Pathways to Management and Leadership

Level 5: Management and Leadership

Unit 5010

Human Resource Development

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Unit 5010: Human Resource Development

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Human Resource Development

Contents

About this workbook

The unit

The main purpose of this workbook is to support you as you study for the Chartered Management Institute Level 5 in Management and Leadership qualifications, so it specifically focuses on the content of the syllabus for Unit 5010 *Human Resource Development*.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare you for future assessment. If you are studying for the Level 5 in Management and Leadership qualifications, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. Be able to devise a human resource plan for a work area, to meet organisational objectives.
2. Be able to identify and plan for individual development to meet organisational objectives.
3. Be able to initiate a personal development plan for an individual and evaluate progress.

The aims of this workbook

This workbook aims to help you learn how to:

- identify and plan the HR requirements of the business
- identify development needs
- plan team and individual development
- assess and improve development activities.

Syllabus coverage

The table below shows which sections of the workbook address each assessment criteria section of the qualification syllabus.

Unit 5010 syllabus coverage	Addressed within section:
Human Resource Development	
1.1 Evaluate criteria required to identify human resources for a work area	1
1.2 Identify techniques to assess the capabilities of a team to meet objectives	1
1.3 Construct a human resource plan for a work area	1
2.1 Assess the abilities and capabilities of staff to meet current and future objectives	2
2.2 Develop a personal development plan for an individual to meet current and future objectives	2
2.3 Agree personal development plans with individuals	2
3.1 Identify those with whom support is required to initiate the personal development plan	3
3.2 Initiate the plan and review and monitor progress against agreed objectives	3
3.3 Evaluate the plan and review and monitor progress against agreed objectives	4

Getting started

People are the most valuable resource of any organisation. Making sure that people with the right skills and knowledge are in place at the right time is a key aspect of human resource management.

Within the best organisations — those that have made a serious commitment to their staff — human resource management is not solely the responsibility of the HR department. Instead, the HR department is seen as a resource, with managers taking responsibility for recruitment, performance management and development of their teams. Everyone in the organisation, from the top down, takes responsibility for making sure that staff needs are met through the most effective and most relevant practices and procedures.

This workbook begins by explaining what effective human resource development involves. It then looks at how this translates into identifying both team and individual development needs and to then plan for effective development, ensuring organisational objectives are met. It then explores how individual development activities such as coaching and training can be used as development options and concludes with some ideas on how development should be assessed and evaluated.

How to use the workbooks

The workbooks provide ideas from writers and thinkers in the management and leadership field. They offer opportunities for you to investigate and apply these ideas within your working environment and job role.

Structure

Each workbook is divided into sections that together cover the knowledge and understanding required for that unit of the Chartered Management Institute Level 5 in Management and Leadership. Each section starts with a clear set of objectives that identify the background knowledge to be covered, and the management skills in the workplace that enable you to demonstrate this knowledge. You do not have to complete the sections in the order they appear in the workbook, but you should try to cover them all to make sure that your work on the unit is complete. There are self-assessment questions at the end of each section that allow you to check your progress. You may want to discuss your answers to these questions with your line manager or a colleague.

Activities

Throughout the workbooks there are activities for you to complete. These activities are designed to help you to develop yourself as a manager. Space is provided within the activities for you to enter your own thoughts or findings. Feedback is then provided to confirm your input or to offer more ideas for you to consider.

To get the best from the workbooks, you should try to complete each activity fully before moving on. However, if the answer is obvious to you because the issue is one you have encountered previously, then you might just note some bullet points that you can then compare quickly against the feedback. You may sometimes find it difficult to write your complete response to an activity in the space provided. Don’t worry about this — just keep a separate notebook handy, which you can use and refer to as needed.

Try not to look at the feedback section before completing an activity. You might like to cover up the feedback with a postcard or piece of paper while you are working through an activity.

Timings

Timings are suggested for each section and activity, although it is important that **you** decide how much time to spend on an activity. Some activities may occupy only a few moments’ thought, while others may be of particular interest and so you might decide to spend half an hour or more exploring the issues. This is fine — the purpose of the activities is to help you reflect on what you are doing, and to help you identify ways of enhancing your effectiveness. It's always worth writing something though, even if it's brief — the act of writing will reinforce your learning much more effectively than just referring to the feedback.

Scenarios

There are scenarios and examples throughout each workbook to illustrate key points in real workplace settings. The scenarios cover a wide range of employment sectors. As you work through, you might like to think of similar examples from your own experience.

Planning your work

The reading and reflection, scenarios and activities in each section of the workbooks are designed to take around two hours to complete (although some may take longer). This is a useful indicator of the minimum length of time that you should aim to set aside for a study session. Try to find a quiet place where you will not be interrupted and where you can keep your workbooks, notes and papers reasonably tidy. You may also like to think about the time of day when you work best — are you a 'morning person' who likes to get things done at the start of the day, or do you work better in the evening when there may be fewer disturbances?

Preparing for assessment

Further information on assessment is available in the Student Guide produced as part of the *Pathways to Management and Leadership* series. If you have any further questions about assessment procedures, it is important that you resolve these with your tutor or centre co-ordinator as soon as possible.

Further reading

Suggestions for further reading and links to management information are available on the Study Resource Centre section of the Institute website at www.managers.org.uk/practical-support/study-support. Alternatively, email mic.enquiries@managers.org.uk or telephone 01536 207400. You will also find titles for further reading in the Bibliography at the end of this workbook.

Section 1 Identifying and planning human resource requirements

Time required: about 1½ hours

Learning outcomes

By the end of this section you should be able to:

1.1 Evaluate criteria required to identify human resources for a work area

1.2 Identify techniques to assess the capabilities of a team to meet objectives

1.3 Construct a human resource plan for a work area.

What is human resource planning?

Human resource planning can be defined as:

> *...The comparison of an organisation's existing labour resources with forecast labour demand, and hence the scheduling of activities for acquiring, training, redeploying and possibly discarding labour.*
>
> Hannagan (2002)

Any organisation must have people in place with the right skills and knowledge to enable the business objectives to be met. This means that any business, service or departmental plan needs a corresponding human resources plan that identifies how personnel requirements will be met for both the short and long term.

Fig. 1.1 illustrates that the first step in developing a human resources plan is to identify personnel requirements. This is followed by a process of information gathering and analysis, which reviews:

- existing internal capabilities and future patterns
- external factors that will affect meeting personnel needs.

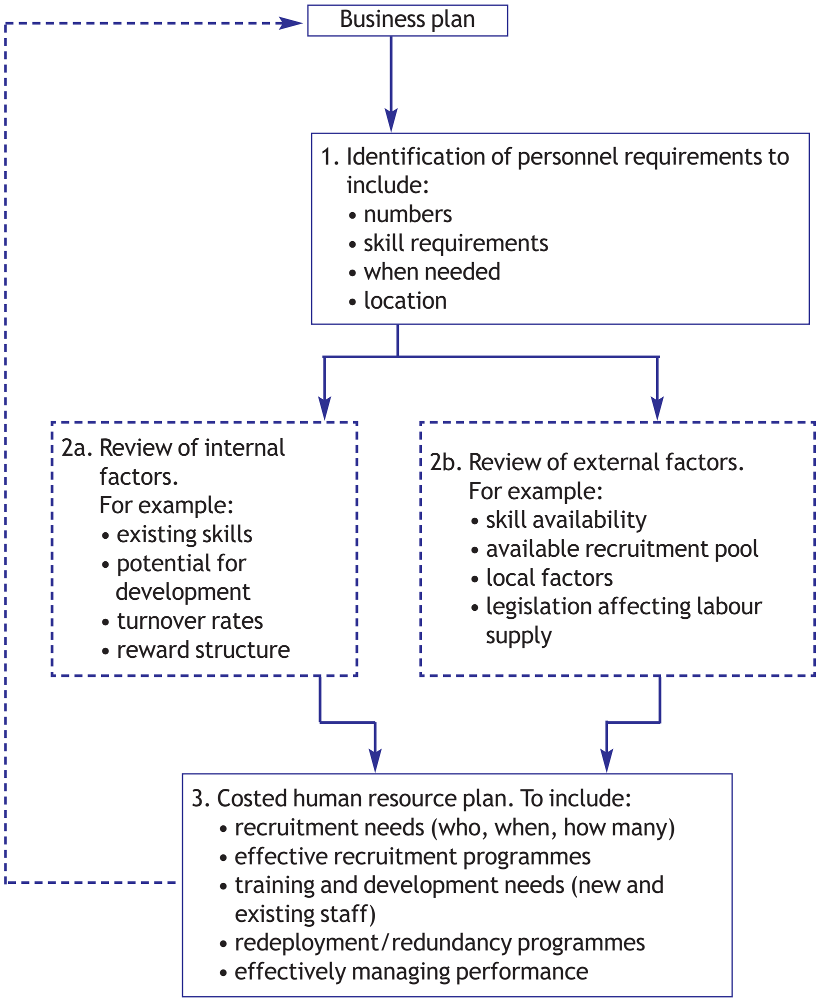


Fig. 1.1: Human resource planning process

The identification of personnel requirements requires detailed implementation plans for any business plans relating to products or services plans. It's essentially a forecasting exercise and therefore any information has to be detailed, up to date and accurate; otherwise any human resource plan will be fundamentally flawed.

A review of internal factors will require access to information such as:

- current and potential capability of the workforce
- turnover rates
- any recurring recruitment issues.

The information will inevitably come from a number of internal sources such as personnel, finance, line managers and the training department.

A review of external factors initially involves searching for factors that *may* impact on any human resource plan. Often referred to as a PESTLE analysis, this requires a systematic review of all political, economic, social, technological, legal and environmental factors. A PESTLE review is most effective when a number of people are involved who can bring a range of perspectives and expertise to identifying factors. For example, a member of the HR department will be best placed to identify effects of employment legislation, whereas a representative from the finance department can identify the likely effects of economic changes on the horizon. A PESTLE analysis will not work unless you involve the relevant expertise.

The review of internal and external factors enables an analysis of strengths, weaknesses, opportunities and threats to be made (SWOT analysis). This will in turn lay the foundations for a costed human resources plan that details activities to ensure that the right staff are in place at the right time. Within any human resource plan, it's important to include an assessment of the costs and benefits associated with the plans. For example, a costed human resource plan that includes a proportion of staff moving to home-based working might include:

- an analysis of cost savings in relation to office space and overheads
- an assessment of the benefits resulting from the predicted increase in staff motivation, costed wherever possible.

(The workbook for Unit 5007 *Financial Control* looks in more detail at the process of compiling a cost—benefit analysis.)

The human resource planning process may trigger a reassessment of the business plan, as the following example illustrates.

Scenario

Reassessment of business plan

A voluntary organisation had been left a large house as part of a legacy and was developing a plan to convert the building into a residential home for older people. However, research into the labour supply of care staff in the local area meant that there were major concerns about availability and cost of staffing. Many existing homes in the area relied heavily on agency staff.

This was a major factor contributing to the decision that the building should be sold and the money raised used to extend an existing residential home. The existing home was located in an area of relatively high unemployment in which the home had built a reputation in the area for being a good employer.

Skills shortages in the UK are affecting business plans.

> *We know that a lack of skills could have an impact on our bottom line if we don't take action. The right mix of skills is vital to ensure that we can innovate, that we can continue to meet our high quality standards and to provide good customer service.*
>
> Bob Lyall, Director of Training, BMW (2004)

Research carried out by Warwick University's Institute for Employment Research and IFF Research Ltd in 2004 showed the following:

- A fifth of job vacancies in England stay unfilled because there's a shortage of skilled applicants.
- More than 20 per cent of employers report skill deficiencies among current staff.
- Forty-four per cent of organisations suffering skills shortages lose business as a result.

Clearly, the case for organisations to develop human resource plans that include strategies for equipping staff with the required skills is strong.

Difficulties in human resource planning

Forecasting human resource requirements accurately in the short term is difficult. The longer the forecast, the more errors can creep in and affect the reliability of the plans.

Activity

Activity 1.1 **(about 5 minutes)**

What factors may affect the accuracy of any human resource plans in your organisation?

Feedback

You may have included factors such as:

- *new technology can introduce changes to skill requirements and staffing levels*
- *business plans often change, immediately having a knock-on effect on the corresponding human resource plan*
- *new legislation may be introduced, e.g. the 1993 EU directive on working time had an impact on working out shift patterns for many organisations*
- *changes in labour supply, e.g. closures of businesses in the local area may suddenly increase the pool of skilled labour; conversely, the opening of new businesses may severely deplete the labour pool.*

Human resource planning is not an exact science. However, the willingness of an organisation to take these factors into account when business planning can substantially improve its ability to meet its customers' needs.

Activity

Activity 1.2 **(about 15 minutes)**

Talk to the HR department in your organisation about its approach to human resource planning. You may find it useful to ask the following questions.

- What information is compiled internally to monitor what is happening to the labour force, e.g. are turnover rates calculated? If so, how?
- How is recruitment activity monitored and recorded?
- What benchmarking activities take place (i.e. comparisons with similar organisations)?
- What type of equal opportunities monitoring takes place?
- Is there a human resource plan for the organisation? If so, what does it cover? How is it compiled?

