EMPLOYEE DEVELOPMENT PROGRAM-MODULE - 1

Introduction

The training and development of those at work and those starting work has always been seen as good and worthwhile, but there has too often been a collective unwillingness to accept responsibility for it. Part of the reason for this is cultural; it always used to be assumed that educational establishments prepared people with the skills, knowledge, attitudes and behaviour necessary for working life, and that organisations would simply show people what had to be done so that they could get on with it. The other part is institutional; views differ about what organisation and employee development ought to be concerned with, who should do what, and who should pay for it. This publication aims to address these issues.

This publication also aims to provide a concise and cohesive structure for the understanding of what constitutes employee and organisation development, and by implication, the foundations for expertise in the field. Everything is set in the context that expert trained and developed employees contribute directly to successful, effective and profitable commercial and public service performance.

Accordingly, needs analyses, core training and development requirements, on-the-job and off-thejob provisions, the use and value of projects and secondments, are each dealt with in turn. Structures for designing, monitoring, reviewing and evaluating events are proposed, discussed and illustrated. Attention is then paid to the enduring requirements to invest in, and manage, the development of organisations. The publication finishes with a discussion of government training and development policy and influences on the future.

At the end of each Chapter there is a list and summary of the costs and benefits that have to be considered in each case. Problems and issues that arise are also highlighted. The publication also concentrates on the prerequisites for all successful and enduringly effective training and development activities. These are: the need to address personal, occupational, organisational and professional demands; and the need to address and develop each aspect of behaviour, attitude, skill, knowledge, expertise and technological proficiency.

There are illustrations of each aspect in practice and application. The Program is aimed at all those who wish to understand the realm, role and function of organisation and employee development and to provide the foundation for more advanced studies. Each Chapter in this Cambridge International College Publication on Employee Development includes:
• An Introduction
• A "costs and benefits" summary
• Questions for review which are designed to reinforce learning

• Summary Box articles
• Chapter Conclusions

Every individual CIC Member approaches his/her study in a different manner, and different people may have a particular study method that they find most effective for them. However, the following is a tested and proven Study Method, suggested to you as a CIC Member in order to assist in making your study and learning easier - and enjoyable - and to assist you to quickly master the contents of this CIC Publication on Leadership and Team Management:

Step 1: Set yourself a flexible study schedule, depending on the time you have available and what is best for you. For example, the target set could be to study for 1 or 2 hours a night, or for 8 or 9 hours a week, or to complete one Chapter every 2 weeks. There is no set or compulsory schedule, but simply setting a schedule or goal is often an important action in ensuring that study is undertaken successfully and within the specified timeframe.

Step 2: Read the whole of the first Chapter at your normal reading pace, without trying to memorise every topic covered or fact stated, but trying to get "the feel" of what is dealt with in the Chapter as a whole.

Step 3: Start reading the Chapter again from the beginning, this time reading more slowly, paragraph by paragraph and section by section. Make brief notes of any points, sentences, paragraphs or sections which you feel need your further study, consideration or thought. You may wish to keep any notes in a separate file or notebook. Try to absorb and memorise all the important topics covered.

Step 4: Start reading the Chapter again from its start, this time paying particular attention to – and if necessary studying more thoroughly - those parts on which you earlier wrote notes for further study. It is best that you do not pass on to other parts or topics until you are certain you fully understand and remember those parts you earlier noted as requiring your special attention. Try to fix everything taught firmly in your mind.

Step 5: There are self-assessment review questions at the end of the Chapter, and you are strongly advised to try to answer or think about them as best you can - but do **not** send your answers to the College. If these questions/exercises highlight any areas that you feel you need to revise or re-read in the Chapter, then go ahead and do that before moving on to Step 6.

Step 6: Once you have completed steps 1 to 5 above, move on to the next Chapter and repeat steps 1 to 5 for each subsequent Chapter.

