

Improving Job Quality

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Centre for
**Workplace
Excellence**



Quality Jobs Quality Care partners



Brightwater

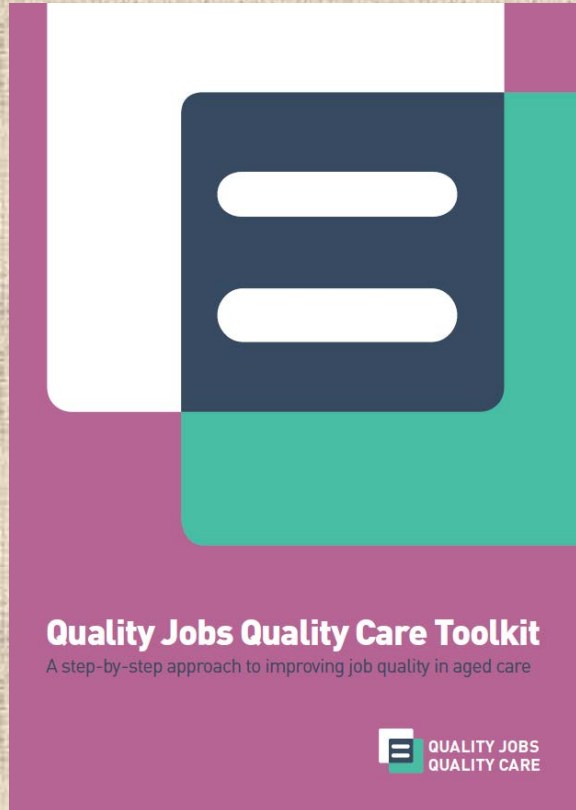


HammondCare

An independent Christian charity



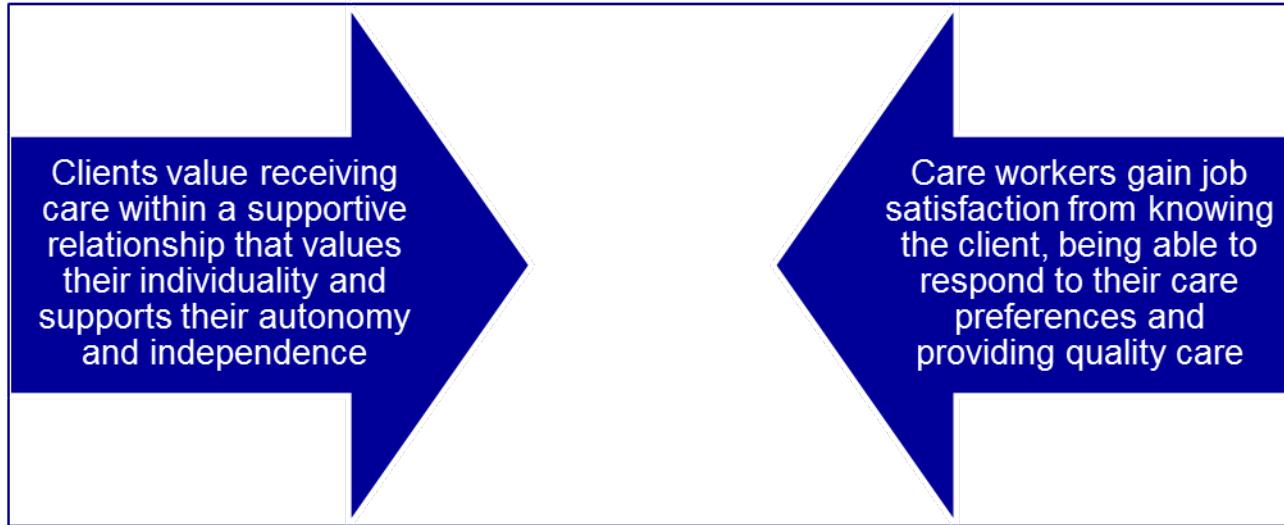
Helping Hand



Quality Jobs, Quality Care

- Jobs and care
- Project overview
- Scoping studies
- Case studies: small scale interventions
- Toolkit

