SES Away Day – Hellenic
15 March 2024
9.00am - 4.00pm (AEST)

Item		Annotated Agenda	Slido activity
1	**Introductions** 9:00am – 9:05am (5mins) **LEAD: Di (Facilitator)**	• **Introductions and welcome** members to the SES Away day	Nil
2	**Welcome to Country** 9:05am – 9:15am (10mins) **LEAD: Di**	• **Jude Barlow, Ngunnawal Elder**	Nil

3	**Activity 1 – Slido** 9:15am – 9:25am (10 mins) **LEAD: Di**	• **Facilitator to lead the Slido Activity 1: An icebreaker**
		  ○ Table introductions
		  ○ Table discussion about the megatrends / strategic context slides (sent as pre-reading)
		  ○ Individual Slido activity – open text poll [top 3 from the table]: "Which broad trends (these or others) are going to have the biggest impact on our policy agenda?"
			In **ideas tab**:
			
			Topic: "Which broad trends (these or others) are going to have the biggest impact on our policy agenda?"
			
			Action: Submit your response or vote on other responses
			
			In **poll tab**: 2 multiple choice questions:
			
			1. Which of the following statements best reflects how the Capability Review response is impacting you and your team:
			  ○ The actions in the response won't directly change the way my team and I work.
			  ○ I don't know whether changes are required for me and my team.
			  ○ I know I need to make changes with my team, but we haven't started yet.
			  ○ I am implementing clear changes to the way my team and I work in line with the Capability Review response.

Item		Annotated Agenda	Slido activity
			O Other If other, share your statement *(free text response)* 2. Do you think the department's current culture will enable it to deliver on the commitments in the Capability Review Response? O I think the changes required are primarily cultural. If we get that right, capability will follow. O I think we need significant cultural change before we can uplift capability. O I think we need to invest in culture change and capability uplift at the same time. O I think the department already has the culture it needs to support capability uplift. We just need more opportunities for staff to develop the necessary capability. O Other If other, share what you think *(free text response)*

4	**Secretary Address**
	9:25am – 9:40am (15 mins)
	LEAD: Blair Comley PSM
		• **Key points:**
		  O Two objectives this morning
		    O Starting the work as an executive cohort to shape a strategic narrative for the department.
		    O Ensuring all SES feel personally accountable for implementing the capability review recommendations.
		  O Discuss the importance of unlocking our strategic thinking across the organisation, including through the work on the system architecture.
		  O Reflect on how we grow and develop our workforce.
			Nil

5	**Overview of Strategic Session**	• **Key points:**	Nil

Item		Annotated Agenda	Slido activity
	9:40am – 9:50am (10 mins) **LEAD: Ross Hawkins**	o Describe our current strategic policy capability **maturity**, and where we need to get to in relation to cross-organisational strategic thinking and policy maturity. o Outline our work on the maps to date. o Describe **theory of change** to uplift our capability. o Describe how the Framework / Outcomes / Health System **maps fit together**. o Describe the **Framework map**. Make a case for the need to take a more systemwide view on issues, both whole of health + whole of government. How do we reorient our work to be agile and responsive, while having a longer-term lens. o Describe the **Outcomes Map**. o Introduce the **System map** briefly (noting it will be covered in more detail in the later activity).	

6	**Activity 2 – Outcomes Map**
	9:50am -10:50 (60 mins)
	
	LEAD: Rebecca Richardson / Ross Hawkins
		• **Explain** that for wording and other suggested changes – they can be noted with sticky notes on the 'parking lot' (maps on the wall).
		• In table groups, facilitated by the table lead (generally FAS):
		  o **Discuss** the Framework and Outcomes maps at a broad level. Prompters:
		    ▪ *Do they look right? Are there major omissions? What bits could be clearer? Will staff understand, and see where they fit?*
		  o **Brainstorm** some complex policy problems that cross multiple parts of the map. Prompters:
		    ▪ *What problem do we need to solve? What are we trying to achieve? How could I solve the problem?*
		  o Choose one policy issue per table to work through as a group.
		    ▪ Use the Outcomes Map to identify the outcomes and sub-outcomes we are trying to achieve.
			Nil

Item		Annotated Agenda	Slido activity
		▪ Discuss the distinction between those that sit within the health and aged care system (we control) and those outside (we can influence). • Plenary / feedback on insights or differences of opinion from the activity for 10 minutes from 5 tables (B2 Facilitator to select Band 1s) .	
	10:50am – 11:20am (30 mins)	**Morning Tea**	
7	**Case Study – Strategic Policy in Action** 11:20am – 11:30am (10 mins) **LEAD: Michael Lye**	• Presentation on the benefits of strategic thinking and policy (through the lens of the aged care markets work) • Will be linked to both the Outcomes and the System map – for discussion early next week.	Nil

8	**Activity 3 – System Map** 11:30am – 12:30pm (60 mins) **LEAD: Rebecca Richardson / Ross Hawkins**	• In table groups, facilitated by the table lead:
		  o Discuss the System maps at a broad level. Prompters:
		    ▪ *Does it look right? Are there major omissions? What bits could be clearer? Will staff understand, and see where they fit?*
		  o Using the aged care example, or the example from the previous activity, work together to:
		    ▪ Use all the maps to identify the possible policy options that would achieve the desired outcomes.
		    ▪ Identify the limitations and/or constraints associated with each policy option.
		    ▪ Consider any impacts, unintended consequences, and/or duplication of effort across the system.
			Nil

Item		Annotated Agenda	Slido activity
		▪ Discuss the relative merits of the policy options to identify a preferred approach. ▪ Discuss the process and the stakeholders that need to be engaged to progress the preferred approach. ○ **Reflect** on what you found challenging about this task (free text poll). ○ Plenary / feedback on insights or differences of opinion from the activity for 10 minutes from 5 (different) tables (B2 Facilitator to select Band 1s).	
9	**Group Photo** 12:30am - 12:40pm (10 mins) **LEAD: Di**	• Reminder of the 'parking lot' for feedback/suggestions.	
	12:40pm – 13:40pm (60 mins)	Lunch	
10	**Shifting organisational leadership** 13:40pm – 13:45pm (5 mins) **LEAD: Charles Wann**	• Call to action for SES to lead by example, proactively manage employees working in a variety of contexts, including driving hybrid teams, uplifting culture and adapting to change. • Discuss the intent of the session is to strengthen our capability and confidence in considering and negotiating flexible work arrangements under the new Enterprise Agreement and legislation.	
11	**Flexible work – SES stories** 13:45 – 13:55pm (10 mins)	• SES Managers identified for doing a good job of managing hybrid/flexible teams through survey results to tell their stories, sharing what has worked well, where they have faced challenges and lessons learned. • Assess current level of confidence (slido poll)	In **Poll tab**: How confident are you having conversations with staff on flexible work?

Item		Annotated Agenda	Slido activity
	LEAD: Greg Keen/Masha Somi		Select rating: 🥰 🥺 😐 😊 😍
12	**Activity 4 – Flexible Working Roleplay** 13:55pm – 15:30pm (95 mins) **LEAD: Di**	- Introduction to the activity - Flexible work – scenario role play activity: - Break into groups of 3 to role play 3 different scenarios. Each group will take turns to play the role of the Manager, the Employee and the Observer. - Workplace Coaching to provide support where required. Signal for guidance by putting hand in the air. - Activity is designed to ensure SES managers: - are across legislation and EA changes. - can interpret and apply flexible and hybrid work in practice, conducting conversations in a safe and constructive way. - Providing an opportunity to reflect, learn from each other, practice active listening, understanding of different perspectives and giving feedback. - Wrap up: Slido survey will be used to reassess confidence, identify actions they will take and identify if/where they need more support.	In **Poll** tab - survey: 1. How confident are you now having conversations with staff on flexible work? Select rating: 🥰 🥺 😐 😊 😍 2. What will you do with your team? *(open text response)* 3. What will you do to improve your confidence in handling these conversations? *(open text response)*
13	**Wrap up Session** 15:30pm – 15:45pm (15 mins) **LEAD: Blair Exell**	- What are the next steps in developing our strategic capability (Slide) - Reflection on the strategy sessions – what we heard - Slido word cloud: One word for 'how you feel about building our future strategic capability'	In **Poll** tab - survey: 1. What will you do differently after today? *(open text response)*

Item	Annotated Agenda	Slido activity
		2. What are you going to tell your team? *(open text response)*
14	**Closing Remarks** 15:45pm – 16:00pm (15 mins) **LEAD: Blair Comley PSM**	• What will you do differently after today? • What are you going to tell your team? • Event summary slido	In **Poll tab** - feedback survey: 1. Did you find today valuable? Select star rating ⭐ ⭐ ⭐ ⭐ ⭐ 2. Which session did you enjoy the most? Select multiple from: o Ice breaker o Secretary's Address o Overview of Strategic session o Outcomes map o Case study – Strategic Policy in Action o System Map o Shifting Organisational Leadership o Flexible work – SES stories o Flexible work roleplay o Networking 3. Any suggestions for next time? *(open text response)*

SES Forum Agenda
Olympus Room, Hellenic Club Woden
15 March 2024
9.00am - 4.00pm (AEST)

Time	Session	Presenter
0900	Welcome and Introduction	Di Van Meegan - Facilitator
0905	Welcome to Country	Jude Barlow - Ngunnawal Elder
0915	Megatrend impacts – activity	Di Van Meegan - Facilitator
0925	Secretary Address	Blair Comley PSM
0940	Overview of Strategic Session	Ross Hawkins, First Assistant Secretary, Health Systems Strategy
0950	Outcomes Map – activity	Ross Hawkins, First Assistant Secretary, Health Systems Strategy Rebecca Richardson, Assistant Secretary, Strategic Policy
1050	*Morning Tea break*	
1120	Strategic Policy in Action – case study	Michael Lye, Deputy Secretary, Ageing and Aged Care
1130	Service System Map – activity	Ross Hawkins, First Assistant Secretary, Health Systems Strategy Rebecca Richardson, Assistant Secretary, Strategic Policy
1230	Group Photo	Di Van Meegan - Facilitator
1240	*Lunch break*	
1340	Shifting organisational leadership	Charles Wann, Deputy Secretary, Corporate Operations
1345	Flexible work – SES Stories	Greg Keen, Assistant Secretary, Reform Management Masha Somi, Assistant Secretary, Primary Care Reform
1355	Flexible Work – activity	Di Van Meegan - Facilitator
1530	Wrap up	Blair Exell, Deputy Secretary, Health Strategy, First Nations and Sport
1545	Closing Remarks	Blair Comley PSM
1600	*Networking*	

Aged Care Market Strategy – Example of strategic policy in action

Australian Government
Department of Health and Aged Care

The Royal Commission highlighted the need to strengthen our understanding of the aged care market

- Financial performance of the residential aged care market had been declining.

- The Department did not have a detailed understanding of the viability and sustainability of the aged care market – and the public analysis was driven by private consulting firms.

- The Royal Commission resulted in an intensive period of reform, which would have significant market impacts.

- As the market is the mechanism by which Government ensures older Australians receive aged care services, it is essential to understand the performance of the aged care sector as a market.

Financial Report on the Australian Aged Care Sector 2021-22

Chart 3.7: Residential care provider average EBITDA per resident per year, 2012-13 to 2021-22

The Market Strategy sought to fill this gap and established a shared, vision for the future aged care market

Royal Commission reforms

Current trajectory

Government stewardship

Where is the market now?

