

Applied Leadership and Management in the Workplace
Module Assignment Submission

Student Name:	Emma Davies
Student Number:	2409780
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.

Table of Contents

Statement of Confirmation of Authenticity	1
1.0 Introduction	3
1.1 Report Purpose and Scope	3
2.0 Developing People	3
2.1 Organisational Benefits	3
2.2 Individual Benefits.....	4
2.3 Learning and Development in the Organisation.....	4
3.0 Development Needs and Expectations	6
3.1 Identifying Development Needs.....	6
3.2 Career Choices and Pathways.....	6
3.3 Development Goals	7
3.4 Appraisal and Feedback	8
4.0 Development Vehicles	8
4.1 Development Vehicles and Evaluation	9
4.2 Development Approaches and Individual Needs.....	11
4.3 Continuing Professional Development	12
5.0 Development and Performance	12
5.1 Development Priorities and Individual Development Plan.....	12
5.2 Monitoring, Support and Evaluation	14
5.3 Future Development and Succession.....	15
6.0 Conclusion	15
7.0 References	16
8.0 Appendices.....	19
Appendix A – Codi Employee Development Practices	19

1.0 Introduction

The development of employees plays an important role in supporting both individual and organisational performance. As workplace requirements continue to evolve, organisations need to ensure that employees have opportunities to develop their knowledge, skills and competence while also supporting their personal and professional aspirations. Dachner et al. (2021) state that effective development can contribute to employee growth while helping organisations maintain a capable and adaptable workforce. Development can also support employees in responding to changing role requirements and preparing for future responsibilities. Therefore, organisations need to consider how individuals are developed and how development opportunities can be aligned with both individual needs and wider organisational objectives.

For this report, Codi will be used as the organisational context to explore development and its contribution to individual and workplace performance. Employees are required to provide person-centred support while responding to a range of individual needs, making appropriate knowledge, skills and competence important to effective service delivery (Codi Group, 2026). Within the organisation, employee development can include professional training, leadership development, career support and opportunities to work towards relevant qualifications.

1.1 Report Purpose and Scope

This report will critically examine the benefits of employee development for individuals and the organisation, including how development needs and career aspirations can be identified and how individual expectations effectively managed. Development vehicles will then be evaluated in relation to individual needs, followed by an Individual Development Plan incorporating appropriate support, monitoring and evaluation. Finally, future development and continuing professional development will be considered.

2.0 Developing People

Employee development has become an increasingly important function within current organisations. Aguinis and Kraiger (2009) identify benefits from training and development including improved knowledge, skills and performance. However, the value of development depends on how effectively learning is supported and applied within the workplace. The organisational benefits of employee development will therefore be considered first.

2.1 Organisational Benefits

The ongoing development of employees can provide organisations with a range of benefits by improving skills and capabilities of the workforce. Developing employees may also influence the relationship between employees and the organisation.

Owoyemi et al. (2011) identified a positive relationship between training and organisational commitment, suggesting that employees may feel more committed when organisations invest in their development. Vnoucokova (2013) similarly highlights the importance of employee learning and development in relation to retention and reducing employee intentions to leave. Retaining knowledgeable and experienced staff can reduce the disruption and loss of organisational knowledge associated with employee turnover. However, providing development opportunities does not automatically result in organisational benefit. Aguinis and Kraiger (2009) recognise that the effectiveness of training and development is influenced by factors including training design and the transfer of learning. Development that does not address an identified need or can't be applied within the workforce may therefore provide limited organisational value. Organisations need to ensure that employee development is relevant and aligned with both individual and organisational requirements if the potential benefits are to be realised.

