

Applied Leadership and Management in the Workplace

Module Assignment Submission

Student Name:	
Student Number:	
Module No:	
Module Title:	

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.

Table of Contents

1.0 Introduction.....	2
2.0 Main Findings.....	3
2.1 Impacts of Developing Individuals in the Workplace	3
2.1.1 Five Areas of Talent Development.....	5
2.2 Managing Employee Expectations.....	6
2.2.1 Holland's Model of Vocational Choice	7
2.2.2 Schein's Career Anchors.....	7
2.2.3 Matching Individual and Organisational Needs	8
2.3 Development Vehicles Available to Tesco.....	9
2.4 Individual Development Plan and Performance Management.....	11
2.4.1 Individual Development Plan	11
2.4.2 Using the Plan to Manage Performance	12
3.0 Conclusion.....	13
4.0 References.....	14

1.0 Introduction

Within this report it will examine employee development at Tesco, a major UK retailer operating in a competitive environment. The report critically assesses the organisational benefits of developing individuals, explains how employee expectations can be managed and evaluates development methods suitable for individual needs. It also presents an individual development plan and considers how this can support performance management.

Employee development is an important aspect of human resource management because organisations depend on employees having the knowledge, skills and capabilities required to achieve organisational objectives. Effective development can benefit both employees and organisations by improving performance, supporting engagement and strengthening workplace relationships. However, the impact of development depends on whether learning is relevant to the employee's role and whether opportunities are supported by the organisation (Aguinis & Kraiger, 2009; Garavan et al., 2021).

The report focuses on a Tesco customer assistant who wishes to improve communication with customers, teamwork and confidence when responding to enquiries. The individual is not seeking promotion but wants to become more effective in their current role. This provides an opportunity to consider how development can meet personal objectives while supporting Tesco's operational requirements. The Michigan Model of Human Resource Management and relevant career theories are used to examine the relationship between employee development, organisational performance and individual expectations.

2.0 Main Findings

2.1 Impacts of Developing Individuals in the Workplace

Employee development involves activities that improve employee's knowledge, skills and abilities so that they can perform their current roles more effectively and prepare for future responsibilities. At Tesco, development is particularly relevant because customer assistants interact with customers, colleagues and managers while supporting daily retail operations. Employees who communicate effectively and work collaboratively can help create a more positive customer experience and contribute to efficient store performance.

Research suggests that training and development can improve individual and organisational outcomes. Aguinis and Kraiger (2009) found that training can benefit

individuals, teams, organisations and society. Similarly, Garavan et al. (2021) identified a relationship between training and organisational performance, although the strength of this relationship can vary according to organisational and contextual factors. Therefore, Tesco should not assume that providing training will automatically improve performance. Development must be relevant, accessible and supported by opportunities to apply learning in the workplace.

One potential benefit is improved employee competence, for example, communication training could help a Tesco customer assistant respond more clearly to customer questions, listen carefully and manage difficult interactions professionally. Improved competence may reduce avoidable misunderstandings and help employees resolve routine enquiries more efficiently. However, training alone may not be sufficient if employees experience excessive workloads, inadequate staffing or limited managerial support. Baldwin and Ford (1988) explain that the transfer of training depends partly on the work environment and the opportunity to apply learning. Tesco should therefore combine formal learning with practical experience and feedback.

A second benefit is employee confidence and engagement. Employees who receive constructive feedback and appropriate development opportunities may feel that their contribution is valued. This can encourage greater involvement in team activities and improve willingness to learn. Nevertheless, development can have the opposite effect if employees perceive it as criticism or believe that additional responsibilities are being imposed without support. Managers should explain the purpose of development and involve employees in setting realistic objectives.

Developing individuals may also support teamwork. In a retail environment, customer assistants often depend on colleagues to share information, manage queues and respond to customer needs. Improving communication can reduce misunderstandings and support cooperation between employees. Salas et al. (2012) emphasise the importance of training that develops teamwork and coordination. However, the success of teamwork also depends on clear responsibilities, effective supervision and a supportive working culture. Individual training cannot resolve every problem if communication difficulties are caused by wider organisational issues.

Employee development may further contribute to retention and organisational capability. Employees who see opportunities to learn may be more willing to remain with an organisation, helping it retain experience and reduce recruitment and induction costs. However, development does not guarantee retention because employees may leave for reasons such as pay, working hours or limited career opportunities. Tesco should therefore view development as one element of a wider employee experience rather than a complete solution to retention.

Despite these benefits, employee development can create challenges for Tesco. Training requires time, financial resources and staff availability, which may be difficult to manage in a busy retail environment. Releasing employees for training could place additional pressure on colleagues, particularly during peak trading periods. Furthermore, development may not produce immediate improvements, as employees need time to practise and apply their learning. Tharenou et al. (2007) highlight the importance of examining the relationship between training and organisational outcomes rather than assuming that training automatically improves performance. Tesco should therefore identify priority skill gaps, schedule learning around operational demands and evaluate whether development produces measurable improvements. This would help ensure that investment in employees supports both individual capability and organisational effectiveness.

The Michigan Model of Human Resource Management provides a useful framework for considering these benefits. Fombrun et al. (1984) identify four connected HR activities: selection, appraisal, rewards and development. The model emphasises the importance of aligning people management with organisational objectives. At Tesco, selection should identify individuals with appropriate capabilities, appraisal should assess performance, rewards should recognise contribution and development should address skill gaps.

The model is useful because it highlights that development should not operate in isolation. For example, feedback from an employee appraisal could identify that a customer assistant needs to improve communication when responding to customer enquiries. A suitable development activity could then be agreed, followed by a review of performance. However, the Michigan Model has been criticised for its strong emphasis on organisational performance and strategic alignment, which may give less attention to employees' individual needs and wellbeing. Tesco should therefore combine organisational priorities with employee involvement to ensure development is mutually beneficial.

Overall, developing individuals can improve competence, confidence, teamwork and organisational capability. These benefits are most likely when development is linked to genuine needs, managers support the learning process and employees are given opportunities to apply new skills.

2.1.1 Five Areas of Talent Development

Employee development can support several connected talent management objectives.

Attracting and retaining talent: Development opportunities may make Tesco more attractive to applicants and encourage existing employees to remain. However,

retention also depends on fair treatment, pay, working conditions and progression opportunities.

Motivating and engaging employees: Involving employees in their development can increase their sense of responsibility and recognition. Locke and Latham (2002) suggest that specific, challenging and accepted goals can improve motivation and performance. Development objectives should therefore be clear and achievable.

Building the employer brand: An organisation that demonstrates a commitment to employee learning may develop a positive reputation as an employer. Nevertheless, the reputation must reflect employees' actual experiences rather than statements about development alone.

Creating a values-based culture: Development can reinforce expected behaviours, including respect, cooperation and customer service. At Tesco, managers can model these behaviours and provide feedback on how employees communicate with customers and colleagues.

Developing people's capabilities: Training and coaching can address current skills gaps and help employees adapt to changes in retail operations. Noe and Wilk (1993) highlight the importance of employee involvement in development activities. Tesco should therefore consider the employee's interests and learning needs when choosing development methods.

These areas demonstrate that development can support both individual and organisational aims. However, the benefits depend on how development is implemented and whether employees have the time, support and resources to participate.

2.2 Managing Employee Expectations

Managing employee expectations involves understanding what an individual hopes to achieve through development and explaining what the organisation can reasonably provide. At Tesco, the customer assistant may want to improve communication, teamwork and confidence without moving into a supervisory position. The manager should respect this objective rather than assuming that every employee wants promotion.

An initial development discussion should identify the employee's strengths, concerns, preferred learning methods and areas for improvement. The manager can use questions and performance evidence to establish whether the employee's expectations are realistic. For example, the employee may believe that attending a communication

course will resolve all customer interactions. The manager should explain that learning is likely to require practice, feedback and time before improvements become consistent.

Clear objectives are important. Locke and Latham (2002) explain that goal setting can support performance when goals are specific and accepted by the individual. A suitable objective for the Tesco customer assistant would be to demonstrate clearer communication when responding to customer enquiries and to use feedback to improve their approach over an agreed period.

Managers should also explain organisational limitations. Tesco may not be able to offer every course or guarantee a promotion, pay increase or immediate change in responsibilities. Honest communication can prevent unrealistic expectations and disappointment. However, managers should avoid making development discussions entirely organisation-led, because employees may disengage if their personal goals are ignored.

Feedback and regular reviews are also important. London and Smither (1995) discuss the role of feedback in performance improvement and development. Feedback should identify what the employee is doing well, where improvement is required and what practical steps should follow. It should be specific and constructive rather than focused on personal criticism.

Managing expectations therefore requires a balance between employee aspirations and organisational requirements. A shared development plan, clear objectives and regular communication can help Tesco support realistic progress while maintaining employee motivation.

2.2.1 Holland's Model of Vocational Choice

Holland's theory proposes that people and work environments can be understood through six vocational personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. The theory suggests that greater alignment between an individual's interests and their work environment may contribute to job satisfaction and persistence (Nauta, 2010).

For the Tesco customer assistant, the social type may be relevant because this type is associated with helping, supporting and interacting with other people. The employee's interest in improving customer communication and teamwork may indicate that interpersonal aspects of the role are important to them. Development activities involving role-play, peer learning and customer interaction could therefore be appropriate.

However, Holland's theory should be used as a guide rather than as a fixed classification. Employees may demonstrate characteristics across several types, and their interests can change through experience. Nauta (2010) reviews the development and evidence surrounding Holland's theory, illustrating the importance of considering the wider research context. It would therefore be inappropriate for Tesco to make development decisions solely on the basis of an assumed personality type.

The theory can help managers discuss what employees enjoy, which tasks they find difficult and what learning approaches may suit them. Moreover, development decisions should also consider observed performance, the employee's own views and the requirements of the role.

2.2.2 Schein's Career Anchors

Schein's career anchor theory suggests that individuals develop relatively stable career-related values, motives and talents that influence their work decisions (Schein, 1990). Career anchors commonly discussed in the theory include technical or functional competence, general managerial competence, autonomy, security, entrepreneurial creativity, service or dedication to a cause, pure challenge and lifestyle.

In Tesco's case, the customer assistant may value service and dedication to others, because the employee wants to improve customer interactions and teamwork. The employee may also value security or lifestyle if they wish to become more confident in their current role without taking on management responsibilities or changing working arrangements.

Understanding these preferences can help the manager offer development that is meaningful to the employee. For example, customer-service coaching and opportunities to share effective communication practices may be more suitable than a management development course. This approach recognises that development does not always have to lead to promotion.

However, career anchors should not be treated as permanent labels. An employee's preferences may change because of personal circumstances, experience or changing career priorities. The manager should use career discussions to explore expectations rather than assume that an employee has one fixed career direction.

Schein's theory is therefore useful because it encourages Tesco to consider individual values when planning development. Its limitation is that career preferences alone cannot determine the most suitable development method; managers must also consider capability, performance evidence and operational needs.

2.2.3 Matching Individual and Organisational Needs

Effective development should balance individual aspirations with organisational requirements. Tesco needs customer assistants who can communicate clearly, cooperate with colleagues and respond appropriately to customer enquiries. The employee wants to become more confident and effective in their current role. These aims are compatible because improvements in communication and teamwork can benefit both parties.

The manager should identify shared objectives and agree how progress will be assessed. For example, the employee could practise responding to common customer questions, observe an experienced colleague and receive feedback during regular check-ins. The manager should also make clear that the purpose is to improve performance in the current role, not to create an expectation of promotion.

This approach reflects the psychological contract, which concerns employees' perceptions of mutual obligations between themselves and their employer (Guest, 2002). If the employee believes that development has been promised but receives little support, trust may be weakened. Tesco should therefore ensure that commitments are realistic and followed through.

A successful match requires continuing discussion. Organisational priorities may change, while the employee may identify additional learning needs. Regular reviews allow the plan to be adjusted without losing sight of the agreed objectives.

2.3 Development Vehicles Available to Tesco

A development vehicle is a method used to build an employee's knowledge, skills or capability. Tesco should select methods that address the customer assistant's communication, teamwork and confidence needs while remaining practical within a busy retail environment.

On-the-job training allows employees to learn while carrying out normal duties. The customer assistant could practise responding to customer enquiries under the guidance of an experienced colleague. This method is practical because learning takes place in the real working environment. However, the quality of training may vary depending on the colleague providing support, and busy periods may limit opportunities to practise.

Coaching involves guided discussion, questioning, feedback and agreed actions. A line manager could help the employee reflect on difficult customer interactions and identify alternative responses. Coaching can be tailored to individual needs, but it requires time

and a manager with appropriate coaching skills. If conversations become overly critical or inconsistent, they may reduce rather than build confidence.

Mentoring and peer observation allow the employee to learn from someone with relevant experience. Observing a confident customer assistant could demonstrate how to listen, explain information clearly and remain calm when a customer is dissatisfied. The employee could then discuss what they observed and practise the same behaviours. However, good practice must be explained rather than simply copied, as different customer situations require different responses.

Formal training may include customer-service workshops, communication modules or relevant online learning. Formal training can introduce consistent principles and give employees structured learning materials. Nevertheless, training may have limited value if employees do not have opportunities to apply the skills. Baldwin and Ford (1988) highlight the importance of transfer conditions, while Blume et al. (2010) identify factors associated with the transfer of training. Tesco should therefore link formal learning to workplace practice and follow-up feedback.

Job shadowing and role-play can provide opportunities to observe good practice and rehearse responses to typical customer situations. Role-play may be particularly useful for building confidence before applying new skills with customers. However, activities must be realistic and supportive; otherwise, employees may feel embarrassed or see the exercise as artificial.

Performance appraisal and feedback can help identify development needs and review progress. Feedback should be based on specific examples and linked to agreed objectives. Appraisal alone is unlikely to develop skills unless it leads to practical action and support.

The choice of development method should also consider cost, accessibility and the employee's preferred learning approach. Formal training can provide consistent information to several employees, but it may be less effective if the content is not relevant to their daily responsibilities. Coaching offers more personalised support, although its effectiveness depends on the manager's ability to provide constructive guidance. Peer observation allows employees to learn from experienced colleagues, but good practice should be explained and adapted rather than copied without consideration of the situation. Saks and Burke (2012) examine the relationship between training evaluation and transfer of training, reinforcing the importance of considering whether learning is applied in practice.

A blended approach is therefore appropriate for Tesco. Combining formal learning with coaching, observation and practical experience can help the customer assistant

understand communication techniques, practise them safely and apply them during customer interactions.

No single method is sufficient for every employee. A combination of coaching, peer observation, role-play and workplace practice is likely to suit the customer assistant because the required skills are interpersonal and need to be demonstrated in real situations. The manager should consider the employee's preferences, operational pressures, available resources and the evidence of progress when reviewing the methods selected.

The effectiveness of development should also be evaluated. Kirkpatrick and Kirkpatrick (2006) describe four levels of training evaluation: reaction, learning, behaviour and results. Tesco could use employee feedback to assess the usefulness of activities, practical exercises to assess learning, workplace observation to assess behaviour and customer-service feedback to consider results. However, a positive reaction to training does not prove that performance has improved. Evaluation should therefore use several forms of evidence rather than relying on employee satisfaction alone.

2.4 Individual Development Plan and Performance Management

An individual development plan (IDP) identifies the skills an employee needs to develop, the actions required, the support available and how progress will be evaluated. For the Tesco customer assistant, the plan should focus on improving communication, teamwork and confidence while maintaining effective performance in the current role.

The plan should be agreed by the employee and manager. This encourages ownership and makes expectations clear. The objectives should be realistic, relevant to the job and linked to observable behaviours.

2.4.1 Individual Development Plan

Development need	Action	Support required	Timescale	Measure of success
Customer communication	Complete relevant customer-service learning and practise responding to common enquiries	Access to learning materials and manager guidance	Weeks 1–2	Learning completed and key communication techniques explained
Confidence when responding to enquiries	Observe an experienced colleague and practise responses through role-play	Experienced colleague and supportive feedback	Weeks 2–4	Employee demonstrates clear and calm responses during practice
Teamwork and information sharing	Take part in team discussions and practise sharing relevant information with colleagues	Team leader feedback and opportunities to collaborate	Weeks 3–6	More consistent information sharing and positive examples of cooperation
Applying learning at work	Use new communication techniques during normal customer interactions	Manager observation and brief check-ins	Weeks 4–8	Evidence that learning is being applied in the workplace
Review and continued improvement	Discuss progress, identify remaining gaps and agree next steps	Formal review with line manager	Week 8	Progress reviewed against objectives and further actions agreed

2.4.2 Using the Plan to Manage Performance

Performance management should be supportive and ongoing rather than limited to the final review. During the eight-week development period, the manager should provide regular feedback and recognise improvements as they occur. This can help maintain motivation and allow difficulties to be addressed before they become established habits. If the employee struggles to meet an objective, the manager should first investigate the reasons. For example, the employee may require further practice, clearer instructions or more opportunities to observe experienced colleagues. Adjusting the development activity may be more effective than simply extending the deadline or treating the lack of progress as poor performance.

However, the employee should also take responsibility for participating in learning activities and applying feedback. A shared approach creates clear accountability for both parties. At the final review, progress should be assessed against the original objectives using workplace observations, examples of customer interactions and feedback from the employee and manager. Any conclusions should take account of external influences, such as workload and staffing levels. This approach allows Tesco to make informed decisions about further development while ensuring that performance expectations remain fair and realistic.

Goal setting can improve performance when objectives are clear, accepted and supported by feedback (Locke & Latham, 2002). The plan should therefore focus on achievable actions rather than vague expectations such as "be better at communication". It should also avoid treating mistakes as automatic evidence of failure, since development requires practice and adjustment.

Training evaluation provides another way to assess the plan. Kirkpatrick and Kirkpatrick's (2006) framework can help Tesco consider whether the employee found the activities useful, acquired the intended skills, applied them at work and contributed to improved outcomes. However, any changes in customer feedback or performance may be influenced by staffing levels, workload or other workplace conditions. Evaluation should therefore consider the context rather than attributing every improvement to training.

At the eight-week review, the manager and employee should compare evidence with the original objectives. If progress has been made, the employee may continue practising the skills and identify further areas for development. If progress is limited, the manager should explore the reasons before deciding on additional support. The employee may need more practice, clearer guidance or a different learning method.

The plan should be treated as a continuing process rather than a one-off document. Regular reviews help ensure that development remains relevant and that learning is transferred into everyday work. This also supports fairness because expectations, support and assessment criteria are made explicit.

Overall, the IDP gives Tesco a structured method for supporting the employee's development while monitoring performance. Its effectiveness depends on realistic objectives, appropriate support, reliable evidence and meaningful involvement from both the employee and the manager.

3.0 Conclusion

This report has critically examined the benefits of employee development at Tesco, the management of employee expectations and the development methods available to address individual needs. Development can improve employee competence, confidence, teamwork and organisational capability. However, these benefits are not automatic and depend on the relevance of learning, managerial support and opportunities to apply new skills in the workplace.

The Michigan Model demonstrates the importance of linking development with selection, appraisal and rewards, although its organisational focus should be balanced with attention to employee needs. Holland's vocational theory and Schein's career anchors provide useful ways to explore work preferences and career values, but they should support rather than determine development decisions.

For the customer assistant, a combination of coaching, peer observation, role-play, formal learning and workplace practice is appropriate for improving communication, teamwork and confidence without assuming that promotion is the employee's goal. The proposed eight-week individual development plan provides clear actions, timescales, support and measures of success. It also allows progress to be reviewed through feedback and workplace evidence.

In conclusion, Tesco should approach employee development as a shared responsibility. When individual aspirations are aligned with organisational requirements and progress is evaluated realistically, development can support better performance, stronger workplace relationships and a more positive working environment.

4.0 References

- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451–474. <https://doi.org/10.1146/annurev.psych.60.110707.163505>
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065–1105. <https://doi.org/10.1177/0149206309352880>
- Feldman, D. C., & Bolino, M. C. (1996). Careers within careers: Reconceptualizing the nature of career anchors and their consequences. *Human Resource Management Review*, 6(2), 89–112. [https://doi.org/10.1016/S1053-4822\(96\)90014-5](https://doi.org/10.1016/S1053-4822(96)90014-5)
- Fombrun, C. J., Tichy, N. M., & Devanna, M. A. (Eds.). (1984). *Strategic human resource management*. Wiley.
- Furnham, A. (2001). Vocational preference and P-O fit: Reflections on Holland's theory of vocational choice. *Journal of Vocational Behavior*, 58(1), 1–13.
- Garavan, T., McCarthy, A., Lai, Y., Murphy, K., Sheehan, M., & Carbery, R. (2021). Training and organisational performance: A meta-analysis of temporal, institutional and organisational context moderators. *Human Resource Management Journal*, 31(1), 93–119. <https://doi.org/10.1111/1748-8583.12284>
- Garavan, T., McCarthy, A., Sheehan, M., Lai, Y., Saunders, M. N. K., Clarke, N., Carbery, R., & Shanahan, V. (2019). Measuring the organizational impact of training: The need for greater methodological rigor. *Human Resource Development Quarterly*, 30(3), 291–309. <https://doi.org/10.1002/hrdq.21345>
- Guest, D. E. (2002). Perspectives on the study of the psychological contract. *Journal of Organizational Behavior*, 23(2), 115–125. <https://doi.org/10.1002/job.127>
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.
- Lester, S. W., Kickul, J. R., & Bergmann, T. J. (2007). Managing employee perceptions of the psychological contract over time: The role of employer social accounts and contract fulfillment. *Journal of Organizational Behavior*, 28(2), 191–208.

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

London, M., & Smither, J. W. (1995). Can multi-source feedback change perceptions of goal accomplishment, self-evaluations, and performance-related outcomes? Theory-based applications and directions for research. *Personnel Psychology*, 48(4), 803–839.

Miller, P. (1990). Strategic human resource management: An assessment of progress. *Human Resource Management Journal*, 1(1), 23–39.

Nauta, M. M. (2010). The development, evolution, and status of Holland's theory of vocational personalities: Reflections and future directions for counseling psychology. *Journal of Counseling Psychology*, 57(1), 11–22. <https://doi.org/10.1037/a0018213>

Noe, R. A., & Wilk, S. L. (1993). Investigation of the factors that influence employees' participation in development activities. *Journal of Applied Psychology*, 78(2), 291–302. <https://doi.org/10.1037/0021-9010.78.2.291>

Nye, C. D., Su, R., Rounds, J., & Drasgow, F. (2012). Vocational interests and performance: A quantitative summary of over 60 years of research. *Perspectives on Psychological Science*, 7(4), 384–403. <https://doi.org/10.1177/1745691612449021>

Saks, A. M., & Burke, L. A. (2012). An investigation into the relationship between training evaluation and the transfer of training. *International Journal of Training and Development*, 16(2), 118–127. <https://doi.org/10.1111/j.1468-2419.2011.00397.x>

Salas, E., Tannenbaum, S. I., Kraiger, K., & 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), 74–101. <https://doi.org/10.1177/1529100612436661>

Schein, E. H. (1990). *Career anchors: Discovering your real values*. Jossey-Bass.

Tharenou, P., Saks, A. M., & Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review*, 17(3), 251–273. <https://doi.org/10.1016/j.hrmr.2007.07.004>

