Applied Leadership and Management in the Workplace
Module Assignment Submission

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Introduction and Organisational Context

Purpose of the Report

Employee development can strengthen organisational capability and workplace performance, although positive outcomes are not guaranteed. In a meta-analysis of 119 studies, Garavan et al (2021) identified a positive relationship between training and organisational performance, while highlighting the influence of organisational context.

This report critically evaluates the benefits and limitations of employee development, the management of individual expectations, and the effectiveness of different development methods. Drawing on Senge's (1990) learning organisation framework, it examines how structured development planning, practical training and performance evaluation can support the apprentice's colouring and cutting skills while contributing to Enigma's wider organisational objectives.

Organisational Context

Enigma is a small hair salon employing an owner-manager, one qualified stylist and one apprentice. Its services include cutting, colouring, occasion styling, and hair extensions. Key challenges include developing technical competence, balancing training with client appointments, and maintaining consistent service quality.

The apprentice's identified colouring and cutting needs provide a practical focus for examining how employee development can support individual progression and salon performance within limited financial, staffing and time resources.

Developing a Learning Organisation

Understanding the Learning Organisation

A learning organisation encourages employees to develop and share knowledge to improve organisational practice. Senge (1990) identifies five interconnected disciplines, personal mastery, mental models, shared vision, team learning and systems thinking. Ju et al (2021) found positive associations between learning organisation characteristics, organisational performance, employee commitment, and job satisfaction. However, these relationships do not establish that adopting Senge's framework automatically improves performance.

In contrast, Caldwell (2011) questions whether Senge adequately addresses leadership, power and organisational change, while Jørgensen et al (2019) emphasise the influence of power relationships on workplace learning. These perspectives challenge the assumption that shared learning necessarily involves equal participation.

At Enigma, employees can contribute to ideas and express development aspirations, but the owner remains responsible for staffing, expenditure and business priorities. Senge's framework is therefore useful for encouraging collective learning, if employee participation is genuine, and managerial authority and operational constraints are recognised.

Senge’s Five Disciplines

Personal mastery concerns continuous individual development. Senge (1990) At Enigma, the apprentice requires colouring and cutting development, while the qualified stylist has different CPD needs. However, individual improvement does not automatically benefit the organisation. Ju et al (2021) associate learning organisation characteristics with wider organisational outcomes, suggesting that employees must also apply and share their developing expertise.

Mental models are assumptions that influence workplace decisions. Senge (1990) Established hairdressing practices may provide valuable experience but also discourage alternative techniques. Examining these assumptions can prevent the owner from attributing every performance problem to employee competence. However, reflection alone cannot resolve inadequate resources or limited opportunities for training.

Shared vision aligns employee aspirations with organisational priorities. Senge (1990) At Enigma, development goals can support service quality and client retention. However, Caldwell (2011) questions whether Senge adequately explains leadership and power in organisational learning. Employee participation is therefore important, but the owner retains responsibility for financial and operational decisions.

Team learning involves sharing knowledge to strengthen collective capability. Senge (1990) At Enigma, employees could demonstrate techniques learned during training to colleagues. Compared with development benefiting only one employee, knowledge sharing may increase organisational value. Nevertheless, it requires time that could otherwise be allocated to client appointments.

Systems thinking considers relationships between organisational activities. Senge (1990) Reduced client retention, for example, may reflect consultation quality, technical competence, pricing or appointment availability. Rather than automatically prescribing training, the owner should investigate the underlying causes. Caldwell (2011) also questions whether Senge sufficiently explains how organisational change occurs, highlighting the need to move beyond identifying problems towards evidence-based action.

Overall, the five disciplines provide complementary approaches to organisational learning, but their effectiveness depends on implementation. Personal mastery and team learning connect individual development with shared capability, while mental models and systems thinking challenge assumptions about performance. Shared vision can align employee and business priorities, although managerial authority and limited resources constrain participation.

For Enigma, Senge's (1990) framework is therefore most useful as a guide to learning and decision making rather than a guarantee of improved organisational performance.

Critical Assessment of the Benefits of Developing Individuals

Benefits to the Individual

Employee development can improve competence, performance, and career prospects. Ng et al (2024) associate employer supported career development with employee performance and organisational attachment. However, transferable skills may also increase opportunities for employment elsewhere. Benson (2006) found that on-the-job development was associated with stronger organisational commitment and lower turnover intentions, whereas qualification related development increased intentions to leave.

