



Australian Government
Australian Taxation Office

Country report: Australia

7th JOINT TRAINING PROGRAM

THEME: *“Strategic management for tax training”*

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Overview

- strategic policy for staff training
- organisations responsible for designing/planning and implementing staff training
- evaluation of staff training
- evaluation of staff taking training programs
- training for trainers
- utilisation of information technology in training
- challenges faced by those involved in staff training planning or implementation



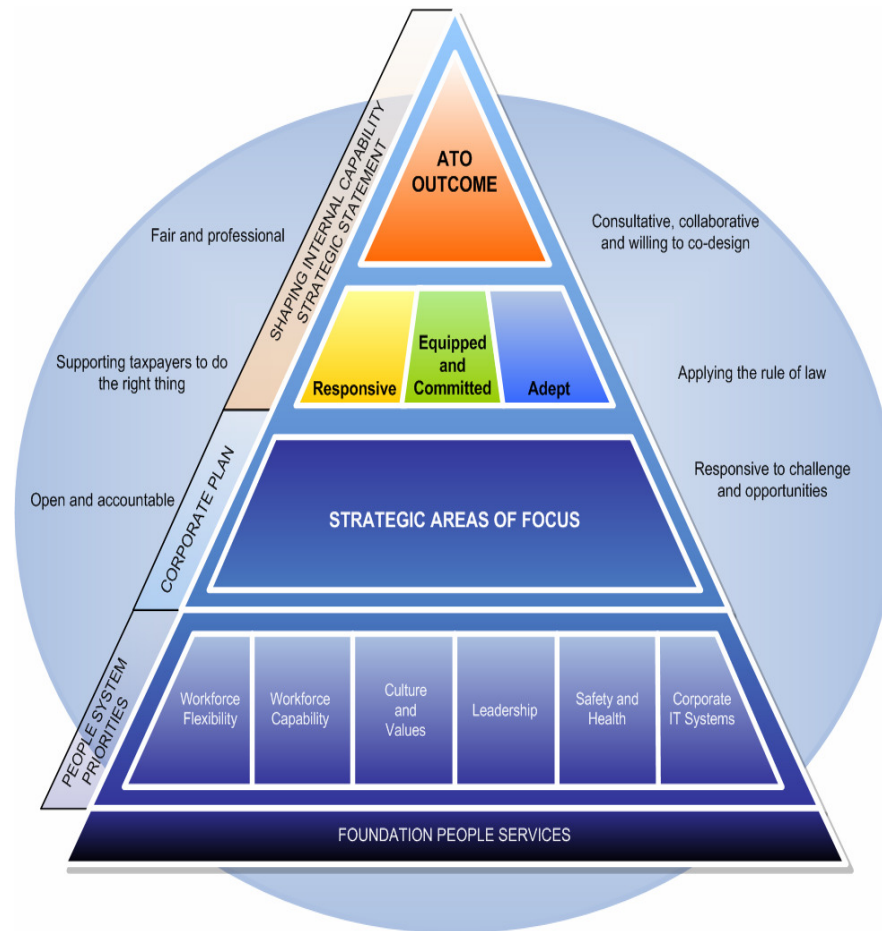
Strategic policy for staff training

- goal/purpose of staff training
- overall feature of the staff training to achieve the goals, including description of methods used, such as long-term/short-term programs, lectures on the job training and e-learning
- a scale of the budget for staff training



Goal/purpose of training: People strategy

The second objective of the People strategy – build and maintain workforce capability to sustain organisational agility – provides the focus for our learning and development strategy



Goal/purpose of staff training

Our investment in capability development for existing staff is critical because the Tax Office:

- needs to continually grow and develop our people to expand knowledge, skills, experience and attitudes to support new government initiatives
- must cater for the adoption of new systems and processes associated with the introduction of new information technology, and
- has a commitment to grow our capability from within, given our low attrition rates.

