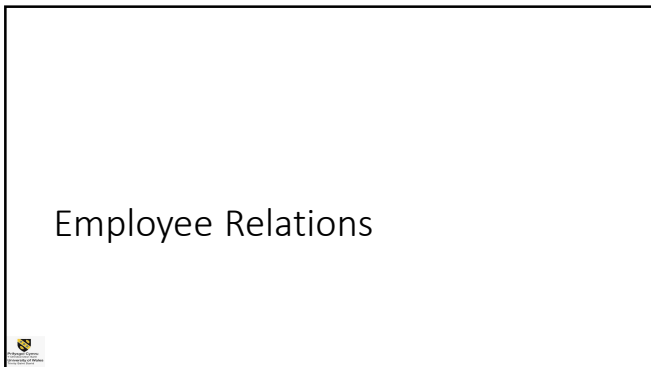




1



2



3

Employee Relations – Video 8:11



4

Employee engagement

Businesses perform better when their employees feel connected to the organisation and happy about their roles.

Employee engagement professionals try to measure this set of feelings, then figure out ways to improve or nurture them.



5

Organisation development

Organisational development or 'OD' is to do with improving an organisations effectiveness by taking a look at its:

- Processes (how things are done)
- Structure (how a business is organised)
- Culture (how people behave in organisations)

Then creating a plan for how to improve them.



6



Leading, Managing & Developing People.

- Individual & Organisational Learning

7

Learning Objectives

► The student should be able to:-

- Critically consider the relationship between learning & development investment and organisational success
- Discuss and evaluate factors which should be considered when creating an in a Learning and Development Strategy
- Critically review methods for ensuring strategic alignment with learning & development measures
- Focus – Coaching & Mentoring

8

L&D as a Source of Competitive Advantage

- Business case for investment in employee development – sustain organisational performance & adapt to a dynamic environment (Rees & French, 2010)
- People are the only long-term competitive advantage and lifelong learning is the only way to fully develop that advantage (Richard Teerlink – Director at Vertex)
- An organisation's capacity to improve existing skills and learn new ones is the most defensible competitive advantage of all (Gary Hamel and C.K. Prahalad)

9

What is learning and development?

- Learning and development is a systematic process to enhance an employee's skills, knowledge, and competency, resulting in better performance in a work setting. Specifically, learning is concerned with the acquisition of knowledge, skills, and attitudes. Development is the broadening and deepening of knowledge in line with one's development goals.
- The goal of learning and development is to develop or change the behavior of individuals or groups for the better, sharing knowledge and insights that enable them to do their work better, or cultivate attitudes that help them perform better (Lievens, 2011).
- Learning, training, and development are often used interchangeably. However, there are subtle differences between these concepts, which are shown in the table below.

10

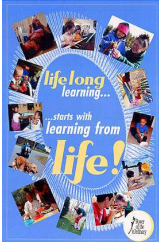
Learning, training, and development are often used interchangeably

Concept	Description
Learning	The acquisition of knowledge, skills, or attitudes through experience, study, or teaching. Training, development, and education all involve learning.
Training	Training is aimed at teaching immediately applicable knowledge, skills, and attitudes to be used in a specific job. Training may focus on delivering better performance in the current role or to overcome future changes.
Development	Development is aimed at the long term. It revolves around the broadening or deepening of knowledge. This has to fit within one's personal development goals and the (future) goals of the organization. Development usually happens voluntarily.
Education	Education is a more formal way to broaden one's knowledge. Education is often non-specific and applicable for a long time and is especially relevant when a person has little experience in a certain area.

11

Learning

A process through which people assimilate knowledge/skills that results in relatively permanent change in behaviour	Conscious or unconscious
Formal or informal	Requires some element of practice or experience
Continuous	Continuous payback to the company



12



Training

- "Planned programmes designed to improve performance at the individual, group, and/or organisational levels." Cascio, 1995
- Acquisition of knowledge, skills & abilities,
- Job oriented
- Requires a change in performance
- Can be very specific
- Short term
- Very structured
- Immediate payback to company

13



Development

- Broad concept
- Future oriented
- About growth and enhancement of the individual
- Preparation for future roles
- Long term
- Medium to long term pay back

14



Education

- person oriented,
- broad, abstract,
- Assimilation of knowledge & understanding
- Lifelong
- Pass or fail
- Not necessarily linked to company aims

15

Activity 1 – Breakout Rooms – 20 min

- In the chat column write your reasons why you think Learning & Development/training are Important to an organisation.

