

Applied Leadership and Management in the Workplace

Module Assignment Submission

Student Name: Rhianwen Thorn

Student Number: 2432431

Module No: BMSK5010

Module Title: Developing the Learning Organisation

Statement of Confirmation of Authenticity

By the act of making this submission, the student declares that this is the work of the student named above. The work has not, in whole or in part, been knowingly presented elsewhere for assessment, or where assessment has been built on a previous assessment, this has been identified. Where materials have been used from other sources it has been properly acknowledged. If this statement is untrue, the student acknowledges that an assessment offence has been committed.

Attention is drawn to the plagiarism and unfair practice policies of both the University and of ILM.

AI Declaration: I confirm that I have not used Generative AI to create any text, creative materials or code for submission. Any AI use was limited to permitted research, assignment structure and proofreading of my own work. AI may be used to help plan the structure or format of a table, but the content must be my own. AI must not be used to create graphs, charts, images or other assessed visual material for submission unless specifically permitted in the assignment brief.

Executive Summary

This report looks at how developing one employee at Lextan can improve workplace relationships and overall performance. Benefits include better service quality, fewer errors, stronger engagement and more capacity for succession. Development can also create costs and unrealistic expectations if it is not backed by real opportunities.

The report recommends managing expectations through honest discussion, shared objectives and regular feedback. It reviews formal training, e-learning, coaching, mentoring, job shadowing and workplace experience, and concludes that a blended approach works best. A 12-week plan is set out to improve the focal employee's system accuracy, customer handling, prioritisation, leadership and decision-making. Progress would be checked through evidence, observation and formal reviews. Development works best when it is linked to organisational priorities and measured by lasting improvements in behaviour.

1. Introduction

Employee development is a practical way to raise organisational performance. When it matches operational needs, it can build knowledge, confidence and willingness to take responsibility. It can also improve workplace relationships as people communicate better, solve problems more effectively, and work to the same standards. These results are not automatic; they depend on identifying the right needs, setting realistic expectations and giving people the chance to apply what they learn.

This report focuses on Lextan, a tanning salon where customer service, safe working, cleanliness, accurate customer accounts and reliable equipment use are essential. Staff often work alone for long periods and must make decisions without constant supervision. Individual competence and solid relationships with managers and colleagues are therefore massively important.

The report centres on the development of the author as a salon employee (the focal employee). The longer-term aim is readiness for greater responsibility, including supporting newer staff and possibly taking on senior duties. Current strengths include customer-service experience, independent working and knowledge of routine operations. Priorities for development are leadership confidence, handling difficult customers, system accuracy, task prioritisation, and monitoring performance.

The report assesses the benefits of this development, how expectations should be managed, the most suitable development methods, and a detailed plan linked to performance management. It also considers how individual learning can feed into wider organisational learning rather than staying with one person.

2. Benefits of Developing Individuals in the Workplace

2.1 Human capital and organisational capability

Employee development builds human capital - the knowledge and skills that make someone more productive (Becker, 1964). At Lextan this could mean completing tasks more accurately, handling unexpected situations and maintaining standards without a manager present. This is especially useful when a lone worker has to manage customers, run the account system, clean rooms and answer questions at the same time. Broader capability reduces reliance on the manager and improves consistency.

Skills and competence are different: skill is what someone can do, whereas competence is how well they apply it under real pressure. Knowing how to adjust an account is not the same as doing it correctly whilst dealing with several customers. Development therefore needs to cover adaptive, transferable and job-specific skills, not just procedures.

A competence matrix could record the skills needed for each role, current levels and gaps. This helps base training on actual needs rather than assumptions; however, a matrix can oversimplify judgement, emotional control and leadership, so it should support observation and discussion rather than replace them.

The resource-based view argues that employee knowledge can create a competitive advantage when it is valuable and hard for rivals to copy (Barney, 1991). Basic training is easy for other salons to match, whereas combining technical knowledge with customer relationships, local experience and sound judgement is harder to imitate. Development in complaint handling, leadership and problem-solving therefore offers more lasting value than simply sending people on more courses.

2.2 Service quality, safety and operational performance

Training and development bring benefits at individual, team and organisational levels (Aguinis and Kraiger, 2009). Stronger system knowledge at Lextan could cut errors with customer accounts or tanning minutes. Better prioritisation would stop cleaning, safety checks and closing duties slipping during busy periods. These improvements matter financially because mistakes waste management time, can lead to refunds and damage customer trust.

