



# BT START Delivery Training

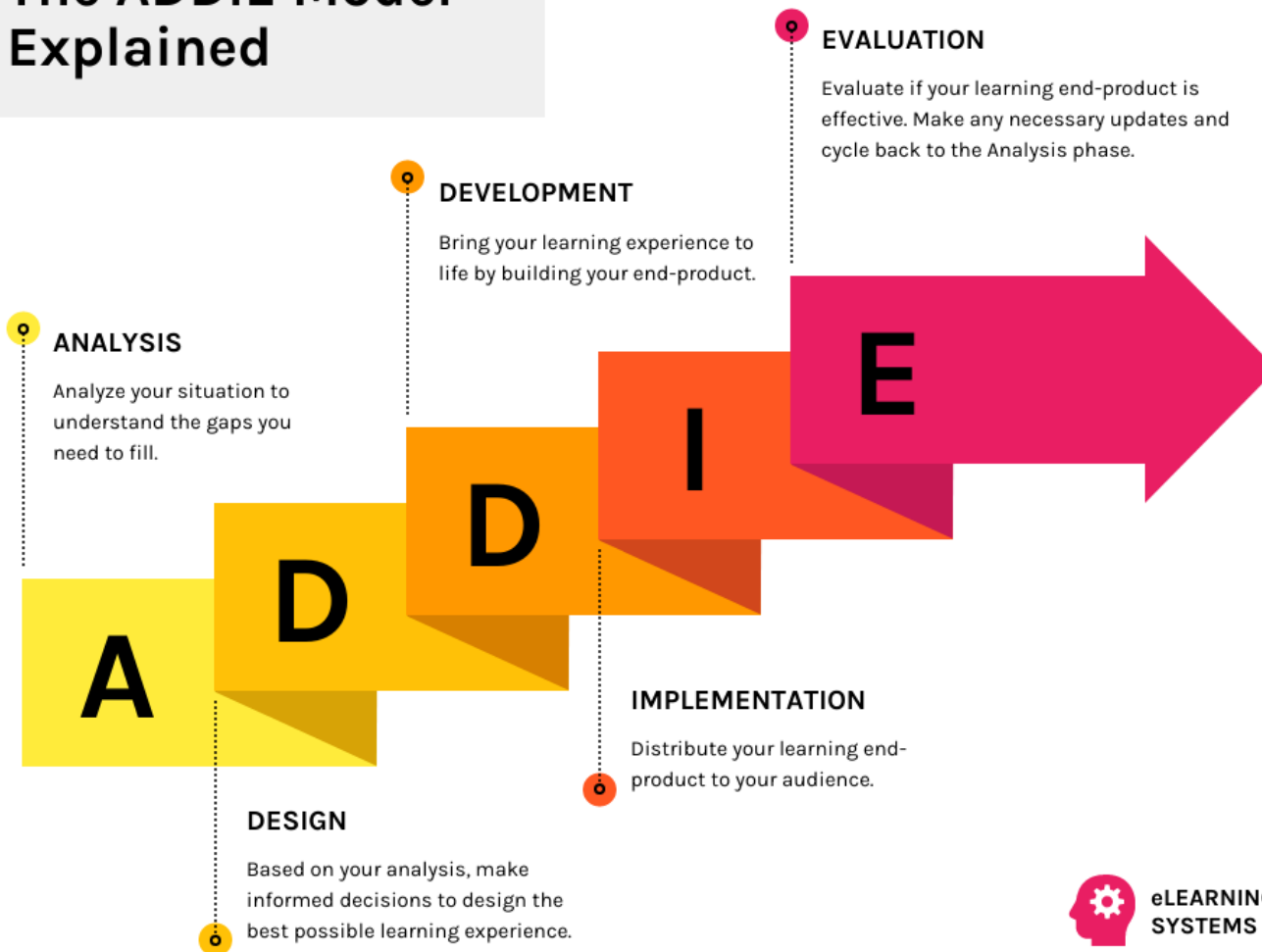
## Using ADDIE

Version	Date	Description	Author
1.0	30/11/2021	Informal presentation of high-level process used by START Delivery Training Team, OCMT delivered at Change Community Meeting on 30 November 2021	

# Five stages of training development

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## The ADDIE Model Explained



