ACT PUBLIC SERVICE LEARNING STRATEGY

ACT Government

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INTRODUCTION

The ACT Public Service Learning Strategy has a Whole of Government focus. As the framing process used in its development is based on strategic workforce planning tools, the process can also be used by directorates, or business areas/units within directorates, to assist in the design of local learning and development strategies.

Learning and development activities across the ACT Public Service (ACTPS) need to focus on building our leadership and learning culture to deliver on the Chief Minister's Statement of Ambition (The Statement).

STRATEGIC WORKFORCE DIAGNOSIS

THE GOVERNMENT'S PRIORITIES

In March 2016 the Chief Minister released his Statement of Ambition for Canberra. The Statement articulates his vision of Canberra being one of the world's most liveable and competitive cities – welcoming to all. The Statement provides a summary of future ambition, a recognition of current momentum, clarification of the challenges and drivers shaping Canberra and four key future directions of travel. It articulates an integrated program of action which balances short-term delivery with long-term progress.

The directions of travel are:

1. We must attract and retain talented people that can help make our city great.

2. We must continue to open and diversify our local economy building on the strong position we have as one of Australian's longest serving knowledge based cities.

3. We must deliver better metropolitan infrastructure that helps to renew our inner precincts strengthening our suburbs and providing new opportunities for all.

4. We must embrace the digital mindset and deliver integrated smart city initiatives

The Chief Minister has challenged the ACTPS to find 100 ways to make things happen, not 100 ways to say no. With this in mind, this strategy focuses on building an agile, responsive and innovative ACTPS to deliver on the Statement.

IMPLICATIONS ON HOW WE DO BUSINESS

Professor Shergold's *Learning from Failure* report observes that the challenge for any large bureaucracy is finding a balance between a governance structure that assures both ethical behaviour and maintains priority direction for all effort and an empowered enlightened adaptive workforce that is opportunistic and responsive with staff who step up willingly, take risks and accept success or failure. This is true for the ACTPS.

In building an agile, responsive and innovative ACTPS, the Chief Minister has endorsed the One Government approach and used Access Canberra as an example. The Chief Minister has stressed the importance of collaboration and engagement with stakeholders. The ACTPS needs to rigorously examine the effectiveness of current programs and services and remove barriers for access to services. In developing new programs and services the ACTPS should consider working with other areas that are serving a similar client base.

The ACTPS is unique as we live in the community that we serve. The ACT Government is committed to engaging with the Canberra community in a genuine and transparent way. Opportunities for citizen engagement provide a voice for the community while fostering a sense of belonging. The ACT Government is continually developing its Whole of Government community engagement model and digital engagement platform, yoursay.gov.au, to ensure engagement opportunities are available for all Canberrans, including those who are time poor and cannot participate in traditional public meetings.

Appropriate engagement with risk, to manage rather than avoid, has been a strong theme driven out from the Chief Minister and Strategic Board into executive development and corporate communications. This is a continuing discussion. Directorates have reasonably mature risk management frameworks in place but it does however require continued focus and commitment to embed an innovation culture that effectively engages and manages/mitigates risk. Staff want to know that Senior Executives will 'have their back' if mistakes are made, but in a genuine attempt to take calculated risks, and the level of trust varies across different directorates and across different levels.

A sustained focus on employee engagement is also essential to success in this area. Excellent and innovative service delivery relies on employees who are highly motivated and connected with the community they serve.

Engaged employees:

> know what is expected of them at work;
> have the resources and equipment to produce good work;
> feel that someone at work encourages their development;
> get regular constructive feedback;
> feel valued and cared about as individuals; and
> have the opportunity to be the best at what they do every day.

Staff want to know that Senior Executives will 'have their back'.

KEY METRICS OF BUSINESS SUCCESS

The key metrics of business success are:

> equity in health, education and social participation in the community;

> balancing the budget in coming years despite the existing constrained budgetary environment which is due to a number of factors including the loss of a significant number of APS jobs and Commonwealth cuts to revenue;

> the ability of the Government and the ACTPS to be more nationally and internationally engaged and to open up the ACT economy to investment and opportunity;

> enabling more efficient use of technological resources and joined services;

> raising and generating revenue from a broader economic base to deliver services to the community; and

> reflecting the ACT community demographics in the ACTPS workforce, including Indigenous, people with disability, LGBTI and mature age.

