

ACT Health Learning and Development Framework

Creating a learning organisation to support our business, our consumers and our people

2013 - 2016





WHAT IS THE LEARNING AND DEVELOPMENT FRAMEWORK?

ACT Health delivers health policy development and high quality health services for the ACT community and surrounding regions. ACT Health is committed to supporting and equipping people to meet the challenges of working within a system that is complex and constantly evolving. The Framework supports the values of ACT Health by enabling their implementation.

ACT Health Learning and Development Framework describes how we will create a learning culture and organisation that integrates learning objectives into supporting our business strategies, our work with consumers and each other, and developing our people.



WHAT IS A LEARNING ORGANISATION?

A learning organisation is one in which people at all levels really enjoy working and where people are continually increasing their capacity to produce results they really care about. It is an organisation where people treat each other as colleagues and there is mutual respect. The teams are creative and people are learning at every level of the organisation so they can understand how their actions influence others (Senge et al 1994).





BENEFITS OF CREATING A LEARNING ORGANISATION

The most compelling reason for creating a learning organisation in Health is that people will want to work there as they will feel valued in that organisation. Learning organisations improve quality, consumers are satisfied, the organisation continues to learn and generate ideas, the staff are committed, people speak the truth and look forward to creating. In a learning organisation there is a level of collective thinking and understanding, with every person providing superior performance (Senge et al 1994).

A learning organisation

- Enables people to learn, teach and support others
- Supports and values a participative, collaborative, diverse and open culture
- Encourages innovation.

Learning and development

- A broad range of activities to develop workplace capabilities including technical skills, knowledge, attitudes and behaviours
- It includes formal education undertaken in the tertiary sector or in the workplace and informal learning from work and life experience, self-directed learning and reflective practice
- It includes activities in the workplace to reinforce learning and support application.

