

Draft

RESOURCE OUTLINE

BUILDING WORKPLACE
COMMUNICATION

5 October 2009

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Funding source

Workplace English Language and Literacy (WELL) Program
Department of Education, Employment and Workplace Relations

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Resource outline

Construction and Property Services Industry Skills Council's (CPSISC) has been funded by DEEWR's Workplace English Language and Literacy (WELL) program to develop resources that will underpin the pilot activities of its national workforce literacy and numeracy strategy ('the strategy').

The strategy consists of an integrated suite of key initiatives based on its two foundation principles. Each of the key initiatives is the result of broad industry consultation and has associated objectives and proposed outcomes.

The resources to be developed will support those objectives.

To view the strategy, please visit the CPSISC website (www.cpsisc.com.au).

Overview of CPSISC resources

Table 1 below provides an overview of the intended resources referenced to the key initiatives in the strategy.

Table 1: Overview of CPSISC WELL resources

Foundation principle 1: Raise stakeholder awareness so that LLN issues are addressed in training programs				
Initiative	Objectives	Outcomes	Resource format	ID and status
1 Build employer LLN knowledge base	Raise employer awareness of: <ul style="list-style-type: none"> the benefits of addressing LLN issues how to identify workers with LLN issues the range of literacy skills that workers can have. 	Employer-targeted LLN material, including: <ul style="list-style-type: none"> LLN 'what to look for' profile sheets 	LLN profile sheets on LLN job demands and skill requirements	E1 <i>Draft</i> See Appendix 1 on page 11 E1.1 Builders and core skills E1.2 Pest controllers and core skills E1.3 Plumbers and core skills
		<ul style="list-style-type: none"> CPSISC workforce development (WFD) team briefing sheets 	PowerPoint and info sheets for WFD team: <ul style="list-style-type: none"> highlighting workforce issues around LLN promoting LLN in training plans promoting the provision of effective support and skill development for existing workers with LLN needs 	E2 <i>Draft</i> See Appendix 2 E2.1 PowerPoint presentation to WFD team 17 September 2009 E2.2 <i>How to develop a training plan</i> info sheet (see page 16)
		<ul style="list-style-type: none"> case studies highlighting where employers have successfully identified and addressed LLN needs and used WELL funding 	CPSISC e-resource centre	E3 1 April to 5 May 2010

Table 1: Overview of CPSISC WELL resources

Foundation principle 1: Raise stakeholder awareness so that LLN issues are addressed in training programs				
Initiative	Objectives	Outcomes	Resource format	ID and status
2 Increase employer access to LLN support in training	Raise employer awareness of ways of involving RTOs in partnership arrangements. Liaise with training providers to: <ul style="list-style-type: none"> ▪ develop case studies highlighting effective partnerships between employers and RTOs to address LLN ▪ provide industry-specific, purpose-built LLN bulletins that industry associations can distribute to their networks. 	Increased partnerships between RTOs and employers. Enhanced industry connections with RTOs.	Training partnership fact sheets and checklists	P1 <i>Draft</i> See Appendix 3 on page 19 P1.1 Choosing a training provider (page 20) P1.2 Building a training partnership (page 22)
3 Facilitate access to WELL funding	Promote WELL to CPSISC stakeholders.	Increased WELL funding uptake. Use of CPSISC website.	Broker info sheets Email bulletins	B1 Ongoing

Overview of CPSISC WELL resources				
Foundation principle 2: Enhance workers' skill development by building LLN into training implementation				
Initiative	Objectives	Outcomes	Resource format	ID and status
4 Undertake LLN advisory role	Assist employers with training needs analyses and training plans. Provide LLN resource information. Promote the benefits and means of workers completing higher-level qualifications. Promote the benefits to RTO business managers of assisting employers to access WELL-funded training.	Dissemination of LLN and WELL information relevant to the construction and property services industries. LLN needs covered in training needs analyses.	Fact sheets for RTOs on: <ul style="list-style-type: none"> ▪ LLN expertise ▪ relationship between LLN specialists and vocational trainers ▪ flexible delivery for enterprises (see also partnership info series) 	R1 4 Nov 2009 to 31 March 2010
5 Provide LLN professional development (PD)	LLN PD program for trainers, assessors and CPSISC staff.	Options paper to use as the basis of consultation with RTOs delivering CPSISC qualifications or units. Integration of literacy and vocational skill development while building trainers and assessors' capacity to make training and assessment more accessible to all learners. Building of LLN into CPSISC workforce development	PD on LLN PD1.1 PowerPoint (PP) and PD to CPSISC project staff: <ul style="list-style-type: none"> ▪ overview of LLN in Australia in general and CPS specifically ▪ previous year project activity ▪ this year's planned activity. 	PD1 PD1.1 PowerPoint complete and PD delivered