Feedback

Although human resource planning is usually the responsibility of the HR department, it's important that you are aware of the 'bigger picture' so you understand how your recruitment and retention activities fit in.

Recruitment and selection implications

As a line manager you're likely to be involved in human resource planning for your area or department. This should always involve reviewing the business plans and checking that any plans to recruit reflect the business needs. You'll need to answer questions such as:

- What job roles will be needed?
- How many people will be needed?
- What will they need to do? (job description)
- What skills and experience will they need? (person specification)
- When will they be needed?
- Where will they be needed?

Instead of immediately assuming that new staff are required, the starting point should always be to review existing staffing arrangements. There may be an opportunity for reallocating work, developing existing staff, using secondments, or reorganising roles and responsibilities.

If recruitment is required, you must make sure you:

- follow the organisation's policies and procedures: Many organisations deliver compulsory in-house training for managers who recruit to ensure procedures are followed and legal requirements met
- develop your recruitment and selection skills: You can do this by completing the workbook for Unit 5011 *Managing Recruitment and Selection*.

Managing team performance

As a manager you need to:

- manage the performance of your team
- manage the performance of individual members of the team.

The outcomes of managing team performance feed into managing individual performance and vice versa.

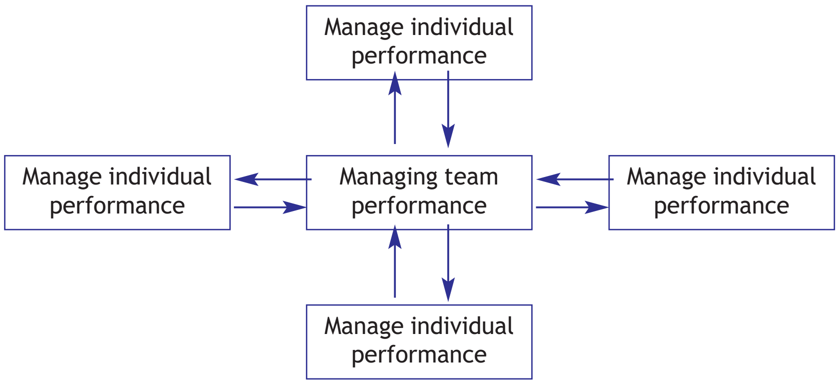


Fig. 1.2: Managing team and individual performance

However, managing a team as a whole entity is often overlooked by managers who are often channelled into managing performance on an individual basis through organisational appraisal systems.

The workbook for Unit 5003 *Performance Management* looks at the performance management of individual members of your team. The principles for managing team performance are similar. However, you should be aware of how:

- the different roles people play affect their team performance
- to manage the performance of the team as a whole.

Recognising the roles played by team members

It's always useful to be able to recognise the roles people play in teams. People at home and at work function in different ways. Some are extroverts and prefer to be with other people, while others are introverts and prefer their own company. Some are neat, tidy and highly organised, while others are careless, slapdash and very disorganised. This doesn't mean that one is better than the other, although we often approve of those who are more like us and disapprove of those who are not.

The Cambridge psychologist, Meredith Belbin, identified eight different roles that people play when working in a team situation. The term 'team role' describes the way in which an individual will operate and function within a team and encompasses the way they:

- relate to the other team members
- communicate with the other team members
- contribute to the team.

Belbin's eight roles are as follows.

1. **Plant**: This is an 'ideas person' who will generate new ideas and contribute original thought to the team.
2. **Resource investigator**: This is a 'people person' who is diplomatic and a skilled negotiator. Their greatest contribution to the team is energy, optimism and enthusiasm.
3. **Co-ordinator**: This person is controlled, calm and a skilled communicator. They help the team stay focused on the task.
4. **Shaper**: This person is extrovert, energetic, optimistic and gets on with the job regardless of what's happening around them. They are able to shape the team's effort into a practical course of action.
5. **Monitor evaluator**: This is an analytical, cautious person who is thorough. They take an objective view and will save the team from rash and costly errors of judgement.
6. **Implementer**: This person is organised and sensible. Their greatest contribution to the team is their organising ability and their skill of turning ideas into actions.
7. **Completer**: A completer never assumes it will be 'all right on the night'. If they say they will do something, then you can rely on the fact that not only will it be done but it will be done on time to a very high standard.
8. **Team worker**: This is a person who likes people. They are loyal and diplomatic and their greatest contribution to the team is their ability to support everyone.

In an ideal world, a perfect team would consist of at least eight people, each of whom would be comfortable operating in one of Belbin's eight team roles. This perfect mix is, however, quite a rarity. In fact, you are much more likely to find teams composed of unsatisfactory combinations, such as:

- three shapers and one plant
- three plants and one implementer.

If you are given a team of people then you simply have to work with the individuals and seek to make the best use of what you've got. But as a manager it's helpful to be able to do all three of the following:

- **Understand the differences between the individual people on the team:** What is this person like? How do they prefer to operate? What does he or she do best?
- **Understand the differences between the team roles:** What strengths and weaknesses does this role bring to the team? What does this team role contribute to the team?
- **Allow people to operate in their own, natural team role strengths**: This is about allowing people to be themselves and to contribute to the team in the way that naturally suits them best. This is really fitting square pegs into square holes, and round pegs into round holes. When the *match* and *fit* are right, people will feel comfortable and at ease. They will feel they are making a genuine contribution to the team because their input will be suited to their temperament and capabilities.

It's important to use Belbin's theory to remind yourself that individual members of your team are very different and to try to tailor activities to their needs and preferences, rather than assuming 'one size fits all'. Belbin's team role questionnaires can be accessed at www.belbin.com

Managing team performance

Managing team performance involves a continual cycle of:

- agreeing objectives
- developing measures
- agreeing roles and responsibilities
- reviewing progress.

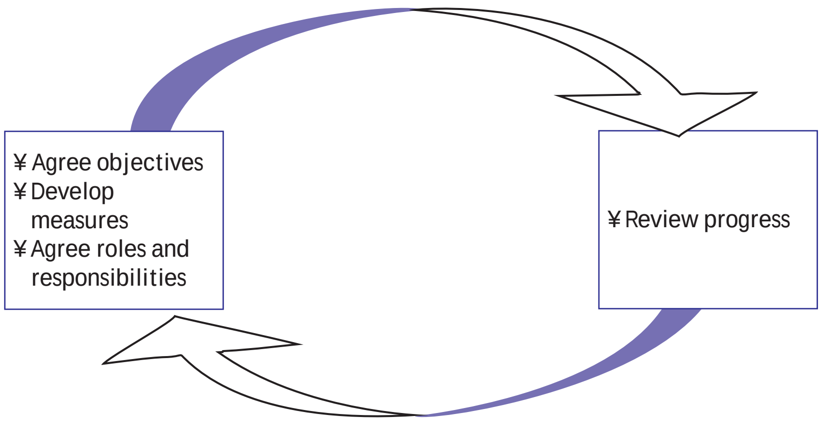


Fig. 1.3: Managing team performance cycle

You'll look at each one in turn.

Agreeing objectives

The output of a team should be greater than the sum of the individual outputs. For this to happen, the team should be seen as a single entity and have team objectives. Every member of the team should have a clear understanding of the overall team objectives. Commitment to achieving these objectives is gained by involving team members in objective setting wherever possible.

Involving team members in setting team objectives has a variety of benefits, including:

- better objectives can be developed by drawing on team members' expertise
- encourages commitment
- helps understanding
- helps team members to feel valued and trusted
- enables team members to see how their own output contributes to the success of the overall organisation.

Activity

Activity 1.3 **(about 15 minutes)**

What process could you use to involve a team in the setting of team objectives?

Feedback

A series of team meetings in which the team formulates and discusses their objectives would help to create ownership. You would need to input the business objectives for your area of the organisation so that alignment between the two objectives is achieved. We look again at the importance of aligning with business objectives in the next section.

To be useful, objectives must meet the SMART criteria:

- Specific — should be clear what is to be achieved with no room for interpretation.
- Measurable — a clear standard by which progress and outcomes can be measured.
- Aligned and agreed — the objectives must be aligned with the business and team objectives; to promote ownership the team or individual must agree the objectives.
- Realistic — there must be the resources available to achieve the objectives.
- Time-bound — they must have clear, agreed timescales.

Developing measures

By definition, a SMART objective is measurable. Progress towards meeting the objective should be monitored. However, work objectives in themselves may not give a complete picture of team performance.

To manage and monitor team performance successfully, a range of measures are needed to give a balanced picture of how things are going. Kaplan and Norton (1996) likened running an organisation to flying a plane – just as you would not expect a pilot to rely on one dial, you should not expect an organisation, or a team, to be simplistic about the measures they use.

Kaplan and Norton suggest that measures should be made in four key areas, creating what they termed the 'Balanced Scorecard':

- **Financial perspective:** This recognises the importance of financial goals. At a team level this may include measures around costs or sales – reduce stationery costs by 10 per cent, resulting in £X saving.
- **Customer perspective:** This recognises that business health is usually linked to the organisation's relationship with its customers. At a team level this may include measures around meeting customer satisfaction – all customer orders to be acknowledged within two days of receipt.
- **Innovation and learning perspective:** This deals with building the future capabilities of the business. At a team level this may include measures around the development of members of the team – all team members to have an active development plan.
- **Internal process perspective:** This reflects the effectiveness and efficiency of operations. At a team level this may include measures around internal procedures which are in place – increase diversity of applicants through reviewing advertising media used.

Again, the whole team should be fully involved in identifying and then monitoring the measures.

Agreeing roles and responsibilities within the team

When agreeing roles and responsibilities you need to give careful thought as to whether they should be shared across the team to develop the capability of the team.

You may need to allocate a task to make sure that a competent member of the team has responsibility. The main priority is getting the job done as efficiently as possible. At other times, it may be an opportunity to develop a member of your team for the future, through delegating a task or through coaching.

As a manager, this involves recognising the three interlocking needs of group life, as described by John Adair (1987) in his book *Effective Teambuilding: How to Make a Winning Team*.

These are the need to:

- achieve a common task
- maintain good relationships within the team
- meet the needs of individual team members.

Adair presents them as three interconnected circles that combine to ensure that a group or team is productive and effective (see Fig. 1.4). Depending on circumstances, managers may need to focus activities on achieving the needs related to one circle at the expense of the other circles.

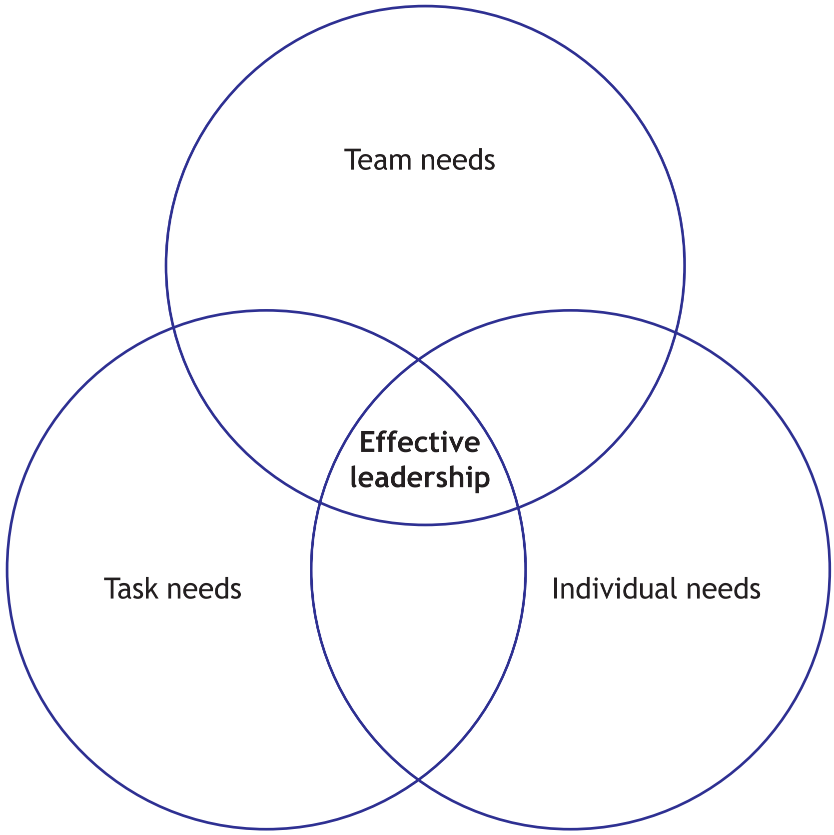


Fig. 1.4: Adair's circles of interlocking needs

The main questions to ask when allocating responsibilities are:

- How important is each task (in terms of getting it right first time)? And how urgent is each one?
- Who is competent to do each task?
- Who is ready to learn to do a task?
- Who is available to teach a task?
- What workloads do people already have?

In other words, you need to analyse the requirements of the job and the skills, abilities and needs of your team members.

In some instances a task will be unfamiliar to everybody in the team, so someone will have to learn to do it. Some tasks demand specialist knowledge and specialist training, which not every member of the work group will have. Often, however, you'll have a choice. Do you give the task to somebody who can do it already or do you use the opportunity to enable a member of staff to learn something new?