2.2 Individual Benefits

Opportunities for learning and professional growth can provide individuals with benefits that extend beyond improving their ability to perform their current role. Aguinis and Kraiger (2009) identify improvements in knowledge, skills and job performance as important outcomes of training and development, alongside benefits that can contribute to long-term career development. Building greater capability may increase confidence, support professional growth and enable individuals to take on additional responsibilities or pursue future career opportunities. However, the value gained from development will not necessarily be the same for every individual. Personal aspirations, existing capabilities and opportunities to apply newly acquired knowledge and skills can influence the outcomes achieved. Participation in development also does not guarantee career progression or increased responsibility, potentially creating expectations that an organisation may be unable to fulfil. It is therefore important that development reflects individual needs and aspirations while remaining realistic about the opportunities available within the organisation.

2.3 Learning and Development in the Organisation

Developing individuals within the workplace can contribute to wider organisational learning when employees are encouraged to continuously develop, share knowledge and learn collaboratively. Senge (1990) describes a learning organisation as one in which individuals continually expand their capacity to achieve desired outcomes and where learning collectively is encouraged. The Five Disciplines provide a framework for understanding how individual learning can contribute to the development of teams and the wider organisation. Below is a table describing the disciplines and what they mean for development.

Senge's Discipline	Development
Personal Mastery	The continuous development of individuals and capability through a commitment to ongoing learning and professional growth.
Mental Models	Reflecting on and critically challenging existing assumptions, beliefs and ways of thinking to support learning and change.
Shared Vision	Developing common goals and aspirations that encourage employees to contribute towards a shared organisational purpose.
Team Learning	Developing knowledge collaboratively through shared experiences, communication and learning between colleagues.
Systems Thinking	Understanding the relationships and interdependences within an organisation and how changes in one area can influence the wider system.

Within Codi, personal mastery could relate to staff taking responsibility for continually developing their professional capabilities and ensuring that their learning is kept up to date. Team learning could relate to sharing knowledge and experiences with colleagues and shared vision could help align individual development with wider organisational goals and service delivery. Systems thinking provides an important connection between these disciplines, as Senge (1990) considers the organisation as an interconnected system rather than viewing individual development in isolation. Within Codi, the development of an individual employee may therefore contribute not only to their own capability but also to team learning, knowledge sharing and wider organisational performance. Creating a learning organisation requires more than simply providing development opportunities. Organisational factors such as management support, available resources and opportunities for employees to share and apply their learning may influence the extent to which individual development contributes to wider organisational learning. Lee (1995) suggests that learning and development should move beyond short-term organisational gains and towards approaches that support longer-term individual and organisational development. Senge's framework provides a useful approach for recognising the relationship between individual and organisational learning, although its effectiveness depends on an organisational environment that actively supports continuous learning.

3.0 Development Needs and Expectations

Successful workplace development requires recognition of both organisational requirements and what the individual hopes to achieve through their own progression. Development needs, aspirations and expectations can be identified through appraisals, supervisions or performance feedback which helps to establish their current capabilities and future priorities. Kelley & McLaughlin (2012) highlight that individuals can respond differently to feedback and learning, reinforcing the importance of an individualised approach. Expectations can then be managed through clear communication, realistic development goals and an understanding of the opportunities and limitations available within an organisation.

3.1 Identifying Development Needs

Identifying development needs requires an employee's existing knowledge and skills and comparing with those required to perform their role effectively. Development needs can be identified by understanding the differences between current and required capability. Kansal & Jain (2019) suggest that competency mapping can support organisations in identifying competency gaps and determining areas where employee development may be required. This provides a more methodical approach for development decisions rather than relying on an employee's perception of their own needs alone.

Development needs can be identified through appraisals, supervisions, performance reviews, observations and conversations with an employee. Using different sources of evidence can help to identify both existing strengths and areas requiring further improvement. Identifying the development needs should not solely be based on what an organisation may think an employee has difficulties with, the employee should have the opportunity to discuss the areas they feel they are confident in and areas they believe could be improved on or further developed and their long-term goals and aspirations. Garofano & Salas (2005) suggest that continuous employee development is influenced by both individual and environmental factors, demonstrating the importance of considering the individual alongside organisational requirements when identifying development needs.