Overview of CPSISC WELL resources				
Foundation principle 2: Enhance workers' skill development by building LLN into training implementation				
Initiative	Objectives	Outcomes	Resource format	ID and status
		<p>activities.</p> <p>Strategies to work in partnership with enterprises to support learners in the workplace with their LLN and assess the skill development.</p>	<p>P1.2 PP and PD to CPSISC workforce development staff</p> <ul style="list-style-type: none"> overview of how LLN issues impact on workforce issues PP slides on specific issues: how to identify them and what to do next. <p>P1.3 Pilot PD sessions, including training templates, session PP presentations and accompanying material</p>	<p>PD1.2 PowerPoint under development</p> <p>P1.3 4 Nov 2009 to 31 March 2010</p>
<p>6 Develop and promote sector-specific LLN resources</p>	<p>Ongoing extension and dissemination of the CPSISC LLN Resource Evaluation Matrix.</p> <p>Ongoing identification of suitable available resources, including identifying gaps in resources.</p>	<p>Sectors aware of available relevant resources, matched to sector-specific needs (e.g. the recently released WELL security PD resource A question of literacy).</p>	<p>The resource evaluation matrix will be the principal component relating to this initiative.</p>	<p>M1 Ongoing</p>

Overview of CPSISC general WELL resources				
General resources				
Initiative	Objectives	Outcomes	Resource format	ID and status
7 Provide general information	Disseminate information on CPSISC WELL projects to a broad audience.	Suite of support material to support project feedback and extend scope of project (e.g. pilot PD sessions)	Project bulletins	G1 Bulletins G1.1 Complete (Bulletin 4 distributed 14.7.09, Bulletin 5 distributed Oct 2009)
			Evaluation questionnaires (x2)	G2 Questionnaires: May 2010
			Broker emails on an as needed basis: <ul style="list-style-type: none"> WELL funding rounds release of ACSF Assessment tool (Precision Consultancy) 	G3 Emails Needs basis

Table 1: CPSISC WELL resource overview

Appendices

Appendix 1 LLN profile sheets

LLN profile sheets will be developed to distribute to networks and at relevant events (e.g. CPSISC national conference) to raise awareness among employers of the importance of LLN.

The profile sheets relate to:

- E1.1 Builders and core skills**
- E1.2 Pest controllers and core skills**
- E1.3 Plumbers and core skills**



Builders and core skills

Get involved in the Construction and Property Services Industry Skills Council's *Building Workplace Communication* strategy to help develop builders' core skills.

Building employees' literacy and numeracy skills is a powerful way to improve workplace safety, productivity and morale • OECD research has revealed that raising a country's adult literacy by just 1% leads to a rise in productivity of 2.5% and a 1.5% increase in GDP.¹

Builders need workplace communication skills to deal effectively with such things as OHS issues and safety regulations. Workplace communication skills are basic, definable skills that underpin valued generic skills or capabilities.



The snapshot below² shows how these skills affect every aspect of a builder's work and life:

To keep pace with changing market conditions and new products, construction techniques and regulatory changes, builders need a range of core skills. They must **read** widely — trade magazines, newspapers, reports, as well as announcements from regulatory bodies and research bulletins published by organisations such as the HIA or ABS. Builders also learn about things like new regulations and products by **speaking** with building inspectors, engineers, architects and other builders. **Continuous learning** is also crucial to a productive building industry — from time to time builders may need to take trade and business courses. For the industry to progress, strong **computer use skills** are needed for information technology purposes, like project and business planning, bookkeeping and information management.

CPSISC has been funded by DEEWR to pilot a range of activities to help you to:

- recognise that communications skills are necessary at all levels
- set clear, measurable objectives for training
- engage all workers in training, from project managers to apprentices.