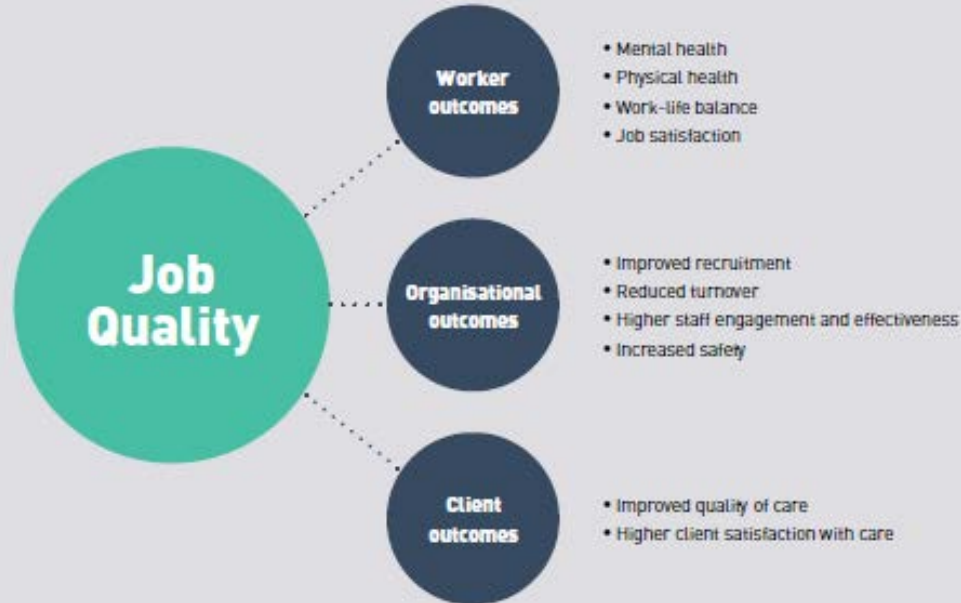
Focus on the care relationship for success



Quality
Jobs = Quality
Care

Benefits of a job quality approach

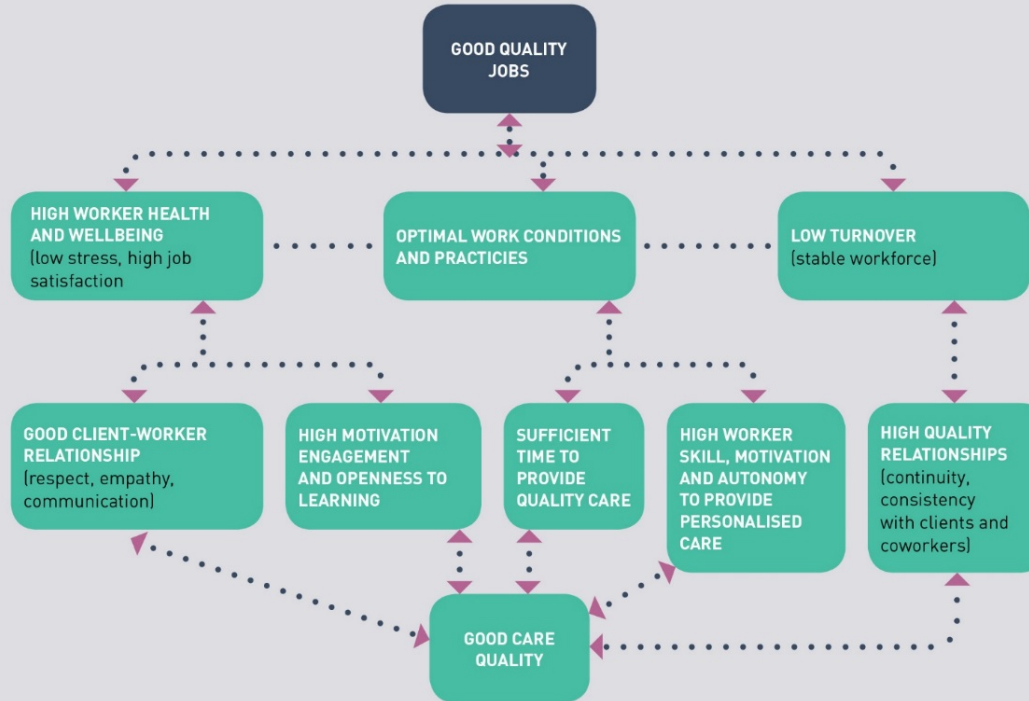
Relationships between job quality and outcomes for workers, the organisation and clients



