

THE FACILITATOR'S STUDY GUIDE FOR

Workforce Development

Strategies and Practices

An Edited Book by
Tom Short
Roger Harris



Springer

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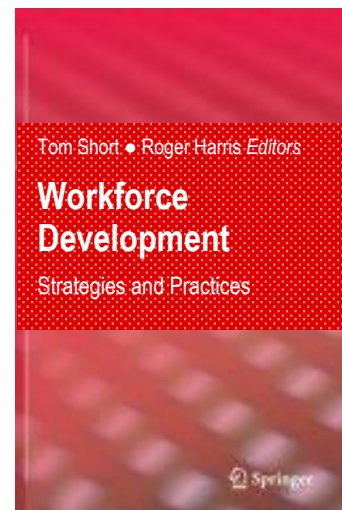
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ABOUT THE FACILITATOR'S STUDY GUIDE

This Facilitator's Study Guide is supplementary learning resource based on the Springer book, *Workforce Development: Strategies and Practices* - edited by Dr Tom Short and Professor Roger Harris and published in 2014. The book's chapters are arranged in four parts, but are designed to be stand-alone, and can be read in the order of the reader's choosing. This Study Guide is arranged to conform to the book, by chapters across the four parts. It poses questions that illustrate each authors' arguments. The questions can be used to guide professional development, leadership training, individual learning, or to promote idea generation and debate in human resource or workforce development discussion groups.

This Study Guide can also be helpful in facilitating broader discussions about strategy, change management systems or culture in organisations where workforce development is a key priority. In particular, many of the chapters draw on research findings conducted in the Australian Rail industry and therefore the questions raised have implications for senior managers and leaders. The Study Guide is suitable for organisational leaders and decision makers at all levels, as well as human resource professionals and students in undergraduate and postgraduate programs of education.



A Brief Overview of the Book

The genesis for this book (and Facilitator's Guide) has been the research undertaken by most, though not all, of the chapter authors for the Australian Cooperative Research Centre for Rail Innovation (hereafter CRC). Their chapters are 'spin-offs' from this research, extended and reframed to make the chapters more generic to workplaces in general. Naturally, however, in some of the chapters data included or case studies presented necessarily relate to the Australian rail industry. These have been incorporated merely to furnish recent examples that may help to clarify workplace development strategies and practices for readers situated in other industries and countries.

This explanation of the genesis is more fundamental. The editors, with backgrounds in adult education and human resource management, had become increasingly intrigued with the emergence of the term, 'workforce development'. We puzzled over whether this was merely another marketing fad or buzz-word, or whether it was a genuine attempt to encapsulate the need for reconceptualising organisational policies and practices in a post global financial crisis world? We desired to collate the ideas from all of the hitherto discrete components in our research program into one volume in order to explore and interrogate more deeply this notion not only for the educational enlightenment of ourselves and our

chapter writers, but also for considered and no doubt critical analysis by a wider audience who may well be wrestling with similar issues and concerns. In the end, the amount of information was substantial so we agreed to break the topic into two volumes and hence, this Facilitator's Study Guide is based on the second volume and focuses on strategies and practices. It builds on the first volume, subtitled as perspectives and issues.

Part I 'Sustainability, Growth and Diversity' examines a range of issues and developments in the external environment that affect workforce participation and considers strategies to build longer-term sustainability, securing growth and diversity.

Part II 'Building Capability and Capacity' looks within organisational settings to consider a range of workforce development themes and reports on a variety of activities used to build human capability and capacity.

Part III 'Developing Leadership Talent and Innovation' concentrates on leadership, the development of leadership talent and techniques used to develop leaders, and also considers the value of intrapreneurship as a process for leading change and innovation.

Part IV 'Harmonising across Boundaries and Borders: Case Studies' draws on three examples from experiences in Germany and Australia and considers the transferability of education and training initiatives constructed within a framework of workforce development.

The four parts are intertwined and represent diverse levers that can be pulled in order to create meaningful and sustainable change. The chapter authors draw attention to the emerging reality that organisational change and workforce development are multifaceted, political, complex and uncertain in a globally turbulent world. However, we suggest that positive change is possible when workforce development strategies and practices are embedded in a clear vision, strong leadership and well-designed business architecture where organisational activities on education and training are aligned with external needs.

Once again, we would like to acknowledge the contributions from our chapter authors and thank them for providing this selection of thought-provoking and challenging questions.

Tom Short and Roger Harris (*Editors*).