16

Activity

20 min to complete this activity

Finishing in...

20:00

Start

Stop

Reset

mins: 20

secs: 0

type: Finishing

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17

Break

Please take a 15 min rest break

Coffee break...

20:00

Start

Stop

Reset

mins: 20

secs: 0

type: Coffee

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18

Video - why
Learning &
Development
are important?
3.14 min



19

Why is training important to the organisation?

- A means of increasing effectiveness
- Key to competitive advantage
- Improve ability to innovate
- Cope with rapid technological development
- Cope with greater competition



20

Why is training important to the organisation? (1)

- Organisational delayering
- Employee empowerment
- Flexibility
- Demographic changes
- Peters & Waterman (1982); Excellence Movement



21

Why is training important to the organisation? (2)

- **McLagan (1989)** identified reduced cycle times, quality, teams as significant factors which required greater flexibility and commitment from employees
- **Barrow & McLoughlin (1992)** suggest that companies in the '90s require employees that are
 - Ability to learn new skills & adapt
 - Conceptual skills
 - Work on own initiative with minimum supervision
 - Customer focus
 - Skills such as problem solving, creative thinking, innovativeness



22

Benefits of Training

- Improve performance
- Improve operational flexibility
- Attract high-quality employees
- Increase employee commitment
- Help manage change
- Help develop a positive culture
- Provide higher levels of service to c



23

Why is Learning & Development (L&D) Important?

- An empowered learning and development team improves employee retention. ... It helps companies gain and retain top talent, it improves productivity, and learning & development helps companies earn more profit.



24

Who Drives the L&D Strategy?

► Mayo (2004)

- "So we have to ask ourselves are we being driven seriously by identified business needs or are we making our own interpretation of what we think the business needs?"

The above quote highlights the importance of strategic alignment of organisation's business strategy with the L&D strategy.

Clearly business strategies are needed to ensure a clear L&D strategy can be developed.



25

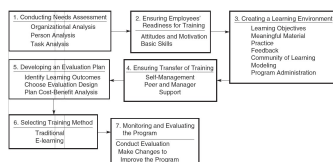
Creating a L&D Strategy – Harrison 2005

- Agree on the strategy-making team
- Clarify organisational mission
- Explore core values
- Carry out SWOT or PESTLE Analysis
- Agree L&D strategy & strategic plan



26

Systematic Training Design

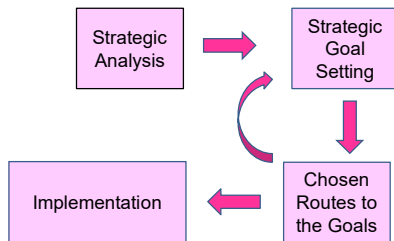


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27

Creating a L&D Strategy – Mayo 2004



28

Other key areas in L&D

- Management & Leadership Development
- Evaluation & Return on Investment
- Talent Management
- Coaching & Mentoring
- Value added measures & Action Learning
- How to identify training needs?
- How to devise learning & development plans?
- Planning & Organising learning
- Systemic training
- Self directed learning
- Career Models

29

Activity- Breakout Rooms – 20 min

Produce a list of different methods which can be used to train and develop employees.



30

Finishing in...

20:00

Activity

20 min to complete this activity

Start Stop Reset mins: 20 secs: 0 type: Finishing

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31



Methods of Learning

- ▶ Audio and video
- ▶ Books
- ▶ Coaching
- ▶ Delegating
- ▶ E-learning
- ▶ Mentoring
- ▶ Open learning
- ▶ Projects
- ▶ Secondment
- ▶ Seminars
- ▶ Webinars
- ▶ Shadowing
- ▶ Workshops
- ▶ Blended Learning