For enquiries regarding CPSISC's *Building Workplace Communication* project, contact the CPSISC project manager (Kristen Sydney, 02 6253 0002, kristen.sydney@cpsisc.com.au) or the project consultant Jana Scomazzon (03 9532 8809, jana@ltg.net.au). Or fill out the form below and leave it at the conference WELL booth or fax it to 02 6253 0004.



I am interested in being on the project database and hearing of activities.

Name Email

Organisation Position/title

Postal address State Postcode.....

Telephone (.....)..... Mobile

¹ Literacy scores, human capital and growth across fourteen OECD countries, Statistics Canada, 2004

² The series of CPSISC skills profiles is based on information sourced from the Human Resources and Skills Development Canada website (www.hrsdc.gc.ca)

Pest controllers and core skills

Get involved in the Construction and Property Services Industry Skills Council's *Building Workplace Communication* strategy to help develop plumbers' core skills.

The recent Adult Literacy and Lifeskills Survey revealed significant literacy and numeracy challenges for workforce skilling in Australia. There is a raft of data from the survey³, but of significance is that large proportions of the construction and property services industries workforce had literacy and numeracy skills at the lowest measurable levels.

Pest controllers must be aware of changing regulations governing the use of pesticides, as well as environmental concerns regarding their use. Controllers and fumigators need a range of core skills, like learning and problem solving, to choose and apply non-chemical treatments in the context of effective cleaning.



The snapshot below⁴ shows how these skills affect every aspect of a pest controller's work and life:

Pest controllers often need to **talk** to co-workers to coordinate work and to customers to explain fumigation methods and preparations customers should make prior to fumigation. They **read** service sheets that outline the type of infestation and special instructions, chemical labels on fumigation products, information on fumigation products to learn about product application, and legislation for information on legal liability, storage of pesticides and licensing requirements. They must be familiar with **document use**, entering information that indicates pests found and action taken, and perhaps **write** short inspection reports detailing findings and instructions. Pest controllers measure time, weight or mass, distance or dimension, liquid volume, temperature, pressure, and use SI (metric) and imperial measurement systems.

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³ Summary results of the Adult Literacy and Lifeskills Survey (ALLS) may be found at <http://www.abs.gov.au/ausstats/abs@.nsf/PrimaryMainFeatures/4228.0?OpenDocument>

⁴ The series of CPSISC skills profiles is based on information sourced from the Human Resources and Skills Development Canada website (www.hrsdc.gc.ca)

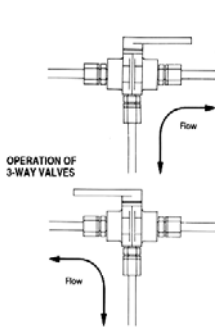


Plumbers and core skills

Get involved in the Construction and Property Services Industry Skills Council's *Building Workplace Communication* strategy to help develop plumbers' core skills.

Differences in levels of literacy matter both economically and socially: literacy affects labour quality and flexibility, employment, training opportunities, income from work and wider participation in civic society.⁵

Plumbers need workplace communication skills to deal effectively with things like changes in safety regulations and new or specialised systems. Communication skills are basic, definable skills that underpin generic skills or capabilities.



The snapshot below⁶ shows how these skills affect every aspect of a plumber's work and life:

To be able to install, repair and maintain pipes, fixtures and other plumbing equipment, plumbers need to **read** a range of information — manuals to install, repair and maintain plumbing fixtures and systems; MSDS to obtain information about hazardous products and their properties; the Plumbing Code to comply with the requirements for the design, construction, extension, alteration, renewal or repair of plumbing systems. With changes and improvements to plumbing and heating systems, plumbers are increasingly required to **stay current and in some cases specialise**. Increasingly, **technological skills** are needed to deal with things like the CAD software used in system design, layout and project management, as well as technological advances being seen in the design of water supply, drainage, gas fitting, and hot liquid heating.

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- recognise that communications skills are necessary at all levels
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- engage all workers in training, from project managers to apprentices.

For enquiries regarding CPSISC's *Building Workplace Communication* project, contact the CPSISC project manager (Kristen Sydney, 02 6253 0002, kristen.sydney@cpsisc.com.au) or the project consultant Jana Scomazzon (03 9532 8809, jana@ltg.net.au). Or fill out the form below and leave it at the conference WELL booth or fax it to 02 6253 0004.



