

Module Assignment Submission

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Introduction

This assignment will investigate the benefits to organisations and individuals of developing individuals in the workplace. Whilst identifying the type of development tools available to Organisations and their effectiveness. It will suggest tools available to manage an individual's expectations.

Organisation & Employees

Developing individuals within an organisation can increase quality of work, improve motivation and build relationships within the organisation. Jha (2016) highlighted that providing training and development will increase productivity and this in turn will have a positive financial bearing to the organisation in the long term due to higher quality performance from employees. This will reduce the level of supervision required for employees as they will have developed the essential skills, feel more empowered and be able to successfully work independently.

Chang & Lee (2007) highlights its essential leadership project: a positive attitude to learning in line with the organisational belief to encourage employees to use the newly acquired skills. Leaders should lead by example and encourage engagement.

Wentland (2003) warns there a number of factors that can have a negative impact on organisation such as:-

1. Time - Providing training to employees can be time consuming and organisations productivity can be directly affected whilst the training is being delivered.
2. Cost - Training can be expensive and have a negative impact on an organisation's budget.
3. Lack of training facilities - some small organisations may not have the facilities to facilitate training and also to have the equipment for employees to use the newly acquired skills.
4. Culture within the organisation - negative culture within an organisation will have a direct effect on employee engagement.

Ransom (2021) reports investing in employees' development is paramount regardless of what stage in their career and it can lead to benefits to the individual and organisation. Keep (1989) states it is essential to invest in employee's development for employees to promote a good level of motivation and job satisfaction amongst employees. During a study undertaken (Lee and Bruvold, 2003) of the effect on further development on healthcare professionals it supports the findings that further development amongst employees can have a positive effect on employee's morale. This in turn affects

employee's commitment to the organisation and has a direct bearing on whether they stay with the organisation. This will have a direct impact on organisation reputation and retention of employees. It can improve motivation amongst employees and could have a direct bearing on the amount of work an employee commits to the organisation depending on the level of motivation and commitment employees feel.

Jha (2016) reported providing good quality training will result in employees feeling job security at their workplace leading to a reduction in employee turnover and in turn team spirit will increase and this will have a positive effect on production and the feeling of job satisfaction amongst employees. Sundaray (2011) warns whilst investing in employees' developmental needs it could have a negative impact on team morale if it is perceived as unfair and unjustified by fellow team members. Caution must be taken to ensure development is accessible to all employees that wish to engage.

Antonacopoulos (2000) highlighted the importance of self-directed learning and development amongst employees. Employees must have the mindset to want to further develop their skills and the drive to learn and be open to further development. Hammed and Waheed (2011) states if organisations support employees developing their skills encourages greater employee engagement. The correct attitude from management must encourage self-development and self-learning; however, a lack of promoting relevant employee opportunities may hinder employees participating in such development.

Whilst there are benefits to development employees Noe and Wilk (1993) warn that some barriers must be carefully considered by organisations such as ensuring employees feel fully supported as this could impact employees' levels of commitment towards further development. Another element that must be considered is their working environment as this can have a direct link to employees' willingness to undertake further learning. Along with employees feeling a good level of job satisfaction and being motivated providing a bearing on employees' willingness to participate in such tasks. Rida-E-Fiza, Farooq and Mirza (2015) claim a lack of open and honest communication amongst employees and management can act as a barrier to employees' development. It is vital that managers take part in open and honest discussion with employees of their intention to further develop the employee skill set to motivate employees and make them feel supported.

Performance Management

Performance management's main purpose is for management to help develop employee's performance in line with the organisation's objectives according to CIPD (2022). This is a task that is undertaken on a regular basis and ensures employees are

still working in line with the organisational goals and expectations. Whilst also highlighting areas of training required to ensure employees have the correct tools to achieve high standards of work by identifying potential gaps or barriers. During performance management a detailed plan of action can be created to guide development which could include financial rewards and further development opportunities.

For the performance management process to be successful the meetings should be an open and two-way decision amongst management and employees based on honest and unbiased feedback according to Aguinis (2019). The process must be conducted in a fair and practical manner and all parties must be invested and fully apprised of the purpose of their performance management to ensure a successful and beneficial action plan. Armstrong (2006) stated that managers must carry out regular and continuous reviews of an employee's action plan in order that employees are continuing to develop and progress their skill set. It is vital that performance plans are considered as plans that can be adapted at any time if circumstances change and management and employees should participate in regular reviews which provides an opportunity to adapt a plan should the need arise. During a review it is important to ensure that agreement, measurement, feedback, positive reinforcement and dialogue are complied with.

