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<th>Development Methodology</th>
<th>Description</th>
<th>Target Development</th>
<th>Success Factors</th>
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<tr>
<td><strong>The 70: Experiential Learning – “on-the-job” learning</strong></td>
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| 1. Job enrichment, higher duty or acting position opportunity | This is where a staff member takes on a responsibility which is not typically associated with his/her current role and usually provides the opportunity to work on the “next level up”. Often occurs within the staff member’s current team environment but could extend beyond this too. | • Specific function or role specific capabilities /skills  
• Career development/progression  
• Increases the flexibility and capacity within the current team/department | • identifying talented staff ready for career progression into leadership  
• Determining with the staff member “on-the-job” opportunities that would be of interest/aligned to their learning style  
• Providing logistical and coaching support | • Develops talent with broader experience  
• Supports organisation succession planning, including retention of talented staff  
• Improves performance  
• Boosts staff motivation within current role |
| 2. Job challenges | “Stretching” staff in their current role. i.e. handling unfamiliar responsibilities, fixing an existing problem, making a change, taking on higher visibility work, working across teams, being an active member of a new project, sitting on different committees or working groups or etc. | • Role specific capabilities or skills  
• Career development  
• Increase capacity and flexibility within the current team/department.  
• Increase breadth of knowledge and experience  
• Visibility/exposure  
• Specific capability development e.g. project management, influencing, stakeholder management etc. | • Establishing with the staff member the developmental goals of a stretch assignment – set SMART goals with clear time frames and planned feedback reviews  
• Determining with the staff member “on-the-job” opportunities that would be of interest/aligned to their learning style  
• Providing logistical and coaching support | • Develops talent with broader experience  
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| 3. Workplace projects, participate in working groups or sit on functional committees both within current department/faculty or office or across faculties/offices e.g. Health and Safety, Diversity and Inclusion, Wellbeing Action Group, Inter-University committees, IT projects, research collaborations etc. | Staff member is appointed to work on a specific project or is appointed a member of a specific working group/committee.                                                                                                                                                                                                                                                   | • Broader workplace knowledge  
• Networking and exposure  
• Specific skills development e.g. project management, cross-functional collaboration | • Management support  
• Opportunities to put learning into practice after project has finished | • Provides development without taking staff member out of their current role.  
• Increased exposure in the University and/or within the Sector |
| 4. Secondments         | When a staff member makes a temporary move to another area or team within the same department or faculty/office or another work area in a different faculty/office. Can also be when a staff member visits/attends another university for a period of time.                                                                                                                                       | • Cross-functional/organisational knowledge and strengthens collaboration  
• Further research, scholarship, professional practise  
• Career development  
• New work skills and building transferable skills | • Be clear about the goals and duration of the secondment – ensure the managers of both teams i.e. new manager where secondment will take place and existing manager agree to goals, times, and purpose of the secondment.  
• Management guidance and support | • Structured, hands on experience  
• Increased exposure  
• Increased self – confidence in abilities to learn new capabilities  
• New knowledge, skills, and ideas |
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| 5. Action learning, participation in multi-disciplinary projects | Where a staff member works on real problems and issues that have the possibility of evolving into a project/task for action and resolution | • Problem solving  
• Cross-functional knowledge and increasing understanding of the whole organisation – exposure to “big picture” strategies and thinking | • May require top level management sponsorship, support and/or monitoring | • May help to solve problems and develop workplace solutions  
• Networking/ cross functional collaboration and exposure  
• Can contribute to freeing up inflexible or traditional thinking |
| 6. Job rotation or job exchange | This is when two or more staff members exchange roles and responsibilities. Typically, this can be for 3 months to 1 year and occur within the same faculty/department | • Cross-functional knowledge  
• Career development  
• Succession planning  
• Lateral thinking/problem solving  
• Enhancing collaboration | • Identifying staff at similar levels  
• Being clear about the goals and duration of the rotation/exchange  
• Providing adequate support, particularly during shorter timeframes | • Facilitates cross-functional knowledge sharing and best practise  
• Increases capacity in the team (back-up) |
| 7. Coaching | This is a collaborative relationship between a staff member and a manager or an internal or external professional coach. A coach facilitates learning and development by working one-on-one with a staff member generally over a specific period of time and with specific development goals. | • Leadership development  
• Technical or interpersonal skills  
• Increased ability to solve problems and find creative solutions to new problems | • Matching the right people as coaches  
• Selecting an internal or external coach  
• Deciding if coaching is formal with specified learning outcomes or more informal | • Accelerates “on-the-job” development  
• Potentially provides an opportunity to work with someone outside the University  
• Provides an opportunity for self-development and reflection, and creative problem solving |
### Learning and Development Methodologies – aligned to 70:20:10

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| **8. Mentoring (being mentored or being a mentor)** | This is the provision of support between 2 people, normally by one with knowledge/experience of a subject area and sector in which the other person wants to develop. It can be formal or informal, structured, or unstructured. It generally provides “life skills” and enhances career, personal and professional growth, and development. | **For person being mentored:**  