Quality
Jobs = Quality
Care

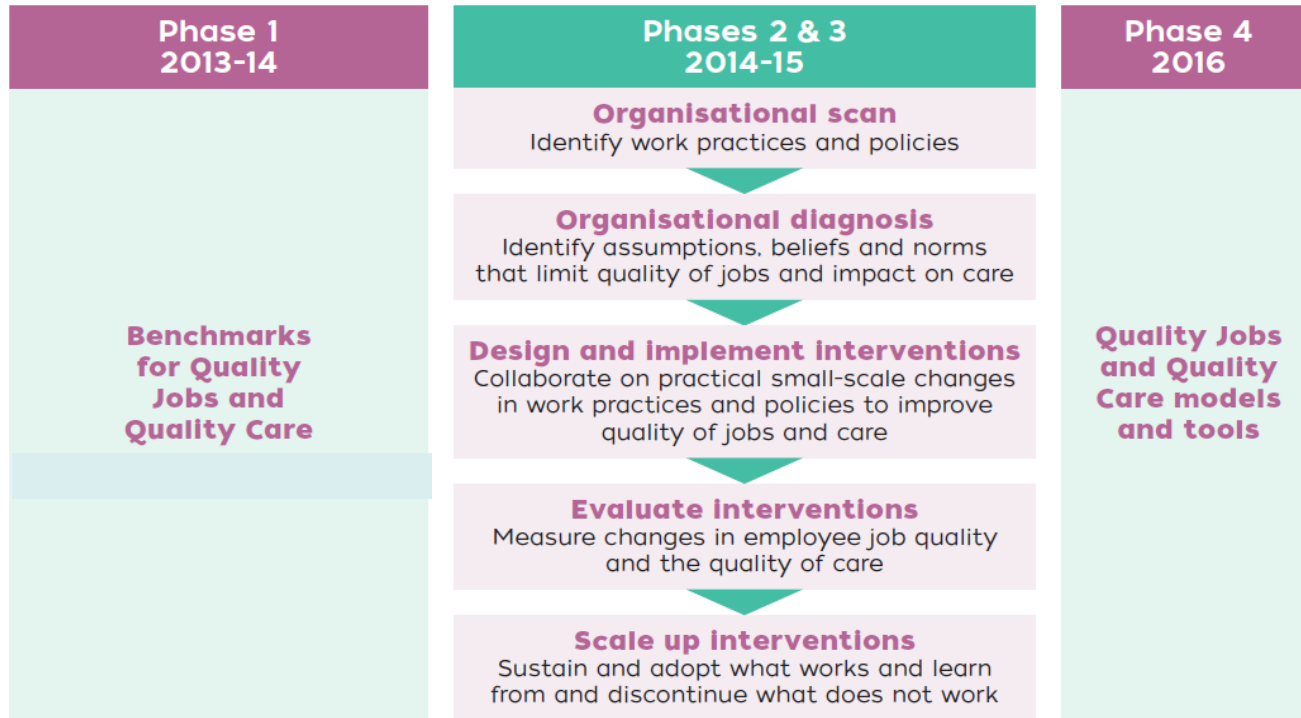
Linking job and care quality

Job quality is closely linked to quality care



Quality Jobs = Quality Care

Quality Jobs Quality Care project



Workplace innovations

Workplace innovations, each of 6 month's duration

- Specialised dementia teams
- Regular scheduled hours
- Learning shifts
- Care worker mentoring
- Collaborative person-centred care

Scoping studies

- Care worker autonomy
- The perspectives of care worker union representatives



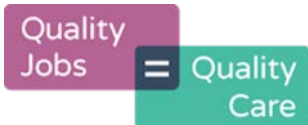
Case study: Care worker mentoring

Aim: Increase the confidence and capability of community care workers to deliver care to clients with complex care needs.

Plan: An expanded mentoring program to provide ongoing peer support, education and training.

Engage: Care workers described existing mentoring as variable, with new workers feeling unprepared for some tasks. They saw benefits from expanded mentor support and training.