In practice, an appraisal may identify one development need while an employee identifies another. Self-evaluation can provide useful insight into an individual's perceived strengths and development requirements, however, this process can be subjective. Similarly, a manager's assessment during appraisal or supervision may be influenced by an individual judgement. Therefore, acquiring multiple sources of information can provide a more balanced and objective account of an individual's development needs.

3.2 Career Choices and Pathways

When development needs have been identified, consideration should also be given to their long-term career aspirations and the direction in which they wish to

progress. Understanding these aspirations can help ensure that development is meaningful to the individual while also identifying whether their goals can realistically be supported within the organisation. Career discussions can therefore explore an individual's interests, capabilities and future ambitions alongside available pathways.

Holland's theory of vocational personalities and work environments can be used to explore vocational interests. Holland (1997) proposes that vocational interests can be categorised into six personality and work environment types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). The theory suggests that understanding the relationship between an individual's interests and their work environment can support career choice and development. Reardon & Lenz (1999) further discuss the application of Holland's theory within career assessment, demonstrating its potential value in helping individuals explore suitable career directions. However, an individual's career pathway should not be determined solely by vocational interests, as existing competencies, qualifications, experience, personal circumstances and available organisational opportunities may also influence realistic career decisions.

Organisational structure can also influence the career pathway and progression opportunities available to an individual. Lee (2022) discusses differences between flatter and more hierarchical organisational structures, highlighting that flatter structures contain fewer hierarchical levels, whereas additional levels of hierarchy can support greater coordination and execution. From a career development perspective, a taller structure may therefore provide more identifiable stages of vertical progression, while flatter structures may offer fewer traditional promotional levels but greater opportunities to broaden responsibilities. Socha (2019) identifies the chain of command as an important feature of hierarchical organisational structures, establishing formal relationships between different levels of authority. Understanding these relationships can help individuals recognise potential progression routes within an organisation. However, organisational structure alone does not guarantee career advancement, as opportunities may also depend on available roles, individual capability and organisational requirements. Therefore, career aspirations should be discussed realistically to ensure that development expectations reflect both the ambitions of the individual and the opportunities available within the organisation.

3.3 Development Goals

Clear development goals provide individuals with a direction and establish what they are working towards as part of their professional development. Bjerke & Renger (2017) discuss the use of SMART objectives as a framework for establishing goals that are specific, measurable, achievable, relevant and time bound. Applying this approach to employee development can help clarify the intended outcome, how progress will be measured and the timeframe in which the goal should be achieved. Objectives may also incorporate an appropriate amount of stretch, encouraging individuals to move beyond their existing capabilities while remaining realistic and achievable.

Establishing a clear objective alone, however, does not ensure that development will be successful. Duan et al. (2023) found that feedback can influence employee goal setting and performance within workplace training, demonstrating the importance of providing information about progress towards development goals. Goals should also reflect individual aspirations and organisational requirements, support personal growth while contribute to workplace capabilities. This requires expectations to be managed realistically, as achieving a development objective does not necessarily guarantee promotion or career progression. Regular discussion and feedback can therefore help ensure that goals remain appropriate, achievable, and aligned with both individual and organisational needs.

3.4 Appraisal and Feedback

Regular appraisal and feedback provide opportunities for employees and managers to review performance, discuss development and consider progress towards agreed goals. Rather than operating solely as a formal assessment of performance, appraisal can provide a two-way discussion in which employees are encouraged to reflect on their achievements, identify areas for further development and communicate their future aspirations. This can support more informed development decisions while providing an opportunity for expectations to be openly discussed and managed. It is important that appraisals are conducted fairly and objectively and are based on appropriate evidence rather than personal judgement. Certain biases may influence the appraisal process, such as the halo effect, where an overall positive impression of an individual can influence the assessment of specific aspects of their performance. This may reduce the objectivity of the appraisal and potentially result in development needs being overlooked or incorrectly identified. Kelley and McLaughlin (2012) emphasise that feedback isn't automatically effective simply because it is provided, as individual differences can influence the benefits gained from feedback. Therefore, feedback needs to be constructive, relevant and appropriate to the individual.