Roberts (2003) warn there are many factors that can have a detrimental effect on the effectiveness of performance appraisals such as:-

1. Lack of open communication - When appraisees don't feel they have an open and honest conversation during performance appraisals this will lead to the appraisees disengaging and feeling unmotivated and devalued. This could be due to a fear they might be unfairly penalised if they provide any negative feedback or views.
2. Unfair bias - When appraisees feel they are being subjected to a level of bias leading appraisees to feel unfairly treated by their appraiser. Appraiser will not fully engage with the process, and it will lead to an ineffective appraisal.
3. Lack of Training - It is essential appraisers receive the correct level of training in performance standard setting, interview training and how to set goals.
4. Lack of understanding - Appraisers must understand the organisational standards and beliefs. It is vitally important appraisees also understand the reasoning behind performance appraisals so they can fully engage the purpose of the task.

Whilst working at a previous organisation annual appraisal were conducted yearly. Whilst they were a good opportunity to discuss achievements or concerns of the past year with your manager, I do feel they were lacking any future planning. They were very much viewed by the organisation and the employees as a compulsory task that must be undertaken rather than a development tool. I feel the organisation and I would have

got more benefit from the appraisal if they had approached the task with a different mindset and used it as a development planning tool.

At my current employment performance management is conducted every 3 months and they include many questions that give the employee and manager the opportunity to review the past achievement but also future development plans. They also check employee's well-being status and ask what the organisation can do to help support and further develop your skills. I feel it provides a good opportunity to have open and frank conversations with your manager and this in turn makes me feel valued and supported.

Management by Objectives

Management by Objectives (MBO) method allows both manager and employee to identify goals and objectives and includes a detailed, realistic plan of how employees will or can reach such objectives according to Ingham (1995). They report successfully conducting an appraisal using the MBO method; setting goals are required, creating a plan of action, ensuring self-control and regular reviewing outcomes. This will then be reviewed on an annual basis and gives both the manager and the employees an opportunity to reflect on any success or barrier in reaching the pre-set objectives.

The MBO appraisals method can improve communication between the employee and management by encouraging a two way conversation according to Kumar (2012). Increasing motivation in employees and promoting focus when setting work related goals which increases commitment and give management a clearer understanding of an employee's needs.

Shaout & Yousif (2014) report MBO can cause conflict if employee and management cannot agree on agreed goals set. They also suggest the method is not always suitable for all jobs and careful consideration should be undertaken whether it meets the needs for an employee. Islami, Mulolli & Mustafa (2018) undertook a study to evaluate the efficiency of MBO method and satisfaction amongst employees (Appendix A). They concluded that whilst the MBO method had a positive impact on employees' effectiveness and satisfaction for 77.7% of employees it was not the most efficient method for the remaining 22.3% of employees indicating MBO is not effective and suitable for all Organisations. The results indicated factors such as freedom and the ability to work independently did not result in increased job satisfaction amongst all employees. The study did highlight those employees with clear and well communicated objectives and expectations from the organisation had an increase in efficiency and job satisfaction.

360 Degree Appraisal

Another form of appraisal commonly used in organisations are 360-degree appraisals. During 360-degree appraisals employees receive management feedback from colleagues and customers as they are required to anonymously answer various questions to help measure an employee's competencies. When collaborating feedback is provided it will highlight an employee's strengths and weaknesses. To complete the 360-feedback process the employee should complete their own assessment feedback. This gives the employee the opportunity to highlight their own opinions and identify their achievements within the organisation during the last twelve months and will show areas of improvement required.

Heijden & Nijhof (2004) states before feedback is provided it is essential all parties involved are provided with clear understanding of the purpose of the 360-degree process. All feedback provided should be based on work-specific feedback and not personal opinions and the feedback must be provided honestly.

Jarina (2014) reports 360-degree appraisals can help improve motivation for employees and set realistic goals. It can help build confidence and support creating a tailor-made development employee plan. Whilst this method of appraisal has individual employee benefits it can also help provide managers with a clear, well-rounded picture of employee's needs, allowing managers to support employees. It can promote innovation and positive behaviours within an organisation which can lead to engagement and job satisfaction (Karkoulis, Srour & Canaan Messarra, 2020)

Whilst Aggarwal and Thakur (2013) suggest that 360-degree methods can be a successful development tool there are drawbacks to this method. It suggests that brutal and negative feedback received can have a negative effect on the employee's self-esteem. This method can also be an extremely time-consuming process and have an impact on finances as many organisations will need to purchase expensive software to facilitate this method.

Coaching

When Organisations use coaching with individuals it can be an effective tool in an individual's personal development according to Theeboom, Beersma & Van Vianen (2014) when used correctly. Nuryanti, Masharyono & Fauziatunisa (2019) conducted a study on the effect coaching has on an individual's performance. The study highlighted that coaching had up to 60.6% effect on an individual's performance whilst the remaining 39.4% other factors contributed to an employee's performance (Appendix B).