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⁵ OECD (accessed 23.2.09) http://www.oecd.org/document/2/0,3343,en_2649_39263294_2670850_1_1_1_1,00.html
⁶ The series of CPSISC skills profiles is based on information sourced from the Human Resources and Skills Development Canada website (www.hrsdc.gc.ca)

Appendix 2 WFD info sheets

E2.2 How to develop a training plan

Info sheets will be developed for the CPSISC workforce development (WFD) team to assist them in discussing LLN with employers.

The following info sheet is based on source material initially developed by the now defunct Australian National Training Authority (ANTA). Jana Scomazzon and the ISC workplace communication network facilitator have modified and updated it to meet current needs.

E2.2 How to develop a training plan

Successful training is built on solid planning. A realistic training plan will help you identify:

- what your organisation wants from training
- skills your workforce has now and needs in the future
- resources your organisation has available for training
- approaches to training that are appropriate for your organisation
- training opportunities.

How a training plan helps

A training plan brings all aspects of training in your organisation into a cohesive framework. If you have a training plan, each training decision can be made within the context of your organisation's needs, aims and capabilities, allowing more cost-effective and strategic choices to be made. A training plan is also a valuable tool when discussing training options with external training providers. It will help to explain what you want from training and will enable the training provider to work out whether it can meet those needs.

How to develop a training plan

Developing a training plan involves asking questions about your organisation's current skills, as well as its aims, values, culture and relationships. Consultation is important during development because the plan will need to be understood and supported by key people within the organisation.

Gathering input from workers in all sections and levels of the organisation can provide an opportunity to prepare employees for any changes that might arise from the training plan. Get key people involved and have them share their aspirations for the future. Other organisations can also help with the development of a training plan, including industry associations, unions, registered training organisations and human resource consultants.

The need and opportunity for WELL training is one of the things that may be identified when developing a training plan for your organisation.

Factors to consider when developing a training plan

1. Training needs analysis

Range of job functions - Do employees all need similar skill sets, or are there many different types of jobs within the organisation? Do employees need to work across a range of skill areas, or do they specialise in a narrow field?

Type of training required - Do technological changes and upgrades require constant retraining, or is the focus on induction training or regular refresher training? Does training need to meet legislative requirements?

Current situation - What are the skills of current employees and new recruits? What training is already provided to employees? What training products are used or available in the areas required by the organisation? Does existing training meet organisational needs?

2. Organisational capacity

Training delivery - Are employees available for group training? Are there regular downtimes? Can some training be done online? Can training and assessment take place in the workplace?

Workforce capacity - Are workplace trainers and assessors available within the organisation - or can they be developed? Are there people within the organisation who can develop training programs or customise training products and materials? How well is the organisation positioned to respond to change?

Resource availability - What is the available training budget? Is any external funding available for training? Does the workplace have suitable facilities for training and assessment? Does the organisation already have training resources that can be used?

Administrative arrangements - Does the organisation have staff available to administer the training arrangements? If becoming an RTO is considered, can the organisation comply with the Australian Quality Training Framework (AQTF)?

3. Organisational culture and values

Training content - Are there elements of the organisational culture that need to be included in a training program? Will training be used to institute organisational values? Is training needed to bring about organisational change?

Training methodologies - Should in-house training be used as a means to value and capture employee knowledge and experience? To what extent does the organisation want to be involved in the design and conduct of training for its employees? Is training intended to bring fresh ideas from outside into the organisation?

Value of training - Does the organisation aim to provide employees with career pathways, or to support their ongoing development? What returns on investment does the organisation expect from training?

4. Desired outcomes from training

Purpose of training - Will training be used primarily to meet legislative requirements, or will it be used to achieve organisational goals, such as increased productivity or competitiveness, improved customer satisfaction or decreased staff turnover? Is training intended to bring about cultural change or position the organisation at the cutting edge of its field? What are the key drivers for change in the organisation?

Industrial conditions - Is training needed to help employees progress through the organisation? Do industrial awards or employment conditions include training requirements or require the achievement of particular qualifications?

5. Existing relationships

Opportunities for collaboration - Do other organisations have similar training needs? Can the organisation reduce training costs by combining training programs with related organisations, or other local enterprises?

Links with training providers - Can the organisation build on any existing relationships with external training providers? Do local training providers offer training in any of the areas needed by the organisation?

