



TYPES OF LEARNING OPPORTUNITIES

Learning Intervention	Description	Target Development	Success Factors	Benefits
Formal Training	Classroom based or online training courses, workshops and seminars that are targeted toward specific staff groups or capability development areas. Can be delivered by internal or external trainers or providers, and includes attendance at the University's staff development programs.	<ul style="list-style-type: none"> • Functional or role-specific knowledge • Management and leadership development • 'Soft' skill development e.g. specific communication skills 	<ul style="list-style-type: none"> • Identifying the appropriate staff capability gap and clarity about what is to be developed • Matching to appropriate training course • Ensuring full course attendance and completion of course activities • Opportunities to put learning into practice after the training. 	<ul style="list-style-type: none"> • Provides focused and targeted learning and development • Can be 'just in time' instruction
On-the-job training	Training or 'just in time' instruction provided to staff by managers, supervisors and/or work colleagues. Activities align with day-to-day job tasks and responsibilities.	<ul style="list-style-type: none"> • Core work experience • Capability/skill development • Functional or role-specific know-how 	<ul style="list-style-type: none"> • Identifying the appropriate staff capability gap and clarity about what is to be developed • Providing support and facilitating learning on the job 	<ul style="list-style-type: none"> • Provides staff development without taking staff out of their role • Enables staff to learn through experience
Workplace projects	Being involved in a specific project or being a member of a committee or working party.	<ul style="list-style-type: none"> • Broader workplace knowledge • Networking/exposure • Specific skills development e.g. project management or cross-functional collaboration 	<ul style="list-style-type: none"> • Management support • Opportunities to put learning into practice after project finished. 	<ul style="list-style-type: none"> • Provides staff development without taking staff out of their role • Increased exposure in the University • Boosts staff motivation within current role
Coaching	A collaborative relationship between a staff member and a manager or a staff member and an external professional, which enables learning and development to occur, usually to enhance capability, confidence and performance in the current role, but can also facilitate career development. It is generally structured over a defined period (1 month to 1 year) and linked to specific goals.	<ul style="list-style-type: none"> • Technical or interpersonal skills • Management or leadership development • Increased ability to problem solve and find creative solutions to new problems • Build professional know-how and confidence 	<ul style="list-style-type: none"> • Matching the right people as coaches • Selecting an internal or external coach • Deciding if the coaching is formal with specified learning outcomes or more informal 	<ul style="list-style-type: none"> • Accelerates on the job development • Potentially provides an opportunity to work with someone outside of the organisation • Provides an opportunity for non-directive thinking and creative problem solving

Mentoring	Provision of support, usually by a more experienced person to a less experienced person. It can be formal or informal, structured or unstructured, but generally covers 'whole of life' and enhances career, personal and professional growth and development.	<ul style="list-style-type: none"> • Career development • Personal effectiveness • Organisational knowledge 	<ul style="list-style-type: none"> • Deciding if the mentoring is formal with specified learning outcomes or more informal • Method of matching mentor and staff member. 	<ul style="list-style-type: none"> • Development and retention of talented staff • Passing on organisational knowledge • Clarification of future direction
Secondment	Where an individual makes a temporary move to another area or into another level or type of role in the University.	<ul style="list-style-type: none"> • Cross-functional / organisational knowledge • Career development • New work skills and building transferable skills 	<ul style="list-style-type: none"> • Being clear about the goals and duration of the secondment • Management support 	<ul style="list-style-type: none"> • Structured, hands on experience that allows better assessment of a job • Increased exposure in the University • Increased self confidence in ability to learn new capabilities
Action Learning	Where individuals work on real problems that are capable of having action taken on them in the workplace.	<ul style="list-style-type: none"> • Business problem solving • Cross-functional knowledge & increasing understanding of the 'whole' organisation 	<ul style="list-style-type: none"> • Needs top level management support & monitoring. 	<ul style="list-style-type: none"> • Helping to solve real problems • Networking/exposure • Can make a major contribution to freeing up inflexible or traditional thinking.
Community of Practice	Where individuals meet to share know-how and learning around current workplace issues and practices.	<ul style="list-style-type: none"> • Workplace problem solving • Build know how and confidence 	<ul style="list-style-type: none"> • Ensuring focus so that leads to practical learning. • Co-ordination to monitor effectiveness of Community of Practice and to keep focused. 	<ul style="list-style-type: none"> • Helping to solve real problems • Networking with colleagues • Building a learning culture
Job Enrichment or Higher Duty Opportunity/ Acting Position Opportunity	The practice of assigning a staff member a job responsibility that is not typically associated with his/her current role. Provides an opportunity to work on 'next-level' job responsibilities. Usually undertaken within current work department or team.	<ul style="list-style-type: none"> • Specific functional or role-specific capabilities/skills • Career development/progression • Increases flexibility within department/team 	<ul style="list-style-type: none"> • Identifying talented staff early in their career • Determining with staff the on the job opportunities that would be of interest/aligned to their learning style • Establishing with staff members the developmental goals of a stretch assignment or higher duty opportunity • Providing logistical, management & coaching support 	<ul style="list-style-type: none"> • Develops talent with broader experience • Supports organisational succession planning, including retention of talented staff • Improves performance • Boosts staff motivation within current role
Further Study	An arrangement whereby a staff member is provided with paid or unpaid leave for a specified duration of time to pursue an educational course, including tertiary studies.	<ul style="list-style-type: none"> • In-depth education / research • Up to date / best practice knowledge • Networking 	<ul style="list-style-type: none"> • Clear and rigorous application and selection / approval processes • Ensuring management support • Relevance of educational course to learning and development needs 	<ul style="list-style-type: none"> • Increases staff engagement • Encourages cutting-edge organisational knowledge through strong links with industry or academia

Job Rotation or Job Exchange	Where two or more staff members' exchange job roles and responsibilities. Typically this can be from a 3 months to a 1 year timeframe and occur within the same department or team.	<ul style="list-style-type: none"> • Cross-functional knowledge • Career development opportunity • Succession planning • Lateral thinking/problem solving • Teamwork enhancement 	<ul style="list-style-type: none"> • Identifying staff at similar levels • Being clear about the goals and duration of the rotation/exchange • Providing adequate support, particularly during shorter timeframes 	<ul style="list-style-type: none"> • Facilitates cross-functional knowledge sharing & best practice
Work Shadowing	A temporary work experience opportunity where staff learn about a particular job (typically in a field of interest) by 'walking through' the work day with another staff. Often occurs within the same department or team	<p><i>For person shadowing:</i></p> <ul style="list-style-type: none"> • Experience of new role • Career development • Networking <p><i>For person who is the host:</i></p> <ul style="list-style-type: none"> • Coaching skills • Analysis of style & practice • Networking • Self reflection 	<ul style="list-style-type: none"> • Matching shadows and hosts carefully • Creating clear goals and objectives 	<ul style="list-style-type: none"> • Facilitates cross-functional knowledge sharing & best practice • Facilitates development of future leaders • Facilitates team flexibility.
Professional Associations and Networks	Being a member of external professional bodies and/or networks, such as ATEM. Includes access to professional activities organised by the Associations and often access to resources on the Internet, databases, and current research materials.	<ul style="list-style-type: none"> • Broader industry / professional knowledge • Keeping up to date with current thinking and practice 	<ul style="list-style-type: none"> • Allowing time to engage in related activities e.g. attendance at conferences or networking functions 	<ul style="list-style-type: none"> • Networking • Professional exposure • Current knowledge • Career opportunities.