Peel (2008) warns there are several factors which can impact the willingness to engage with coaching particularly in small or medium size organisations. These include:-

- Owners' unwillingness to accept there is a benefit by coaching and developing employees.
- Owners' negative attitude towards employees.
- Lack of resources.
- Organisations that do not work on a long-term plan basis but only plan day to day.

Feedback

Receiving feedback is an important part of an individual's personal development and there are several models that can help to promote constructive feedback. Based on AID model of feedback Landsberg (2015) reports it can be used to support the delivery of positive feedback whilst conducting performance based feedback to employees by using the following structure:-

- Action
- Impact
- Desired Outcome

When delivering action feedback this should be done on factual actions undertaken by the individual and not the person delivering the feedback's personal interpretation but actions that have been observed. The feedback should be direct to avoid misinterpretation. The next stage is to explain the impact the actions are having on the team or the organisation whether it is a positive or negative impact and should not be personable but factual. At the final stage the individual will accept and acknowledge the feedback and would lead to the desired outcome and further development from the individual.

According to Wildman (2003) the Cedar Feedback model provides a structure to allow for a plan to be put into place and reviewed. It has five stages:-

- Contents
- Example
- Diagnosis
- Actions
- Reviews

During the contents stage it provides an opportunity to give the employee feedback of where they fit within the organisation and the impact their performance has within the organisation. The example stage should be led by the leader if providing positive examples to allow for praise and providing recognition for their achievements. When negative examples are required it is best to allow the employees to lead this discussion to allow for reflection.

Baker et al (2013) warned that for feedback to be effective leadership must first provide a feedback friendly culture in the first instance. This could be created by a learning promoting environment for employees to encourage engagement and acceptance of feedback provided. Allowing individuals to receive the feedback in a timely manner and preserve the feedback as areas of development and further learning. Building a good level of trust between the leader and employee will also help promote acceptance as employees will feel they can be their own individual self without fear of being judged or penalised. This will in turn promote honest open communications and will have a positive impact on feedback provided and the acceptance of the feedback. diagnosis should be led by employee's self-reflection can help provide the employee to identify gaps in their performance or see areas they excel in. Leaders can support this process by asking open ending questions and supporting the employee's self-reflection in an open and safe environment. The action stage will allow employees to set goals and create an action plan to encourage further development. The final stage of review is important to identify the employee is continuing to improve and show the organisation is committed to developing their employee's development. It provides an opportunity to celebrate or reward employees on any achievement to help monitor their development.

Joo & Park (2010) indicates that developmental feedback is essential for employee's personal development as it creates motivation and a positive feeling of belonging with an organisation which will ultimately lead to commitment. There are several barriers that can be detrimental to developmental feedback according to Fulham, Krueger & Cohen (2022). These include the employee's inability to accept the feedback and view the feedback as criticism and become self-defensive and have a negative impact on their wellbeing. Similarly, employees who have a poor view of their own abilities and self may view positive feedback as untrue and dismiss such feedback. A poor relationship between the employee and the leader could cause the employee to distrust the leader's feedback and dismiss their feedback inaccurate or biased. Another potential barrier is when feedback is not clear and concise it can lead to confusion and misinterpretation. This could be due to the lack of training from the leader delivering the feedback or the employees understanding at the time of the feedback.

Mentoring

Mentoring can help support an individual's development by the monitor sharing knowledge and guidance with an individual according to Allen & Eby (2010). It provides a support network and encourages growth and development. It is sometimes described as an intimate relationship between mentor and an individual. Eby & Robertson (2020) warn the relationships between mentor and an individual could result in a negative experience particularly if their values, beliefs, attitudes and personalities do not align. Also, when the mentor or individual's expectations from one another is not met this could also impact the success of the mentoring process. This will lead to

communication breakdowns and possibly misinterpretation and the relationship will break down.

Ehrich & Hansford (1999) highlights that when the mentor doesn't have the correct skillsets or the time to dedicate it can have a negative bearing on the mentoring experience. This could be down to lack of training for the mentor and lead to resentment from the individual and a feeling failure for the mentor. For an organisation to achieve the best result from mentoring careful attention must be given to the correct relationship match and the skillsets of the mentor.

Managing Expectations

At every stage of an individual's career, it is essential organisations manage their expectations for personal development. This should start from as early as the recruitment process. A detailed job description and highlighting the organisational goals and potential benefits available to the individual is vital. Providing regular feedback on how individuals performance has an impact on organisation to all individuals in the organisation this could be done by rewards, targets and feedback. Transparency is key as it will promote trust and honest communication and opportunities available to support personal development from the organisation is extremely important.

