

## Introduction

### Summary

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Colleagues could be people working in your organisation or people in the communities with which your work. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your area of responsibility or community, in which learning is valued.

**This unit is taken from the generic standards developed by the Management Standards Centre where it appears as unit D7.**

The unit is divided into two parts. The first part (page 2) describes what you have to do and how you should behave.

The third part (pages 3 and 4) describes the knowledge and understanding you must have.

### Target Group

The unit is for experienced leisure managers and sports development professionals with considerable autonomy in their job roles.

# A321 Provide learning opportunities for colleagues

## The National Standard

### Outcomes

*You must:*

- 1 Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.
- 2 Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.
- 3 Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills.
- 4 Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.
- 5 Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.
- 6 Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
- 7 Work with colleagues to recognise and make use of unplanned learning opportunities.
- 8 Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.
- 9 Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.
- 10 Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.
- 11 Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.
- 12 Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.

### Behaviours

*You must show you are consistently:*

- 1 Recognising the opportunities presented by the diversity of people.
- 2 Finding practical ways to overcome barriers.
- 3 Making time available to support others.
- 4 Seeking to understand individuals' needs, feelings and motivations and taking an active interest in their concerns.
- 5 Encouraging and supporting others to make the best use of their abilities.
- 6 Recognising the achievements and the success of others.
- 7 Inspiring others with the excitement of learning.
- 8 Confronting performance issues and sorting them out directly with the people involved.
- 9 Saying no to unreasonable requests.
- 10 Showing integrity, fairness and consistency in decision making.

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## What you must know and understand

*To be competent in this unit, you must know and understand the following*

### General Knowledge and Understanding

- K1 The benefits of learning for individuals and organisations and how to promote these to colleagues
- K2 Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised
- K3 Why it is important to encourage colleagues to take responsibility for their own learning
- K4 How to provide fair, regular and useful feedback to colleagues on their work performance
- K5 How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills
- K6 How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues
- K7 The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them
- K8 Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)
- K9 How/where to identify and obtain information on different learning activities
- K10 Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)
- K11 How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
- K12 Sources of specialist expertise in relation to identifying and providing learning for colleagues
- K13 What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved
- K14 How to evaluate whether a learning activity has achieved the desired learning objectives
- K15 The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes
- K16 How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues

### Sport and Active leisure Specific Knowledge and Understanding

- K17 Sector requirements for the development or maintenance of knowledge, skills and understanding and professional development
- K18 Learning issues and specific initiatives and arrangements that apply within the sector
- K19 Working culture and practices in the sector

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## Knowledge and Understanding Relevant to Your Organisation

- K20 Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation
- K21 The work roles of colleagues, including the limits of their responsibilities and their personal work objectives
- K22 The current knowledge, understanding and skills of colleagues
- K23 Identified gaps in the knowledge, understanding and skills of colleagues
- K24 Identified learning needs of colleagues
- K25 Learning style(s) or combinations of styles preferred by colleagues
- K26 The written development plans of colleagues
- K27 Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues
- K28 Learning activities and resources available in/to your organisation
- K29 Your organisation's policies in relation to equality and diversity
- K30 Your organisation's policies and procedures in relation to learning
- K31 Your organisation's performance appraisal systems