting innovation in teaching & learning · Staff use and understand the Innovation Hub possibilities · Staff continue to build digital literacy capacity	· Innovation Hub showcases, supports & shares new ideas and practices · Provide opportunities for staff to be regularly engaged with the Innovation Hub, for example paper bag lunch sessions · Provide training in change management strategies · Communicate outcomes from all funded Projects to staff to identify relationship with WTIF outputs · Improve digital literacy capacity of teaching staff by delivering a targeted micro-credential badge (potential to be linked with PEC pilot)
Build Capacity to Embed Enterprise Skills into Teaching Programs	Staff enable learners to develop transferable skills across different program areas	· Provide a series of one day PD sessions for staff to understand the Enterprise skills and their relationship to Core Skills for Work · Establish a cross disciplinary team to develop new delivery strategies to embed Enterprise skills in targeted courses/departments · Provide PD for staff on learner engagement and retention strategies · Provide opportunities for action based research on developing and embedding Enterprise skills
Build Capacity to Utilise Micro-Credentials	Staff enable learners to gain new skills, upskill or transition into new careers	· Provide PD for staff to explain & unpack micro-credentials & potential use by SWTAFE learners · Provide a structured PD program around using micro-credentials in an industry setting · Establish mentoring support for staff to develop confidence in using Micro-Credentials (Community of Practice or Action Research Project)

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WDP Initiative for Consortia Staff	Objective	Professional Development Actions
Build Understanding of Enterprise Skills Amongst Staff	Staff understand their current skills & knowledge & also that these skills are transferable across job roles	Provide a half day session at each of the consortia partners regarding Enterprise Skills & how understanding their relevance & transferability can influence their career progression
Deliver a Series of Micro-Credentials	Staff build their skills base in targeted areas & receive a badge to acknowledge their participation	Provide a half or full day session at each of the consortia partners around the top 3 Micro-Credentials (for example): • Digital Literacy – Using technology effectively • Communication Skills for the 21st Century • Working in effective Teams
Deliver Career Management Session	• Staff build self-awareness regarding their current skills profile & consider developmental pathways • Consortia partners utilise the Innovation Hub formally & informally	• Staff use the Digital Tool to self-reflect/assess current competencies & use this information to consider career options and progression • Provide consortia staff with a session in the Innovation Hub
Develop a Capability Framework for Health Care Workers	To identify current skills and any skills & knowledge gaps across job roles &/or the organisation	Utilise the Capability Framework to identify & address skills gaps across the organisation & identify training required

CONSORTIA PARTNER STAFF MEMBER: USER JOURNEY

Hilda the Domestic Worker
General Information: New to the industry but looking for steady employment that provides satisfaction
Other additional information as required: Previous qualification in the hospitality sector but wants to try something new and move into a Health Care Worker role

	Awareness	Initial Engagement	Sustained Engagement	Outcome
Action	• Sees a notice at work about an opportunity to improve her skills • Sees a SWTAFE notice re the Skills and Job Centre	• Discusses current position with HR • Finds out more information from TAFE	• Uses the Digital Tool to understand her personal profile better • Visits the Innovation Hub at TAFE • Enrolls in a micro-credential program • Develops her RPL portfolio for recognition of current skills & knowledge	• Understand her own skills better & can see that they are transferable
They Will See...	• Information on the staff internal website • Flyers in the staff room	• A clear link between their current skills & knowledge & the new knowledge required to progress their career as a Health Care Worker	• The physical space of the Innovation Hub & be welcomed • Meets other co-workers &/or new learners	• Sees the TAFE as a real time partner in her skills acquisition journey • Sees the Innovation Hub as a one stop shop for information & support
They Will Expect...	• To find relevant information from the website or by visiting HR • See a link to SW TAFE regarding micro-credential options • Sees information about developing a personal profile using the Digital Tool	• An acknowledgement that they come to the employer with skills already, but they are looking for ways to build on those skills • An easy explanation of a pathway & the means of achieving new skills and knowledge	• That some of their assessed work can be completed in the workplace • To be mentored by someone in the workplace • To be supported by TAFE through the Skills & Job Centre (or Innovation Hub?)	• That the new skills and knowledge will assist her to transition into a new role • To be able to regularly return to the Innovation Hub for information and assistance
At This Point, We Want Them To...	• Understand there are further opportunities in the workplace • Understand how micro-credentials will work for her	• Be excited about new opportunities • Understand any shared funding arrangements i.e. Does she have to pay? Who pays?	• See real progress as they attain relevant badges as part of the micro-credential program • Have a positive experience	• Share their experience with other staff • Encourage others to participate • Become a change agent in the workplace
Know...	• **What will engage her the most?**	• **How to sustain her interest and convert the inquiry into an enrolment?**	• **What will help her to achieve her goals?**	• **How do we use her story to encourage others to participate?**

BRAND U: USER JOURNEY

Anna (17), unemployed
General Information: Looking for steady employment that provides satisfaction
Other additional information as required: Wants to learn more about her personal strengths and future career prospects

	Awareness	Initial Engagement	Sustained Engagement	Outcome
Action	• Looks for an opportunity to improve her skills • Sees a notice about Brand U on the SWTAFE website	• Visits Skills & Jobs Centre • Finds out about the Program details • Registers with jobactive • Gets referred for the Brand U program	• Attends the Brand U program • Participates in industry site visits within the program • Participates in mock job interviews • Gains feedback from industry experts	• Completes the Brand U Program • Gains a recognized accredited training unit from SW TAFE
They Will See...	• Information about Employability Skills Training, • Brand U flyer • Information about developing a personal profile using the Digital Tool	• A gap between her current skills and knowledge & industry requirements • Ways to improve her skills	• The skills she is missing to secure a desirable employment	• A clear idea about her work potential • TAFE as a real time partner in her skills acquisition journey
They Will Expect...	• To find relevant information from the website or by contacting Skills & Jobs Centre	• To find means of developing new skills & knowledge • To know more about the industry needs	• To gain a deeper understanding about job clusters & industry requirements • To develop confidence and resilience in the competitive job market • To be interview & job ready	• To feel certain that the new skills & knowledge will assist her to secure employment • To have a valuable professional network
At This Point, We Want Them To...	• Understand there are opportunities to develop professional skills to future proof her career	• Be excited about new opportunities • Understand the jobactive involvement & the course requirements	• See real progress in her training • Understand that her skills can be transferred to other careers • Create industry networks • Discover her strengths & learn about the possible career opportunities	• Feel confident & inspired to secure the dream job • Understand about job clusters & transferrable skills • Share her experience with her friends, encourage others to participate
Know...	• **What will engage her the most?** • **How to convert the inquiry into an enrolment?**	• **How to sustain her interest in the program? How to tailor the program to her personal needs?**	• **What will help her to achieve her goals?**	• **How do we use her story to encourage others to participate?**

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