In contrast, Nelissen et al (2017) found limited evidence that greater employability automatically increases voluntary turnover. These findings suggest that development can strengthen employee capability without necessarily undermining retention.

At Enigma, the apprentice requires colouring and cutting development, while the qualified stylist needs continuing professional development. Restricting learning because employees might leave could protect short term expenditure, but risks outdated skills and reduced capability. From the owner's perspective, development should therefore support both current competence and longer-term employability, without assuming that investment guarantees employee retention.

Benefits to the Organisation

Employee development can strengthen organisational performance. In a meta-analysis of 119 studies, Garavan et al (2021) identified a positive relationship between training and organisational performance. However, Blume et al (2009) found that learning transfer depends on trainee characteristics, motivation, and workplace conditions. Training provision alone therefore does not guarantee improved performance.

At Enigma, developing colouring and cutting competence may improve service quality, but client retention also depends on consultation, communication, pricing and appointment availability. Senge's (1990) systems thinking approach suggests that the owner should investigate

these interconnected factors before assuming technical training will resolve a performance problem.

Hughes et al (2019) highlight the importance of workplace support in sustaining learning transfer. Supervised practice, feedback, and knowledge sharing may therefore offer greater value than external training without subsequent application. However, these activities compete with client appointments and managerial time.

From the owner’s perspective, development should address evidenced capability gaps and be evaluated through workplace performance rather than course attendance. This provides a stronger justification for investment within Enigma's limited resources.

Cost and Limitations of Employee Development

Employee development creates financial and operational costs alongside potential benefits. Although Garavan et al (2021) associate training with organisational performance, this does not mean every activity produces an equivalent return. Aguinis and Kraiger (2009) emphasise that development outcomes depend on training design and implementation. At Enigma, course fees must therefore be considered alongside lost appointment time and supervision costs.

Learning transfer presents another limitation. Hughes et al (2019) highlight the importance of workplace support in sustaining training outcomes. For example, an advanced colouring course may offer limited value if appointment pressures prevent subsequent practice. Course completion is therefore weaker evidence of development effectiveness than demonstrated workplace application.

The owner faces a trade-off. Restricting development may reduce immediate costs but weaken future capability, whereas excessive investment without an identified need may waste resources. Enigma should therefore prioritise development where the anticipated improvement justifies the cost and where subsequent performance can be assessed.

Mangerial Evaluation

Employee development can strengthen individual and organisational capability, but benefits are not guaranteed. Ng et al (2024) associate career development with employee performance and organisational attachment, while Nelissen et al (2017) challenges the assumption that greater employability necessarily increases voluntary turnover. Development can therefore support career progression without automatically creating a retention risk.

However, Salamon et al (2022) identify workplace demands as potential barriers to training transfer. At Enigma, limited time, staffing and financial resources may prevent employees from

applying newly acquired skills. Consequently, development should be prioritised according to evidenced needs and opportunities for practical application.

From the owner's perspective, success should be judged through observable improvements in competence and performance rather than training attendance. This balances employee progression with the salon's operational sustainably.

Managing Individual Expectations for Personal Development

Identifying Development Needs and Career Goals

Managing development expectations requires balancing employee aspirations with organisational needs. Sholihin et al (2011) found that participation in goal setting was associated with stronger goal commitment, influenced by perceptions of fairness. However, employee involvement does not mean every development request can be approved.

At Enigma, a skills audit (Appendix A) can compare current competence, career aspirations and required performance. The apprentice may aspire to advanced colouring, while core colouring and cutting remain the immediate priorities. Roberts (2003) supports employee participation in appraisal but recognises difficulties in achieving meaningful involvement. Compared with manager led decisions alone, participation can strengthen employee ownership, although the owner must consider resources and business requirements.

Development priorities should therefore be discussed openly and justified using evidence from the skills audit, appraisal and workplace performance. This enables employees to understand decisions and express concerns while maintaining managerial accountability.

Performance Appraisal

Performance appraisal enables employees to review achievements and agree on development priorities. Pichler (2012) identifies the importance of supervisor employee relationships in appraisal reactions, although Lee and Son (2010) found that favourable reactions did not necessarily improve subsequent performance. Enigma should therefore assess progress against agreed competence criteria rather than appraisal satisfaction alone (Appendix B).

