



## Is your career going anywhere?

This titillating title for our final seminar for 2006 drew a large gathering of members and their guests looking to find out. Perhaps the first pleasant surprise was that the presentation title was a little misleading. What Reece Notton, the Managing Director of DBM New Zealand, set out to do was to give us the tools to make our careers go somewhere? Most encouragingly, by just being there we were exhibiting some of the key desirable habit he described.

DBM (Drake Beam Morin) is a global human capital management services firm which each year helps more than 7,000 organizations and 250,000 individuals manage difficult and important business and career changes. Some of these changes occur because of whole-organization change while others happen on an ongoing basis as people enter, leave and take on new positions within an organization, or as they manage their careers.

Reece outlined the importance of career management and highlight the attributes potential employers seek in job applicants. In doing this he helped us to understand the drivers of change and impact of this change on organisations; to recognise the impact of change on the world of work; to explore new career models; and the new skills and attributes needed for success in the world of work.

Career management is not difficult. Putting a structure around it just needs a bit of thought. Reece offered this definition, *“It is a logical and structured process that puts people in control of their career, and ensures there is balance and alignment between personal and work life.”* It is just taking a snapshot in time by asking yourself where you want to go and working out how to get there. Often today when organisations change somebody else is making the decisions about your career. You will not be in control at that moment, but if you can get back in control quickly you can focus on where you want to go.

We are in the knowledge age, where employees are paid for the knowledge and information they hold. This is a huge shift from the industrial age where most of the population were paid for their manual skills or strength. Rosabeth Moss Kanter, a Professor at Harvard Business School and international author on organisational change, highlights the move from the industrial age to the knowledge age thus: *“There are constantly changing boundaries through downsizing, alliances, and mergers with changed or disappearing organisational structures. One third of Fortune 500 Companies aren’t there 7 years later with a resultant decrease in CEO and management positions and changing work patterns. The focus is on innovation and quality; speed and technology are the driver of business.”*

With a shift from a hierarchical structure to team based work, employer/employee relationships have altered. People work a lot smarter and are looking for something they can do that is both fulfilling and allows flexible working patterns. More power is shifting to employees as organisations, starting to realise that people have needs other than work, are learning to be flexible in accommodating their workers needs. A recent Wall Street Journal reported that 19 million Americans work online from locations outside their office and more than one-third of British companies are planning to increase flexible work hours through strategies such as job-sharing and telecommuting.

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So what are some of the things you need to think about to take charge of your own career? Reece suggests that the first thing is to build some resilience. Building resilience requires you to take responsibility for your performance and professional development. You are the 'majority stakeholder' in influencing your mindset, strategy and behaviour and along with your manager; you will set the direction for your career. A positive perspective is crucial to success; so in the face of obstacles and ongoing change, an "I can" attitude is critical.

Of course this mindset produces its own challenges. There is a need to face reality – whether you like the facts or not. All careers are journeys with inevitable ups and downs so you need to recognize professional crossroads, and when it is time to act acknowledge that you can 'survive and thrive' in the world of work. Know what it is you have got to sell, know what value you add and how you are going to take your career forward.

feedback about yourself and consider what other behaviours would be valuable to you; then be prepared to change your behaviour.

Seek to create and find your own career development opportunities. Career management involves having a very thorough understanding of personal strengths, skills, values and competencies alongside the skills to carry out job search activities, such as interview skills. More and more people have now got that determination and can see where they want to go and how to get there. While change will not happen overnight, be determined to build some sort of a profile and know what to do with it.

Successful career management is essential to survival as constant organisational change is now a way of life, here to stay and altering the world of work. Many people do not like change but have learnt to cope with change uncertainty and perhaps periods with no formal employment. (A chance to try their hand at consultancy?) Being ready to bounce back requires you to know

what they are looking for and what they say they are going to do. To do this be prepared to test yourself in the market to understand what it is doing and what that means for you from where you currently are in your career. And this is where it often falls apart because it actually requires doing something. A lot of people think about it or go and get help from a career advisor but don't take action, yet only they can take action.

Career management is a dynamic cycle. Conducting appropriate research and planning and applying marketing concepts is important as you market your skills, knowledge and attributes. Based on your skills, knowledge and expertise, ask yourself what you can contribute, what areas interest you and what are you passionate about? Think about the areas should you target and what your competitive edge or advantage is in those areas. What do you have in those areas that other people haven't got? And how do you market your talents internally and yourself externally? Can you sell yourself in less than two minutes - what does your "personal commercial" sound like? What would you do if your job disappeared tomorrow? Are you networking and do the right people in your organisation know "your story"?

The top 6 career competencies for today are innovation and creativity; networking; relationship development (which you need to manage); team work is important now there are less hierarchal structures; selling yourself; and understanding how a business works. It is vital that you know and can explain what you do and how you add value to the organisation. Make a point of talking to people and letting them know about you. From time to time you see people get jobs and you wonder how they managed it. Probably they were very good at selling themselves. Eventually they might get found out; but often before they are found out they will have moved off to something else.

If your current job was open and being advertised right now, would you be the best candidate for it? Do you know how you add value? Are you still learning in your present position? Once the learning stops you have probably got all you can out of the job so it is time to consider moving on. Succeeding in to-

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A little networking in full swing

Be skilled in job search competencies, research the job market, and self-market yourself instead of waiting passively for recognition. Be proactive and know how and when to promote your skills and contributions. Know who to talk to and who you want to know your story. It is a mistake to assume that persons, who should know how good you are, actually do know. It is your story and you have to make sure you tell it to all those people you want to know about you. Self-assessment is a continual cycle. Seek

who you are, what you do, what you deliver and what value you add. Self reliance, planning and networking are some of the keys to success. Take the time to put together some sort of strategy – it does not have to be the strategy of the century but just a couple of points on where you want to go and how you want to get there.

You need to understand the employment needs of the market and the needs of employers. That does not require you to think that they are the best, but you do need to understand

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day's business environment requires performance - which gets you in the game - but there's more, there is what you do, how you do it; and visibility. Who is aware of what you do and how well you do it? Ask yourself how your current performance levels compare with your manager's expectations. How clear are you about those expectations? If you do not enjoy regular performance reviews, begin a conversation with your manager about your current performance.

Interpersonal skills are critical for influencing peers, subordinates and people in more senior roles and a political awareness helps to gain appropriate internal alliances. How do you gauge your reputation? Seek out constructive feedback to gain personal insight. You've heard the phrase "it's who you know", but it's really more who knows you AND what you can do. When did you last volunteer to take on a special project or problem-solve a persisting issue? Do people seek you out for projects? Have you identified cross functional relationships that could be useful for your professional development? Your ability to measure and feedback quantifiable results endorses your reputation for achieving.

What networks are most likely to be fruitful for your professional aspirations? Develop a networking style that suits you. It is more instinctive than you think and a natural part of life – "word of mouth" advertising, doing business with people you know and trust, finding service professionals through referrals. It is connecting with others to receive and provide both information and feedback. It might involve connecting with friends and colleagues, cultivating those relationships to make them meaningful for both parties. Networking also involves expanding who you know and who knows you. Networking is a mutual process. One of the key factors in creating those relationships is your willingness to reciprocate and help others.

You will have many different objectives in networking. It is not always about making a professional move, it is about remaining current in your profession, continuing to learn and making new contacts to enhance your current performance and future opportunities. Between 65% and 70% of jobs are in what is called the hidden job market –

they are not advertised. So how do you get to them? Networking is the obvious answer

Reece's tips for networking sound like a promotion for our seminar series. He suggests connecting with others in professional associations and meeting with colleagues to gain new ideas and stay on track. Colleagues provide a unique perspective to assess your skills, talents and attributes. Be sure to include current or previous Managers in your network. They can be an excellent resource for providing feed-

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back on skills, attributes, performance and development while customers and vendors can provide you with marketplace data and they may derive future benefit from helping you now.

Start with your inner circle; people who know you and like you. Then build outward – the people you know are likely to know others who have information that could be valuable to you. List your primary contacts, prioritize the list, create a script and define goals for your contact.

Informational networking is the first stage of networking. You are not likely to have clear, focused goals at this stage. But this is a time to solicit career feedback, learn about other roles and departments and expand your network, gathering information to help you solidify your goals. Gather information from people you know and trust; clarify uncertainties and ask for referrals.

Once you are able to articulate your professional goals and have identified related objectives, targeted networking is your next step. At this point you are looking for individuals who can influence your professional growth. Recruit others to act on your behalf and to think of you for interesting opportunities you may not otherwise hear about and refer you to other influential people

You have about a two minute window

to get your message across to people. Therefore a 90-second introduction about you is a critical tool for effective networking. It should cover your current role and function, an overview of your background and accomplishments and a brief expression of your career interests. The introduction must be relevant to your audience and the situation. Practice, practice, practice, until you get it right.

Beware of self made hurdles. Don't say I am far too busy to think about my career. Don't fear failure. It is better to put yourself to the test and find out. Don't wait for the organisation to come to you. In the past that was the way things happened, the company had a succession plan and you were part of that - but not any more.

You need to continually learn and manage your own career. Learn to live with change, uncertainty and different roles within the organisation. Create and find your own career development opportunities. Focus on balancing work, family and leisure – take the wider view, but don't overdo it. Network and "sell yourself." In the role of "Me, Unlimited," you need to continually improve what you have to offer and demonstrate your marketability to managers and colleagues. The challenge and opportunity is to sustain your performance and employability. As Jack Welch, a former CEO of General Electric said, "take your career somewhere – (its) your choice – (be) eager to stay and ready to go."

What does it look like to be eager to stay? Be enthusiastic, work smart, make contributions and add value, talk to your manager about your performance, stay aware of business conditions and how you fit in and how you can help. What do you have to have in place to be ready to go either to another internal position or elsewhere? Have up-to-date and relevant skills, active networks, clear understanding of your accomplishments, and a financial cushion of a few months.

As you do all this be active in your Institute. Our regular seminar programme offers opportunities for networking and ongoing learning. Remember, it is your career!! §

# The one management thinker every educated person should read

The recent death of Peter Drucker, seems to have passed under the radar of our media, yet there would be few managers who have not knowingly or unknowingly been influenced by him. Perhaps the most important management thinker of the past century, he wrote about 40 books (the last, "The Effective Executive in Action" will be published next January) and thousands of articles. He was a guru to the world's corporate elite, not just in his native Europe and his adoptive America, but also in Japan and the developing world. Ever down to earth Drucker once commented that journalists used the word guru because it was easier to spell and made a shorter headline than charlatan. His mission was to persuade the world that management matters, or as he put it, "Management is the organ of institutions...the organ that converts a mob into an organisation, and human efforts into performance."

He changed the course of thousands of businesses. He spawned two huge revolutions at General Electric—first when GE followed the radical decentralisation he preached in the 1950s, and again in the 1980s when Jack Welch rebuilt the company around Drucker's belief that it should be first or second in a line of business, or else get out. Wherever people grapple with tricky management problems, from big organisations to small ones, from the public sector to the private, and increasingly in the voluntary sector, you can find Drucker's fingerprints.

Most of us with a little grey in our hair will remember with little enthusiasm the era of management by objectives – surely Drucker's most adopted yet least popular invention. Perhaps it was the doctrinaire way it was imposed on us by autocratic senior managers looking to reinforce their power base.

Drucker was born in 1909 in Austria. He earned a doctorate in international and public law from Frankfurt University in 1931 then while trying to avoid Adolf Hitler drifted among a number of jobs, including banking, consultancy, academic law and journalism (his journalistic career included a spell as the acting editor of a women's page). Along the way, he became increasingly

convinced that the best hope for saving civilisation from barbarism lay in the humdrum science of management. He was too sensitive to the thinness of the crust of civilisation to share the classic liberal faith in the market, but too clear-sighted to embrace the growing fashion for big-government solutions.

He finally found a home in American academia, teaching politics, philosophy and economics. His first two books, "The End of Economic Man" (1939)

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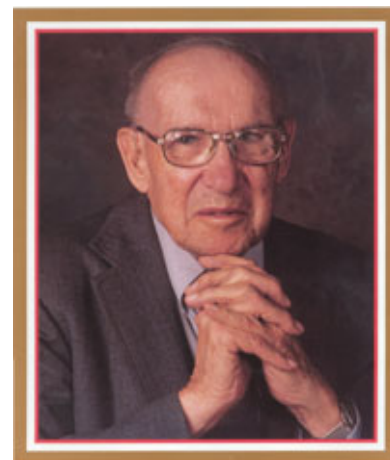
and "The Future of Industrial Man" (1942), had their admirers, including Winston Churchill, but they annoyed academic critics by ranging so widely over so many different subjects. But "The Future of Industrial Man" attracted the attention of General Motors, then the world's biggest company, with its passionate insistence that companies had a social dimension as well as an economic purpose.

The automobile giant invited Drucker to poke a stick through its entrails and offered him unique access to GMers from Alfred Sloan down. The resulting book, "The Concept of the Corporation" became an instant bestseller and has remained in print ever since. It also helped to create a management fashion for decentralisation. By the 1980s, about three-quarters of American companies had adopted a decentralised model. Drucker later boasted that the book "had an immediate impact on American business, on public service institutions, on government agencies - and none on General Motors."

## Knowledge workers

The two most interesting arguments in "The Concept of the Corporation" actually had little to do with the decentralisation fad. They were to dominate his work.

The first had to do with "empowering" workers. Drucker believed in treating workers as resources rather than just



as costs. He was a harsh critic of the assembly-line system of production that then dominated the manufacturing sector - partly because assembly lines moved at the speed of the slowest and partly because they failed to engage the creativity of individual workers. He was equally scathing of managers who simply regarded companies as a way of generating short-term profits. In the late 1990s he turned into one of America's leading critics of soaring executive pay, warning that "in the next economic downturn, there will be an outbreak of bitterness and contempt for the super-corporate chieftains who pay themselves millions."

The second argument had to do with the rise of knowledge workers. Drucker argued that the world was moving from an "economy of goods" to an economy of "knowledge;" and from a society dominated by an industrial proletariat to one dominated by brain workers. He insisted that this had profound implications for both managers and politicians. Managers had to stop treating workers like cogs in a huge inhuman machine and start treating them as brain workers. In turn, politicians had to realise that knowledge, and hence education, was the single most important resource for any advanced society.

Yet Drucker also thought that this economy had implications for knowledge workers themselves. They had to come to terms with the fact that they were neither "bosses" nor "workers", but something in between; entrepreneurs who had responsibility for devel-

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oping their most important resource, brainpower, and who also needed to take more control of their own careers, including their pension plans.

Drucker was not always right, or even always sensible. He was given to making sweeping statements that sometimes turned out to be nonsense. He argued, for example, that the great American research universities are “failures” that would soon become “relics” - odd for a man who made so much of the knowledge economy. He was slow to shift his attention from big firms to entrepreneurial start-ups. But he was much more often right than wrong and even when he was wrong he had a way of being thought-provoking. There was also a “hard” side to his work. Drucker was responsible for inventing one of the rational school of management’s most successful products, “management by objectives”.

In one of his most substantial works, “The Practice of Management” (1954), he emphasised the importance of managers and corporations setting clear long-term objectives and then translating those long-term objectives into more immediate goals. He argued that firms should have an elite corps of general managers, who set these long-term objectives, and then a group of more specialised managers. Drucker believed that if you rely too much on empowerment you risk anarchy, whereas if you rely too much on command-and-control you sacrifice creativity. The trick is for managers to set long-term goals, but then allow their employees to work out ways of achieving those goals—something many managers find hard to do.

### More than just a business thinker

Drucker helped make management a global industry and helped push it beyond its business base. He was emphatically a management thinker, not just a business one. He believed that management is “the defining organ of all modern institutions”, not just corporations; and the management school that bears his name at Claremont College recruits a third of its students from outside the business world.

Some of Drucker’s most innovative work was with voluntary and religious institutions. Drucker told his clients, who included the American Red Cross and the Girl Scouts of America, that they needed to think more like busi-

nesses, albeit businesses that dealt in “changed lives” rather than in maximising profits. Their donors, he warned, would increasingly judge them not on the goodness of their intentions, but on the basis of their results.

Drucker went further than just applying business techniques to managing voluntary organisations. He believed that such entities have many lessons to teach business corporations. They are often much better at engaging the enthusiasm of their volunteers and they are also better at turning their “customers” into “marketers” for their organisation. These days, business organisations have as much to learn from churches as churches have to learn from them.

Drucker has been criticised for being a maverick in the management world, and a maverick who has increasingly been left behind by the increasing rigour of his chosen field. He taught in tiny Claremont rather than at Harvard or Stanford. He never grappled with the rigours of quantitative techniques. There is no single area of academic management theory that he made his own, as Michael Porter did with strategy and Theodore Levitt did with marketing. He would throw out a highly provocative idea, such as the idea that the West has entered a post-capitalist society, thanks to the importance of pension funds, without really clarifying his terms or tying up his arguments.

That argument is both short-sighted and unfair. It is short-sighted because it ignores his pioneering role in creating the modern profession of management. He produced one of the first systematic studies of a big company. He pioneered the idea that ideas can help galvanise companies. And he helped to make management fashionable with a constant stream of popular writing. It may be a bit much to claim that Drucker was “the man who invented management”. But he certainly made a unique contribution to the development of the subject.

He cannot be put into any neat academic pigeonhole: he liked to refer to himself as a “social ecologist” rather than a management theorist, still less a management guru. He eschewed the system-building of some of his fellow academics and preferred reading Jane Austen to doing multivariate analysis.

But Drucker made up for his lack of system with a stream of insights on an extraordinary range of subjects: for

example he was one of the first people to predict, back in the 1950s, that computers would revolutionise business. His reading of history enabled him to see through the fog that clouds less learned minds: he liked to puncture breathless talk of the new age of globalisation by pointing out that companies such as Fiat (founded in 1899) and Siemens (founded in 1847) produced more abroad than at home almost as soon as they got off the ground.

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### The legacy

So many of Drucker’s ideas have passed into conventional wisdom, that he is the victim of his own success. His writings on the importance of knowledge workers and empowerment may sound a little banal today. But they certainly weren’t banal when he first dreamt them up in the 1940s, or when they were first put in to practice in the 1980s.

Drucker continued to produce new ideas up until his 90s. His work on the management of voluntary organisations, particularly religious organisations, remained at the cutting edge. America’s business academics have only just begun to look seriously at the organisational transformation that he helped to pioneer.

Asked which management books he paid attention to, Bill Gates once replied, “Well, Drucker of course,” before citing a few lesser mortals. Management theory has not evolved into the world’s most rigorous or enticing intellectual discipline. But in Peter Drucker it at least found a champion whom every educated person should take the trouble to read. §

# Requisite variety: the challenge for workforce development

The challenge of developing and delivering a workforce that can meet and adapt to the demands of today and the future requires action on many fronts.

Professor Debra Humphris, the Director of the Health Care Innovation Unit at the University of Southampton, and since 2000 the Director of the University's New Generation Project, has been a leader in English health workforce development.

The Auckland Workforce Development and Planning Group snaffled Professor Humphris, on her way to present in Australia, to talk about how the English are meeting the challenge for workforce development.

Rather than keeping her to themselves, the workforce group arranged for Debra to make a management grand round presentation. The large number who turned up of a hot Friday afternoon to listen to Debra suggests that there is a wide general interest in this area.

Debra began with a quote from Richard Pascale, *"equilibrium is in fact a precursor to death, being a state in which a living system is less responsive to changes occurring around it"*. She could have, but did not, offer another quote from Pascale, *"Healthcare and other sectors such as public education and utilities — semi-private, quasi-public, heavily regulated, somewhat at the mercy of market forces — can end up in a deeply unhealthy form of equilibrium, with all of the stake holders frozen into position. In order to "unfreeze" one institution, you must to some extent "unfreeze" its stakeholders, from doctors and patients to payors."* Debra did offer Pascale's version of Ashby's law from cybernetics, *"the survival of any organism depends on its capability to cultivate (not just tolerate) variety in its internal structure."*

Richard Pascale's work was new for me, but a first taste has whetted my appetite to explore further. Try <http://imaginewhatif.com/Pages/Pascale.html> for a taste of metaphors like "the myth of cascading intention." But the broad sweep of the cross training taking place at Southampton will not be new to those with recent involvement with our

learning institutes. It is in the detail of funding and delivery that Southampton seems to be ahead of us.

England, with a health expenditure running at 9.7% of GDP has realised that it has to make better use of its skilled health workforce. While the number of healthcare professionals is important for the capacity of the system, the way the workforce is used is even more important. As the 'Bristol inquiry' observed, "one of the most effective ways to foster an understanding about and a respect for various professional roles and the value of multi professional teams is to expose medical and nursing students, other healthcare professionals and managers to shared education and training." A recommendation from the Victoria Climbié (a young girl who was murdered after being "abandoned" by social services) inquiry report was that "The National Agency for Children and Families should require each of the training bodies covering the services provided by doctors, nurses, teachers, police officers, officers working in housing departments, and social workers to demonstrate that effective joint working between each of these professional groups features in their national training programmes."

The New Zealand Health Workforce Advisory Committee has picked up on this theme by stating that "health practitioners must learn to work in teams whose aim is to provide safe, high quality, integrated and well managed care that makes best use of all the resources a community has to commit to health. . . .to achieve this will require changes to the way health practitioners are trained, deployed and the way they work."

Although we have similar philosophies, where we part company with the English system is in the way education is funded. Health education is funded from vote health, so health gets to dictate the types of courses offered and graduate flow is directed to meeting workforce needs.

The New Generation Project which Debra leads is funded by the Department of Health. It sets out to develop an inter-professional common learning

problem. For selected curriculum units, 1500 students per academic year, from eleven pre-qualifying professions, are mixed into teams for a small group model of learning. The units cover: collaborative learning; inter-professional team working; and inter-professional development in practice.

Working in teams transforms how students learn in practice, and transforms the practice. Students learn about inter-professional practice through observation and interaction with real teams and through their assignments have an opportunity to bring real value to the real teams they work with. The assigning of students to mixed profession teams in the first weeks of their first year of training has been a very successful strategy for eliminating pre-conceptions they may have about each other.

Southampton has developed a 2 year Foundation Degree in Health and Social Care. The Foundation degree offers an entry point to a health care profession for those who want to make a fresh start from some other occupation, or graduate with a slightly lower qualification. Students can graduate and take up "associate practitioner"/case manager roles, or cross over to a full degree programme. The "intermediate practitioner" qualification is much wider than that of an enrolled nurse. Students are cross trained in a number of disciplines with the full support of practitioners in those disciplines.

To graduate they have to be assessed as competent in 10 different areas. As practitioners they are particularly useful in community settings attending to a number of tasks in one visit that would otherwise require separate visits from a range of practitioners. Debra cited a case in England where a patient dubbed "Mr V" had been visited in his home 17 times in 4 days. Most galling for him was being asked again and again in his own living room for his address.

By aligning academia to practice, the desired outcome of this programme - lifting graduates to the level of consultants in intermediate care has been

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A Branch of the Australian  
College of Health Service  
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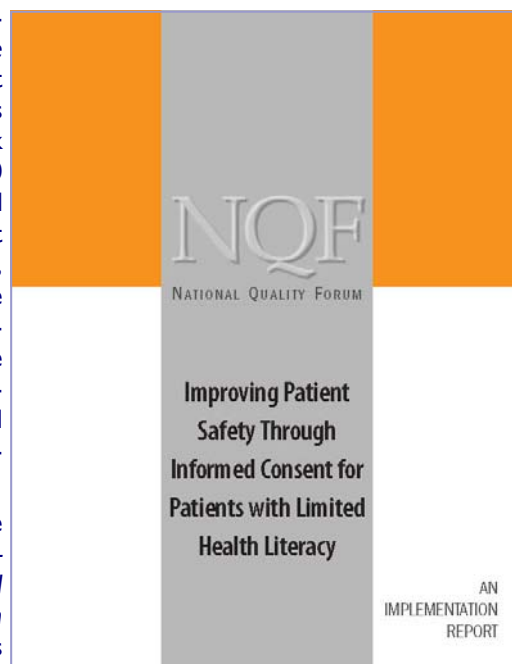
Inform Editor Bruce Parkes

## Making Patients Safer Through Informed Consent

In May 2003, the National Quality Forum (NQF) in the U.S. published *Safe Practices for Better Healthcare*, a report specifying 30 evidence-based practices that would substantially reduce the risk of healthcare errors. Among these 30 practices, a practice calling for improved communication in the informed consent process stood out, the NQF says, "because of its cross-cutting relevance across clinical areas, its focus on patient-centred care, and its importance to patients who are particularly vulnerable to receiving poor-quality care and to being exposed to medical errors because of communication barriers."

With Commonwealth Fund support, the NQF has published a new report, *Improving Patient Safety Through Informed Consent for Patients with Limited Health Literacy*. The report focuses on what has been learned from providers who

adopted a method known as "teach back," which involves asking patients to recount information to demonstrate their level of understanding. The report, is now available online on the [NQF Web site](#). Hard copies of the report can also be ordered through the site.



While the focus of the study was on the American environment, the principles of informed consent are universal and equally applicable in our environment. The study findings can help all healthcare providers to overcome barriers to effective informed consent, particularly in treating patients with limited health literacy, which includes not only those who have limited English proficiency, but also English speakers who have difficulty understanding healthcare terms and concepts. §

### Seminar Programme

Our seminar programme for 2006 is now complete.

The Auckland Committee thank David Sage, Charmaine Tate, David Rankin, Judith McMorland, Joyce Hood, and Reece Notton for their contributions.

We also thank Auckland Hospital, Cap Gemini, Spectrum Care and Brightside Hospital for making their facilities available to us; and Medirest for their ongoing support of the seminar programme.

And we thank all those members and their guests who joined us for all, or parts of the programme. We look forward to you joining with us for networking and education opportunities in 2006

Our seminar programme is supported by:



**MEDIREST**  
Caring Service, Smart Solutions

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reached. While intermediate practitioners are not yet regulated, case studies have confirmed that patient safety has been built into their training. Perhaps surprisingly this has been achieved with the acquiescence and co-operation of professional bodies and unions.

Whether or not we want to move down the path of an intermediate practitioner in any discipline, the concept of vote health funding and controlling the education of health professionals seems to offer an opportunity to match training to areas of greatest need. Will we have to wait three years for one of our major political parties to offer it as a solution to our staffing shortfall? §

### Contributions Welcome

1. The Auckland Branch welcomes contributions to **Inform** on subjects of interest to managers in the health and disability sector. Articles may be longer researched contributions, comments on current practice, or shorter notes and/or reviews. The range of possible subjects is very wide.
2. The maximum length is generally 3000 words. Shorter contributions are very welcome. Please include an e-mail address so authors can be contacted and a brief list of key points or an abstract.
3. Copy should be provided by e-mail or on a computer disk.
4. Contributions may be passed to the Editorial Committee for consideration.
5. Make submissions or contact the Editor for more information at [admin@nzihm.org.nz](mailto:admin@nzihm.org.nz)