CAPABILITIES REQUIRED OF LEADERS AT ALL LEVELS TO ACHIEVE THESE METRICS AND BUSINESS GOALS

The achievement of the desired future ACTPS rests largely on the ability of leaders and managers to create productive working environments that engage staff and foster collaboration, innovation, communication, responsiveness and thinking outside of the square.

The ACTPS Shared Capability Framework (the Capability Framework) has been developed to describe the skills, knowledge and behaviour that can universally be expected of every ACTPS employee at different organisational levels and in every workplace across the Service including those at the executive level.

The ACTPS Values and Signature Behaviours are incorporated into the Capability Framework to drive realisation of strategic business outcomes.

Using the Capability Framework will ensure that the ACTPS workforce is agile, responsive and innovative. Capable of delivering consistently high quality services, the ACTPS will be well equipped to weather change and embrace the future. The Capability Framework is based on the following capabilities:

1. **Service Delivery** – drives and communicates goals that are in line with Government priorities;

2. **Team work** – Fosters collaboration and engagement and drives the 'One Service' approach;

3. **Achieves Results with Integrity** – utilises the ACTPS Performance Framework to deliver on KPIs and recognition of achievements;

4. **Thinking and Innovating** – reinforces flexible work environment with changing priorities and the ability to challenge the status quo; and

5. **Leadership** - Executive Capability to lead and motivate people.

IMPLICATIONS FOR THE ACTPS LEARNING STRATEGY

ALIGNMENT OF CURRENT OFFERINGS WITH STRATEGIC PRIORITIES

The ACTPS is committed to embedding an engaged workforce. Robust performance planning, development and review, aligned to the strategic direction of the Service, will enable managers to move beyond organising, controlling and risk aversion to a stronger focus on innovation and change. The Capability Framework and the ACTPS Performance Framework (the Performance Framework) are crucial drivers in achieving this.

This learning strategy outlines the commitment to an ongoing learning environment for the ACTPS and reinforces the commitment to innovation and change. The learning strategy will ensure we are heading in the right direction and building the culture we want in the ACTPS. Learning needs to deliver a change in behaviour which in return will deliver results for the ACTPS.

The learning strategy focuses on:

> demonstrating the long term commitment to building an agile, responsive and innovative ACTPS;

> continually assessing specific employee learning and development needs across the ACTPS to ensure service delivery to the community; and

> ensuring delivery of appropriate learning is available to our employees to ensure they have the necessary level of competency to fulfil their specific role and responsibilities.

Learning and development in the ACTPS is at three discrete levels.

These are:

> **Core (all employees)** - the aim is to ensure employees are aware of Government priorities and the critical functions, services and employment expectations for the ACTPS. This is delivered through inductions, Workplace Health and Safety training, Respect Equity and Diverse training, the ACTPS Employment Portal and on-the-job opportunities.

> **Highly Recommended** – is determined from the individual employee's capability, skill set and job role requirements. Highly recommended training can be identified through a range of mechanisms including the ADAPT Workforce Planning Framework and Toolkit, the Capability Framework and the Performance Framework.

- **ADAPT Workforce Planning Framework and Toolkit** – the ADAPT framework and toolkit ensures learning is linked to, and responsive to changing business needs. ADAPT involves analysing, mobilising and developing the current workforce to meet the future business requirements. As part of the ADAPT process directorates are able to develop strategies for addressing gaps and surpluses. This may include training to improve capability and retain existing workforce as well as retraining surplus employees to fill gaps.

- **Capability Framework** – the Capability Framework describes the skills, knowledge and behaviours that can be expected at different levels of every ACT public servant.

- **Performance Framework** – the Performance Framework enables the setting of goals for performance, behaviour and learning that directly link to the Government's priorities and directorates needs. Combined with the Capability Framework, the Performance Framework assists in identifying any additional learning needs. These frameworks also identify any developmental needs in order to meet performance expectations.

> **Leadership** - leadership development is strongly linked to the Government priorities. As our future Public Service relies on the ability of our leaders to create productive and engaged workforces it is crucial for our leaders to lead by example. New approaches for learning are being implemented and developed for leaders including the Leaders Leading Learning program. Other learning activities such as executive rotations, mentoring and short-term executive contracts are positive directions for identifying talent and developing leadership capabilities and securing the future leadership of the ACTPS.