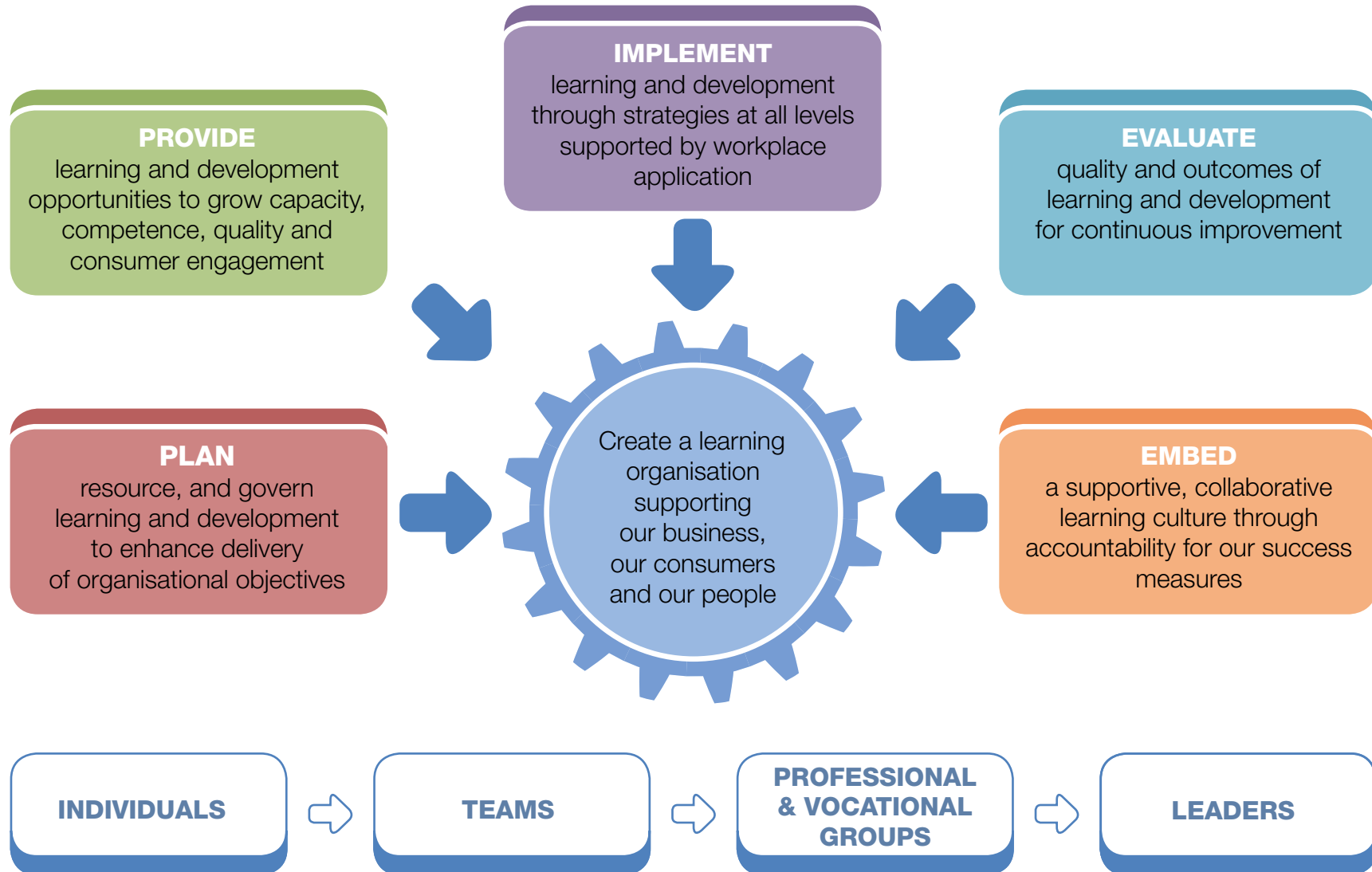
Responsibilities

Everyone in ACT Health is responsible for promoting a learning organisation and implementing the learning and development framework:

- **Leaders** are those in positions of designated responsibility. Leaders have a responsibility to create a positive supportive environment. Leaders govern, resource and report on formal learning and development activities.
- **Teams** may be formal or informal. Teams are work groups with a shared purpose who work together collaboratively. Teams are responsible for supporting both formal and informal learning opportunities and implementing the values of the organisation.
- **Members of professional and vocational groups** share a specific body of knowledge and practice in accordance with specific standards, competencies and training. Members of these groups are responsible for maintaining currency of professional and vocational competence.
- **Individuals** are all employees of ACT Health, and other workers including contractors, volunteers and students. Everyone is responsible for demonstrating the principles of a learning organisation by supporting ongoing learning and development opportunities for themselves and others. Individuals have responsibilities to determine their learning needs and complete learning requirements.



OUR OBJECTIVES FOR LEARNING AND DEVELOPMENT





Creating a learning organisation: **ACTIONS FOR INDIVIDUALS**

BENEFITS

- I have the knowledge and skills to provide the best service to my consumers and patients.
- I feel valued and committed to do my best in my work area and organisation.
- My patients/consumers receive the best practice care and the safest service.

PLAN

- I initiate the development of my Performance Plan with my supervisor/ manager.
- I demonstrate compliance with the Health values, legislation, policies and accreditation standards.
- I identify and complete my essential education requirements.

PROVIDE OPPORTUNITIES

- I support colleagues, new staff, graduates and students to learn their roles by participating in supervision and coaching in the workplace.
- I provide constructive feedback to individuals whom I supervise and seek feedback for myself.
- I provide inservice and learning updates to my work group in order for us all to learn.

IMPLEMENT

- I engage and contribute at team meetings contributing new ideas and information learnt in other forums, seminars, etc.
- I take a lead role in participating in organisational change, learning and development.
- I participate in research and quality activities to increase collective learning and action.

EVALUATE

- I ask my manager/supervisor and peers for feedback, to check on progress of my learning goals.
- I meet with my manager to review my Performance Plan.
- I reflect on feedback and update my individual Performance Plan to develop further.

EMBED

- I keep current with learning and adhere to legislation, policy and professional standards.
- I respect the different capacities of my colleagues by providing assistance and information to them.
- I participate in work area research and quality activities and learn from those activities.

EXAMPLES

- I have participated in supervision training and provide assistance and guidance to new staff, contractors, volunteers and students in my work area, so that others learn their job role.
- I demonstrate compliance with ACT Health values, legislation, policies and accreditation standards and complete my essential education requirements.



Creating a learning organisation: **ACTIONS FOR TEAMS**

BENEFITS

- We create a positive work environment for all our members.
- We identify and implement group learning requirements and report on our achievements.
- Each of us work at what we do best, with excellent outcomes for the team.

PLAN

- We identify learning and development requirements in business and team planning.
- We create opportunities for team members to be involved in decision making.
- We provide input on learning needs and planning to the organisational learning needs analysis process.

PROVIDE OPPORTUNITIES

- We encourage exchanges between teams across the organisation.
- We provide equitable access to learning for all team members.
- We identify learning opportunities arising from consumer feedback, clinical reviews, accreditation feedback, risk management plans, or quality improvement initiatives.