Formative assessment provides feedback during development, whereas summative assessment judges achievement against standards. However, Taras (2005) argues that formative assessment also involves judgement, challenging a rigid distinction. At Enigma, supervised observations can guide the apprentice's colouring and cutting development, while formal assessment establishes whether the required competence has been demonstrated.

Miller's (1990) framework progresses from *knows* and *knows how* to *shows how* and *does*, making it useful for assessing practical capability. In contrast, Kirkpatrick's framework examines reaction, learning, behaviour and results, offering broader evaluation of development outcomes. However, Miller originated in clinical education, while Kirkpatrick's levels should not be assumed to form a guaranteed causal sequence. Alliger & Janak (1989) Reio et al (2017)

Using both frameworks helps distinguish individual competence from wider training effectiveness. Miller's (1990) framework focuses on demonstrated capability, whereas Kirkpatrick's levels consider broader outcomes. However, Alliger and Janak (1989) challenge the assumption that favourable training reactions necessarily lead to improved organisational results. Consequently, an apprentice may demonstrate better cutting technique without sufficient evidence that development has improved client retention.

Assessment must also be fair. Bernardin et al (2016) show that ratings can be influenced by assessor characteristics and accountability. As Enigma's owner both supports and assesses development, repeated observations, agreed criteria and employee discussion can help reduce subjective judgement.

Feedback and Communication

Effective feedback helps employees understand performance expectations and identify improvements. Anseel et al (2015) associate supportive workplace relationships and learning orientation with feedback seeking behaviour. However, feedback does not automatically improve performance. Johnson et al (2020) found that face to face verbal feedback may improve task performance, although the supporting evidence was limited. Similarly, Pichler et al (2020) emphasise the importance of employees understanding performance standards.

At Enigma, telling the apprentice that a colouring consultation was inadequate, offers limited guidance. Identifying the omitted step, demonstrating the expected approach and providing supervised practice offers clearer direction. Compared with simply increasing feedback frequency, specific and actionable feedback is more useful for developing competence.

Communication should also be two ways, allowing the apprentice to explain difficulties or question expectations. This helps the owner distinguish between skill gaps, unclear instructions, and workplace barriers. Regular informal feedback should therefore support development, while documented review discussions provide evidence for subsequent performance assessment.

Balancing Employee and Organisational Expectations

Balancing career aspirations with business priorities requires realistic communication. Ng et al (2024) associate career development with employee performance and organisational attachment, while Benson (2006) highlights the possibility that development can increase external career

opportunities. Supporting progression may therefore strengthen commitment without guaranteeing retention.

At Enigma, the apprentice's longer-term interest in advanced colouring could be supported through staged development, beginning with core colouring and cutting competence before progressing towards specialist skills. Compared with rejecting an aspiration that cannot immediately be funded, this approach recognises employee ambition while prioritising current performance needs. Progression should nevertheless depend on demonstrated competence rather than course attendance.

De Vos et al (2020) explain sustainable careers through the interaction between individuals, their circumstances, and changes over time. For Enigma, succession planning should therefore focus on developing future capability rather than promising a particular position. The owner should agree with realistic objectives and review them regularly, balancing employee aspirations with available opportunities and resources.

Critical Evaluation of Development Needs

Experiential Learning – Kolb

Kolb's (1984) experiential learning cycle involves concrete experience, reflective observation, abstract conceptualisation and active experimentation. At Enigma, the apprentice could observe colouring and cutting demonstrations, practice under supervision, reflect on feedback and apply improvements during subsequent tasks.

However, learning does not necessarily follow a fixed sequence. Kayes (2002) challenges simplified interpretations of Kolb's model, highlighting the complexity of learning through experience. Furthermore, practice without appropriate guidance may reinforce ineffective techniques. Compared with classroom instruction alone, experiential learning offers greater opportunities to develop practical competence, although theoretical knowledge remains essential for understanding technical principles and safe practice.

From the owner's perspective, experiential learning is particularly suitable for the apprentice's immediate development needs. Nevertheless, it should be supported by demonstration, supervision, and feedback, with progress judged through observed performance rather than experience alone.

Learning Styles

Learning-style approaches suggest that teaching should reflect individual preferences. However, Pashler et al (2008) found insufficient evidence that matching instruction to preferred learning

styles improves learning outcomes. Selecting methods according to the competence required is therefore more defensible than categorising employees as visual, auditory, or practical learners.