Implement: 3 care workers in a FTE position provided on the job support and small group training and resources in response to identified gaps in knowledge



Care worker mentoring: benefits

- **Care workers:** reduced feelings of isolation; greater confidence and improved quality of care; safety net of peer support

'Having them come out and show you and then I go back the next day, you're a different person because you get through it like that.'
- **Managers:** improved efficiency and standards in care provision following instruction and mentoring; improved safety for workers and clients; greater productivity

'I didn't anticipate that it would free me up in so many areas',
- **Organisation:** greater service effectiveness from changes to compatibility, ie increased client acceptance of care/care worker

Case Study: Collaborative person-centred care

Aim: To build team cohesion and incorporate care worker knowledge in a collaborative person-centred approach.

Plan: A team of care workers and clinical staff to undertake a wellbeing mapping exercise with residents/family.

Engage: Care workers identified potential benefits from the increased knowledge of resident and the ability to further engage with them and tailor their care.

Implement: Care workers, clinical staff and a facilitator met 7 times over 6 months. A wellbeing map was created for each resident based on their history, abilities and preferences.



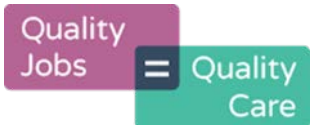
Benefits: Collaborative person-centred care

- **Care workers:** felt more valued in their role and could give greater individualised support to residents. The information led to greater understanding of resident behaviour and needs.
‘feeling part of a team, feeling valued...’
‘useful information that can support the care of the resident’
- **Clinical staff:** reported increased respect for the role of care workers and their relationship with residents.
- **Manager:** identified improvements in team cohesiveness and open communication.
- **Organisation:** greater overall staff morale; relationships with family members were enhanced



Lessons Learned

- The importance of
 - Gathering information in the design and planning stage, and identifying who will be impacted
 - Engaging staff in the design process for feedback and participation
 - Factoring in time during implementation for review and modifications
 - Recognising and responding to unexpected effects
 - Matching data collection with intervention for evaluation





- Up-to-date information on 'job quality' in aged care
- Overview of benefits of enhancing job & care quality
- How to assess job quality in your organisation
- Clients' views of care quality & tools to measure these
- How to design & implement small scale change
- Resources and worksheets to support workplace change