Learning priorities will be guided by a common set of KPIs that will be cascaded down from Directors-General and are linked and measured against Government priorities.

THE INSTRUCTIONAL METHODS SUPPORT THE DEVELOPMENT NEEDED

Adults learn through some or all of the following methods:

> **Experience** - learning and developing through day-to-day tasks, challenges and practice;

> **Other people** - learning and developing with and through others from coaching, mentoring and from observing others; and

> **Formal** - learning and developing through structured courses and programs.

Learning in the ACTPS incorporates a combination of these methods. This provides the best results for the ACTPS taking into account the learning outcomes required.

The focus of the ACTPS Executive Development Program is to develop a culture for leading innovation, engaging with risk and leading transformational change. The objective of the Leaders Leading Learning program is to build an executive cohort where executives are encouraged to champion learning in their workplace. The program elements have been designed to be cascaded down through executive and senior manager levels.
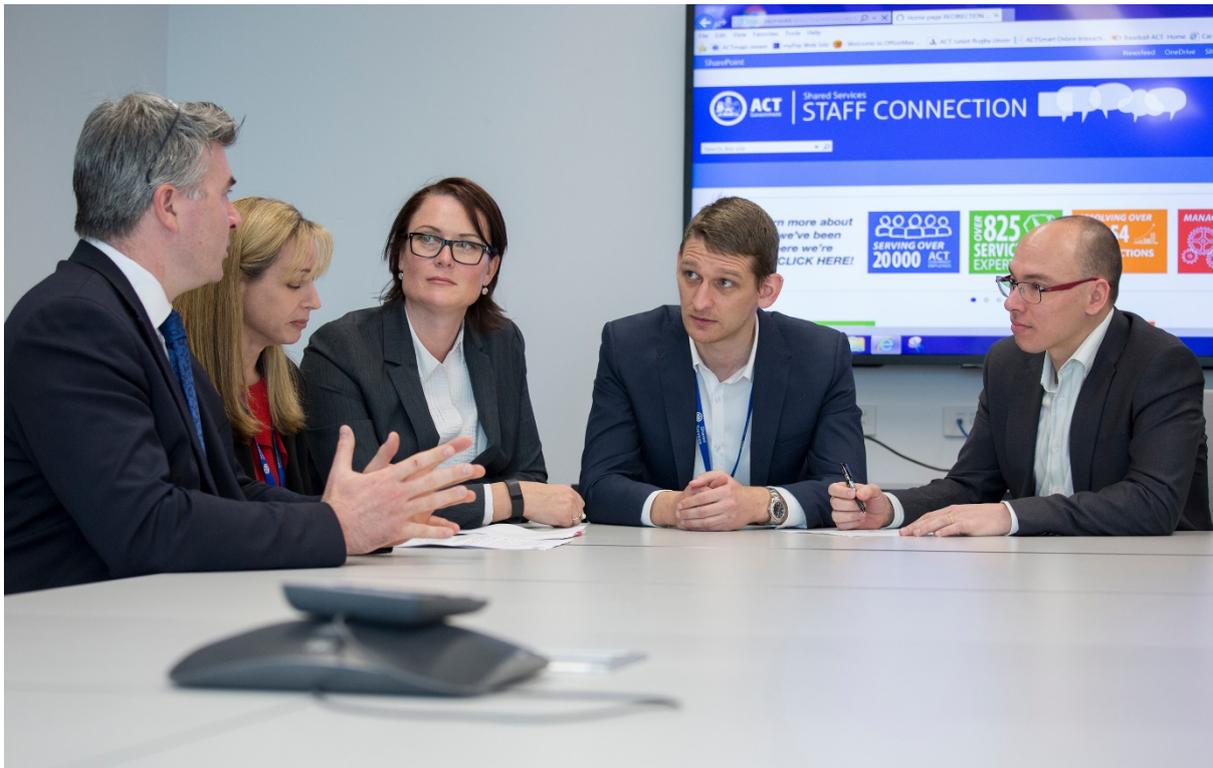
THE EXISTING DEVELOPMENT INFRASTRUCTURE SUPPORTS TALENT AND DEVELOPMENT GOALS

With over 20,900 ACTPS employees across seven directorates, learning needs to be accessible at the appropriate time and location and cover the areas of demand. This requires a development infrastructure that encompasses governance, a learning technology infrastructure and an alignment process.

