

Unit: LM1 Provide learning opportunities for colleagues (MSC Unit D7)

Overview

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an environment in which learning is valued.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

Outcomes of effective performance

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| LM1/O1 | You promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised | LM1/O7 | You work with colleagues to recognise and make use of un-planned learning opportunities |
| LM1/O2 | You give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve | LM1/O8 | You seek and make use of specialist expertise in relation to identifying and providing learning for colleagues |
| LM1/O3 | You 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 | LM1/O9 | You support colleagues in undertaking learning activities, making sure any required resources are made available and making efforts to remove any obstacles to learning |
| LM1/O4 | You help colleagues to identify the learning style or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities | LM1/O10 | You 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 |
| LM1/O5 | You work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs | LM1/O11 | You work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes |
| LM1/O6 | You discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved and the required resources and timescales | LM1/O12 | You encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned |

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Behaviours which underpin effective performance

- LM1/B1. You recognise the opportunities presented by the diversity of people
- LM1/B2. You find practical ways to overcome barriers
- LM1/B3. You make time available to support others
- LM1/B4. You seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns
- LM1/B5. You encourage and support others to make the best use of their abilities
- LM1/B6. You recognise the achievements and the success of others
- LM1/B7. You inspire others with the excitement of learning
- LM1/B8. You confront performance issues and sort them out directly with the people involved
- LM1/B9. You say no to unreasonable requests
- LM1/B10. You show integrity, fairness and consistency in decision making
- LM1/B11. You carry out tasks with due regard to your organisation's policies and procedures, including those covering health and safety at work
- LM1/B12. You comply with legal requirements, industry regulations and professional codes

General knowledge and understanding

1. The benefits of learning for individuals and organisations and how to promote these to colleagues.
2. Ways in which you can develop an environment in which learning is valued and willingness and efforts to learn are recognised.
3. Why it is important to encourage colleagues to take responsibility for their own learning.
4. How to provide fair, regular and useful feedback to colleagues on their work performance.
5. How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.
6. How to prioritise the learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.
7. The range of different learning styles and how to support colleagues in identifying the particular learning style or combination of learning styles which works best for them.
8. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).
9. How/where to identify and obtain information on different learning activities.
10. 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).

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11. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).
12. Sources of specialist expertise in relation to identifying and providing learning for colleagues.
13. 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.
14. How to evaluate whether a learning activity has achieved the desired learning objectives.
15. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.
16. How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.
2. Learning issues and specific initiatives and arrangements that apply within the industry/sector.
3. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

1. Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.
2. The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.
3. The current knowledge, understanding and skills of colleagues.
4. Identified gaps in the knowledge, understanding and skills of colleagues.
5. Identified learning needs of colleagues.
6. Learning style or combinations of styles preferred by colleagues.
7. The written development plans of colleagues.
8. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.
9. Learning activities and resources available in/to your organisation.
10. Your organisation's policies in relation to equality and diversity.
11. Your organisation's policies and procedures in relation to learning.
12. Your organisation's performance appraisal systems.