At Enigma, the apprentice may prefer particular learning activities, but colouring and cutting still require demonstration, supervised practice and feedback. In contrast, colour theory and product knowledge may be supported through reading, discussion, or digital resources. These methods serve different learning objectives rather than fixed learning styles.

From the owner's perspective, employee preferences should inform development discussions without determining the chosen method. Effectiveness should instead be judged through demonstrated learning and practical competence.

Coaching and Mentoring

Coaching and mentoring support development but serve different purposes. Coaching focuses on specific skills and performance, whereas mentoring supports broader professional and career development. Jones et al (2015) found positive effects of workplace coaching on learning and performance, while Eby et al (2008) associated mentoring with behavioural and career-related benefits.

At Enigma, coaching is more appropriate for the apprentice's immediate colouring and cutting needs through demonstration, supervised practice and feedback. In contrast, mentoring may support confidence and longer-term progression towards qualified stylist status.

However, both approaches require expertise and time. The owner's combined role as coach, mentor, and assessor may also create tension between supportive development and formal judgement. Furthermore, specialist training may be necessary where internal expertise is insufficient.

Coaching should therefore be prioritised for immediate technical competence, with mentoring supporting longer term progression and external education used where appropriate.

On the Job Development

On the job development enables employees to practise skills in realistic workplace situations. Smith and Smith (2023) discuss informal workplace training and the challenges of providing structured development. At Enigma, supervised colouring and cutting practice can provide immediate feedback and opportunities to assess competence.

Compared with external courses, workplace learning may reduce direct expenditure and improve relevance to everyday tasks. However, effective learning depends on opportunities to practise, appropriate supervision, and workplace support. Blume et al (2009). At Enigma, supervision

competes with client appointments, while relying solely on existing expertise may reinforce outdated techniques. External training offers specialist knowledge but introduces additional costs and time away from work. Therefore, training methods should be selected according to the skills required, available resources, and opportunities to apply learning in practice. Salas et al (2012).

The two approaches are therefore complementary. External education can introduce unfamiliar techniques, while supervised workplace practice supports their application. From the owner's perspective, on-the-job development should be prioritised for the apprentice's core skills, with external training used where specialist expertise is required.

Formal and Digital Learning

Formal training provides structured specialist learning, while digital learning offers flexibility around workplace commitments. Sitzmann et al (2006) found that web based instruction could be more effective than classroom teaching for acquiring factual knowledge under certain conditions but was not consistently superior for procedural knowledge.

At Enigma, digital resources may support colour theory and product knowledge. However, understanding technical information does not demonstrate competent colouring or cutting. In contrast, face-to-face demonstrations and supervised practice enable practical performance to be observed and corrected.

External courses can provide expertise unavailable within the salon, although they involve fees and time away from appointments. From the owner's perspective, formal and digital learning should therefore complement workplace practice, with methods selected according to the required competence rather than convenience alone.

Continuous Professional Development and a Blended Approach

Continuing Professional Development (CPD) combines formal and informal learning to maintain professional competence. Collin et al (2012) highlights the contribution of both approaches, although participation does not guarantee improved performance.

At Enigma, a blended approach is appropriate because different methods address different needs. Formal or digital learning can introduce technical knowledge. Coaching and supervised practice can develop practical competence, while mentoring supports longer-term progression. However, using multiple methods increases costs and supervision demands.

For the apprentice's colouring and cutting needs, supervised practice supported by coaching, demonstration, and feedback should take priority. External training is appropriate where

specialist expertise is unavailable internally. Sharing new techniques with colleagues can also support Senge's (1990) team learning discipline.

The owner should therefore select development methods according to identified needs, available resources and evidence of workplace application, rather than providing activities simply to demonstrate CPD participation.

Individual Development and Performance Management

Identifying and Prioritising Development Needs

An effective Individual Development Plan (IDP) begins by distinguishing genuine skills gaps from wider performance problems. Blume et al (2009) demonstrate that workplace conditions influence whether learning transfers into performance, suggesting that training alone may not resolve every difficulty.

At Enigma, the skills audit (Appendix A) and development review (Appendix B) provide a framework for comparing current competence, employee aspirations and required standards. Colouring and cutting are the apprentice's identified priorities. However, inconsistent performance could also reflect limited practice opportunities, unclear instructions or insufficient supervision rather than inadequate knowledge.