IMPLEMENT

- We create opportunities for team members to be involved in decision making and to provide feedback.
- We support and integrate both formal and informal learning activities into team operations.
- We support learning by embedding it through workplace application and appropriate supervision.

EVALUATE

- We report on team charter outcomes and cultural activities and plan for further action.
- We review feedback from patients and consumers and implement changes to work practices.
- We identify any potential opportunities or issues that may need to be improved and plan for action.

EMBED

- We pursue collective learning by engaging in team quality improvement activities.
- We re-orient training and team building by regular follow up on systematic change and how work is done.
- We provide opportunities for team members to work to their best ability and achieve quality results.

EXAMPLES

- We identify team and individual learning and development associated with National Safety and Quality Health Standards.
- We identify as a team the learning we need to do together to strengthen our team and the service we provide.



Creating a learning organisation:

ACTIONS FOR PROFESSIONAL & VOCATIONAL GROUPS

BENEFITS

- We share our knowledge and expertise to enhance the care and safety of others.
- We work with others to strengthen the organisational learning.
- We teach and research in our profession and share this with the organisation.

PLAN

- We identify discipline/trade specific practice requirements.
- We promote quality and safety by facilitating an interprofessional learning culture.
- We identify risk management activities for our profession/trade and ensure safe practice is in place in ACT Health.

PROVIDE OPPORTUNITIES

- We learn as a profession/trade about proposed changes to an organisation and potential impacts on our profession/trade.
- We support the learning of others in our profession including students and graduates, as well as other professions.

IMPLEMENT

- We balance the learning requirements of our profession against changing and competing demands of the broad organisation.
- We identify patient/client needs and work and learn together to achieve mutual goals.

EVALUATE

- We evaluate and report on our professional standards/competencies and registration.
- We reflect on our professional/trade standards and whether we are achieving these in our workplace.
- We identify where we could have contributed our expertise to the organisation and plan for the future.

EMBED

- We encourage a professional learning culture engaging with learning in different contexts.
- We have active engagement with ideas, issues and critical reflection on our knowledge and practice.
- We continue to engage in lifelong learning and strive to contribute to build our organisation.

EXAMPLES

- We participate in interprofessional learning activities.
- We provide supervision of students on clinical placement or traineeships from our profession/trade.
- We identify the skills needed in our team to improve our service to consumers.



Creating a learning organisation: **ACTIONS FOR LEADERS**

BENEFITS

- We involve consumers, workers and students in planning, design and evaluation of activities.
- We stimulate and reward creativity and innovation, encouraging the people we lead to be self directing.
- We are committed to our own learning and develop people to create a learning organisation.

PLAN

- We facilitate systems thinking and governance for learning and development.
- We prioritise learning and development in ACT Health strategic plans.
- We identify, plan and resource learning and development priorities and strategies.

PROVIDE OPPORTUNITIES

- We acknowledge and support experiential and on-the-job learning as legitimate activities.
- We engage consumers in planning of learning and development to promote quality service delivery.
- We identify learning priorities to support quality and safety for staff and consumers.

IMPLEMENT

- We ensure staff are provided with orientation and information to fulfil roles and responsibilities.
- We ensure individuals complete requirements for essential education and reinforce education that is critical to the organisation's performance.
- We provide support to staff to disseminate newly acquired information on key subject matters.

EVALUATE

- We review cultural surveys results and plan learning opportunities for our staff.
- We review suboptimal outcomes and whether there are learning opportunities to be undertaken.
- We provide genuine and constructive feedback so others can learn and develop.

EMBED

- We embrace and model the principles of a learning organisation.
- We lead through continuing personal involvement with our staff to embed learning.
- We promote continual workplace learning and life long learning.

EXAMPLES

- We are accountable for learning and development of our staff, and check attendances.
- We seek to empower our staff through discussions about which learning strategies will achieve our organisational vision.
- We participate in executive coaching and leadership development.

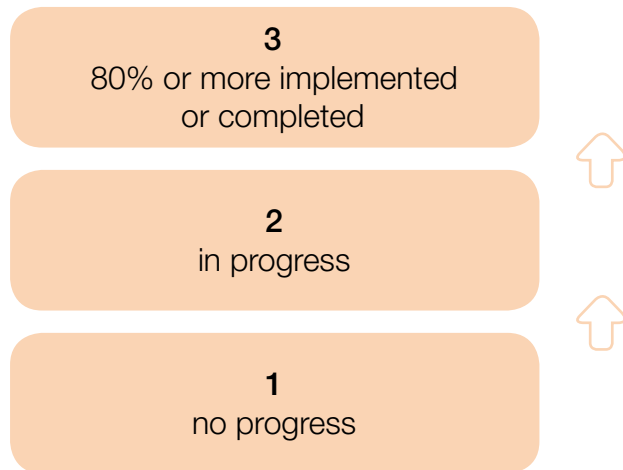


OUR SUCCESS MEASURES

This section describes how we will measure our success in creating a learning organisation and implementing the five objectives for learning and development across ACT Health. The key performance indicators in the reporting tool assist areas to reflect on culture, learning and development activity and encourage improvement.