GOVERNANCE

Bringing the strategic workforce functions into one central location supports talent and development goals. The Workforce Capability and Governance Division (WCAGD) within Chief Minister, Treasury and Economic Development Directorate (CMTEDD) is responsible for the employment and policy framework which supports a professional, skilled and accountable ACTPS that is responsive to the government and the community. WCAGD provides a central agency policy and advisory role for ACTPS employment. The Organisational and Learning Development Team within WCAGD manages Whole of Government training across the ACTPS. WCAGD's Whole of Government focus facilitates strategic connection for the ACTPS with Government priorities through the Strategic Board, People and Performance Council, Human Resource Directors Group and Learning and Development managers from directorates.

The ACTPS Performance Framework aligns with learning and development in order to effectively build employee capability and actively encourage good performance. Performance development in the ACPTS is not limited to formal training but includes the principles of experience, exposure and education; enacted through activities such as coaching and mentoring, taking into account wider career aspirations and on-the-job means of providing experience and development for employees

LEARNING TECHNOLOGY INFRASTRUCTURE

The Organisational and Learning Development Team publishes monthly Whole of Government messages highlighting a range of training opportunities available through the ACTPS training calendar. Training opportunities are selected for inclusion on the message where courses may need additional numbers to be run. Relevant themes within government such as Work, Health and Safety month, may influence the type of courses to be advertised. Manual processes are used to track attendance and provide reporting information to Directorates. Employees use performance discussions reviews to report back to their managers on learning and development achieved during the reporting period. The manual processes are inefficient and lack strategic direction.

Several ACTPS Directorates use learning management systems to manage their directorate specific training for staff, and provide online e-learning. These Directorates are able to track and maintain mandatory training, and assist with relevant RTO reporting.

When an automated learning and development system becomes available it will automate administrative, tracking and reporting processes and link in with capabilities and performance management. It will also enhance access to e-learning across the ACTPS. Through an automated system, individual staff can view and manage their development and required training.

ALIGNMENT PROCESSES

WCAGD aligns Whole of Government employment strategies and programs with Government priorities. The strategies and programs are reviewed when priorities are updated and socialised through forums including the People and Performance Council and Human Resource Directors Group.

The development of this learning strategy, the succession and talent management strategy and the procurement of an automated learning and development system will provide a strong strategic focus for learning and development in the ACTPS.

MEASURING THE IMPACT OF LEARNING ACTIVITIES AGAINST BUSINESS GOALS

Return on investment (ROI) can be measured a number of ways to ensure its effectiveness. They include programme evaluations, employee surveys, behavioural change and succession and talent pool coverage.

Evaluations are undertaken on all training courses offered through the training calendar. Feedback is sought on the instructor, topic, material, presentation and if learning objectives were met.

An automated learning and development system will provide the ACTPS with an oversight of the skills and knowledge held or required at all levels. This ability to measure and report will support managers to identify skills and knowledge gaps and link these to outcomes where improvements can be gained.

ARTICULATE AND ENGAGE

THE LEARNING AGENDA SUPPORTS BUSINESS GOALS

The learning agenda aims to build our leadership and learning culture to deliver on the Chief Minister's Statement of Ambition.

The Strategic Board has endorsed a comprehensive set of workforce strategies and programs, including this learning strategy, that should enable the ACTPS to anticipate emerging trends, seize opportunities and drive the overall direction of the learning agenda. For example:

> Use of the ADAPT Workforce Planning Framework will assist directorates in shaping their workforces to meet an ideal future state, rather than allowing the current state of the workforce shape where they end up in the future. ADAPT will enable directorates to implement and review workforce planning in a modern and dynamic way to meet strategic objectives and business outcomes.
> The Capability Framework will assist directorates to move people to different roles they may not previously have been considered for based on their capabilities.
> The Leaders Leading Learning Program will empower executives and senior managers to develop a culture for leading innovation, engaging with risk and leading transformational change.