Book ISBN 978-981-287-067-4 Business/Economics [springer.com](http://www.springer.com)

Website address: <http://www.springer.com/book/978-981-287-067-4>

Workforce Development: Moving from Perspectives to Practices

Tom Short and Roger Harris

Workforce development is an overarching term used to describe a wide range of education, training and professional development activities carried out in the workplace. In this series of two books, the authors have endeavoured to follow the emergence of workforce development from initial concept to final application. In their first book, *Workforce Development: Perspective and Issues*, the authors brought together a compilation of education and training topics and asked chapter authors to firstly, draw on their expertise in human resource development and adult education and secondly, reflect on their recent experiences of researching in the Australian rail industry. The authors aimed to show that workforce development is an amalgam of ideas and developments that are currently shaping the organisational landscape in a period of rapid change and uncertainty. In this second volume they have extended the debate to consider how these perspectives and issues have translated into workable strategies and practices used by rail organisations. This chapter, describes the background to the book and examines further what the collective term workforce development means by analysing each part separately.

Key Questions:

- The words *strategy* and *strategic* are used interchangeably in organisational discourse, but do they mean the same thing? How could an organisation pursue a strategy that is not considered as strategic?
- How does the current interpretation of *workforce development* differ from other learning activities such as human resource development, workplace training or organisational development?
- What are the influences and trends present within a 21st century workplace that impact on the deployment of workforce development strategies?
- What are the main barriers to the deployment of workforce development and how can they be overcome?
- What influences do globalisation, competition, economic uncertainty and endless change have on workforce development practices?

PART I SUSTAINABILITY, GROWTH AND DIVERSITY

Workforce development is both a human resource development process and compilation of workplace practices that educate, train, develop and build the competences of employees. Nowadays, organisations are confronted with an almost endless and unpredictable range of challenges that can threaten their very existence, such as market competition, labour mobility, shifting trends in society regarding the significance of work, exchange rates and the progressive reliance on technology in an information age. The literature reminds us that successful organisations that stay ahead of the curve not only survive these external challenges but also find ways of changing and growing in a sustained way. Part of the successful formula is the way in which they anticipate their workforce development needs such as attracting, recruiting, developing and engaging talented people.

This Part addresses six cross-cutting themes that play a critical role in building sustainability, growth and diversity. Chapter 2 considers international trends in skilled migration in planning for labour supply; Chapter 3 asserts the need to engage with younger workers and consider what attracts them to the industry or occupation; Chapter 4 reviews the place of career development and the challenges of enhancing career pathways in times of uncertainty; Chapter 5 takes stock of older workers and how their knowledge and skills can contribute in areas of skill shortage; and Chapter 6 reports on the recognition and development of skills among culturally diverse groups.

Global Shifts in Migration Policy and their Implications for Skills Formation, Nations, communities and Corporations

Peter Kell

This chapter provides an overview of policy and trends that have shaped the nature and character of migration and more particularly skilled migration and its place in the dynamics of global mobility. The author explores some of the theoretical underpinnings of the framing of skilled migration as well as some of the counter tendencies that have produced a backlash against the movement of foreign workers globally. International case studies are used to illustrate the complexities of the role of the state in policy formation relating to skilled migration. The author further identifies a contradiction between the state's role in mediating and brokering an influx of migrants and skilled workers and its role in sustaining a discourse of national unity. These issues underpin a discussion on the implications for corporations, the new paradigm of skilled migration and its associated politics.

Key Question:

- Thinking of global mobility and the new paradigm of migration mentioned in this chapter, what are the implications for workforce development practitioners?
- In what ways does the increase in global mobility and the idea of adopting a global outlook challenge the culture of traditional organisations or industries?
- How can managers deal with the tensions created when an infusion of skilled migration is perceived as a threat to the employment prospects of local people?
- What are the advantages and disadvantages of adopting a short-term policy on skilled migration?
- How does the increasing flow of international students influence attitudes on skilled migration?

What do Young Australian Engineers Want? Strategies to Attract this Talent to Less Glamorous Industries

Michelle Wallace, Neroli Sheldon, Roslyn Cameron and Ian Lings

Several chapters in Book 1 of this two-volume collection (*Workforce Development: Perspectives and Issues*, R. Harris & T. Short Eds.)¹ explored literature pertaining to the shortage of engineers in Australia, the ageing engineering workforce, issues of skilled migration, and career development and pathways. The study explored attraction and image issues of certain industries that required a pipeline of engineers. This chapter reflects on research with final-year engineering students in Australian universities and TAFE colleges regarding their career aspirations, industries and/or organisations that they identify as attractive employers, and their perceptions of a low-profile industry, namely the Australian rail industry. This chapter also discusses specific, evidence-based strategies and activities to enhance the image and attraction of low-profile industries.