Training Plan development checklist

Think about:

- | | |
|---|---|
| <p>1 Training needs analysis</p> <ul style="list-style-type: none"> ▪ Range of job functions ▪ Type of training required ▪ Current situation | <p>3 Organisational culture and values</p> <ul style="list-style-type: none"> ▪ Training content ▪ Training methodologies ▪ Value of training |
| <p>2 Organisational capacity</p> <ul style="list-style-type: none"> ▪ Training delivery ▪ Workforce capacity ▪ Resource availability ▪ Administrative arrangements | <p>4 Desired outcomes from training</p> <ul style="list-style-type: none"> ▪ Purpose of training ▪ Industrial conditions <p>5 Existing relationships</p> <ul style="list-style-type: none"> ▪ Opportunities for collaboration ▪ Links with training providers |

Appendix 3 Training partnership information

Info sheets will be developed for the CPSISC WELL broker and the CPSISC workforce development team to assist them in brokering WELL funding applications.

The following info sheets are based on source material initially developed by the now defunct Australian National Training Authority (ANTA). Jana Scomazzon and the ISC workplace communication network facilitator have modified and updated it to meet current needs.

P1.1 Choosing a training provider

P1.2 Building a training partnership

P1.1 Choosing a training provider

If you are interested in WELL funding, the training must be conducted by a registered training organisation (RTO). The RTO you use for WELL training must have trainers with appropriate qualifications to deliver language, literacy and numeracy to adults, but there are many other factors that you should consider.

Choosing the right RTO for your organisation's needs is an important step in implementing a successful training program. You may need to talk with a number of RTOs to decide which will best meet your needs.

RTOs provide training and assessment services within a national system of quality assurance. They are recognised by government to award national qualifications and statements of attainment.

RTOs could be:

- TAFEs, private commercial training companies, not-for-profit training services, adult and community education institutions, or other vocational education providers
- enterprises or businesses that undertake their own workplace training and assessment
- industry organisations that undertake workplace training and assessment.

RTOs vary in size, scope, training approach and expertise. Some are large established institutions with years of experience in developing training programs and materials for a broad range of industry areas. Others are small specialist enterprises targeting training for a niche market. Some RTOs have strong links with particular industries, regions or communities; some are able to deliver training across a wide geographic area; and some specialise in developing online training approaches.

An organisational training plan is a valuable tool when discussing training options with RTOs. It will help explain what your organisation wants from training and will allow the RTO to work out whether they can meet those needs. Alternatively, developing a training plan with the assistance of an RTO is a good way to explore whether that RTO will be able to meet your training needs and work well with your organisation.

When choosing an RTO to implement training for your organisation you will need to find one that can meet your requirements. A suitable RTO will:

- have a scope of registration to deliver training that is relevant to your organisation - this means that any training they provide will be nationally recognised
- respond positively and flexibly when considering your organisational training plan
- expect to tailor training programs to meet your exact organisational needs
- provide training and assessment services that are regularly evaluated and reviewed in consultation with you

- be committed to providing quality products and services, as well as innovative solutions
- practise what they preach by providing training and professional development for their own staff and by encouraging them to learn from industry.

P1.2 Building a training partnership

The key to successful training is developing and implementing a program that truly meets organisation, workplace and worker needs. To do this you need a good understanding of your organisation's training needs and workforce profile, and a strong partnership between your organisation and the training provider as you work together through the planning and establishment process.

A productive training partnership delivers benefit for both partners, but the training partnership should be based on clear, agreed goals and have a focus on longer-term outcomes.

Training partnerships can help organisations to:

- navigate the VET system
- align business strategy and human resource needs
- manage the administrative work involved in training
- access training that is flexible and customised
- recognise the current skills of their workforce
- identify and access funding available for training.

Key steps in building a training partnership are:

- Identify a shared vision. Organisation and training provider mission statements and business plans can provide a useful starting point.
- Identify the capabilities of each partner. Consider staff skills and knowledge, access to equipment and resources and the capacity of administrative systems.
- Establish a steering/advisory group with clear roles and expectations. Include representation for each partner and champions who can support and problem solve.
- Select or hire a relationship manager whose job it will be to drive the partnership.
- Build a sense of team work by establishing open communication mechanisms and procedures for conflict resolution.