The learning strategy will assist and enable directorates in achieving the following outcomes:

> aligning learning with business priorities;
> building an agile, responsive and innovative public service;
> developing the desired culture across the ACTPS;
> providing a range of learning activities;
> allowing learning to be managed more effectively; and
> increasing the likelihood of new skills and knowledge being used in the workplace.

COMMUNICATION WITH PARTNERS AND STAKEHOLDERS ON THE IMPACT OF THE CHANGES

The communication of the ACTPS learning strategy will articulate the ACTPS's commitment to an ongoing learning environment and reinforces the commitment to innovation and change.

Ongoing communication with staff on the set of workforce strategies and programs such as Leaders Leading Learning will reinforce the benefits that can be gained.

KEY INFLUENCERS AND STAKEHOLDERS NEED TO BE INVOLVED IN GENERATING AND CHAMPIONING THE AGENDA

Consultation on the learning agenda will continue with the Strategic Board, People and Performance Council, Human Resource Directors and Learning and Development managers to ensure it is in line with business needs, gains support and is promoted through directorates.

This has been supported by the 2016-17 ACTPS Executive Development Program which focused on developing a culture for leading innovation, engaging with risk and leading transformational change.

> "People don't fear change, they fear the unknown."

GOVERNANCE MECHANISMS ENSURE THAT LEARNING IS LINKED TO, AND RESPONSIVE TO, CHANGING BUSINESS NEEDS

As identified earlier in this strategy, WCAGD is responsible for the employment and policy framework which supports a professional, skilled and accountable ACTPS that is responsive to the government and the community. WCAGD provides a central agency policy and advisory role for ACTPS employment. The Organisational and Learning Development Team within WCAGD manages Whole of Government training across the ACTPS. WCAGD's Whole of Government focus facilitates strategic connection for the ACTPS with Government priorities through the Strategic Board, People and Performance Council, Human Resource Directors Group and Learning and Development managers from directorates. WCAGD aligns Whole of Government employment strategies and programs with Government priorities. The strategies and programs are reviewed when priorities are updated and socialised through forums including the People and Performance Council and Human Resource Directors.

ACTIVATE AND EVALUATE

OUR LEARNING AND DEVELOPMENT ACTIVITIES REFLECT THE DEMANDS OF THE LEARNING AGENDA

Learning and development activities need to focus on building our leadership and learning culture to deliver on the Chief Minister's Statement of Ambition.

The establishment of an E-Learning Community of Practice (CoP) will bring together learning and development managers and practitioners from across the ACTPS to consolidate and evaluate current E-Learning modules. Through problem solving, sharing of information and experiences, discussing developments, mapping knowledge and identifying gaps the E-Learning CoP will be able to develop a consistent approach with implementation of an automated learning and development system. This will inturn strengthen the collaboration between the subject matter experts within directorates.

E-learning will provide a consistent approach that can be applied to core training for all employees in regards to induction, Workplace Health and Safety and Respect Equity and Diverse that is flexible and easily accessible.

The procurement and implementation of an automated learning and development system will ensure our learning agenda and instructional design is aligned with our business priorities. This will be achieved by having the technology to identify, report and monitor training needs across the service that are linked to the Capability Framework. The automated system will be able to identify learning opportunities and monitor what learning activities are being undertaken.

The introduction of the Leaders Leading Learning Program demonstrates the ACTPS's commitment to leadership development and enhancing our learning culture. It also acknowledges that, to achieve the ACTPS of the future, executives and senior managers must foster a culture for leading innovation, engaging with risk and leading transformational change.

The program was piloted with Band 2 Executives in 2016 and has been cascaded down to Band 1 Executives in 2017. Combined with other learning activities, including mentoring and short term executive contracts, the move to becoming an agile, responsive and innovative ACTPS has started.

The Induction Packages for executives and other staff have been revamped. Information is provided to new employees on the Chief Minister's Statement of Ambition and the Capability Framework.

INSTRUCTIONAL DESIGN IS LINKED TO THE GOALS AND PRIORITIES

The Chief Minister's Statement of Ambition and desired capabilities will frame the instructional design for new learning and development programs. This will ensure that the programs are linked to the Government's goals and priorities.

For example, the Leaders Leading Learning Program will provide more targeted capability building in the areas of leading for innovation and transformation, and engaging with risk. This will assist in building an agile, responsive and innovative ACTPS that will deliver on the Chief Minister's Statement of Ambition.

LEARNING EVALUATION METRICS

The current learning evaluation seeks basic feedback from participants on the instructor, topic, material, presentation and if learning objectives were met. Other methods that can assist in evaluating any learning and development undertaken are:

> performance reviews where employees can discuss training that has been undertaken and identify where it has helped to improve performance at both an individual and team level and look at further learning activities that are required to help the employee in their role; and

> team meetings to discuss the impact of formal training, on-the-job learning and coaching, and look at how it has contributed to improved business performance within the team.

Further work on learning evaluation metrics needs to be progressed to enable the ACTPS to measure:

> if the participants learnt anything from the training;

> the extent to which knowledge and skills have been applied back in the workplace; and

> the impact the training has had on the business priorities.

This information will enable the ACTPS to draw conclusions about the effectiveness of the learning and development and be used to measure against achieving the Government priorities.

The program logic model (logic model) at 'Attachment A' illustrates the pathway between the key activities and the expected outcomes and underlying assumptions. The logic model provides a reference point for assessing implementation progress and the achievement of desired outcomes.

The effectiveness of this strategy will be evaluated at four levels:

> **Align:** ensuring our learning and development is linked to the Government priorities and the capability requirements;

> **Provide:** ensuring learning options available meet individual learning styles and are appropriate to the culture of the ACTPS;

> **Manage:** ensuring the learning activities deliver the outcomes aligned to the Government priorities and directorate requirements by monitoring and reporting of learning effectiveness; and

> **Evaluate:** measuring the appropriateness of the learning design.

This will be conducted through a range of evaluation approaches similar to the 'Kirkpatrick model'. The maturity model has been developed and grouped by the four levels. Each level has practical indicators followed by practice examples to enable their application. Our success measures will be reported quarterly by using the maturity model.

EVALUATION PROCESSES ENSURE CONTINUED IMPROVEMENT OF LEARNING AND DEVELOPMENT

Under the ACTPS panel of training providers, all training is expected to exceed a minimum standard identified by ACT Government. Feedback received from participants that is not positive overall or has caused any concern is followed up with trainees, Directorates and providers involved. In addition providers are evaluated against a balanced scorecard to measure their performance across course management and administration, customer satisfaction, learning and innovation and delivery.
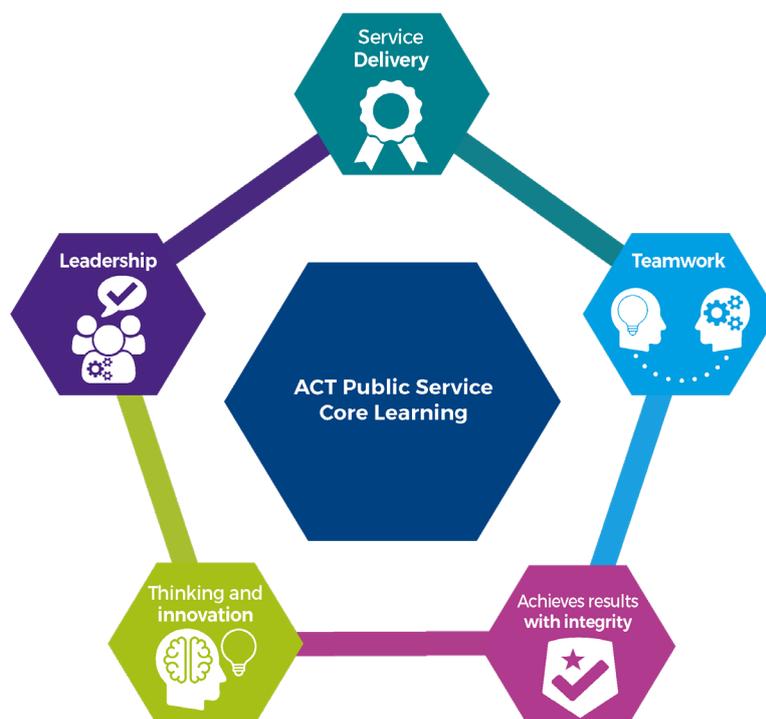
ATTACHMENT A: ACTPS LEARNING STRATEGY PROGRAM LOGIC