4.0 Development Vehicles

Organisations can use a variety of development vehicles to support employees in developing their knowledge, skills and capabilities. These can include formal training, workplace learning, mentoring, coaching, and technology-based learning. However, the effectiveness of a development vehicle can depend on the needs of the individual, the nature of the development required and the opportunities available within the organisation. Therefore, development should not only focus on providing learning opportunities but also on selecting approaches that are appropriate to the individual and enable learning to be applied within the workplace.

4.1 Development Vehicles and Evaluation

Selecting an appropriate development vehicle requires consideration of how learning will be achieved and applied within the workplace. Noe (2023) identifies a range of approaches to employee training and development, demonstrating that learning can take place through different methods and experiences. Kraiger & Ford (2021) emphasise that workplace learning is influenced by factors relating to the learner, instructional principles and the method of delivery, indicating that the effectiveness of development cannot be determined by the vehicle alone. Manuti et al. (2015) further demonstrate the contribution of both formal and informal learning within the workplace, highlighting the value of considering different approaches to employee development. The table below compares selected development vehicles according to their benefits, limitations and suitability for different development needs.

Development Vehicles	Benefits to Employee	Benefits to Organisation	Potential Limitations	Suitability for Development Needs
Formal/ classroom training.	Provides structured learning, access to specialist knowledge, opportunities for discussion and clarification. Can lead to recognised learning or qualifications.	Can provide consistent training across employees and supports organisational standards and required competencies.	Can be costly and time-consuming, may not suit all individuals and learning may not transfer automatically.	Appropriate where structured knowledge, mandatory learning and qualifications are required.
E-learning/ online training	Flexible and can often be completed at the individual's own pace and allows repeated access to learning materials.	Can reach larger numbers of employees consistently, easier to update and distribute.	Requires digital access and engagement and lacks observation or supervised practice.	Appropriate for knowledge-based learning, refresher training.
On-the-job learning	Learning takes place within the actual work environment, provides practical experience and opportunities to apply learning immediately.	Development is directly related to workplace activities and can support transfer of skills to existing workplace.	Quality may depend on the person providing support and opportunities available.	Appropriate for developing practical, role-specific skills that require experience.
Mentoring/ coaching	Individual guidance, feedback and support. Can build confidence and support career development.	Can support knowledge sharing and development of skills.	Effectiveness can depend on the quality of the relationship/mentor.	Individualised support, feedback and confidence building.
Informal workplace learning	Continuous learning through observation, discussion, problem-solving and interaction with colleagues, closely connected to everyday experiences.	Encourages knowledge sharing and learning within teams.	Less structured and difficult to monitor, quality and accuracy may vary, and learning may not be recognised.	Continuous development, knowledge-sharing and natural learning.

The comparison demonstrates that no single development vehicle is likely to be appropriate for every employee or development need. Within Codi, on-the-job training provides opportunities for learning to be directly connected with workplace activity. De Grip and Sauermann (2013) identify links between training and productivity while also recognising complexities surrounding how training transfers into improved performance. Mentoring may provide more individualised guidance and support, however, Ivey & Dupré (2022) caution against assuming that workplace mentoring is universally beneficial, as outcomes can depend on the circumstances, individuals and mentoring relationship involved. These differences suggest that combining development vehicles may sometimes be more appropriate than relying on one approach alone.

Development should also be evaluated against its intended outcomes rather than whether an employee has simply completed a training activity. Urbancová et al. (2021) highlight the importance of evaluating employee training and development effectiveness. Therefore, organisations should consider whether the selected vehicle has addressed the identified development need and contributed to both individual and organisational outcomes.

4.2 Development Approaches and Individual Needs

The suitability of a development method will vary according to the individual and the capability being developed. Theoretical knowledge may benefit from structured or technology-based learning, whereas practical skills may require observation, experience and supported practice. Individual factors such as existing competence and learning preferences should therefore be considered. Honey and Mumford (1992) identify four learning preferences: Activist, Reflector, Theorist and Pragmatist. However, these preferences should be considered alongside the nature of the development need rather than being used alone to determine how development is delivered. Technology can provide increased flexibility in how employees access development. Zhang et al. (2023) identify benefits associated with integrating educational technology into workplace learning, suggesting that online development may be valuable where flexible access to knowledge and training is required. However, technology-based learning may be less appropriate where practical demonstration, observation or supported application is required. Therefore, a blended approach combining online learning with workplace experience may be more suitable for some development needs. Organisational factors may also influence the development opportunities available to employees, with Codi currently providing a combination of formal, technology-based and workplace development opportunities (see Appendix A). Resources, time, staffing and decision-making can affect access to such techniques. Organisations therefore need to consider what can realistically be provided while ensuring that development remains appropriate to the individual. This requires a balance between employee development needs and the practical requirements of the organisation.

4.3 Continuing Professional Development

Continuous Professional Development (CPD) provides an ongoing approach to maintain and develop the knowledge, skills and expertise required within the workplace. As opposed to viewing development as a single training event, CPD encourages individuals to identify areas for development, participate in appropriate learning and reflect on how this can be applied within their role. Collin et al. (2012) highlight the importance of CPD within working life, demonstrating its relevance to both professional learning and changing workplace requirements.

CPD can include both formal development activities and learning that occurs informally through everyday workplace experiences. Joynes et al. (2017) demonstrate the contribution of informal workplace learning to CPD, suggesting that learning through practice and interaction with colleagues can complement more structured development. However, participation in a development activity does not necessarily demonstrate that meaningful development has occurred. Employees need opportunities to reflect on learning and apply it within their work, while organisations should provide appropriate opportunities and support for continued development. CPD can therefore be viewed as an ongoing cycle in which development needs are identified, learning takes place, its application is considered and further development needs emerge.

5.0 Development and Performance

Translating learning into improved workplace performance requires clear development priorities, appropriate support and ongoing reviews. This section will consider how a creation of an Individual Development Plan (IDP) can support this process through structured monitoring, evaluation and future development.

5.1 Development Priorities and Individual Development Plan

Turning development priorities into specific actions can provide an individual with a clearer pathway for improving current capability and working towards future aspirations. The IDP provides a structured way of setting out what is to be achieved, how development will take place and how progress will be assessed. Garofano and Salas (2005) recognise that employee development is shaped by a range of individual and organisational influences, reinforcing the need for development plans to reflect the circumstances of the employee. Bjerke and Renger (2017) emphasise the value of clearly defined objectives, enabling development priorities to be translated into measurable and achievable outcomes. The following IDP will outline the identified development priorities for the individual and establish SMART objectives for Team Management (TM) progression, commencing from the 1st of October 2026.

Development Need	SMART Objective	Development Vehicle	Actions and Support	Target Completion Date	Success Measure
Leadership and delegation.	Develop leadership and delegation skills by successfully coordinating agreed team activities and allocating tasks appropriately in preparation for future TM responsibilities.	Job shadowing and supported workplace learning.	Shadow experienced TMs to observe delegation, prioritisation and coordination of team responsibilities. Gradually undertake agreed leadership tasks with management support and feedback.	31 st December 2026	Demonstrate the ability to prioritise, delegate and coordinate agreed team activities effectively, evidenced through manager observation and feedback.
Staff supervision and performance management.	Develop the skills required to support and supervise staff by participating in supervised staff development discussions and demonstrating the ability to provide clear and constructive feedback.	Coaching, observation and supported workplace practice.	Observe an experienced TM conducting appropriate staff-development discussions. Receive coaching on feedback and performance management and gradually undertake appropriate elements of staff support under supervision.	31 st January 2027	Demonstrate effective communication, constructive feedback and an understanding of performance management responsibilities.
Management knowledge and decision-making.	Develop knowledge and practical understanding of TM responsibilities and demonstrate the ability to make appropriate workplace decisions within organisational policies and procedures.	Formal learning, e-learning, job shadowing and workplace experience.	Complete relevant leadership and management development activities, review key organisational policies and procedures and shadow experienced TMs. Progress reviewed monthly.	31 st March 2027	Demonstrate increased management knowledge and appropriate decision-making through workplace examples.

The IDP provides a structured pathway towards developing capabilities relevant to a future TM role, however, completion of the plan would not guarantee progression. Noe (2023) highlights the importance of development in preparing employees for future roles and responsibilities. The plan provides opportunities for the individual to apply relevant capabilities in practice, while regular reviews allow support and timescales to be adjusted where necessary.

5.2 Monitoring, Support and Evaluation

Monitoring provides an opportunity to assess whether an individual is progressing towards the objectives established within the IDP and to identify where additional support or adjustments may be required. Brown et al. (2019) highlight that performance management extend beyond formal performance appraisal and can also occur through workplace dialogue. Monthly supervisions, observation and feedback can therefore be used to review progress against the agreed objectives and target dates. Giamos et al. (2025) identify continuous performance feedback and coaching as a prominent development-orientated performance management practices, supporting an approach in which development is discussed throughout the process rather than assessed on completion. Regular discussion should also provide opportunities for the individual to raise concerns and address differences in expectations or perceptions of progress. Conflict may arise where an employee and manager hold different views regarding performance, development priorities or the support required. Thakore (2013) suggests that conflict can have both constructive and destructive outcomes depending on how it is managed. Open communication, active listening and evidence-based discussion can therefore help disagreements to be addressed constructively while maintaining focus on the agreed development objectives.

The effectiveness of monitoring may depend on managers' capacity to provide meaningful support. A wide span of control may limit the time available for individual supervision, observation and feedback. Responsibility should therefore be shared between the manager and individual. Where progress is slower than anticipated, the IDP should be reviewed to establish whether additional support, alternative development approach or revised timescale are required. This allows monitoring to remain developmental rather than simply assessing whether predetermined objectives have been achieved.

Evaluation should determine whether the development has resulted in meaningful changes to the individual's knowledge, behaviour and workplace performance. Smidt et al. (2009) discuss Kirkpatrick's four-level model of reaction, learning, behaviour and results, providing a framework for considering outcomes beyond participation. Applied to the IDP, evaluation could consider the individual's response, knowledge acquired, demonstration of leadership and supervisory capabilities and contribution to workplace performance. Urbancova et al. (2021) emphasise the importance of evaluating the effectiveness of employee training and development. Therefore, completion of development activities should not be regarded as evidence of success, evaluation should consider whether learning has transferred into improved capability and performance.

5.3 Future Development and Succession

Completion of the IDP should inform future development requirements rather than representing the end of the development process. Garofano and Salas (2005) recognise employee development as a continuous process influenced by changing individual and organisational factors. Following evaluation of the plan, areas of strength and any remaining capability gaps can inform further development priorities. CPD can support this process by enabling the individual to maintain existing capabilities while responding to new responsibilities and changing workplace requirements. Future development may also contribute to succession planning by preparing employees to undertake greater responsibility when appropriate opportunities arise. However, succession planning should not create an expectation of guaranteed promotion. Progression should remain dependant on demonstrated capability, organisational requirements and the availability of suitable opportunities, while continued reviews can identify further development required to support longer-term career aspirations.

6.0 Conclusion

This report has demonstrated that developing individuals within the workplace can provide benefits for both employees and the organisations when development is appropriately identified, supported and aligned with wider organisational requirements. Opportunities for learning can strengthen individual knowledge, skills and capability while contributing to organisational performance and the development of a workforce that is able to respond to changing requirements. However, these benefits cannot be assumed, as the value of development depends on its relevance to the individual and the extent to which learning can be transferred into workplace practice.

Managing development effectively also requires consideration of individual aspirations and expectations. Development needs should be identified using appropriate evidence and open discussion, while career goals should remain realistic in relation to the individual capability and available organisational opportunities. Equally, the selection of development vehicles should reflect the nature of the identified need rather than relying upon a single approach for all employees. The IDP demonstrated how development priorities can be translated into specific objectives, appropriate learning activities, support and measurable outcomes. Ongoing monitoring, constructive feedback and effective management of potential conflict can support progress, while evaluation is necessary to determine whether development has resulted in meaningful changes to capability and performance. Finally, employee development and future development are regularly reviewed, supporting both individual progression and longer-term organisational capability.

7.0 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>
- Bjerke, M. B., & Renger, R. (2017). Being smart about writing SMART objectives. *Evaluation and Program Planning*, 61, 125–127. <https://doi.org/10.1016/j.evalprogplan.2016.12.009>
- Brown, T. C., O’Kane, P., Mazumdar, B., & McCracken, M. (2019). Performance management: A scoping review of the literature and an agenda for future research. *Human Resource Development Review*, 18(1), 47–82. <https://doi.org/10.1177/1534484318798533>
- Codi Group. (2026). Codi Group. <https://codigroup.co.uk/>
- Collin, K., Van der Heijden, B., & Lewis, P. (2012). Continuing professional development. *International Journal of Training and Development*, 16(3), 155–163. <https://doi.org/10.1111/j.1468-2419.2012.00410.x>
- Dachner, A. M., Ellingson, J. E., Noe, R. A., & Saxton, B. M. (2021). The future of employee development. *Human Resource Management Review*, 31(2), 100732. <https://doi.org/10.1016/j.hrmr.2019.100732>
- De Grip, A., & Sauermann, J. (2013). The effect of training on productivity: The transfer of on-the-job training from the perspective of economics. *Educational Research Review*, 8, 28–36. <https://doi.org/10.1016/j.edurev.2012.05.005>
- Duan, L., Song, H., Huang, X., Lin, W., Jiang, Y., Wang, X., & Wu, Y. (2023). The influence of feedback on employees’ goal setting and performance in online corporate training: A moderation effect. *Information and Learning Sciences*, 124(11/12), 442–459. <https://doi.org/10.1108/ILS-02-2023-0012>
- Garofano, C. M., & Salas, E. (2005). What influences continuous employee development decisions? *Human Resource Management Review*, 15(4), 281–304. <https://doi.org/10.1016/j.hrmr.2005.10.002>
- Giamos, D., Doucet, O., & Lapalme, M.-È. (2025). What is known about development-oriented performance management practices? A scoping review. *Human Resource Development Review*, 24(1), 37–69. <https://doi.org/10.1177/15344843241278405>
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Psychological Assessment Resources.

Ivey, G. W., & Dupré, K. E. (2022). Workplace mentorship: A critical review. *Journal of Career Development*, 49(3), 714–729.
<https://doi.org/10.1177/0894845320957737>

Joynes, V., Kerr, M., & Treasure-Jones, T. (2017). Exploring informal workplace learning in primary healthcare for continuous professional development. *Education for Primary Care*, 28(4), 216–222. <https://doi.org/10.1080/14739879.2017.1298405>

Kansal, J., & Jain, N. (2019). Development of competency model and mapping of employee's competencies for organizational development: A new approach. *Journal of Scientific & Industrial Research*, 78(1), 22–25.

Kelley, C. M., & McLaughlin, A. C. (2012). Individual differences in the benefits of feedback for learning. *Human Factors*, 54(1), 26–35.
<https://doi.org/10.1177/0018720811423919>

Kraiger, K., & Ford, J. K. (2021). The science of workplace instruction: Learning and development applied to work. *Annual Review of Organizational Psychology and Organizational Behaviour*, 8, 45–72. <https://doi.org/10.1146/annurev-orgpsych-012420-060109>

Lee, M. (1995). Learning for work: Short-term gain or long-term benefit? *Personnel Review*, 24(6), 29–43. <https://doi.org/10.1108/00483489510097949>

Lee, S. (2022). The myth of the flat start-up: Reconsidering the organizational structure of start-ups. *Strategic Management Journal*, 43(1), 58–92.
<https://doi.org/10.1002/smj.3333>

Manuti, A., Pastore, S., Scardigno, A. F., Giancaspro, M. L., & Morciano, D. (2015). Formal and informal learning in the workplace: A research review. *International Journal of Training and Development*, 19(1), 1–17.
<https://doi.org/10.1111/ijtd.12044>

Noe, R. A. (2023). *Employee training and development* (9th ed.). McGraw Hill.

Owoyemi, O. A., Oyelere, M., Elegbede, T., & Gbajumo-Sheriff, M. (2011). Enhancing employees' commitment to organisation through training. *International Journal of Business and Management*, 6(7), 280–286.
<https://doi.org/10.5539/ijbm.v6n7p280>

Reardon, R. C., & Lenz, J. G. (1999). Holland's theory and career assessment. *Journal of Vocational Behavior*, 55(1), 102–113.
<https://doi.org/10.1006/jvbe.1999.1700>

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Doubleday/Currency.

Smidt, A., Balandin, S., Sigafoos, J., & Reed, V. A. (2009). The Kirkpatrick model: A useful tool for evaluating training outcomes. *Journal of Intellectual & Developmental Disability*, 34(3), 266–274. <https://doi.org/10.1080/13668250903093125>

Socha, R. (2019). Leadership, management or command of a hierarchical organisation? *Scientific Journal of Bielsko-Biala School of Finance and Law*, 23(3), 56–60. <https://doi.org/10.5604/01.3001.0013.6547>

Thakore, D. (2013). Conflict and conflict management. *IOSR Journal of Business and Management*, 8(6), 7–16. <https://doi.org/10.9790/487X-0860716>

Urbancová, H., Vrabcová, P., Hudáková, M., & Petrů, G. J. (2021). Effective training evaluation: The role of factors influencing the evaluation of effectiveness of employee training and development. *Sustainability*, 13(5), 2721. <https://doi.org/10.3390/su13052721>

Vnoučková, L. (2013). Employee learning and development in organisations. *Journal on Efficiency and Responsibility in Education and Science*, 6(3), 179–189. <https://doi.org/10.7160/eriesj.2013.060305>

Zhang, X., Wu, H., Huang, X., Wu, Q., & Wu, Y. (2023). How does online employee training enhance organizational growth? The benefits of integrating educational technology into workplace learning. *Industrial and Commercial Training*, 55(4), 568–579. <https://doi.org/10.1108/ICT-02-2023-0006>

8.0 Appendices

Appendix A – Codi Employee Development Practices

Development Practice	Current Codi Practice	Development Purpose
Job Shadowing	New employees undertake approximately two weeks of shadowing alongside experienced staff when beginning their role.	Provides opportunities to observe working practices, become familiar with responsibilities and develop practical understanding before working independently.
Mandatory E-Learning	Employees complete mandatory online training relevant to their role and responsibilities.	Supports the development and maintenance of essential knowledge while providing a consistent method of delivering required learning.
Classroom Training	Employees complete classroom-based training in relevant areas of practice.	Provides structured learning with opportunities for interaction, discussion and clarification of the role-related knowledge and practice.
QCF Level 2 & 3	Employees have opportunities to complete relevant QCF qualifications alongside their employment.	Allows employees to develop and formally demonstrate occupational knowledge and competencies while gaining practical workplace experience.
Social Care Wales Registration	Employee are required to maintain appropriate registration with Social Care Wales.	Supports professional accountability and encourages employees to maintain the knowledge and competence expected within social care practice.
Annual Refresher Training	Employees undertake annual refresher courses in accordance with policies and procedures.	Reinforces existing knowledge and provides opportunities to maintain and update competence in areas relevant to their role.
Supervision	Employees receive periodic supervision, generally every three to six months.	Provides an opportunity to discuss work practice, identify development and consider any additional support required.