Supplementary Study
The CIC Examination questions on Employee Development will be set and should be attempted only after you have completed the relevant study. Questions in the Examination Paper will be based upon the contents of this CIC Publication. If you have the time or opportunity to look at other publications covering the same or similar topics

that can be helpful - and you are encouraged to do so - but it is not a requirement and it is not compulsory that you refer to other publications. (* or other CIC Examination which requires the study of this CIC Publication.)

Contents of Module One
Introduction
The broad context
Cost and charges
Cost-benefit analysis and employee development
Other contextual factors
Conclusions

Introduction
UK organisations and their top managers have always exhibited an ambivalent attitude towards organisation and employee training and development. On the one hand, they have long bewailed the declining standard of school education, and the inability of young people to read, write, express themselves or do anything productive. This is then closely followed by complaints that school leavers exhibit a total lack of understanding of the world at large, the world of work, and the demands of particular jobs and occupations. People coming into work for the first time, so it is said, show a total lack of realism about what they are going to be asked to do, or how much they can reasonably expect to be paid.

On the other hand, there has been an "institutionalised", almost cultural, refusal to do anything about changing these corporate attitudes. Above all, training and development are perceived to be very expensive and so industrial, commercial and public service organisations should not have to pay for it. In 1964, the UK government proposed a levy of 3 per cent of payroll in order to set up and establish a national training framework. This would be taken from all employers, for aid into industrial training boards and other bodies, and used to design and deliver training programmes to produce the required flow of expertise. However, during the consultative phase, the levy was reduced from 3 to 1 per cent. Moreover, provision was then made for companies to gain claw-backs and exemptions if they could demonstrate that they were doing their own rigorous, effective and planned training and development.

The Broad Context
Since 1981, when the majority of UK industrial training boards was abolished, there has been no statutory obligation worthy of the name that forces, coerces or encourages organisations to take responsibility for the development, enhancement and improvement of their workforce. The results of this are as follows:

- Training and development are not valued. The best organisations - and there are excellent companies in all sectors - take this on themselves, and train and develop their staff anyway. The worst are at least honest in that they make no pretence of having any form of coherent, cohesive or strategic approach to staff training and development - and this category includes many public service sector

bodies, especially in health, education and social services. The mainstream either undertake or support ad hoc, unstructured training and development activities, often following a crisis or emergency which turned out badly because of the lack of trained or expert staff to deal with it.

- Training and development are both seen as costs and charges, rather than investment or capital expenditure.
- Training and development are seen as opportunities to overload frontline staff with new work.
- Training and development are accorded low priority and status. Training and development budgets are among the first to be cut when organisations meet hard times, or are required to demonstrate savings and efficiencies to shareholders' representatives or governing bodies.
- Training and development are offered on a distributive rather than an integrative or a strategic basis. In the worst cases, this is accorded on the basis of rank, status and patronage rather than need. Senior staff use their influence to attend their own preferred training and development events; and they use their position to ensure that favourites, their personal staff and assistants, are chosen to go to events also. In some cases, they will send junior staff to 'senior management functions' just to make sure that they are not missing out on anything.
- Those who go into training and development as a profession or occupation are accorded low status, at least informally. Training and development are regarded as cul-de-sac jobs, or places where people go to die. The unreasonable perception is that people who go into these functions cannot be any good, otherwise they would remain in the mainstream. Above all, the greatest insult is that training and development represent a retreat from "the real world" into an "ivory tower" - what is delivered by organisational training and development functions bears little relation to how things are in the real world.
- It is considered by many that training and development are only required by those who are useless at their job. This is reinforced in many organisations, occupations and professions where there are cultural and behavioural barriers against asking for advice and guidance. This is reinforced when strong and dominant personalities are understood, believed or perceived to expect their staff to know and be able to do everything. This is then compounded when staff are confronted with the attitude that something is 'only common sense', or 'if you don't know that then you cannot be up to much'.

This is an immensely difficult cultural and behavioural barrier in many circumstances, and one that has to be addressed at an organisational, professional, operational and strategic level if there is to be real progress in the field. It is in many cases reinforced further still by organisations that can afford to do so, paying premium wages and salaries for rare expertise.