Setting SMARTS objectives as part of the individual appraisal can support the individual's development and was created by Doran (1981). It can be broken down as:-

- S - Specific - The goal should be specific and clear using probing questions such as what, who, why and where.
- M - Measurable - How will the individual and/or be able to measure the progress of the goal set and what can be used to keep an individual on track.
- A - Achievable - Is the goal set achievable due to any barriers such as time and cost.
- R - Relevant - Reflect on whether the goal is relevant to your own professional development and relevant to the organisation's goals.
- T - Time-Bound - Set a time frame for your goal to help keep an individual on track.

Worden (2014) warns whilst goal setting is a crucial part of an individual's development unless there is a training plan putting into place the goal setting will not be effective. Muller & Kotte (2020) SMART goal setting might not be effective in a fast-paced Organisation due to rigidity and lack of flexibility which could lead to individuals feeling failure due to issues that may arise which are out of an individual's control.

Personal Development Plan

Personal Development Plans (PDP) are an extremely useful tool in managing an individual's expectation of oneself (Greenwell, 2017). It focuses on the individual's potential to achieve and creates a roadmap of how the individual will achieve their desired results. It allows an individual to self-reflect and highlights any weakness or barriers that the individual may face and allows the individual to put a plan into place to overcome potential barriers or weaknesses.

An example of a PDP is below, and it is based on a colleague's own journey and their desired result to be an all-rounded competent Incident Risk and Resolution Officers “IRRO” with several skill sets.

Objectives	What needs to happen first?	When will I achieve this?	What barriers might I face?	How can I improve my chances?	Where can I get support?	Review. By who and how often? Time frame	When will I know I have achieved objective.
999 call operator	* Classroom training from Organisation. * On the phone training.	4 months (Oct 23 - Feb 24)	* Lack of confidence. * ICT skills. * Typing speed & accuracy.	Practice. Reading & understanding SOPs. Asking questions. Visiting other departments to get a broader understanding	Tutors. Line Managers. Peers.	Tutor & Line Manager. Reviewed every 6 weeks.	When working independently on calls.
Increase ICT knowledge	find and book an ICT course	6 months (part time - evenings) (Oct 23 - April 24)	* Work commitments. * Funding. * Family time.	Work Flexible shifts. Arranging childcare in advance. Source funding options.	Lecturer. Family. Line Manager. Student finance	individual. Lecturer. 6 months	Completion of course.
ASIST Operator	Attend an ASIST “Applied Suicide Intervention Training” course	2 day course (April 24 - April 24)	Confidence lack of empathy. Bad experience.	Research and achieve a better understanding of mental health. Observe other ASIST op.	From peers and Managers. From TRIM services if needed.	Line Manager 3 months as part of appraisal	After reflecting and receiving feedback on ASIST calls.
Increase confidence &	Find an online mediation	ongoing (Oct 23 -	Time & availability.	Set time in the day to engage.	Family.	Individual ongoing	Self-reflection of one's own well

well being	course	ongoing)		internet connection. Look at reviews.		reflection. Line Managing during feedback in appraisals - 3 monthly	being and confidence. receiving feedback during appraisal.
Dispatcher	Attend 2 week course with Organisation. On job training.	2 weeks - course 4 months - on job training (Sept 25 - Feb 26) .	lack of knowledge. learning styles incapable with trainer.	Observe dispatchers. identify your type of learning style. Attend different departments to gain knowledge such as Traffic/devisional.	Line Manager. Colleagues. Tutor.	Tutor and Line management feedback.	independently working on Dispatch.

Conclusion

This assignment has highlighted a number of development vehicles available to organisations and it is essential to use the correct method to meet the needs of the organisation. Whilst there are many benefits to developing individuals in the workplace it is essential that individuals and organisations are open to further development and change. The use of PDPs hold a number of benefits to the individual and organisation and help keep individuals focused and motivated.

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Appendix A

Table 2. Demographic characteristic of the sample.

Demographic variable	Count (percentage) N=172	
Gender		
Male	97	(56.4%)
Female	75	(43.6%)
Age		
20–25 years	56	(32.5%)
26–30 years	49	(28.4%)
31–35 years	28	(16.4%)
36–40 years	19	(11%)
41–45 years	4	(2.5%)
46–50	11	(6.3%)
Over 50	5	(2.9%)
Work experience		
2 years	56	(32.6%)
3–5 years	63	(36.6%)
6–10 years	34	(19.8%)
11–15 years	19	(11%)
Education		
Intermediate	63	(36.6%)
Bachelors	79	(46%)
Masters	22	(12.7%)
PhD	8	(4.7%)
Position in Firm		
Owner	1	(0.6%)
Director	31	(18%)
Manager	23	(13.4%)
Human resource staff	19	(11%)
Employees	98	(57%)

Appendix B

The influence of coaching on employee performance can be seen in the following results.

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.606	.599	11.149

a. Predictors: (Constant), Coaching

b. Dependent Variable: Kinerja Karyawan

Sumber: SPSS 24.0 for windows 2018

Fig. 1. Partial determination coefficient.