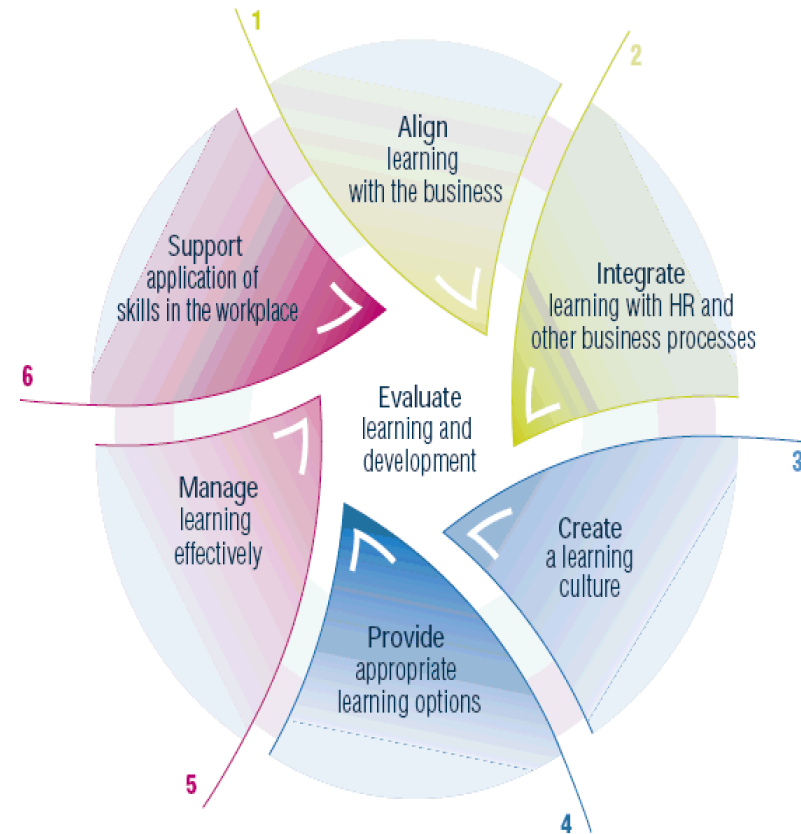
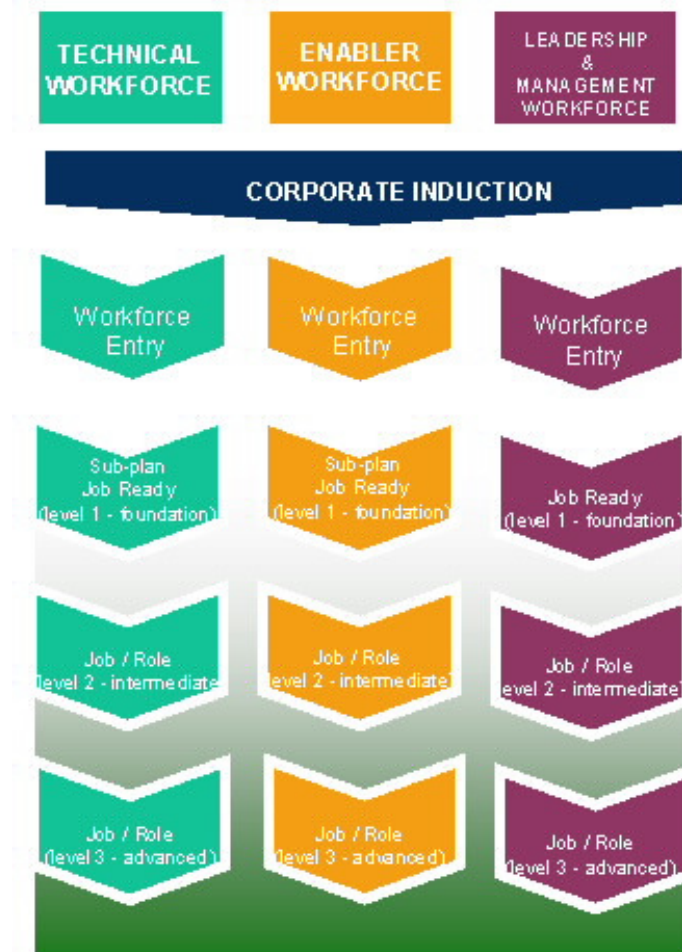


Overall features of staff training

- The Integrated Curriculum provides a framework for foundation, intermediate and advanced learning solutions across the range of technical and corporate capabilities and disciplines, including:
 - Graduate and Undergraduate programs
 - Induction and Technical Workforce Induction Program
 - Compliance Officer Development and Advancement Program
 - External learning programs
 - Leadership programs for all levels of staff
 - Mandatory programs on critical workplace issues
 - Continuing Professional Development
 - Tuition Assistance Program.



Integrated Curriculum / APS learning framework



Overall features of staff training

- We use a wide range of learning methodologies to support learning and development for staff. These include:
 - face to face learning delivered through workshops, lectures, video conferencing, facilitated discussion groups and case studies
 - work-based learning including coaching, mentoring, collaboration, action learning sets and team based activities, and
 - online and blended learning including interactive programs, pod casts and computer based training mixed with facilitated sessions.



A scale of the budget for staff training

- To address the learning needs of the over 23 000 staff, we:
 - employ 330 full time equivalent (FTE) staff to administer, design, develop, procure, deliver, evaluate and report learning and development
 - spend \$53 million each year on training and development (including salary costs for the 330 FTE above, consultants and support for formal training and professional development). This excludes the cost of the learner's time, internal rooms and equipment.
 - \$14.2 million is spent on the procurement of learning and development from external providers. This is generally specialist training at the intermediate and advanced levels for high level leadership development
 - over \$1 million on travel associated with training delivery or attendance.



Organisations responsible for designing/ planning and implementing staff training

- Organisation responsible for designing/planning staff training
- Organisation responsible for implementing the staff training including description of the facilities for the training
- Roles and relationship/cooperation between the staff training related organisations
- Lectures/trainers and acquisition of materials they use for the training



Organisations responsible for designing/ planning and implementing staff training

We do not have a separate organisation or college that looks after learning for the organisation.

- Internal staff design and deliver much of our learning, including training material and support tools.
- Learning needs are identified and met, at both the business and organisation/enterprise level.
- Technical learning = business areas.
- Non-technical learning = corporate areas.
- We use external providers where more specialised knowledge is required.



Evaluation of staff training programs

- Methods of evaluation
- Using evaluation results for implementation of future programs



Methods of evaluation; using evaluation results for implementation of future programs

- We use the ADDIE Model for instructional design.
- We have adopted the Australian Public Service Commission (APSC) approach, which uses Kirkpatrick's four level training evaluation model.
- Our external programs (University of NSW, University of Sydney), build in many checks to continuously improve the programs. Checks include feedback from participants, presenters, discussing content and methodology with university staff.



Evaluation of staff taking training programs

- Means of the evaluation, such as tests
- Utilisation of the evaluation results for personnel transfers/promotion



Means of the evaluation, such as tests

- Reaction sheets are completed electronically on course completion.
- Data is collated and used to monitor the quality of the training delivery, and highlight problems with learning packages.
- We use case studies so participants can apply learning.
- Formal assessments are used for areas of greater risk.
- Trainers have regular reviews of their delivery.



Utilisation of the evaluation results for personnel transfers/promotion

- We offer a number of advancement programs where candidates are recruited into the organisation and placed in a development program.
- Upon successful completion of advancement programs, the trainees are advanced to the next classification level.
- Promotions outside of these programs are based entirely on merit.



Training for the trainers

- Methods
- Trainers/lecturers



Training for the trainers

- We expect that most trainers have a minimum of Certificate IV in Training and Assessment (or be able to demonstrate the relevant competencies).
- Many trainers already have this qualification when recruited. Where not, we work towards them achieving this qualification.
- Each training area focuses on different ways to maintain the professional development of their trainers.
- Our Registered Training Organisation status requires trainers to maintain the required competencies, to support continuous improvement in the delivery of training and assessment.



Utilisation of information technology in training



Utilisation of IT in training

We choose learning solutions with the highest return on investment (ROI).


Examples of learning solutions that utilise technology include:

- virtual classrooms – online discussion groups, video conferencing, meeting via the computer (Microsoft Communicator)
- eLearning and assessment (in-house), followed by work-based capability evidence collection, and
- podcasts.



Utilisation of IT in training: eLearning


Below is an example of our in-house eLearning assessment tool for learning, which assesses a participant's understanding of the learning.

Siebel CRM for Client Contact Interactions

Checkpoint
Please complete the following to test your knowledge.

Which hyperlinks and views are included in the Activities screen?

- All Client Activities, Client List, Client Summary, All Activities.
- Case Summary, Related Cases, Profile, Roles List and Service Requests.
- UnAllocated Activities, My Activities, Attachments view, Template view, and Audit Trail.
- Relationship, Profile, Case Summary, Related Cases, and Service Requests.



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Challenges faced by those involved in staff training planning or implementation



Training planning/implementation challenges

- The most critical aspect of L&D planning is identifying priorities.
- We have developed an enterprise-wide plan that identifies both the significant and high level learning needs across the organisation.
- Areas looked at business priorities and determined the capabilities they needed to meet these business priorities. Using agreed criteria, the learning needs were then assessed to determine which should be identified as enterprise-wide needs.
- We are currently assessing whether we have products or programs in place to meet these enterprise needs, which will allow us to highlight those needs that require us to build or buy products or programs.
- Delivery of up to date and consistent development is also a challenge in an organisation of over 23,000 staff across 63 locations in 3 different time zones.



Questions?

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This presentation was current in September 2009