ACT Public Service Learning Strategy Program Logic
The goal of the ACTPS Learning Strategy is to build an agile, responsive and innovative ACTPS to deliver on the Chief Minister's

Inputs
• Key Stakeholders: Strategic Board, HR Directors Group, Directors-General, coaches and mentors, subject matter experts, employees/participants, consultants, and facilitators.   • Key Resources: *Public Sector Mangement Act 1994* (PSM Act) and other legislation, PSM Standards, Enterprise Agreements, ACTPS Values and Signature Behaviours, Respect, Equity and Diversity (RED) Framework, ACTPS Shared Capability Framework, Performance Framework, ADAPT, Managers Toolkit, facilities, materials and tools.

Outputs (Activities)	Short term outcomes	Intermediate outcomes	Long term outcomes
1.Develop and implement the ACTPS Learning Strategy	1: Increase in the number of strategic stakeholders can lead to intemediate outcome 1.	1: Increased consistency of learning objectives across the ACTPS can lead to long term outcome 1.	1: Increased quality, professionalism and consistency in services provided to the community.
2.Refine and offer learning services that align with Government priorities	2: Increase in utilisation of the ACTPS Training Calender can lead to intemediate outcome 1 and 2.	2: Decrease in overlap and duplication of learning activities can lead to long term outcome 2.	2: Increase in competent employees in the ACTPS that achieve results with integrity and innovation.
3.Deliver professional development through multiple methods and that is appropriate to the individual needs	3: Increase awareness and engage in the importance of learning, can lead to intemediate outcome 3.	3: Increase in retention of employees can lead to long term outcome 2.	3: An enhanced learning organisation.

4.Deliver coordinated professional development through multiple methods and appropriate to the individual needs	4: Increase individual awareness of core knowledge and competencies can lead to intemediate outcome 4.	4: Increase in capacity and capability can lead to long term outcome 2 & 3.	4: Enhanced training infrastructure to support ongoing professional development that is aligned to the Government priorities.
5.Develop, install and implement a Performance and Learning Management System for the ACTPS	5: Increase in blended learning approach offered to employees can lead to intemediate outcome 5.	5: Increase in engaged employees can lead to long term outcome 4.	5: Increase in across government teams and knowledge sharing within the ACTPS.
6.Develop, install and implement ADAPT workforce planning tool	6: Increase in strategic programs that are available and aligned to Government priorities can lead to intemediate outcome 6.	6: Participants increase awareness of aligning their values, roles and actions with the Government priorities can lead to long term outcome 4.	6: Refer to outcome 4.
7.Track and identify capability gaps within directorates	7: Participants build networks across government and become resources to each other can lead to intemediate outcome 7.	7: Developed relationships and improved collaboration across the ACTPS can lead to long term outcome 5.	7: Refer to outcome 5.

The ACTPS Learning Strategy Program logic will also result in;

- Maintaining learning records for the Whole of Government,
- Tracking and reporting on workforce data and service delivery needs, and
- Performance development plans developed and linked to Shared Capabilities and learning requirements.

Underlying Assumptions

The Program logic is based on the underlying assumptions that the current Government priorities remain consistent, the Implementation of the Whole of Government Learning Management System, and the De-centralised Learning and development funding design will remain the same.

MATURITY MODEL

The enhancement of learning evaluation metrics, will position the ACTPS to ensure that learning and development activities are continually improved and are linked to achieving Government priorities.

To assist directorates in measuring the success of the implementation of the learning strategy the maturity assessment model has been developed. The outcomes identified from the maturity model report will not only provide continuous improvement but assist in assessing whether resources are being utilised wisely and ensure the learning agenda is meeting the learning requirements in building an agile, responsive and innovative ACTPS.

REPORTING REQUIREMENTS

The reporting model is primarily for human resource and learning and development practitioners within directorates. The aim is to report annually (30 June each year) to Workforce, Capability and Governance Division, indicating their maturity level against the four reporting elements below.

The reporting model covers four elements: Align, Provide, Manage and Evaluate. Each element is defined by several descriptors.
A "Not Applicable" (N/A) box is provided for each indicator and is used where an indicator may not be relevant for that directorate.