Cost and Charges
Historically, as stated above, UK organisations were, and remain, collectively unwilling to pay for training and development. This is because they are not sure what they will be

getting in return. They are therefore equally unsure about whether this is what they want or need. There is no 'quantifiable

return on investment'. This contrasts with the perceived certainties of investing in production service and technological advances which are normally based on projections and forecasts in their support, and which can then be comfortably engaged because they are 'bound' or 'certain' to produce positive results.

Of course, all organisational management and employee development has to be paid for, and the starting point - the need for returns on the investment of both money and time - is correct. It is also clear that a great deal of what passes for organisation and employee development is not easily quantified. However, this should engage the view that: 'We don't know, so we'll find out', rather than: 'We don't know, so it cannot be any good'. Within this context, it is usual to identify the following:-

Absence costs: the costs of having members of staff on the payroll while they are elsewhere being trained and developed.

Replacement costs: the costs of hiring temporary staff to carry out work while others are away being trained and developed; or the costs of overtime incurred as the result.

Training expenses: the costs of the particular event, plus subsistence and travel expenses when necessary.

Books, stationery, equipment: as required and/or as demanded by particular staff and for events (though in practice many employees, especially junior, are required to supply these themselves.)

The hiring of consultants, experts, facilitators, tutors and trainers: where these are required for in-house work.

The use of organisational rooms and facilities: for which an overhead is incurred.

Implementation costs: incurred when the trainee needs time, resources and support to put into practice what has been taught, or to carry out a project or assignment.

Opportunity costs: whatever has been foregone as the result of going to the particular course or event, or making expenditure on specific training and development activities at the expense of others.

All this can be estimated with varying degrees of accuracy. Prices for consultants and course fees are normally clearly stated. Absence costs may have to consider the amount of work and output not achieved, and stresses, strains and overtime demands placed on those left behind, as well as the hiring of temporary cover.

The end result is something that is fairly accurate, and at this stage, that is the best that is available. The overwhelming problem is that costing training and development looks

messy, drawn as it is from a variety of sources. To the more specialist senior or general manager, it also looks expensive when it is all added up. It is therefore necessary to look at the reverse of the coin, the costs and charges incurred through not incorporating training and development. These include the following:

- Recruitment and replacement costs as employees lose faith in the idea that their organizations have their best interests at heart. These can be quantified with a fair degree of accuracy by looking at employment agency and recruitment advertising bills, and staff turnover and absenteeism figures.
- Medium and long-term loss of market share and competitive edge as the organisation goes on in the same old ways, and is gradually overtaken by others (e.g. as the influence of the Sieff family declined at Marks & Spencer, so did the company's commitment to training and development for all staff - and so did turnover and profit volumes and margins.) This is not easy to quantify, and may not become apparent when it does start to happen, as company accounts are produced and published at least a year in arrears.
- Decline in employee commitment and therefore effectiveness. Again, this is difficult to observe and quantify at best, and in other cases extremely nebulous. It should however be the start of a "what if" enquiry by senior and general managers, using the phrase: "What if we do make the connection between enhanced training and development, and employee commitment and involvement?" "What are the costs - and benefits?"

Cost-Benefit Analysis and Employee Development

A cost-benefit analysis is normally carried out by making specific enquiries along the following lines It is then possible for all involved, including senior managers, to have an informed debate and come to a supported judgement and conclusion as to whether something is worth doing or not, and what the opportunities and consequences are as the result. It demonstrates an active corporate and managerial responsibility. From this emerges a wholesome and supportive corporate attitude to training, in which it is clear to all:

- who does what, when, where, why and how;
- who pays for what (including employee commitments) and under what circumstances;
- any other financial or resource commitments, including the content of formal training agreements and retainer clauses.

Other Contextual Factors

The context of organisation and employee development is dominated by debates about costs, charges, benefits and who pays. There are other factors that have to be considered as follows.

Organisational Policy and Direction

Organisations involved in mergers, take-overs, restructuring, business process re-engineering, total quality management and technological re-equipment and refurbishment invariably ignore or downgrade the employee development aspects. This is partly because the broad direction looks so straightforward on paper (if it did not, it

would not be acceptable to top managers and directors), that it is easy to assume that it will be straightforward for the staff. It partly arises out of fear - if the plans are put to the staff, they are certain to ask awkward questions (they will certainly want to know where they stand in the future.) It may indicate places where the new idea is likely or certain to fail.

