

Chapter 9¹

Learning and development

9.1 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 Performance Framework.

Consider the capabilities, skills and knowledge needed to do a good job (i.e. to achieve what is in your performance plan). Refer to:

- What your role and responsibilities are and what you are expected to achieve.
- Capability or competency frameworks (if there are any that apply to your role).

See below for examples of capabilities, skills and knowledge.



Reflect on existing capabilities, skills and knowledge.

- Take into account the broad range of capabilities, skills and knowledge developed in your current job as well as previous roles in and outside of work



Identify the gaps

- What capabilities, skills and knowledge do you need to develop or be even better at?



¹Armstrong, M. (2014). Armstrong's handbook of human resource management practice (11th ed.). London: Kogan Page.

Consider learning and development needs related to career goals, where these have been discussed.

- Note that the development needs required for the current job are given priority.



Prioritise learning and development needs, taking into account what is most important and being realistic about what can be achieved.

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"> <input type="checkbox"/> do a task <input type="checkbox"/> complete a process <input type="checkbox"/> involve and communicate with others <input type="checkbox"/> use a system <input type="checkbox"/> interpret and analyses information 	Applying knowledge and skills to: <ul style="list-style-type: none"> <input type="checkbox"/> solve problems <input type="checkbox"/> make decisions <input type="checkbox"/> exercise judgment <input type="checkbox"/> build relationships <input type="checkbox"/> work out what needs to be done

9.2 Know your own Style: How do you learn best?

9.2.1 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 recognizes that some people may have a mix of learning styles.

9.2.2 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

When I...	I prefer to...		
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 way that is consistent with two or all three of the learning styles.

9.2.3 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.

9.2.4 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.

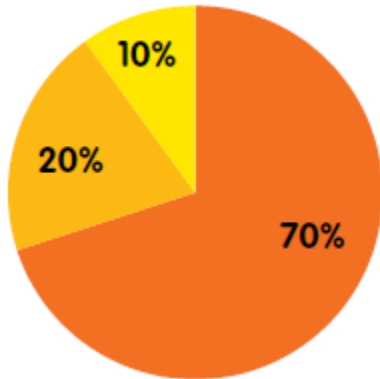
9.2.5 Kinaesthetic learning style

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.

9.3 The 70:20:10 model of learning and development

Many organizations 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;

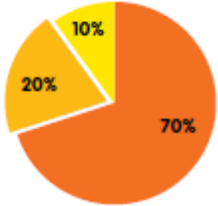
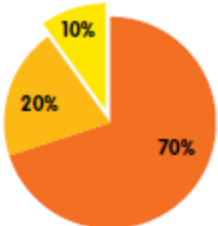
20% is relationship-based learning or learning through other colleagues; and

10% is formal learning or learning through structured courses and programs.

A combination of learning approaches is often called blended learning.

9.4 Learning and development options

<p>On-the-job learning</p> <table border="1"> <thead> <tr> <th>Learning Approach</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Structured on-the-job learning or learning from experience</td> <td>70%</td> </tr> <tr> <td>Relationship-based learning or learning through other colleagues</td> <td>20%</td> </tr> <tr> <td>Formal learning or learning through structured courses and programs</td> <td>10%</td> </tr> </tbody> </table>	Learning Approach	Percentage	Structured on-the-job learning or learning from experience	70%	Relationship-based learning or learning through other colleagues	20%	Formal learning or learning through structured courses and programs	10%	<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.
Learning Approach	Percentage								
Structured on-the-job learning or learning from experience	70%								
Relationship-based learning or learning through other colleagues	20%								
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<p>Learning through other colleagues</p>  <table border="1"> <caption>Data for Learning through other colleagues pie chart</caption> <thead> <tr> <th>Method</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>70%</td> <td>70%</td> </tr> <tr> <td>20%</td> <td>20%</td> </tr> <tr> <td>10%</td> <td>10%</td> </tr> </tbody> </table>	Method	Percentage	70%	70%	20%	20%	10%	10%	<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)
Method	Percentage								
70%	70%								
20%	20%								
10%	10%								
<p>Courses and Training</p>  <table border="1"> <caption>Data for Courses and Training pie chart</caption> <thead> <tr> <th>Method</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>70%</td> <td>70%</td> </tr> <tr> <td>20%</td> <td>20%</td> </tr> <tr> <td>10%</td> <td>10%</td> </tr> </tbody> </table>	Method	Percentage	70%	70%	20%	20%	10%	10%	<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.
Method	Percentage								
70%	70%								
20%	20%								
10%	10%								

9.5 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 <ul style="list-style-type: none"> - 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