Customer work often involves situations that no script can fully cover. People can become frustrated when minutes expire or their expectations clash with policy. Training in active listening, calm explanation and knowing when to escalate helps protect the relationship while still applying the rules.

Conflict can come from personal factors (communication style, emotions, values) or structural ones (unclear authority, competing goals, shared resources, workload). Training may help someone manage their own response, but it cannot fix unclear policy or poor structure. Managers therefore need to separate a real competence gap from a wider organisational problem; otherwise training treats the symptom rather than the cause.

Safety is another clear benefit. Staff must follow procedures consistently and know the limits of their authority. Refresher training, observation and supervised practice help close the gap between written rules and actual behaviour. However, training is not a substitute for proper staffing, working equipment, or clearer guidance.

2.3 Motivation, engagement and retention

Development shapes how employees see their relationship with the organisation. Organisational support theory says people form beliefs about whether their employer values them and cares about their wellbeing (Eisenberger et al., 1986). An agreed development plan, useful learning and regular feedback can show that Lextan is prepared to invest. Perceived support is linked to engagement through social exchange - people tend to respond to fair treatment with greater effort (Saks, 2006).

Continuous professional development also builds confidence and readiness for future responsibility. The CPD cycle of identifying needs, planning, acting, reflecting, applying, sharing, and evaluating impact is stronger than treating development as a one-off course because it keeps learning tied to real work.

Development can demotivate if it simply piles on responsibility without recognition, time or a realistic path to progression. Asking someone to train colleagues and handle complex problems without proper authority can feel like work intensification. Lextan should be clear about what opportunities exist and what cannot be promised; development can improve readiness for promotion, but it does not create a vacancy.

2.4 Workplace relationships and organisational learning

Individual development improves collective performance when knowledge is shared. A more capable employee can help with induction, flag recurring customer issues, and model consistent standards. This reduces reliance on one manager and supports succession by increasing the number of people able to take responsibility.

Senge's (1990) learning-organisation model includes personal mastery, mental models, shared vision, team learning, and systems thinking. Personal mastery matters for individual development, but it only works alongside the other disciplines. Improving one person's skills has limited organisational value if knowledge stays private, questions are discouraged or systems stop new practices being used. Systems thinking is especially useful because it looks at how staffing, procedures, authority and communication interact.

Garvin (1993) argues that a learning organisation must create, acquire and transfer knowledge, then change its behaviour. At Lextan, this means development should produce more than individual confidence. Lessons from disputes, account errors and operational problems should feed into procedures and future training.

Human-resource practices create value when employee behaviour supports strategy (Wright and McMahan, 1992). The strongest return comes when development is linked to Lextan's priorities - safety, customer retention, and consistent service.

There are costs and risks: development takes time, results are not guaranteed, and greater employability makes it easier for someone to leave. Avoiding development, however, can increase errors, turnover and managerial dependence. Development benefits Lextan most when it is targeted, supported in practice, and judged against real organisational outcomes.

3. Managing the Individual's Expectations of Personal Development

3.1 Establishing a realistic development agreement

Development should start with a structured, two-way meeting between the focal employee and the salon manager. The aim is to compare the employee's aspirations with Lextan's operational needs and available opportunities so that development serves both sides rather than being imposed.

The employee may want leadership skills and greater responsibility. Completing development activities cannot guarantee promotion, more hours or higher pay - those depend on vacancies, business needs, and sustained performance. This distinction needs to be clear from the start so development is not mistaken for an informal promise.

The psychological contract - the unwritten beliefs about mutual obligations (Rousseau, 1989) - is important here. If the employee believes that extra responsibility will automatically lead to promotion, while the manager sees it only as learning, disappointment can damage trust. The manager should state what Lextan can offer (coaching, supervised responsibility, feedback) and what it cannot guarantee.

Expectations should be written, clear and mutually understood. The agreement needs objectives, support available, required evidence, review dates and possible outcomes, while remaining flexible enough to adapt to changing circumstances.

3.2 Understanding the employee's development priorities

Managers should not assume every employee wants the same career path. Schein's (1990) career-anchor model shows that people have different priorities based on abilities, values and motivations (technical competence, managerial competence, autonomy, security, service, challenge, entrepreneurship, lifestyle).

The focal employee may value greater responsibility and transferable skills without necessarily wanting a permanent management career in the tanning industry. The discussion should explore what the employee hopes to gain - confidence, leadership

experience, professional credibility, or preparation for future jobs. This helps choose activities that are useful to Lextan, whilst respecting longer-term aims.

