

Unit 46: Developing Individuals, Teams and Organisations

Unit code **T/618/5127**

Unit level **5**

Credit value **15**

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 human resource management (HRM) practices to support HPW.

HPW organisations and teams:

The characteristics of an HPW organisation (HPWO).

Benefits of HPW to employees and the employer.

Addressing barriers and how to overcome difficulties in an HPWO.

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

Ethical considerations in developing and promoting an HPWO.

Katzenbach and Smith's *The Wisdom of Teams*, the characteristics of a high-performing team and common approaches to building team performance.

Larson and LaFasto's eight dimensions of team effectiveness.

Features, advantages and disadvantages of different problem-solving methods, including PDCA (plan, do, check, act), problem-solving cycle, FOCUS (find the problem, organise a team, clarify the problem, understand the problem, select a solution) model, GROW (goal, reality, obstacles, options, way forward) model.

HPW culture:

Different types of organisational culture.

The role that organisational culture plays in an HPWO.

Cultural awareness, diversity, and sensitivity in organisational 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 and ineffective PM.

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

The ways in which evolving organisational, team and individual learning needs are analysed against performance gaps and planned goals.

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

Learning and development (L&D) objectives:

Defining the strategic role and different objectives of L&D.

The key areas and primary objectives for L&D: talent and acquisition; motivating and engaging employees; building a values-based culture; building an employee brand; and the mental health and wellbeing of employees.

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.

Skills required for providing and receiving employee feedback as part of the coaching process.

Coaching and mentoring models:

TGROW: based on the GROW model, perhaps the most well known in coaching circles a five-stage model (topic, goal, reality, options, wrap-up).

CLEAR (contract, listening, explore, action, review).

OSKAR (outcome, scaling, know-how, action, reviewing progress).

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.

Managing self:

Meaning of self-management skills and the ability to control feelings, emotions and activities to feel and be more productive.

Areas of self-management e.g. self-awareness, stress management, time management.

Developing self-awareness and asking for feedback to get different perspectives; identifying blind spots; paying attention to other people's body language, emotions and words.

Exploring feelings and emotions by practising regular self-reflection and self-motivation.

Time management strategies, including using 'to do' lists (e.g. monthly, weekly, daily), prioritising tasks (e.g. importance vs urgency), Covey's time management matrix.

Scheduling tasks: allowing flexibility in scheduling; setting realistic goals and deadlines; regularly reviewing workload; keeping multitasking to a minimum; minimising distractions; managing emails effectively.

Managing performance:

The purpose and use of personal development planning (PDP).

Identifying own responsibilities: job description; contract; staff handbook; code of conduct; organisational structure.

Goal-setting: agreeing SMART objectives with line manager; alignment of objectives with organisational aims/goals; relationship of personal objectives to those of team members and other colleagues.

Measurement standards: agreed criteria for measuring progress and achievement; varying criteria depending on organisation and role (e.g. quality of work, volume of work, timeliness of completion, customer satisfaction).

Completing tasks/work: meeting quality standards and agreed timescales; reporting problems beyond own level of competence.

Methods of monitoring and assessing performance.

Reflective learning:

Meaning of reflective practice: learning from own experiences and actions to improve.

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 to reflect on own performance; working style and its impact on others.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance		LO1, LO2 and LO3 D1 Synthesise knowledge and information to make appropriate judgements on how HPW supports improved employee engagement, commitment and competitive advantage.
P1 Review how HPW contributes to employee engagement and improved sustainable business performance for a specific organisation.	M1 Analyse the benefits of applying HPW, with justifications for a specific organisation to support successful sustainable business performance.	
LO2 Evaluate the ways in which performance management, can support high-performance culture and commitment		
P2 Evaluate different approaches to performance management and how they support high-performance culture and commitment, giving specific examples.	M2 Critically evaluate the effectiveness of different approaches to performance management and how they support high-performance culture and commitment.	
LO3 Review the factors to be considered when planning training and development activities in an organisation		
P3 Evaluate the factors to be considered when implementing training and development to maintain a competitive advantage.	M3 Critically evaluate the factors to be considered when planning training and development, supported by specific organisational examples.	
LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation.		D3 Create a detailed and coherent personal and professional plan, based on insightful reflection and critical evaluation of audits conducted.
P4 Determine appropriate personal and professional knowledge, skills and behaviours required for a specific job role.	M4 Design a detailed personal and professional development plan that incorporates the CPD cycle.	
P5 Produce a personal and professional development plan for a specific job role, informed by reflective practice and evaluation.		

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

www.businessballs.com	Business Balls Performance management (General reference)
www.hrmagazine.com	Human Resources Magazine (General reference)
www.thebalancecareers.com	Balance Careers Performance management (General reference)

Links

This unit links to the following related units:

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

Unit 20: Organisational Behaviour Management

Unit 24: Managing and Leading Change

Unit 30: Resource and Talent Planning

Unit 32: Strategic Human Resource Management