Key Questions:

- From your experience, is there an engineering skills shortage? If so, thinking of an organisation you know, in what areas is this shortage occurring?
- What are the skill related strengths and areas for improvement of the engineers in an organisational workforce you know well?
- What do you think makes certain industries or companies attractive to young engineers?
- Think of an organisation you know well: what do you see is the image of that organisation or the wider industry this organisation sits within?
- Tables 3.1 and 3.2 indicate important and unimportant factors in relation to attracting engineering recruits. Does this reflect the situation in your organisation?
- A number of attraction strategies are suggested. What are the current recruitment and attraction strategies of an organisation/industry you know well? How effective are they?

¹ Harris, R and Short, T. (2014). *Workforce Development: Perspective and Issues*, Singapore: Springer

Enhancing Career Pathways

Neroli Sheldon and Michelle Wallace

Providing explicit career pathways has long been recognised as an important strategy for attracting and retaining employees. In this chapter the authors consider the strategic and practical implications of research conducted for the Australasian rail industry in developing explicit career pathways for current and potential employees. The chapter will use the experience of the Australasian rail industry to provide a contextual case. However, the strategies and practices for enhancing career pathways are applicable to other industries and organisations, particularly those with a relatively low brand image.

Key Questions:

- In the relationship between employer and employee, what are the responsibilities of each player in ensuring a 'win-win' outcome when planning a career pathway?
- How can an industry sector, such as rail, develop workable strategies to build inter-organisational cooperation and an industry-wide career pathway?
- What practices can an organisation use to encourage the idea of individual career enhancement where employees take responsibility for their own advancement?
- What other workforce development practices contribute to the enhancement of career pathways and how do they help?
- Given the growth in labour mobility, evaluate the relevance of a single organisation career strategy in today's dynamic and ever-changing workplace.
- How does an effective career development strategy contribute to the brand of an organisation?

Developing a 'Win-Win' Scenario: Understanding How Older Workers' Learning Can Be Enhanced Within Organisations

Brian Findsen

Employee turnover in traditional industries is starting to hurt organisations as the global mobility of people grows and long-serving and experienced Baby Boomers retire to make way for younger generations. As the population in most countries continues to age, many older adults are faced with dilemmas concerning their future engagement with ongoing employment. For organisations there are manifold challenges with respect to recruiting, retaining and retraining older workers as they endeavour to be competitive in an ever-changing economic environment. This chapter investigates the perspectives of employers and older employees on learning and development within an organisational framework. Learning prospects for workers are necessarily related to this over-arching environment in which organisations are responding to wider societal attitudes and practices towards older workforce membership. Such a framework is nestled within a dynamic global economy in which neo-liberalism has taken hold in many countries. The final section of this chapter discusses learning strategies for individual workers and their employers that are more likely to result in mutually positive outcomes.

Key Questions:

- What are some common myths concerning the capabilities of older people in the workforce? How might these myths be appropriately managed?
- What are reasons why older workers may wish to continue in the workforce beyond official retirement age?
- Who should determine learning and development for older workers?
- In what ways might older adults be marginalized in a workplace?
- What relevance does lifelong learning have for older workers?
- What incentives from employers are best for older workers?
- What are prevalent barriers to learning for older workers?
- What are the benefits of a learner-centred approach to teaching/training in an organisational context?

Workplace Equity and Diversity: Towards Recognising a Plurality of Knowledge and Skills

Katie Maher

This chapter focuses on issues of equity and diversity in the workplace. It explores the extent to which Diversity Management approaches, which are based on a business rationale of diversity as a productive asset, are inclusive of historically underrepresented ethnic groups and Aboriginal peoples. It proposes that equity and diversity work is not just about ethnic minority groups, but also about the dominant, white culture. The chapter proposes that current workplace standards and practices tend to be based on western norms which can privilege the majority white culture with 'unearned assets'. Drawing on interviews with employees in Human Resource, Learning and Development, training and assessment, operational and service roles in a range of Australian rail companies, it identifies some problems with achieving equity and diversity in the workplace with particular attention given to challenges in recognising the knowledge and skills of a culturally diverse workforce.

