

## SKAA321 (2)

### Provide learning opportunities for colleagues



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#### 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', for example, in your team or area of responsibility, in which learning is valued. For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

The unit is divided into three parts.

The first part describes what you have to do and how you should behave.

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in the unit.

The unit is recommended for people working in management or development at middle manager level.

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#### Performance criteria

*You must be able to:*

- P1 promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised
- P2 give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve
- P3 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
- P4 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
- P5 work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs
- P6 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
- P7 work with colleagues to recognise and make use of un-planned learning opportunities
- P8 seek and make use of specialist expertise in relation to identifying and providing learning for colleagues
- P9 support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning
- P10 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
- P11 work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes
- P12 encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned

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#### Knowledge and understanding

*You need to know and understand:*

#### **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

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*You need to know and understand:*

#### **Sports and recreation specific knowledge and understanding**

- K17 sport and recreation 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 field of sport and recreation
- K19 working culture and practices in the sport and recreation sector

*You need to know and understand:*

#### **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

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### Additional Information

#### Behaviours

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

#### Glossary

##### **Colleagues**

Those people for whom you have line management responsibility

##### **Development plan**

An individual plan that shows what the colleague needs to learn and how and when this learning will happen

##### **Learning activities**

See learning opportunities

##### **Learning needs**

What colleagues need to learn in order to be successful in their current or future responsibilities

##### **Learning opportunities**

Any activities, structured or unstructured that help people develop in their job role; examples include formal training delivered by yourself or others, coaching and mentoring, work shadowing, work placements, attendance at conferences, personal research etc.

##### **Learning styles**

How individuals like to learn; for example, some people prefer 'taught' training or education; others appreciate learning through practical work-based activity

##### **Specialist expertise**

For example, professional trainers

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#### **Un-planned learning opportunities**

Opportunities that may arise naturally in the course of their work or wider life experiences

#### **Links to other NOS**

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

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