The maturity model

Our success measures will be reported on annually using a simple maturity model. This is a process improvement model that provides the opportunity to reflect on learning and development performance, identify strengths and weaknesses and plan key improvements. The reporting tool uses a rating scale for each objective:



Reporting requirements

There are two sections for reporting:

1. Reporting on Divisional and Branch learning and development. Each Division and Branch is required to rate their progress against the success measures on implementing the objectives of the framework. For each key performance indicator, tick one of the three columns that best describes the progress within your division or branch. Where you have identified areas for improvement, integrate strategies into business plans to support progress.
2. Reporting on the governance of learning and development. This section is completed by the Executive responsible for reporting on learning and development for accreditation and organisational annual reports.



1. REPORTING TOOL FOR DIVISIONS/ BRANCHES

Objectives and prompts	Maturity Level		
	No progress	In progress	80% embedded
1. PLAN, resource, and govern learning and development to enhance delivery of organisational objectives			
learning needs of staff are identified through Performance Plans and needs analysis for staff and volunteers			
work area learning and development requirements are identified and articulated in workforce planning			
employees are aware of what they need to do to perform their role and of their learning and development requirements			
2. PROVIDE learning and development opportunities to grow capacity, competence, quality and consumer engagement			
staff have completed the orientation workplace induction requirements as per the Essential Education policy			
staff have completed Performance Plans			
staff have completed required essential education as per the Essential Education policy			
staff have completed registration/vocational skills sets and learning and development requirements			
work areas have implemented cultural survey action plans that build a learning organisation			
3. IMPLEMENT learning and development through strategies at all levels supported by workplace application			
essential education for legal, safety and accreditation requirements completed as per the Essential Education policy			
learning and development developed and delivered in work area following feedback from clients/consumers			
learning focuses on achieving National Safety and Quality Health Service Standards			
4. EVALUATE quality and outcomes of learning and development for continuous improvement			
accreditation and annual report requirements for learning and development have been completed			
quality and research education/training activities have been completed			
evaluation activities have taken place for all branch and divisional learning and development			
staff have been followed up with individual Performance Plans			
5. EMBED a supportive, collaborative learning culture through accountability for our success measures			
work areas participated in business planning and planned learning and development			
data has been collected on education/training within the work areas and used to support accreditation activities			
staff were engaged in planning learning and development resources			



2. REPORTING ORGANISATIONAL GOVERNANCE FOR LEARNING AND DEVELOPMENT

Objectives and prompts	Maturity Level		
	No progress	In progress	80% embedded
1. PLAN, resource, and govern learning and development to enhance delivery of organisational objectives			
learning and development strategies and plans reflect ACT Health business plan requirements			
ACT Health has a structured and accountable approach to the management of learning and development			
learning and development strategies reflect cultural realities and goals			
learning and development strategies are sufficiently funded			
learning and development provided, adheres to the processes described in the Training, Education, Management and Study Assistance SOP			
2. PROVIDE learning and development opportunities to grow capacity, competence, quality and consumer engagement			
learning needs of staff are identified through Performance Plans and needs analysis for staff and volunteers			
work area learning and development requirements are identified and articulated in workforce planning			
employees are aware of what they need to do to perform their role and of their learning and development requirements			
3. IMPLEMENT learning and development through strategies at all levels supported by workplace application			
essential education for legal, safety and accreditation requirements completed as per the Essential Education policy			
learning and development developed and delivered in work area following feedback from clients/consumers			
learning focuses on achieving Business Plan and National Safety and Quality Health Service Standards			
4. EVALUATE quality and outcomes of learning and development for continuous improvement			
accreditation and annual report requirements for learning and development have been completed			
quality and research education/training activities have been completed			
evaluation activities have taken place for all branch and divisional learning and development			
staff have been followed up with individual Performance Plans			
5. EMBED a supportive, collaborative learning culture through accountability for our success measures			
work areas participate in planning learning and development and providing teaching according to expertise			
data is collected on education/training within ACT Health and used to support accreditation activities			
stakeholder groups monitor activities			



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