The owner should therefore investigate the underlying causes of identified skills gaps before selecting appropriate development activities. Prioritising core colouring and cutting skills over advanced specialist training is justified by the apprentice's immediate role requirements. However, development priorities should be discussed with the apprentice to encourage fairness, participation, and commitment to agreed objectives. Sholihin et al (2011)

This evidence-led approach links individual expectations with operational needs while reducing the risk of investing in training that does not address the underlying problem.

Setting Development Objectives

Development needs should be translated into clear objectives so that employees understand what improvement is expected. Sholihin et al (2011) found that participation in goal setting was associated with stronger goal commitment, influenced by perceived fairness. Objectives should therefore be agreed with the apprentice rather than imposed solely by the owner.

At Enigma, SMART objectives can establish specific, measurable, achievable, relevant, and time bound expectations for colouring and cutting development. Aguinis and Kraiger (2009) highlight the importance of effective training and development in improving individual and organisational

outcomes. For example, the apprentice could aim to complete agreed colouring and cutting procedures to salon standards under appropriate supervision by a specified review date. Progress should be assessed through repeated practical observations, feedback and the level of assistance required, rather than course attendance alone. Blume et al (2009)

Colouring and cutting should be assessed separately because competence in one does not demonstrate competence in the other. For colouring, agreed criteria could include consultation, appropriate product selection, application technique, and safe working practices. Cutting criteria could include consultation, sectioning, technical accuracy, and the finished result. The owner should agree these standards with the apprentice and record the required evidence in Appendix C. Employee participation in agreeing objectives can strengthen goal commitment when the process is perceived as fair. Sholihin et al (2011) Review dates should reflect realistic opportunities for supervised practice rather than arbitrary deadlines.

However, fixed targets can become unrealistic if appointment schedules restrict opportunities for supervised practice. The Individual Development Plan (Appendix C) should therefore identify the required support, assessment criteria and review dates while allowing objectives to be adjusted when justified by evidence.

From the owner's perspective, this combines employee involvement with accountability and provides a measurable basis for subsequent performance reviews.

Implementing Development and Supporting Performance

Development activities should address the apprentice's identified needs rather than follow a standard training programme. For colouring and cutting, demonstration, coaching and supervised practice provide opportunities to develop practical competence. In contrast, formal or digital learning may be more appropriate for technical theory or specialist knowledge. Combining these methods enables learning to be introduced, practised and assessed.

Implementation should follow a staged process of demonstration, guided practice, repeated observation, and progressively greater independence. Workplace support is important for transferring learning into sustained performance Hughes et al (2019) The owner would arrange suitable practice opportunities, provide technical guidance and assess progress, while the apprentice would participate actively and reflect on feedback. Where specialist external training is required, its relevance and cost should be agreed beforehand. This clarifies responsibilities and helps ensure that development remains achievable alongside client appointments.

However, selecting appropriate activities does not guarantee workplace improvement. Hughes et al (2019) highlight the importance of workplace support in transferring and sustaining learning. At Enigma, can provide immediate guidance and feedback, while external educators may offer

expertise unavailable internally. External provision, however, creates additional costs, and internal supervision competes with client appointments.

The Individual Development Plan should therefore specify development activities, responsibilities, support arrangements and review points. Supervision can be reduced progressively as the apprentice demonstrates consistent competence, rather than simply completing a set of training sessions.

From the owner's perspective, this approach balances practical development with service quality, client safety, and the salon's operational capacity.

Monitoring and Recording Development

Development should be monitored throughout the learning process rather than assessed only when training ends. Formative assessment can identify improvements through observation and feedback, while summative assessment determines whether agreed standards have been achieved. However, Taras (2005) argues that formative assessment also involves judgement, demonstrating that these approaches are interconnected rather than entirely separate.

At Enigma, the owner can monitor the apprentice's colouring and cutting through repeated practical observations, feedback discussions and progress against the Individual Development Plan. A CPD record (Appendix D) can document activities, learning and subsequent workplace applications. Compared with recording course attendance alone, this provides stronger evidence of developing competence.

Nevertheless, a single successful task may not demonstrate consistent performance. Assessment should consider repeated observations and the level of supervision required. Documentation must also remain proportionate to Enigma's limited managerial time, with individual performance records stored securely and discussed confidentially.

