# Learning and Development Strategy

2023-2025

# The Learning and Development Strategy Vision

**Vision**  ACTHD Workforce has the right capabilities now and into the future.

**Purpose**  Opportunity for everyone to build on their individual and collective potential to be successful and grow.
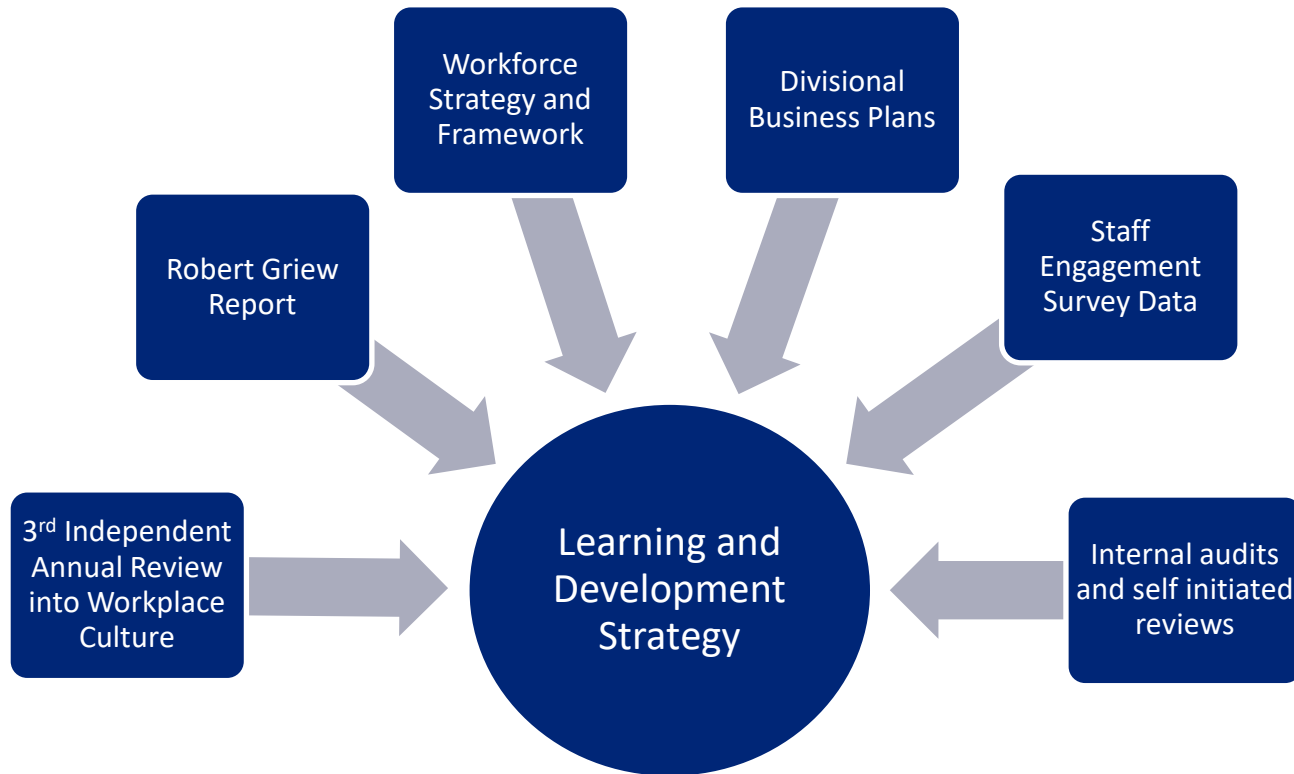
**Guiding Principles**  **Experience**, **Engagement** and **Education** of our staff with effective **Evaluation** of professional development opportunities.

**Our Learning Culture**  Employee-centred, Evidence Based, Collaborative and Inclusive Development for all Staff in ACT Health Directorate.

