

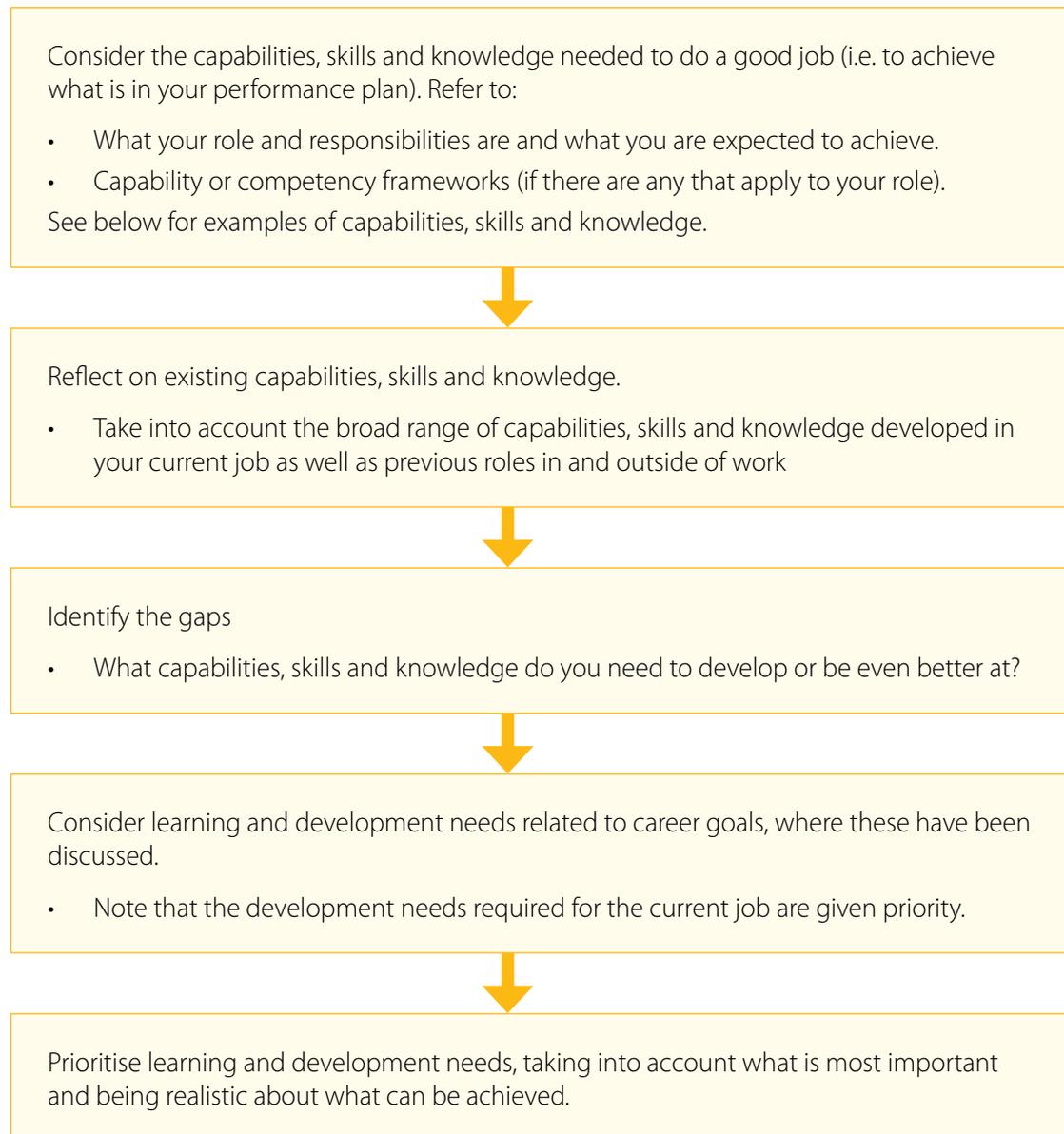


ACTPS Performance Framework

Planning for Learning and Development

Identifying learning and development needs and priorities

Discussing learning and development needs and priorities and how these needs will be addressed is an important element of the ACTPS Performance Framework.





