



DEVELOPING RELATIONSHIPS AND WORKPLACE ACHIEVEMENT

BA LEADERSHIP AND MANAGEMENT SKILLS FOR THE WORKPLACE

Faculty of business and management

KATAKAYA MAGANDAZI DANIEL

Student No: 1605751

November 04th 2018

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1.0 Introduction

Case study

Armitage shanks was founded in 1817 in the UK with an objective to be a producer of sanitary ware. The company has continued to develop using manufacturing skills, and by investing in technology, the company has become a brand serving cause to provide exceptional bathroom solutions for all types of businesses. Armitage shanks is at the forefront of product development, innovation and provision of sustainable energy and water solutions. Armitage shanks has been considered one of the leading well respected and recognized brands when it comes to commercial bathrooms, washroom installations, sanitary ware in the UK and the world over. Armitage Shanks was taken over by Ideal Standard International BVBA in the early 90s a privately-owned company with headquarters in Brussels, with a presence in over 30 countries, employing approximately 10,000 people.

1.1 Human resource management and theories

Figure 1. human resource management



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The process of managing people to ensure management maximum performance of employees of much as possible and also secure success in attaining the organization goal according to (Beer et al.,1984; Fombrun et al., 1984) is referred to as Human resources.

There are three main theories of human resource management according to Chapman & Hall (1997) namely, descriptive, strategic and normative theories.

1.1.1 Strategic theories of HRM

The strategic theories mainly focused on how relationships exist between HRM policies, likely external contingencies and practice according to Hendry and Pettigrew (1990).

1.1.2 Descriptive theories of HRM

These theories primarily broaden the way human resource content is classified based on the conceptual field maps and the variety of possible outcomes. In this model, the stakeholder approach is used whereby a variety of expected results based on the stakeholders' interests is identified. However, essentially the models have focused employee's work relation with a specific interest in how the manager balances the choices to be made within the project scope, competing interests and identifying those with may be able to influence the choices within the project scope (David, 1997).

1.1.3 Normative theories of HRM

By nature, the normative theories tend to try and exhibit the prescriptiveness of the theory and thus indicate the existence of the body of knowledge to fundamentally support the best practice or a sequence of values exhibiting best practice. More than often both theories are visited (David, 1997).

2.0 People development in organizations

Maintenance and development of both the employee and organization's potential is fundamentally dependent on employee/people development. Moreover, people development gives employees the idea that, the organization highly esteems their employees, regarding employment and employability (Woods and de Menezes, 1998; Arthur, 1994;). Furth more, any commitment by the organization to their employee's professional and personal growth may be reciprocated back to the organization regarding employee commitment to the organization (Wayne et al., 1997).

People/employee development is made-up of a series of activities such as participation and membership with professional organisations, continuing education, activities related to research, courses and programs which are aimed at increasing an employee's skills and enhancing their knowledge of the industry and training on the job (OJT), with each part representing a variety of opportunities Gleeson (2018).

2.1 Benefits of people development in organizations

Because of the increased dependency of organizations on human resources, it has become inevitable to create suitable development programs focused on employees within an organization according to Schein (1977).

2.1.1 Improved Employee Performance management

Figure 2 employee performance management cycle.



Photo by Suny Geneseo

For an employee to perform better, there is a need for them to receive the required training, and once this is done, they become more acquainted with the right procedures and safety practices concerning any tasks they need to perform. This training may in a way build the employee's confidence as they get to understand how the industry and their jobs operate. This in return encourages innovation and excellence keeping the employees on top of their performance and the evolving industry enabling them to advance to leadership positions within the organization and the industry as well (Frost, 2018).

2.1.2 Consistency

Trained and developed employees tend to be consistent both in background knowledge and experience, both of which are critical aspects to the any organization's procedures and policies since it is mandatory that all people working for the organization are aware of the essential organization's expectations. Some of these policies and procedures include administrative tasks, safety, and discrimination according to Frost, (2018).

3.0 Tools of people development in organizations

3.1 Professional Organization Programs

Various opportunities which are educational and developmental are often provided by professional organizations, people acquire more skills through conferences and workshops featuring skills development combined with educational research see Gleeson (2018).

4.0 Benefits of people development to organizations

As suggested by Meyer et al (1990) suggested that employees tend to invest a lot of energy and time in development programs with a notion that, since some of the attained skills are not transferable, then the employees are more likely to grow and be appreciated within the organization whereas Ferris & Urban (1984) emphasized that developed employees are more likely to gain job satisfaction.

5.0 Benefits of people development to the individuals within the organization

5.1 Peer to peer benefits

Positive and beneficial exchanges in terms of relationships between employees is greatly attributed to positive and developmental actions that organizations take towards their employees and hence obliging the employees to reciprocate the same action towards their peers within the same organization as denoted by (Settoon et al., 1996 p.219).

5.2 Career progression

Figure 3 Career progression



4C Associates

An employee's satisfactory response to the specific needs of the job is a factual representation of job employee satisfaction as suggested by (Cotton & Tuttle, 1986) and furthermore, the

employees tend to feel in control of their career as they see new opportunities in line with the skills, they have attained during the employee development.

5.3 Enhanced skills for the job market

Employee development make employees who have gained more skill more valuable in terms of what they contribute to their organization and it also gives them leverage in the labor market should they choose to leave their current employer (Feldman, 1996). And Furth more according to Feldman (1996) increased employability levels tend to pose certain levels of job satisfaction as positive employee perceptions about their employer leads to positive employee attitude.

5.4 Addressing Weaknesses

Employee development programs such as training create opportunities for the development of specific skills especially among those who are weak in some areas of their job. Such programs bring the employees level of skills and knowledge to the desirable standards across the organization, and hence reducing the weak links who tend to depend on others to deliver. An employee with the desirable trained can deliver results with minimal supervision as denoted by Frost (2018).

5.5 Employee Satisfaction

Employees left to get their training opportunities with the company do not have the same advantages as those with direct access to training and development. Trained members of the organization are often valued and tend to be supportive (Frost, 2018)

6.0 Organisation development vehicles

Organizational development was defined as a method used to enact development and change in the structures of an organization technologically and or technological structures according to Friedlander & Brown (1974, p.314). Although Belcldlard (1969) also described it in relation to change, Belcldlard's school of thought was more inclined on organizational development as being organization-wide change managed in a top-bottom structure with a sole purpose of increasing the effectiveness of the organization using planned behavioral; science methods.

According to Bennis (1969, p.15), organizational development was defined in terms of response to change affecting the attitudes, beliefs, structures, and values of the organization. While French and Bell (1990, p.104) believed that organizational development was more of a

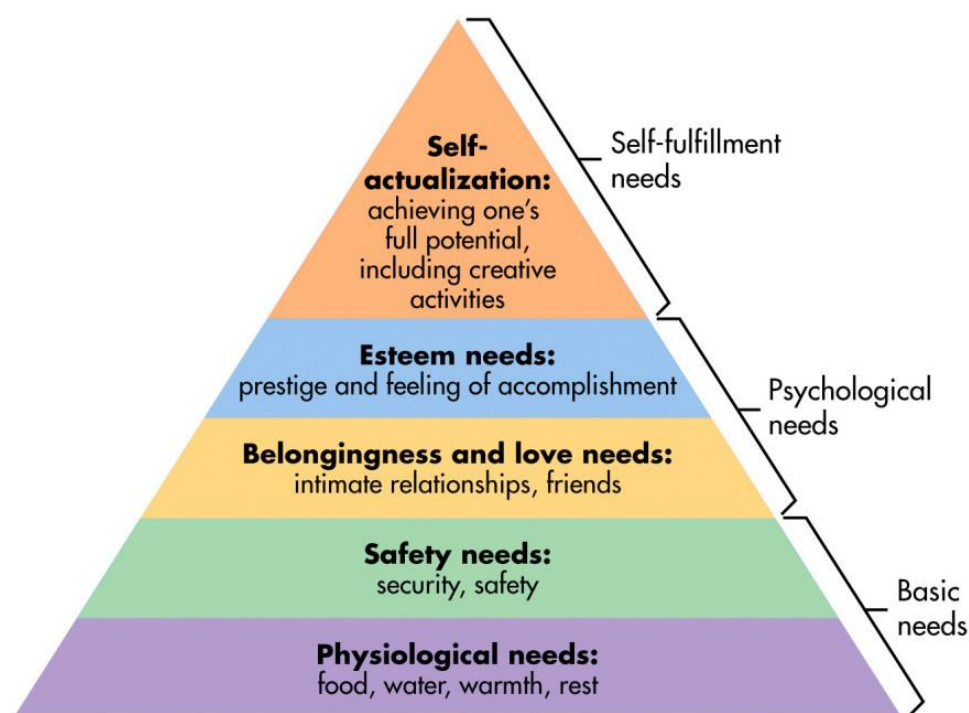
behavioral science discipline although systematically planned, efforts with a potential of effecting change with in the culture, social and human processes focusing on the organization's strengths and problems and carrying out interventions to improve o maintain the organization performance.

6.1 Theories of motivation

The willingness with which one exerts high commitment towards the goals of an organization in order to satisfy an individual is Motivation according to Robbins (1993). Furthermore, the context of the need in relation to the internal conditioning of an individual making the results appear attractive; although an unstructured need may create tension, stimulating individual drives, the individual drives tend to generate a behavior towards the achievement of specific goals which have been condition to satisfy the individual or reduce the tension that individual may have according to (Robbins (1993).

6.1.1 Maslow's' theory of motivation

Figure 4.Maslow's pyramid of needs



Simply psychology, 2006

As posited by Stephen (2000) Maslow's' motivation theory is bent on the belief that human beings constantly aspire to become more self-actualizing with unexplained and unlimited potential. As illustrated in figure 4 above. Maslow believed that a human being has five goals or basic needs that must attain, namely, safety, psychological, esteem, love, and self-

actualization. Employees of an organization stand to be motivated by the desire to maintain achieves a series of conditions upon which such basic satisfaction and intellectual desires rest. Human beings are perpetually wanting and as such, ordinarily for human to get satisfaction from their want, it not easy since the two are not mutually exclusive, making an average member of the society half satisfied and half unsatisfied. Essentially the theory proves to be very insightful to the leaders and managers within an organization. Leaders and manager are therefore able to identify the problems affecting their staff and find ways of motivating the employees by use of the diagram to establish programs and activities with a sole intention of satisfying any unmet needs. The theory also has an implication whereby organizations can form support programmes and focus groups which enable employees to manage stress in challenging times whilte understanding employee perspectives (Kreitner, 1998).

6.1.2 Hertzberg theory of motivation

Figure 5. Herzberg's two -factor theory of motivation



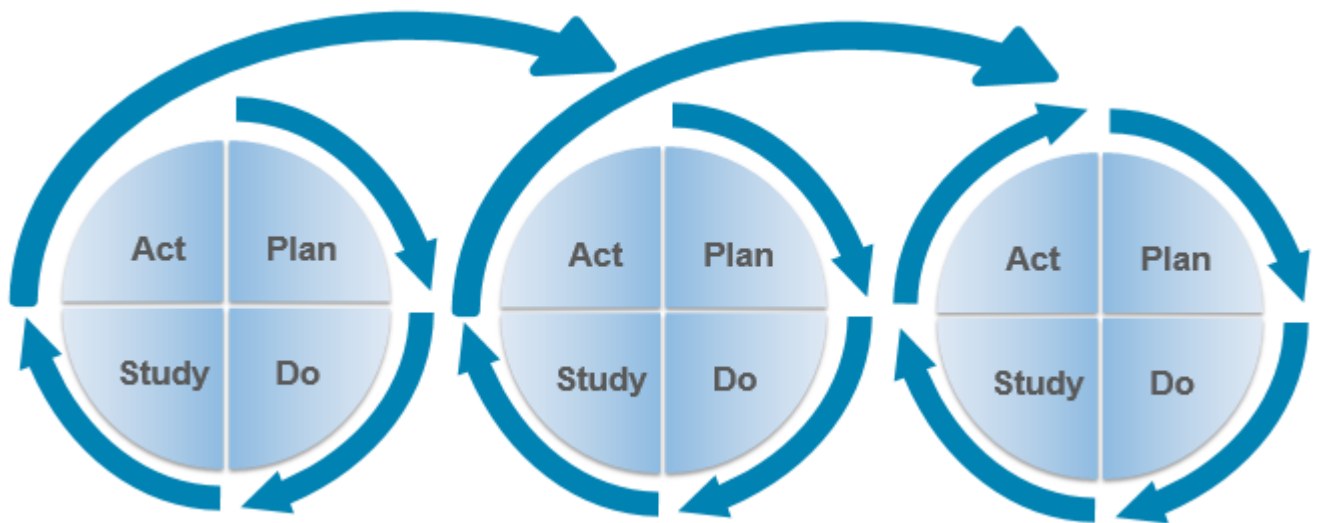
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Hezberg's theory of motivation suggests that there are two factors which can influence motivation in workplaces namely the hygiene and the motivators. The two factors work against each

other with the hygiene factors demotivating when in appropriate and motivator maintaining the effort (Bassett-Jones & Lloyd, 2005).

6.1.3 Deming's theory/ PDSA model

Figure 6 illustrates Deming's cycle.



Process street

According to (Rouse,1999) as illustrated above is the PDSA (Plan, Do, Study, Act) model popularised by Dr. Edwards Deming to improve the effectiveness and quality of the human resource management, project management, and product life cycle within an organization. The Deming's theories constitute the most significant part of the total quality management within an organization. As per Armitage shanks, the model is applied as follows;

Plan: The problem to be addressed is firstly identified, its root cause ascertained, and the relevant data collected.

Do: The necessary solution to the problem is created and implemented whilst monitoring the effect of the solution.

Check: Results confirmed before and after and data compared.

Act: Results documented, the necessary departments informed, and recommendations made, the new PDSA cycle starts.

6.1.4 McClelland Need Theory

Figure 6. McClelland's theory of needs



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According to McClelland's theory; For some people, personal achievement is more important than rewards. These kinds of people are motivated by efficiency and the urge to better than they did last time (Robbins, 1993). Furthermore, Robbins defined the need to achieve as the primary drive to succeed. The need for power was defined as the need to control other people's behavior. The need for affiliation was defined as the need for close relationships. One's individual need for achievement determines the purpose of motivation and performance according to (Kreitner, 1998).

6.2. OJT (On the job training)

In this case, an experienced member of staff will train a novice employee within a real work environment (Jacobs, 2003). In the US, during the year 2016, it was reported in the PEW report that most employment opportunities required either job training or higher levels of education and therefore there was a rise in the number organizations offering on the job training and development programmes to meet the demand. Out of over 125 U.S. corporations, 16 percent of the total revenue is spent on the employee training programs. There is also an opportunity to offer tuition reimbursement programs when it comes to professional courses. A list of fastest growing companies taking the lead. The training magazine 2015 indicated company heavily involved in employee training as the fastest growing companies such as Amazon, SAS and Seattle Genetics. Gleeson (2018).

6.3. Performance-Based Plan

Much like a report, a performance-based plan states the set objective or goal to be met. As per Armitage shanks, those in sales positions, always keep their focus on the performance. However, the plan often fails with the failure to articulate real-time development goals as posited by Leonard (2018). Furthermore, for the case of an organization using a performance-based plan, employees must indicate their goals and the obstacle they are faced with to determine what level support and training they require.

For example, if the sales representative in the shop is not hitting the required target for them to maintain their contract, a study of the numbers would not validate their legitimate stay with the organization. However, through the sales representative's performance development plan, their performance would rate poor or average, and the recommended training made Leonard (2018)

7.0 Importance of organization development vehicles to the development needs of an individual.

7.1 Succession Planning Program

Succession planning works very well i thatf a person in authority where by the person who has been groomed for that position is promoted to fill the person. The program ensures the preparation of the rising employee for the position. Succession planning assesses the potential of the raising employee and ensures that the employee is ready. The employee development plan indicates the employee milestones, achievements ensuring a smooth power transition as posited by Leonard (2018).

The Role of Core Competency Testing

Figure 7. an illustration of a core competency model

Core Competency Analysis	
Situation	Action
If you already have a core competency	Identify how to develop and improve each competency.
You have no core competencies but have identified potential ones	Identify which core competency it makes sense to invest in and develop.
You have not identified any existing or potential core competencies	Try again. But this time: - Involve more people in core competency discovery - Involve customers - Consider using an outside facilitator

Expert program management

An individual's potential can only be identified using a core competency test or model as one illustrated in figure 7 above. In some cases, job tailored candidates or employees testing services are provided to assess the individual's potential in the various fields available, such as vocational, leadership and other areas that the employee may be interested in. Besides the test, other aspects such as consistency, workplace , and ethics, can be used to identify an employee's core competency as stated by [Mueller \(2018\)](#).

The individual: career planning

Figure 8. A Model of Career Development



Institute of business management

Career was defined as “the moving perspective in which persons orient themselves with reference to the social order, and of the typical sequences and concatenation of office” By Hughes (1937) Although later on other writers like Baruch & Rosenstein, (1992) altered the definition to incline towards referring the career as an employee development process in terms of experience as they move between jobs in organization (s)

As organizations apply a variety of career practices, they tend to design and follow particular forms, strategies, and policies although over the course of time the responsibility of career development has shifted towards more individualist management, case in point, developed economies (Taniguchi, 2004).

Fig. 9. The Career Active System Triad (CAST) model

Level	Individual	Organization
Values	Aspirations	Philosophy (strategy)
Approaches	Attitudes	Policies
Behaviors	Actions	Practices

Baruch (2006).

As illustrated in figure 9 above the Career Active System Triad (CAST) model is made up of three analysis levels; Approaches, Values, and Behaviours. At the Values level, the emphasis is put on the morals, principals, and culture forming the foundation the approaches level to emerge. Cushioned by the Values level, the approaches level is founded on approaches and assumptions translated into action often referred to as practice and behaviors at the third level. Each of these attributes represents either the individual or organization's role in career development — for example, Values representing an individual, strategy representing the organization, attitudes representing individual and policies related to the organization's role. Action, the organization's managerial practices and behaviors of the people are the outcome according to Baruch's (2004a, p. 101).

8.0 personal development plan

A series of tools and models which can be used in conjunction with a personal development plane to facilitate one's career growth.

Figure 10. Holland's Model of Occupational Personality Types



Staunton (2015)

8.1 Holland's Model of Occupational Personality Types

There are six personality types based on Holland's model of occupational personality types as posited by Staunton (2015) listed below;

Realistic (R): People with this type of personality tend to prefer to work with fellow realistic people. They work with real concrete tasks.

Investigative (I): These kinds of people are thinkers who prefer to work alone and put their analytical skills to work.

Artistic (A): These tend to be extrovert and are very imaginative in nature. They like to create things.

Social (S): These kinds of people like to help and solve other people's social problems. They are very interactive in nature.

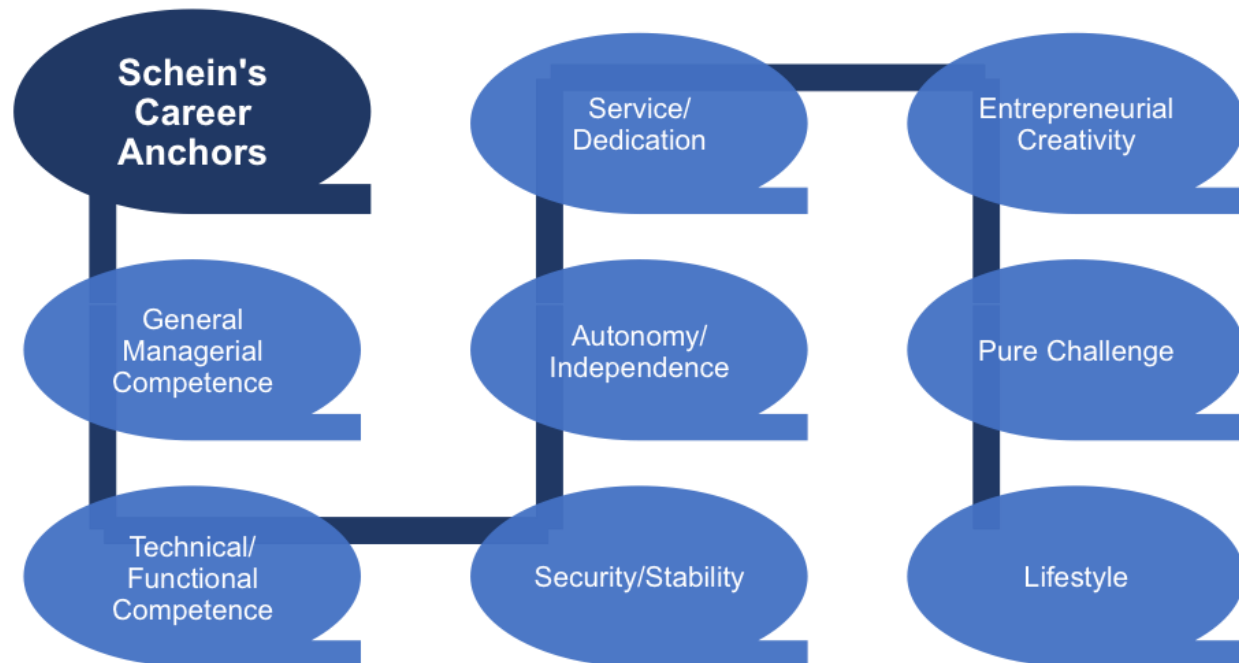
Enterprising (E): These are extrovert and enterprising. They tend to be aggressive and are more inclined toward leadership roles.

Conventional (C): these are conservative at times and preferred to work in a structured way.

All the 6 personality types as shown in the hexagon in figure 10 above show that distance between two personality types indicates how difficult it would be to for an individual to get career satisfaction if they switched careers. However, everyone has three dominant types of personality displayed in order often referred to as a Holland code. Using the dominant personality type, one should be able to find a career. There are other tools such as Holland's self-directed search which could also be very useful in aiding an individual to choose a career Staunton (2015).

8.2 Schein's Typology of Career Anchors

Figure 11. illustrates Schein's Typology of Career Anchors



Free management books

Every manager or business owner need to be able to understand his employees, since the best possible performance can be obtained from an employee only when they are comfortable. Understanding people requires you to understand what motivates them. Things like their career accomplishments, the reason why the work, Schein's career Anchors play a good role in answering some of those questions. Free management books (2018) explained Schein's career anchors as listed below;

General Managerial Competence

These kinds of people often like to take responsibility, manage people and they tend to have strong people skills. They are people who like to manage other people and are very actively involved in the day to day running of things. Once identified, these people in this category are management oriented.

Technical/Functional Competence

This category of people enjoys taking on tasks and making sure that they accomplish them. They like to get involved unlike the managerial anchor. They like being thought of as a people with a certain level of expertise. They are typically essential to the existence of the organisation as they tend to make the major breakthroughs for the company.

Security/Stability

To some people the thought of having their job waiting for them every single day gives them plenty of satisfaction. They take their job security as a serious matter. These don't seek out new challengers but rather stay committed to the organisation for very long periods of time if they feel their job is secure. They tend to be satisfied with the status quo.

Autonomy/Independence

The autonomy career anchor prefers to work alone and would rather be left alone so to speak. Given the right work environment, an autonomous worker will often deliver results although they don't tend to work well within teams and hate being micro managed. But they are independent thinkers and can do rather well in places where this kind of skill is essential.

Service/Dedication

This career anchor is rather rare. They are characterised with absolute servanthood and they love to serve other people. Their dedication in this area is unmatched. They are in fact motivated to serve others. These are often found working with charitable organisations where service to others is at the core of the organisation itself.

Entrepreneurial Creativity

The entrepreneurial employee is very bad for business as they don't follow orders. From time to time they make their own decisions and are always trying to forge their own path and hence they are often pleased with their own successes. They are usually brilliant people but don't like to work under people receiving orders, they tend to strike out their own timing.

Pure Challenge

These kinds of employee depend purely on challenges to prove their work as an employee. They are often willing to take on the worst challenge and organisation is facing to deal with it and until they get the results they want to achieve. The problem with this type of employee is

that they won't stay in an organisation for too long unless they are being fed with the challenges from time to time.

Lifestyle

This kind of career anchor can blend their own work with their lifestyle, something that you don't see every day. They tend to settle for only jobs that fit into their life style and not the other way around where one has to fit their life style into the job. They are almost impossible to please, but you can count on them once they settle into the job.

Personal development plan

MAGANDAZI DANIEL KATAKAYA – PERSONAL DEVELOPMENT PLAN					
Specific Objective	Measurable	Achievable	Realistic	Time	Achieved?
Enrol on a management short course online	study all the assigned modules.	if I balance my work, family and life	New acquired skills will position me for a promotion at my work place	4months	In progress
Taking volunteering with Oxfam.	attending and contributing during the management meetings	if I balance my work, family and life	I get an opportunity to practice first-hand what I learn from the short course	6 months	In progress
collaborate on a project	executing and implementing my assigned project objectives	when working in collaboration with other professionals	I stand to gain more experience with working on a major project	.9months	In progress

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