Source: Randstad, 2011, Work Pocket, Luton

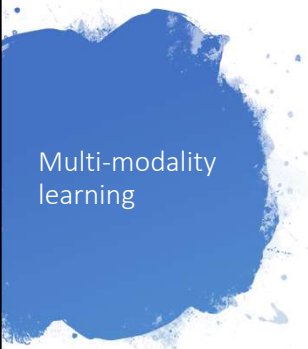
32

Methods of Learning

- the lecture
- the modified lecture
- the demonstration
- Practical sessions
- group discussion
- conferences
- Seminars
- role-play
- simulation
- games
- videos/films
- brainstorming
- programmed instruction
- field trips
- question and answer



33

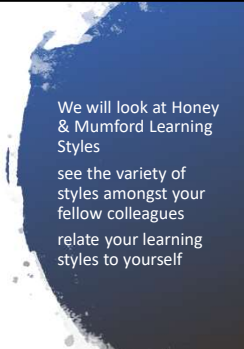


Multi-modality learning

We remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 80% of what we say
- 90% of what we say, hear and do (Rigg)

34



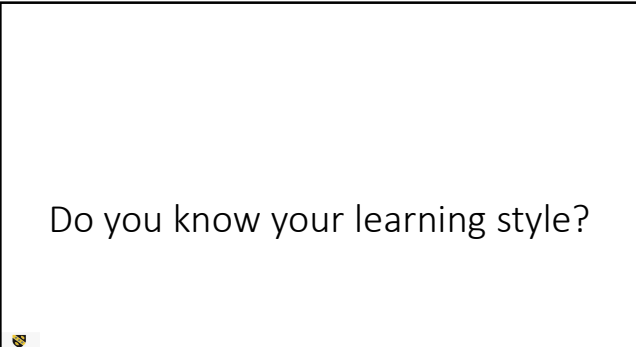
Learning Styles

We will look at Honey & Mumford Learning Styles

see the variety of styles amongst your fellow colleagues

relate your learning styles to yourself

35



Do you know your learning style?



36

Activity – What Is Your Learning Style?

If you wish to discover your learning style complete the 80 item questionnaire that is located in the file on Teams.

Marking grid is at the back of the questionnaire



37

Activist...me

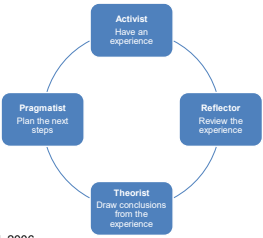
- Involve themselves fully & without bias in new experiences
- Open minded & not sceptical, enthusiastic about anything new
- Days are filled with activity
- When one activity is dying down, they're on the look-out for another

"I'll try anything once"



38

Honey & Mumford – Learning Styles



Honey & Mumford, 2006



39



Video – Honey & Mumford – 2:15 min

40



Activists

- Involve themselves fully & without bias in new experiences
- Open minded & not sceptical, enthusiastic about anything new
- Days are filled with activity
- When one activity is dying down, they're on the look-out for another

"I'll try anything once"

41



Activists

However:

- Act first & consider the consequences after
- Centre all the activities around themselves!
- Thrive on challenge, but bored with implementation and long term consolidation

42



Reflectors

- stand back and ponder about experiences
- enjoy observing other people, adopt a low profile
- act on the past, the present and the opinion of others
- = a more 'rounded' reflection

"Do you mind if I think about it more first?"
"We need to be cautious"

43



Reflectors

However:

- thorough collection and analysis of data can delay reaching a definite conclusion

44



Theorists

- observe and make theories
- analyse and synthesise
- go back to basic assumptions, principles, theories, models and systems

"If it's logical, it must be good"
"Does it make sense?"
"How does this fit in with that?"

45



Theorists

However:

- perfectionists
- tend to be detached
- Analytical
- feel uncomfortable with subjective judgments, lateral thinking and anything flippant

46



Pragmatists

- keen on trying out ideas, theories & techniques to see if they work
- return from management courses brimming with new ideas that they want to try out
- essentially practical down to earth people & get on with things

"There is always a better way"

"If it works it is good"

"How can I apply this to practice?"