It is also necessary to consider 'group-think' - if a senior management and consulting group or thinktank has come up with such proposals then they must be good, especially considering the expense involved.

Opportunities of Internet and Computer-Based Training
The corporate attraction here is founded on pure expediency in many cases. The line of reasoning is that, if material is available on the internet (especially their own), then staff can use it at any time, and rather than paying course fees, or having to give people time off, they can simply log on to specific websites, or into particular programmes when it suits them. Intranet and e-mail systems can be used to provide instant tutorial support as and when required. The only additional charges that may be incurred are the purchase of particular software and virtual courses, and these are a lot cheaper than giving people time off.

Continuous Professional and Occupational Development
Continued membership and ability to work and practise in many professions, professional bodies and occupational groups in many cases depends on carrying out prescribed minimum periods of continuous development and updating each year. This is universally expected of professions such as medicine and the law - everyone wants and expects treatment and advice based on current thinking, requirements and expertise, rather than that which is now obsolete. This is also the case in many managerial associations and bodies, and it is usually straightforward for organisations to implement, because managers themselves create the context in which this is possible.

Problems arise further down the line. For example, many health authorities require nurses to carry out their continuous professional development and updates in their own time and without funding, and this also applies to school teachers, and in the private sector, to engineers, salespeople, financial advisers and other crafts people.

A by-product of continuous professional and occupational development is the continuous development of attitudes and behaviour. If people are required to do this themselves, in their own time and at their own cost, they inevitably become identified with the occupation rather than the organisation, unless there is some overriding reason for doing things this way.

It is always best if organisations accept continuous professional development as a universal obligation and apply it to all their staff. This is so that the frontline staff become actively committed for example to food processing, customer relations (retail, call centres), tree and shrub developments (horticulture). By offering training and development in this way, organisations are requiring their staff to commit to their

business or activities, and providing the groundwork and support for doing so. This approach contributes extensively to individual and collective continuous attitudes and behaviour as well as skills development - and therefore long-term enduring organisation stability, profitability and effectiveness.

Staffing Mixes

This part of the context of employee development concerns the following:

- Whether training and development should be made available to all and if so, on what basis. What of those who do not wish to be developed? Body Shop, Nissan and Lucas came to their own clear views on this; employee development was not optional, and they were not prepared to carry unproductive, unmotivated and obsolete staff. The clear answer is therefore to make opportunitles available to everyone, bonded by a common set of rules and guidance under which people undertake particular activities.

- Whether it is best to train your own staff or to buy in ready expertise from outside. The clear answer in practice is that both are essential, and should form part of the strategic approach to employee development (see below, Chapter 12). No organisation can afford to become too inward-looking by ignoring outside expertise; nor can it afford to continually deny the potential of its existing staff by always buying in key expertise from outside.

- Many organisations still remain fearful that if they train their key staff, these people will leave to better themselves elsewhere. They will certainly do this if they do not get the opportunities to put into practice what they have learned, or if they feel that they are being left behind in the expertise stakes.

Conclusions

The context in which organisation and employee development is to take place clearly requires a long, hard appraisal by senior and general managers. They need to be clear where their own particular attitudes and approaches to this aspect of management lie.

They should be clear that their staff really know and understand the corporate attitudes to employee development. Especially, they will know whether it carries a price or a value, whether it is universally available, or is the province of the chosen few. It is also important to recognise that all staff form their own view of the context of employee development. Especially where they are required to carry out professional and occupational development in their own time, the clear message is that this part of working life is unvalued or undervalued by the organisation and its senior managers.

Questions
No.1. Find out the costs and charges for:
- an MBA programme;
- a continuous professional development programme put on by a professional association.

What messages are given out by organisations that require their staff to study each of these and require staff to pay for them themselves? Compare and contrast this with organisations that pay everything and provide full support to their staff.