# Analysis – Understanding the gap

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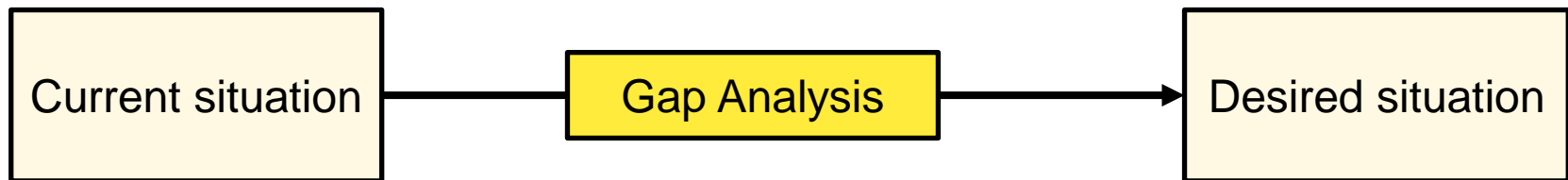
## Outputs:

- Training and User Support Approach
- Training Needs Analysis

## A - Analysis

- Problem identification
- Training needs analysis
- High-level learning goals established

- Who is the audience?
- What is the problem we are trying to solve?
- What is the desired outcome (i.e. behavioral)?
- Is formal training required?
- What are the delivery options?
- What does the audience already know?
- When does this need to be delivered?
- Does formal training already exist?



*What's causing the gap?*

# Analysis – Training Needs Analysis (TNA)

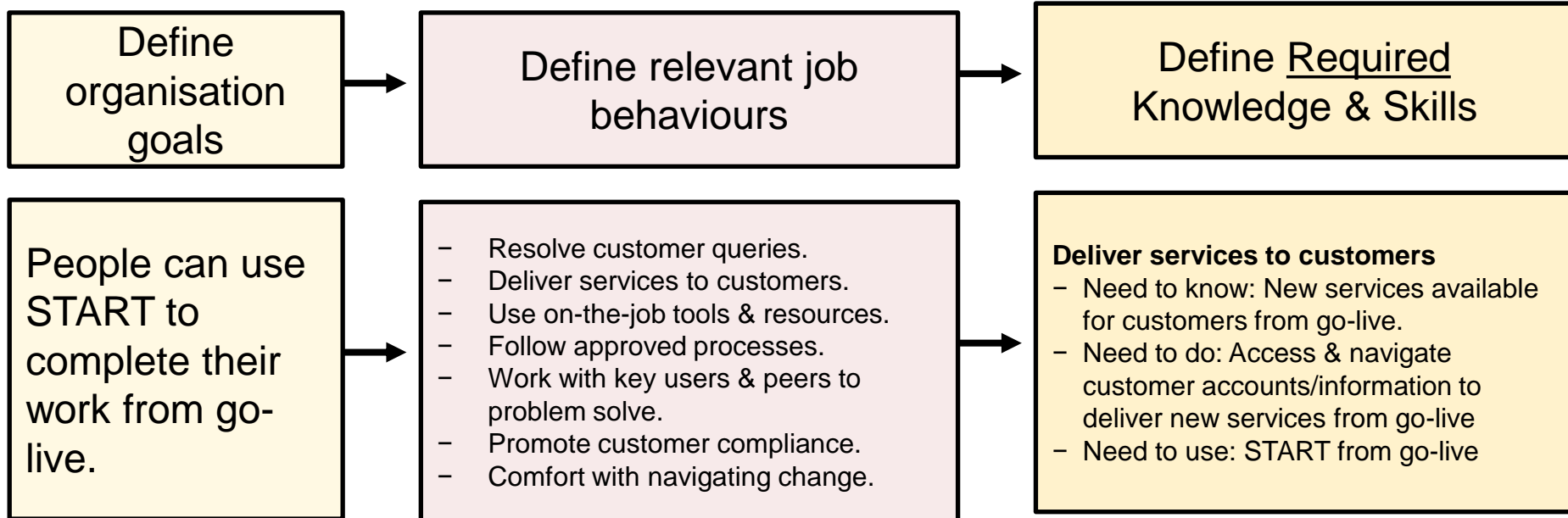
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## Outputs:

- Training and User Support Approach
- Training Needs Analysis

## A - Analysis

- Problem identification
- Training needs analysed
- High-level learning goals established



# Analysis –TNA + Learning goals

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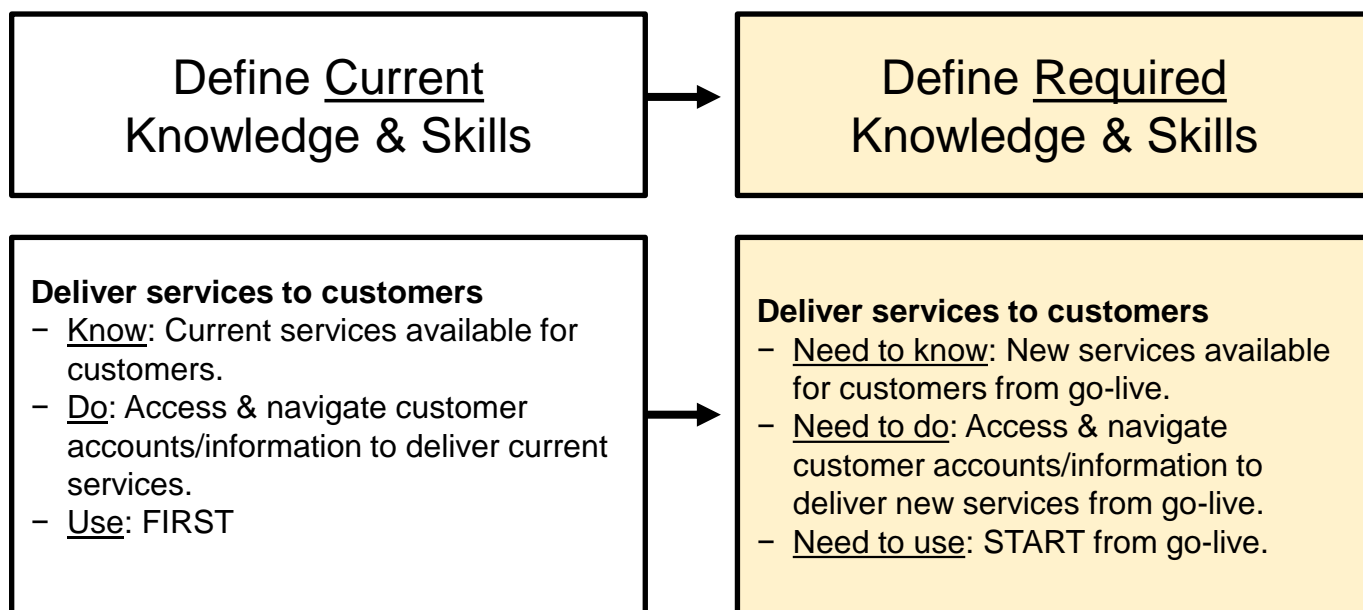
## Outputs:

- Training and User Support Approach
- Training Needs Analysis

## A - Analysis

- Problem identification
- Training needs analysed
- High-level learning goals established

**Know  
Do  
Use**



*The training need is what people need to know, do & use to meet the required knowledge & skills.*

## Outputs:

- Learning Curriculum & Solutions
- Training Implementation Plan

## D - Design

- Learning objectives
- Learning solution design
- Training delivery design



**70**  
On-the-job  
Learning



**20**  
Social  
Learning



**10**  
Formal  
Learning

70:20:10 is a framework for building and sustaining workplace and organisational capability – the three components of learning reinforce and support one another.

70% - Learning through experience

20% - Learning through other's experience

10% - Learning through training events with a defined learning objective

Define Required  
Knowledge & Skills

### Deliver services to customers

- Need to know: New services available for customers from go-live.
- Need to do: Access & navigate customer accounts/information to deliver new services from go-live.
- Need to use: START from go-live.

## Outputs:

- Learning Curriculum & Solutions
- Training Implementation Plan

## D - Design

- Learning objectives
- Learning solution design

***Learning objectives are measurable, specific and done by the learner.***

*By the end of this course you will be able to:*

***Describe*** the new services available to customers from go-live by delivering a short presentation.

***Use*** START to access and navigate customer accounts to deliver new services from go-live, by completing practice activities in the START training environment.

# Design – Writing learning objectives

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## Outputs:

- Learning Curriculum & Solutions
- Training Implementation Plan

## D - Design

- Learning objectives
- Learning solution design

## Bloom's Taxonomy

Knowledge  
Creation

**create**

Produce new or original work  
*Design, assemble, construct, conjecture, develop, formulate, author, investigate*

**evaluate**

Justify a stand or decision  
*appraise, argue, defend, judge, select, support, value, critique, weigh*

Knowledge  
Deepening

**analyze**

Draw connections among ideas  
*differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*

**apply**

Use information in new situations  
*execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*

Knowledge  
Acquisition

**understand**

Explain ideas or concepts  
*classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*

**remember**

Recall facts and basic concepts  
*define, duplicate, list, memorize, repeat, state*



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## Outputs:

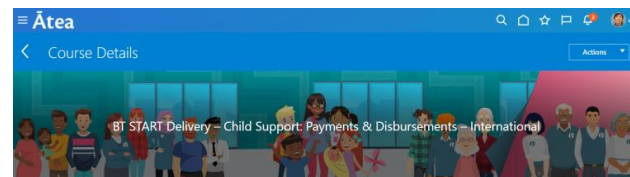
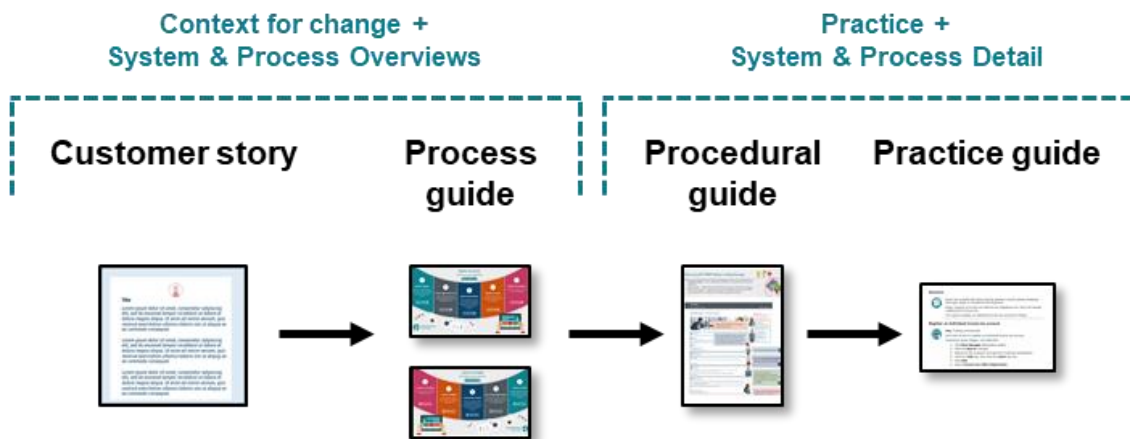
- Learning Curriculum & Solutions
- Training Implementation Plan

## D - Design

- Learning objectives
- Learning solution design

***Describe*** the new services available to customers from go-live by delivering a short presentation.

***Use*** START to access and navigate customer accounts to deliver new services from go-live by completing practice activities in the START training environment.



# Development – Solution/Content build

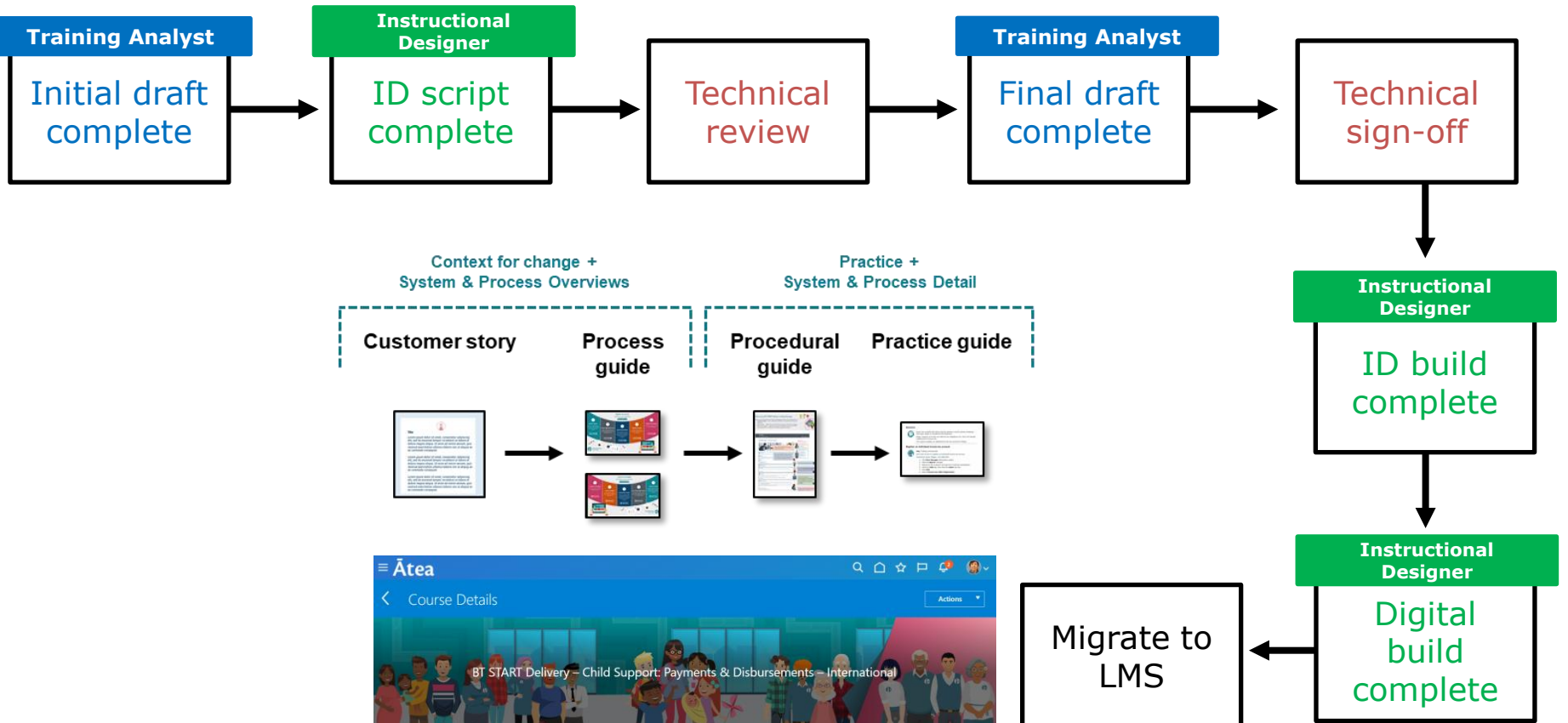
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## Outputs:

- Learning & LMS artefacts
- Logistic plan

## D - Development

- Determine delivery method
- Content build
- Logistics & resourcing



# Implementation – Training delivery

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## Outputs:

- Ātea Learning – F2F or Course pages
- Session Plans/Resources
- Evaluations

## I - Implementation

- Session build
- Communication & Evaluation
- Training delivery
- Service support

### Training delivery for change groups A/B/C

[IN CONFIDENCE]

These are people identified in D455 Organisation Impact Assessment and Change Plan for Stage 4 START Delivery (S4-1-R2 and S4-1-Other) that require online training and/or classroom training. We have since determined who will have mandatory training vs those who will self-serve optional training.	Change Group	No. of people	MANDATORY		OPTIONAL ON DEMAND	
			Online training	Classroom training	Online training	Booster training
CCS-1 Families – CSO/Team Leads/Analysts who manage or support Child Support tasks	A/B	476	■	■	■	■
Enterprise Services – Crown Finance	A	7	■	■	■	■
CCS-1 Community Compliance – CCO/CSO who manage Child Support tasks and/or tax agents, and front-of-house; and Team Leads	B	316	■	■	■	■
CCS-B External Relationships – Complaints Management Team	B	7	■	■	■	■
CCS-1 Families – Remainder CSO/remainder Team Leads	B	90	■	■	■	■
CCS-1 Individuals – CSO who manage voice channel (including individual, employer, tax agent and myIR queries), and Team Leads	B	318	■	■	■	■
CCS-B Significant Enterprises – Technical Specialists and Special Audit who manage Child Support	B	16	■	■	■	■
CCS-B Significant Enterprises – CSO/BLM, Team Leads who support Significant Enterprises voice channels	B	48	■	■	■	■
CCS-B Small and Medium Enterprises – BLM and Team Leads who support Significant Enterprises voice channels	B	9	■	■	■	■
CCS-B External Relationships – External Relationships Managers	B	14	■	■	■	■
CCS-B Legal Services – Solicitors, Technical Specialists, Team Leads	C	117	■	■	■	■
CCS-1 and CCS-B – Remainder of Team Leads, Group Leads, Analysts	C	34	■	■	■	■
CCS-1 Individuals – CSA, remainder CSO and Team Lead	C	751	■	■	■	■
CCS-1 Micro Business – CSO, CCS, Analysts and Team Leads	C	252	■	■	■	■
CCS-B Significant Enterprises – Remainder CSO, Technical Specialists, IRS team and CCS and Team Leads	C	301	■	■	■	■
CCS-B Small and Medium Enterprises – CSO, CCS and Team Leads	C	472	■	■	■	■

**Self-serve training via Ātea Learning:** The balance of group C and group D including CCS-1 CSO and CXD network and people from In Intelligence Services, Enterprise Services, Tax Counsel Office and Enterprise Design and Integrity.

### Training plan for child support

[IN CONFIDENCE]

**Virtual**

**Legislation and V12 START Overview Training**

Overview of changes to the Child Support Act 1991, and how Child Support will be managed in START.

**Delivered August 2021**

- Up to 2 hours (TBC) via MS Teams by BT Training Team.
- Pre-learning for Face to Face child support training.
- Available as online self-paced/self-serve.

**Face to Face**

**Child Support System and Process Overviews and Detailed Training**

Online modules and practice activities to complete in the training environment, covering core Child Support Domestic, International, and specialist tasks.

**Delivered September/October 2021**

- 3 to 4 days (TBC) in classroom by BT Trainer.
- Available as online self-paced/self-serve.

**Online**

**Key Changes for Child Support**

Overview of key changes, managed in START/miR.

**Available October 2021**

- Up to 1 hour (TBC) online Learning.
- Learners supported by Key Users/Level 2 CSOs Trainers.

Mandatory Audience	
Change group A CCS-E Families.	<b>589 people*</b>
Change group B CCS-E Families.	
CCS-B: External Relationships, Significant Enterprises (Technical Specialists, Special Audit).	
Estimated training hours required	<b>1,178</b>

Mandatory Audience	
Change group A CCS-E Families.	<b>589 people*</b>
Change group B CCS-E Families.	
CCS-B: External Relationships, Significant Enterprises (Technical Specialists, Special Audit).	
Estimated training hours required	<b>12,072</b>

Mandatory Audience	
Change group B CCS-E Individuals, Community Compliance.	<b>691 people*</b>
Change group B CCS-B: Significant Enterprises, Small and Medium Enterprises.	
Estimated training hours required	<b>691</b>

\*To be confirmed via detailed training needs analysis

### Training plan for V12 START and myIR

[IN CONFIDENCE]

**Offline**

**V12 START and myIR Training**

Overview of how START works and the key changes to START and myIR in Version 12.

**Available August 2021 (START)**

- Up to 1 hour (TBC) online self-paced via Ātea Learning.
- Learners supported by Key Users and BT Training Team.

**Available September 2021 (myIR)**

- Up to 1 hour (TBC) online self-paced via Ātea Learning.
- Learners supported by Key Users and BT Training Team.

**Offline**

**V12 START Test Drive Training**

Theory, and practical assessments in the training environment for people to test their knowledge around the V12 START changes.

**Available September 2021**

- Up to 1 hour (TBC) online self-paced via Ātea Learning.
- Learners supported by Key Users and BT Training Team.
- Key Users supported by BT Training Analysts.
- Team Leads can assign or recommend this learning for their people in Ātea.

**Offline**

**V12 myIR Navigator Training**

Online module covering key customer actions in myIR. Building knowledge on how to assist customers with how to self-serve using myIR.

**Available October 2021**

- Up to 2 hours (TBC) online self-paced via Ātea Learning.
- Learners supported by Key Users.
- Key Users supported by BT Training Analysts.

Mandatory Audience	
Change group B and C CCS-E Families, Individuals, Community Compliance.	<b>2,557 people*</b>
Change group B and C CCS-B: Micro Business, Significant Enterprises, Small and Medium Enterprises.	
Estimated training hours required	<b>5,114</b>

Mandatory Audience	
Key User Network.	<b>TBC for R2</b>
Optional for everyone else – Team Leads have the ability to assign this to their people in Ātea Learning.	
Estimated training hours required	<b>TBC</b>

Mandatory Audience	
Change group B CCS-E Individuals, Community Compliance.	<b>691 people*</b>
Change group B CCS-B: Significant Enterprises, Small and Medium Enterprises.	
Estimated training hours required	<b>2,073</b>

\*To be confirmed via detailed training needs analysis

## Outputs:

- Reporting
- Post-implementation review

## E - Evaluation

- Integral part of each step (pilots)
- Key evaluation Q
- Lessons learned

### Formative evaluation

- Use agile methodology – to support an iterative approach to design/develop/implement.
- Three Pillars of Scrum:
  - Transparency
  - Inspection
  - Adaption
- 2 week sprints: Sprint planning, Sprint Review, Sprint Retro

### Summative evaluation

- Use standard classroom evaluation – key evaluation question measures learner's confidence to apply what they have learned.
- Course material completion – knowledge checks, and classroom assessments.