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# What shapes our Learning and Development Strategy

People Strategy and Culture Branch have drawn from a number of data sources across the ACT Health Directorate to inform our Key Development Priorities, Capabilities and actions.



Workforce Strategy and Framework

Divisional Business Plans

Robert Griew Report

Staff Engagement Survey Data

3rd Independent Annual Review into Workplace Culture

Learning and Development Strategy

Internal audits and self initiated reviews

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# Where we are and where we want to be:
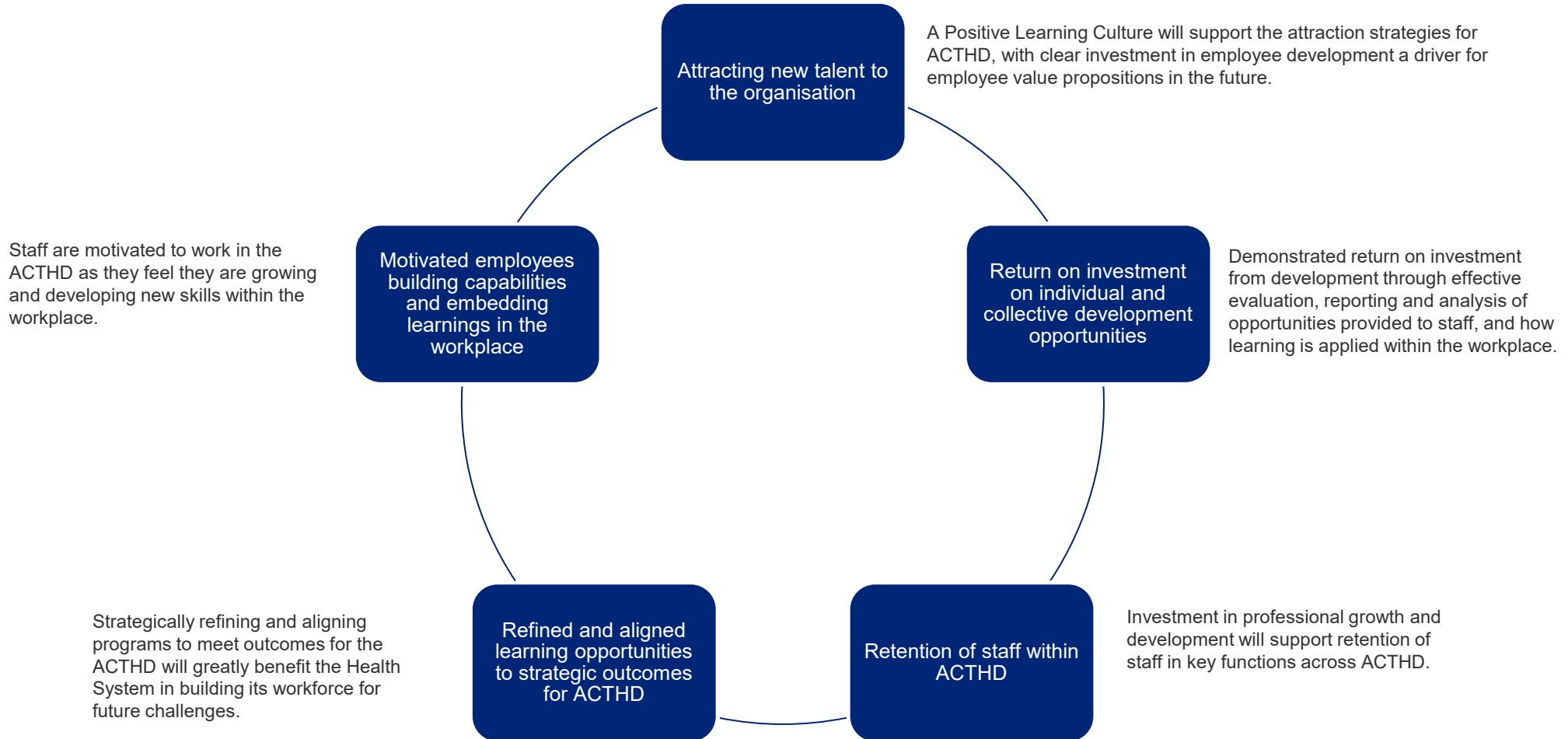
**Where we are:**

- No central budget for learning.