Although it is easier — and less of a risk — to allocate a task to someone who is familiar with it, you should bear in mind the advantages of staff development to the work of your team.

If a team member is to carry out a task effectively, you need to brief them so that the job is done in the way you want it done. Meeting the development needs of individuals in the team may need to be discussed on an individual basis rather than at a team meeting.

Reviewing progress

The whole team needs to be involved in reviewing progress against the team objectives. Therefore at regular intervals the team should meet specifically to review progress and deal with any issues or problems arising.

Developing team skills

It's often convenient for managers to see the training department as being responsible for the development of people. However, the most effective development often takes place in the workplace, when the line manager is fully involved in:

- identifying development needs
- supporting the development
- checking that the skills and knowledge have been transferred to the workplace.

The training department can supply expertise to the process and also source training courses. However, responsibility for development must stay with the line manager and team member.

The style of leadership you use when developing individual members of your team will depend on:

- their level of competence
- their commitment level.

Two sets of questions need to be asked:

- How competent is this person? How good are they at their job? How much direction do they need?
- How committed is this person? To what extent do they work willingly and well? How much support and encouragement do they need?

In terms of competence and commitment, most team members will fit into one of four main categories, as shown in Fig. 1.5.

CATEGORY 1	CATEGORY 2
Low competence Inexperienced; needs additional training and development opportunities; needs updating on skills and knowledge; needs supervision. **High commitment** Enthusiastic; confident, hard-working, eager to learn and develop, highly motivated.	**Some competence** Some experience; additional training and development opportunities would be useful and helpful; needs some supervision. **Low commitment** Not particularly enthusiastic or confident or hard-working or eager to learn and develop, not particularly motivated.
CATEGORY 3	**CATEGORY 4**
High competence Highly skilled, competent and experienced; knows precisely what they are supposed to do and how to do it; capable and competent; can work unsupervised. **Variable commitment** Sometimes enthusiastic, confident, hard-working, eager to learn and develop, highly motivated – and sometimes not.	**High competence** Highly skilled, competent and experienced; knows precisely what they are supposed to do and how to do it; capable and competent; can work unsupervised. **High commitment** Always enthusiastic, confident, hard-working, eager to learn and develop, highly motivated.

Fig 1.5: The four categories of competence and commitment (reproduced with permission from Elsevier, Pergamon Flexible Learning, *Developing High Performance Teams*, 2004)

This can be shown visually as in Fig. 1.6.

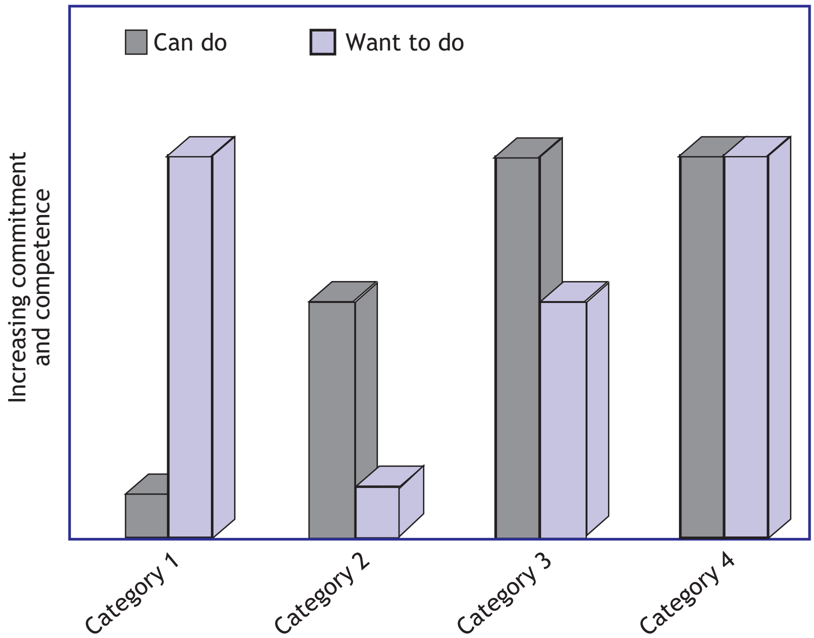


Fig 1.6: Competence and commitment compared (reproduced with permission from Elsevier, Pergamon Flexible Learning, *Developing High Performance Teams*, 2004)

Activity

Activity 1.4 **(about 20 minutes)**

Consider the people in your team. Enter their names in the left-hand column of the table below and tick the appropriate box.

(To preserve confidentiality, you may prefer to use a separate piece of paper.)

Category 1: Low competence/high commitment

Category 2: Some competence/low commitment

Category 3: High competence/variable commitment

Category 4: High competence/high commitment

Name	Category 1	Category 2	Category 3	Category 4

Feedback

People who fall into Category 1 tend to respond best to lots of direction. Their motivation is high but they need clear direction and some supervision to compensate for their lack of skills and knowledge.

Category 2 people tend to respond best to a coaching style. They need some direction and supervision, plus regular praise and encouragement to build motivation.

Category 3 people tend to respond best to a supporting style. They know what they are doing, so need little supervision, but they do need a fair amount of encouragement.

Category 4 people tend to respond best to a delegating style. Even so, don't make the mistake of always leaving Category 4 people to just get on with it. They need feedback and encouragement just as much as anyone else.

Summary

Now that you've reached the end of this section you should be able to :

1.1 Evaluate criteria required to identify human resources for a work area

1.2 Identify techniques to assess the capabilities of a team to meet objectives

1.3 Construct a human resource plan for a work area.

Self-assessment questions

Use these questions to check whether you have understood the key issues in this section. If you are not sure, or really don't know the answers, this suggests you need to work through parts of this section a second time.

1. What are the benefits to an organisation of developing a human resource plan?
2. What is the relationship between a human resource plan and its corresponding business plan?
3. In what circumstances may a human resource plan force changes to a business plan?
4. What external factors may influence the ability of your organisation to recruit to your department/area of the business?
5. What are potential barriers to accurate human resource planning?
6. How can you develop your expertise in the recruitment and selection process?
7. What is the relationship between managing individual performance and managing team performance?
8. What factors can affect the style of leadership used when developing team members?

If you could answer the self-assessment questions, then you are ready to move on.

In the next section, we consider the process of how people learn and then focus on identifying and planning development with individual team members.

Section 2 Identifying development needs and planning development

Time required: about 2 hours

Learning outcomes

By the end of this section you should be able to:

2.1 Assess the abilities and capabilities of staff to meet current and future objectives

2.2 Develop a personal development plan for an individual to meet current and future objectives

2.3 Agree personal development plans with individuals.

The Chartered Management Institute has produced a useful checklist on personal development planning:

- Checklist (092): Personal development planning.

How people learn

When we learn we acquire new skills, knowledge or attitudes through the process of:

- experiencing (doing, hearing or reading about something)
- reflecting (thinking about what we have done, heard or read)
- forming abstract concepts and generalisations (drawing conclusions from our reflections)
- testing concepts in new situations (trying different things).

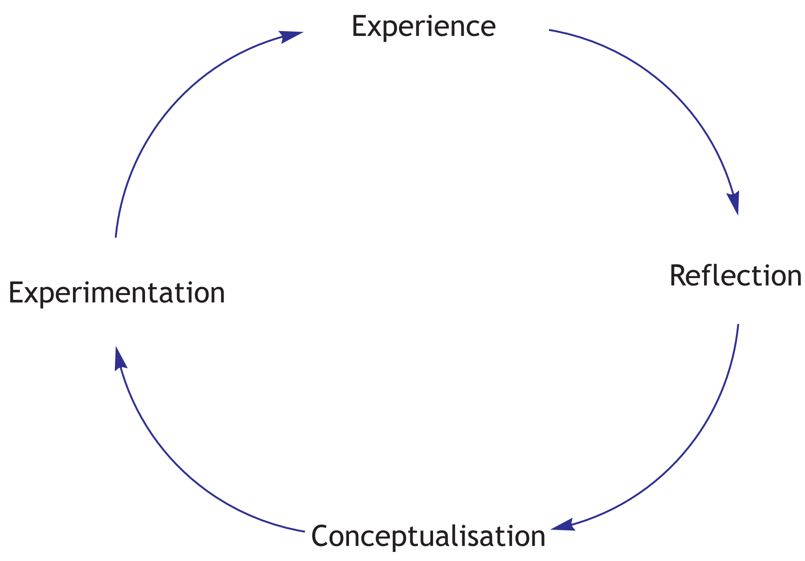


Fig. 2.1: The learning cycle, adapted from Kolb *et al*. (1971)

In practice, the process works like this.

- You decide to send an email, using your newly installed software program. You do everything you are supposed to do (you think) and click the 'send' button. (This part is the experience.)
- Later in the day, you return to the email and discover, to your disappointment, that your carefully composed message has been returned to you with a curt on-screen note saying 'Unable to deliver – host address unknown.' You think hard about what might have gone wrong. (This is the reflecting part of the process.)
- You decide, in the light of all the available information, that the problem occurred because you made a mistake in the recipient's address. (You are forming abstract concepts and generalisations.)
- You change the recipient's address and you click the 'send' button again. (You are testing concepts.)

At this point, several things could happen. If the recipient receives the email, then you will have learned to take care when typing in addresses. If – even with this change – the message is returned to you, you will have to go through the whole cycle again, perhaps several times, to learn what it is you need to do.

Eventually you will become so familiar with the process of creating and sending emails that you no longer think about what you are doing. You will have learned something new. There will be a change in your behaviour as a result of practice or experience.

It's important for you to understand the implications of the learning cycle. Different people feel more comfortable in different areas of the cycle. You need to appreciate that different people learn in different ways and at different speeds.

Four learning 'types' have been identified:

- activist
- reflective
- theoretical
- pragmatist.

An **activist** learner feels most comfortable in the 'experiencing' part of the learning cycle. They learn *best* from:

- handling problems, dealing with crises, tackling new challenges and experiences
- getting involved in situations with other people where they can bounce ideas around and solve problems through teamwork
- group learning activities such as business games, competitive teamwork tasks and role-playing exercises.

They learn *least* from:

- getting involved in assimilating, analysing and interpreting lots of ‘messy’ data
- having to engage in solitary activities such as reading, writing or thinking on their own
- formal learning tasks such as listening to lectures, reading or watching someone perform a task.

A **reflective** learner feels most comfortable in the ‘reflective’ part of the learning cycle. They learn *best* from:

- situations where they have ample time to prepare in advance so they can think things through before taking action or giving an opinion
- preparing carefully considered and analysed reports
- watching other people perform tasks and then thinking about what they have seen.

They learn *least* from:

- situations where they have to take shortcuts or produce superficial work
- being required to make decisions or reach conclusions based on insufficient data
- being forced into having to chair a meeting, lead a discussion or role-play in front of other people.

A **theoretical** learner feels most comfortable in the ‘forming abstracts’ part of the learning cycle. They like to know why they are doing something and how things work. They learn *best* from:

- having the opportunity to question the basic methodology that has been used, or probe the assumptions made and the logic used to reach conclusions
- being able to listen to or read about ideas and concepts based on rationality and logic
- working with activities and tasks that are part of a system or model concept, or those firmly based on an accepted theory.

They learn *least* from:

- being ‘thrown in at the deep end’
- getting involved in situations (or structured learning activities) where there are high levels of ambiguity and uncertainty
- any activity, task or situation that they see as shallow or gimmicky.

A **pragmatist** learner feels most comfortable in the 'testing concepts' part of the learning cycle. They learn *best* from:

- situations in which they can focus on practical issues, and activities such as drawing up action plans or giving advice or assistance
- situations where they can obtain coaching and feedback from a credible expert
- learning opportunities where there's an obvious link between the subject matter and their own work, and where they can apply what they have learned in a practical way within their organisation.

They learn *least* from:

- learning opportunities that have no relevance to their job
- situations, ideas and concepts that seem purely theoretical, without any practical, useful application
- formal learning opportunities where there is no apparent reward.

Most people fall mainly into one of the types, or are a combination of two types. You may have noticed that you are drawn towards certain types of learning methods, or that you simply find it easier to learn some things and difficult to learn others. For example, learning a new skill (say, using a multi-feature photocopier) may be difficult for you and easy for your colleague. Understanding, say, the difference between the accounting terms 'internal rate of return' and 'net present value' may be easy for you and difficult for your colleague. If this is the case, your colleague may prefer hands-on, experiential learning, whereas you may learn more easily from reflective study, working alone.

Activity

Activity 2.1 **(about 2 minutes)**

Having read the descriptions of the different learning styles, what do you feel is your preferred learning style?

Feedback

It's likely that you will have been able to identify the situations in which you feel most comfortable. If you want to take this further, you may like to complete a questionnaire to identify your preferred learning style or offer the opportunity to your team members. (See the Bibliography for the reference to Peter Honey's website at www.peterhoney.co.uk)

The secret of designing effective training and learning opportunities lies in building opportunities for learning that use all the styles of the learning cycle.

Informal or formal development?

Informal staff development often occurs because a senior member of staff spots potential in a more junior member of staff. The senior person may in an informal way encourage that potential by offering significant development opportunities as and when they occur, as illustrated in the example below.