47



Pragmatists

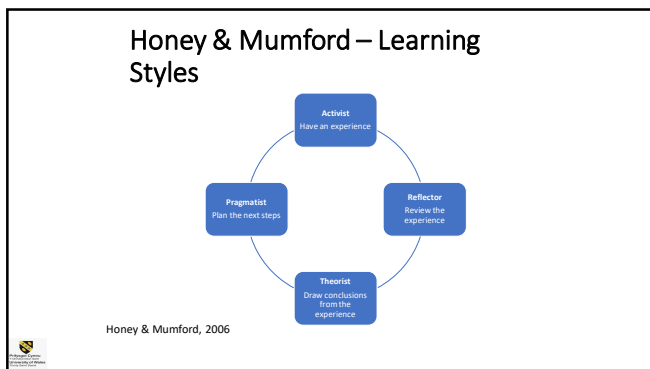
However:

- impatient with ruminating and open-ended discussions

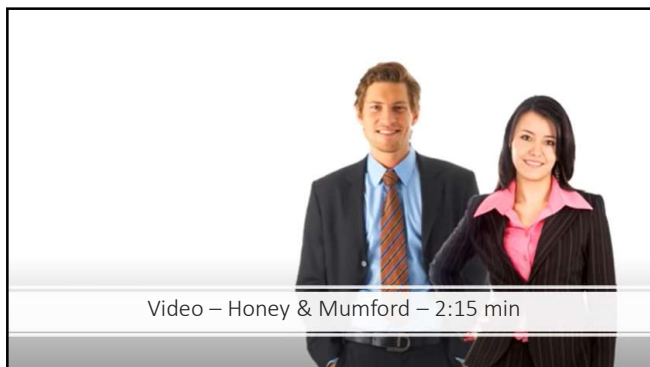
48



49



50



51



Activity-

- What do you see?
- This is proving everyone is different and everyone see things differently.
- Write it in the chat column

52

Perceptions

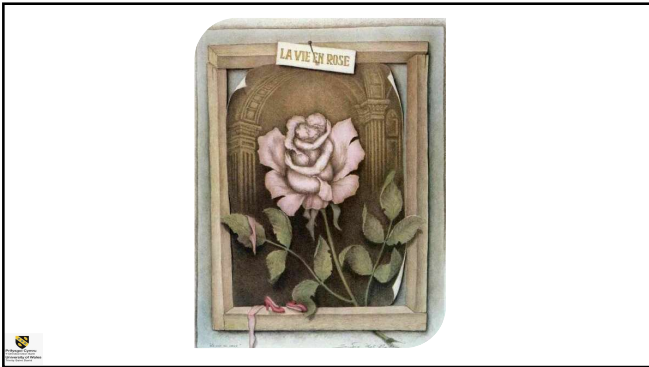


- What do you see?
- Demonstrates the value in working with others

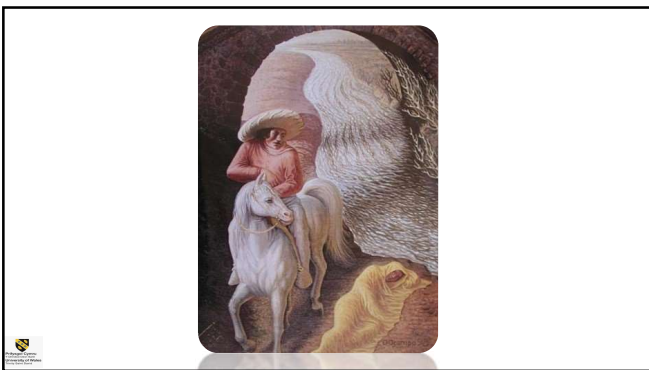
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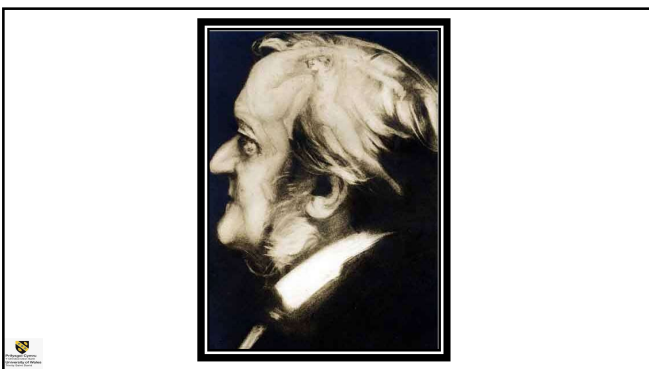
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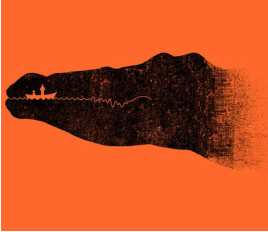
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57

Take a look at the image above...