Key Questions:

- What challenges would a non-English speaking background migrant face in adjusting to work in a new organisation? What inclusive human resource strategies would be visible to the employee?
- What are some ways an organisation could adjust to be more inclusive of diverse cultural and linguistic groups?
- What are some of the challenges speakers of languages other than English can face in Australian workplaces? And how might a workplace adapt such that speaking languages other than English is valued an asset rather than a deficit?
- How does treating people the same differ from treating people equitably? In what respects is it equitable to treat people 'the same', and when is it problematic?
- How is equity and diversity a problem for organisations that are not very culturally diverse? What can organisations do to become more culturally diverse?

PART II BUILDING CAPABILITY AND CAPACITY

Part II looks within organisational settings to consider a range of emerging workforce development themes and reports on learning activities and techniques used to build human capability and capacity. Chapter 7 considers the of role formal workplace mentoring as a relationship-driven process for improving employee engagement, building career pathways and helping people to deal with the day-to-day stresses of work; Chapter 8 comments on the use of technologies such as simulators and simulation to improve learning outcomes; Chapter 9 raises awareness of the need to utilise the combined knowledge, skills, experiences and opportunities within a multi-generational workplace to develop 'generational competence' within organisations; Chapter 10 offers practical suggestions on how to make better use of abstract skills in assessment processes such as recognition of prior learning (RPL) and experience; and Chapter 11 reviews what makes e-learning work in organisations.

Formal Workplace Mentoring: A Strategy for Engagement

Tom Short

Leaders in traditional industries are becoming distressed as older employees move into retirement and staff turnover increases. Moreover, these same organisations are contemplating how they can manage the transfer of substantial and highly valued tacit knowledge from their departing experts to younger or less experienced colleagues. The challenges are complex, not least because of the many variables existent within industry contexts. For leaders the key questions are how to recognise, engage and motivate longer-serving employees while developing the next generation in a business environment where structured and traditional forms of training are costly and less effective in meeting these development needs. In times of economic hardship, when training budgets are generally under scrutiny, managers look for more effective ways to train and develop their people.

This chapter explores the emergence of formal workplace mentoring as one human resource development strategy for dealing with the transfer of knowledge, and comments on the motivational benefits of using mentoring programs in situations where other forms of learning might be less effective. In particular, the chapter describes a nine-step mentoring framework and Code of Mentoring Practice for organisations to use. However, the study highlighted a series of hidden dangers within mentoring concepts that can reverse employee engagement and warns managers to avoid dysfunctional mentoring arrangements.

Key Questions:

- In what ways could formal workplace mentoring be used to supplement other HRD activities?
- How could one group of employees benefit from mentoring more than another group, and what are the implications?
- How does mentoring differ from training, coaching or counselling?
- How can senior managers demonstrate commitment to a workplace mentoring program?
- What are the main barriers or perceived downsides to a workplace mentoring program?
- How could an organisation evaluate the benefits of a mentoring program?

Education, Technologies and the Training Curriculum

Gregory Tibbits, Lesley Jolly, Lydia Kavanagh and Liza O'Moore

Technologies such as online tools, simulations and remote labs are often used in learning and training environments, both academic and vocational, to deliver content in an accessible manner. They promise efficiencies of scale, flexibility of delivery and face validity for a generation brought up on electronic devices. However, learning outcomes are not the same in all circumstances and contextual and cultural factors can lead to the failure of technology that has been successful elsewhere. This chapter draws on the authors study of the use of simulators and simulations within the vocational environment of the Australian rail industry to consider how the broader context of the training/educational curriculum affects what works for whom under what circumstances.

Key Questions:

Refer to Table 8.1 as an outline template to develop curriculum. Then, try to complete this table for one training program you are interested in. Assume you are making some changes to the design of one part of the training program, whether it is a change in the class activities, the introduction of new technologies or a reorganisation of the content.

- What aspects of context are likely to have an effect on the decisions you make about those changes? Are any of these effects going to compromise the changes you would like to make? How?
- Can you change anything about those contextual factors and, if so, what?
- If the context is somewhat fixed, are there any ways in which you could modify your planned changes to make a better fit with it? What are they? Do they still allow you to meet your objectives?
- What kinds of behaviours are your planned changes likely to trigger in those teaching the material as well as the students? Will these responses create barriers to attaining the objectives?
- What will you need to do to minimise negative behaviours arising from the planned change?

Leading Multiple Generations in the Australian Workplace

Tom Short and Roger Harris

The emergence of multi-generational organisations and the need for leaders to develop 'generational competence' is a contentious topic in the literature. Academics argue that multi-generation organisations are nothing new and warn us of the dangers of making sweeping generalisations about the behaviours and outlook of people who belong to a particular age classification. Conversely, market surveys and consulting reports, primarily led from the USA, claim the existence of such a growing phenomenon and suggest that organisations must treat different cohorts of employees in a way that capitalises on their age-related values and working preferences. These studies have given rise to popular terms such as Baby Boomers and Generation X and Y. This chapter draws on research findings to uncover how one industry in Australia is dealing with a workforce of four generations. The authors comment on how the rapidly ageing industry is facing major challenges in transferring tacit knowledge and skills from one generation to the next and how workforce development activities accommodate the needs of different age groups such as attracting apprentices, up-skilling returning workers and assisting those who are ready to retire. The findings remind us of the need to plan and prepare for career transitions at all generational levels.

Key Questions:

- What are some common beliefs concerning the attitudes and behaviours of different generational groups. Can they be generalised or justified?
- What are reasons why some younger employees resist working with older employees?
- How can workforce development be organised to transfer tacit knowledge across generational groups in the most effective way?
- In what ways are the challenges of employing a multi-generation workforce today different from the past? In your experience, what are the characteristics of a multi-generational workplace?
- How can HR practitioners help in maximising the potential of all age groups?
- What, if any, are the characteristics of a workforce development strategy that aims to build *generational competence*?

Strategies to Recognise Abstract Skills in Skill Recognition Processes: A Case Study of Personal Practice

Lisa Davies

In this chapter the author discusses recent research in an Australian industry sector which focused on the development of a skills recognition framework for the Australian rail industry. The research process identified that many people who are technical experts become managers in the industry despite lacking the abstract, tacit, holistic or soft skills that are required to manage and lead people. Skills recognition assessments (which include recognition of prior learning and recognition of current competencies) are a valuable component of training, human resource management and workplace development. They also have a place beyond programs that are designed to formally accredit pre-existing learning. The chapter considers ideas and practices around recognition of learning, skills and capability as the foundations for a wider view of skills recognition; a view that is forward looking, focused on learning and is more connected with workplace issues and practices. Furthermore, the author draws attention to the tacit skills and soft skills (abstract skills) that are less likely to be recognised in formal competency-based frameworks, or even to be acknowledged as vital components of the suite of skills and experiences needed by people in managerial and senior roles in general. Finally, a process for educating managers to accept that abstract skills are a vital function of management is discussed. Informal skills recognition assessment is a means by which abstract skills – or lack thereof – can be evaluated.

Key Questions:

- What are abstract skills and how are they relevant to your workplace?
- How can you assist your colleagues and/or employees to understand how and why abstract skills are an essential part of being a co-worker and/or manager in an organisation?
- Do you think that abstract skills can be taught? Give reasons for your answer.
- What are interpersonal communication blockers?
- What are interpersonal communication enhancers?
- How could you train people how to engage in active listening?

What Makes e-Learning Work?

Kieren Jamieson, Sukanlaya and Cameron Newton

This chapter examines lessons learnt from a study of the use of e-learning within a major industry sector in Australia and explores factors that inhibit or advance its organisational effectiveness. The authors examine the social, organisational and technical influences on the way employees perceive and use e-learning. In examining these issues, the chapter aims to demonstrate that successful organisational adoption of e-learning is influenced by factors beyond the systems themselves and requires a more holistic understanding of the target workforce and the suitability of the e-learning tasks. Without a clear understanding of these relationships, organisations run the real risk of investing heavily in e-learning without receiving benefits or, worse still, impacting negatively on their ability to deliver training.

Key Questions:

- What do you think are the key objectives behind an organisation's implementation of e-learning? Do you think these are easy to achieve? Why/why not?
- In what ways can e-learning be as or more effective than traditional face-to-face training from the perspective of employees?
- What would an organisation need to do to make e-learning a more positive experience for employees? To what extent are your suggested actions feasible and/or realistic?
- How might you justify the implementation of e-learning when the perception or prior experience of employees is generally negative?
- In an organisation, there could be groups of employees for whom e-learning is inappropriate or ineffective. What are the alternative training strategies available to them?
- What change management activities do you think are essential in a successful e-learning implementation?