- Assessed at Foundational Learning culture.

- No enterprise-wide Learning Needs Analysis.

- Assessed at basic level of evaluation of Development.

- Established catalogue of learning products.

- Ad-hoc reporting on attendance and return on investment

- No defined Learning and Development Model.

- No Capability Framework within ACTHD.

- Performance Development Plans link to opportunities, however needs further alignment to outcomes and job roles.

Implementation of L&D Strategy

**Where we want to be:**

- Centralised budget for learning and development.

- Established learning and development culture embedded in ACTHD.

- Learning products analysed and established based on needs of the business.

- Strong evaluation of programs delivered.

- Learning and development catalogue developed and aligned to organisational requirements.

- Strong reporting on learning attendance through online systems, demonstrating capability uplift and return on investment.

- All learning and development programs aligned to an embedded Learning and Development model.

- People Capability Framework established, with clear capabilities and priority development areas.

- Performance Development Plan professional development goals aligned to job roles with staff accountable for demonstrating alignment.

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# Benefits to embedding a Positive Learning Culture

A Positive Learning Culture will support the attraction strategies for ACTHD, with clear investment in employee development a driver for employee value propositions in the future.

**Attracting new talent to the organisation**

Demonstrated return on investment from development through effective evaluation, reporting and analysis of opportunities provided to staff, and how learning is applied within the workplace.

**Return on investment on individual and collective development opportunities**

Staff are motivated to work in the ACTHD as they feel they are growing and developing new skills within the workplace.

**Motivated employees building capabilities and embedding learnings in the workplace**

Investment in professional growth and development will support retention of staff in key functions across ACTHD.

**Retention of staff within ACTHD**

Strategically refining and aligning programs to meet outcomes for the ACTHD will greatly benefit the Health System in building its workforce for future challenges.

**Refined and aligned learning opportunities to strategic outcomes for ACTHD**

# Our Guiding Principles

**Education**

Education forms the formal approach to learning, with coursework, target setting, and issue focussed educational methods all playing their part. Through hybrid learning models, Education continues to evolve in the professional development sense, with E-Learning and face to face platforms available. Effective Education encompasses elements of Experience and Exposure for a blended learning approach.

**Engagement**

Community based learning sees individuals working closely together with fellow team members and their peers, learning together as a group- under a more collaborative and co-operative approach, with constant support, monitoring and feedback providing further encouragement from management. By identifying and exploiting the benefits of personal networks, individuals feel encouraged and better equipped in their learning, and in their professional development.

**Experience**

On the job Learning and Development experiences which will provide individuals knowledge, equipping them to establish job related skills. Learning as part of the everyday and learning through our surroundings make up a large component of effective learning in the workplace.

**Evaluation**

Evaluation of learning and development across the Health System will ensure effectiveness of opportunities provided for staff, building on key capabilities and ensuring return on investment. Learning and Development opportunities will be evaluated both informally and formally to align to the Health System Strategic goals and capabilities.

The ACT Health Directorate understands the need to formalise and build our learning and education products as a key priority. The Engagement and Experience learning and development options are to be focussed on throughout the life of the Strategy, but will be refined and reviewed in line with the Workforce Plan, Wellbeing Strategy and other documents which complement these principles.