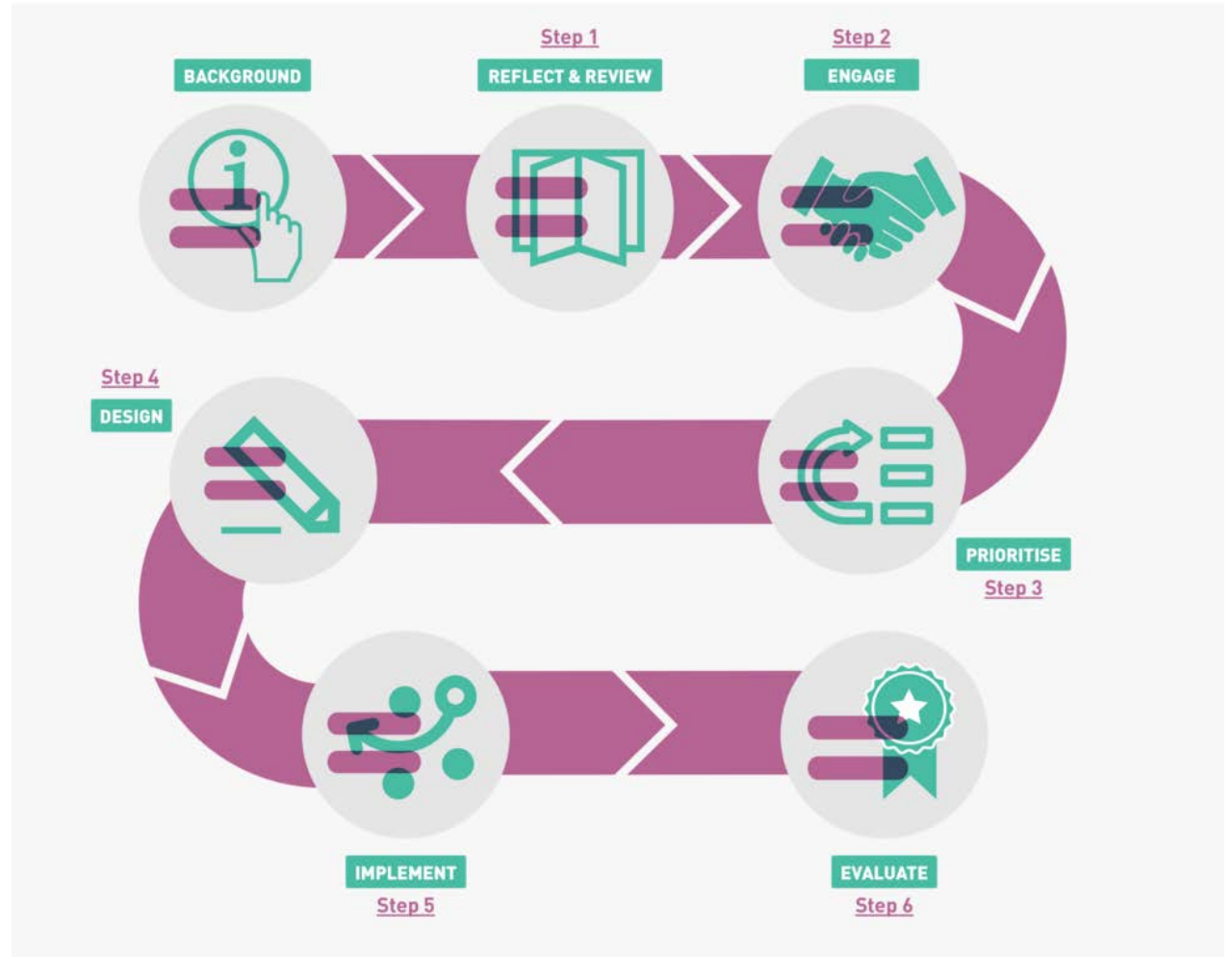
Quality Jobs Quality Care Toolkit

A step-by-step approach to improving job quality in aged care

www.qualitycarequalityjobs.com.au

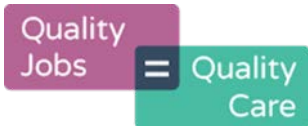
Implementing Small Scale Changes in the Workplace

Quality
Jobs = Quality
Care



Aim and purpose

- **Inspire** – *realise* small scale change is possible and effective
- **Inform** – *understand why* we should improve job quality and do small scale change
- **Guide** – *know how* to do small scale change to improve job and care quality
- **Support** – *use and apply tools* to prioritise, design, implement and evaluate small scale change in a workplace



Core principles

- **Collaboration**
 - Stakeholder engagement
 - Worker engagement and input / influence
- **Small scale change**
 - Manageable, sustainable
 - Trial / test / proof of concept
- **Ongoing evaluation and review**
 - Embedded opportunities for reflection, feedback and adjustment
 - Iterative cycle of improvement



Target audience

- Residential and community aged care workplaces
- Other sectors/workplaces that employ care workers
- In the workplace, expert and novice change agents
 - Managers, supervisors
 - Project leaders
 - Team leaders
 - HR professionals
 - Workforce leaders and professionals

Case study: Learning shifts

The challenge

To increase residential care worker participation in education and training to update relevant skills.

The response

Learning time was scheduled into paid work hours using short learning shifts (most < 1 hour duration) and enabled by backfill staffing.

'...the idea is to provide a resource to replace an individual to come out of a shift to participate in micro-training sessions. The plan is to incorporate these learning shifts into the roster...'

How was it planned?

Learning shifts were to be conducted at one residential site. The planning process involved the Site Manager, Director for Workforce Development, Clinical Nurse Consultant (CNC) and the Quality Care Quality Jobs Project researchers.

The organisation developed a planning worksheet outlining the learning shift design, the expected benefits for job and care quality and how these would be evaluated.

Who was consulted and how?

Interviews and focus groups were conducted with staff likely to be involved with the learning shifts, including care workers, managers and other staff.

Care workers thought the short learning shifts were a good idea and worth trialling. Some adjustments were made to the design based on their feedback. These included making sure that the backfill workers who replaced care workers on learning shifts were experienced and known to clients, and strengthening the handover process as workers left and returned from learning shifts.

'Because I'm on long shift I miss out on all the training ... there is nobody to go on the floor so I can come off. I think it would be fantastic'.

What was done?

On one day per fortnight over a six month period, up to 10 care workers each day engaged in individual consecutive learning shifts. Half of the sessions were e-learning sessions in a resource room with a computer, information sheets and a library. E-learning content included some mandatory training topics and topics chosen by individual workers or recommended by the organisation. Other learning shifts involved in-house assessments of competencies and individual coaching sessions which focused on practical hands-on skills taught by an experienced mentor. Learning achievements were recognised with certificates.