Examples of capabilities, skills and knowledge

When we talk about capabilities, skills and knowledge in the public service we are talking about:

- Knowledge – what we know or understand
- Skills – what we can do
- Capabilities – how we can apply our knowledge and skills

Knowledge	Skills	Capabilities
Knowing or understanding <ul style="list-style-type: none"> • the steps in a process • who to involve and when • how to undertake a task • legislation, policies or rules of a subject/issue • how something works • how to use a system 	Being able to: <ul style="list-style-type: none"> • do a task • complete a process • involve and communicate with others • use a system • interpret and analyse information 	Applying knowledge and skills to: <ul style="list-style-type: none"> • solve problems • make decisions • exercise judgment • build relationships • work out what needs to be done

Know your own Style: How do you learn best?

Learning styles

There are a number of theories and models that describe different learning styles. One simple model describes three different learning styles – Visual, Auditory and Kinaesthetic or 'VAK'.

The VAK learning style theory says that most people have one dominant or preferred learning style. While they may have a dominant or preferred style they can still learn using the other styles, but this learning may not be as efficient or effective. The VAK model also recognises that some people may have a mix of learning styles.

Learning style self-assessment

It is likely that you already know what your preferred learning style is. The following self-assessment is a simple way of exploring and confirming how you prefer to learn. Remember that while we usually have a dominant or preferred style we will also use the other styles.

Consider the statements in the left hand column in the table below and circle the response that is most like you.

When I...		I prefer to...	
1. attend a training course	Read the notes/ PowerPoint's or watching the trainer	Listen and talk with the trainer and other participants	Do activities
2. prepare for exam or an interview	Write and read notes or create a visual of key points in my head	Say key points or phrases in my head or talk answers through with others	Practice answering questions
3. am using a new piece of technology for the first time (e.g. a camera, TV)	Read the manual or watch a demonstration	Ask the salesperson or someone else how to use it	Turn it on and work it out as I go
4. am remembering someone I have met	I recall their face or what they looked like	I recall what they said or what we talked about	I recall what we were doing or what was happening at the time
5. am delegating a task	Put the instructions in writing (e.g. in an email)	Talk to the other person about what needs to be done	Ask them to have a go
6. am going somewhere new	Look at a map or directions	Ask someone for directions	Head off in the direction I think I should be going
7. attend a seminar	See lots of handouts, diagrams and visual aids	Listen to what the presenter has to say	Participate in hands-on demonstrations or practical sessions
8. receive feedback	Receive it in writing or as annotations on a piece of work	To be given it verbally	To be given it as I am doing a task
9. choose a book or magazine to read	Select on the basis of what the cover looks like or the written reviews	Ask others what they recommend	Read parts of it before making a decision
10. am making a major purchase (e.g. a car, laptop)	Read the brochure and/ or see what it looks like	Ask others for their views or take into account what others have told me	Try it (e.g. go for a test drive)
Total circled in each column			
Learning Style	Visual	Auditory	Kineasthetic

The number of responses that you circled in each column indicates how you prefer to learn. You may have a clear preference or you may like to learn in a way that is consistent with two or all three of the learning styles.

Visual learning style

Visual people think in terms of images such as graphics and text on a page. People with a visual learning style learn through observation. They prefer information to be conveyed through the use of diagrams, pictures or handouts. Examples of learning activities include:

- watching or observing others
- reading or writing instructions, maps, timelines and graphs
- making notes or 'brain-storm' diagrams
- developing a document, model or diagram
- viewing a video.

Auditory learning style

Auditory people prefer sound and the spoken voice. People with an auditory learning style learn through listening to or talking with others. They prefer information to be conveyed through the spoken word or sounds. Examples of learning experiences include:

- being briefed verbally - listening to 'what has happened'
- talking an idea or issue through with other people
- listening to audio.

Kinaesthetic learning style

Kinaesthetic people think in terms of touch and feel. People with a kinaesthetic style learn through practical experience. Examples of learning experiences include:

- 'having a go'
- completing a practical or hands-on task
- thinking about how an idea or proposal will look 'in real life' in order to understand it better
- trying, testing, 'fiddling' with a system or process until they have explored it enough to learn how to use it.

Use the knowledge of your own learning preference to:

- Gather or 'take in' new information and instructions
- Reflect on your learning experiences and think about how you can learn differently in future (ie: ask someone to explain something differently).

Use the knowledge of other people's learning preference to:

- Give them information in a way that they will understand more easily ie: draw a diagram, talk them through it, send an email with a list, let them 'do' a new task with your supervision.

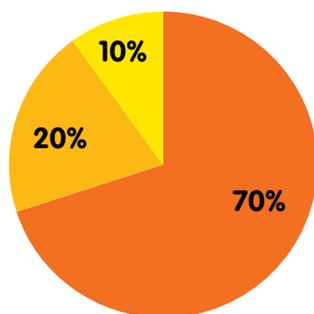
Identifying and agreeing appropriate learning and development options

1. Remember that learning and development isn't limited to attendance at training courses. There are a range of effective approaches that can be considered.
2. Identify which learning styles which are most effective for you.
3. Identify learning and development options that may be most effective taking into account the 70:20:10 model of learning and development. More information on this model and a range of learning and development options is provided below.

4. If you and your supervisor agree that a training course would be useful, research what is available in a suitable timeframe. The following are good starting points:
 - » the ACTPS or Directorate training calendars
 - » colleagues and managers
 - » relevant professional associations.
5. Once an appropriate learning activity has been identified discuss:
 - » how the learning will be applied on the job (what activities can be undertaken to implement new capabilities, skills and knowledge)
 - » how new skills and knowledge can be shared with others
 - » how you will monitor and review the impact of the learning and development.

The 70:20:10 model of learning and development

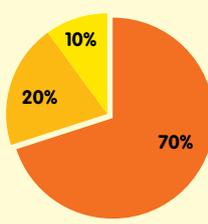
Many organisations are adopting the 70:20:10 model of learning and development. The model is based on research by Michael M Lombardo and Robert W Eichinger which found that learning and development is most effective when it is a combination of learning approaches, and when about:



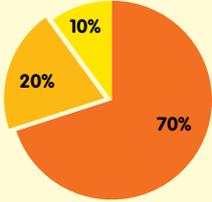
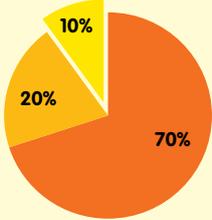
- 70%** is structured on-the-job learning or learning from experience;
- 20%** is relationship-based learning or learning through other colleagues; and
- 10%** is formal learning or learning through structured courses and programs.

A combination of learning approaches is often called blended learning.

Learning and development options

On-the-job Learning	Options
	<ul style="list-style-type: none"> • Working on a new project (individually or with other colleagues). • Completing different tasks and being given feedback on the completion of those tasks. • Following a procedure manual or online tutorial while completing a task. • Taking on a new role. • Working with a new process or system. • Completing tasks which usefully challenge or 'stretch' someone so they learn something new (known as stretch assignments). • Participating in a corporate activity or committee. • Shadowing or pairing with another team/staff member or more senior staff member. • Completing research. • Job rotation or secondment. • Self-evaluation and reflection.



<p>Learning through Other Colleagues</p> 	<ul style="list-style-type: none"> • Talking with, or receiving a brief from an expert or more experienced person. • Sharing knowledge/insights with other colleagues. • Presenting to the team following training. • Observing colleagues under the direction of the supervisor or manager “why not ask X if you can go with them so you can see...” • Participating in online forums. • Peer supervision “how do you think I did there? What would you have done” • Discussing and seeking feedback. • Being coached or mentored (some workplaces have ‘buddy’ systems which provide mentors to new staff) • Mentoring, coaching or teaching other colleagues (often the best way to learn) • Networking (meeting and talking with others who share your professional interest or role in a different team or part of the service)
<p>Courses and Training</p> 	<ul style="list-style-type: none"> • Attending courses. • Team training. • Reading books, journals or articles. • Completing online learning modules or computer training. • Further study. • Internet research.