Regular reviews should therefore identify progress, remaining gaps and any adjustments required, ensuring that development records inform managerial decisions rather than becoming an administrative exercise.

Evaluating Development and Managing Performance

Development effectiveness should be evaluated through demonstrated competence and workplace outcomes rather than training completion alone. Miller's (1990) framework supports assessment of practical performance, while Kirkpatrick's approach considers reaction, learning, behaviour and results. However, Alliger and Janak (1989) caution against if positive responses to training necessarily lead to improved organisational outcomes.

At Enigma, repeated observations of colouring and cutting accuracy, consultation quality and the level of supervision required could provide evidence of the apprentice's progress (Appendix E). Nevertheless, improved technical competence does not automatically increase client retention, which may also depend on pricing, communication, and appointment availability. Evaluation should therefore distinguish individual achievement from wider business performance.

Evaluation should compare the apprentice's performance against the initial assessment and agreed objectives. Evidence collected across several supervised colouring and cutting tasks would provide a more reliable indication of competence than a single observation. Miller (1990) The owner-manager should record which criteria have been achieved, where further practice is required and the level of supervision is still needed. These findings should inform the next development review and any necessary revisions to the Individual Development Plan.

Where objectives are achieved, the owner-manager can agree with greater responsibility and further development. This may support succession planning, although De Vos et al (2020) suggest that sustainable careers depend on both individual capability and changing organisational circumstances. Progression should therefore not imply guaranteed promotion.

Where improvement is insufficient, the owner should review the suitability of objectives, supervision and practice opportunities before prescribing additional training. This creates an ongoing performance management cycle linking development needs, evidence, feedback and subsequent action.

Conclusion and Recommendations

Employee development can strengthen individual capability and organisational performance, but its benefits depend on effective implementation. Senge's (1990) learning organisation framework highlights the importance of connecting individual learning with shared workplace practice, although Enigma's limited resources and managerial structure constrain its application.

The report demonstrates that development expectations require employee participation, clear communication, and evidence-based prioritisation. For the apprentice's colouring and cutting needs, supervised practice supported by coaching, feedback and appropriate technical instruction offers a more suitable approach than relying on a single development method.

Ultimately, development must be integrated with performance management through agreed objectives, regular monitoring, and assessment of practical competence. Where progress is insufficient, the owner should consider workplace barriers and the adequacy of support before prescribing further training. This approach balances employee progression with service standards and Enigma's longer-term sustainability.

Recommendations

The following recommendations are proposed for Enigma's owner-manager:

1. Conduct a structured skills audit. Use the skills audit (Appendix A) to identify competence gaps and distinguish training needs from wider performance barriers. Prioritise the apprentice's core colouring and cutting development.
2. Introduce regular development reviews. Use the appraisal framework (Appendix B) to discuss employee aspirations, provide two-way feedback, and agree with realistic expectations. Document decisions to promote fairness and accountability.
3. Implement measurable development objectives. Record separate SMART objectives for colouring and cutting in the Individual Development Plan (Appendix C), specifying activities, responsibilities, assessment criteria and review dates.
4. Prioritise supported workplace learning. Combine demonstration, coaching and supervised practice with appropriate technical instruction. Use external specialist training where internal expertise is insufficient, while considering costs and appointment commitments.
5. Monitor and evaluate practical competence. Maintain proportionate CPD records (Appendix D) and assess progress through repeated observations and evidence of workplace application (Appendix E). Revise development activities where objectives are not achieved.
6. Support longer term workforce capability. Encourage knowledge sharing and discuss career progression without promising promotion. Review development priorities as employee competence and Enigma's operational requirements change.

Together, these actions provide a practical approach to employee development that supports individual progression, fair performance management and organisational sustainability.

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Appendices

Appendix A – Skills and Development Needs Audit

Organisation	Enigma
Employee Role	Apprentice
Assessor	Owner- Manager
Assessment Date	10/09/2026

Purpose: To assess the apprentice's current capability against the skills required by Enigma, identify priority development needs and inform appropriate development and performance objectives.