Self-assessment tools and skills audits can structure the conversation, but they are not definitive. Results can be influenced by how someone feels at the time and may oversimplify changing ambitions. They work best as starting points for discussion rather than labels that limit future development.

3.3 Identifying needs collaboratively

Expectations are more realistic when needs are based on evidence. The employee should assess confidence and competence in customer conflict, system accuracy, prioritisation, leadership, and escalation. This should be compared with manager observation, customer feedback, and performance records.

Differences between self-perception and observed performance should be discussed rather than treated as failure. Feeling confident with complaints does not mean consistency in explaining policy or documenting incidents is already strong. One error should not be taken as proof of general incompetence without looking at frequency, cause, and impact.

Employee involvement supports motivation. Self-determination theory links motivation to autonomy, competence and relatedness (Deci and Ryan, 2000). Lextan can support autonomy by involving the employee in choosing activities, competence through progressive challenges, and relatedness through supportive contact. Employee preference cannot be the only factor - operational priorities, safety and standards still matter.

Responsibility must be shared. The employee participates, applies learning and reflects; Lextan provides clear expectations, opportunities, and reasonable support. Telling people to take charge of their own careers is ineffective if structures prevent access to experience or feedback.

3.4 Agreeing objectives and responsibilities

Broad goals such as “improve leadership” are hard to assess and easily misunderstood. Each priority should become a SMART objective with specific behaviour, measurable evidence, and a timescale. Specific, challenging goals improve performance when people are committed and receive feedback (Locke and Latham, 2002).

One objective could be managing and accurately documenting three challenging customer interactions over eight weeks, while applying policy and seeking feedback. Another could be supporting a less experienced colleague with selected routine tasks and obtaining feedback on the guidance given.

Responsibilities need to be explicit. Lextan provides procedures, reasonable learning time, supervised practice and constructive feedback. The employee attends agreed activities, applies learning, records evidence and raises barriers early. The outcomes depend on both effort and organisational support.

3.5 Feedback, review and confidentiality

Expectations need managing throughout the period, not just at the start. Short reviews allow both parties to examine evidence, discuss barriers and adjust objectives. Feedback should state the required standard, identify any gap and show how to close it.

Feedback does not automatically improve performance and can have negative effects if poorly delivered (Ilgen, Fisher and Taylor, 1979). It needs to be timely, behaviour-specific, and balanced. Stating that the employee stayed calm but did not record the incident is more useful than a vague “good” or “bad”.

Records should cover objectives, support given, review dates, and evidence of progress. Access should be limited to those with a legitimate need. The final review should set out a clear next step - further development, consolidation in the current role, or consideration for greater responsibility when an opportunity arises.

4. Development Vehicles Available to the Organisation

A development vehicle is the method used to improve knowledge, skills or behaviour. Lextan could use formal training, e-learning, coaching, mentoring, job shadowing, role-play and supervised workplace experience. No single method suits every need, therefore the choice should depend on the competence required, resources available and chances to apply learning.

4.1 Formal training and e-learning

Formal training is best where knowledge must be accurate and consistent; for example, health and safety, equipment, data protection, procedures, and customer accounts. Classroom or online delivery ensures everyone receives the same core information and provides evidence that mandatory learning has been completed. E-learning fits Lextan's shift patterns and can be delivered consistently across sites.

Completing a module does not prove the knowledge can be applied on a busy shift. Training transfer depends on design, learner characteristics, and the workplace environment (Baldwin and Ford, 1988). A customer-service course has limited effect without practice and feedback.

External courses can offer deeper expertise in leadership, conflict or first aid, but they cost money, take people away from work, and may be too generic. Formal training is most useful for specialist or standardised knowledge and should always be followed by practical application.

4.2 Coaching

Coaching gives focused support to improve performance in a specific area. The manager can coach after observing difficult customers, prioritisation or account procedures, linking feedback directly to real behaviour.

Managerial coaching is associated with higher satisfaction and performance (Ellinger, Ellinger and Keller, 2003). Questions that encourage reflection - what went well, what could be different, which procedure was applied - help to build independent judgement rather than dependence on instructions.

The main limit is time and coaching skill. Because the employee often works alone, observation can be hard to arrange. Feedback can also feel subjective if expectations are not clear in advance. Coaching works best when scheduled during overlapping shifts and based on agreed criteria, ensuring it remains supportive rather than becoming surveillance.