- Personal effectiveness  
- Organisational/sector knowledge  
- Career development  
**For person mentoring:**  
- Leadership skill development  
- Time to reflect on own knowledge and practise  
- Feedback/communication skill development |  
- Deciding if mentoring is formal with specified learning outcomes or more informal  
- Method of matching mentor with mentee  
- Being a genuine partnership based on mutual respect and trust |  
- Development and retention of talented staff  
- Knowledge management  
- Clarification of future career directions |
| **9. Conference participation** | Attendance or presenting at relevant conferences |  
- Functional or role specific knowledge  
- Keeping up to date with current thinking and best practise |  
- Allowing time to engage in related activities e.g. attendance at conferences or networking functions  
- Opportunity to present learning back to the team (that way everyone benefits from the new knowledge) |  
- Strengthening and broadening networks  
- Increase professional exposure  
- Keeps knowledge current  
- May open new career opportunities  
- Brings new ideas back to the workplace  
- Can share their learnings with the team which allows the broader team to acquire new knowledge |
| **10. Community of practise** | Where individuals meet to share know-how and learning around current workplace issues and practices. E.g. customer service champions, health and safety |  
- Workplace problem solving  
- Build know how and confidence |  
- Ensuring focus so that leads to practical learning  
- Co-ordination to monitor effectiveness of |  
- Helping to solve real problems  
- Networking with colleagues  
- Building a learning culture |
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<td>11. Memberships and active involvement in professional organisations and networking groups</td>
<td>Participation in relevant external professional and/or networks such as e.g. ATEM – Association for Tertiary Education Management which is a professional body for tertiary education administrators and managers. Provides resources and networking opportunities; AHEIA – Australian Higher Education Industrial Association, provides advice and assistance on workplace matters.</td>
<td></td>
<td>• Broader industry/professional knowledge</td>
<td>• Showcasing and sharing products, services, processes, and procedures across the University</td>
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<td></td>
<td></td>
<td></td>
<td>• Keeping up to date with current thinking and practice</td>
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<tr>
<td>12. Further study</td>
<td>Where staff take on additional part-time studies whilst working. MQ professional staff (fixed term and continuing) can apply for grants and scholarships; enrol on a course within the university or at another university (at own cost) or can apply to sit in on a lecture series at MQ (but no access to accreditation-Study for Staff scheme). Find out more about what we offer at MQ <a href="#">here</a>.</td>
<td></td>
<td>• In-depth education/research</td>
<td>• Provides focused and targeted learning and development.</td>
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<td>• Up to date/best practice knowledge</td>
<td>• Can be “just-in-time” development</td>
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<td></td>
<td></td>
<td></td>
<td>• Networking</td>
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<td>• Accredited course that can add to a staff member’s credentials</td>
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<td><strong>The 10: Formal Learning</strong></td>
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| 13. Self-paced online learning | Selected online courses to develop specific knowledge or skill. May target a specific staff group and can be internal or external. E.g. [Linked learning courses](https://www.linkedin.com/learning), [Coursera](https://www.coursera.org) are available to all staff at MQ. | • Functional or role specific knowledge  
• Management and leadership capability development  
• Gain ideas on an approach or way to re-orientate current practice | • Identify the appropriate staff capability gap and clarity about what is to be developed  
• Ensuring completion of the course activities  
• Opportunities to put learning into practise straight afterwards. | • Provides focused and targeted learning and development  
• Often is “just-in-time” development |
| 14. Staff development calendar (formal workshop or seminar: face-to-face or online) | Staff has access to our [staff development calendar](https://www.mq.edu.au/staff-develop) at MQ which offers a selection of face-to-face and online courses which staff can attend throughout the year (e.g. Communicating Effectively, Managing Projects, Managing Conflict etc.) | • Functional or role specific knowledge  
• Management and leadership capability development  
• Skill development e.g. communication skills, resilience, giving feedback etc. | • Identify the appropriate staff capability gap and clarity about what is to be developed  
• Matching to appropriate course  
• Ensuring full course attendance and completion of activities  
• Opportunities to apply on-the-job post course | • Focused and targeted learning and development  
• Can be “just-in-time” development |
| 15. Consulting support | In consultation with your HR Client team and the OD team – bespoke interventions can be tailored to specific development needs e.g. team development, career development, change support, conflict support etc. | • Specific training and development needs of a particular team, department, faculty/office | • Sponsorship and buy-in of the leader  
• Team buy-in and participation | • Resolution of a workplace issue  
• Focused and targeted learning and just-in-time development  
• Time for the team to connect, think and plan outside of the office |
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| 16. Reading/researching | Individual reading of relevant books, articles and other relevant literature that builds further knowledge of a specific topic. | • Functional role or sector specific knowledge  
• Best practice research  
• Provides opportunity to self-reflect on current practice  
• Can be done at own pace | • Allowing time to engage in reading as a development activity (e.g. work from home day to read/research)  
• Opportunity to showcase new knowledge and learning  
• Opportunity to discuss new ideas and how they may be applied. |

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| • Keeps knowledge current  
• Enables access to best practice  
• May lead to innovation opportunities, or workplace continuous improvement |