Barbara, a senior manager in a publishing house, explains:

> *I used to work as a personal assistant to a woman who seemed to think I was capable of doing much, much more … her opinion rather than mine, I have to say. She would give me tasks which I honestly believed I was incapable of doing – but I liked her enormously, and I didn't want to let her down. Also, I suppose part of me felt that if she thought I was capable of doing it, then maybe I could! Of course, as I successfully completed each new task my self-esteem grew. I began to see that I was more capable than I had believed – and that's when my confidence really kicked in and I became more ambitious. I owe everything to her, because of the opportunities she gave me to prove myself.*

Providing people with meaningful development opportunities can sometimes be risky. If not properly thought through, they can provide someone with a perfect opportunity to wreak total havoc in an organisation, as well as completely disregarding a person's preferred learning style.

For example, you need to think very carefully before saying things like:

- 'I'd like you to chair the meeting.'
- 'I want you to make the presentation in New York.'
- 'OK – it's your project, you set up the budget and manage it.'
- 'You negotiate with the client.'

However, if you have looked carefully at the person's potential, and if you delegate properly – by setting clear parameters and monitoring carefully, but unobtrusively – these kinds of challenges can develop people rapidly.

Activity

Activity 2.2 **(about 15 minutes)**

Take a few moments to reflect on your own career to date before answering the following questions.

1. Who has been instrumental in providing development opportunities for you?

2. What were those development opportunities?

3. How has the successful completion of those development opportunities affected:

   (a) you, as an individual?

   (b) your career?

Feedback

Opportunities are crucial to individual development, and to the development of the organisation. Generally, capable people who have potential will rise to the challenge. Of course, you may make some errors of judgement over the years. But, if you start in a small way by delegating important (but not critically important) tasks, you will be rewarded by the satisfaction of watching people develop their skills, abilities and career prospects.

Some managers make the mistake of withholding development opportunities from their staff.

Scenario

Benefits of delegation

Mike, a college principal, explains how he was once caught in this trap:

> *When I worked as a head of department I was responsible for a number of staff, many of whom were very competent people. I had worked my way up to the management team in the College and, I suppose, I guarded my position quite*

jealously. Looking back, I think I was worried that if other people were seen to be able to do what I could do, then it would reflect badly on me. Eventually, of course, I became worn out and totally stressed because I was trying to do everything and shoulder all the responsibility. I felt defeated by it all and, very much in the spirit of 'Oh, what the hell', I started to offload work and delegate responsibility to the people I trusted most. Nothing dreadful happened! Instead, people began to blossom – use their initiative to make improvements and develop new and exciting projects. So, suddenly I had a department that was for the most part running smoothly and producing really good results. That success gave me the confidence to apply for, and get, my current job.

As the scenario illustrates, managers often hold back because they worry that their subordinates, given half a chance, might ultimately challenge their own status and power.

Formal development

Formal staff development involves structured training and learning opportunities for both individuals and teams.

Activity

Activity 2.3 **(about 5 minutes)**

List four kinds of structured training or learning opportunities that can be used to develop staff.

1.

2.

3.

4.

Feedback

Formal, structured training and learning opportunities include:

- *attending courses, seminars, lectures, workshops; reading books and watching videos/DVDs*
- *working through an open learning or distance learning workbook or interactive CD-ROM*
- *secondment to a different organisation, location, function, department or section*
- *being coached by a more experienced colleague*
- *involvement in a formal mentoring programme within the organisation.*

Each of these opportunities has its own benefits and advantages. The choice should be dictated by the needs of:

- *the individual*
- *the team*
- *the organisation.*

We look at different types of structured development activities in more detail in Section 3.

Identifying development needs

Development should be carefully planned and meticulously organised to meet the real needs of the individual and the organisation. Anything less is a waste of time and money.

Aligning development to team and organisational objectives

The development of people within any organisation has to be aligned with the business objectives. You need to be familiar with the standards, targets or objectives that your organisation has set for itself. Objectives might include:

- increase market share by 10 per cent by December 2009
- decrease computer down-time by 20 per cent by January 2010
- improve internal communication systems by spring 2010
- achieve Investors in People by May 2010.

You also need to know what your departmental objectives are and how they fit into those of the wider organisation. Objectives at all levels within an organisation should be aligned so that all parts of the organisation are pulling in the same direction and contribute to the overall corporate objectives, as highlighted in Fig. 2.2.

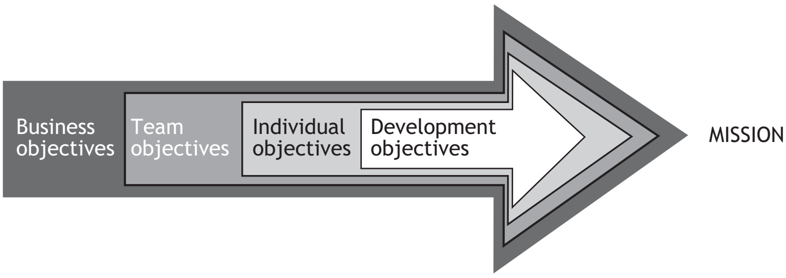


Fig. 2.2: Alignment within organisations

Activity

Activity 2.4 **(about 10 minutes)**

What are your departmental objectives? How do they complement the overall organisation's objectives?

Feedback

The key question for any manager to answer is 'How do I need to develop members to meet strategic, team and individual objectives?' To achieve business success, organisations have to identify the behaviours, skills and knowledge required by employees. These are called competences.

Identifying competences

The identification of competences within an organisation is a way of ensuring that what people do aligns with the direction of the organisation. Therefore the only criterion for the existence of a competence should be that it's necessary to contribute towards achieving the business objectives.

Competences give an organisation a clear direction for the development of people and teams, as well a benchmark against which to assess.

Fig. 2.3: Competences

Your organisation may have developed its own competence framework or it may use nationally developed frameworks. Over the last decade, national standards relevant to the workplace have been written for most occupational areas. This work was co-ordinated for each sector of industry or commerce by its own 'lead body', which included employers, for example:

- the EITB — Engineering Industry Training Board
- the FDITA — Food and Drink Industry Training Association
- the CIA — Chemical Industries Association.

The competences then became the foundation for assessment of National Vocational Qualifications (NVQs).

The Chartered Management Institute Level 5 Award in Management and Leadership relates to the National Occupational Standards for Management and Leadership, as highlighted in the section 'Before you move on'. These describe in detail the activities, behaviours and knowledge that define effectiveness in the management field. You can find full details about the standards at www.management-standards.org.uk.

Alternatively, you can identify competences in the form of the behaviours that are required by your team members.

Scenario

Identifying behavioural indicators

An operational manager at a call centre developed a series of positive and negative behaviours associated with the different aspects of a service operator's role, including dealing with customers' problems.

Dealing with customers' problems — behaviours

Positive	Negative
sees customer problems as opportunities to make improvements	sees customer problems as a nuisance/personal criticism
can empathise with customers	ignores/dismisses customer problems
can deal with customers sensitively	tends to blame the cause of customers' problems on organisation's policies/procedures
always gives a positive image of the organisation	doesn't follow procedures when dealing with problems
asks for advice/help if problems can't be resolved	can be confrontational/aggressive towards customers

These behaviours were then used in one-to-one reviews. The manager and operator would discuss instances where the behaviours had been demonstrated and identify any development needs.

The main benefit of using some form of benchmark, whether created in-house or using a national standard, is that you have something against which you can:

- review performance
- identify development needs
- assess the effectiveness of any development activities.

Prioritising competences

Having identified what people need to be good at, the next step is to prioritise the competences at a team level. For results to happen fast it's important to select the competences that are going to have the greatest impact on achieving the team's objectives, as the scenario below illustrates.

Scenario

Prioritising development objectives

The management team in a manufacturing organisation had the team objectives listed in the table below. The team considered the objectives against the competences they had developed and prioritised using a scale of 3 to 1 (high to low priority), with X representing no priority. Once this had been discussed by the team they were able to prioritise their individual development objectives.

Competences / Objectives	Managing performance	Dealing with change	Communication	Developing people	Customer focus	Team-working	Continuous improvement
1. Improve operational efficiency by two percentage points during the next six months using the current resources.	3	X	X	1	X	X	2
2. Agree customer service levels and measures with top five key customers by June this year, and develop a system to monitor and publicise our actual performance against these agreed levels of service by August.	2	X	1	X	3	X	X
3. Develop, agree and implement team targets that are aligned with the business goals and support the change agenda, by January.	2	1	X	X	X	3	X
Priorities	**7**	**1**	**1**	**1**	**3**	**3**	**2**

The exercise highlighted the importance and urgency of skills related to managing performance. The manager then reviewed each team member against the detail of the 'Managing performance' competence and relevant individual development plans were updated accordingly.

Establishing current competence

The next step in identifying development needs is to establish the current competence of individual team members to:

- contribute towards the achievement of team objectives
- achieve their individual work objectives.

This may take place in regular performance reviews. Here's an example.

Scenario

Identifying development needs

During a performance review with her line manager, it was agreed that one of Helen's work objectives would be:

- to disseminate information about the Disability Discrimination Act (DDA) to customers using services from January.

This immediately identified a development need for Helen, as she would have to understand the DDA and its implications for her company's customers. Therefore, two development objectives were identified:

- understand the DDA and its implications (by end of September)
- present information about the DDA to the rest of the team (by end of October).

However, identifying development needs doesn't have to be restricted to formal performance reviews. You can encourage self-assessment at any time, whereby individuals comment on their own competence and needs. You could:

- ask individuals to complete a self-assessment (possibly using a pre-prepared form)
- assess an individual's competence using all the information you have available (using the same pre-prepared form if relevant)
- meet with an individual to discuss the person's competence and needs and to reach agreement.

Here are some comments from one manager who works in local government:

> *I combined my own observation of staff performance with formal individual interviews in which I discussed performance with each member of my staff. For the interviews I used an informal form with a small number*

of open-ended questions, which provided the basis for discussion. I asked my staff to complete it before the interview and to make their comments before I gave any feedback. I found the interviews very positive. They provided a forum to raise issues I would have found hard to raise elsewhere and, above all, I found that staff themselves made comments and suggestions I would have liked to make myself.

Once development objectives have been identified, the method of meeting the development objective needs to be agreed. For example, in the scenario above it may be agreed that Helen needs to attend an external training course and then be coached by her line manager to plan and deliver a presentation about the DDA to the rest of the team.

Activity

Activity 2.5 **(about 15 minutes)**

Consider the way you review the performance of your team. Do you regularly meet with each team member to:

- review previously set team/work objectives?
- agree individual work objectives?
- identify any development needs resulting from each work objective?
- set development objectives?
- select appropriate development opportunities?

Feedback

It's important that a record is kept of discussions relating to the identification of development needs. Each team member should have a working document in which they record work objectives and a personal development plan that is reviewed regularly.

Making it fair

The Chartered Management Institute survey 'Motivation Matters' (2005) highlighted the following:

- 40 per cent of managers joined their current organisation because of the development opportunities available.
- In terms of motivation levels, it's clear that junior managers are seeking to be stretched and would welcome the challenge of special assignments or secondments, or of joining business improvement teams.

Development opportunities are a key component of any organisation's reward strategy and it's essential that an organisation's policies and procedures ensure fair access for all employees. Distribution of resources for development must be clearly the result of performance reviews. It's also important to avoid any favouritism and not to make assumptions about what team members do or do not want. We look in more detail at challenging your own assumptions in Section 3.

Training needs analysis

A full analysis of training needs, sometimes referred to as a training needs analysis (TNA), is often used when an organisation seeks to:

- provide staff with completely new skills or knowledge
- improve or update existing staff skills, knowledge or attitudes in order to enhance current performance.

The three key questions are:

- What does the person know?
- What does the person need to know?
- What training or learning would best close the gap?

These questions are asked in respect of each individual member of staff within the organisation, no matter how senior or how junior that person might be. Because of the size and scope of this kind of project, a full analysis of training needs is normally undertaken only when:

- a brand new organisation is to be created
- there is product or service diversification that requires staff to acquire a range of new knowledge and skills
- the company is seeking Investors In People accreditation
- the organisation is teetering on the brink of disaster and it's felt that a major new training initiative is the only solution.

Methods used for identifying training needs include:

- issuing questionnaires
- keeping a journal
- observation
- assessment.

Issuing questionnaires

Provided the questionnaires are carefully designed by someone who has the right kind of expertise, they can provide a great deal of useful information. Fig. 2.4 offers a brief example of a training needs analysis questionnaire.

Name:	
Job title:	
Date:	
So far, what training have you received in Windows XP software?	
Is there any additional aspect of Windows XP software training you feel you would benefit from?	
How often do you use Windows XP?	
For what purpose do you most often use Windows XP?	
What problems do you most often encounter when using Windows?	
When problems occur, what actions do you usually take?	
For you, what is the most difficult part of using Windows XP?	
How useful do you find the Windows XP instruction manual?	
How often do you consult the manual?	
What changes or additions to the manual would be most useful to you?	

Fig. 2.4: Sample TNA questionnaire (reproduced with permission from Elsevier, Pergamon Flexible Learning, *Developing High Performance Teams*, 2004)

Journal keeping

This process involves asking each member of staff to keep a work journal in which they record each task completed and each problem encountered. The journals are subsequently analysed to identify training needs. The main drawback with this technique is that even though people may set out with the best of intentions, journal keeping is time-consuming and requires focus and attention to detail. Important information can easily be omitted, so the journal may in the end prove to be a worthless document.

Observation

Using this approach, team members are observed as they carry out specific tasks. The observer identifies the skills and knowledge used, assesses the level of performance and analyses the skills and knowledge needed. Again, this is a time-consuming and laborious technique, particularly if a large number of staff are involved.

Assessment

Observation is an example of an assessment process, but there are other options available. Tests, simulations and case studies are often used, sometimes in the context of structured assessment centres.

Activity

Activity 2.6 **(at least 30 minutes)**

This activity should relate to members of your team — those people for whose development you have some measure of responsibility. Copy the chart below, or photocopy the example in Appendix 2, and provide the information requested. Make sure that you complete a separate chart for each team member and that you ensure confidentiality.

Training Needs Chart

Name: **Job title:**

- Date on which I identified training needs:
- Methods I used to obtain the information:

Existing skills and knowledge	Proposed training intended to close the skills and knowledge gap	Required skills and knowledge

Feedback

It's good practice to keep a record of all discussions related to the individual development of your team members. Development is an on-going activity where new opportunities are selected to build on existing skills and knowledge.

An organisation's HR or training department is likely to have training and development specialists. They will be a source of expertise and information. Try to establish links so that you can use their expertise to develop your team to its maximum potential.

Summary

Now that you've reached the end of this section you should be able to :

2.1 Assess the abilities and capabilities of staff to meet current and future objectives

2.2 Develop a personal development plan for an individual to meet current and future objectives

2.3 Agree personal development plans with individuals.

Self-assessment questions

Use these questions to check whether you have understood the key issues in this section. If you are not sure, or really don't know the answers, this suggests you need to work through parts of this section a second time.

1. What are the main stages in the process of learning?
2. How might different learning styles affect the process of selecting development methods?
3. What are the advantages to a line manager of developing their staff?
4. What is the relationship between business objectives and identifying individual development objectives?
5. What are the two main uses of identifying competences or behaviours relevant to a job?
6. In what ways can current competence be identified?
7. In what circumstances might an organisation or department carry out a training needs analysis?

If you could answer the self-assessment questions, then you are ready to move on.

In the next section, we look at the practicalities of meeting development needs.

Section 3 Developing individuals and teams

Time required: about 3½ hours

Learning outcomes

By the end of this section you should be able to:

3.1 Identify those with whom support is required to initiate the personal development plan

3.2 Initiate the plan and review and monitor progress against agreed objectives.

The Chartered Management Institute has produced two useful checklists on developing individuals and teams:

- Checklist (082): Developing a mentoring scheme
- Checklist (083): Mentoring in practice.

Ensuring equality of access and opportunity

Focusing on the development of some team members at the expense of others is discriminatory. Most organisations have equal opportunities in place, which explicitly state that discrimination must not take place. Many refer specifically to race, ethnicity and gender (and other categories).

But it's easy to fall into the trap of discriminating against people, often unconsciously. Everyone has their own personal belief and value system, which is formed as a result of:

- the way they live and were brought up (a person's culture)
- the messages they receive from the media
- knowledge, or lack of it, about a particular topic.

Our beliefs influence our attitudes towards people, which in turn influence how we communicate.

Activity

Activity 3.1 **(about 10 minutes)**

Typical attitudes of people who don't have a disability towards people who do include pity, embarrassment, fear of not behaving appropriately and curiosity.

Identify two factors in society that have may have contributed towards people developing these attitudes.

How might these attitudes show in a person's manner of communicating with someone with an obvious disability — for example, in a wheelchair?

Feedback

You may have thought of the following:

- *Lack of personal experience or knowledge.*
- *Messages in the media that reinforce images of disabled people as needy, grateful, deserving, plucky or brave. These images underline ideas that people who have a disability are somehow separate from people who don't.*
- *Though charity fundraising is necessary, it fuels the view that people who have a disability need help.*

A common response is the 'Does he take sugar?' attitude, where people direct questions to anyone but the person in the wheelchair. Feeling patronised or excluded are common feelings reported by disabled people, resulting from society's attitudes.

Stereotyping and negative attitudes

People are sometimes grouped together based on a characteristic they share. Assumptions may be then made about the way all members of that group will behave, about what they want or about their capabilities. For example:

- He's blind … so he won't want to go on that training course.
- She's got children … so she won't want to go to the conference in Paris.

Common stereotypical assumptions are related to gender, racial origin, disability, social background, sexual orientation and cultural background. They often lead to prejudice, which in turn can lead to discrimination (unfair treatment). If you make negative assumptions about someone then it will underpin and cloud your whole relationship with them.

Stereotypical assumptions are just one example of how attitudes affect behaviour and the way we communicate. We all have values and beliefs that we have absorbed since childhood. We may assume that our way is the 'normal' way. However, this can lead to the belief that anyone who does not conform to our values and beliefs is behaving in an unacceptable way and should change their ways.

If we identify one way of doing things as normal, there's a danger of implying that other ways are 'abnormal'. Once this happens, it opens the way for prejudice and will ultimately affect the way we communicate with someone. It's difficult to hide your true feelings about someone; you may choose your words carefully but what you really believe is likely to seep out through your body language and the way you talk.

Challenging negative attitudes and assumptions

Attitudes and assumptions are complex. People may need to 'unlearn' many beliefs they developed as children and may not find this easy. The very nature of a belief is that it is right – that it is a fact of life.

You can check your beliefs about what is 'normal' or acceptable by asking yourself the following questions:

- Why do I think that?
- What makes my way better?
- Could I explain to someone else why my way is better?

A narrow view of what is 'normal' or 'right' does not stand up to close scrutiny.

As with negative attitudes, recognising stereotypical assumptions is also difficult – it means accepting that a belief you hold is not true. To combat discrimination based on stereotypical assumptions people have to get into the habit of asking the question 'What makes me think that?' If your answer is that it's because a person has a characteristic that groups him or her with others (he's deaf, she's black, he's gay, he's too old) then it's very likely that your attitudes are unfounded, rather than based on fact.

Activity

Activity 3.2 **(about 10 minutes)**

Identify an occasion when someone at work communicated that they disapproved of something about you, without actually saying it.

- How did you pick up the message?
- What affect did it have on your relationship with that person?

Feedback

It's almost impossible to prevent communicating the way you view people. As a manager, you need to communicate positively and build relationships with a wide range of people, so it's essential that you review your underlying attitudes and assumptions.

You may find it useful to use the 'ladder of inference' to test your conclusions against the information available. The ladder shows the process that happens in our minds between receiving data and taking actions based on the data. There are seven rungs to the ladder, as shown in Figure 3.1.

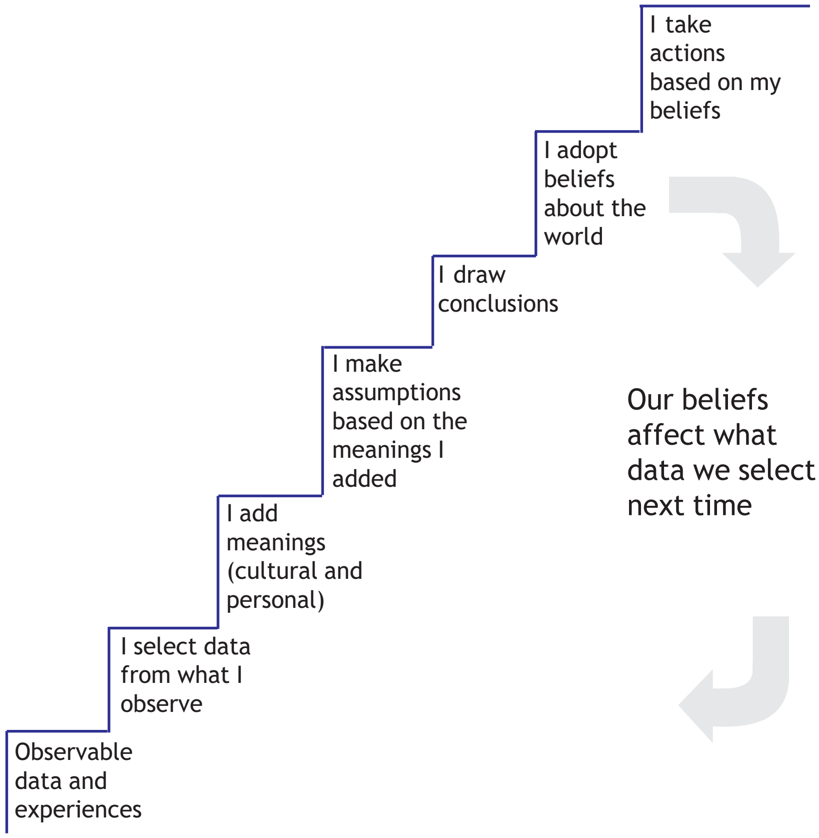


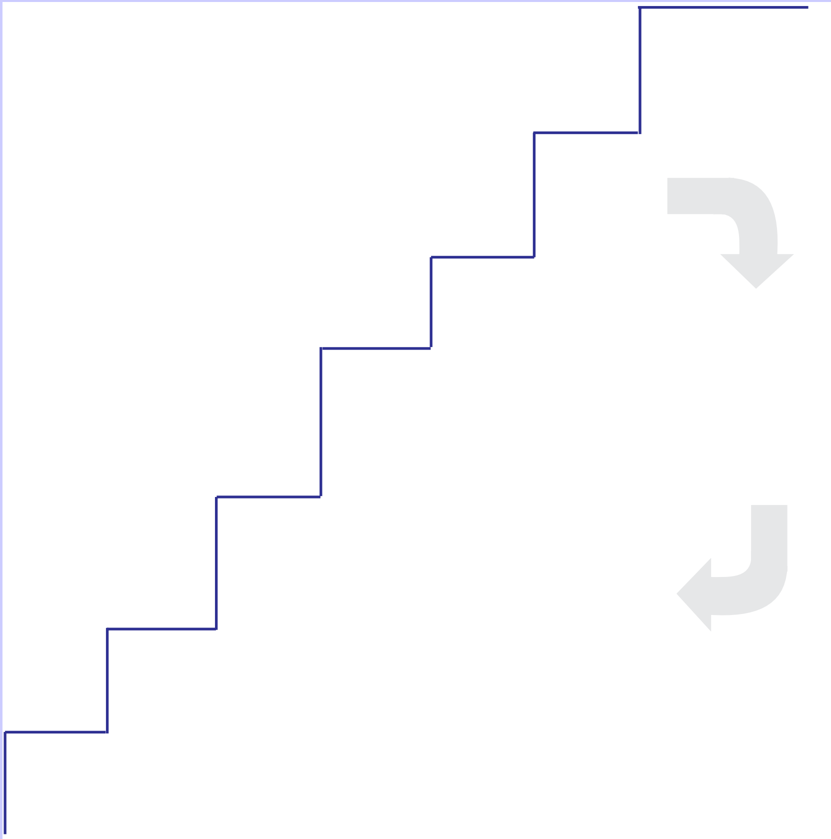
Fig. 3.1: The ladder of inference (adapted from Senge *et al*. (1994))

The ladder shows how we select data from our observations and experiences, and add meaning to them based on our existing beliefs to form the basis of how we behave. In other words, our actions are based on our interpretation of information — not necessarily on reality.

Activity

Activity 3.3 **(about 10 minutes)**

Identify an occasion when you jumped to a conclusion that turned out to be wrong. It may or may not be in relation to a training and development issue. Use the blank ladder below to identify what made you come to the conclusion. You may not stick strictly to all the steps outlined in Fig. 3.1; what's important is the thought you put into unpicking and understanding the mental processes that determine how you interact with people.



Feedback

Being aware of the process of jumping to conclusions can help you to check your own, often inaccurate, conclusions before you use them as a basis for behaviour:

> We live in a world of self-generating beliefs which remain largely untested. We adopt those beliefs because they are based on conclusions, which are inferred from what we observe, plus our past experiences. Our ability to achieve the results we truly desire is eroded by our feelings that:
>
> - our beliefs are the truth
> - the truth is obvious
> - our beliefs are based on real data
> - the data we select are the real data.

Ross, R., in Senge *et al*. (1994)

Ensuring equality of access to development may mean challenging your own assumptions to check that you really are ensuring equality of opportunity for everyone in your team.

Helping learners to learn

The main skills you will need to use when developing team members are:

- **communication** — listening, summarising, explaining, questioning, using appropriate body language and interpreting body language
- **transfer of knowledge and skills** — through explanations, demonstrations, modelling, discussions and debriefing
- **encouragement and support** — through providing positive and useful feedback, praise, recognition of effort and achievement
- **review of progress and planning for the future** — through discussion of what has been achieved and what still needs to be achieved, and identification of future learning opportunities.

Activity

Activity 3.4 **(about 15 minutes)**

Read through the brief scenarios that follow and then tick the box that most accurately reflects your chosen response, giving the reason for your response.