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# Our Key Development Priorities 2023-25:

| Priority | Description |
|---|---|
| **Health System Thinking** | Our Staff will understand and demonstrate their role within the Health Ecosystem and demonstrate a strategic awareness of the role of ACTHD within the community. |
| **Adaptive Leaders and Managers** | Our staff will understand and embed key leadership behaviours and build managerial acumen to effectively lead high performing teams within ACTHD. Our staff will understand their role with the establishment of capability frameworks, assessments and talent management conversations. |
| **Ethical Decision Making** | Our Staff will be accountable in making decisions, understanding their obligations in ethical decision making and acting with integrity while representing ACTHD. |
| **Culture and Inclusive Approach** | Culturally appropriate and inclusive approaches are at the forefront of our strategies and frameworks. Our Staff proactively refine, review and adapt our engagement across all aspects of our work and across ACTHD. |
| **Role Specific/Technical Capabilities** | Role specific and technical capabilities includes the operational skills required to perform functions within the business. |

People Strategy and Culture Lead

*Business Area Lead

*We will partner effectively with business to ensure technical capabilities are established and support development of these through the workforce plan, with business areas driving requirements and development in this field.*

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# Guiding Principles – Education Development Plan

| | Current State | What will get us there | Who is responsible |
|---|---|---|---|
| Develop a Mandatory Training Catalogue of core learnings required within ACTHD. | No current catalogue of learning. | Strong understanding of the priority and mandatory capabilities of focus to the Directorate. | People Strategy and Culture Branch, in consultation with key stakeholders. |
| Develop a training catalogue of available training across the ACTHD to build on our key capabilities. | No current catalogue of learning. | Directorate Workforce Plan. | People Strategy and Culture Branch, in consultation with key stakeholders. |
| Implement a consistent approach to analyse, design and develop new learning programs for ACTHD. | No learning and development model used in ACTHD. | Workforce Capability and Governance implementation of standardised learning design. | People Strategy and Culture Branch |
| Develop learning programs to help build managerial capability in dealing with conflict, providing feedback, psychosocial safety. | Currently in development. | Capability Framework, outlining the managerial capabilities required | People Strategy and Culture Branch |
| Build on leadership foundations program for middle management within the agency. Consider developing lower level leadership capability through release of foundations program. | Leadership Foundations released to SOG staff, no follow up program developed as yet. | Budget, commitment from business and staff to participate in programs. | People Strategy and Culture Branch |
| Establish a Learning and Development budget, aimed at centralising funding for core learning within the Directorate. | No defined corporate training budget. | Appropriation of budget into a centralised account. | Strategic Finance |

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# Guiding Principles – Engagement Development Plan

| | Current State | What will get us there | Who is responsible |
|---|---|---|---|
| Develop and promote a Mentoring program for the Directorate. | No formal mentoring programs within ACTHD. | Research into best practise mentoring arrangements across both ACTPS and APS. | People Strategy and Culture, in partnership with Executive Managers. |
| Promote and instigate staff shadowing framework and opportunities within the Directorate, assisting in succession planning. | No formal succession planning toolkits or shadowing framework. | Research into best practise across both ACTPS and APS.<br><br>Strategic Workforce Plan | People Strategy and Culture. |
| Staff and managers promote engagement in learning and development plans and discuss in regular conversations, establishing a positive culture and attitude to professional growth. | Performance Development Plan implemented with focus on personal development, inconsistent follow through. | Continued engagement on Performance Development Plans and performance conversations with managers and staff. | All ACTHD Staff. |
| Investigate inter-directorate mobility and secondment frameworks to develop capability and partner with other directorates to build talent. | No formal Mobility Framework within the Directorate. | Strategic Workforce Plan | People Strategy and Culture in partnership with other HR functions across the ACTPS. |
| Identify and partner with specific tertiary education providers to help build capability and development networks. | No partnerships formalised within ACTHD. | Strong stakeholder engagement, key tertiary facilities to partner with. Strategic Workforce Plan | People Strategy and Culture, in partnership with Business Areas to determine appropriate tertiary providers. |

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# Guiding Principles – Experience Development Plan

| | Current State | What will get us there | Who is responsible |
|---|---|---|---|
| Build and establish an onboarding orientation program for new starters and managers. | Current onboarding/orientation program is corporate specific, without much information on technical. | Refreshed communications plan, stakeholder engagement across the Directorate. | People Strategy and Culture to set the framework.<br><br>Managers and Executive to embed into their work area. |
| Develop a ACTHD People Capability Framework underpinning key development priorities capabilities required within the Health Directorate. | No People Capability Framework. | Research and partnership into People Capability Frameworks across the ACTPS and APS. | People Strategy and Culture. |
| Build opportunities within formal education programs to apply learnings within the workplace, building the on the job experience of our staff. | Learning Programs available to staff are not structured to support embedding the guiding principles. | Revision of current learning programs, providing opportunities for staff to apply learning. | People Strategy and Culture to revise programs.<br><br>All staff to actively participate and embed learnings. |
| Investigate and develop a skills register and audit process of directorate staff. | Workforce planning processes are underway, however no process for self assessment is established. No register is maintained. | Resources and systems to support building a skills register | People Strategy and Culture<br><br>All staff to actively participate in completing any skills register developed. |

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# Guiding Principles – Evaluation Development Plan

| | Current State | What will get us there | Who is responsible |
|---|---|---|---|
| Establish common training needs analysis to assist business areas in determining technical training requirements, aligned to the Directorates Workforce Plan. | No training needs analysis complete. | Implementation of a consistent learning model, Directorate Workforce Plans to help identify key capabilities. | People Strategy and Culture Branch, in consultation with key stakeholders. |
| Build reporting mechanisms on attendance, completion and effectiveness of training programs, with a focus on compliance with mandatory training. | Adhoc reporting completed as needed, with manual input and intervention required. | Learning Management System. Power BI. | People Strategy and Culture Branch, Data Analytics |
| Review and evaluate existing Learning and Development opportunities in line with the Strategy, Key Development Priorities and Capability Frameworks to ensure fit for purpose. | No Revision is planned. | Regular and planned review and evaluation of programs to ensure effectiveness and alignment to strategic priorities, using data inputs to help shape programs. | People Strategy and Culture |

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# Administration to Support the Strategy

| | Current State | What will get us there | Who is responsible |
|---|---|---|---|
| Review the Learning and Development Strategy in line with completed Directorate Workforce Plans. | Learning and Development Strategy to be implemented in early 2023. | Finalised workforce plan, finalised Learning and Development Strategy. | People Strategy and Culture |
| Commit to regular review of the Studies Assistance Policy for the Directorate. | Policy is in existence and will require annual review to align to the strategy | Commitment to review. | People Strategy and Culture |
| Consider and define the requirements to sustain system-wide leadership, management and human resources training and development programs including the allocation of resourcing and effort from the three organisations. | Adhoc agreement to funding, no clarity of requirements. | Funding and Resourcing.<br><br>Agreement across the three Health Organisations to define and implement requirements. | People Strategy and Culture<br><br>Executive Board<br><br>EGM Corporate and Governance |
| Establish communication plan and branding for learning and development strategy opportunities. | Existing communication plan to be revised. | Partnering with communications and facilitating engaging communications on Learning and Development across the Directorate. | People Strategy and Culture, Internal Communications |
| Redesign SharePoint pages for new starters, learning and development. Establish new content for programs and development outside formal learning. | Current pages provide relevant information on some of the opportunities. | Active engagement from communications to help shape pages.<br><br>Regular review of content to ensure up to date information is provided. | People Strategy and Culture, Internal Communications |
| Service Level Standards and clarity of roles across the Directorate in relation to Learning and Development functions. | No clear roles defined in learning and development, unclear managerial/PSC and business area responsibility. | Agreement from across the Directorate as to the role staff, managers and PSC in learning and development. | People Strategy and Culture, Governance and Risk |
| Development of Standard Operating Procedures to support Learning Administration across the Directorate. | No Standard Operating Procedures available. | Access to full LMS administration functions within HRIMS. | People Strategy and Culture in partnership with HRIMS learning team |

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