Skills Audit

Skill area	Current capability	Required capability	Development need	Priority	Managerial action
Client consultation	Developing	Complete effective client consultations	Confidence and consistency	Medium	Observe and give feedback
Colour theory	Developing	Understand colour choice, tone and product use	Technical knowledge	High	Colour training and questioning
Colour application	Developing	Apply colour safely and accurately	Consistency and confidence	High	Demonstrate and supervise practice
Cutting	Developing	Cut accurately with increasing independence	Technical practice	High	Demonstrate and supervised practice
Finishing and styling	Developing	Achieve the required finish	Practical experience	Medium	Practice and feedback
Health and safety	Competent	Follow salon safety procedures	Maintain standard	Low	Ongoing observation
Client care	Developing	Communicate professionally with clients	Build confidence	Medium	Observation and feedback

The skills audit identifies hair colouring and cutting as the apprentice's highest-priority development needs.

Colour development should focus on strengthening technical knowledge, application accuracy, and consistency. Cutting development should focus on improving practical technique, accuracy, and the ability to complete tasks with progressively less assistance.

From the owner’s perspective, these areas should be prioritised because they relate directly to the apprentice's core responsibilities and Enigma's service standards. Development should combine technical instruction, demonstration, supervised practice, and constructive feedback before greater independence is expected.

Managerial Action Agreed

The owner will discuss the identified colouring and cutting development needs with the apprentice during a structured development review. This discussion will provide an opportunity to consider the apprentice's views, confidence, and preferred development activities.

Progress will be reviewed through practical observation and feedback, with development activities adjusted where necessary.

Review and Confirmation

Owner-manager's comments: The apprentice's main development priorities are colour theory, colour application and hair cutting. Further technical instruction, demonstration, and supervised practice are recommended to improve accuracy, consistency, and confidence. Progress will be monitored through practical observation and constructive feedback, with greater independence introduced as competence develops.

Apprentice Comments: I would like to improve my confidence and practical skills in colouring and cutting. I would benefit from further demonstrations, supervised practice and regular feedback to help me develop my techniques and work more independently.

Agreed review date: 10/10/2026

Owner-manager's signature: R A Price

Apprentice's signature: Apprentice

Appendix B – Development Appraisal Form

Organisation	Enigma
Employee	Apprentice
Role	Apprentice Hairdresser
Manager	Owner-Manager
Review date	10/10/2026

Purpose: To review current performance, discuss development needs and agree with realistic priorities that support both the apprentice's progression and Enigma's requirements.

Review area	Manager assessment	Employee view	Agreed action
Colouring	Technical skills developing; further knowledge and consistency required	Apprentice would like greater confidence in colouring	Prioritise colour theory and supervised practical work
Cutting	Further practice needed to improve technique and independence	Apprentice would like more cutting experience	Provide demonstrations and supervised practice
Strengths	Follows health and safety procedures and is progressing in client care and practical salon skills	Feels more confident in familiar tasks and would like to continue developing technical skills	Continue building confidence through supervised client work and feedback
Progress	Making appropriate progress and developing confidence in practical salon skills	Feels skills are improving but would like more practice in colouring and cutting	Continue supervised practice with regular feedback and review
Support required	Regular supervised practice, demonstrations and constructive feedback	Would benefit from more opportunities to practice colouring and cutting with guidance	Provide supervised practice and regular feedback

Performance expectations	Safe, accurate work with increasing independence	Expectations discussed and understood	Monitor through observation and client work

Development priorities agreed:

Improve technical knowledge, confidence, and consistency in colouring.

Develop cutting skills through demonstration and supervised practical experience.

Work towards greater independence as competence develops.

Employee comments:

I would like more opportunities to practice colouring and cutting so that I can improve my confidence and become more independent.

Employee career goals:
The apprentice would like to become more confident in colouring and cutting, gain more experience working with clients, and gradually become capable of completing these services with less assistance. The apprentice is particularly interested in improving practical techniques through demonstrations, regular practice, and feedback.

Manager comments:

Good progress is being made. Continued supervised practice and regular feedback will be provided to develop technical skills, confidence and independence in colouring and cutting.

Management expectations:
The owner will support these goals by providing suitable opportunities for supervised colouring and cutting, guidance, and constructive feedback. Greater independence will be introduced when the apprentice consistently demonstrates safe working practices, technical accuracy, and confidence. Development opportunities will also need to fit around Enigma's client appointments and staffing requirements.

Agreed outcome:
Colouring and cutting will remain the immediate development priorities. Progress will be reviewed on the 10th of October.