PART III DEVELOPING LEADERSHIP, TALENT AND INNOVATION

Part III highlights the organisational need to build leadership capability, identify and develop talented people, and encourage a culture of intrapreneurship concurrently. Taken together, these three areas of workforce development are thought to build capacity and lead to a culture of innovation. The chapters in this part address five topics. Chapter 12 details a leadership development framework for use in the Australia rail industry, but transferable to other sectors. Chapter 13 considers workplace coaching as an emerging profession in workforce development contexts. Chapter 14 reviews the development of talented leaders at the middle and front-line levels in organisations. Chapter 15 analyses the tensions between the needs of highly contextual workplace training and the requirements of national training frameworks. Finally, Chapter 16 delves into the topic of creating an intrapreneurship among employees to deal with change and encourage innovation.

Building Leadership Capability: What it means for Rail Organisations

Tom Short, Tom Stehlik and Janene Piip

This chapter draws attention to the pressing need for all organisations to build leadership capability at a time in history when leadership is a recurring and significant theme in popular discourse. According to international experts, leadership is the most pressing issue facing organisations today because of the turbulent and complex environments where endless change and unexpected events have become the norm. In Australia, the pool of leadership talent has decreased at a faster rate than many other parts of the world, while at the same time investments in leadership development activities are higher than many other developed countries. This chapter aims to demystify the challenge of building leadership capability and move beyond the rhetoric to explore what can be done as part of a workforce development strategy. It reports on findings taken from a leadership study undertaken between 2009 and 2011 which contributed to the development of a leadership capability framework in the Australian rail industry. The study concluded that many industries such as rail should utilise top-level frameworks of good practice while also making leadership development fit the local context of each unique environment.

Key Questions:

- What are the enablers that build a leadership culture in an organisation?
- What learning strategies can be put in place to develop meta-competencies and self-awareness among leaders?
- How do executive, leaders and managers affect employee attitudes towards learning in an organisation?
- How would you describe a successful leadership development program and what are the key considerations?
- How can stakeholders evaluate an effective leadership development program?
- What does the concept of 'sustainable leadership' mean to you?

Workplace Coaching; Context and Challenge

Roslyn Cameron

Coaching is an emerging profession and human resource development intervention that draws upon an array of theoretical foundations, approaches and contexts; consequently defining the practical application of coaching techniques is not a straightforward exercise. Attracting, developing and retaining quality employees is a major issue for organisations who are seeking to increase organisational performance and maintain competitiveness. Coaching is one strategy that can assist organisations to retain talented people who play critical roles. This chapter looks at the development and deployment of coaching in one industry sector where the need to facilitate performance, learning and improvement are ever-present in an environment of rapid and constant change. The author discusses how coaching can benefit individuals and organisations; how organisations can use coaching to develop leaders, stimulate change and align human resource development interventions to strategic organisational goals; how to increase the *professionalisation* of coaching to safeguard any risk to participants; and approaches to evaluating the effectiveness of coaching

Key Questions:

- How is coaching different from traditional forms of leadership development and training?
- What is a coaching culture and how do/might you develop this within your organisation strategically?
- How can coaching assist with organisational change and the 'strong immunity to change'?
- What are the key steps needed in developing a coaching intervention within an organisation?
- How can organisations evaluate the return on investment (ROI) on workplace coaching - summatively (at the end) and formatively (while in progress)?

Identifying Leadership Talent

Janene Piip and Roger Harris

Leaving the identification of leadership talent to chance has ongoing consequences for organisations. Those aspiring to navigate new business opportunities in interconnected global economies should know that talented leadership is needed at all levels in joined-up approaches to business, not only at the top. This is evident as traditional organisations shift from a manufacturing base to having a more knowledge-intensive focus as it is intangible, just as much as tangible, skills that contribute to an organisation's success. Consequently, the calibre of leadership talent in an organisation is a direct result of a number of factors relating to what organisations as well as individuals do to identify and develop the potential of both current and aspiring leaders. This chapter discusses the consequences of current organisational practices and then considers how to identify the 'talents' required for leaders at the middle and frontline.

Key Questions:

- In a knowledge-intensive workplace, why is it important for organisations to identify and develop leadership talent?
- What are the building blocks of managing leadership talent?
- Define what talent means in an organisation you know: are there different meanings at various levels?
- Using this chapter as a catalyst for change, identify effective HR practices in organisations that successfully manage talent.
- How can individuals manage their own talent profile?
- What should the balance be between organisations grooming their own and resourcing talent from outside? How does an organisation you know well manage this issue?