Which did you see first?



University of North Carolina at Chapel Hill

58

If you saw a crocodile..

- That means you're most likely someone who tends to look at the bigger picture of things.
- You may take the little things for granted, like walking through nature, as you don't see the overall importance, when there are bigger things you can focus on.
- You are probably a very practical person and don't take much risks.
- You live more on the cautious side of things and don't make much room for new experiences or things

University of North Carolina at Chapel Hill

59

If you saw the boat..

- It means you've got a good eye for small details, and not much gets past you without noticing it.
- You are often described as a unique, quirky and creative individual.
- But don't get too caught up on focusing on the little details and forget about the big picture. This is especially important if you are an artist or a student.
- You can get wrapped up in one small part of a project and forget to complete the entire assignment as a whole.

University of North Carolina at Chapel Hill

60



The Case for L&M Development

- Ineffective management is estimated to be costing UK businesses over £19billion per year in lost working hours.
- 43% of UK managers rate their own line manager as ineffective – and only one in five are qualified
- Nearly three quarters of organisations in England reported a deficit of management and leadership skills in 2012. This deficit is contributing to our productivity gap with countries like the US, Germany and Japan.
- Incompetence or bad management of company directors causes 56% of corporate failures

Department for Business Innovation & Skills 2012

61



The benefits of LMD?

Best-practice management development can result in a 23% increase in organisational performance. Effective management can significantly improve levels of employee engagement

A single point improvement in management practices (rated on a five-point scale) is associated with the same increase in output as a 25% increase in the labour force or a 65% percent increase in invested capital.

Department for Business Innovation & Skills 2012

62



Motivation

63

Motivation

- Part of leadership process by which someone gets another to do what s/he wants to do
- For this it helps to know what motivates people
- Motivation – understanding the construct is closely linked to leadership
- Motivation is traced back to the 1930s (Murray)
- Simple terms – has to do with one's willingness to do something
- Relates to need satisfaction and behavior is goal oriented.



64

Activity- Breakout Rooms – 20 min



What motivates you?

1. To complete your studies
2. To get out of bed in the mornings

Write this in the chat column.

是什么激励着你?
完成学业
早上起床
请在聊天栏中写入此内容。

65

Activity

20 min to complete this activity

Finishing in...

20:00

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66



Motivation

- Any influence that triggers, directs or maintains behavior
- Research is based upon different variables that affect motivation
 - Individual Differences
 - Organizational Contexts
 - Manager Behaviors
 - Process Theories

67



Content Versus Process Motivation Theories

- Content theories
 - explain why people have different needs at different times
- Process theories
 - describe the processes through which needs are translated into behavior

68

Content Theories of Motivation

Maslow's Need Hierarchy	Alderfer's ERG Theory	Herzberg's Theory	McClelland's Learned Needs
Self-Actualization	Growth	Motivators	Need for Achievement
Esteem			Need for Power
Belongingness	Relatedness	Hygienes	Need for Affiliation
Safety	Existence		
Physiological			

69

Practical Implications of Content Theories

- People have different needs at different times
- Offer employees a choice of rewards -- a flexible reward system
- Do not rely too heavily on financial rewards
 - they mainly address lower level needs



70

Video -
Maslow's
Hierarchy of
Needs - 2:47



71

Maslow's Hierarchy of Needs

- Abraham Maslow
 - Brandeis professor in the 50-60s, died in 70s
 - Ahead of his time
 - Worked with company in DelMar, CA (Non-Linear Systems) in 1960s and noticed workers were most productive at end of the line due to fact produced a sense of accomplishment
 - He coined "Enlightened Management" to describe work conditions, leading to self actualization or achievement of one's potential (trust, teamwork, recognition)



72

Maslow's Hierarchy

- Each individual has needs, or feelings of deficiency that drive their behavior
- Once a need is satisfied, then it is no longer motivating
- Needs are in a hierarchy that an individual moves up as they satisfy levels of needs

73

Maslow's Hierarchy

74

Levels of Needs

- Physiological/Survival needs
 - Food, Clothing, Shelter, Air
- Security
 - Feel safe, absence of pain, threat, or illness
- Affiliation
 - friendship, company, love, belonging
 - first clear step up from physical needs

75

Maslow's Hierarchy

Need levels (cont.)