- Captures the 'current state' of the aged care market through detailed provider financial analysis.
- We analysed market segments level to understand how different types of providers are responding to reforms (i.e. small for-profits compared to large providers).

Where will time and existing reforms get us?

- Projected the current state market data forward (2022, 2030, 2050) to understand where the market is likely to move **without** additional Government stewardship.
- Identified **market insights** including:
  - How much additional supply is required to meet future demand
  - Where future market conditions are expected to support supply growth
  - Where future market conditions are expected to constrain supply growth

Where do we want the market to be in the future?

Developed seven outcome statements

1	Older people's* diverse needs and preferences are better understood and supported by aged care providers and Government
2	Older people* have appropriate access to information that supports the meaningful expression of their needs and preferences through care and support decisions
3	The composition of the aged care market supports access and service stability for older people
4	The future supply of aged care keeps pace and aligns with the future demand for aged care services
5	The aged care market is investable and has appropriate barriers for providers to enter and exit the market
6	Market settings enable the delivery of positive experiences that build trust and system confidence through person-centred quality care
7	Market settings drive efficiency, innovation, excellence, and continuous improvement

*and their families, communities and informal carers.

Detailed market analysis allowed us to identify the 'gap' between the market on its current trajectory, and our vision for the future market

- Market analysis demonstrated that while the residential market is moving toward break-even, it is expected to remain below thresholds that would be considered 'investable'.

- Government stewardship will be required to ensure the market is able to grow to meet future demand and avoid market failures.

- This analysis enabled the Department to target interventions and develop stewardship activities focused on achieving the desired future market state.

All facilities, 2022

At-risk (high) facilities, 2022

At-risk (high) facilities (2022) facing workforce shortages (2030)

Additional stewardship will be required to ensure we position the market to deliver high quality care and grow to meet future demand

The below outline of the Stewardship Framework demonstrates how the different project elements work together, and can be utilised to develop, implement and monitor/evaluate stewardship activities, with a focus on moving the aged care market from the current state to the desired future state.

Outcome Statements	What we want the future aged care market to look like
Outcome Indicators / Targets	*How we will know if we are successful as market stewards*
Market insights	Challenges and gaps in the current state preventing the outcomes from being achieved
Stewardship Principles	Agreed principles to guide the development and implementation of stewardship activities, and frameworks to prioritise activities
Stewardship Activities	Activities that could be implemented by Government to steward the market: • Embedding consideration of market impacts as part of the policy development and implementation. • Establishing a new market modelling section to enable consideration of whole-of-sector impacts (i.e. intersections between policies) and cross-sector impacts (i.e. broader care economy impacts) of new policies. • Consideration of the impact of pricing and appropriate margins.

SES FORUM

15 March 2024

Australian Government
Department of Health and Aged Care

Introduction and Welcome

Di Van Meegen (Facilitator)

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Department of Health and Aged Care

Welcome to Country

Jude Barlow, Ngunnawal Elder

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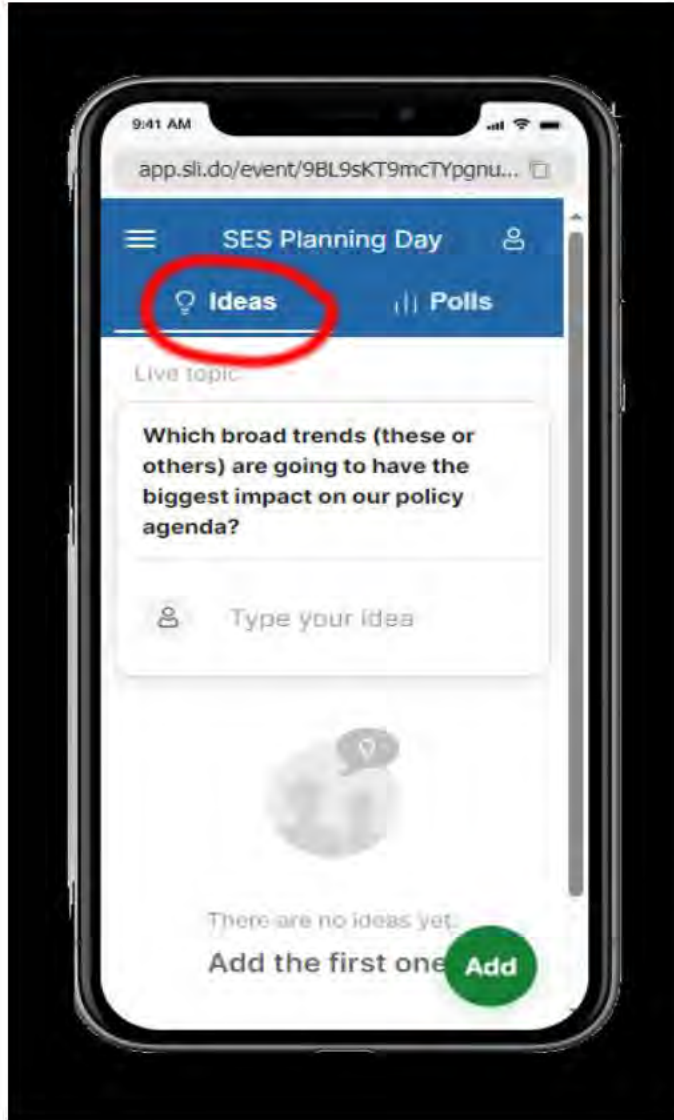
Secretary Address

Blair Comley PSM

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Strategic Session Overview

Ross Hawkins

Australian Government

Department of Health and Aged Care

The Capability Review sets our challenge

- The 2023 Capability Review identified significant pressures on the health and aged care systems – with growing demands coinciding with a challenging fiscal context

- These challenges cannot be addressed through incremental improvements; they require better policy integration and system stewardship

- The Department's Capability Review Action Plan is focused on three intertwined capability themes to deliver the required capability uplift

Lifting strategic policy capability

Unlocking executive leadership potential

Deepening engagement

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What does mature strategic policy development look like?

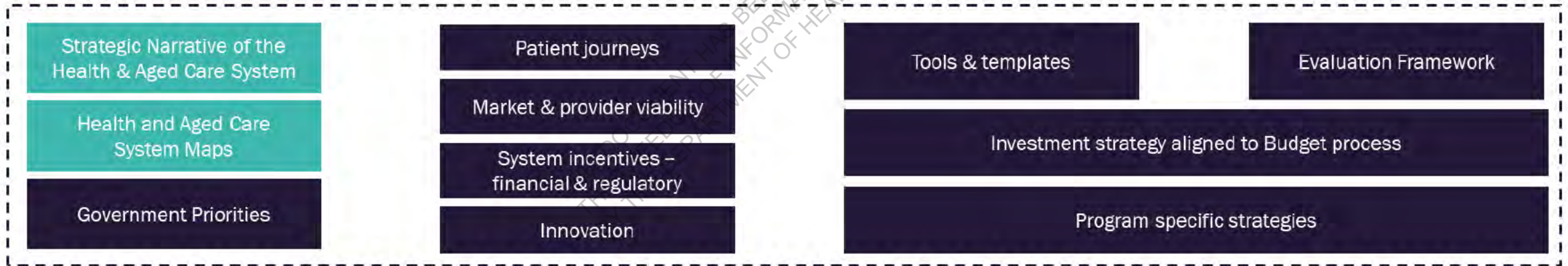| COMMON	BETTER	BEST
Bottom-up, atomised initiatives	Return on Investment optimised for individual initiatives	Strategic reform

COMMON

- Bottom-up policy development, varying levels of quality
- Prioritisation within functional silos, no or very little contestability at the portfolio level
- Limited integration and no interrogation of collective impact
- Reform narrative retrofitted.

Example: 95 policy proposals for 2024-25 Budget with no narrative for ERC nor the public

DoHAC generally

BETTER

- Individual initiatives based on robust evidence and logic; Evaluation Framework reveals what works
- Policy is contestable at a portfolio level; Strategic Investment Framework prioritises high impact initiatives using common/comparable metric
- Total impact is combined impact of individual initiatives.

Example: Individual policy proposals for a mental health package target the health/aged care determinants that have the biggest impact, and work together to create a holistic package, considering existing investments. The narrative on return on investment and sustainability is clear. Care addresses the needs of individual from low through to high intensity needs

BEST

- A strategic reform agenda guides policy development and is used to prioritise investment
- Policy is integrated and collectively drives towards agreed outcomes using an evidence-based theory of change
- Expected outcomes (return on investment) and implementation path are mapped out at the design phase, adding to the case for investment.

Example: Mental health is a key reform priority of Government. DoHAC works across government to target government supports towards interventions that prevent ill mental health, health/aged care mental health supports work within a broader ecosystem of supports that target determinants that have the biggest impact.

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A range of initiatives will support our uplift

Through a **clearer articulation of the system**, we will better understand interrelated policies and their strategic alignment

Factual foundation

Utilising **whole of system data/analyses** we will be able to better understand **interfaces, pain points** and **opportunities** in the system

Assessment

With a better understanding our system, we will design **more compelling health system policies**

Design & Delivery

Through **appropriate capability development and investment rigour** we will be able to better focus investment on things that have the most impact

Monitoring & Evaluation

Suite of Department products

Strategic Narrative of the Health & Aged Care System

Health and Aged Care System Maps

Government Priorities

Patient journeys

Market & provider viability

System incentives – financial & regulatory

Innovation

Tools & templates

Investment strategy aligned to Budget process

Program specific strategies

Evaluation Framework

Change Management & Capability Uplift

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Developing our System Maps

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A Treasure Map...?

An organised, whole-of-system view of the Health and Aged Care System in three maps

The three maps prompt consideration of the interrelationships between the major factors that collectively contribute to an individual's achievement of better health and wellbeing. This includes recognition of the significant contribution of factors outside of the health and aged care system that influence the achievement of optimal health outcomes.

The **Framework Map** illustrates how the major, interrelated and influencing elements, both within and outside of the health and aged care system interact at the highest possible level to realise health outcomes for Australians.

The **Outcomes Map** outlines the three groups of factors which collectively impact an individual's ability to achieve better health and wellbeing and lays out the expectations for how the system will contribute to the Department's vision.

The **Service System Map** visualises the provision of services and program delivery defined at the highest level of health and aged care services and shows the entities, organisations, actors and individuals that deliver services.

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Taxonomy for mapping of the health and aged care system

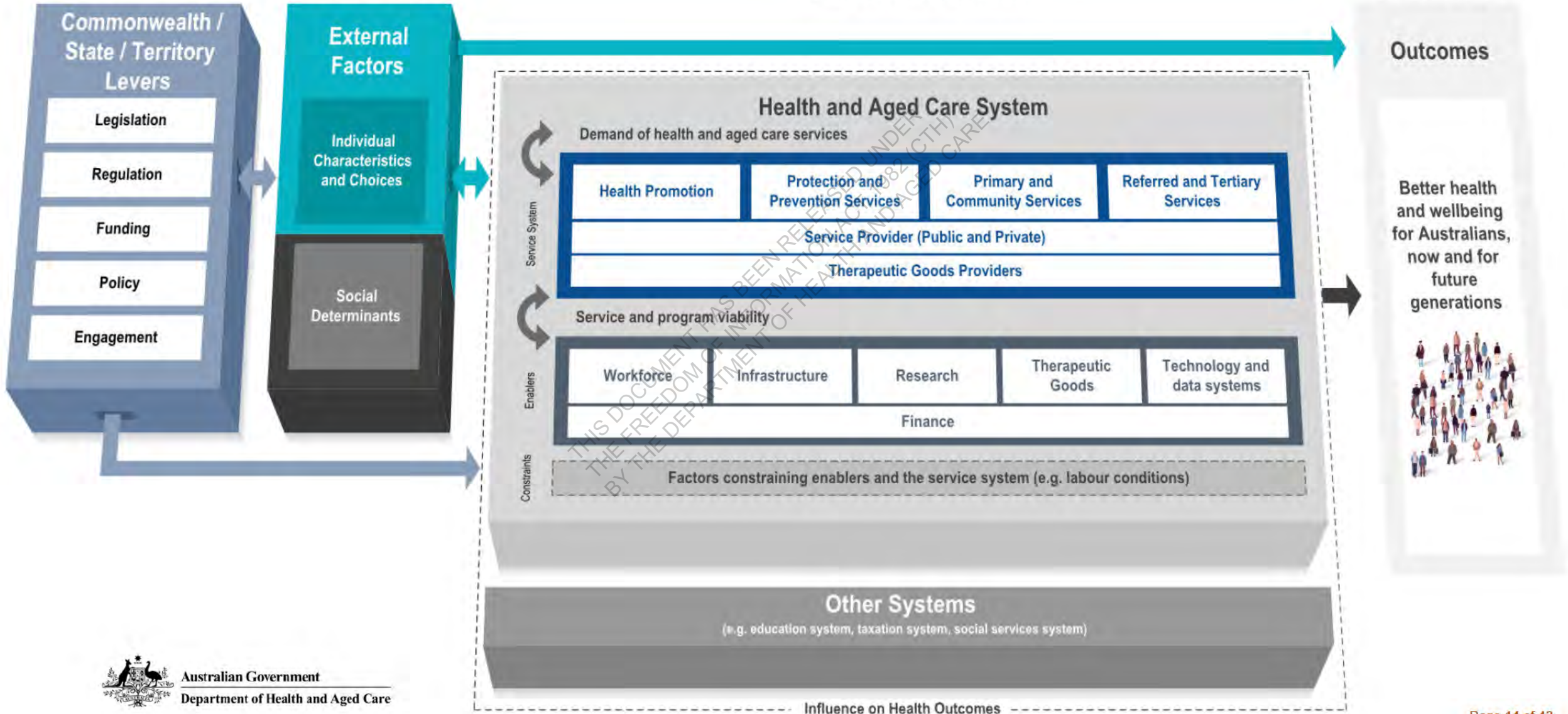|	ELEMENT	DESCRIPTION
VISION	Why does the system exist?	The vision is the central governing principle that defines the purpose and scope of the systems that are being considered.
OUTCOMES	What outcomes does the system contribute to?	The outcomes define the desired end states that help to realise the vision.
SUB-OUTCOMES	What are the interim goals?	The sub-outcomes are the 'stepping stones' necessary to achieve higher level outcomes.
SERVICE SYSTEM	What are the components of the system?	The service system describes the components of the system that work together to produce an output.
ENABLERS	What does the system need to operate?	The enablers describe the pre-requisites that drive and allow the delivery of health services.
CONSTRAINTS	What constraints apply to the system?	The constraints are limitations that impact the operations of the service system and enablers.
GOVERNMENT LEVERS	What can the Government do to achieve outcomes?	The levers are the mechanisms by which Governments influence the system to achieve the sub-outcomes, outcomes and vision.

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Framework Map

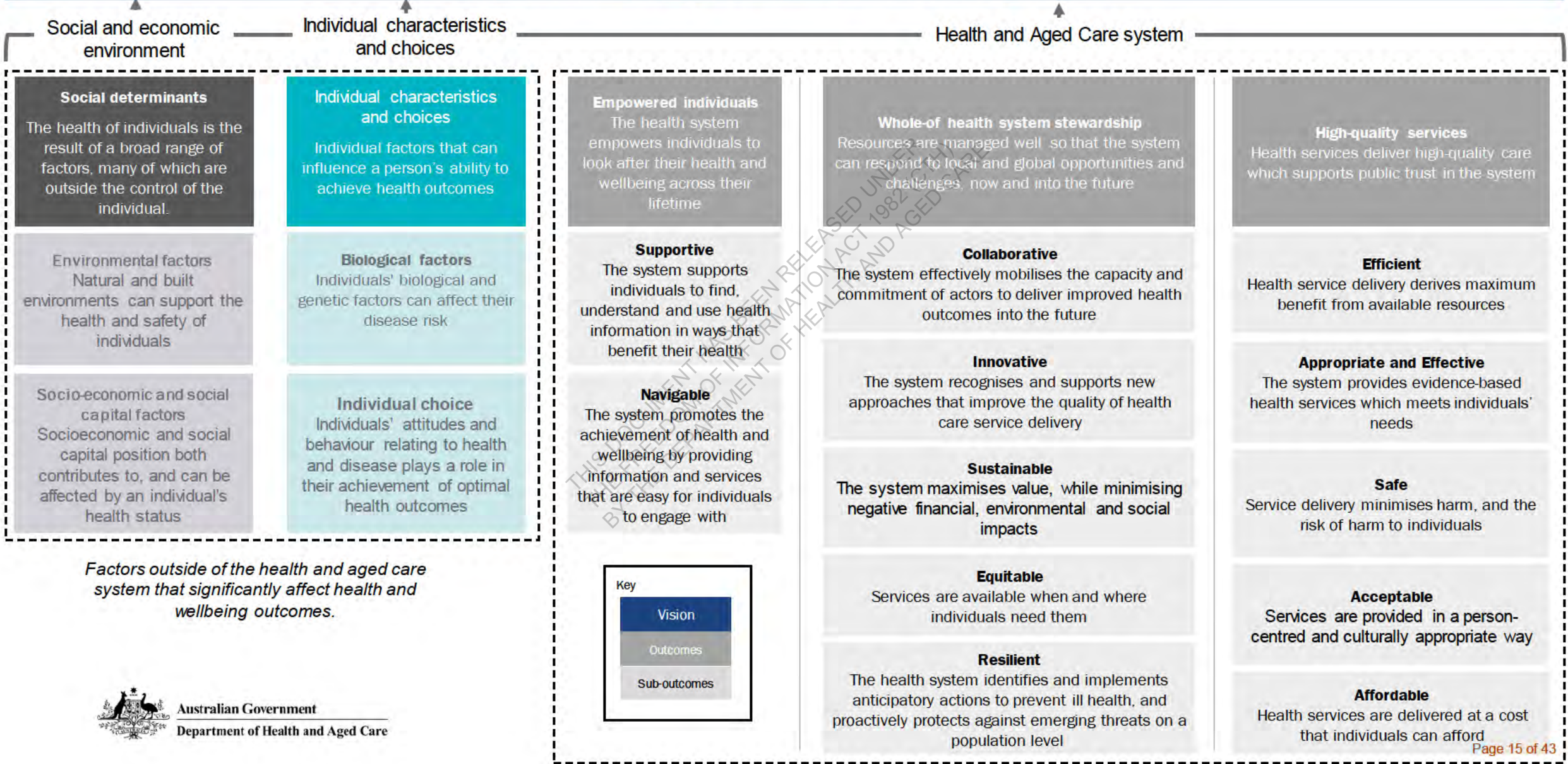**Government takes action...** **...shaped by and shaping external factors...** **...through the health and aged care and other services systems...** **...to realise health outcomes for Australians.**
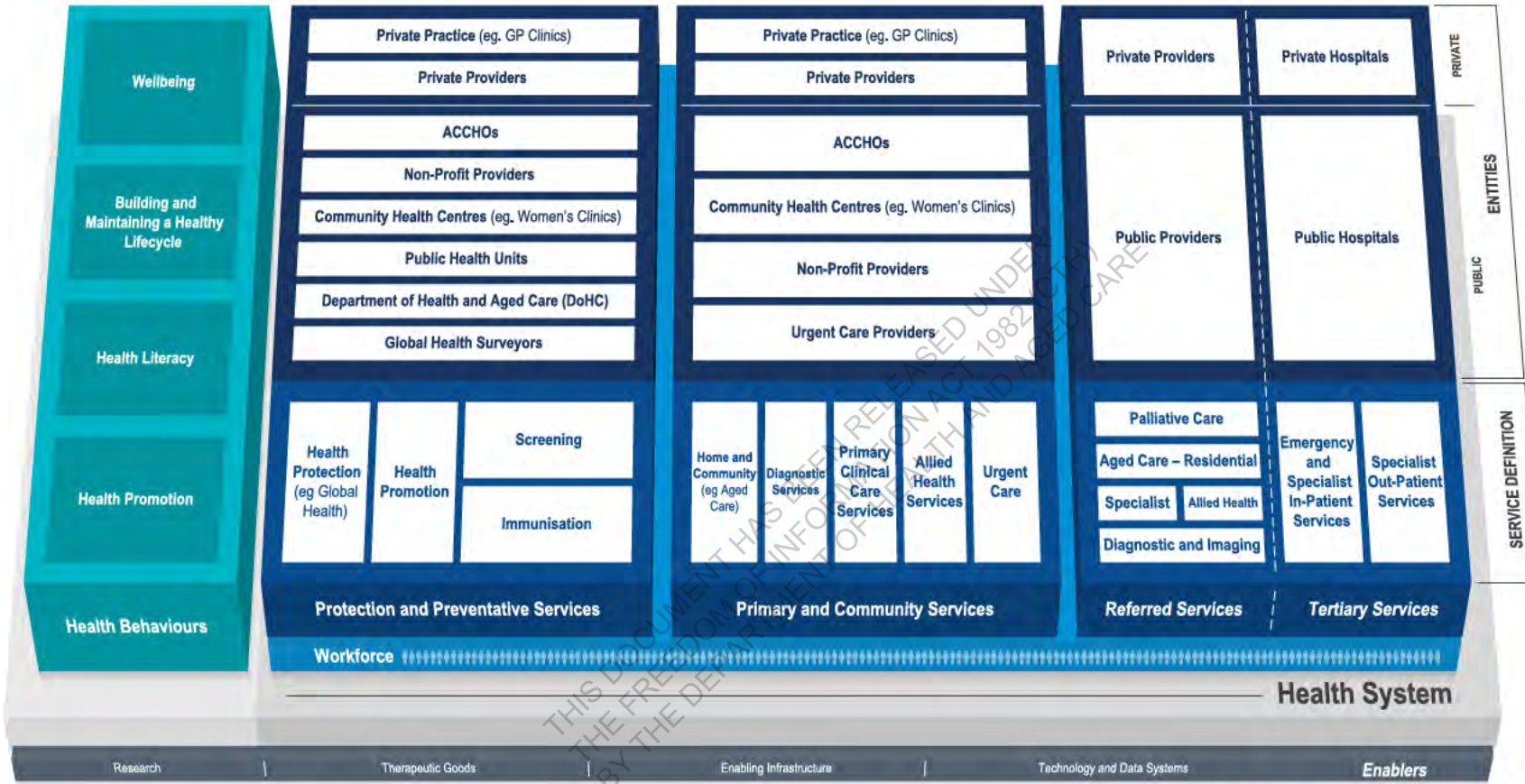
Commonwealth / State / Territory Levers
- Legislation
- Regulation
- Funding
- Policy
- Engagement

External Factors
- Individual Characteristics and Choices
- Social Determinants

Health and Aged Care System

Demand of health and aged care services

| Health Promotion | Protection and Prevention Services | Primary and Community Services | Referred and Tertiary Services |

Service Provider (Public and Private)

Therapeutic Goods Providers

Service and program viability

| Workforce | Infrastructure | Research | Therapeutic Goods | Technology and data systems |

Finance

Factors constraining enablers and the service system (e.g. labour conditions)

Service System

Enablers

Constraints

Other Systems
(e.g. education system, taxation system, social services system)

Influence on Health Outcomes

Outcomes

Better health and wellbeing for Australians, now and for future generations

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Outcomes Map

Better health and wellbeing for Australians, now and for future generations

Social and economic environment

Individual characteristics and choices

Health and Aged Care system

Social determinants
The health of individuals is the result of a broad range of factors, many of which are outside the control of the individual.

Environmental factors
Natural and built environments can support the health and safety of individuals

Socio-economic and social capital factors
Socioeconomic and social capital position both contributes to, and can be affected by an individual's health status

Factors outside of the health and aged care system that significantly affect health and wellbeing outcomes.

Individual characteristics and choices
Individual factors that can influence a person's ability to achieve health outcomes

Biological factors
Individuals' biological and genetic factors can affect their disease risk

Individual choice
Individuals' attitudes and behaviour relating to health and disease plays a role in their achievement of optimal health outcomes

Empowered individuals
The health system empowers individuals to look after their health and wellbeing across their lifetime

Supportive
The system supports individuals to find, understand and use health information in ways that benefit their health

Navigable
The system promotes the achievement of health and wellbeing by providing information and services that are easy for individuals to engage with

Whole-of health system stewardship
Resources are managed well so that the system can respond to local and global opportunities and challenges, now and into the future

Collaborative
The system effectively mobilises the capacity and commitment of actors to deliver improved health outcomes into the future

Innovative
The system recognises and supports new approaches that improve the quality of health care service delivery

Sustainable
The system maximises value, while minimising negative financial, environmental and social impacts

Equitable
Services are available when and where individuals need them

Resilient
The health system identifies and implements anticipatory actions to prevent ill health, and proactively protects against emerging threats on a population level

High-quality services
Health services deliver high-quality care which supports public trust in the system

Efficient
Health service delivery derives maximum benefit from available resources

Appropriate and Effective
The system provides evidence-based health services which meets individuals' needs

Safe
Service delivery minimises harm, and the risk of harm to individuals

Acceptable
Services are provided in a person-centred and culturally appropriate way

Affordable
Health services are delivered at a cost that individuals can afford

Key
- Vision
- Outcomes
- Sub-outcomes

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Service System Map

Determinants of Health

Health Behaviours
+
Health Services
+
Environmental
Socioeconomic
Biological

Better health and wellbeing for Australians, now and for future generations

Outcomes Map

*Rebecca Richardson and
Ross Hawkins*

Australian Government
Department of Health and Aged Care

Activity 2 - Using the Framework and Outcomes Map

Framework Map

Outcomes Map

Service System Map

The **Framework Map** illustrates how the major, interrelated and influencing elements, both within and outside of the health and aged care system interact at the highest possible level to realise health outcomes for Australians.

The **Outcomes Map** outlines the three groups of factors which collectively impact an individual's ability to achieve better health and wellbeing and lays out the expectations for how the system will contribute to the Department's vision.

The **Service System Map** visualises the provision of services and program delivery defined at the highest level of health and aged care services and shows the entities, organisations, actors and individuals that deliver services.

• The focus of this activity is to use the Framework and Outcomes Maps to **define a potential cross-cutting policy challenge** and **identify the intended outcomes that they are trying to achieve**.

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Department of Health and Aged Care

ACTIVITY TWO – FRAMEWORK AND OUTCOMES MAP

Discuss the Framework and Outcomes Maps

- Do they look right?
- Are there major omissions?
- What bits could be clearer?
- Will staff understand and see where they fit?

Brainstorm some complex policy problems that cross multiple parts of the map

- What problems do we need to solve?
- What are we trying to achieve?
- How could we solve the problem?

Choose one policy issue per table to work through as a group:

- Use the outcomes map to identify the outcomes and sub-outcomes that you hope to achieve
- Discuss the distinction between the outcomes within the health and aged care system and those outside the health and aged care system

Report back – insights, points of discussion, differences in views...

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Morning Tea

10:50am – 11:20am (30 mins)

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Case Study – Strategic Policy in Action

Michael Lye

Australian Government
Department of Health and Aged Care

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- The Royal Commission resulted in an intensive period of reform, which would have significant market impacts.

- As the market is the mechanism by which Government ensures older Australians receive aged care services, it is essential to understand the performance of the aged care sector as a market.

Financial Report on the Australian Aged Care Sector 2021-22

Chart 3.7: Residential care provider average EBITDA per resident per year, 2012-13 to 2021-22

Average EBITDA per resident per year values: $8,660 (2012-13), $9,224 (2013-14), $10,222 (2014-15), $11,134 (2015-16), $11,481 (2016-17), $8,746 (2017-18), $8,523 (2018-19), $6,445 (2019-20), $3,771 (2020-21), ($46) (2021-22)

The Market Strategy sought to fill this gap and established a shared, vision for the future aged care market

Current trajectory

Government stewardship

Royal Commission reforms

Where is the market now?

- Captures the 'current state' of the aged care market through detailed provider financial analysis.
- We analysed market segments level to understand how different types of providers are responding to reforms (i.e. small for-profits compared to large providers).

Where will time and existing reforms get us?

- Projected the current state market data forward (2022, 2030, 2050) to understand where the market is likely to move **without** additional Government stewardship.
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Where do we want the market to be in the future?

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- This analysis enabled the Department to target interventions and develop stewardship activities focused on achieving the desired future market state.

All facilities, 2022

	725 Providers	2.7k Facilities	219k Beds
Beds		No shortage	Shortage
At-risk (high)		4,654	19,341
At-risk (low)		32,741	116,610
Break-even		2,378	9,620
Investable		5,336	28,270

At-risk (high) facilities, 2022

	52 Providers	271 Facilities	23.9k Beds
Beds		No shortage	Shortage
At-risk (high)		4,654	19,341

At-risk (high) facilities (2022) facing workforce shortages (2030)

	37 Providers	212 Facilities	19.3k Beds
Beds		No shortage	Shortage
At-risk (high)			19,341

Additional stewardship will be required to ensure we position the market to deliver high quality care and grow to meet future demand

The below outline of the Stewardship Framework demonstrates how the different project elements work together, and can be utilised to develop, implement and monitor/evaluate stewardship activities, with a focus on moving the aged care market from the current state to the desired future state.

Outcome Statements	What we want the future aged care market to look like
Outcome Indicators/ Targets	*How we will know if we are successful as market stewards*
Market insights	Challenges and gaps in the current state preventing the outcomes from being achieved
Stewardship Principles	Agreed principles to guide the development and implementation of stewardship activities, and frameworks to prioritise activities
Stewardship Activities	Activities that could be implemented by Government to steward the market: • Embedding consideration of market impacts as part of the policy development and implementation. • Establishing a new market modelling section to enable consideration of whole-of-sector impacts (i.e. intersections between policies) and cross-sector impacts (i.e. broader care economy impacts) of new policies. • Consideration of the impact of pricing and appropriate margins.

System Map

*Rebecca Richardson and
Ross Hawkins*

Australian Government
Department of Health and Aged Care

Activity 3 - Using the Service Systems Map

The **Framework Map** illustrates how the major, interrelated and influencing elements, both within and outside of the health and aged care system interact at the highest possible level to realise health outcomes for Australians.

The **Outcomes Map** outlines the three groups of factors which collectively impact an individual's ability to achieve better health and wellbeing and lays out the expectations for how the system will contribute to the Department's vision.

The **Service System Map** visualises the provision of services and program delivery defined at the highest level of health and aged care services and shows the entities, organisations, actors and individuals that deliver services.

The focus of this activity is to use the Services System Map to **identify options in response to the identified policy challenge** and **consider the impacts for each of the options identified**.

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ACTIVITY THREE – SERVICE SYSTEM MAP

Discuss the Service System map

- Does it look right?
- Are there major omissions?
- What bits could be clearer?
- Will staff understand and see where they fit?

Using the aged care example, or the policy problem from Activity 2:

- Identify the possible policy options that would achieve the desired outcome;
- Identify the limitations and/or constraints associated with each policy option;
- Consider any impacts, unintended consequences, or duplication of effort across the system;
- Discuss the relative merits of the policy options to identify a preferred approach; and,
- Discuss the process and the stakeholders that need to be engaged to progress this approach.

Service System Map

Service System Map diagram. Left column determinants: Wellbeing; Building and Maintaining a Healthy Lifecycle; Health Literacy; Health Promotion; Health Behaviours.

Protection and Preventative Services (Entities): Private Practice (eg. GP Clinics); Private Providers; ACCHOs; Non-Profit Providers; Community Health Centres (eg. Women's Clinics); Public Health Units; Department of Health and Aged Care (DoHC); Global Health Surveyors. Services: Health Protection (eg Global Health); Health Promotion; Screening; Immunisation.

Primary and Community Services (Entities): Private Practice (eg. GP Clinics); Private Providers; ACCHOs; Community Health Centres (eg. Women's Clinics); Non-Profit Providers; Urgent Care Providers. Services: Home and Community (eg Aged Care); Diagnostic Services; Primary Clinical Care Services; Allied Health Services; Urgent Care.

Referred Services / Tertiary Services (Entities): Private Providers; Private Hospitals; Public Providers; Public Hospitals. Services: Palliative Care; Aged Care – Residential; Specialist; Allied Health; Diagnostic and Imaging; Emergency and Specialist In-Patient Services; Specialist Out-Patient Services.

Right-side labels: PRIVATE; ENTITIES; PUBLIC; SERVICE DEFINITION.

Workforce. Health System.

Enablers: Research; Therapeutic Goods; Enabling Infrastructure; Technology and Data Systems.

Consumers. Better health and wellbeing for Australians, now and for future generations.

Environmental — Socioeconomic — Biological

Determinants of Health: Health Behaviours + Health Services + Environmental; Socioeconomic; Biological

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Report back – insights, points of discussion, differences in views...

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Lunch

12.40pm – 13.40pm (60mins)

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Shifting Organisational Leadership

Charles Wann

Australian Government
Department of Health and Aged Care

Flexible Work – SES Stories

Greg Keen and Masha Somi

Australian Government
Department of Health and Aged Care
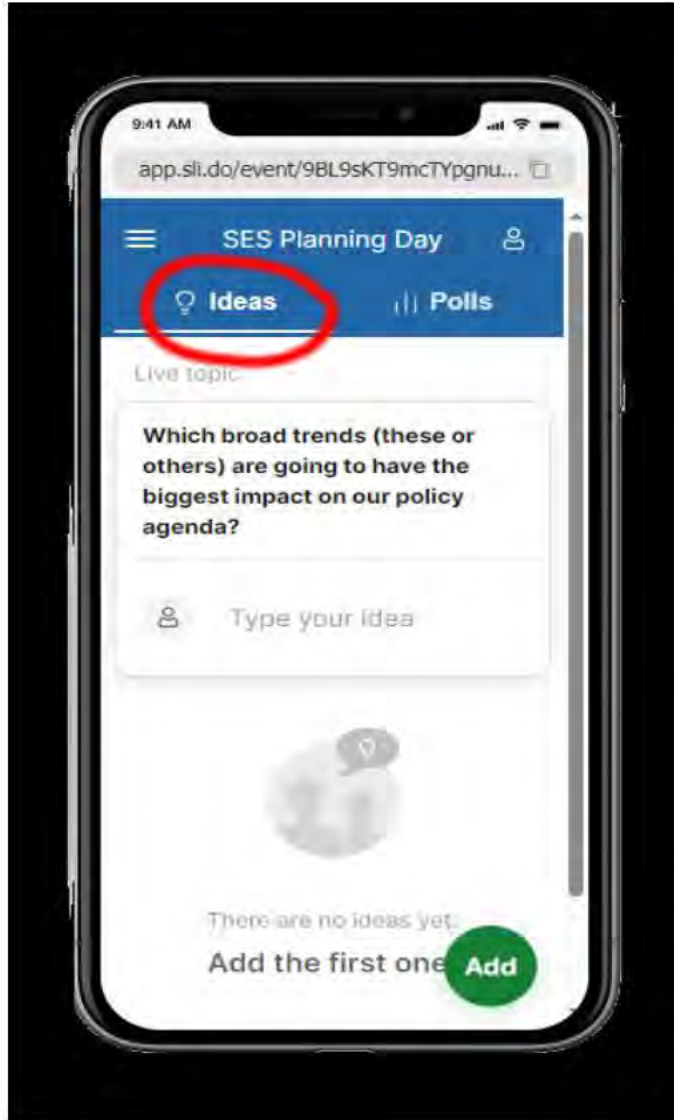
Flexible Work
Scenarios: Roleplay Activity

Di Van Meegen

Australian Government

Department of Health and Aged Care

Flexible work scenarios

Aim:

- Ensure participants are across legislation and EA changes, and how to interpret and apply flexible and hybrid work polices in practice.

- Practise framing and conducting conversations in a safe environment. This will provide the opportunity to reflect and learn from each other.

- Practice active listening, understanding different perspectives, and giving feedback.

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Why?

- Hybrid and flexible work supports attraction and retention of talent.

- New legislation, changes to the way we work, and the current labour market mean we need to be more focused on the delivery of outcomes.

- Need to get the balance right for individuals, teams and the organisation.

- There is no 'right' answer. Each situation will be different. This is where you need to strengthen your judgement in leadership.

- The department is already positioned well in terms of flexible work practices, but we need to continue to grow our capability in managing these arrangements.

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Activity

In groups of 3, you will each get a turn to play the following roles:

Role	Description
Manager	• Consider the information available to you. • Play the role of the manager and initiate a conversation with the EL2 in the scenario. • Practice active listening and understanding different perspectives. • You have 15 mins for the conversation.
Employee	• Take on the persona of the EL2 employee having a conversation with their SES manager. • Participate in the discussion from this point of view, and think about what points someone in this position might raise.
Observer and timekeeper	• Observe the conversation and take notes. • Keep time, ensuring there is 15 minutes for the conversation and 5 minutes for you to provide your feedback. • 5 mins into the conversation please provide the new information to the Manager.

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Activity timing

15 minutes of conversation
5 minutes to discuss observations

After 20 minutes, rotate roles and start next scenario

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Wrap up Session

Blair Exell

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Closing Remarks

Blair Comley PSM

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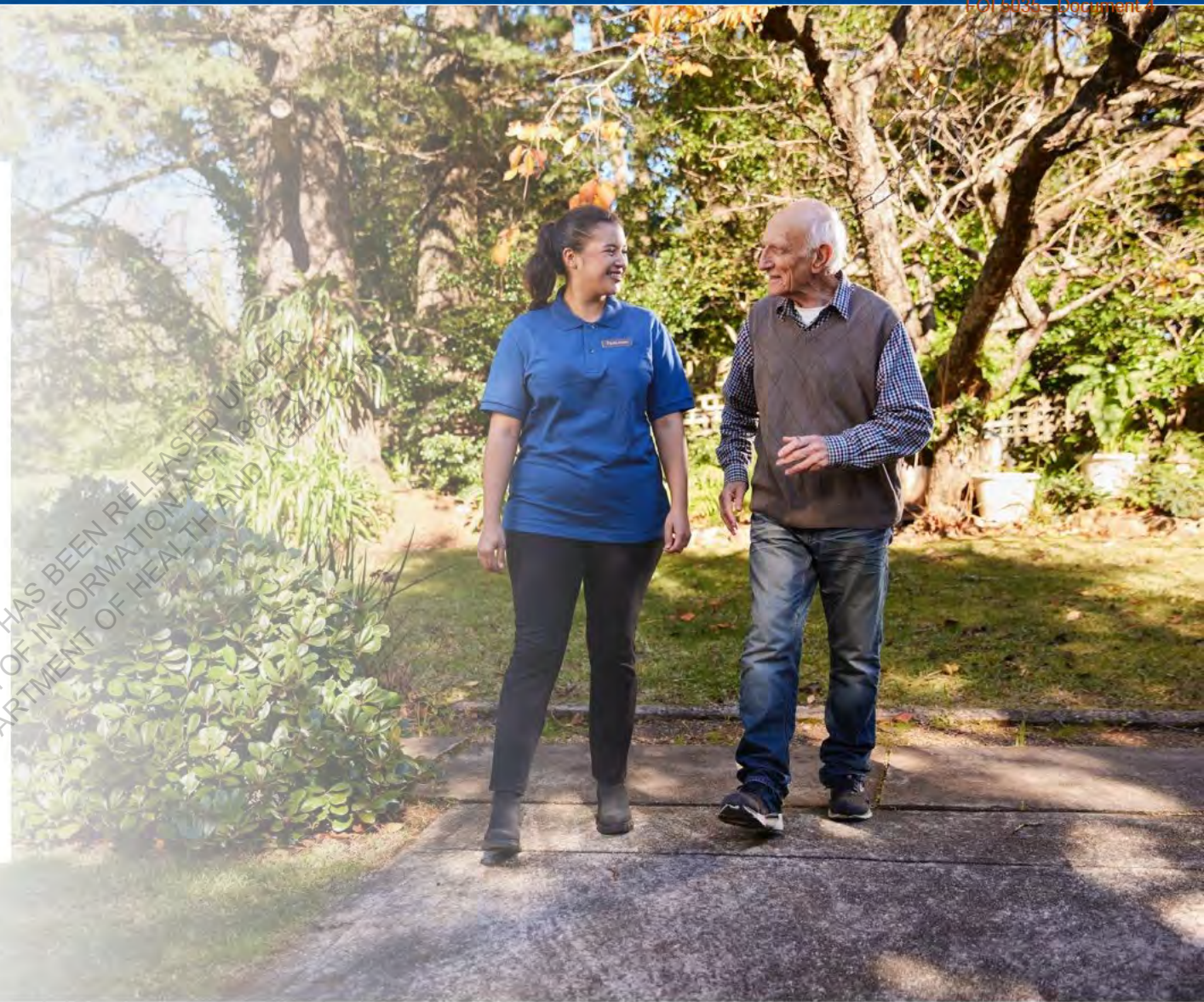
Pack A - Flexible and Hybrid work Scenario 1

- **Assign each group member a role as either the Manager, Employee or Observer**
- **All group members to read the below scenario together. <u>Do not turn over</u> the page.**
- **The group member playing the Manager is to initiate a conversation with the group member playing the role of the Employee.**
- **The observer will keep time and facilitate feedback after each conversation.**
- **Timing: 15 mins for the conversation, 5 mins for feedback and de-brief.**

Scenario 1

You manage an ongoing EL2 employee who works full-time. They have requested a permanent hybrid work arrangement to be able to work from home 2 days per week while they care for their child. They are not able to source childcare at present due to availability, and they have commented on several occasions they are struggling financially. The child is 2 years old.

What are the key considerations?

What do you need to do?

What process do you follow?

Roles

Role	Description
Manager	- Play the role of the manager and initiate a conversation with the EL2 based in the scenario. - Consider what information is available to help you. - Practise active listening and understanding different perspectives.
Employee	- Take on the persona of the EL2 employee having a conversation with their SES manager. - Participate in the discussion from the employee point of view, and think about what points someone in this position might raise.
Observer and timekeeper	Please see over page.

1

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Observer and timekeeper	Please observe the conversation and take notes. Please keep time, ensuring there is 15 minutes for the conversation and 5 minutes for you to **facilitate** feedback. 5 mins into the conversation please provide the new information below to the Manager. **NEW INFORMATION** • Your Branch/Division now has some critical deliverables which can't be progressed without your employee's expertise. • You decide to approve the arrangement on a temporary basis to ensure the employee can contribute and that deadlines are met. • Since then, team members have reported meetings are being disrupted by the employee's child when working from home. They are also reporting there are extended periods of time where they are unavailable. **Facilitating feedback** After 15 minutes total of conversation, you have 5 minutes to facilitate feedback. Firstly, ask those who play the role of Manager: • What do you feel worked well? • What would you consider doing differently? Observer to then seek any feedback from the Employee. Observer to add any additional points, please be guided by the worksheet in the pre-reading 'Giving Feedback' (also located within this pack).

2

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Flexible and Hybrid work Scenario 2

- **Assign each group member a role as either the Manager, Employee or Observer**
- **All group members to read the below scenario together. <u>Do not turn over </u>the page.**
- **The group member playing the Manager is to initiate a conversation with the group member playing the role of the Employee.**
- **The observer will keep time, and facilitate feedback after each conversation.**
- **Timing: 15 mins for the conversation, 5 mins for feedback and de-brief.**

Scenario 2

You manage an EL2 employee who relocated to Canberra for the role in your Branch 12 months ago. You also work in Canberra. They have elderly parents who live in Sydney who need support, and the employee has requested if they can work from the Sydney, Surry Hills office 2 days per week on Thursdays and Fridays, so they can be closer to their parents for part of the week.

What are the key considerations?

What do you need to do?

What process do you follow?

Roles

Role	Description
Manager	- Play the role of the manager and initiate a conversation with the EL2 based in the scenario. - Consider what information is available to help you. - Practise active listening and understanding different perspectives.
Employee	- Take on the persona of the EL2 employee having a conversation with their SES manager. - Participate in the discussion from the employee point of view, and think about what points someone in this position might raise.
Observer and timekeeper	Please see over page.

3

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Observer and timekeeper	Please observe the conversation and take notes. Please keep time, ensuring there is 15 minutes for the conversation and 5 minutes for you to **facilitate** feedback. 5 mins into the conversation please provide the new information to the Manager. **NEW INFORMATION** • You decide to approve the arrangement on a temporary basis. The employee is commuting on Thursday mornings and staying back late to complete work. • Team members advise that the employee is often non contactable during business hours and frequently enables the do-not-disturb function on Webex. • Stakeholders are complaining about not being able to contact this EL2. **Facilitating feedback** After 15 minutes total of conversation, you have 5 minutes to facilitate feedback. Firstly, ask those who play the role of Manager: • What do you feel worked well? • What would you consider doing differently? Observer to then seek any feedback from the Employee. Observer to add any additional points, please be guided by the worksheet in the pre-reading 'Giving Feedback' (also located within this pack).

4

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Flexible and Hybrid work Scenario 3

- **Assign each group member a role as either the Manager, Employee or Observer**
- **All group members to read the below scenario together. <u>Do not turn over</u> the page.**
- **The group member playing the Manager is to initiate a conversation with the group member playing the role of the Employee.**
- **The observer will keep time, and facilitate feedback after each conversation.**
- **Timing: 15 mins for the conversation, 5 mins for feedback and de-brief.**

Scenario 3

You manage an ongoing EL2 employee who works full-time. They generally work longer hours, with about 5 additional hours more than the standard 37.5 hour week, every week.

Noting the new EA conditions about EL TOIL, the employee has flagged they would like to accrue TOIL, which will help them when they want to take a holiday later in the year.

What are the key considerations?

What do you need to do?

What process do you follow?

Roles

Role	Description
Manager	- Play the role of the manager and initiate a conversation with the EL2 based in the scenario. - Consider what information is available to help you. - Practise active listening and understanding different perspectives.
Employee	- Take on the persona of the EL2 employee having a conversation with their SES manager. - Participate in the discussion from the employee point of view, and think about what points someone in this position might raise.
Observer and timekeeper	Please see over page.

5

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Observer and timekeeper	Please observe the conversation and take notes.
	Please keep time, ensuring there is 15 minutes for the conversation and 5 minutes for you to **facilitate** feedback.
	5 mins into the conversation please provide the new information to the Manager.
	NEW INFORMATION
	• During the quarterly discussion around working hours, your employee is now reporting working 10 additional hours per week. • The employee raises the 'right to disconnect' in this discussion. • The employee's output has not increased, and you notice they seem stressed and increasingly frustrated with their colleagues. • The employee has no recreation or long service leave available.
	Facilitating feedback After 15 minutes total of conversation, you have 5 minutes to facilitate feedback.
	Firstly, ask those who play the role of Manager:
	• What do you feel worked well? • What would you consider doing differently?
	Observer to then seek any feedback from the Employee.
	Observer to add any additional points, please be guided by the worksheet in the pre-reading 'Giving Feedback' (also located within this pack).

6

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Giving Feedback

Providing feedback to colleagues in learning situations

1. Clearly "own" your feedback by using the first-person singular pronouns ("I", "My") and speak about your perspectives and observations rather than stating those as fact.

2. Offer feedback which is complete and specific; avoid generalisations like "That was really good". Use specific feedback e.g. "That was a useful intervention. It raised the difficult subject that many of us were probably thinking."

3. Keep your verbal and nonverbal messages congruent. Remember 65% of our message is conveyed by our body language.

4. In the first instance, describe behaviour without evaluating or analysing it, e.g. "I observed some tension and hesitancy in your voice" rather than "You were lacking in confidence and came across as nervous." Effective feedback is judgement free.

5. Watch out for the temptation to "rescue" people or "be nice". These are not the qualities of leaders. Leaders are clear and direct in their feedback and offer it in a supportive, collaborative, constructive and developmentally focused way. They offer feedback in the service of the learning and development of others. The feedback is neither right nor wrong. It is a perspective.

6. Where possible offer some positive and specific feedback first, e.g. "I thought that your opening comments to the Minister were very strong; they were clear, concise and outlined the parameters in which the Department will need to operate during the implementation phase".

7. Offer as much developmentally focused feedback as you can, e.g. "after your strong introduction I would like to have heard the three or four areas that we could implement immediately to support the Minister's aspirations."

8. Avoid advice giving, for example "You should"!

9. Avoid words that diminish the value of your message, e.g. "This is just my opinion..." "I just wanted to say one small thing..." "we all do this".

10. Remember effective feedback is a gift you give to others to support their learning, growth and confidence.

7

Pack B - Flexible and Hybrid work Scenario 4

- **Assign each group member a role as either the Manager, Employee or Observer**
- **All group members to read the below scenario together. <u>Do not turn over </u>the page.**
- **The group member playing the Manager is to initiate a conversation with the group member playing the role of the Employee.**
- **The observer will keep time and facilitate feedback after each conversation.**
- **Timing: 15 mins for the conversation, 5 mins for feedback and de-brief.**

Scenario 4

You manage an EL2 employee who is leading a team with a deliverable directly impacting an election promise from the current Government. The team are three months behind the agreed schedule, and the quality of the work is not at the expected standard. The EL2 has a hybrid work agreement in place with three days in the office, two days from home. The EL2 was promoted just over seven months ago. You are located in a different location to the EL2.

What are the key considerations?

What do you need to do?

What process do you follow?

Roles

Role	Description
Manager	- Play the role of the manager and initiate a conversation with the EL2 based in the scenario. - Consider what information is available to help you. - Practise active listening and understanding different perspectives.
Employee	- Take on the persona of the EL2 employee having a conversation with their SES manager. - Participate in the discussion from the employee point of view, and think about what points someone in this position might raise.
Observer and timekeeper	Please see over page.

1

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Observer and timekeeper	Please observe the conversation and take notes. Please keep time, ensuring there is 15 minutes for the conversation and 5 minutes for you to **facilitate** feedback. 5 mins into the conversation please provide the new information to the Manager. **NEW INFORMATION** • You find out that the employee has been in the office only three times in the past two months. • The employee's team are reporting they feel disconnected and unclear on expectations. **Facilitating feedback** After 15 minutes total of conversation, you have 5 minutes to facilitate feedback. Firstly, ask those who play the role of Manager: • What do you feel worked well? • What would you consider doing differently? Observer to then seek any feedback from the Employee. Observer to add any additional points, please be guided by the worksheet in the pre-reading 'Giving Feedback' (also located in this pack).

2

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Flexible and Hybrid work Scenario 5

- **Assign each group member a role as either the Manager, Employee or Observer**
- **All group members to read the below scenario together. <u>Do not turn over </u>the page.**
- **The group member playing the Manager is to initiate a conversation with the group member playing the role of the Employee.**
- **The observer will keep time and facilitate feedback after each conversation.**
- **Timing: 15 mins for the conversation, 5 mins for feedback and de-brief.**

Scenario 5

You are trying to arrange a planning day and you would like everyone to attend face to face, as there are a number of new members to the branch. You have also noticed the branch seems fractious, you are receiving more complaints about other people's behaviour, and the work being delivered is not connected to the broader direction. You feel a face-to-face collaboration and planning day will help mitigate these issues. You are receiving some push back, as members of the Branch have certain days they are not willing to attend the office, even for a planning day. There is one section in particular who is not willing to attend in person, so you have arranged a meeting with the EL2 of the section.

What are the key considerations?

What do you need to do?

What process do you follow?

Roles

Role	Description
Manager	- Play the role of the manager and initiate a conversation with the EL2 based in the scenario. - Consider what information is available to help you. - Practise active listening and understanding different perspectives.
Employee	- Take on the persona of the EL2 employee having a conversation with their SES manager. - Participate in the discussion from the employee point of view, and think about what points someone in this position might raise.
Observer and timekeeper	Please see over page.

3

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Observer and timekeeper	Please observe the conversation and take notes. Please keep time, ensuring there is 15 minutes for the conversation and 5 minutes for you to **facilitate** feedback. 5 mins into the conversation please provide the new information to the Manager. **NEW INFORMATION** • The EL2 employee advises they don't find value in coming into the office and don't see the point of a planning day face to face, and can't see why it can't be a virtual event. • Morale in the branch is low. • The team don't sit together physically and continue to connect to all meetings virtually. **Facilitating feedback** After 15 minutes total of conversation, you have 5 minutes to facilitate feedback. Firstly, ask those who play the role of Manager: • What do you feel worked well? • What would you consider doing differently? Observer to then seek any feedback from the Employee. Observer to add any additional points, please be guided by the worksheet in the pre-reading 'Giving Feedback' (also located in this pack).

4

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Flexible and Hybrid work Scenario 6

- **Assign each group member a role as either the Manager, Employee or Observer**
- **All group members to read the below scenario together. <u>Do not turn over</u> the page.**
- **The group member playing the Manager is to initiate a conversation with the group member playing the role of the Employee.**
- **The observer will keep time and facilitate feedback after each conversation.**
- **Timing: 15 mins for the conversation, 5 mins for feedback and de-brief.**

Scenario 6

One of your EL2 employees has requested a flexible work arrangement to compress their hours to four days per week, with Friday being the day they would not be working. They are a high performer in your Branch. You often have urgent requests, on Fridays, which arrive from the Minister's office, and you wonder how this will be managed in their absence.

What are the key considerations?

What do you need to do?

What process do you follow?

Roles

Role	Description
Manager	- Play the role of the manager and initiate a conversation with the EL2 based in the scenario. - Consider what information is available to help you. - Practise active listening and understanding different perspectives.
Employee	- Take on the persona of the EL2 employee having a conversation with their SES manager. - Participate in the discussion from the employee point of view, and think about what points someone in this position might raise.
Observer and timekeeper	Please see over page.

5

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Observer and timekeeper	Please observe the conversation and take notes. Please keep time, ensuring there is 15 minutes for the conversation and 5 minutes for you to **facilitate** feedback. 5 mins into the conversation please provide the new information to the Manager. **NEW INFORMATION** • The EL2's team consists of five employees (EL2, 2 x EL1s and 2 x APS6s). • One of the EL1 employees has a part time arrangement working Monday – Thursday This part time schedule has been in place for five years as they have young children. • One of the APS6 employees also has a part time arrangement working Monday – Wednesday. **Facilitating feedback** After 15 minutes total of conversation, you have 5 minutes to facilitate feedback. Firstly, ask those who play the role of Manager: • What do you feel worked well? • What would you consider doing differently? Observer to then seek any feedback from the Employee. Observer to add any additional points, please be guided by the worksheet in the pre-reading 'Giving Feedback' (also located in this pack).

6

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Giving Feedback

Providing feedback to colleagues in learning situations

1. Clearly "own" your feedback by using the first-person singular pronouns ("I", "My") and speak about your perspectives and observations rather than stating those as fact.
2. Offer feedback which is complete and specific; avoid generalisations like "That was really good". Use specific feedback e.g. "That was a useful intervention. It raised the difficult subject that many of us were probably thinking."
3. Keep your verbal and nonverbal messages congruent. Remember 65% of our message is conveyed by our body language.
4. In the first instance, describe behaviour without evaluating or analysing it, e.g. "I observed some tension and hesitancy in your voice" rather than "You were lacking in confidence and came across as nervous." Effective feedback is judgement free.
5. Watch out for the temptation to "rescue" people or "be nice". These are not the qualities of leaders. Leaders are clear and direct in their feedback and offer it in a supportive, collaborative, constructive and developmentally focused way. They offer feedback in the service of the learning and development of others. The feedback is neither right nor wrong. It is a perspective.
6. Where possible offer some positive and specific feedback first, e.g. "I thought that your opening comments to the Minister were very strong; they were clear, concise and outlined the parameters in which the Department will need to operate during the implementation phase".
7. Offer as much developmentally focused feedback as you can, e.g. "after your strong introduction I would like to have heard the three or four areas that we could implement immediately to support the Minister's aspirations."
8. Avoid advice giving, for example "You should"!
9. Avoid words that diminish the value of your message, e.g. "This is just my opinion..." "I just wanted to say one small thing..." "we all do this".
10. Remember effective feedback is a gift you give to others to support their learning, growth and confidence.

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Role play: feedback session SES Away Forum

15 March 2024

Facilitator: Di Van Meegan

Participants: approx. 190 SES - 63 groups (groups of 3).

What? Why? Where? How?

What?

- Ensure participants are across legislation and EA changes, and how to interpret and apply flexible and hybrid work polices in practice.
- Provide practical examples to practice framing and conducting conversations in a safe environment. This will provide the opportunity to reflect and learn from each other.
- Practice active listening, understanding different perspectives, and giving feedback.

Why?

- Hybrid and flexible work can support an engaged and productive workforce and is an important driver of engagement and supports our employee value proposition to attract and retain the talent we need.
- New legislation, and changes to way we work more broadly means we need to be more focused on the delivery of outcomes, than the location of where our employees work.
- The department is already positioned well in terms of flexible work practices and we need to ensure we continue to grow our capability in managing these important arrangements.
- The new EA has significant changes to flexible work, with some confusion about how to manage requests and arrangements.

How? Where?

- Break into groups of 3, spread out across the room, not behind tables and not too close as to disrupt other groups.
- Can use common space if needed.
- You will each be handed a scenario pack with 3 scenarios, and an observer sheet.
- In each group of three, you will each take turns to play the role of the Manager, Employee, and the Observer.

1

- You will have 10 mins each to have a conversation, the employee is encouraged to take on the persona of the employee in the scenario.
- The observer will then provide feedback, you can consider what worked well, and what could they consider doing differently in future. Please review the giving feedback worksheet.

Pre-reading to be sent prior

- Enterprise Agreement 2024-2027 – in particular provisions about flexible work, clauses 219 – 251.
- Description of Flexible Work Terms.
- Information for managers considering a flexible work request.
- Flexible work request case studies.
- Preparing for conversations.dotx
- Giving Feedback.pdf

Materials:

Group A – pack of scenarios

Group B – pack of scenarios

Observer - 'giving feedback' worksheet

Helpers (People Branch members approx. 10 staff) – key considerations to scenarios (not provided to participants)

Slido – for pulse check at the start, and end of the session.

Power point

2

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Agenda

Total time: 2 hours (TBC)

Session	Who	Time
Intro session Objectives of the session, responsibilities, where we need to shift our culture. The role of the SES on how we work. Flexible work, Key issues, legal stuff, FAQs	**Charles Wann/Rachel Balmanno** **Sam Hollins** **People Branch**	TBC 2:00 – 2:30 (30mins)
Introduction to the activity: Break into groups of 3 Measure confidence to have these conversations in slido	Facilitator	2:30 – 2:45 (15 mins)
Conversation 1	Manager, Employee, Observer	2:45 – 3:00 (10 mins for the conversation, 5 mins for observation feedback (15mins)
Conversation 2	Manager, Employee, Observer	3:00 – 3:15 (10 mins for the conversation, 5 mins for observation feedback (15mins)
Conversation 3	Manager, Employee, Observer	3:15 – 3:30 (10 mins for the conversation, 5 mins for observation feedback (15mins)
Wrap up – reflections What did they learn, what can they take away, Measure confidence to have these conversations in slido, how did they find the activity.	Facilitator	3:30 – 3:45 (15) mins
Afternoon comfort break		3:45 to 4:00 (15 mins)
Wrap up and strategic discussion	Secretary	4:00pm to 5pm

3

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Survey at the end. Quick poll. Key reflections?		

4

Flexible and Hybrid work Scenarios

Group A Pack

Scenario 1

You manage an ongoing EL2 employee who works full-time. They have requested a permanent hybrid work arrangement to be able to work from home 2 days per week, while they care for their child. They are not able to source childcare at present due to availability, and they have commented on several occasions they are struggling financially. The child is 2 years old.

What are the key considerations?

What do you need to do? What process do you follow?

NEW INFORMATION

- Your Branch/Division now has some critical deliverables which can't be progressed without your employee's expertise.
- You decide to approve the arrangement on a temporary basis to ensure the employee can contribute and that deadlines are met.
- Since then, team members have reported meetings are being disrupted by the employee's child when working from home. They are also reporting there are extended periods of time where they are unavailable.

How will you address this?

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Info for coaches/helpers – not to be given to participants

Scenario 1

What are the key considerations?

- Could this be a temporary arrangement?
- How will you discuss with the employee what their productivity will be like with their child at home?
- Will there be another adult present on the days they are working from home?
- Are there concerns about child supervision and safety?
- Is working from home while caring for a child the only option available? E.g. flexible arrangements, leave.

New Information

How will you address this?

- Check in on your staff member's wellbeing.
- Discuss with the employee their perspective on productivity impact on team.
- Consideration of compressed hours as a further trial.
- Consider job redesign to accommodate needs in the interim e.g. working in the early morning and late evenings with a larger break in the day.
- Consider discussing expectations on flexibility with your team.

_____

6

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Scenario 2

You manage an EL2 employee who relocated to Canberra for the role in your Branch 12 months ago. They have elderly parents who live in Sydney who need support, and the employee has requested if they can work from the Sydney, Surry Hills office 2 days per week on Thursdays and Fridays, so they can be closer to their parents for part of the week.

What are the key considerations?

What do you need to do? What process do you follow?

NEW INFORMATION

- You decide to approve the arrangement on a temporary basis. The employee is commuting on Thursday mornings and staying back late to complete work.
- Team members advise that the employee is often non contactable during business hours and frequently enables the do-not-disturb function on Webex.
- Stakeholders are complaining about not being able to contact this EL2.

How will you address this?

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Info for coaches/helpers – not to be given to participants

Scenario 2

What are the key considerations?

- What is the nature of their role?
- Are they currently performing well in their role?
- Can they lead their team from another location?
- How much care do their parents require?
- Are there WHS implications of travelling from one site to another after working a full day Wednesday?

New information

How will you address this? What process do you need to follow?

- How will you discuss performance and behaviour expectations?
- Is your employee aware of supports available while navigating caring for elderly parents?

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Australian Government

Department of Health and Aged Care

Scenario 3

You manage an ongoing EL2 employee who works full-time. They generally work longer hours, with about 5 additional hours more than the standard 37.5 hour week, every week.

Noting the new EA conditions about EL TOIL, the employee has flagged they would like to accrue TOIL, which will help them when they want to take a holiday later in the year.

What are the key considerations?

What do you need to do? What process do you follow?

NEW INFORMATION

- During the quarterly discussion around working hours, your employee is now reporting working 10 additional hours per week.
- The employee raises the 'right to disconnect' in this discussion.
- The employee's output has not increased, and you notice they seem stressed and increasingly frustrated with their colleagues.
- The employee has no recreation or long service leave available.

How will you address this?

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Australian Government

Department of Health and Aged Care

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Info for coaches/helpers – not to be given to participants

Scenario 3

What are the key considerations?

- Does the workload warrant an additional 5 hours per week?
- Is 5 hours a week a reasonable amount additional hours for an EL employee?
- Would you approve all EL TOIL to be accrued in this way?

How will you address this?

- How will you address wellbeing?
- How many hours would you offer the employee as EL TOIL?
- How will you address their output, priorities, and support their wellbeing in future?
- How will you address the employee's concerns about the right to disconnect?
- How will you work with your employee to manage their behaviours with their colleagues?

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Australian Government
Department of Health and Aged Care

Flexible and Hybrid work Scenarios

Group B Pack

Scenario 4

You manage an EL2 employee who is leading a team with a deliverable directly impacting an election promise from the current Government. The team are three months behind the agreed schedule, and the quality of the work is not at the expected standard. The EL2 has a hybrid work agreement in place with three days in the office, two days from home. The EL2 was promoted just over seven months ago. You are located in a different location to the EL2.

What are the key considerations?

What do you need to do? What process do you follow?

NEW INFORMATION

- You find out that the employee has been in the office only three times in the past two months.
- The employee's team are reporting they feel disconnected and unclear on expectations.

How do you address this?

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Australian Government

Department of Health and Aged Care

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Info for coaches/helpers – not to be given to participants

Scenario 4

What are the key considerations?

- How are you, the EL2, and the team communicating?
- Are there workload management tools available?
- Do they need further support?
- Is there any development they require?

New Information

How will you address this?

- Why is the employee not following their agreed hybrid working agreement?
- How are expectations of behaviour, attendance and deliverables being communicated between you, the EL2 and their team?
- Noting the employee is newly promoted, have they ever managed a hybrid team before?
- Is the manager capable of managing a hybrid team?

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Australian Government

Department of Health and Aged Care

Scenario 5

You are trying to arrange a planning day and you would like everyone to attend face to face, as there are a number of new members to the branch. You have also noticed the branch seems fractious, you are receiving more complaints about other people's behaviour, and the work being delivered is not connected to the broader direction. You feel a face-to-face collaboration and planning day will help mitigate these issues. You are receiving some push back, as members of the Branch have certain days they are not willing to attend the office, even for a planning day. There is one section in particular who is not willing to attend in person, so you have arranged a meeting with the EL2 of the section.

What are the key considerations?

What do you need to do? What process do you follow?

NEW INFORMATION

The EL2 employee advises they don't find value in coming into the office and don't see the point of a planning day face to face, and can't see why it can't be a virtual event. Morale in the branch is low. The team don't sit together physically and continue to connect to all meetings virtually.

How do you address this?

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Australian Government
Department of Health and Aged Care

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Info for coaches/helpers – not to be given to participants

Scenario 5

What are the key considerations?

- What are the benefits of coming into the office?
- What is the culture you are trying to create? Have you articulated that?
- Have you articulated the benefits for individuals to meet face-to-face?
- Have you articulated your expectations on how the branch will operate?

New Information

How will you address this?

- What is driving the low morale?
- Is your EL2 role modelling expected behaviours?
- Are there legitimate reasons some staff can not come in to the office? Have you accommodated/considered those needs?

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Australian Government
Department of Health and Aged Care

Scenario 6

One of your EL2 employees has requested a flexible work arrangement to compress their hours to four days per week, with Friday being the day they would not be working. They are a high performer in your Branch. You often have urgent requests, on Fridays, which arrive from the Minister's office and you wonder how this will be managed in their absence.

What are the key considerations?

What do you need to do? What process do you follow?

NEW INFORMATION

- The EL2's team consists of five employees (EL2, 2 x EL1s and 2 x APS6s).
- One of the EL1 employees has a part time arrangement working Monday – Thursday This part time schedule has been in place for five years as they have young children.
- One of the APS6 employees also has a part time arrangement working Monday – Wednesday.

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Info for coaches/helpers – not to be given to participants

Scenario 6

What are the key considerations?

- Are there regular meetings/requests on Fridays?
- What would you do if an urgent request comes through?
- Who can make decisions when the EL2 is not available?
- Do they have a reason they particularly want Friday as their day not at work?

How will you address this?

- How will the EL2 manager adapt their workload?
- Who will be available for urgent matters?
- Will it make the team happier and more productive?

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Charles Wann – key messages for SES Forum

Agenda item: Shifting organisational leadership

13:40pm – 13:45pm (5 mins)

- We're now shifting our focus to another aspect of our role as leaders: harnessing the full potential of our teams.
  - o **Our people** and the capabilities they bring **are our key asset** and enabler to deliver for the government and the Australian people.
  - o As senior leaders, we need to **shape our teams' behaviour**, sense of purpose and delivery of outcomes to drive the success of the broader organisation and APS.
  - o It's not just about what we deliver but **how we deliver** it.
  - o This includes **engaging others to innovate, collaborate, and create change**, to build an inclusive culture and to **lead with integrity**.
  - o Through the research undertaken to develop an **Employee Value Proposition** for the organisation, we know that for our people – the work they do, and **the culture of the workplace** they work in, are critical to ensuring we are attracting talent and retaining our people.
- Developing our capability as leaders has always been a priority. The rapid increase in flexible working arrangements and geographically dispersed teams presents new challenges for us and our Executive Level leaders.
- **The intent of the session is to strengthen our capability and confidence in considering and negotiating flexible work arrangements under the new Enterprise Agreement and recently updated legislation.**
  - o Our role as senior leaders is to foster and promote a culture where people want to work and choose to stay - **hybrid and flexible work** is an important driver of an **engaged and productive workforce**.
  - o The department is already positioned well in terms of flexible work practices but we need to **continue to grow our capability** in managing these arrangements effectively and consistently across the department.

- o The **new EA has significant changes to flexible work**, intended to establish the APS as an employer of choice and improve our Employee Value Proposition.
- o The new arrangements recognise:
  - access to flexible work supports APS capability and can assist in **attracting and retaining the employees** needed to deliver for the Australian community, including employees located at a wider range of locations.
  - access to flexible work can support strategies to **improve diversity** in employment and leadership in the APS.
  - flexibility can and should apply to all roles in the agency, with different types of flexible working arrangements s**uitable for different types of roles** or circumstances.
  - new legislation, changes to the way we work more broadly, and the changing labour market mean we **need to be more focused on the delivery of outcomes**, than the location of where our employees work.
- o These changes apply across all APS agencies. We have demonstrated greater flexibility than most agencies over the last few years but still need to step it up. We want to continue to lead the way, showing how flexible work can benefit individuals and the organisation.
- o To do that we and our Executive Level managers need to be highly skilled in navigating all the potential individual arrangements. Today is a chance for us to build our own skills and confidence in this area so we can then grow those skills in our teams.

AGED CARE MARKET STRATEGY

Example of strategic policy in action

Michael speaking notes:

SLIDE 2 – The Royal Commission highlighted the need to strengthen our understanding of the aged care market

- Prior to the 2021 Royal Commission, provider financial data collected by the Department indicated that the financial performance of the residential aged care sector was in decline.

  o This low financial performance indicates that providers are likely to be depleting their cash reserves, not investing in the upkeep of their facilities, and drawing down debt.

  o As aged care is a diverse market, financial performance is different for different providers. For example, we know that the "middle market" (providers operating 3 – 10 services) tends to have lower margins than other sections of the market.

  o Analysis indicates that a lot of this decline was driven through falling occupancy and workforce challenges.

- Despite collecting this detailed data, the Department didn't have a strong future-focused understanding of the performance of the aged care sector as a market.

- Private consulting firms were driving the public narrative and we weren't able to have an authoritative voice in the conversation.

- On top of this, the Royal Commission recommended substantial reform, and the Department was not well-positioned to understand the market impacts of those reforms.

- Understanding these market impacts was going to be critical to the success of the reform period – not because we want to see profits for the sake of profits, but because the market is the mechanism by which care is delivered, so where the market is not financially viable or attractive for investment, we would see market gaps, failures and service closures, resulting in disruptions to care.

- To address these gaps in our understanding the Department developed the Aged Care Market Strategy – a long-term project that ran from December 2021 through to December 2023 across two phases.

SLIDE 3 – The Market Strategy sought to fill this gap and established a shared vision for the future aged care market

- To develop the Market Strategy we considered the market from three different perspectives:

  1. The current market state:

  o This required us to strengthen our understanding of the current aged care market through detailed financial analysis of provider performance and the expected impact of key Royal Commission reforms, like AN-ACC, care minutes and 24/7 RN rostering.

  o Importantly, we established the current market state at the market segment level – meaning that rather than analysing the aged care market as a whole, we considered how different types of providers perform and will respond to reforms differently. For example, how providers operating 3 – 10 services differ from providers with 1 – 2 services.

  2. The projected future market state on the current trajectory:

  o In addition to the impacts of key reforms, we then projected the current market state analysis forward, to understand how change over time (such as demand growth and changes to population dynamics) will impact the market.

  o This allowed us to identify how much additional supply will be required to meet expected future demand, and where the market is and is not currently positioned to support that growth.

  3. The desired future market state:

  o Although the Royal Commission set an ambitious agenda for aged care reform, including a strengthened role for Government as a market steward, we developed seven specific market statements to guide interventions and policy.

- Establishing these three key perspectives on the market then allowed us to compare how the expected future market on the current trajectory stacks up against the desired future Outcome Statements, in order to identify the gap between the two that could be bridged through effective market stewardship by Government.

SLIDE 4 – Detailed market analysis allowed us to identify the 'gap' between the market on its current trajectory, and our vision for the future market

- Demand projections indicate that in order to meet future demand, there will need to be significant growth in supply – across both residential and home care.

- Financial analysis of the residential market indicate in the next few financial years, the residential sector will be generating margins that are approaching 'break even' (meaning providers can pay their debts and maintain their facilities, estimated as a margin of 6.8%).

- Despite this, the analysis indicates that the margins are unlikely to be sufficient to attract investment. It's estimated that in order to attract investment, the sector will need operating margins of approximately 10%.

- This will likely significantly constrain the market's ability to grow, as both existing and new providers will not be seeking to develop new facilities.

- However, as this is market-level analysis, the picture is likely to look different across Australia.

- In order to identify particular geographic markets of concern, we used the analysis to identify:

  o Those facilities that are operated by providers we consider to be at "financial risk" (here defined as providers with a negative operating margin **and** negative current assets) – shown in graph 2.

  o Of these facilities, which facilities were operating in geographic areas that are expected to be experiencing workforce shortages in 2030 (as the other significant constraint on the ability to expand supply) – shown in graph 3.

- This work allows us to develop interventions that focus on providers that are strategically important in the market.

- While we have 725 providers in the market, we can focus our interventions on those at risks. This analysis showed there are 52 providers with signs of financial risk that can be actively monitored

  o Since July 2020, the department has supported 37 providers under its viability grant programs (Market Adjustment Program, Structural Adjustment Fund, COVID Viability Fund).

  o The department is currently supporting 8 providers under those programs.

  o Funding support addresses a range of issues, including operational losses, capacity building, workforce activities (including agency costs), service transitions and minor capital.

SLIDE 5 – Additional stewardship will be required to ensure we position the market to deliver high quality care and grow to meet future demand.

- To move the market from the current trajectory toward the desired future state, a Stewardship Framework was developed.

- The framework demonstrates how all the key elements of the Market Strategy work together, and can be used by the Department to develop, implement and monitor stewardship activities.

- Some of the key stewardship activities that are under development include:

    o Standing up a new market modelling section to embed this capability in the Department. This will ensure that the Department is taking this level of detailed analysis into the future so we can monitor the performance of the aged care market, and understand the market impacts of policies as they are developed. Critically, this will include market impacts across the whole sector (i.e. if you change something in Support-at-Home, understand how it may impact the residential market), as well as the broader care economy (i.e. if we see a change to NDIS prices, how may that impact the aged care market).

    o Consideration of pricing and margins as key drivers of the market, and how changes to prices may drive various market outcomes.

Purpose: Share experience of working with remote/hybrid teams

Context
- **share some of the specific things**
- **20-25 people**
- **gone from fully Canberra based** three years ago to about **one third interstate**

Focus on outcomes
- **tricky area to navigate**
- focus on **outcomes** and **wellbeing**

Working with preferences
- **different preferences**
- **Some prefer to be in the office** and like to come in most if not every day.
- **Introvert**

- **bringing people together and collaborating in person is critical** to engagement and productivity.

Not unique, but the combination works for us
- **strong focus on team connection**
- Each **team has their own preference**

- There is a **big focus on getting together**, **being across what each is working on**, with the be**nefit of being able to support each other** better.

- Get together **as a Branch** in some form **every** week
- I **can be very work focussed** so **try to make it fun**, allow the time for connections

  Try to get full branch together **in person once or twice a year**
- When we do, like to **allow for as much engagement as possible** within and across teams

- When **hybrid**, we try to ensure an **equal experience**, while not excluding those who do come in from getting together in a meeting room.

- M**ake sessions online only when engagement from everyone is important**.
- **Take advantage of technology**
    - **Group work - Webex breakout rooms** - worked well
    - Miro -
    - Planner feature in SharePoint for branch stand-ups

There are also things that have not worked so well or needed adjusting
- **spontaneous engagement**, **new starters**, particularly if they are **interstate**
- regular check ins to compensate
- I also have a **1:1 catch-up** with all the new starters in the Branch to make a connection, **get to know them** better and for them to **learn a bit about me**

- Remote workers can feel **chained to desk**
- Not always **space in the office**

- Where we **have had have trouble** getting some to **return to the office**
- we **focussed more on the positives of getting together** and collaborating in person and in the main staff naturally started to return to the office

Overall
- **Give and take** - **allowing the flexibility**, what we have found is **in return people are more committed** and willing to **put in extra when required**

- **Trust is very important**
- But **where flexible arrangements are not working**, we have **varied agreements** to require a greater level of attendance in the office
- This is where **getting the right advice is really important**

Make use of support that is available
- **HR business partners** and **People Management team**

Wrap up
- **Doesn't mean saying yes to everything**
- But it also **doesn't mean we have people in the office as much as I would like sometimes**
- **maintain the focus more on outcomes rather than in office attendance**
- Ultimately it is about **striking the balance** - what works for the **individual**, the **team**, and the **organisation**

SES Away Day

Context – HMRO · MRFF
- 80 staff, 11 sections,
- ~30% in state offices
- incl 5 Directors
- high % w caring responsibilities
- specialist workforce
- researchers + research managers

COVID pushed into flexible work
Saw benefits so promoted it

4 key elements to consider for
hybrid + flexible work arrangements

① Value proposition
- benefits to individuals + orgs
- need to be clear the benefits to
  your work + teams
- in HMRO
  × skilled staff
  × stakeholder management locally
  × loyalty

② Systems + connections
- fully digital / online
- make IT work for you
  - Teams, PDMS, WebEx, OneNote
- build connections
  - structured mtgs esp hybrid/
    IT support
  - be available eg 30 min drop in
    - Teams, WebEx, calling
- use staff networks eg CALD Network
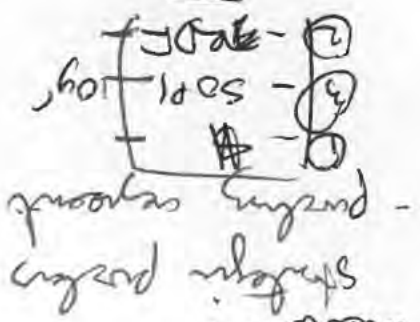 to link staff locally
- bring people together
  physically
  - have fun / social - quiz, suprise coffee, roulette, state based events
  - I would drop by + visit
    staff in state offices when travelling

③ Empower managers
- they have to manage their team
- promote flexible approaches
- encourage good HR practices
  - feedback, PDS, RHAs, trn, dev't
- encourage corporate contribution
  - sense they are part of Health

④ Be flexible
- framework however consider indiv. circ
- context (school holidays, ↑ cases)
- focus on outcome

③ diff today | cake / flavee
- [engagement] of the
  SES cohort.
- (Budget)
- open, respectful
  discussion, align
    the spirit of
  improv project
    → pls don't understate
      the value
- enthusiasm for the
  future, ⊕ rather
    than ⊖

Reflection.
- Visual style | clarity ④
                | discussion
    Scenic Style
    or   PPT milky content
              a hoylet
- Clarity around audience
  categorisal
- How best to apply in
  counsel
  priorit? + policy dev.
- Other advantages beyond
  Visual/articulart?
- prompt colleagues, role or
  nat. cons id.