



Contribute to the Development of Teams and Individuals

■ *Scope*

This unit defines the role and responsibilities of a team leader in establishing a harmonious team, developing both the team and the individuals within it; setting objectives and identifying developmental needs and opportunities for individuals to achieve these objectives, thus fulfilling their personal ambitions.

The unit has four elements:

- C9.1** Contribute to the Identification of Developmental Needs
- C9.2** Contribute to Planning the Development of Teams and Individuals
- C9.3** Contribute to Development Activities
- C9.4** Contribute to the Assessment of People Against Development Objectives

This unit is closely linked to Unit C12.

■ *Briefing Notes*

A **team** is defined as 'a small number of people with complimentary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable' (Katzenbach and Smith, 1993). The advantage of using teams within the workplace is the opportunity to obtain a type of synergy: people working together in teams are able to produce more or higher quality outputs than that which would have been produced if each person had worked separately and all their individual efforts were combined. This essence of **synergy** is captured in the saying 'the whole is more than the sum of its parts'. Factors that can contribute to team synergy include the ability of group members to bounce ideas off each other, to correct one another's mistakes, to solve problems immediately as they arise and to bring a diverse knowledge to bear on a problem or goal. To take advantage of the potential synergy in teams, managers need to make sure that groups are composed of members who have complimentary skills and knowledge relevant to the team's tasks.

A manager should see the development of his or her team as a key task. It is the team's ability to perform at its peak that determines the achievement of organisational goals. Measuring performance through a robust and meaningful appraisal system will improve performance; identify development needs and increase employee satisfaction and motivation. Increasing competition and/or focus on effectiveness have meant that organisations have to be very careful about their choice of strategies to remain competitive. This means that everyone in the organisation must be doing what he or she is supposed to be doing to ensure that strategies are implemented well.

Unit C9

Performance appraisal is a process for establishing shared understanding of what is to be achieved and an approach to managing and developing people in a way that increases the probability that it will be achieved in the long and short term. It is owned and driven by line management (Armstrong, 1999).

The fundamental principals of appraisal:

- **It is a shared appreciation of the manager's aims and vision and a better understanding of how the individual's contribution fits into this**
- **Translates corporate goals into individual, team, department and divisional goals**
- **It is a continuous and evolutionary process during which performance improves**
- **It encourages self-management of individuals**
- **It requires a management culture that is open, honest and supports two-way communication**
- **It calls for ongoing, constructive feedback**
- **It measures and assesses all performance against mutually agreed goals**
- **It applies to all staff**
- **It demands resources to be set aside to promote the provision of identified development needs through a structured training plan**

Appraisal starts with a clear statement of the organisation's values and priorities. At departmental level, the organisation's objectives are closely linked to the targets that the department is expected to achieve to make a significant contribution. They are then broken down into teams and individual levels. Objectives are to be set by both manager and the employee after consideration and discussion of the targets that the individual needs to achieve. The manager needs to be able to describe the object in terms of tasks and behaviours, and to allocate these tasks to the most appropriate individual. As described in Unit C1, objectives are to be **SMART**. Objective setting and review of past performance should be accompanied by an assessment of the individual's strengths, weaknesses and developmental needs to achieve the targets. It is unrealistic to expect employees to reach improved levels of performance without continually updating their skills and competence. Performance appraisal is also the most realistic tool for identifying and securing the most appropriate training and development interventions for the whole organisation. It supports a training plan in time with business objectives as well as individual objectives.



