

CFAM8.1.4

Provide learning opportunities for marketing colleagues



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.

This unit is recommended for team leaders, first line, middle and senior marketing managers. Such marketers might be employed within 'client-side' organisations, or within agencies/consultancies offering marketing services to clients.

If your organisation is a small firm, you should also look at unit K1 Make sure your staff can do their work which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the unit from the SFEDI website (www.sfedi.co.uk).

CFAM8.1.4

Provide learning opportunities for marketing colleagues

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
- P4 how to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills
- P5 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
- P6 the range of different learning styles and how to support colleagues in identifying their particular preferred learning style(s) or combination of learning styles
- P7 different types of learning activities, their advantages and disadvantages and the required resources, for example, time, fees, substitute staff
- P8 how/where to identify and obtain information on different learning activities
- P9 the importance of professional development planning
- P10 how to set learning objectives, which are smart (specific, measurable, achievable, realistic and time-bound)
- P11 sources of specialist expertise in relation to identifying and providing learning for colleagues
- P12 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
- P13 how to evaluate whether a learning activity has achieved the desired learning objectives
- P14 the importance of reviewing and updating written development plans regularly in the light of performance, any learning activities undertaken and any wider changes
- P15 how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues

CFAM8.1.4

Provide learning opportunities for marketing colleagues

Knowledge and understanding

You need to know and understand:

- K1 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
- K2 work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs
- K3 discuss and agree, with colleagues, development plans which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales
- K4 work with colleagues to recognise and make use of unplanned learning opportunities
- K5 seek and make use of specialist expertise in relation to identifying and providing learning for colleagues
- K6 support colleagues in undertaking learning activities, making sure that any required resources are made available and making efforts to remove any obstacles to learning
- K7 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
- K8 work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes
- K9 encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned

General knowledge and understanding

- K10 the benefits of learning for individuals and organisations and how to promote these to colleagues
- K11 ways in which you can develop an 'environment' in which learning is valued, and willingness and efforts to learn are recognised
- K12 the importance of encouraging colleagues to take responsibility for their own learning
- K13 how to provide fair, regular and useful feedback to colleagues on their work performance
- K14 how to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills
- K15 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
- K16 the range of different learning styles and how to support colleagues in identifying their particular preferred learning style(s) or combination of learning styles

CFAM8.1.4

Provide learning opportunities for marketing colleagues

- K17 different types of learning activities, their advantages and disadvantages and the required resources, for example, time, fees, substitute staff
- K18 how/where to identify and obtain information on different learning activities
- K19 the importance of professional development planning
- K20 how to set learning objectives, which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- K21 Sources of specialist expertise in relation to identifying and providing learning for colleagues
- K22 what type of support colleagues might need to undertake learning activities, their sources needed and the types of obstacles they may face and how they can be resolved
- K23 how to evaluate whether a learning activity has achieved the desired learning objectives
- K24 the importance of reviewing and updating written development plans regularly in the light of performance, any learning activities undertaken and any wider changes
- K25 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

- K26 industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development
- K27 learning issues and specific initiatives and arrangements that apply within the industry/sector
- K28 working culture and practices of the industry/sector

Context specific knowledge and understanding

- K29 relevant information on the purpose, objectives and plans of your team or area of marketing responsibility
- K30 the work roles of colleagues, including the limits of their responsibilities and their personal work objectives
- K31 the current knowledge, understanding and skills of colleagues
- K32 identified gaps in the knowledge, understanding and skills of colleagues
- K33 identified learning needs of colleagues
- K34 learning style(s) or combinations of styles preferred by colleagues
- K35 the written development plans of colleagues
- K36 sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues
- K37 learning activities and resources available in/to the organisation
- K38 the organisation's policies in relation to equality and diversity
- K39 the organisation's policies and procedures in relation to learning
- K40 the organisation's performance appraisal systems

CFAM8.1.4

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Additional Information

Behaviours

1. you recognise the opportunities presented by the diversity of people
2. you find practical ways to overcome barriers
3. you make time available to support others
4. you seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns
5. you encourage and support others to make the best use of their abilities
6. you recognise the achievements and the success of others
7. you inspire others with the excitement of learning
8. you confront performance issues and sort them out directly with the people involved
9. you say no to unreasonable requests
10. you show integrity, fairness and consistency in decision making

Glossary

Colleagues

means those people for whom you have line management responsibility

Organisations

can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation

CFAM8.1.4

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