Example 1

Gerry, an administration manager, approaches Bill, his senior administration clerk, and says: 'I'm deeply unhappy with the way you're handling customer phone calls. I want you to sit by me and listen to the way I handle customers, because there's got to be an improvement in your attitude.'

How useful is this approach, on a scale of 1 to 5, where 1 is really useful and likely to produce excellent results, and 5 is not at all useful and not at all likely to produce excellent results?

(tick one box only)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Reason for your response:

Example 2

Caroline, a sales manager, spends over an hour with Jon, one of her sales team, carefully explaining targets and planning learning activities. At the end of the discussion Jon confides that he doesn't think he can meet his targets and he's not at all sure about the training and learning that lie ahead for him.

Caroline says 'Well, targets are targets, and you're going to have to get on with it and meet them – that's what selling is all about. Look, Jon, I don't want to think I've wasted over an hour of my time on this … you need the training, I've booked it and that's all there is to it.'

How useful is this approach, on a scale of 1 to 5, where 1 is really useful and likely to produce excellent results, and 5 is not at all useful and not at all likely to produce excellent results?

(tick one box only)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Reason for your response:

Example 3

Sam, senior partner in a law firm, offers to take Susan, a newly qualified solicitor, to a meeting with an important client so that she can gain an insight into the background of a particularly complex case. Susan acknowledges the offer, but says she would really prefer to spend the time looking through the files and then discussing her findings with Sam. He agrees to this.

How useful is this approach, on a scale of 1 to 5, where 1 is really useful and likely to produce excellent results, and 5 is not at all useful and not at all likely to produce excellent results?

(tick one box only)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Reason for your response:

Example 4

Barbara, director of human resources, has been coaching Linda in negotiation skills for some time. Barbara now feels that it's time for Linda to try her wings in a real-life situation. They meet with a supplier to renegotiate a long-standing contract and Linda is in charge of the meeting. Linda achieves the deal she and Barbara had agreed but, when the supplier leaves, Barbara says, 'You were really lucky to have got away with that! Why didn't you do what I told you to do? Stick to what I tell you next time!'

How useful is this approach, on a scale of 1 to 5, where 1 is really useful and likely to produce excellent results; and 5 is not at all useful and not at all likely to produce excellent results?

(tick one box only)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Reason for your response:

Feedback

Example 1

This approach is not very useful as Bill is likely to feel demotivated and even resentful. A better approach would be for Gerry to say something like 'I'm going to be dealing with customer phone calls this afternoon and I'd like you to sit in to give me some background on the customers. In fact, you might find it helpful to listen in, because I've noticed that you've had one or two problems with difficult customers. So hopefully, we can help each other this afternoon.'

Example 2

This approach is not very useful as it doesn't address the real problems, which are (a) why Jon doesn't think he can meet his targets and (b) why Jon is unsure about the training. A better approach would be for Caroline to say something like 'I'm really glad that you felt you could mention this to me. What is it about your targets that concerns you most? Is it the quantity of sales, is it the time-frame, or is it something else?'

Example 3

This is a helpful approach because, although Susan isn't 'doing what Sam wants her to do', she is making a real commitment to learning. It may be that she understands her own learning style, and knows that she will gain more information from reading notes than she would from listening to a conversation. In the

> *circumstances Sam shouldn't feel annoyed because his suggestion has not been accepted. He should recognise that Susan is taking real responsibility for getting to grips with a complex case.*
>
> *Example 4*
>
> *This is not a helpful approach. Linda achieved the desired outcome in her own way. Barbara's criticism (which is really about her own self-importance, rather than results) is neither useful nor relevant. A much better approach would be to say something like 'Well done! You handled him really well. What made you decide to go with that approach rather than the tactics we had agreed?' This would give Linda an opportunity to explain her thinking, at which point Barbara might (a) learn something herself or (b) be able to explain why Linda was fortunate on this occasion but why, on another occasion with a different person, Linda's approach might not work.*

The most successful managers are people who:

- bring out the best in the individuals they manage
- encourage people to develop skills and abilities by giving them new experiences
- set challenging goals and targets for their people
- are tolerant of genuine mistakes (because they understand the learning cycle)
- provide encouragement, praise and support
- have the courage to take risks and delegate.

It's also important to lead by example. Show your team that you take your personal development seriously — for example, by being open about the changes in your behaviour resulting from being on the Chartered Management Institute's Management and Leadership programme. It will help to ensure that a culture of learning and development is embedded into your team.

In the rest of this section we look at two methods you may want to use to develop people in your team:

- coaching
- training.

Being an effective coach

Coaching is a key method that line managers can use to develop their staff. It's ideal when you have a team member who has some ability to perform a task but little experience, and it can be fully integrated into the normal work routine.

Perhaps, as a manager, you already undertake a fair amount of coaching as part and parcel of your everyday working life. On the other hand, perhaps you feel that coaching others is an intrusion on your time and best left to the ‘experts’.

Use the following activity as an opportunity to reflect on your views about coaching.

Activity

Activity 3.5 **(about 5 minutes)**

Consider the pairs of statements below and choose the one that most accurately reflects your views.

1. If someone can’t do the job to the required standard, then it’s their responsibility to make sure they improve. ☐

   Every manager has a responsibility for staff development. ☐

2. Busy managers simply don’t have time to coach staff. ☐

   Coaching is so important that it has to be a priority for managers. ☐

3. Coaching can be used to help someone to develop any kind of knowledge, skill or attitude. ☐

   Coaching is really only useful for teaching straightforward skills. ☐

4. The best way to develop staff is to make sure that they have formal training opportunities, delivered by training experts. ☐

   Increased responsibility, more complex tasks, reviews, special projects, discussions, briefings and feedback sessions are the most effective techniques for developing staff. ☐

5. An effective coach spends most time watching and listening. ☐

   An effective coach spends most time telling and showing. ☐

6. Learning is an organic process – it just happens. ☐

   Coaching is a necessary part of the learning process. ☐

Feedback

The following reflect the right attitude towards coaching.

1. *Every manager has a responsibility for staff development: Taking responsibility for developing the people on the team comes with the territory. Successful managers pay attention to enhancing their staff members' skills and abilities, because they know that ultimately they will reap the rewards of developing their people (e.g. improved productivity, higher levels of motivation, increased creativity and innovation, and so on).*
2. *Coaching is so important that it has to be a priority for managers: It's certainly true that some people, when left to their own devices, will create their own development opportunities. Most people, though, need encouragement, support, advice, guidance and constructive criticism to help them see how they can improve their job performance. Staff development, by and large, doesn't just happen. Managers have to take the lead and help it to happen.*
3. *Coaching can be used to help someone develop any kind of knowledge, skill or attitude: People can:*
   - *acquire knowledge through discussion and reading the appropriate books, journals or reports*
   - *acquire skills by watching a skilled person perform a task*
   - *acquire attitudes by having those attitudes 'modelled' for them — 'This is how I do it, now you copy me.'*
4. *Increased responsibility, more complex tasks, reviews, special projects, discussions, briefings and feedback sessions are the most effective ways to develop staff: While formal training interventions are a key aspect of staff development, most people learn best on the job, in real-life situations, where what they say and do really matters.*
5. *An effective coach spends most time watching and listening: While people need support, encouragement and practical advice, coaching is not about constantly jumping in and taking over the job — unless, of course, you see a disaster just waiting to happen. A key aspect of a learning organisation is that it allows people to make genuine mistakes, provided they are prepared to learn from them.*
6. *Coaching is a necessary part of the learning process: Everyone needs a role model, and everyone needs to know:*
   - *how to do something*
   - *whether or not they are doing it 'right'*
   - *what they could do to 'do it better'.*

People don't learn in isolation. As Kolb highlights in his learning cycle (see Section 2), they learn through experience, modelling the way other people deal with the experience, trying things in a different way, and receiving appropriate and useful feedback on their performance.

Identifying targets and selecting methods

As the result of observing someone going about their job, or as the outcome of a work review, you may have to set specific coaching targets for certain members of staff. For example, you might think to yourself:

- 'I'll have to do something about Tasnim's filing.'
- 'If Tom's presentations don't improve we'll all be in hospital with terminal boredom.'
- 'Mike's going to have to manage his time better.'
- 'Devika will have to learn to speak up when she's on the phone.'

In order to achieve a specific improvement, you need to set a specific target that is SMART (Simple, Measurable, Achievable, Realistic and Time-related). For example:

- 'I'll have to do something about Tasnim's filing — I want her to store items numerically and cross-reference them with alphabetical index cards.'
- 'If Tom's presentations don't improve we'll all be in hospital with terminal boredom — I want him to present information concisely and in a logical order; speak clearly and calmly; avoid the use of jargon; keep to an arranged time limit.'
- 'Mike's going to have to manage his time better — I want him to make a minimum of 25 sales calls every week.'
- 'Devika will have to learn to speak up when she's on the phone — I want her to speak clearly, without shouting, so that customers can hear what she's saying and don't have to ask her to repeat everything.'

Once you know what it is you want people to do, then you can give some thought to the coaching technique that will be most likely to produce the desired results.

Activity

Activity 3.6 **(about 5 minutes)**

Think back to the coaching you have received during the course of your own career. List three different activities you could use to coach members of your staff to enable them to learn new skills, attitudes or knowledge.

1.

2.

3.

Feedback

There are a number of different coaching techniques that can be used in a variety of different situations, with different people:

- *self-directed learning — asking the learner to research specific information and feed this back to you*
- *observation of a demonstration — asking the learner to observe someone who is modelling expert skills (either yourself or someone else)*
- *discussion — discussing with the learner through question and answer and 'general conversation' the skills, knowledge or attitudes you want the learner to acquire*
- *specific tasks/special projects — asking the learner to complete a specific task or special project that involves using particular skills, attitudes or information*
- *role-playing specific scenarios — role-playing a specific scenario (e.g. 'OK, I'm going to negotiate for a 20 per cent discount — show me how you'd handle it') and then reviewing and discussing what happened*
- *team/group discussions — setting up a team meeting to discuss a specific issue with you acting as chair and tutor, providing constructive comments and feedback on the group's input and suggestions*
- *work-shadowing — arranging for the learner to work alongside or observe a more experienced member of staff (either yourself or someone else)*
- *special opportunities, which may include*
  - *championing someone so they can attend a special training course*
  - *putting someone forward for a prestige project team*
  - *giving someone a chance to attend a special company social event*
  - *allowing people to meet important suppliers, subcontractors and customers.*

It's important to use a range of different coaching techniques as Anna, an NHS Trust Manager, explains in the example below.

> *In a previous job my line manager used to think that coaching was simply a matter of giving me a report to read. 'Read that, Anna,' he used to say, 'and then we'll talk about it some time.' Well, I soon got wise to that. I didn't read the reports, and he never suggested we discuss them. Fortunately for me, there was a manager in the organisation who spotted that I was ambitious and keen to get on. She gave me many opportunities to learn and her coaching took many different forms. She would include me in meetings and special projects, give me complex tasks and*

assignments, often throw me in at the deep end. But she always took the time to review what I'd done and make suggestions for improvement. And no matter what happened, she always supported me — even when I made a real mess of something. She took responsibility for helping me to learn — and that meant a great deal to me.

Preparing a coaching plan

Once you've identified that there needs to be an improvement in skills, knowledge or attitude, your next step is to prepare a coaching plan that will enable the learner to close the gap between poor performance and good performance.

Every coaching plan should contain the following key items of information:

- targets — the specific and measurable improvement you hope to achieve in performance (e.g. 'Mike to make a minimum of 25 sales calls each week')
- coaching technique(s) — details of the specific coaching techniques you plan to use in order achieve the targets you have set (e.g. 'discussion and work-shadowing')
- deadline — a specific time target by which the learning should have taken place (e.g. 'target to be achieved by 21 March 2010')
- monitoring and review — an outline of the way in which you intend to monitor and review progress with the learner ((a) Check weekly log sheets; (b) Meet with Mike every Monday morning for three weeks to discuss progress; (c) Final meeting on 21 March to compare actual performance (log sheets) with target performance).

Activity

Activity 3.7 **(about 20 minutes)**

Use the form below to prepare a coaching plan for a member of your team.

Coaching Plan
Name:
Job title:
Aspect of performance for improvement:
Improvement target:
Deadline for improvement:
Coaching technique(s):
Method of monitoring and reviewing progress:

Feedback

Coaching is often carried out informally without a proper structure being agreed. However, if you do introduce a more formal structure, the outcomes in learning terms are likely to be much greater.

The Chartered Management Institute has produced a useful checklist on coaching:

- Checklist (089): Coaching for better performance.

Making a training session effective

There may be occasions when you need to deliver a team training event. The secret of designing effective development opportunities lies in building in each of the following factors:

- learning objectives
- variety and involvement
- feedback and guidance
- different kinds of learning opportunity
- time to absorb information and practise new skills.

Learning objectives

Always define clearly what the learner will be able to do at the end of the session. Just like work or business objectives, learning objectives should also meet the SMART criteria. For example:

> *By the end of the session you will be able to:*
>
> - *describe the complaints process*
> - *deal with dissatisfied customers.*

Variety and involvement

Anyone who has sat on a hard chair in a stuffy, overheated room listening to six hours of 'chalk and talk' knows only too well that learning something new can be an excruciatingly boring experience.

Equally, given an interested and interesting presenter, together with a range of varied learning exercises, learning can be an enjoyable and stimulating activity.

The average attention span of most people (no matter how motivated or intelligent they may be) is between 10 and 20 minutes maximum. After that, people 'switch off'. Not necessarily because they want to switch off, but because that is the maximum amount of time that people can give to absorbing new information. In practice, this means that a trainer who gives a 'chalk and talk' lecture for longer than 20 minutes is wasting everyone's time.

Activity

Activity 3.8 **(about 5 minutes)**

Reflect on the most interesting, challenging, enjoyable and informative training in which you've been involved as a learner. Note down, in the space below, four different training techniques or activities used by the trainer to provide variety and involvement for the participants on the course.

1.

2.

3.

4.

Feedback

You may have experienced some, or all, of the following techniques:

- *working as a member of a team, in competition with another team*
- *working as a member of a small syndicate of perhaps three or four people*
- *working in a trio where two people practise a skill, and the third person observes and comments*
- *working as one half of a partnership*
- *working as an individual, in competition with everyone else in the learning group.*

You may have participated in one or more of the following activities:

- *creative thinking — where everyone's contribution, no matter how outrageous or apparently irrelevant, is cheerfully accepted and possibly used to spark additional, creative ideas from others in the group*
- *creation of lists of ideas in response to specific questions asked by the group's trainer or facilitator*
- *group discussion*
- *research and presentation of information*
- *practice/demonstration of a skill*
- *problem-solving — perhaps using case studies.*

No matter what the topic or who the learners are (whether junior front-line staff or members of the board), providing training that is varied and requires learner involvement is the key to success.

Feedback and guidance

Everyone, from the CEO down, needs to know how they are doing. Getting answers to questions like: 'Am I doing OK?', 'Am I doing as well as or better than my colleagues?', 'Am I meeting other people's expectations?' is particularly important when people are involved in acquiring new knowledge or learning new skills.

Learners who don't receive constructive feedback and helpful guidance in a training situation may quickly become disenchanted. They may think:

- 'This trainer doesn't care how I'm doing – so the course can't be that important.'
- 'I'm not getting any feedback – I must be doing really badly – so there's no point in trying … I'll just give up now.'
- 'This trainer doesn't like me – so why should I like them?'
- 'Does this trainer know what they're doing?'

Acknowledging learners' efforts and providing encouragement and support are key parts of the trainer's or facilitator's role.

Different kinds of learning opportunity

As you saw in Section 2, different people prefer to learn in different ways. A well-designed training session will take account of these differences, and will provide a range of learning opportunities to suit everyone. For example:

- hands-on exercises to help the Activists to learn
- demonstrations and practical examples to help the Reflectors to learn
- clear, logical explanations to help the Theorists to learn
- discussion and real-life examples of how the training topic can be applied in a practical way at work, to help the Pragmatists to learn.

Time to absorb information and practise new skills

Correct pacing is vital to the success of a training session. 'Pacing' is really about the speed at which new topics are introduced and the amount of time given to each. If training is too slow and too much time is spent on one discussion or one activity, participants get bored and restless and begin to wish they were back at work, doing something useful. But training that's too fast, that rushes helter-skelter from one topic to another so that nothing is covered in depth and no one has time to consider the information, means that everyone leaves the training none the wiser for the experience.

Effective trainers provide opportunities for people to reflect on what's been learned and to think about how they can apply the principles to real-life situations. They do this through:

- discussions
- question-and-answer sessions
- providing relevant case studies and examples which demonstrate how the principle works in practice
- allowing frequent breaks to give learners the opportunity to process and absorb new information.

Planning a training session

Effective training on any topic will address the key questions:

- What do they know, and what can they do?
- What do they need to know and do?

You'll now look in detail at the five main stages of planning a training session.

Write the learning objectives and develop content

When planning a training session, your first step is to identify the gap, and then write the learning objectives. Your next step is to think about the knowledge the learners will need in order to achieve the desired outcomes.

> Learning objective: Write clear and concise business reports
>
> Knowledge:
>
> - The usefulness of using double spacing on A4 paper.
> - The importance of keeping sentences short.
> - Divide information into sections and label each clearly with a different heading.

This is the **theory** part of the course, and this information is usually delivered by the trainer using a variety of techniques including:

- PowerPoint slides
- flipcharts
- paper-based information, which is handed out
- question-and-answer sessions.

You then need to consider what kind of **practical** learning activities you can provide for the learners so that they can become actively involved:

> Learning objective: Write clear and concise business reports
>
> Activities:
>
> - In pairs, read through a report, comment on its clarity and suggest ways in which it might be improved.

- In teams, prepare a one-page report on 'Where our company will be five years from now'.
- As a group, identify the key elements of a clear and concise business report.

Plan the time

First, work out:

- the theory you'll be presenting to the group
- the type and number of activities you'll be asking the group to participate in.

Your next task is to work out a rough timetable for the session. An example training session timetable is shown in Fig. 3.2.

Morning 9.30 am to 1pm	Afternoon 2 pm to 5.30 pm
■ 9.30–10.00 Group introductions	■ 2.00–2.15 Trainer input – recap on main Learning points from morning
■ 10.00–10.30 Creative thinking exercise – key points of a good report	■ 2.15–3.30 Team activity: two teams, each preparing a one-page report on 'Where our business will be five years from now?'
■ 10.30–10.45 Discussion	■ 3.30–3.45 Feedback and discussion
■ 10.45–11.15 Break	■ 3.45–4.00 Coffee
■ 11.15-11.45 Trainer input and presentation of theory – PowerPoint	■ 4.00–4.45 Individual activity: write a one-page report on 'The key learning points from this course'
■ 11.45–12.30 Pairs activity – comments and suggestions on a business report (samples provided)	■ 4.45–5.30 Presentation and discussion of the reports
■ 12.30–1.00 Feedback and discussion	■ 5.30 Participants complete course evaluation reports; trainer closes the course
■ 1.00 Lunch	

Fig. 3.2: Timetable for one-day session on writing business reports

Prepare the resources

As anyone who has ever delivered a training session knows only too well, having the right amount of the right kind of resources will make the difference between a smooth-running, enjoyable event and one that is chaotic and irritating for everyone concerned. Therefore, spend time making sure all your resources are well prepared. This may involve a combination of the following:

- Create PowerPoint slides: Used in conjunction with a trainer's words, slides showing key learning points, pictures or graphs reinforce what's being said and help learners to remember the information. Slides:
  - explain, amplify or clarify points
  - hold attention, help concentration and aid retention
  - add interest and variety.

- Write handouts, which are usually best produced on a computer and then photocopied. Handouts should:
  - be straightforward, easy to understand, jargon-free
  - be clear and easy to read
  - contain relevant information and key learning points.
- Gather together the flipcharts and pads, pens, evaluation sheets and any other equipment, stationery, tools or props you intend to use.

Prepare the room

The room should be:

- well lit (preferably by daylight) and well ventilated
- heated or cooled to an appropriate temperature
- sufficiently large to contain all the participants, the trainer and the equipment comfortably
- equipped with the right number of comfortable chairs and tables
- clean and tidy.

These are important factors and every care and attention should be paid to the comfort and well-being of the participants. Unhappy, uncomfortable people who are too hot, too cold or overcrowded will not and can't concentrate and focus on anything other than how hot, cold, crowded or uncomfortable they are. For the sake of the participants, and in the cause of self-preservation, trainers should not ignore these basic needs.

Deliver the training

You have designed the course, prepared the resources, booked the room and informed the delegates that you'll be expecting them to arrive on a particular day at a specific time. All that's left to do is facilitate the event itself.

Activity

Activity 3.9 **(about 15 minutes)**

Cast your mind back over the training events you've attended in the past as a participant. Think about the qualities and skills needed by an effective trainer, and also some of the qualities and skills you may have seen demonstrated by an ineffective trainer. Then complete the table below.

Skills and qualities of an effective trainer	Skills and qualities of an ineffective trainer

Feedback

Effective trainers:

- *are comfortable with and knowledgeable about the topic they are presenting*
- *make sure they are well prepared and well rehearsed*
- *welcome the participants and put people at their ease*
- *agree the ground rules with the group — breaks, smoking, timing, etc.*
- *start the session with an appropriate exercise to 'break the ice' and settle the participants into a learning frame of mind*
- *use equipment — overhead projector, flipchart, video — confidently and competently*
- *speak clearly and write legibly*
- *invite questions and answer them carefully and intelligently*
- *involve everyone — even those who have 'done this before'; 'haven't got time for this', 'can't see the point', or 'know it won't work in practice'*

- *respect the participants — they recognise they're dealing with adults and behave accordingly*
- *pay equal attention to all contributions*
- *watch for signs of boredom or stress — and take appropriate action by adjusting the pace or varying the activities*
- *remain even tempered and good humoured (under all circumstances)*
- *offer useful and constructive feedback, guidance and advice*
- *adapt the session (if necessary) to meet the needs of the group.*

Ineffective trainers often:

- *ignore the mood or needs of the group and simply soldier on regardless*
- *pay attention only to the brightest or the most amenable participants*
- *use inappropriate humour to make jokes at the expense of participants*
- *are sarcastic, bullying, critical, judgemental, condescending and/or patronising*
- *waste time and/or go over time*
- *talk incessantly*
- *refuse to answer questions*
- *assume that if the participants don't understand, it's the participants' fault and nothing to do with the trainer*
- *allow the strongest personalities in the group to take over*
- *allow their own boredom, tiredness or irritation to shine out like a beacon to everyone in the room*
- *pretend they 'know it all' when they don't.*

Summary

Now that you've reached the end of this section you should be able to:

3.1 Identify those with whom support is required to initiate the personal development plan

3.2 Initiate the plan and review and monitor progress against agreed objectives.

Self-assessment questions

Use these questions to check whether you have understood the key issues in this section. If you are not sure, or really don't know the answers, this suggests you need to work through parts of this section a second time.

1. What causes people to make stereotypical assumptions and how might this affect access to development opportunities?
2. What are the main skills needed by a line manager to enable team members to learn?
3. What is the role of a line manager as a coach?
4. Why does every line manager have a responsibility for staff development?
5. Describe a range of techniques that can be used within the coaching process?
6. What are the main content areas of a coaching plan?
7. Why is constructive feedback important in helping the learner to learn?
8. Why is 'pacing' so important within a training session? How does it link to Kolb's learning cycle?

If you could answer the self-assessment questions, then you are ready to move on to the final section, which looks at ways of assessing the value of development activities.

Section 4 Assessing and improving development

Time required: about 1½ hours

Learning outcomes

By the end of this section you should be able to:

3.3 Evaluate the plan and review and monitor progress against agreed objectives.

The Chartered Management Institute has produced a useful checklist on evaluating development activities:

- Checklist (113): Evaluating training.

The importance of assessing development activities

As we saw in Section 3, identification of development activities is an essential stage of any objective-setting exercise with your whole team, as well as on an individual basis.

However, the value of any development activity must be assessed.

Activity

Activity 4.1 **(about 10 minutes)**

Below are a number of reasons why development doesn't always equate to transfer of learning into the workplace. Think of your own experiences. Can you identify an example of when you were unable to transfer the results of a planned development activity into the workplace?

	Your example:
The development method/content was inappropriate – didn't equip me with the necessary skills and knowledge	
No opportunity to use the newly gained skills or knowledge	
Colleagues didn't develop similar skills and therefore I couldn't use mine	
Implementation of new skills not supported by management	

Feedback

If the development objectives are not achieved, or if there are issues around transferring the learning into the workplace, then the time and resources spent are wasted.

Levels of assessment

In the 1950s Dr Donald Kirkpatrick established four levels of assessment for developmental activity. (The research was done in 1959, published in 1975 and is still in common use today.)

Level 1: Reaction: This is a measure of the participants' satisfaction at the end of a development activity (e.g. feedback sheets completed at the end of a training course).

Level 2: Learning: This is a measure of how much learning has occurred and is usually in the form of a test or skills demonstration.

Level 3: Behaviour: This level measures the transfer into the workplace. Are the skills being applied as intended?

Level 4: Results: This is an assessment of the impact on the business and is often referred to as return on investment (ROI).

Often, the best approach to planning a developmental activity is to try to see things from the employee's point of view.

Activity

Activity 4.2 **(about 15 minutes)**

Consider the following two examples. For each one, identify appropriate levels of assessing the value of the developmental activities.

Example 1

The central HR department of a public-sector organisation, with offices dispersed around the country, has a small team of officers who deliver recruitment and selection training locally. There's a policy that no manager should recruit before attending the training.

What levels of evaluation would it be most appropriate for the HR department to carry out?

Example 2

New operators at a biscuit manufacturer are initially given one week of 'classroom-based' training. They are then matched with a senior operator who takes on the role of 'coach'. Individual coaching programmes are agreed, which usually span approximately four weeks. All coaching activity takes place on the factory floor.

What levels of evaluation would it be most appropriate for the HR department to carry out?