- Esteem Needs
 - self-respect, achievement, recognition, prestige
 - cues a persons worth
- Self-Actualization
 - personal growth, self-fulfillment, realization of full potential
 - Where are YOU on the hierarchy???

76

Alderfer's ERG Theory

Alderfer's ERG

- Consolidates Maslow into 3 categories
- Existence-physiological and security
- Relatedness-affiliation
- Growth-esteem and self-actualization

77

Succession Planning

78



Why is Succession Planning such a “Hot Topic”?

- Board concerns and directives
- Increased costs associated with external searches
- Increased turnover
 - People who had been regarded as successors for key positions left by surprise
 - High performers are leaving
- Managers complain that they have no one ready to fill vacancies
- Employees complain that promotion decisions are made unfairly
- Insufficient numbers of women and/minorities at senior levels

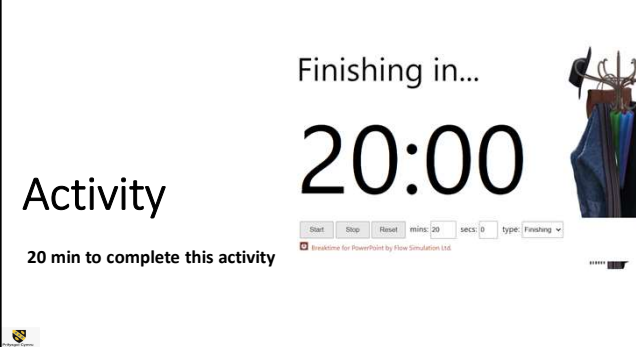
79



Activity- Breakout Rooms – 20 min

1. Why does a organization require succession planning?
2. What are the benefits?

80



Finishing in...

20:00

Activity

20 min to complete this activity

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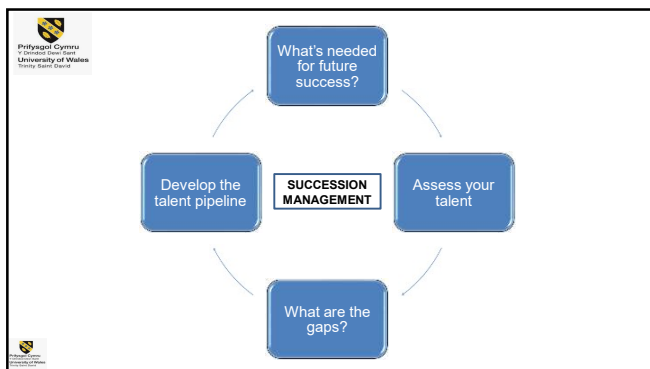
81



What is Succession Planning?

Succession Planning can be defined as a purposeful and systematic effort made by an organization to ensure leadership continuity, retain and develop knowledge and intellectual capital for the future, and encourage individual employee growth and development.

82



83

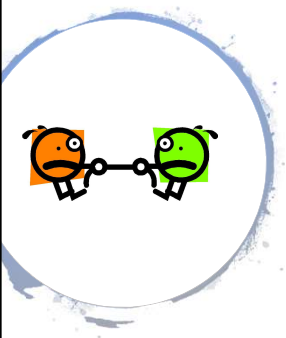
What is Succession Planning?

Succession planning is the process of identifying and developing potential future leaders or senior managers, as well as individuals to fill other business-critical positions, either in the short- or the long-term.

The aim is for the organisation to be able to fill key roles effectively if the current post holder were to leave the organisation.



84



What is Succession Planning?

- All organisations need to find people with the right skills to fill key positions.
- 'Insiders' versus 'Outsiders'
- The importance of Nurturing internal talent
- Many employers aim to attract certain highly-talented individuals from outside the organisation for key or senior positions, this should be balanced by the benefits of promoting from the home-grown talent pool

85