Employee signature: Apprentice

Manager signature: R A Price

Appendix C – Individual Development Plan (IDP)

Organisation	Enigma
Employee	Apprentice
Role	Apprentice Hairdresser
Manager	Owner-Manager
Review date	10th September 2026
Review date	10th November 2026

Purpose: To translate the development priorities identified through the skills audit and development appraisal into clear objectives, agreed actions and measurable performance expectations.

Development objective	Development actions	Success Criteria	Timescale (weeks)
Colouring: Improve colour knowledge, accuracy and consistency	Study colour theory and complete three supervised applications	Correct colour selection and three applications meeting salon standards	8-12
Cutting: Improve technique, accuracy, and confidence	Observe demonstrations and complete three supervised cuts	Accurate sectioning, technique and results across three assessments	8-12
Independence: Work with less assistance as skills improve.	Practise suitable salon tasks and apply feedback.	Complete tasks safely and accurately with less guidance.	Ongoing

Monitoring and Review

Progress will be monitored through practical observation, regular feedback, and discussion with the apprentice. Colouring and cutting performance will be assessed against the agreed success criteria, including accuracy, consistency, safe working, and independence. An initial progress

check will take place after four weeks, followed by a formal review of eight weeks. Additional training or support will be agreed where needed.

Review Outcome:

Colouring progress:
To be assessed against the agreed colouring objective and salon standards.

Cutting progress:
To be assessed against the agreed cutting objective and salon standards.

Further development required:
To be agreed following the review, based on progress and areas requiring additional practice.

Employee and Manager Agreement

Apprentice's comments:
To complete the following discussion and review.

Owner-manager's comments:
To be completed following assessment of progress.

Apprenties signature : Apperentice
Date: 10/09/2026

Owner-manager's signature: R A Price
Date: 10/09/2026

Appendix D – Continuous Professional Development (CPD) and Training Record

Training activity	Development area	Intended learning outcome	Evidence or feedback
Colour theory training	Colouring	Improve knowledge of colour selection, tone and product use.	Knowledge checks and manager feedback.
Supervised colour application	Colouring	Improve application accuracy, safety, and consistency.	Practical observation and feedback.
Cutting demonstrations and practice	Cutting	Improve sectioning, technique, and accuracy.	Observation of practical work.
Supervised salon practice	Independence	Apply skills with less guidance as competence develops.	Manager feedback and progress review.

Suggested Training dates:

Date	Training activity	Development area
17/09/2026	Colour theory training and questioning	Colouring
24/09/2026	Supervised colour application	Colouring
01/10/2026	Cutting demonstration and manequin practice	Cutting
08/10/2026	Supervised cutting practice	Cutting
15/10/2026	Further supervised colouring and cutting	Technical development
29/10/2026	Practical skills assessment and feedback	Colouring and cutting
05/11/2026	Eight-week development review	Performance review

Overall Learning Reflection

Apprentice:
The training has helped me improve my colouring knowledge and cutting techniques. I feel more confident during supervised practice and would like more opportunities to work with clients so I can continue developing my skills and independence.

Review Arrangements:

Four-week progress check: 8th of October 2026

Eight-week formal review: 5th of November 2026

Manager's comments:

The apprentice has shown improvement in colouring knowledge, cutting techniques and practical confidence. Continued supervised practice and regular feedback are recommended to improve accuracy, consistency and independence while maintaining Enigma's service standards.

Apprentice signature: Apprentice

Manager signature: R A Price

Date: 10th of September

Appendix E – Training Evaluation and Performance Evidence

Employer	Enigma
Role	Apprentice
Manager	Owner
Development focus	Hair colouring and cutting
Evaluation date	5th of November 2026 (scheduled)

Performance Evaluation

Development area	Evidence to be reviewed	Success criteria	Success
Colouring	Colour theory questioning and three supervised applications.	Correct colour selection and safe, consistent application.	Pending assessment
Cutting	Observation of three supervised cuts.	Accurate sectioning, technique, and consistent results.	Pending assessment
Independence	Observation during suitable salon tasks and manager feedback.	Safe, accurate work with reduced guidance.	Pending assessment

Training Effectiveness:

Evaluation Summary:

Objectives achieved:

Areas requiring further development:

Next steps:

Apprentice's Comments:

Manager's Comments:

Review Agreement:

Apprentice's signature:
Date:

Manager's signature:
Date: