

Supporting team development

Successful change is only achieved when employees have the skills to deliver the new process, system or approach. Equipping staff with these skills can take considerable time and effort for larger projects but there are different ways of providing learning and development.

External resources can help deliver up-skilling. Secondments from other parts of the South Australian public sector may also be considered. Seek advice from your HR team to determine the best approach.



Templates to help assessing learning development and needs

[Assessing skills gaps](#)

How to do it

1. Assess learning and development needs

Knowing when to equip staff with the skills and capabilities to implement change is important. Use a tool to assess the learning and development needs and identify when and how these capabilities would be best applied across the organisation.

2. Design learning and development

Use the 'backward design' model (Wiggins and McTighe, 2005) to determine the best way to educate and train staff. The model maximises the transfer of learning into effective practice by using inference and transference:

- Understanding by inference occurs when the participant is able to recall new knowledge in appropriate settings.
- Understanding by transference occurs when the participant takes what they learn in one context and applies it in other settings with different problems.

Even if you use other learning and development content, always adapt it to the context, language and real life scenarios relevant to the audience. This ensures the key learning outcomes accelerate the development of a culture that embraces change, is resilient and adaptable, and is open to continuous improvement. Here are some examples of learning and development techniques:

- classroom-style learning and development
- train the trainer
- eLearning
- road shows
- super-user coaching.

Your HR and Organisational Development teams can help you design learning and development appropriate to your workforce.

Learning and development should always be consistent with the public sector values and behaviours.



Backward design model



3. Transfer learning into workplace

The ultimate aim is to facilitate the best possible transfer of learning into the workplace. This is crucial in enabling staff to acquire the skills and capabilities, which are often not retained unless reinforcement is performed.

Learning transfer is reinforced through a mix of formal and informal experiences. The 70/20/10 model, developed by McCall, Eichinger and Lombardo at the Centre for Creative Leadership at Princeton University in 2002, indicates that learning and development occurs most effectively when:

- 10% of learning happens in formal learning and development through seminars, workshops and accreditations
- 20% of learning happens through feedback, mentoring, coaching and positive role models
- 70% of learning happens on the job through workplace tasks, stretch assignments and project work.

Learning opportunities beyond formal learning and development include:

- coaching and mentoring
- peer support
- fact sheets
- blogs and other social media
- workbooks that track change initiatives by participants
- skills assessments
- application of learning on dedicated change projects.

Customise your capability development programs to be relevant and practical to different audiences.



Adjust for scale

The scale of your learning and development program depends on the existing capability of your workforce and also on the scale of your change project.

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| Small: Improving and refining methods, policies and procedures; the future state is not very different to the current ways of working | <ul style="list-style-type: none"> This may be achievable with the skills available within your current team. |
| Medium: Distinct modifications to strategies, structures and management processes | <ul style="list-style-type: none"> You should ensure a thorough skills gap analysis is completed. |
| Large: Substantial realignment, restructuring and transformation of all or part of the organisation | <ul style="list-style-type: none"> As above. You will likely need to source additional skills from outside your team, whether through training and development, secondment or recruitment. |

Success measures

You can measure the success of your learning and development program using this evaluation model:

| Level of evaluation | What to measure | Purpose |
|----------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Reaction | Participants' reactions to the program and their levels of satisfaction | To improve program design and delivery |
| Learning | The extent to which individual participants have advanced their skills, knowledge and attitudes | To improve program content, format and organisation |
| Support to change | Enablers and inhibitors to the change effort | To inform the overall change efforts |
| Transfer of learning | Extent to which the learning has been transferred into more effective practice | To assess whether the intended results have been achieved and transferred to the work context |
| Results | Tangible results that have occurred as a result of participants' attendance at the program | To demonstrate the overall impact of professional development |

