

9. Training and development

There is a continual need for people in the workforce to be skilled and up-skilled to improve their on-the-job performance and productivity. A combination of the following factors influence the demand for people with the requisite skills and personal attributes to support the organisation's objectives: developing technologies, the need for specialised skills, productivity improvement, skill and labour shortages, market competitiveness, and stricter occupational health and safety requirements.

Training and development, therefore, makes a substantial contribution to the achievement of the organisation's business goals, and needs to be seen as an integral component of business strategy. An employer trains so that employees are competent to perform the operational tasks that are required to achieve business objectives as well as to contribute to the organisation's succession processes.

Training is seen as a process of learning and it can significantly influence the organisation's culture. Competency is the application of what is learned in the workplace. Development is more than job-specific skills and focuses on the growth of individuals and teams (e.g. team building, leadership, time management, career planning). Training and development are management tools that can be utilised to relieve or solve specific individual and group issues, and implement organisational change.

Training strategies

1. Proactive – designed to meet the organisation's long-term objectives.
2. Responsive – usually needs driven and prompted by specific issues or problems.
3. Enhancement of employee motivation, commitment and retention – provides career pathways and choices, improves job security and increases job satisfaction.

9.1 Strategic training and development

Creation of a training and development plan for the organisation provides a strategic approach to learning and development and a framework to identify skill needs, both current and for the future, and the learning needs of individuals. The aim is to develop and maintain a workforce that has the skills and knowledge to undertake the tasks required, and a workforce that is eager to learn new skills in order to be able to meet future challenges.

While success of an organisation's training policy relates directly to how appropriate it is, how well accepted it is by line managers, and how relevant the specific training programs are to the business' needs, it must be recognised that training still takes place even if it is not formally embraced by the organisation: individuals undertake training of their own volition, informal training by employees and line managers, and through the repetition of certain tasks.

Targeted training is critical to ensure that the business remains competitive and profitable, and has a future. Training can be cost-effective and therefore profitable to an organisation through understanding, evaluating and accounting for the relationship between cost and return.

Benefits may be evident in: morale, productivity (less wastage, higher output), output quality, individual confidence, and safety.

Training should begin with the organisation's induction program. Induction aims at ensuring each new employee has the basic information needed to settle into their job and has an awareness of the organisation's policies and procedures. When the new employee has the skills necessary to perform the job to the required

standard – that is, this level of competence is reached - further training and development is provided in additional skills which complement performance and may facilitate advancement to more responsibility and possibly a higher-level position.

9.2 Invest in training

Employers are concerned with assisting employees to acquire the knowledge and skills necessary to perform assigned tasks and to prepare them for future activities; therefore, training and development must result in changed behaviour. There is a direct correlation between the effectiveness of employees and organisational performance.

Training and development should, therefore, have two basic purposes:

1. produce work to required standards of quality, quantity, cost and time
2. develop employees for medium-to long-term needs.

It is crucial that each training activity has identified objectives. If the purpose is stated vaguely, any subsequent result or improvement and its relative evaluation will be equally unclear.

Training and development activities are important in all organisations because:

- > new employees have to be trained in their jobs
- > existing employees need to acquire additional skills and knowledge
- > changes also require new learning (e.g. those brought about by new technology, organisational, social and legal change).

9.3 Scope of training and development

9.3.1 Induction

Employee induction or orientation is a form of training and development. Induction programs are the systematic process of introducing new employees to an organisation, including their job and co-workers. Joining a new organisation is a significant step for any new employee, regardless of the level at which they enter. They need to learn about the organisation, including formal protocols, how to get things done and, most importantly, the organisation's business goals and how their role contributes to those goals.

The more effective the induction program, the sooner new employees will achieve productivity and satisfaction in their new roles. Research reveals that comprehensive induction programs improve new employees' productivity levels by reducing anxiety and by fostering positive attitudes, a sense of belonging and commitment at the start of the employment relationship. According to Stone (1995), most labour turnover occurs in the first six months of employment, mostly at operator levels. An induction program that focuses on the issues faced by employees in the early months of employment will reduce turnover and improve productivity, which are good reasons to invest in induction programs.

Content of induction programs

Ideally, an organisation has an employee handbook or manual covering all employee policies and procedures. The manual provides the basis for developing a comprehensive checklist of all essential elements of the induction program. Examples of what the program should cover are:

- > The organisation's history, mission and business objectives.
- > Human resource policies and procedures (e.g. dress and appearance requirements, OHS, conduct, leave, or anti-discrimination and harassment).
- > Housekeeping and administration (e.g. parking, completing time sheets, superannuation and leave forms).
- > Employee position details (e.g. position description, salary and benefits, and relationship)
- > Performance management processes (e.g. timing, expectations, setting goals and details of any form of performance-based pay).

9.3.2 Advanced training (beyond immediate job level)

As covered earlier, human resource planning involves an organisation ensuring they have the right people with the right skills in the right place, at the right time. Part of that process is to correct skill and knowledge gaps as they are identified - they may be immediate skill gaps or anticipated.

If an organisation is to remain competitive, it needs to develop and improve employee abilities. Many organisations rely on gaining the required skills from other organisations by poaching new employees. This is a risky approach, and will more than likely result in paying a significant sum for new employees who may not have the specific skills and experience required by your organisation.

Some employees will have excellent skills and knowledge but will need non-job-related training such as time management, professional speaking and project management. Specific training and development programs targeting these higher-level needs will provide more resourceful and adaptable employees.

Finally, employees are moving from job to job more than ever before. Employees do not expect long term job security. Instead, they seek ongoing development from each role to ensure they remain competitive in the job market and, therefore, can obtain new opportunities. Employers will have difficulty in attracting skilled employees if they cannot demonstrate a commitment to ongoing training and development.

9.3.3 Legislative compliance

Organisations are subject to various legal requirements with respect to training, through either legislation or awards. The onus is also on the employer to prove, in any disciplinary or termination proceedings related to work performance, that the employee was given reasonable opportunity to satisfy work requirements and had been trained adequately and appropriately. Such training may be related to base-level performance or areas of an employee role which are over and above the usual job requirements.

9.3.4 Supervision/management training

Many employees have excellent job-related skills but lack management competencies. A common problem in Australian business is a poor level of management skill. Individuals are often promoted to management positions based on their ability to perform their job. It is often assumed that they will have the essential leadership and management skills; and similarly, the small business owner may wear all the 'hats' of people management, as well as the day-to-day operation of the business. Such managers and supervisors quickly find that they 'do' rather than 'delegate' because they have difficulty in getting things done through others.

There is a myriad of competencies required to perform at both the supervisor and manager level. Tasks such as budgeting, project management, leadership, performance management, discipline and termination are fraught with difficulty if the manager lacks the skills and knowledge to undertake them. Poor competence will result in significant loss of productivity and morale among employees, thus compounding the problem.

Research reveals that organisations that invest in ongoing development of their managers – through formal training, short courses, mentoring and new experiences – are more productive and are better positioned to compete in the global economy. While international competitiveness is not directly relevant to many small businesses, they can achieve significant productivity gains through management excellence, and yet it is an area often neglected because of time and money constraints. Adopting a systematic approach to training and development will help the small business to identify what form of training and development will contribute the most benefit.

9.3.5 Succession and replacement planning

The internal supply of labour is very important to the ongoing success and stability of any business. It is possible to optimise the organisation experience and knowledge of a current employee, especially for key roles and critical roles.

Planning well in advance to fill these roles internally is critical to minimising risk to the effectiveness of the organisation, and a number of factors need to be considered including: anticipated changes in organisation structure and size, job vacancies and/or unallocated tasks/responsibilities that result from movement of employees to other roles and any coaching, education, training, and mentoring of employees who may be directly (or indirectly) affected by the succession and replacement process.

A merit based system – using a combination of previous and current experience, personal characteristics, and line manager reports - needs to be used to determine the relative merit of the employee against the selection criteria of a particular role. This process (which is also used for external recruitment involving job applications, interviews and reference checking) has been established to ensure the best possible choice is made, and that there is no discrimination on grounds that are unrelated to the requirements of the position.

The two types of internal supply planning are *replacement planning* and *succession planning*.

Replacement planning

Looking at the short term (perhaps one year ahead), jobs are identified where the incumbent will or may leave, or the employee needs to be replaced due to inadequate performance or some other reason. These jobs are potential vacancies and, therefore, individuals who are capable of replacing the present incumbent are identified and assessed as to their state of readiness as a possible replacement. (One individual may be a candidate for a number of jobs.)

Succession planning

This type of planning may be done three or more years in advance. Flexibility in planning is required due to the longer term, and in order that these plans are a reality, potential successors must be prepared for target jobs. This will involve appropriate education, training and other relevant experiences that will prepare candidates for jobs.

9.4 Training needs analysis (TNA)

In many instances, the need for training and development may be identified as a result of a problem that exists in the organisation (e.g. a fault, a symptom or a gap). Some common production problems are:

- > excessive wear and tear on equipment
- > too much waste or work to be rectified

- > quality standards not met
- > high absenteeism
- > difficulties caused by changes in methods, procedures or equipment
- > deliveries of supplies delayed by lack of co-operation
- > poor delegation of responsibilities
- > correct procedure not carried out
- > faulty housekeeping
- > poor safety record
- > lack of knowledge of rules and regulations
- > unsatisfactory communication of information
- > unsatisfactory customer relations
- > poor product merchandising
- > poor product knowledge
- > high turnover
- > complaints from customers/employees
- > targets not met
- > conflict among employees.

However, after recognising that a problem exists, it may only be a symptom, so it is important to trace the problem/s back to related causes or influences. Often, training and development, or a lack of it, may contribute to a problem, along with other causes that can be identified.

Therefore, a first step is to determine what the problem really is, as opposed to what it appears to be. Following is a list of 'clues' that may serve as indicators of a training need:

Indicator	Performance
1. Output	Low/Falling
2. Scrap and wastage	High/Rising
3. Standards of performance	Low/Falling
4. Time to perform tasks	Long/Rising
5. Time to learn how to perform tasks	Long/Rising
6. Use of machinery and equipment	Low/Falling
7. Accident rate	High/Rising
8. Labour turnover	High/Rising
9. Absenteeism	High/Rising
10. Delays	Excessive/Increasing

It cannot be stressed too heavily that it would be a great mistake to assume training and development is a 'cure-all'. The existence of a symptom does not necessarily mean training and development alone can solve the problem. As an example, the output levels of a particular section of an organisation may be much lower than had been planned. Some possible reasons for this may be:

- > incorrect target-setting (technological system)
- > lack of operator competency (human system)
- > unsuitable equipment (technological system)
- > inappropriate methods (technological system)
- > working environment (technological system).

Some possible weaknesses may include:

- > lack of corporate plans and objectives
- > managers unsure of their responsibilities
- > managers unsure of the responsibilities of colleagues
- > lack of budgeting
- > lack of control systems (e.g. cost control, inventory control)
- > ignorance of organisation communication channels.

9.5 Systematic approach to training and development

Significant benefits from training and development activities can be achieved only if some form of analysis is undertaken first. This is necessary regardless of the size of the business. There are three phases to a systematic training and development program:

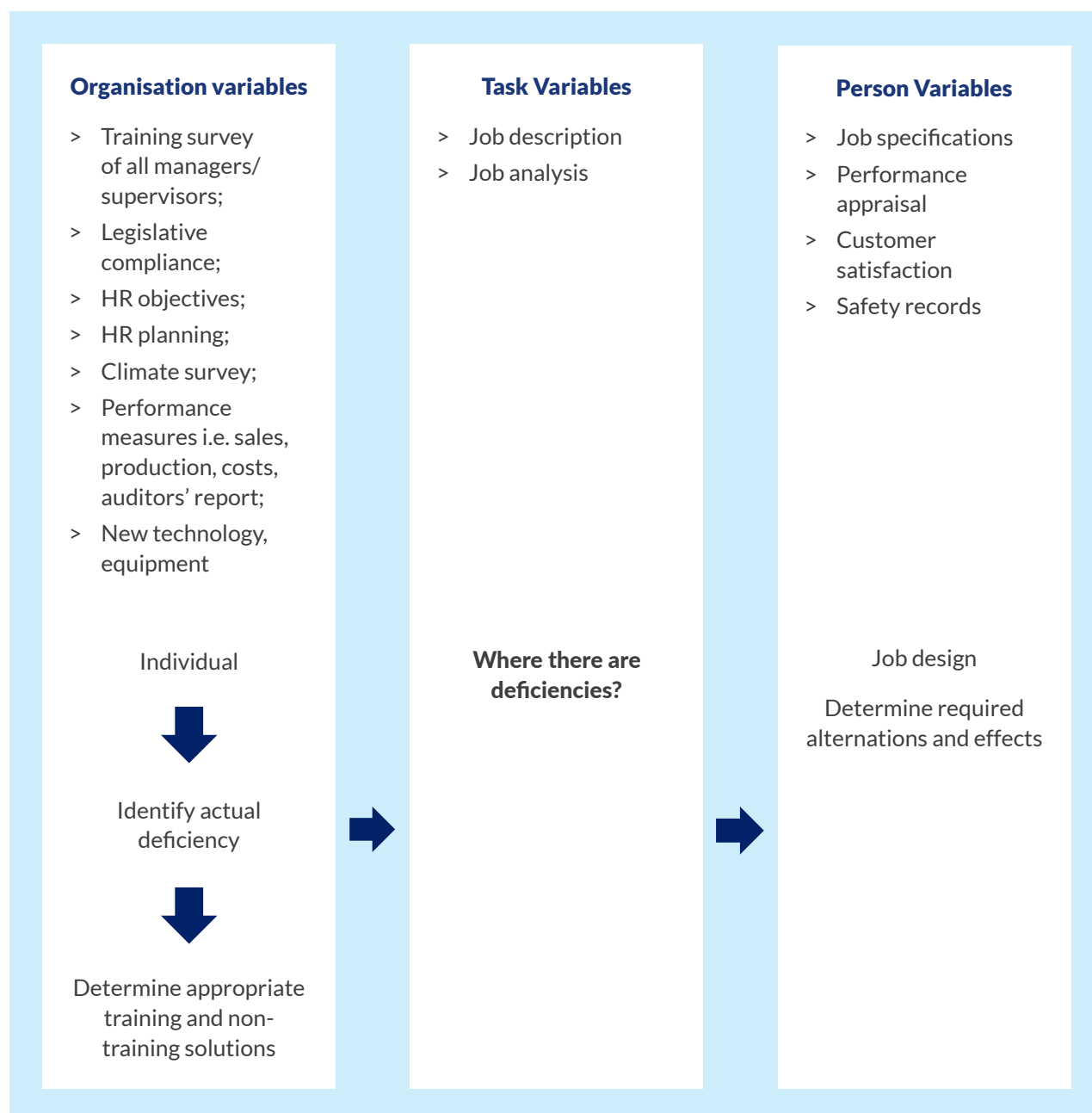
1. **Assessment phase** – including training needs analysis.
2. **Action phase** – developing a training plan.
3. **Evaluation phase** – analysing if and how the training and development activity has contributed to expected outcomes.

9.5.1 Assessment phase (training needs analysis)

Effectiveness of training is enhanced when training activities are preceded by comprehensive analysis. This enables management to discover how training and development can contribute to the organisation's objectives. Analysis involves determining the training needs and translating them into training objectives. This phase provides direction and purpose for the training activity, and facilitates the final phase of evaluating its effectiveness.

This phase is one of the most important to any training activity, and one which, unfortunately, is often neglected. Many organisations identify a performance problem and conclude that training is the solution, often in the form of a short course. As outlined earlier, poor performance can be related to a number of issues other than individual skill and ability. Another common mistake is to jump into a course because 'other organisations are doing it, so it must be good'.

The following needs analysis model is designed to provide a systematic approach to training and development. Regardless of the size of your organisation, this model is relevant to determining whether training should be undertaken and, if so, in what form. Review the following:



Organisation variables take into account the business needs and objectives, giving consideration to human resource planning (refer *Chapter 2 Human resources management – planning and review*), performance measures and the anticipated needs, such as new technology and equipment. As described earlier, a systematic approach to training and development needs to look at the ‘big picture’, analysing where resources are best spent to maximise the return for the training dollar.

The next step is to review the **task variables**, which are detailed in the job description and job analysis. The job description (refer *Chapter 3 Job Analysis*) specifies the responsibilities of the jobholder, under what conditions the job is performed and the standards of performance required. You may find that the job description needs

amending as a result of the training needs analysis. For instance, some tasks may have become irrelevant or may have changed as a result of new organisational direction, new products or technology.

The final step is to review the **person variables**. The job specification identifies the skills, knowledge, abilities, qualifications, experience, personal qualities and any special requirements that the person needs to perform the job. This is a logical area to identify training needs when compared to the incumbent's performance appraisal. Other useful tools are customer surveys and safety records, to identify or uncover a performance problem. Finally, consideration of the above will identify where the deficiencies are, and determine if they are individual or related to job design. If the issue is job design, undertake a job analysis to make appropriate adjustments.

If the problem is individual, in some instances you will find that the person does not have the motivation or capacity to improve to the required standard. Procedural fairness requires that you provide the individual with opportunity to improve through training and development. It is essential to carefully document any training offered at this stage to protect the organisation against a possible grievance if termination of employment becomes the final outcome.

Information gathering for training needs analysis

In most instances, there will be documents that you can refer to for the information required to conduct the training needs analysis (e.g. business plan, job description, performance appraisals, climate survey report, and customer satisfaction report). However, consideration of the following will supplement your information:

Industry

- > effectiveness and efficiency of resource usage in the industry
- > role of each industry sector and interactions among industry sectors
- > equipment capability
- > workforce morale
- > industrial relations climate
- > economic climate
- > regulation of the industry
- > training arrangements for the industry.

Organisational

- > function of each section of the organisation
- > labour recruitment difficulties
- > equipment capability
- > workforce morale
- > work organisation
- > industrial relations climate
- > adequacy of training effort
- > management style.

Person

- > Function – what is the person's function in the organisation?
- > Morale – does the person enjoy their job?
- > Work environment – how much influence does the person have in the workplace layout?
- > Relations with supervisor/s and others.

Objectives of the first phase of 'assessment'

1. Identify training needs and priorities:
 - a. employees/jobs/areas that require planned training because of current weaknesses or to cater for anticipated business needs
 - b. number of employees that require training
 - c. priorities and critical areas where training will result in a significant and timely return (benefit) and resources or constraints that may affect these decisions.
2. Examine the job area selected as priority. Is training indeed necessary, or can the system, either in part or as a whole, be profitably changed to alleviate the necessity without training?
3. Analyse the job/area by reviewing:
 - a. job description/s
 - b. job specification/s
 - c. any other analysis of the skills, knowledge, abilities, attitudes and competencies that may affect the type and focus of training and development programs and techniques.
4. Specify, select and evaluate employees to be trained. This will be your target population.
 - a. Which of the specified skills, knowledge, abilities and competencies do the target population already possess? When compared to the job specification, this will give the 'training gap' or training specification.
 - b. Will you have to recruit, as well as retrain, present employees?
 - c. Establish the training objectives (i.e. what the trainees must be able to do and to what standard, after the training).

9.5.2 Action phase

The next step is to determine how you are going to achieve the learning objectives identified by the training needs analysis. It is imperative to select the right format, location and timing. This form of preparation is just as important as the training program itself. Operational realities will determine how the training may be undertaken because organisation's need to maintain productivity, even when employees are required elsewhere for extended periods.

The training objectives identified in the previous step should be divided into specific **skill objectives and improvement objectives**.

1. Skill objectives

- > Specify the exact behaviour the participant will be able to produce as a result of the training (e.g. if the goal is related to customer service, the skill objective may be for the participant to complete all transactions accurately, and in a courteous and timely manner).

- > Identify the conditions under which the behaviour will be produced (e.g. the customer service attendant will be able to correctly complete transactions in peak periods and high traffic areas, such as the main terminal on weekends).

2. Improvement objectives should be stated and, where possible, quantified. This process enables the organisation to more accurately assess its return from the training investment, and may include:

- > extent to which errors will be reduced
- > improvements in efficiency (e.g. time saving and volume increases)
- > level of autonomy at which the trained employee will be capable of working effectively without the need to consult with a supervisor or a more senior employee.

All **training objectives** should be achievable and clearly specified. In addition, they should be related to the business objectives and the individual's position objectives. Once the training objectives (skill and improvement) have been clearly identified, a **training program and plan** should be drafted.

The **training program** is designed around the training objectives and should give consideration to delivery styles such as simulation, on-the-job experience, action learning and competency-based training. The **training plan** is then completed, with consideration of the following issues:

- > sequence of the learning
- > method of delivery
- > individual/s responsible for training delivery
- > statement of corporate goals and objectives that impact on the training plan
- > assessment of anticipated changes to the workforce and their implication for training
- > assessment of required human resources
- > identification of additional personnel required and associated implications
- > specific training plan to be developed at the organisational, departmental or individual level
- > specification of the skills, knowledge and competencies which need to be addressed. Depending on the level of detail required, the plan should specify:
- > time frame
- > priorities
- > individuals
- > type/s of training required
- > identification of possible training programs available
- > costings
- > identification of personnel responsible for implementation
- > evaluation process

9.5.3 Evaluation phase

Investment in training and development activities must be justified, and the organisation requires evidence that the training has contributed to improved performance, adding measurable value. It is therefore crucial that an organisation effectively evaluates both external and internal training programs to determine whether there has been a positive impact in the workplace.

The validity of evaluation depends on setting objectives. Evaluation involves comparing the intended outcome with measurements of actual results, examining and explaining any variances. Donald Kirkpatrick, a training expert, has identified four criteria that can be used to evaluate the effectiveness of training: reactions, learning, job behaviour and results.

1. Reactions

This measure is designed to measure the participant's perception and evaluation of the training experience. Kirkpatrick emphasises this measure because learning is unlikely to have occurred if the participant does not have a favourable reaction. Reactions can be measured during, or at the end, of the training activity. It is based on opinions, attitudes and impressions, covering content, the trainer's delivery style and the environment.

2. Learning

Learning is measured in terms of the training objectives. This is a form of testing to evaluate how well the participants acquired the skills and knowledge delivered in the session/s.

3. Job behaviour

Changes in job behaviour will indicate the effectiveness of the training activity. All forms of job behaviour can be measured, such as changes in work relationships, communication skills and patterns of work. Changes in job behaviour can be evaluated by observation, discussion with supervisors, and outcomes in performance appraisals.

4. Results

This measures the overall corporate-level results. It involves reviews of outcomes such as changes in productivity levels, sales, errors and absenteeism costs. To measure the four criteria, your organisation needs to develop a process that identifies the how and timing of evaluation. For instance, to measure the results, you need to collect the most recent productivity figures, absenteeism levels, and costs prior to commencing the training activity. These figures need to be calculated again following the training activity, looking for any variances.

A training evaluation form should be given to participants during the training program (formative evaluation), or at the end (summative evaluation). An evaluation form will capture the participant reaction to the training.

Special or standardised tests can be developed to measure the level of learning. These can be delivered either during the program or at the end of it.

The final phase of evaluation will ensure:

1. Review of the training objectives established in phases one and two.
2. Design and implementation of processes and tools to evaluate training activities.
3. Assess participant performance against desired outcomes.
4. Provide an opportunity for giving feedback to the participants.
5. Review the overall outcomes against the training objectives.
6. Review of the training and development activity against the business goals.

9.6 Types of training

Some of the major ways to deliver training are: on-the-job instruction, skill training and instruction, action learning, and competency-based training.

9.6.1 On-the-job instruction

The most common form of training given to employees is 'on the job'. When preparing on the job training programs, the instructor should identify the skills and competencies to be acquired, the means of imparting these skills and the expected outcomes. (Refer *Section 9.7 Documentation* for a sample *Training plan-On the Job*).

On the job training uses one of the most valuable training tools - experience. This is a particularly effective method because there are no transfer problems from the learning environment to the job. The types of on the job training are coaching (the most common), mentoring, job rotation, project assignments and secondments.

9.6.2 Skill training and instruction

The key to teaching skills is to break the job down into a series of logical, sequential steps and to record these on an instruction sheet (refer *Section 9.7.4 Documentation, Skills training instruction sheet*).

Four basic steps to remember when instructing:

1. prepare
2. present
3. try out
4. put to work.

This format will ensure that:

- > the training process will flow logically
- > steps will not be overlooked
- > a format is established that most trainees can follow.

It is important to remember that the instruction sheet must be supported by effective instruction, coaching and ongoing feedback.

To expand on the four basic steps, you can use the following process to help with your skills training:

1. Create interest. Explain why the job is important. Be at ease yourself and put the learner at ease. Gain their interest in learning the job.
2. Explain the job. Tell them briefly what the job entails. Find out their existing level of knowledge. Place them where they can see what you are doing.
3. Demonstrate the method. Use an instruction sheet as the reference. Give the information logically: show one step at a time. Stress key points and explain the purpose and reasons behind learning activities. Give only as much information as can be absorbed at one time. Encourage questions. Repeat it to reinforce your instruction.
4. Assess performance. Get the trainees to do the job themselves, observe carefully and correct mistakes as soon as they occur, and give praise when appropriate. Get them to repeat the task. This time ask them to explain, at each step, what they are doing and why. This test of understanding is the most

important stage in the learning process. Ensure that all steps are following the correct sequence. Persist until both of you know that the job can be done properly. Record the training given.

5. Review progress. Let them do the job by themselves. Encourage them to seek help if needed and tell them who to contact if they need assistance. Check back until they are fully competent.

9.6.3 Action learning

Action learning is based on learning by experience. The material for action learning is not based on texts, but real organisational problems. Trainees are formed into small groups and asked to work on a defined project taken from their own organisation. With the assistance of an advisor, each trainee undertakes research and develops a solution that can be implemented in the workplace.

Group members share experiences and support each other. Action learning attempts to create conditions similar to those which managers experience, and from which they can learn and grow.

9.6.4 Competency-based training

Competencies are the demonstrable and assessable skills that distinguish effective from ineffective job performance. Competency-based training (CBT) establishes learning objectives for each competency, with a detailed specification of the learning that is necessary to achieve these objectives, and the minimum standards that are expected for success. This achievement must be both observable and measurable.

The steps involved in CBT include:

1. Capability profiling:
 - > identify the competencies needed to perform the job
 - > rank the competencies by importance
 - > evaluate the job holder against the competency standards
 - > identify strengths and areas needing remedial attention.
2. Select training programs or other learning methods that can develop the desired skills.
3. Produce a personal training plan for each participant.
4. Assess the competency.

9.6.5 Apprenticeships and traineeships

The Victorian Chamber of Commerce and Industry powers the Victorian Division of the Apprenticeship Support Australia, which was formed in 2014 to deliver the Australian Apprenticeship Support Network, contracted by the Australian Government's Department of Education and Training. Through this program, they are able to support employers throughout Victoria who are looking to, or currently, employ apprentices.

Apprenticeships Support Australia provides advice to employers on selecting a relevant nationally recognised qualification and training option for employees, completing and registering a training contract, claiming financial incentives and other support, and selecting a Registered Training Provider. Pathways are available for numerous industries and occupations, and can be delivered on-the-job or off-the-job to meet the needs of both the employer and the employee.

1. Occupations

No two businesses are the same, and that is why Australian Apprenticeships have been designed to be flexible, while at the same time providing nationally recognised quality training developed by industry for industry.

Australian Apprenticeships cover all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based.

There is likely to be an Australian Apprenticeship to suit your business needs, as they are available in a variety of qualification levels in more than 500 occupations across Australia, in traditional trades, as well as a diverse range of emerging careers in most sectors of business and industry.

For further information regarding Australian Apprenticeships refer to: www.apprenticeshipsupport.com.au/states/victoria and/or contact the Victorian Chamber of Commerce and Industry on 03 8662 5333.

2. Assistance available for employers of Australian Apprentices

The Australian Government has introduced a number of initiatives to assist employers who take on an Australian Apprentice, particularly where the Australian Apprenticeship is in a trade experiencing a skills shortage. These initiatives provide financial incentives to eligible employers and apprentices through the Australian Apprenticeships Incentives Program.

Please note that these incentives are created by the Government to achieve specific priorities and are therefore subject to change.

Employers of an Australian Apprentice may be eligible for financial assistance through:

- > Standard, additional and special incentives
- > Support for Adult Australian Apprentices
- > Assistance for Australian Apprentices with Disability
- > Support for employing an Australian School-based Apprentice.

Standard, additional and special incentives

Employers of Australian Apprentices may be eligible to claim commencement and completion incentive payments of up to \$4000 for employing an Australian Apprentice at the Certificate III to Advanced Diploma level (subject to meeting the required eligibility criteria).

There are also a range of additional incentives available to employers of an Australian Apprentice including the:

- > Declared Drought area incentive
- > Rural and Regional Skills Shortage incentive
- > Mature Aged Worker incentive.

An employer may also be eligible for the Group Training Organisation Certificate II completion incentive where the employer is a Group Training Organisation and the Australian apprentice has successfully completed an Australian Apprenticeship at the Certificate II level.

Support for Adult Australian Apprentices payment initiative

The Support for Adult Australian Apprentices payment initiative provides financial support to Australian Apprentices **or** their employers where the Australian apprentice is aged 25 or over at the commencement of their Australian Apprenticeship on or after 1 January 2010, and is undertaking an Australian Apprenticeship at the Certificate III or IV level in an occupation experiencing a skills shortage.

Assistance for Australian Apprentices with Disability

Assistance for employers of Australian Apprentices with disability includes Disabled Australian Apprentice Wage Support and Assistance for Tutorial, Interpreter and Mentor Services.

Each form of assistance is intended to help Australian Apprentices with a disability to reach their full potential.

9.7 Documentation

[9.7.1 Training and Development Policy Template](#)

[9.7.2 Induction Checklist](#)

[9.7.3 Training Plan Template](#)

[9.7.4 Skills Training - Instruction Sheet Template](#)

[9.7.5 Course Planning Checklist](#)

[9.7.6 Training Session Evaluation Template](#)