A Moment in Time and Place: Can Highly Contextual Training meet National Training Frameworks?

Jill Hadley

This chapter examines the influence of workplace context on the training and development of senior leaders/managers within an Australian Public Service department. Leadership training in the public sector is of increasing interest to government personnel seeking to improve strategic business outcomes through employing competent, well-trained leaders. In this chapter the author investigates the value of nationally accredited courses leading to a qualification delivered within a specific public service context. The chapter discusses how leaders/managers can apply their learning within their own context and simultaneously meet pre-determined national vocational outcomes. The question arises whether providing a nationally accredited leadership course is the best choice for a public service departmental setting where context is critical.

Key Questions:

- When an organisation funds internal training (accredited or non-accredited), what measures could it use to evaluate its return on investment? How would these measures be different between a public sector and a private enterprise?
- How ethical is it for a public service department to spend a portion of its allocated government funding on accredited training when the government funds a public training provider (TAFE) to deliver the same qualifications?
- When training is provided with the aim of improving an individual's work performance, how can an employee be encouraged to attend a course when they do not see its application or value to themselves?
- In situations where employees undertake training to improve work performance, but do not complete assessments leading to a qualification, how can the organisation measure improvement when they are evaluated on the number of completed qualifications?
- How portable is customised training? Does it make a difference when training is accredited?

Innovation, Change and the Intrapreneurial Mindset

John Thompson, Jarna Heinonen and Jonathon M Scott

Creativity underpins innovation which, in turn, underpins both entrepreneurship and change. Businesses – not ideas or products on their own – generate revenue; and in today's uncertain world there is a need to commit to ongoing change in these businesses. Much attention has been given to new product development and to process innovation in the 'corporate world', but arguably less to the *mindset* of the intrapreneurial people who are required to drive the change agenda. It is debatable just how seriously organisations seek to identify those people with intrapreneurial attributes and encourage them to identify and seize new opportunities. This chapter examines the role of people in innovation and change, reflects upon relevant aspects of thinking and doing, and offers insight into the 'intrapreneurial mindset', which the authors conceptualise and distinguish from the small firm-oriented entrepreneurial mindset. The chapter offers a framework – based on talent and temperament attributes – for identifying potential intrapreneurs, and it describes how this framework has been used in a small number of large corporate organisations in the United Kingdom. These findings are put into the context of the manager and leader attributes that are more generally sought by many organisations.

Key Questions:

- How would you explain innovation in the context of product, process and people?
- Can the process of innovation be systematised? Why? Why not? How? Are you familiar with any formal approaches such as TRIZ? What is your view of their value?
- Assuming the process can (to a point) be systematised, can such systems ever be effective without factoring in the people element?
- What does the process of intrapreneurship involve?
- Who are the 'innovation-minded' people?
- How might organisations seek to 'bring out the best' in such people?

PART IV HARMONISING ACROSS BOUNDARIES AND BORDERS: CASE STUDIES

The four chapters in Part IV include two examples from an Australian industry, experiences in Germany and a concluding chapter reflecting on the practical implications in implementing workforce development. In these chapters, Chapter 17 comments on the link between continuing training and personnel development within an environment of demographic change. Chapter 18 focuses on the issues involved in industry engaging with the national VET system and how national vocational curricula can be developed as unified industry standard. Chapter 19 reports on the development of a national training framework to harmonise one specialised area of safety management. Finally, Chapter 20 summaries the emerging field of workforce development and distils the forty chapters in these two books into five key messages and eight challenges organisations face when implementing workforce development.

Recruitment of Skilled Employees and Workforce Development in the Germany: Practices, Challenges and Strategies for the Future

Thomas Deissinger and Kathrin Breuing

This chapter focuses on workforce development in the German context. Two particular issues are addressed. The first one deals with the links between the standard form of initial VET, that is, the dual apprenticeship system, and formalised further training, which in its various facets has a major function in the German context when it comes to career building, but also to establishing a craft business. Second, companies in Germany, as in other countries, use internal schemes of personnel development and further training to maintain their workforces both in quantitative and qualitative terms. A crucial challenge currently seems to be demographic change, and the way companies try to cope with this challenge has led to new forms of in-company personnel development that were unknown in the past.

