Inland Revenue
Te Tari Taake
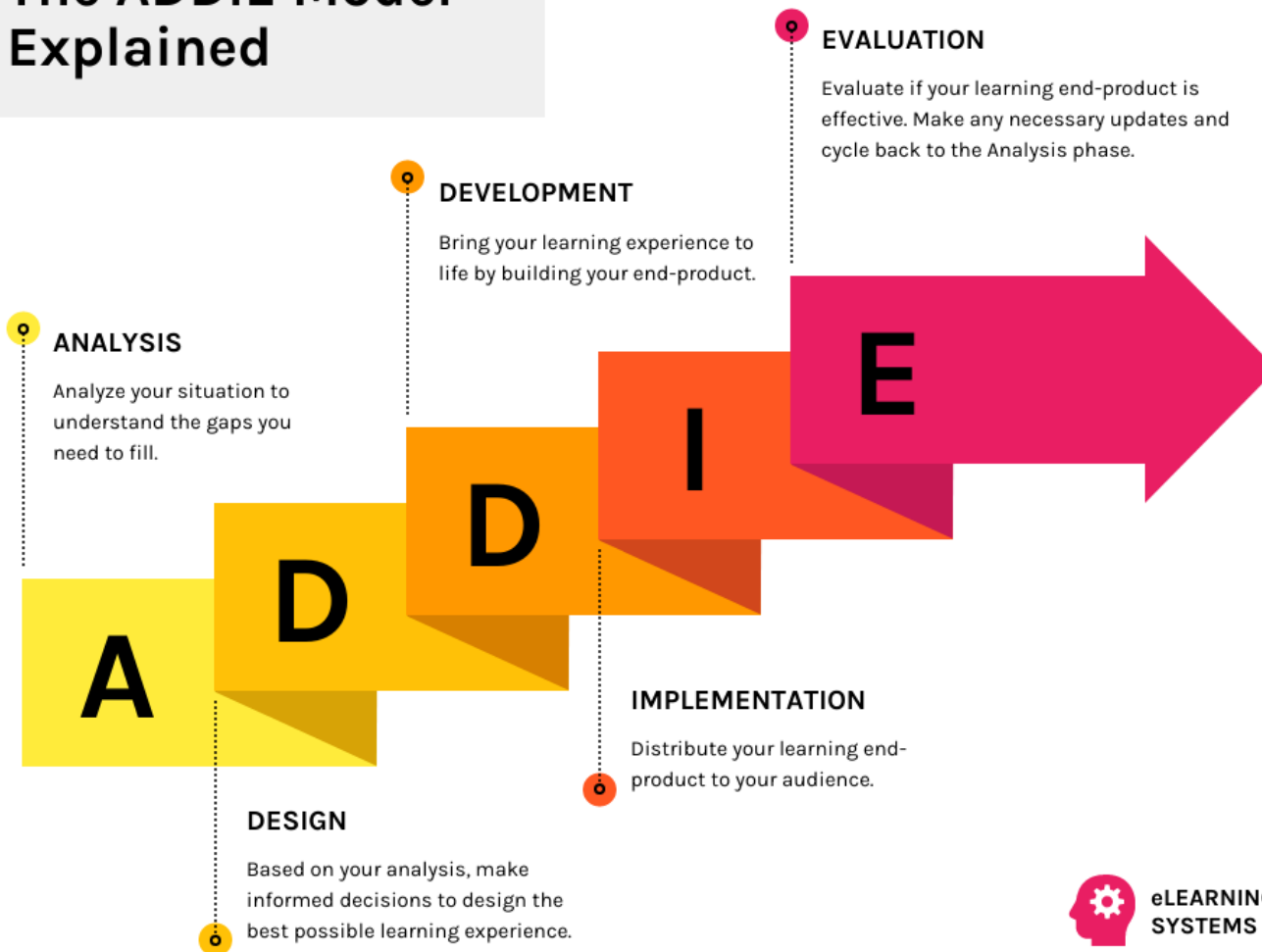
Business Transformation

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	

The ADDIE Model Explained

EVALUATION
Evaluate if your learning end-product is effective. Make any necessary updates and cycle back to the Analysis phase.

DEVELOPMENT
Bring your learning experience to life by building your end-product.

ANALYSIS
Analyze your situation to understand the gaps you need to fill.

IMPLEMENTATION
Distribute your learning end-product to your audience.

DESIGN
Based on your analysis, make informed decisions to design the best possible learning experience.

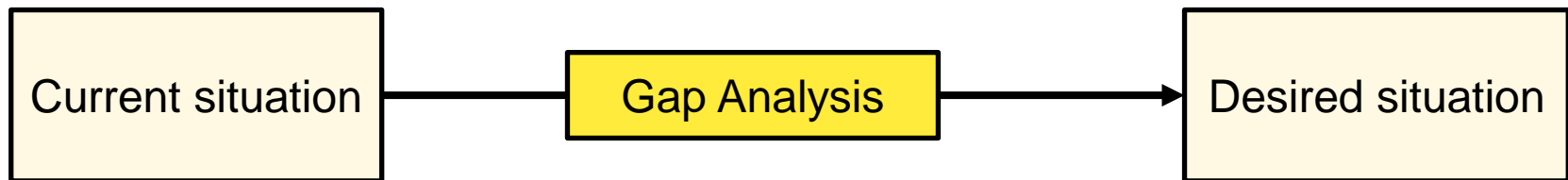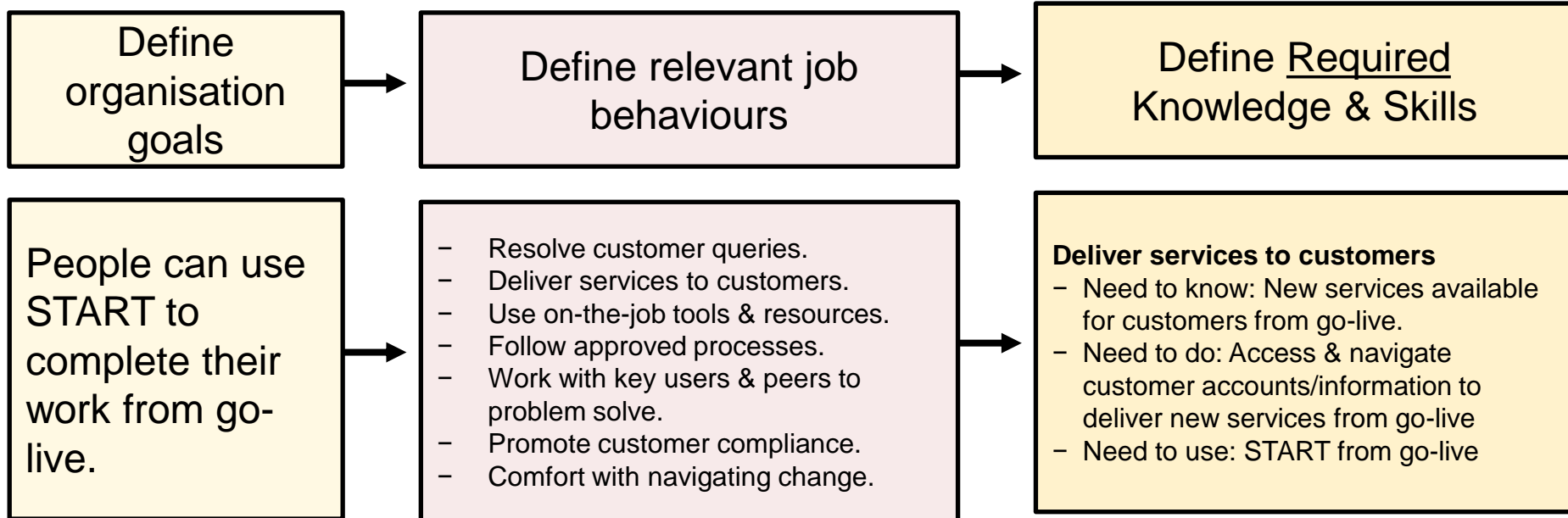eLEARNING SYSTEMS

Analysis – Understanding the gap

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?

Current situation → Gap Analysis → Desired situation

What's causing the gap?
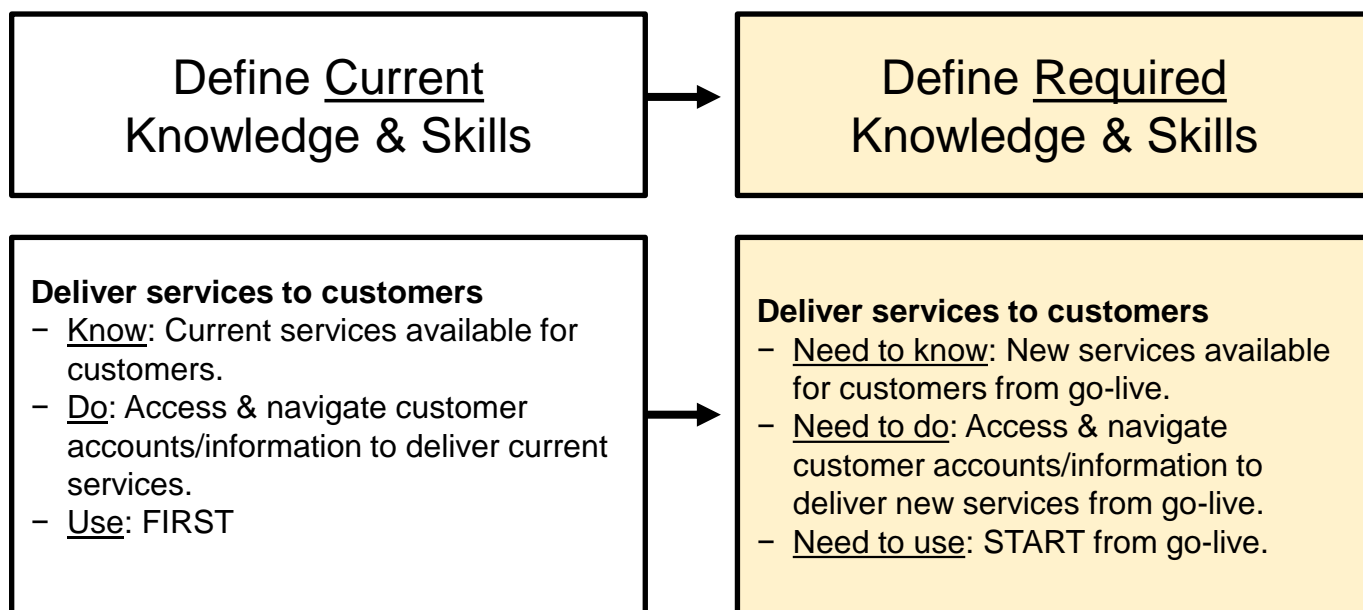
Analysis – Training Needs Analysis (TNA)

Outputs:

- Training and User Support Approach
- Training Needs Analysis

A - Analysis

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

Define organisation goals	→	Define relevant job behaviours	→	Define <u>Required</u> Knowledge & Skills

People can use START to complete their work from go-live.	→	- Resolve customer queries. - Deliver services to customers. - Use on-the-job tools & resources. - Follow approved processes. - Work with key users & peers to problem solve. - Promote customer compliance. - Comfort with navigating change.	→	**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

Inland Revenue
Te Tari Taake

Business Transformation

Analysis –TNA + Learning goals

Outputs:

- Training and User Support Approach
- Training Needs Analysis

A - Analysis

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

Know
Do
Use

Define Current Knowledge & Skills	→	Define Required Knowledge & Skills

Deliver services to customers
– Know: Current services available for customers.
– Do: Access & navigate customer accounts/information to deliver current services.
– Use: FIRST

→

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.

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

Inland Revenue
Te Tari Taake

Business Transformation

Design – 70:20:10

Outputs:
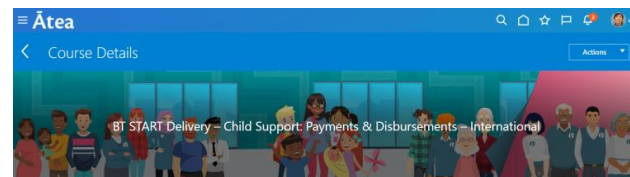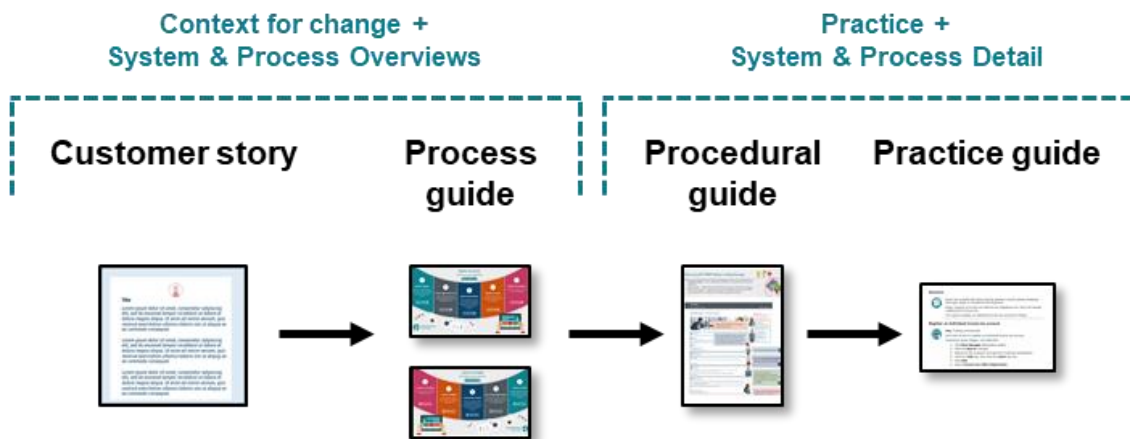
- Learning Curriculum & Solutions
- Training Implementation Plan

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 <u>Required</u>
Knowledge & Skills

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

Design – Writing learning objectives

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:

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

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

Inland Revenue
Te Tari Taake

Business Transformation

Design – Writing learning objectives

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

Vanderbilt University Center for Teaching

Inland Revenue
Te Tari Taake

Business Transformation

Design – Learning solution design

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.

Context for change + System & Process Overviews

Practice + System & Process Detail

Customer story → Process guide → Procedural guide → Practice guide

Inland Revenue
Te Tari Taake

Business Transformation

Development – Solution/Content build

Outputs:

- Learning & LMS artefacts
- Logistic plan

D - Development

- Determine delivery method
- Content build
- Logistics & resourcing

Training Analyst
Initial draft complete

→

Instructional Designer
ID script complete

→

Technical review

→

Training Analyst
Final draft complete

→

Technical sign-off

↓

Instructional Designer
ID build complete

↓

Instructional Designer
Digital build complete

→ Migrate to LMS

Context for change + System & Process Overviews

Customer story → Process guide

Practice + System & Process Detail

Procedural guide → Practice guide

≡ Ātea
Course Details
Actions
BT START Delivery – Child Support: Payments & Disbursements – International

Inland Revenue
Te Tari Taake

Business Transformation

Implementation – Training delivery

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

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

Inland Revenue
Te Tari Taake

Business Transformation

Evaluation – Applied throughout each stage

Outputs:

- Reporting
- Post-implementation review

E - Evaluation

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

Formative evaulation

- 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 evaulation

- 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.

Inland Revenue
Te Tari Taake

Business Transformation