How was it done?

Initially, care workers were invited to schedule themselves on learning shifts by responding to a promotional flyer. The CNC then scheduled the learning shifts

and worked to improve uptake rates. Regular emails were also sent to care workers about the activities, timing, and learning resources available on the scheduled learning shift.

A number of staff were involved in running the learning shifts:

- The Clinical Nurse Consultant identified relevant learning topics and rostered backfill workers.
- An administration assistant distributed information and instructions about the learning shifts, managed resource room bookings and conducted evaluation surveys.
- A RN oversaw the shift roster and coordinated backfill workers and handover processes

Did it work?

Workers and managers agreed that learning shifts increased worker participation in education and training. Organisational data showed good participation in the learning shifts with 48 individual care workers attending 128 learning shift sessions.

Learning shifts were well received by care workers who reported that the learning topics were important, they learnt new skills and were confident to apply them, and that care quality had improved. In addition, care workers reported reduced time pressure, improved work-life balance and increased job satisfaction as a result of the opportunity to do training in paid work time (rather than in unpaid personal time).

'My job satisfaction is better because when you are learning new things, it stays fresh and that helps me to feel more positive about my job and I think that flows onto the residents'.

'What we learn on the learning shifts helps to improve the residents' care because you don't just learn it, you try to do it. Learning skills helps me to apply them on the floor.'

'The learning shifts have been saving time for me because I have not been doing my e-learning at home'.

What we learnt

Care workers and managers identified some key areas to improve the e-learning experience and its impact on practice. Whilst e-learning was positively received by care workers, they emphasised a preference for learning using a range of formats, including face-to-face, individual and group work. Managers recognised the need for a more individualised and tailored approach to learning, including providing more support for care workers to develop individualised learning goals. The organisation recognised the value of offering a range of approaches to learning, and intended to undertake ongoing staff consultation, engagement and promotion to sustain a shared vision of learning.

'Learning Shifts are (not) the be all and end all, they're just one part of a whole range of different learning models...'

The organisation will continue refining their approach education and training, building on the lessons learned from the learning shifts, including plans to:

- improve staff rewards and recognition for ongoing learning activities
- increase available resources to support individualised learning goals and formats to recognise learning preferences.

Content

Resources

- User friendly, accessible summaries
- Best practice and research evidence
- Policy, industry trends and issues
- Case studies – project partner workplace interventions

Tools

- Worksheets to guide reflection, planning and action
- Data collection tools (e.g. survey items)



- How to use the toolkit
- About the project

Info sheets:

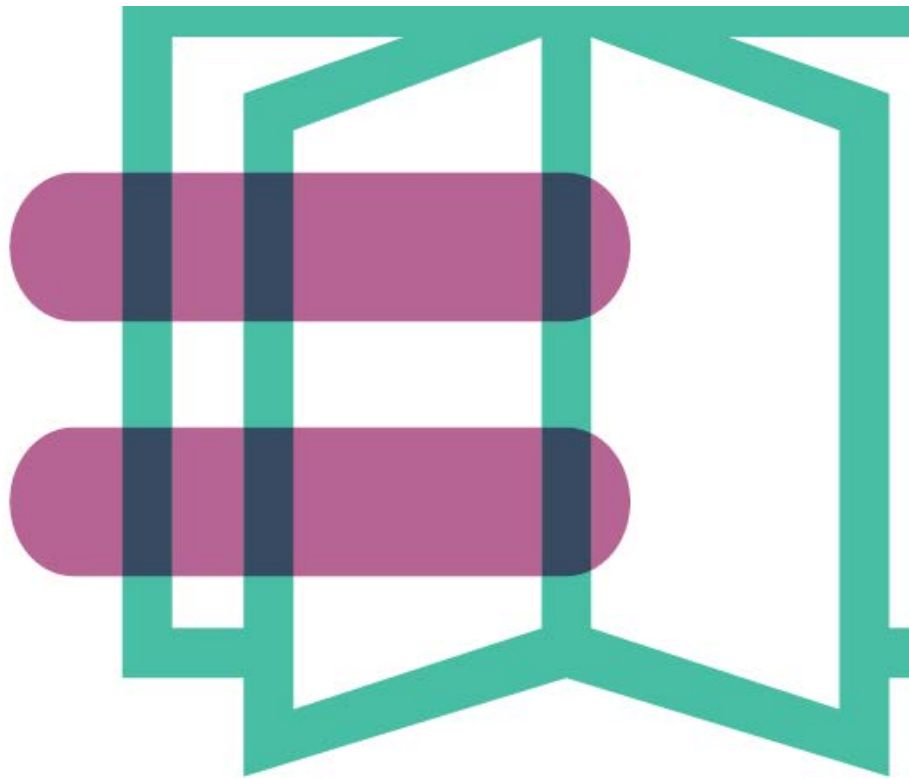
- Care worker and manager perspectives
- Job quality benchmarks