4.3 Mentoring

Mentoring has a broader, longer-term focus. A manager or experienced colleague can discuss career goals, relationships, confidence, and readiness for responsibility. Mentoring can provide both career and psychosocial benefits (Allen et al., 2004).

A mentor can show how senior staff balance customer expectations, procedures and staff needs, and offer a safer space for discussing uncertainties that might not surface in a formal appraisal.

Mentoring is less suited to checking whether a specific procedure was done correctly. There is also a risk of favouritism if access is informal. Lextan would need clear roles, boundaries and fair access. Mentoring should complement objective assessment, not replace it.

4.4 Job shadowing and supervised experience

Job shadowing lets the employee observe a manager or senior colleague handling complaints, organising stock, supporting others, and dealing with operational problems. It is low-cost and reveals practical knowledge that written procedures often miss. The employee can then complete selected tasks under supervision before working alone.

This follows Kolb's (1984) experiential learning cycle: experience, reflection, conceptual understanding, and further practice. Observing a complaint, discussing the reasoning, practising the approach and later applying it in a real situation is a clear example.

Observation alone does not guarantee learning. People can copy actions without understanding them, and experienced staff may demonstrate habits that differ from policy. Shadowing needs agreed objectives, questions and reflective discussion. Practical responsibility should increase gradually so the employee is never asked to work beyond current competence.

4.5 Role-play, reflection and peer learning

Role-play is useful for uncommon or sensitive situations without real risk - expired minutes, account discrepancies, equipment failure, or upset customers. The employee can practise explaining policy, active listening, de-escalation, deciding when to escalate, and recording the outcome.

A short development log supports reflection: what happened, what was done, the result and what should change next time. Reflection should stay focused; excessive writing can become a burden without improving performance.

Peer learning helps share solutions and keep practices consistent between shifts. Informal advice can also spread incorrect information, so anything related to accounts, safety or policy must be checked against authorised guidance.

There is little evidence that matching teaching to a preferred learning style improves outcomes (Pashler et al., 2008). Methods should match the task instead - written guidance for procedures, practice and feedback for interpersonal skills.

4.6 Evaluating the alternatives

Miller's (1990) pyramid distinguishes knowing, knowing how, showing how and doing. This shows why no single method is enough; formal training builds knowledge, role-play demonstrates application, and workplace observation checks whether competence is used consistently.

A blended programme is the best fit for Lextan: formal learning for accurate knowledge, shadowing and role-play for application, supervised experience for practice, and coaching for feedback. Mentoring and reflection support longer-term growth.

Effective training needs preparation, suitable methods and support for applying learning afterwards (Salas et al., 2012). A blended approach takes more time than a single online course, but it is more likely to change behaviour. Value should be judged by fewer errors, correct procedures and better customer handling, not by attendance alone.

5. Individual Development and Performance Management Plan

5.1 Identification of development needs

The 12-week plan aims to prepare the focal employee for greater responsibility. Existing strengths are independent working, customer service and routine salon duties. The main needs are system accuracy, complex customer situations, task prioritisation, decision-making, and supporting other employees.

Needs should be confirmed through self-assessment, manager observation, performance records, and discussion. Multiple sources reduce the risk of unfair judgement. One account

error, for example, should not be treated as overall poor performance without looking at cause, frequency, impact, and the guidance previously given.

A competence matrix can record required skills, current capability and expected level. Miller's pyramid helps separate knowing a procedure, knowing how to apply it, demonstrating it in a controlled setting, and performing it consistently at work. Course completion alone is not proof of competence.

5.2 Personal development plan

Development need	SMART objective	Activities and support	Evidence and success measure	Timescale
System accuracy	Complete customer-account transactions for eight consecutive weeks without a preventable error	Review procedures; refresher training; observe uncommon transactions; use a checking process	System records, manager checks, no preventable corrections	Weeks 1–8
Difficult customer situations	Manage and document three challenging interactions while applying policy and communicating professionally	Complaint-handling training; role-play; shadow a manager; feedback after incidents	Three anonymised incident records and manager feedback	Weeks 2–10
Task prioritisation	Complete essential customer, cleaning, safety and closing duties during four assessed busy shifts	Agree priorities; shift checklist; discuss competing demands after selected shifts	Four checklists and manager observations	Weeks 1–10
Leadership and colleague support	Guide a new or less experienced employee through three routine salon activities	Observe an induction; review guidance; demonstrate tasks under supervision	Induction evidence and feedback from colleague and manager	Weeks 5–12

Decision-making and escalation	Correctly distinguish situations that can be resolved independently from those needing management support	Review authority limits; discuss scenarios; short reflective record; coaching	Four examples explaining decision, action and outcome	Weeks 2–12
--------------------------------	---	---	---	------------

Objectives define success while staying achievable. Numerical targets should not encourage quantity at the expense of quality, or push the employee beyond authority.

5.3 Implementation and organisational support

At the start the manager and employee agree objectives, evidence, and support. The manager provides authorised guidance, reasonable learning time, and practice opportunities. Overlapping shifts may need arranging for observation and coaching as the employee often works alone.

The employee is responsible for participating, applying feedback, recording evidence, and raising barriers. The plan stays flexible where opportunities are outside control. If three genuine complaints do not arise, realistic role-play can supply supporting evidence rather than penalising the employee for lack of incidents.

Effective performance management relies on clear expectations, involvement and continuing feedback rather than a single annual review (Pulakos, 2004). The plan should function as an ongoing process, not a document completed once and then ignored.

5.4 Monitoring, assessment and feedback

Formal reviews take place at weeks 4, 8 and 12, supported by brief informal feedback after relevant events. The first two meetings are formative - identifying progress and remaining gaps. The final meeting is summative, judging whether objectives were achieved across the whole period rather than on one recent event.

Before each review the employee self-assesses. Discussion then covers evidence of improved behaviour, completed or outstanding objectives, barriers, support provided, and any amendments needed.

Feedback culture and orientation support ongoing development (London and Smither, 2002). Effective feedback states the standard, identifies the gap and explains how to close it, focusing on observable behaviour rather than personal traits.

Assessment must be fair and consistent. Customer feedback can contribute but should not decide the outcome, because customer expectations may conflict with policy. Records stay confidential and accessible only to those with a legitimate need. The employee can record a response if they disagree with an assessment.

5.5 Evaluation and use within performance management

Kirkpatrick's four levels evaluate reaction, learning, behaviour and results (Kirkpatrick and Kirkpatrick, 2016). At Lextan reaction concerns relevance, learning concerns knowledge of procedures, behaviour concerns consistent application on shift, and results include fewer errors, better customer handling and greater capacity to support colleagues.

This stops evaluation at course completion. Positive comments about a training activity do not prove performance has changed. The strongest evidence is sustained behaviour backed by system records, observation, incident notes and feedback.

Performance management has moved from isolated appraisal to a wider process of expectations, support, observation, feedback and improvement (DeNisi and Murphy, 2017). If objectives are met, responsibilities can expand gradually and the employee can help with future inductions or be considered for a suitable opportunity. This supports succession planning, but does not guarantee promotion.

If an objective is not met, the manager should first identify why. A knowledge gap may need more training; inconsistent behaviour may need further coaching. Problems caused by unclear procedures, lack of supervision or workload should lead to organisational action, rather than the blame placed solely on the employee.

The plan also supports sustainability by spreading knowledge and reducing dependence on a few experienced staff. Reusable checklists, role-play scenarios and induction guidance can help future employees. Overall, it links personal development to measurable performance while keeping fairness, confidentiality, and shared responsibility.

6. Conclusion

Developing individuals benefits Lextan when learning matches genuine employee and organisational needs. Investment in the focal employee can improve accuracy, customer service, independent judgement and readiness for extra responsibility. Sharing that learning strengthens relationships and reduces reliance on a small number of experienced people.

Training is not an automatic fix for every problem; development has limited value when difficulties stem from unclear procedures, inadequate resources or insufficient management support. Expectations must be managed honestly, especially where completing development cannot guarantee promotion or higher pay.

A blended programme of formal learning, coaching, mentoring, observation and supervised experience is more effective than any single method. The 12-week plan sets measurable objectives while allowing adjustment when opportunities are limited. Formative feedback, a final assessment, and evidence of workplace behaviour let the plan support performance management without becoming punitive.

Successful development also requires shared responsibility. The employee participates and applies feedback; Lextan provides clear standards, appropriate support and fair chances to demonstrate improvement. When these conditions are met, individual development

contributes to better performance, stronger workplace relationships and a more sustainable learning organisation.

References

Aguinis, H. and Kraiger, K. (2009) 'Benefits of training and development for individuals and teams, organizations, and society', *Annual Review of Psychology*, 60, pp. 451–474.
<https://doi.org/10.1146/annurev.psych.60.110707.163505>

Allen, T.D., Eby, L.T., Poteet, M.L., Lentz, E. and Lima, L. (2004) 'Career benefits associated with mentoring for protégés: A meta-analysis', *Journal of Applied Psychology*, 89(1), pp. 127–136. <https://doi.org/10.1037/0021-9010.89.1.127>

Baldwin, T.T. and Ford, J.K. (1988) 'Transfer of training: A review and directions for future research', *Personnel Psychology*, 41(1), pp. 63–105.
<https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>

Barney, J. (1991) 'Firm resources and sustained competitive advantage', *Journal of Management*, 17(1), pp. 99–120. <https://doi.org/10.1177/014920639101700108>

Becker, G.S. (1964) *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. New York: Columbia University Press.

Deci, E.L. and Ryan, R.M. (2000) 'The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior', *Psychological Inquiry*, 11(4), pp. 227–268.
https://doi.org/10.1207/S15327965PLI1104_01

DeNisi, A.S. and Murphy, K.R. (2017) 'Performance appraisal and performance management: 100 years of progress?', *Journal of Applied Psychology*, 102(3), pp. 421–433.
<https://doi.org/10.1037/apl0000085>

Eisenberger, R., Huntington, R., Hutchison, S. and Sowa, D. (1986) 'Perceived organizational support', *Journal of Applied Psychology*, 71(3), pp. 500–507.
<https://doi.org/10.1037/0021-9010.71.3.500>

Ellinger, A.D., Ellinger, A.E. and Keller, S.B. (2003) 'Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry', *Human Resource Development Quarterly*, 14(4), pp. 435–458.
<https://doi.org/10.1002/hrdq.1078>

Garvin, D.A. (1993) 'Building a learning organization', *Harvard Business Review*, 71(4), pp. 78–91.

Ilgen, D.R., Fisher, C.D. and Taylor, M.S. (1979) 'Consequences of individual feedback on behavior in organizations', *Journal of Applied Psychology*, 64(4), pp. 349–371.
<https://doi.org/10.1037/0021-9010.64.4.349>

Kirkpatrick, J.D. and Kirkpatrick, W.K. (2016) *Kirkpatrick's Four Levels of Training Evaluation*. Alexandria, VA: ATD Press.

Kolb, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall.

Locke, E.A. and Latham, G.P. (2002) 'Building a practically useful theory of goal setting and task motivation: A 35-year odyssey', *American Psychologist*, 57(9), pp. 705–717.
<https://doi.org/10.1037/0003-066X.57.9.705>

London, M. and Smither, J.W. (2002) 'Feedback orientation, feedback culture, and the longitudinal performance management process', *Human Resource Management Review*, 12(1), pp. 81–100. [https://doi.org/10.1016/S1053-4822\(01\)00043-0](https://doi.org/10.1016/S1053-4822(01)00043-0)

Miller, G.E. (1990) 'The assessment of clinical skills/competence/performance', *Academic Medicine*, 65(9), pp. S63–S67. <https://doi.org/10.1097/00001888-199009000-00045>

Pashler, H., McDaniel, M., Rohrer, D. and Bjork, R. (2008) 'Learning styles: Concepts and evidence', *Psychological Science in the Public Interest*, 9(3), pp. 105–119.
<https://doi.org/10.1111/j.1539-6053.2009.01038.x>

Pulakos, E.D. (2004) *Performance Management: A Roadmap for Developing, Implementing and Evaluating Performance Management Systems*. Alexandria, VA: SHRM Foundation.

Rousseau, D.M. (1989) 'Psychological and implied contracts in organizations', *Employee Responsibilities and Rights Journal*, 2(2), pp. 121–139. <https://doi.org/10.1007/BF01384942>

Saks, A.M. (2006) 'Antecedents and consequences of employee engagement', *Journal of Managerial Psychology*, 21(7), pp. 600–619. <https://doi.org/10.1108/02683940610690169>

Salas, E., Tannenbaum, S.I., Kraiger, K. and Smith-Jentsch, K.A. (2012) 'The science of training and development in organizations: What matters in practice', *Psychological Science in the Public Interest*, 13(2), pp. 74–101. <https://doi.org/10.1177/1529100612436661>

Schein, E.H. (1990) *Career Anchors: Discovering Your Real Values*. San Diego, CA: Pfeiffer & Company.

Senge, P.M. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.

Wright, P.M. and McMahan, G.C. (1992) 'Theoretical perspectives for strategic human resource management', *Journal of Management*, 18(2), pp. 295–320.
<https://doi.org/10.1177/014920639201800205>