

# Unit 46: Developing Individuals, Teams and Organisations

**Unit code** T/618/5127

**Unit level** 5

**Credit value** 15

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## Introduction

This unit gives students knowledge of key areas for a career in human resource development and management positions where employee training and development are part of their role.

This unit will give students knowledge of the different factors involved in diagnosing the skills, training and development requirements for their future employees and for their individual career goals. Students will be introduced to the concept of high-performance workplaces and the strategic benefits this can bring to an organisation. They will recognise that their professional development is just one route to improving the performance of the teams and organisations in which they work. Students will plan towards achieving their career goals while becoming aware of the context in which learning takes place and how development needs are linked to learning interventions aimed at supporting an organisation's strategy.

On successful completion of this unit, students will have laid the foundations for their continuing professional development, which will support them in becoming engaged in lifelong learning. They will be able to contribute to the development of others and make a positive contribution to the sustainable growth of an organisation.

## **Learning Outcomes**

By the end of this unit a student will be able to:

- LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance
- LO2 Evaluate the ways in which performance management can support high-performance culture and commitment
- LO3 Review the factors to be considered when planning training and development activities in an organisation
- LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation.

## Essential Content

### LO1 **Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance**

#### *High-performance working (HPW):*

HPW as a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations.

HPW and HRM practices to support HPW.

#### *HPW organisations:*

The characteristics of an HPW organisation (HPWO).

Benefits of HPW to employees and the employer.

Barriers and difficulties to HPW.

Selling the concept of HPW to those who will be facilitating its implementation.

Ethical considerations in developing and promoting a HPWO.

#### *High-performance working culture:*

Different types of organisational culture.

The role that organisational culture plays in a HPWO.

Cultural awareness and sensitivity in organisation culture to support an HPWO.

### LO2 **Evaluate the ways in which performance management can support high-performance culture and commitment**

#### *Performance management (PM):*

PM as a concept and a process. Effective/ineffective PM.

The use of PM to inform learning and development at the organisational, team and individual level.

Differences in PM systems.

Use of PM to transform organisations.

*Organisational culture:*

As a facilitator or barrier to effective PM.

The use of internal collaboration to deliver effective PM.

The developmental approach to PM:

Separating development from evaluation where the developmental approach considers stages in development and how these are achieved through the setting of criteria, the imposition of systems and an incremental approach to achieving developmental aims.

### **LO3 Review the factors to be considered when planning training and development activities in an organisation**

*Supporting organisational and individual learning:*

Learning-focused strategic and tactical goals, informed by relevant evaluation and analysis, e.g. GAP analysis or a skills evaluation.

Steps to build a learning organisation.

The different techniques by which learning is determined and implemented, including feedback tools, e.g. feedback loops, 360-degree feedback and coaching tools, e.g. GROW, SMART objective setting.

The use of formal and informal learning across an organisation to develop individual, team and organisational skill sets.

*Training and development:*

Training as a one-off event or series of activities is different to development, which has a more protracted timescale and builds on the skills and knowledge gained during training.

On the job, off the job, different training and development methods, e.g. coaching, training that leads to a qualification, CPD activities.

*The learning cycle:*

Lifelong learning, learning cycle theories, e.g. Kolb, Honey and Mumford, Lewin.

The conscious competence ladder and four stages of competence to aid learning and reflection.

Reflective models, e.g. Gibbs and Schon.

**LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation.**

*Continuing professional development (CPD):*

Defining CPD and purpose in both an organisational and personal context.

Career planning for the career matrix and the value of lifelong learning principles to adapt to transformation, changing career opportunities.

Engaging in CPD and the CPD cycle.

Structuring CPD activities in an organisation and on an individual basis.

The recording and evaluation of CPD at a personal and organisational level.

The use of skills audits in diagnosing areas for development, e.g. personal skills audits, gap analysis. The importance of professional frameworks, e.g. professional industry body standards.

*Personal and professional development plans:*

Purpose and use of a PDP.

The use of skills audits in diagnosing development needs.

The elements of a CPD plan and what needs to be addressed in each element.

*Reflective learning:*

Application of the learning cycle in personal development.

The conscious competence ladder and the four stages of competence for reflective practice.

Reflective learning as a philosophy and a concept.

Becoming a reflective practitioner

## Learning Outcomes and Assessment Criteria

| Pass  |   | Merit | Distinction  |
|---|---|-------|--|
| <b>LO1</b> Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance                                  |   |       | <b>LO1, LO2 and LO3</b><br><br><b>D1</b> Synthesise knowledge and information to make appropriate judgements on how HPW supports improved employee engagement, commitment and competitive advantage. |
| <b>P1</b> Review how HPW contributes to employee engagement and improved sustainable business performance for a specific organisation.                    | <b>M1</b> Analyse the benefits of applying HPW, with justifications for a specific organisation to support successful sustainable business performance.         |       |  |
| <b>LO2</b> Evaluate the ways in which performance management, can support high-performance culture and commitment   |   |       |  |
| <b>P2</b> Evaluate different approaches to performance management and how they support high-performance culture and commitment, giving specific examples. | <b>M2</b> Critically evaluate the effectiveness of different approaches to performance management and how they support high-performance culture and commitment. |       |  |
| <b>LO3</b> Review the factors to be considered when planning training and development activities in an organisation                                       |   |       |  |
| <b>P3</b> Evaluate the factors to be considered when implementing training and development to maintain a competitive advantage.                           | <b>M3</b> Critically evaluate the factors to be considered when planning training and development, supported by specific organisational examples.               |       |  |

| Pass   | Merit  | Distinction   |
|--|--|---|
| <p><b>LO4</b> Design a personal and professional development career plan for a named job role, based on reflection and evaluation.</p>   |  | <p><b>D3</b> Create a detailed and coherent personal and professional plan, based on insightful reflection and critical evaluation of audits conducted.</p> |
| <p><b>P4</b> Determine appropriate personal and professional knowledge, skills and behaviours required for a specific job role.</p> <p><b>P5</b> Produce a personal and professional development plan for a specific job role, informed by reflective practice and evaluation.</p> | <p><b>M4</b> Design a detailed personal and professional development plan that incorporates the CPD cycle.</p> |   |

## Recommended Resources

### Textbooks

COTTRELL, S. (2015) *Skills for Success: Personal Development and Employability*. 3rd Ed. London: Macmillan.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organizational Development: A Practitioner's Guide for OD and HR*. London: Kogan Page.

TAYLOR, S. and WOODHAM, C. (2016). *Human Resource Management – People and Organisations*. London: CIPD.

TAYLOR, S. and WOODHAM, C. (2016). *Studying Human Resource Management*. 2nd Ed. CIPD.

TROUGHT, F. (2017) *Brilliant Employability Skills: How to stand out from the crowd in the graduate job market*. 2nd Ed. Harlow: Pearson.

### Websites

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| <a href="http://www.businessballs.com">www.businessballs.com</a>         | Business Balls<br>Performance management<br>(General reference)  |
| <a href="http://www.hrmagazine.com">www.hrmagazine.com</a>               | Human Resources Magazine<br>(General reference)                  |
| <a href="http://www.thebalancecareers.com">www.thebalancecareers.com</a> | Balance Careers<br>Performance management<br>(General reference) |

### Links

This unit links to the following related units:

*Unit 6: Managing a Successful Business Project (Pearson Set)*

*Unit 20: Organisational Behaviour*

*Unit 24: Understanding and Leading Change*

*Unit 30: Resource and Talent Planning*

*Unit 32: Strategic Human Resource Management*