Key Questions:

- In your experience, how can the balance between vocational and professional or personal development be maintained?
- From this chapter, what important lessons can other countries learn from the German vocational education system? How transferable might they be to your context?
- In what ways will a changing demographic workforce impact on traditional approaches to vocational training?
- What strategies and practices can organisations adopt to safeguard the successful transfer of knowledge from one generation to the next in the context of vocational training?
- In relation to education and training, the chapter comments on the short-sightedness among business leaders and dominant focus on monetary key figures. What are your experiences of these aspects?

To engage or not to engage: What can the national VET system offer enterprises?

Michele Simons and Roger Harris

One of the challenges facing industry in Australia relates to the ways in which it is able to harness the opportunities offered by the national Vocational Education and Training (VET) system. The VET system with its network of registered training organisations, infrastructure of Training Packages and the Australian Quality Training Framework, offers the potential to assist organisations to develop approaches to training which are truly national in scope and focus. However, significant barriers to realising this goal exist. This chapter outlines the architecture of the VET system, and then analyses the unique needs and issues that industry faces in its efforts to work with the national training system.

Key Questions:

- What do you think are the particular benefits that the VET sector can offer enterprises interested in workforce development?
- How does the VET sector operate to benefit both employers and employees?
- What challenges and obstacles might workforce development professionals face in convincing senior management that engagement with the VET could be worthwhile?
- If you were/are a workforce development professional in an organisation, how would you encourage your senior management to consider engaging with the VET sector as one part of an overall workforce development strategy?
- What knowledge and skills would best equip workforce development professionals to lead engagement with the VET sector for their organisation?

Creating Capacity: A Common Framework to Safety Management through Structured Training Development

Tamara D Banks, Herbert C Biggs and Nathan Dovan

Similar to other areas of job performance, safety performance can be enhanced through appropriate and well-designed training. The foundation of the development of effective training is a thorough training needs analysis (TNA). Currently, the application of psychometrically valid TNA practices for the management of workplace safety is an under-researched topic and limited guidance is available for implementing appropriate strategies. This chapter provides an overview of TNA practices, including the purpose and benefits associated with implementing the systematic procedure. A case study illustrates how the TNA process was successfully applied to investigate the training needs of Australasian rail incident investigators to achieve an industry-approved national training package. Recommendations will be made to assist practitioners with implementing TNA practices.

Key Questions:

- How could you proactively use a TNA to inform the development of appropriate training programs to enhance workforce development? In your answer, identify the purpose and the objectives.
- Consider the four levels of analysis proposed: industry analysis, organisational analysis, task analysis and person analysis. Based on your purpose and objectives, what levels of analysis are most appropriate for determining the training needs?
- Systematic planning during the design phase will provide a strong foundation for an effective TNA. What are your assessment goals? Who is your assessment group? Who will conduct the assessment? What strategies will you implement to gain management commitment to the assessment process?
- To enhance your implementation of the TNA, consider the following questions: What are the critical time frames? What factors will you need to take account of when scheduling and implementing the assessment? How will you facilitate the gathering of accurate data?

Conclusion: Workforce Development – More than the Sum of its Parts

Roger Harris and Tom Short

Workforce development is an emerging field of practice, one that is increasingly gaining its place in the sun in government policies and organisational practices. However, what Skills Australia has identified as hampering endeavours to build on successful experiences and learn from one another is the diversity of views and understandings. The book therefore serves as a contribution to the demystifying of the notion. This final chapter distils five key messages that emerge from the previous chapters, and summarises the main strategies and practices that have been suggested by the chapter writers. Eight challenges in implementing workforce development are then discussed. The chapter concludes that, while it is indeed important to identify and define its components, workforce development is ‘more than the sum of its parts’ as the critical aspect is conceptualising how these components need to be configured and aligned in particular organisational contexts.

Key Questions:

- If you were asked to describe how workforce development differs from human resource development, what would you say?
- How can workforce development contribute to the strategic goals of an organisation?
- This chapter outlines eight challenges to the successful implementation of workforce development – how might these be overcome?
- Workforce development is often said to be most effective when strategies and practices are aligned with an organisation’s business plan. What does this mean for an organisation and how can effectiveness be measured?
- In your experience, how does workforce development integrate with the function of human resource management?
- In relation to implementing workforce development in your particular context, what, if any, are the special issues an organisation should consider?

Workforce Development

Strategies and Practices

Short, T.; Harris, R. (Eds.)

2014, XX, 370 p. 22 illus., 13 illus. in color., Hardcover

ISBN: 978-981-287-067-4