Objective	Descriptors	Checklist	Maturity Level
ALIGN	Learning and development is linked to the Government priorities. Capability requirements are provided through learning pathways.	1. Current and future learning needs are identified as part of performance development plans and are analysed to establish collective training priorities. *(**In Practice Examples**: analysis of Preformance Develop Plans (PDPs) is undertaken by business unit managers and fed back to HR to collate; identification of learning needs and L&D planning is built around the ACTPS Shared Capability Framework and integrated into directorate strategic workforce planning ; 85% of PDP's are being conducted as per Directors-General's PDP KPI)*	Select a value
		2. Learning activities are aligned to the Government priorities, business and workforce planning, performance management and career progression. *(**In Practice Examples:** The learning activities delivered through the ACTPS Training Calendar meet the needs to equip our employees; has there been an increase in the utilisation of the ACTPS Training Calendar or training providers; a reduction in outsourced training requirements).*	Select a value
		3. Learning activities are appropriate to the needs they are designed to address, the participants they are aimed at and the desired ACTPS culture. *(**In Practice Examples:** an evidence-based behavioural change seen in staff surveys; improvements in employees work performance and culture in the workplace).*	Select a value
		4. Are learning and development options based on the ACT Government, directorate and individual priorities and needs? *(**In Practice Examples:** Refer to the Statement of Ambition, business priorities and individual career path or aspirations derived from PDP's; talent pool coverage).*	Select a value

Objective	Descriptors	Checklist	Maturity Level
Provide	Government priorities and the Shared Capability Framework drive the subject matter and content of learning options. Learning activities will be appropriate to the culture of the ACTPS including demographics and respond to the learning style of the individual.	1. Blended learning options considered that are varied, timely, flexible, collaborative and suitable to individual learning styles. *(In Practice Examples: availability of learning through the combination of face to face; online, 'on the job' and mentoring options being provided).* 2. Clear and updated, accessible guidelines, policies and documentation for learning opportunities are available. *(In Practice Examples: Guidelines and policies are reviewed, updated and accessible for employees to initiate their own learning; has there been an increase in access to the directorate portal).*	Select a value Select a value
Manage	Ensuring learning activities are delivering the outcomes aligned to the Government priorities and directorate requirements. Monitoring and reporting of learning effectiveness. Using data to make improvements.	1. Executives, managers and supervisors model and facilitate learning in the workplace. *(In Practice Examples: Has there been an increase of in-house training or uptake of mentoring/coaching for example "leaders leading learning", special projects, acting opportunities).* 2. Effective support and measures are in place to enable transfers of learning back in the workplace. *(In Practice Examples; 'lunch and learn' sessions; memberships of professional networks).* 3. Learning activities and metrics are recorded, analysed and reported on to relevant stakeholders including Executives to review and provide appropriate direction and identify trends. (*In Practice Examples: LMS; Study assistance applications; training applications; feedback sheets are collected and reported back to WCAG Organisational Learning and Devleopment Team, HRD and Strategic Board)*	Select a value Select a value Select a value

Objective	Descriptors	Checklist	Maturity Level
		4. Opportunities are created and utilised to collaborate and network with other directorates. (**In Practice Examples**: *Participation in COP; collaborative procurement or funding exercises, shared usage of resources or venues, sharing of evaluative information on providers).*	Select a value
Evaluate	Measure how appropriate the learning design is to identified needs and priorities. Assessment for ongoing management to align strategies and improve delivery. Evaluate the success of the learning by measuring whether the participants have acquired the capability, knowledge, attitudes or competency required.	1. Learning objectives for key programs or activities are evaluated for their relevance and alignment to the needs of the ACTPS and the individual. (**In Practice Examples:** *pre and post questionnaires, staff survey; is planned training occurring with the number of participants and within budget; has ongoing and sustainable change occurred; when business priorities change is L&D planning adjusted?)*	Select a value
		2. Data gathering and information management systems are in place and are used to support evaluations of Organisational Learning and Development provision. (**In Practice Examples:** *LMS; desired attraction and retention rates; lowered unexplained absenteeism).*	Select a value
		3. Changes in performance on the job are measured following learning activities through workplace observation? (**In Practice Examples:** *Increase in positive outcomes through stakeholder feedback; improved customer service quality; performance development discussions; business outputs).*	Select a value

CMTEDD, WORKFORCE CAPABILITY AND
GOVERNANCE DIVISION

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