**M&L 13 Manage individuals’ development in the workplace**

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| **Learning Outcome** | **Assessment Criteria** | **Guidelines and range**  **The candidate provides evidence that they understand:** |
| 1. Be able to carry out performance  appraisals | 1.1 Explain the purpose of performance reviews and appraisals | The term ‘appraisal’, sometimes known as the ‘appraisal meeting’ is generally thought of as a regular event which happens at least once a year and possibly every few months. This is a meeting between the line manager and direct report (s) where *evidence* of performance against agreed targets and behaviour and attitude against company values can be evaluated and the outcomes discussed openly. The meeting provides an opportunity to look back over a set period of time and provide feedback on what has worked well and gain agreement over performance levels in order to set targets and objectives with clearly defined outcomes for a forthcoming set period of time. Targets might include further training requirements or a re-focusing on the job role and any adjustments that need to be made.  Performance reviews can happen formally or informally and enable a re-examination of agreed objectives or reconsideration or work plans and act as a progress check, the purpose being to make amendments or improvements as required. |
|  |  | *In this criterion the learner is required to provide evidence that he or she has:*   * *Explained the main purpose of an appraisal meeting in his or her organisation.* |
|  | 1.2 Explain techniques to prepare for and carry out appraisals | It is useful to gather evidence, sometimes involving other people in the case of 360⁰ feedback\*, prior to the appraisal to answer the following questions:   * Were the objectives achieved or not and how do you know? * Was the performance above, within or below the requirements of the role (competence)? * What training has been received and what requirements might there be in the future? * Actions by appraiser (line manager) or appraised (direct report)   \*360⁰ feedback uses a system to gather feedback form a number of sources, typically including colleagues, direct reports and customers. |
|  |  | *In this criterion the learner is required to provide evidence that he or she has:*   * *Identified the types of information which might be used at an appraisal describing the purpose of each.* |
|  | 1.3 Provide a private environment in which  to carry out appraisals | Usually appraisals are conducted as one to one meetings where the right questions can be asked and appraise does most of the talking in a quiet and confidential setting. Privacy also means being uninterrupted by other individuals, telephone calls or distracted by mobile devices and computers.  A focus is given to individual performance and recognition of success, where appropriate. |
| *In this criterion the learner is required to provide evidence that he or she has prepared an appropriate environment in which to carry out an appraisal by undertaking prior arrangements with others which include the appraised and facilities.* |
| 1.4 Carry out performance reviews and appraisals in accordance with organisational policies and procedures | The organisation will have at least one main policy on appraisal and associated training for those involved with the process. The procedures will accompany the policy demonstrate how a good constructive meeting should be conducted for the before, during and after stages. It is usual to also have set documentation for both parties to complete and confidentiality codes which strictly restrict access to records. |
| *In this criterion the learner is required to provide evidence that he or she has:*   * *Accessed the organisational policy and carried out two performance reviews, completing appropriate documentation.* * *Identified the actions that have been agreed in both cases and included arrangements for monitoring and review.* |
|  | 1.5 Provide clear, specific and evidence based  feedback sensitively | It is important to receive training before carrying out an appraisal meeting and part of this will firstly include an overview to explain the purpose of appraisal as part of the overall management of performance and secondly to explain the wider benefits to the organisation in line with its own purpose.  Part of the training should be to provide sensitive feedback to others which is constructive and based on facts about performance evidence rather than opinions about the individual. Asking open questions encourages appraises to come to their own conclusions about what went wrong and why and to take ownership where needed for putting things right. |
| *In this criterion the learner is required to provide evidence that he or she has:*   * *Provided feedback on performance which is evidence based, clearly given and in a sensitive manner* |
|  | 1.6 Agree future actions that are consistent with appraisal findings and identified development needs | Gaining agreement by both parties that things need to change is critical and suggestions from the appraised for future actions should be encouraged. Usually an action plan with tasks, required outcomes (key deliverables) timescales and resources are identified and most importantly, responsibility for monitoring and review dates set at frequent intervals, in order to check on progress. Identified development needs are not always based on course attendance and may also include the requirements for e.g. a mentor, work shadowing experience, further research, and involvement in project teams or greater responsibility for tasks and/or others. |
| *In this criterion the learner is required to provide evidence that he or she has:*   * *Identified development needs with an individual showing how the needs were determined and the options open to the line manager and appraisee.* * *Agreed key objectives for future actions which include ways of developing the individual.* |
| 2. Be able to support the learning and  development of individual team  members | 2.1 Describe training techniques that can be applied in the workplace | Training is a formal instructor- led process of teaching or learning a skill or job. This content based intervention is designed to lead skills or behavior change. Usually this takes place face -to -face on an individual or group basis at the place of work or, away from the premises. The main methods being:   * On- the- job training involves a more experienced person (trainer) demonstrating how a process is completed in a structured way with an opportunity for the trainee to ask questions and practice skills * ‘In –house’ or ‘off- site’ training programmes provide new knowledge (theory) and opportunities for practicing new skills in an often simulated environment, which may then be put into practice on return to the workplace. |
| *In this criterion the learner is required to provide evidence that he or she has:*   * *Described at least two training techniques that can be applied in the workplace* |
| 2.2 Analyse the advantages and  disadvantages of learning and  development interventions and  methods | The term ‘learning and development’ implies a broader view of workplace learning techniques and suggests that some may be longer term and could be provided at the same time as more formal training. Understanding more about how people learn is helpful here as individuals respond to a range of techniques which may include, for example:   * Coaching * Mentoring * Job rotation, secondment and work shadowing * Action learning sets – where a small group of individuals engage regularly to solve problems at work by sharing ideas and solutions. * Formal qualifications undertaken in a range of ways including distance and e-learning.   ‘Interventions’ implies that deliberate actions have been agreed in a specific situation to influence outcomes in a positive way.  Individual learning styles and preferences have a significance when considering advantages and disadvantages as to whether there is a preference for:   * Learning about the task in hand * Time available * Money available for training * Available and suitability of others to act as mentors and coaches * The nature of the work * Individual ability and willingness to engage with a range of media e.g. learning communities, ‘self -directed learning’ type materials. |
| *In this criterion the learner is required to identify that he or she has:*   * *Selected at least two different learning and development interventions and in case stated how they would be used and the advantages and disadvantages of each.* * *Identified a preference for a learning intervention explaining the key benefits for the individual and the organisation.* |
|  | 2.3 Explain organisational learning and development policies and resource  availability | The organisational learning and development policy is written to meet with the quickly changing business environment where new skills, knowledge and ways of working are needed to remain competitive. Organisations look ahead and try to anticipate strengths and capabilities of their workforce in the future, placing ‘intervention’ programmes in place to meet these new requirements and determining funding priorities. An example could be when a company anticipates the impact of new products or processes on the business which require employees with specialist skills. |
| *In this criterion the learner is required to identify how he or she has:*   * *Described how an organisational learning and development policy has affected one area or aspect of the organisation in terms of a training requirement.* * *Suggested how the training has been organized and the planned benefits for the organisation.* |
| 2.4 Review individuals’ learning and development needs at regular intervals | As part of the organisation’s plan for reviewing individual needs, formal and/or informal assessment of levels of skill, attitude or knowledge should be an ongoing process. The individual will also be able to suggest areas of development that he or she would benefit from, in line with company objectives and these are often defined at appraisal meetings. This will be linked to current and future priorities and plans. A learning needs analysis (LAN) could be a one off test or audit, a capability analysis linked to job role, information on existing competence frameworks and feedback form others. The process should be viewed with sensitivity as a developmental model i.e. one of growth, rather than a deficit model and regarded as confidential. |
| *In this criterion the learner is required to describe how he or she has:*   * *Reviewed two individual’s learning and development needs on two occasions each, providing evidence and in each case demonstrating the review outcome, resources required and actions that have been taken*. |
| 2.5 Suggest learning and development opportunities and interventions that are likely to meet individual and business needs | ‘There are wide number of learning and development opportunities available to meet the business and individual’s needs and the route selected depends on a range of factors including:   * Timescales (long and short term interventions required) * Expertise available to the organisation (e.g. for mentoring roles) * Resources available (including financial) * Numbers and levels of staff involved * Individual preferences for learning   Some of the more traditional methods are being enhanced by different approaches including podcasts, learning communities and E-learning. |
| *In this criterion the learner is required to describe how he or she has investigated two ways of recent learning developments which the business either uses or is considering using and in each case discuss how individuals and the business will benefit* |