Feedback

In the first example, participants in the training would probably be asked to give some form of 'reaction feedback' — by completing a feedback questionnaire at the end of the training.

There would also probably be some assessment of learning within the training course. The HR department would then be able to assess behaviour as they interacted with managers during the recruitment process. Some indication of the impact on the business could be measured by recording requests for help on recruitment issues or the level of complaints.

In the second example, there would need to be an assessment of learning in order for the trainee to be deemed competent to work on the processing plant. This would probably take place at regular intervals throughout the coaching programme by the coach. There would also need to be a final assessment, probably by a manager who had responsibility for operations, to verify that the operator had transferred the learning and was working to the required standard. A review of the biscuit production figures, and analysis of any problems encountered in production, would give some indication of the overall effectiveness of the training.

Assessing development with team members

The effectiveness and value of any development activity should be assessed as soon as possible after the development has taken place. Time should be set aside to discuss on a one-to-one basis:

- what the team member learned
- how it's being applied to their job
- if they need any further support.

If you've been involved in a coaching or training role, then the process of assessment will form a natural conclusion to the development activity. If someone else has been involved in the development, then make time to discuss the learning with your team member so they can implement it as quickly as possible in the workplace.

Whatever the situation, make sure that you do the following:

- Some form of assessment of the development takes place.

- You keep accurate records of the outcome of the assessment.
- You build on the development so each team member is continually developing within their role.

Confidentiality

Any records taken of development activity must remain confidential, as they are personal. They must also conform to the requirements of the Data Protection Act (the main principles of the Act are included in Appendix 1.)

Introducing Investors in People

Investors in People (often referred to as IiP) is a government initiative devised to help organisations develop their people through training and learning opportunities in order to achieve the organisation’s business objectives.

Any organisation wishing to achieve Investors in People must meet four principal requirements, as outlined below:

1. **Public commitment from the top to develop all employees to achieve the organisation’s business objectives**

   This means that there must be a public commitment, from the most senior people in the business, to develop all staff. This must go far beyond a token statement of intent. Genuine commitment to IiP must:

   - cascade down from every senior manager
   - be written into the company’s strategic plan
   - be supported by public notices of commitment
   - be reinforced by regular meetings to encourage and support the process.

2. **Regular reviews of the training and development needs of all employees**

   IiP requires companies to regularly review training and development needs against business objectives, as well as regularly undertake a review of individual staff member’s training and development needs. This review may be done either through training needs analysis or performance appraisal.

   In addition, managers must verify that they are competent to develop other people. This may be done through their own performance appraisal, through assessment against the Management Standards Centre (MSC) management standards or through gaining a National/Scottish Vocational Qualification (N/SVQ).

3. **Continuing action to train and develop individuals on recruitment and throughout their employment**

   Companies hoping to gain IiP must:

   - have an effective induction programme for new employees
   - provide new employees with the training and development they need to do their job
   - ensure that existing employees are developed in line with business objectives.

   Investors in People requires that all employees are made aware of the development opportunities that are open to them. These may include:

   - special projects, work-shadowing, job rotation, secondment
   - courses, open learning, coaching, mentoring.

   In an organisation seeking IiP accreditation, managers have a responsibility to encourage and support employees in identifying and meeting their job-related development needs.

4. **Regular evaluation of the investment in training and development to assess achievement and improve its future effectiveness**

   A company seeking IiP accreditation must evaluate:

   - how its development of people is contributing to business goals and targets
   - whether or not the development action taken is effective.

   In addition to completing post-training evaluation questionnaires, organisations can evaluate training through:

   - discussion at performance appraisal
   - team de-briefing sessions
   - meetings between individual members of staff and their line manager.

As part of the IiP process, organisations need to compile a portfolio which contains evidence that action is being taken to meet the four principal requirements.

Typical steps to achieving IiP status would include the following:

1. Read and absorb the IiP Standard so that you clearly understand (a) what is required, and (b) the implications for your organisation and its staff.
2. Link the Standard and your organisation's strategic plan so that training and development are firmly on the agenda.

3. Appoint an IiP Co-ordinator to co-ordinate and administer the programme. Ideally, this would be someone who has expertise in the area of training and development.
4. Run a full analysis of training needs to find out (a) where people are now, and (b) where people need to be if they're to be able to meet the company's business objectives.
5. Produce an action plan to meet the four principal IiP requirements, and have this agreed by senior management.
6. Set up a steering group composed of people at different levels and from different functions within the company. The role of the steering group should be to provide help and support with the implementation of the programme, monitor progress and channel feedback.
7. Make the commitment in writing to the appropriate Learning Skills Council, once you know your organisation's staff are with you.
8. Communicate throughout the business and let everyone know what IiP is all about, what it means for individuals, teams and the company as a whole and let people know what's contained in the IiP action plan.
9. Plan the training and development opportunities by deciding what's going to happen, to whom, when, and the way in which the success of each opportunity is to be evaluated.
10. Assign and allocate resources – finance for the training budget, space, equipment and, of course, management time.
11. Gather evidence to prove that the company is meeting the IiP requirements. An assessor will visit your organisation to meet staff and also to examine the portfolio of evidence.
12. Monitor progress on a regular basis (at least two or three times a year), to make sure that everything is happening when it is supposed to happen, and in the way in which it's supposed to happen.
13. Set up a sample assessment. Ask your IiP adviser to run a sample assessment to check how close you are to achieving the required standards. This will enable you to make any necessary adjustments prior to the formal assessment.
14. Prepare for assessment. Assessment is carried out through: (a) examination of the portfolio of evidence; (b) interviews with your staff, carried out by accredited assessors. The assessors will discuss IiP and ask questions about the four IiP principles.
15. Keep going. Once your organisation has been awarded IiP status it is vital to keep going, because there'll be periodic assessments to ensure that it still meets the IiP requirements.

The final activity will give you an opportunity to think about the way in which staff development needs are currently identified within your organisation.

Activity

Activity 4.3 **(about 30 minutes)**

Consider the following questions and note down your answers.

1. Currently, what system, method, process or technique is used within your organisation to identify:

   (a) individual training and development needs?

   (b) team training and development needs?

2. How are individual and team training and development needs matched to corporate objectives?

3. How do you identify your own training and development needs?

4. What contribution do you personally make to the process of identifying staff training and development needs?

5. What changes or improvements would you make to the systems and procedures currently used in your organisation to identify and meet training and development needs?

Feedback

Even if your organisation isn't involved in IiP, the features of IiP accreditation described above give a model of good practice to any organisation wishing to improve its people development practices.

However, it's even more important for your team to develop a 'learning culture' in which making the most of learning and development opportunities is embedded into the way you do things. This allows people to continually evolve and transform themselves to keep up with the ever-increasing pace of change within organisations.

Summary

Now that you've reached the end of this section you should be able to:

3.3 Evaluate the plan and review and monitor progress against agreed objectives.

Self-assessment questions

Use these questions to check whether you have understood the key issues in this section. If you are not sure, or really don't know the answers, this suggests you need to work through parts of this section a second time.

1. Why is it important to assess the value of any development activity?
2. What are the four levels of evaluation suggested by Dr Kirkpatrick?
3. What are the main principles of Investors in People?
4. To what degree does your organisation meet the features of good practice incorporated into the Investors in People Standard?

If you can do this, and if you could answer the self-assessment questions, then you are ready to move on.

Before you move on

Preparing for assessment

You have now completed the workbook — *Human Resource Development* — covering Unit 5010. If you are studying for the Chartered Management Institute Level 5 qualifications in Management and Leadership and are preparing for assessment, you should now be confident of your knowledge and understanding of the required learning outcomes. The table below indicates which sections of the workbook addressed each of the learning outcomes.

Unit 5010 syllabus coverage	Addressed within section:
Be able to devise a human resource plan for a work area, to meet organisational objectives	1
Be able to identify and plan for individual development to meet organisational objectives	2
Be able to initiate a personal development plan for an individual and evaluate progress	3, 4

These learning outcomes will be assessed by your approved centre, usually through the use of an approved written assignment. Make sure that you know all the necessary information about assessment procedures by referring to the Student Guide for the *Pathways* series of workbooks, or through discussion with your centre.

The Study Resource Centre section of the Chartered Management Institute website also contains suggestions for further reading and links to current management information. Visit www.managers.org.uk/practical-support/study-support, email mic.enquiries@managers.org.uk, or telephone 01536 207400.

The Bibliography at the end of this workbook lists the references to other texts used in this workbook, and can also be used as a source of further reading if required.

Reflecting on progress

At this point it might be useful for you to stand back from your studies and reflect on your progress through this unit. Ask yourself how you are doing in terms of:

1. Improvements in management and leadership skills:
   - Have I applied the workbook activities to my role in my workplace?
   - Have I identified the aspects of my role that I am not so good at, as well as those I am good at?

- Have I identified further personal development needs that I will actually work on?
- Have I been noting issues and questions to address in other Units?

2. Learning and study skills:
   - Have I achieved a balance between work, home and study activities?
   - Have I developed good time-management skills for my studies?
   - Have I used a range of necessary learning skills?
   - Have I used all the sources of help available to me?
   - Have I prepared for assessment as well as possible?

Don't forget to prepare any action plans that arise from your answers to these questions.

Planning your next steps

In addition to preparing a personal action plan, you may like to consult your personal tutor or co-ordinator of your approved centre to help plan and address:

- your next unit of study
- any issues that arise from your job-role or workplace activities
- any study skills support that you have identified
- what you need to do to succeed with your personal action plan.

The Management and Leadership Standards

In addition to covering Unit 5010 for the Chartered Management Institute Level 5 Management and Leadership Qualifications, this workbook also relates to the National Occupational Standards for Management and Leadership. These describe in detail the activities, behaviours and knowledge that define effectiveness in the management field. You can find full details about the Standards at www.management-standards.org.uk

The National Occupational Standards for Management and Leadership do not correspond exactly with the Chartered Management Institute's Level 5 in Management and Leadership syllabus, as they provide competency statements that are not defined by level, but are focused towards the needs of organisations. Each workbook therefore draws on components from one area or more of the National Standards.

How this workbook relates to the Standards

The material in this workbook relates to some extent to the National Occupational Standards units listed in the table below.

Management and Leadership National Occupational Standards	
Unit	**Unit title**
A2	Manage your own resources and professional development
B11	Promote equality of opportunity in your area of responsibility
C6	Implement change
D2	Develop productive working relationships with colleagues and stakeholders

Bibliography

Adair, J. (1987) *Effective Teambuilding: How to Make a Winning Team*, Pan Macmillan

Hannagan, T. (2002) *Management Concepts and Practices*, FT Prentice Hall

Kaplan, R. and Norton, D. (1996) *The Balanced Scorecard: Translating Strategy into Action*, Harvard Business School Press

Kirkpatrick, D.L. (1975), *Evaluating Training Programs*, American Society for Training and Development

Kolb, D.A., Rubin, I.M. and McIntyre, J.M. (1971) *Organisational Psychology: An Experimental Approach*, Prentice Hall

Senge, P., Kleiner, A., Roberts, R., Ross, R. and Smith, B. (1994) *The Fifth Discipline Fieldbook*, Nicholas Brearley Publishing

Further reading

Chartered Management Institute (2006) Checklist 082 Developing a mentoring scheme

Chartered Management Institute (2006) Checklist 083 Mentoring in practice

Chartered Management Institute (2006) Checklist 089 Coaching for better performance

Chartered Management Institute (2006) Checklist 092 Personal development planning

Chartered Management Institute (2006) Checklist 113 Evaluating training

Honey, P. (1994) *101 ways to develop your people, without really trying,* Peter Honey Publications

Websites

www.management-standards.org – sets out the national standards that describe the level of performance expected in employment for a range of management activities

www.managers.org.uk – Chartered Management Institute

www.peterhoney.co.uk – gives access to a learning styles questionnaire as well as a range of resources related to people development in general

www.belbin.com – gives access to team roles questionnaires

Appendix 1: The Data Protection Act

If you store data that contains personal details of individuals, or information that is of a sensitive nature, you must make sure that it complies with the Data Protection Act 1998.

The Act lays down rules about the handling of personal information. This can include details such as names, addresses, customer history, and so on. Although called the Data Protection Act, it actually protects individuals, rather than data.

The Data Protection Act 1998 is based around the following eight principles:

1. Personal data shall be processed fairly and lawfully. Personal data processing may take place only if specific conditions have been met. These include the ‘data subject’ giving consent or the processing being necessary for the legitimate interests of the data controller.

   Additional conditions apply for personal sensitive data such as ethnicity, religion, trades union membership.

2. Personal data shall be obtained only for one or more specified and lawful purposes.
3. Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
4. Personal data shall be accurate and, where necessary, kept up to date.
5. Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
6. Personal data shall be processed in accordance with the rights of data subjects under this Act.
7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

The Act applies to all personal information held in ‘any relevant filing system’ so this includes paper as well as databases, spreadsheets and word-processing folders.

Appendix 2: Training Needs Chart

Name: **Job title:**

Date on which I identified training needs:		
Methods I used to obtain the information:		
Existing skills and knowledge	**Proposed training intended to close the skills and knowledge gap**	**Required skills and knowledge**