Being proactive about your professional and career development

Many people don't have career goals, but even without specific goals you can still take an active (rather than passive or go with the flow) approach to your development by following the steps below:

Think about what you would like to achieve in the working part of your life in the future. Think about the next 12 months or longer.

Imagine you are 1 year down the track – what would you like to be able to say about what you have achieved at work?

- Have you taken on leadership responsibilities? Do you now feel confident in your job? What outcomes have you been successful in achieving?
- What job are you doing or what type of work are you doing?
- What skills and knowledge do you have?
- In what ways do you find the work fulfilling and enjoyable?

Now think about the same questions for 5 and 10 years down the track.



How will you make this happen?

Do you need to know about:

- Whether this is possible/realistic?
- What you need to do – what are the steps to getting there?
- Do you need some qualifications? More experience? Both?
- Who can help you?
- How have others achieved this?
- What initiatives or resources may be available to help you?

Where can you find this information?



How will you get the **knowledge, skills and experience** to achieve your career goals?

Think about:

- How you can develop in your current role? Is your current role giving you the experience you need to develop your skills and knowledge so that you can reach your career goals?
- Reflecting or 'thinking back over' everything you do at work turns work into one big learning opportunity.
- What learning and development activities can help you build the knowledge, skills and experience (keeping in mind the 70:20:10 model)?
- What other activities outside of your team you can get involved in? Can you suggest swapping your job for a day with someone in another department to find out more about what they do? Could you 'shadow' a colleague from another section to learn a particular skill that they have?
- What activities can you/are you prepared to undertake outside of work (e.g. volunteer roles, involvement in professional associations)?





What **relationships** do you have that can help you achieve your career goals?

Think about:

- How your supervisor/manager can help or support you.
 - » Can they sign off on the 1 hour per week 'shadowing' exercise that you have organised?
 - » Can they put you in touch with a professional association that you could join?
 - » Can they recommend and nominate a network that you could join?
 - » Might you ask them to agree some flexible working arrangements so that you can undertake a longer-term formal course?
- Which colleagues or friends can you learn from? Who do you admire professionally and what is it they do that you wish you could do more or better?
 - » Consider setting up a coaching or mentoring relationship (a coach helps you to decide what you want or need to do and a mentor helps you to do it in a practical sense). These relationships can be as formal or informal as you want and with anyone who you trust or admire professionally.
 - » What about joining an ACTPS network? Or how about setting one up with people from different teams who do similar work to you?

Golden rule: Talk to others and let them know what you are trying to achieve and how they can help.



Talk about your professional and career development as part of your **performance discussions**.

Tips for discussing learning and development needs and priorities

Employees	Supervisors/managers
<ul style="list-style-type: none"> • Reflect on: <ul style="list-style-type: none"> » what you are comfortable doing – your strengths » what you could do better – areas for development » areas you would like to support your career development • Be prepared to talk about your performance challenges • Think about ways you would like to be stretched in your job • Bring your thoughts on any development opportunities you want to pursue to the meeting • Be realistic about what can be achieved taking into account time and resources available. Take into account: <ul style="list-style-type: none"> » Current and future workloads and priorities » Staffing issues (e.g. timing of leave) » Whether any direct costs can be met within the budget • How you will implement what you have learned and developed in the workplace 	<ul style="list-style-type: none"> • Reflect on: <ul style="list-style-type: none"> » what the employee is comfortable doing – their strengths » what they could do better - areas for further development » development that would support their career development • Be realistic about learning and development options – reflect on what is available and possible and be careful not to create expectations that cannot be met • What support you can provide <ul style="list-style-type: none"> » on-the-job learning opportunities » mentoring or coaching » sharing your knowledge • How the impact of learning and development will be implemented and monitored