Infographic:

- Aged care workers in Australia

Case study:

- The perspectives of care worker union members



Info sheets:

- What is job quality?
- What is quality care?
- Job-care quality links
- Small scale change

Case study:

- Specialised dementia care teams

Reflect and Review



Engage

Info sheets:

- Effective strategies for engaging with stakeholders

Tools:

- Plan and conduct engagement activities (e.g. focus groups, interviews)
- Document organisation and worker views

Case study:

- Regular scheduled hours



Prioritise

Info sheets:

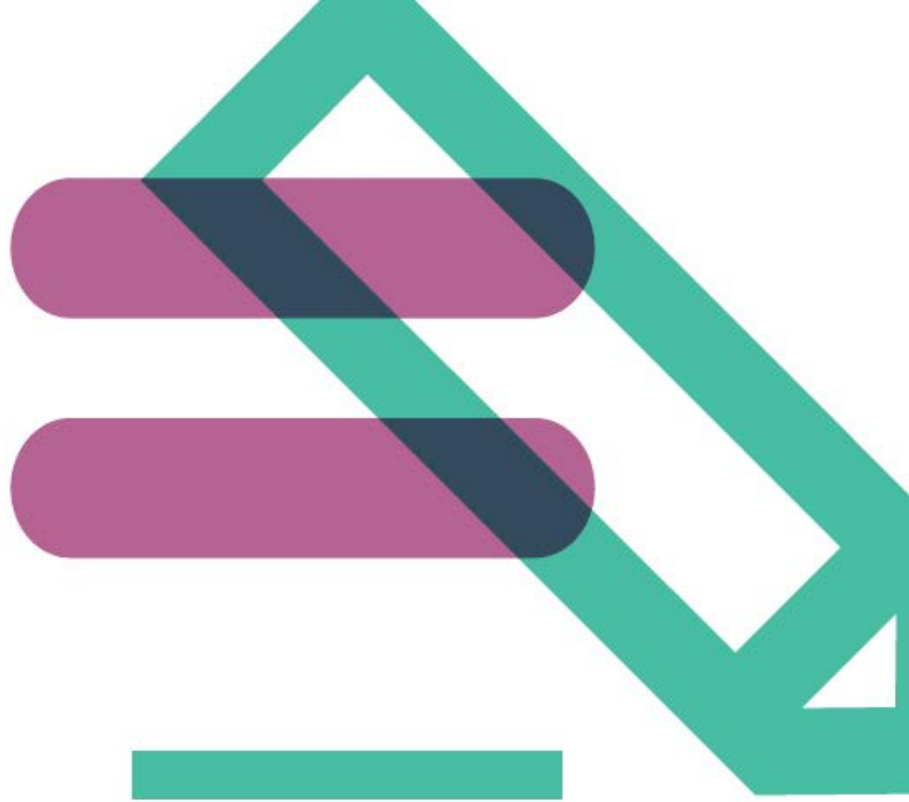
- Review key dimensions of job quality in aged care

Tools:

- Job quality worksheet
 - Identify, assess and reflect on an aspect of job quality

Case study:

- Learning shifts



Design

Info sheets:

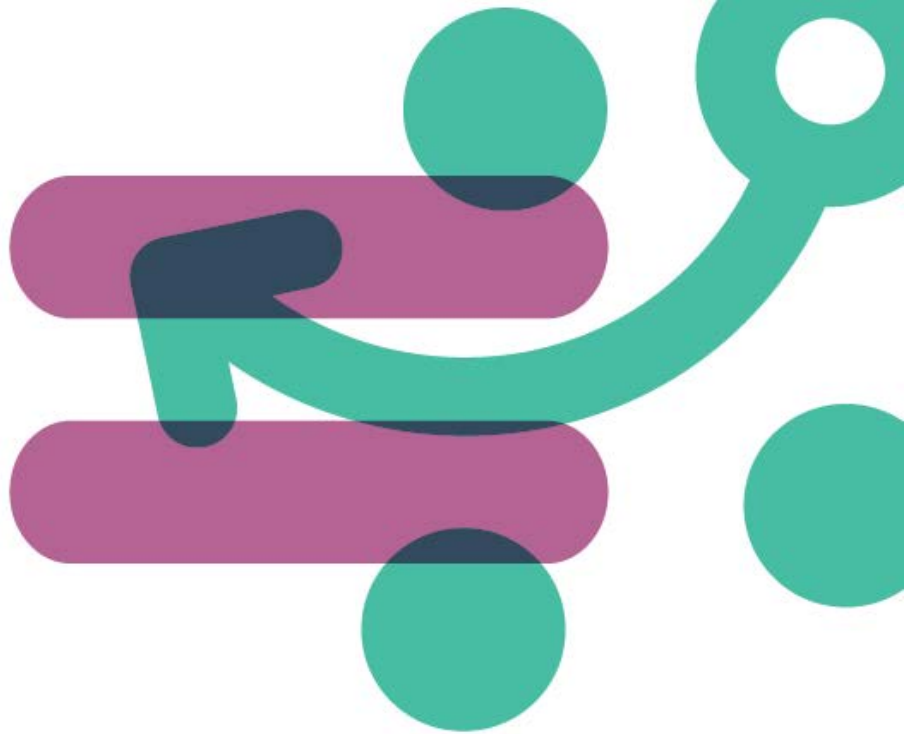
- Review program logic approach to planning and design

Tools:

- Design worksheet
 - Set a specific aim
 - Identify and manage risks
 - Plan resources and activities
 - Identify outputs and outcomes
 - Plan the evaluation

Case study:

- Care worker mentoring



Implement

Info sheet:

- Review key strategies and techniques for conducting change

Tools:

- *Implement your detailed plan*
 - Design worksheet
- *Use tools for data collection:*
 - Survey items
 - Focus group and interview protocols and questions

Case study:

- Collaborative person-centred care



Info sheets:

- Refresh / build understanding on how and why to evaluate

Tools:

- Document your process and outcome evaluations

Case study:

- Care worker autonomy

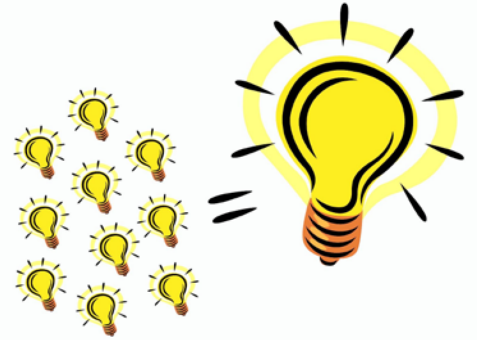
Evaluate

Getting Started: Job Design

- Time to care
- Work pressure
- Support from co-workers, managers and organisation
- Access to flexible work arrangements
- Opportunity for some autonomy/input/control over how work is done
- Opportunity to develop and use skills and abilities
- Respect and acknowledgement from clients, co-workers and management

Job Design Ideas: Time to care

- Quality indicators
 - Time allocations for providing care
 - Workers contribute to care plans
 - Staffing levels adjusted when demand changes
- Small scale changes
 - Increase staff to client ratios
 - Collaborate with workers to design and trial changes
 - » New technology
 - » Additional tools and resources
 - » Engage in care plans



Why the QJQC project is important

- Job quality and care quality are interdependent: improving job design and work conditions will enhance the quality of care provided
- Making job quality a key workforce goal will position organisations to attract and retain staff, and therefore grow the organisation and enhance its resilience
- Outward looking organisations can identify successful workforce development strategies, learning from examples overseas and other care sectors (eg disability)



Where to from here?



- Toolkit, resources, webinars & contacts on QJQC website
www.qualitycarequalityjobs.com.au
- Sector interest in toolkit ...
 - Sector conferences, briefings
 - Incorporation into sector training
- Further research ...
 - Australian Research Council funded project: *Job Quality & Care Quality In Aged Care: Comparative Perspectives* (2017-2019)