Types of appraisal:

- **Self-appraisal**
- **Top-down appraisal**
- **Upward appraisal**
- **Peer appraisal**
- **360° appraisal**

Regular feedback is a crucial feature of a robust appraisal system. Ongoing review, not a once-a-year event, of performance with constructive feedback (not the allocation of blame!) is a major motivational factor for employees. Fowler (1996) asserts the following points about feedback:

- **Be specific (not general)**
- **Be constructive (focus on what is learned from each event)**
- **Avoid comments about personality and attitude, concentrate on behaviour that affects performance**
- **Encourage self-reflection, promote self-esteem**
- **Avoid argument**
- **Explain reasons for any requests to change**
- **Develop an action plan**
- **Be open and helpful which will encourage the employee to value feedback**

By the end of the interview, the appraised needs to know:

- **How did I do?**
- **Where can I improve?**
- **What can I do well?**
- **What help do I need to improve?**
- **What are my goals for the next period?**
- **What is the action plan to achieve them?**

Unit C9

Appraisal has to be carried out by the manager from an objective, helpful and sensitive perspective. The halo or horn effect, tackling the person not the problem or issue regarding performance; too much emphasis on a specific event at the expense of the individual's general performance or failure to provide opportunities for the development needs identified, will reduce and eventually eliminate the credibility of the system.

For the manager who devotes time to carry out a meaningful appraisal, the benefits include:

- **Learning about the individual employee's hopes and aspirations for their job and future plans**
- **An opportunity to share and reiterate critical business goals and priorities with employees so that each one can see where they fit in**
- **A tool to measure changes in individual performance**
- **An opportunity to recognise and reward exceptional performance**
- **A development opportunity to ensure that the needs of the department and organisation continue to be met**

For the manager who devotes time to carry out a meaningful appraisal, the benefits include:

- **Training and development analysis and succession planning**
- **Identifying gaps in human resources planning**
- **Ensuring that organisational and individual goals are in alignment**
- **Improving communication**
- **Improving performance**

(Source: Evenden and Anderson, 1992.)



1. ***Critically review the appraisal system in your organisation. What does it do? Identify good and not so good aspects of it. Utilising your knowledge and experience, suggest recommendations.***



Employee development is concerned with enhancing organisational performance through the efficient development and deployment of all its members. Whilst a lot of organisations spend a great deal of money, time and energy in training and development; the lack of a cyclic, structural approach to this process makes it impossible to measure if the training activities are meeting the needs of the individual, and the organisation and provide value for money. A structured approach to learning represents a planned, systematic and cyclical process for identifying and responding to training needs and linking them to business needs. Training and development needs can be assessed at organisational, occupational and individual levels and these three form the framework for Training Needs Analysis (TNA).

The organisation's external and internal environment, its business strategy and plan as well as data gathered from management information systems can all alert managers to the needs at individual and team levels. They need to examine the desired level of current and future business performance needs on one side, and on the other the actual performance and skill levels. Comparing the two helps identify exactly where the gaps exist between required competence and current performance. While TNA is frequently prompted by some kind of shortfall in current performance, it is an equally appropriate tool for determining how current performance could be improved, or for anticipating future staff competencies. The organisation might be changing its corporate objectives, expanding into foreign markets, broadening its product mix or introducing new techniques in production. All such strategic shifts will demand new skills not currently present among the labour force. External constraints, whilst not controlled by the organisation, can have a huge impact on training needs. For example, the mid 1990s brought in major demands for training related to equal opportunities, women returners and ethnic minorities.

Once the needs are identified, the next stage is to determine whether these gaps are to be allocated to knowledge or competence deficiency or to other factors such as the working environment or psychological or reward/motivation factors. If it is determined that there is a training need, the required training solution needs to be designed. Identifying clear objectives and learning outcomes for training interventions is vital. Other design and delivery decisions include:

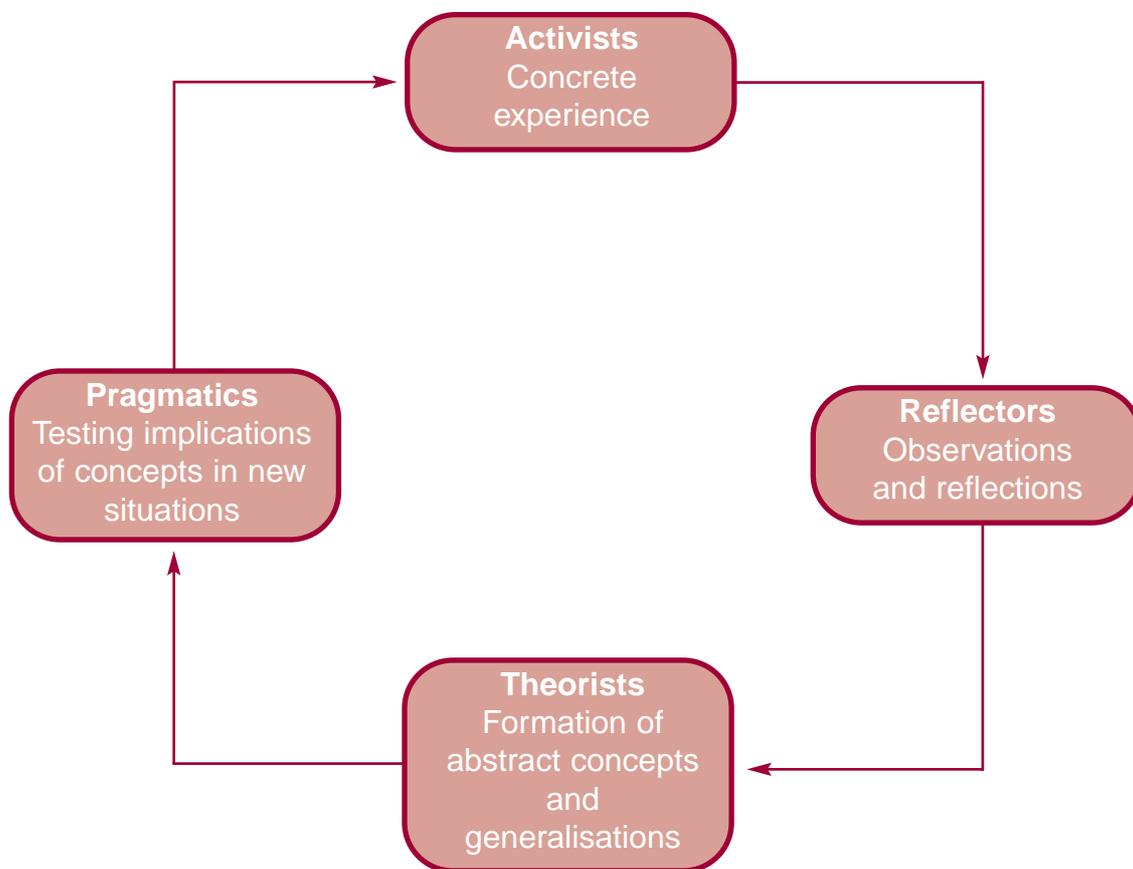
- **Content of the training**
- **Sequence of activities**
- **Venue (on or off the job)**
- **Time**
- **Method (e.g. lectures, computer-based)**

Attitudes and approaches to training delivery vary from the traditional where the organisation determines the extent of knowledge and skills to be learned and the activity is delivered by 'professionals', generally off the job, to a large group; through to an informal, experiential approach where learning happens on the job, often facilitated by the manager or a mentor. Then there are a number of methods such as e-learning, projects, assignments, action learning, problem-based learning, role plays, case studies, coaching, mentoring and demonstration. With the advancements in technology and global communications, e-learning, video conferencing and virtual teamworking are utilised more and more to promote learning.

Unit C9

Another factor which needs to be taken into consideration for effective learning is the particular learning style of individuals. To assume that a specific method of intervention will apply to everybody would be foolish. Formal structured learning is only one of the many learning opportunities which can be presented to employees.

The learning styles have been discussed in Unit C1.



The Learning Cycle

(Source: Kolb, *Organisational Psychology*, 1974.)

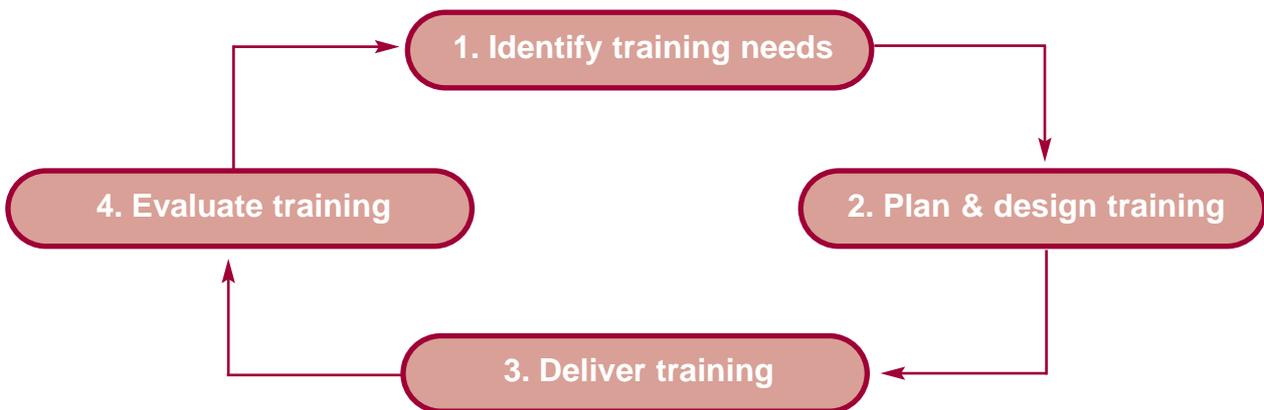


Evaluation represents the last stage of the training cycle. Reid *et al* (1992) suggests five levels at which training can be evaluated.

- 1. Reactions of trainees to the programme**
- 2. Whether trainees learned what was intended**
- 3. Whether the learning transfers back into the work environment**
- 4. Whether training has enhanced departmental performance**
- 5. The extent to which training has enhanced the organisation**

Organisations normally fail to evaluate training beyond level three.

■ *The Training Cycle*



Practical Exercise

2. Carry out an analysis of one of your team member's development needs. Write a short report using the headings given below explaining how you followed the training process, including notes of discussions between you and your team member.

- **A brief overview of their job**
- **The objectives you have set through appraisal**
- **Identified training needs**
- **Planning the training intervention**
- **Delivery of the training**
- **Evaluation**
- **Finally, your own learning from this assignment**

Note: This activity should, if written up adequately, cover the knowledge and performance evidence required by elements two, three and four of this unit.

■ *Conclusion to This Unit*

We have looked at the crucial role managers play in assessing employee performance through a structured performance management system. Good managers will involve the employees in this process by promoting an open, blameless culture where the employee takes ownership of their objectives and personal contribution to organisational success as well as personal development and career progression. This way, personal and organisational goals remain harmonious making conflict between individual aspirations and business success rather non-existent. Employee development plays a central role in a manager's responsibilities therefore it is vital that they appreciate the training cycle, the ways in which employees learn and the various methods that can be used in providing learning.



Possible Sources of Supporting Evidence

Unit C9 - Contribute to the Development of Teams and Individuals

<i>Possible Source of Evidence</i>	<i>Used</i>	<i>Location in Workplace/Portfolio</i>
Records of performance appraisals of your staff, the feedback you have given and the development objectives you have jointly agreed upon		
Records of how you have set personal objectives for each individual so that your department/team objectives are met		
Evidence of how you plan development activities for your team; plan training events, allocate your staff on to training activities or conduct training yourself		
Identify how you reach a conclusion as to which activity is good for a particular individual, show evidence of discussion, feedback or request from the individual to this effect		
Your assessment of the individual's behaviour after the developmental event; feedback from yourself or others or the individual about the usefulness of the event		
Importance of confidentiality in all this		
Regard for legislation relevant to information held on personnel files		

Candidate's Signature:

Assessor's Signature:

Comments:

