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Capability for growth: support your growth plans by supporting your people



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Learning objectives:

After completing this CPD activity, pharmacists should be able to:

- Identify the importance of developing staff to support business growth.
- Identify the four steps to follow to develop staff capability.
- Describe the application of the four processes to ensure staff have the capability to support business growth.

Pharmacist competencies addressed: 3.1, 3.2, 3.4.

Accreditation number: A1506RP3.

When looking at your growth plans, it's easy to spend considerable time focusing on the facts and figures. However, none of your plans will ever be achieved without the support of capable people. This article discusses four steps to ensure that all your staff have the capabilities required to support your growth plans.

Step 1. Assess

Any development program should begin with an assessment of your current needs. Each person's needs will be different, depending on their past training, experience, current role and future goals. Therefore an assessment should aim to determine each person's individual learning needs.

Consider the overall vision and goals for your business by referring to your documented business and growth plans. Identify the areas that require special focus, including areas of strength you would like to build on and areas starting from a minimal base. Individually assess how each person's skills and experience fit with these goals. Think about:

- The technical knowledge and skills required – for example, clinical and management competencies.
- The knowledge needed to understand and perform the task and comprehend why the task is important and where it fits within the pharmacy business and future plans.
- The underpinning skills and knowledge required. Underpinning skills and knowledge cover aspects such as being able to communicate appropriately with customers from diverse backgrounds, appropriate levels of literacy (including digital literacy) and knowledge of legislation, etc.

Identifying the gaps is the first step towards designing a development plan for each staff member (see step 2).

Each person's interests and

professional goals also need to be taken into account and it's important for managers to have meaningful conversations with their people about their future development. This is a win-win approach because the business gains more capable staff and staff feel valued because their employer takes their development seriously.

As an example, for a pharmacy that has chosen to specialise in caring for customers with diabetes, it's important that all staff not only have good knowledge of diabetes – the condition, its symptoms and treatments – but also be skilled in your pharmacy's processes and practices for specialised diabetes care. For example, non-pharmacists need to know the limits to the scope of the service they may provide and know when to refer to the pharmacist. They will also need to be able to communicate with customers at an appropriate level and require a certain level of literacy and numeracy skills to complete associated documentation.

Step 2. Plan

Your staff development planning should follow on from your business planning and should align with staff reviews. This is often done annually, but more frequent revisions to ensure plans are on track are also valuable. Technology allows more real-time tracking than ever and using simple tools to help with this process can be valuable.

For pharmacists, a learning plan is a component of Continuing Professional Development for re-registration, which is strongly encouraged by the Pharmacy Board of Australia. The board will require evidence of CPD meeting a learning plan if a pharmacist's registration is audited. For other staff, a learning plan is also a useful tool and a helpful approach to developing capability within your business.

The process of developing the learning plan provides an opportunity to open dialogue with your staff on their learning needs, as well as to document and track progress against the plan. This

provides an easy way for you to track learning achievements for reward and recognition purposes and to map learning progress back to business goals. It also ensures your spend on training and development is targeted and outcome-focused.

For members of the Australian College of Pharmacy, an online learning plan tool is available as part of the learning management platform for CPD, accessible through your member login to the ACP website. This platform allows you to document your learning plan in line with Pharmacy Board requirements. Through this tool, your learning plan can also be mapped to the National Competency Standards Framework for Pharmacists in Australia. Pharmacists can earn up to two Group 2 CPD points for developing and documenting this learning plan.

Step 3. Learn

Once a learning plan is in place for each staff member, opportunities to engage in learning can take a variety of forms. Learning doesn't have to involve a completely new skill or area of knowledge. The outcomes of learning experiences can be to maintain existing knowledge and skills, to deepen these, or to expand them into new areas.

The three key methods of learning for adults in the workplace are formal training, on-the-job experience and coaching/mentoring. While many formal training options are available, you should look beyond these when seeking learning opportunities for yourself and for your staff. On-the-job experiences and coaching/mentoring, either within or outside your own business, can provide specialised learning, customised to the learner, that leads to valuable, practical outcomes.

An added benefit of learning that occurs in the workplace is that it is 'situated' learning. That is, learning that takes place in an authentic work context. This means the learning itself is more than an acquisition of theoretical knowledge, such as may occur in a formal or classroom-based learning context.

► The knowledge and skills learned 'situationally' have dimensions: the learner is better positioned to grasp not only the technical complexities of the information learned, but also how and when to apply it in the workplace and why. By learning practically and in the context of social learning and by repetitive performance of the new skills, the learner will also retain a greater portion of what is being learned. This method allows the staff to adopt workplace cultural factors ('the way we do things around here') as they learn.

In the case of formal training, this may be accompanied by a formal assessment to ensure particular learning outcomes. For on-the-job or coaching/mentoring experiences, other methods can be used to record and reflect on learning, such as logbooks, journals and case studies.

A variety of learning opportunities are available through pharmacy professional bodies and other organisations. They may include conferences, specialised workshops, independent learning

and online learning opportunities. Professional bodies such as the Australian College of Pharmacy provide members with online tools to easily match their learning plan to available learning opportunities.

Step 4. Review

It's important to take time to review learning, once it has been undertaken, to determine whether the experience has met the desired expectations.

A few questions to ask:

- What did you learn?
- How will you apply this learning to your daily work?
- Were your learning objectives achieved?
- Did the learning experience meet your identified learning needs?
- Do your knowledge and skills in this domain now meet the business's capability requirements?
- Is there a further gap in knowledge that you need to address in a subsequent learning plan?
- How can you share your learning with others in the business?

This review process applies regardless of the type of learning experience. It's important to know that the time and resources invested in learning have long-term and ongoing benefits for the individual and for the business. This reflection will reinforce the learning, and retention of learning, and also lead to better-informed decisions about future learning needs.

The review process also provides an opportunity for the learning to be shared with others within the workplace. Asking the learner to provide a brief presentation on the subject matter at a staff meeting, for instance, will further reinforce the learning, provide a learning activity for other staff and, importantly, also help to foster a culture of learning and professional development within the business.

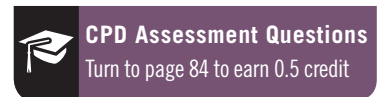
An investment in growth

Learning opportunities for you and for your staff should be seen as an investment in the growth and sustainability of your business. Viewing training or other

educational opportunities as a cost or a burden is short-sighted and will ultimately limit your capability for growth. Of course, learning opportunities need to fit with your budget and be cost-effective. However, the investment both in staff time and in program costs is beneficial on many levels.

Beyond the improved knowledge and skills of the individual, the overall capability of your team will be enhanced through a structured learning program. Staff will appreciate the investment in their development and see this as a positive benefit of working in a business that is focused on professional excellence. By improving the service they provide to customers on a day-to-day basis, staff will also benefit from improved satisfaction with their work.

Ultimately, developing a culture of learning provides the fertile ground to nurture the growth of your business now and into the future. ^{RP}



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Management of behavioural and psychological symptoms of dementia

Accreditation number: A1506RP2



This activity has been accredited for 0.75 hours of Group 1 CPD (or 0.75 CPD credits) suitable for inclusion in an individual pharmacist's CPD plan, which can be converted to 0.75 hours of Group 2 CPD (or 1.5 CPD credits) upon successful completion of relevant assessment activities.

This article will offer a brief overview of the management strategies for behavioural and psychological symptoms which burden not only patients with dementia, but families, caregivers, nursing home residents and healthcare workers.

1. Jeff is a 58 year old diagnosed with dementia four years ago. He recently had a mini mental state examination score of 14/30. He is, at times, aggressive, but the main issue for his carers is that he wanders relentlessly. What pharmacological treatment is available for wandering?

- A) Risperidone.
- B) Lorazepam.
- C) Olanzapine.
- D) Haloperidol.
- E) None of the above.

2. Helen is 64 and was diagnosed with dementia last year. She also has paroxysmal AF, which is being treated with aspirin and flecainide. Her six-monthly memory clinic review revealed she is depressed. Her mood had deteriorated and she had withdrawn from social situations for fear of forgetting friends' names. She is offered three psychology sessions and prescribed an eight-week trial of an antidepressant with follow-up in two months. Which antidepressant would be most suitable in Helen?

- A) Sertraline.
- B) Citalopram.
- C) Mirtazapine.
- D) Amitriptyline.
- E) None of the above.

3. If Helen had a poor appetite and a BMI of 18 kg/m², which antidepressant may help her to gain weight?

- A) Sertraline.
- B) Citalopram.
- C) Mirtazapine.
- D) Amitriptyline.
- E) None of the above.

4. Peter is 85 and suffers from multiple comorbidities, including moderate dementia. Since his recent move to a nursing home, he is specifically suffering from sundowning effect and increasingly agitated towards the evening. What non-pharmacological advice should be offered?

- A) Establish and adhere to a daily regular routine.
- B) Incorporate structured, planned activities, including outdoor activities.
- C) Reduce noise levels (eg, banging of dishes).
- D) Offer simple instructions for meals and bathing.
- E) All of the above.

5. Peter has demonstrated some improvement and was noted to have manageable symptoms for three months. However, he became impulsive and verbally aggressive, upsetting nursing home residents. Some of the healthcare workers feared Peter may hurt one of the residents or themselves. What pharmacological options are suitable to manage Peter's aggression?

- A) Lorazepam.
- B) Risperidone.
- C) Haloperidol.
- D) Donepezil.
- E) All of the above.

6. Which of the following behaviours or psychiatric symptoms is NOT a symptom observed in patients with dementia?

- A) Mania.
- B) Depression.
- C) Anxiety.
- D) Hallucinations.
- E) Delusions.

BUSINESS AND PEOPLE BUILDERS

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Capability for growth: support your growth plans by supporting your people

Accreditation number: A1506RP3



This activity has been accredited for 0.25 hours of Group 1 CPD (or 0.25 CPD credits) suitable for inclusion in an individual pharmacist's CPD plan, which can be converted to 0.5 hours of Group 2 CPD (or 0.5 CPD credits) upon successful completion of relevant assessment activities.

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1. Is a learning plan required for non-pharmacist staff?

- A) No, but it's a valuable tool for developing staff capability.
- B) No, but it's required for pharmacist staff.
- C) Both of these.
- D) None of these.

2. An assessment of current learning needs should consider:

- A) An individual's professional goals.
- B) The pharmacy's business goals.
- C) Both of these.
- D) None of these.

3. Learning experiences can include:

- A) Formal training.
- B) On-the-job learning.
- C) Coaching/mentoring.
- D) Any of the above.

4. Ways of assessing the outcomes of learning experiences can include:

- A) Formal assessment.
- B) Gap analysis against the learning plan.
- C) Reflective journal.
- D) All of the above.

5. Learning plans should be developed:

- A) In alignment with business plans.
- B) With no reference to business plans.
- C) Before business plans are developed.
- D) Without discussion with a manager.

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