No.2. Consider the pros and cons of paying for evening classes for all employees.

No.3. For an organisation with which you are familiar; make an initial assessment of the attitude to employee development. How far does this extend, and - initially - what changes should the
organisation be considering?

No.4. Make an initial assessment of the best and worst uses of the internet as an employee
development vehicle.

No.5. Why do so many organisations over-pay for expert staff? What are the consequences of
this for existing members of staff?

WHAT YOU WILL LEARN IN MODULES 2 TO 17

2 How people learn
Introduction
Conditions
Preferred learning styles
How people learn
Other factors
Costs and benefits
Conclusions

3 Training needs analysis
Introduction
Individual performance appraisal
Self-assessment
Peer assessment
Subordinate assessment
Job assessment and evaluation
Organisational and managerial performance assessment
Group contributions
Strategic approaches to training needs analysis
Needs analysis, policy and direction

Monitoring, review and evaluation
Costs and benefits
Conclusions

4 Core training programmes and activities

Introduction
Universal programmes
Programme purposes
Costs and benefits
Conclusions

5 On-the-job training

Introduction
Working under guidance and supervision
Expectations
Generic programmes
Frontline staff
Multi-skilling
Empowerment
Flexibility
Other factors in on-the-job training
Costs and benefits
Conclusions

6 Off-the-job training

Introduction
Opportunities
Specific programmes
Key factors
Other factors
Costs and benefits
Conclusions

7 Projects and secondments

Introduction
Context
Sources of project and project work
Demands of project work
Other approaches to projects and secondments
Costs and benefits
Conclusions

8 Monitoring, review and evaluation

Introduction
Basis
Other factors

Costs and benefits
Conclusions

9 Designing training programmes
Introduction
Aims and objectives
Process consultation
Target audience
Use of time
Group size and mixes
Costs and benefits
Conclusions

10 Training and development equipment and resources
Introduction
Equipment and resources
Quality of training and learning environment
Costs and benefits
Conclusions

11 Mentoring, coaching and counselling
Introduction
Context
Qualities
Outputs
Nature of relationship
Characteristics
Costs and benefits
Conclusions
Introduction
A strategic approach
Raising expectations
The training and development environment
Strategic approaches to training needs analysis and appraisal
Other approaches
Continuous professional and occupational development demands
Costs and benefits
Conclusions

13 Organisational training functions
Introduction
Strategic position
Relating organisation strategy and the training function
Roles, functions and resources
Costs and benefits
Conclusions

14 Organisation development
Introduction
The development of positive culture, attitudes, values and beliefs
Generation of commitment
Coping with change and uncertainty
Barriers to change
Conflict
Costs and benefits
Conclusions

15 Management development
Introduction
The body of expertise
Management qualifications
Organisational and environmental expertise
Management development and product and service enhancement
Self-development, succession and transformation
Costs and benefits
Conclusions

16 Government training and development policy
Introduction
Problems
Cultural and social factors
Costs and benefits
Conclusions

17 The future of organisation and employee development
Introduction
The European Union
Continuous professional and occupational development
Managing across cultures
Consultants and specialists
Costs and benefits
Conclusions

SOME TIPS ON ACHIEVING HIGH MARKS
IN YOUR FINAL EXAMINATION
There is a vast difference between simply "passing" an Examination, and passing it WELL – with high marks, that is. The basic "key", of course, is always the THOROUGH STUDY of the relevant CIC Study and Training Manuals, materials or selected publications. But from time to time Members might wonder why their marks were not as high as they had expected. Naturally, there is no one single reason for that, and our explanation and advice in each case is based on a review of each individual Member's Work submitted. However, some of the most common reasons for the **un**necessary loss of marks include:-

Insufficient Study
A dictionary tells us that "to study" means "to apply the mind **closely** (to books, etc) in order to acquire knowledge and skill". It does NOT - as fortunately only a very small number of Members appear to think - mean simply a "read through" or a "flick through" the pages of a Publication; what it **does** mean is a **detailed** and **thorough** examination of what is taught therein.

Examination Attempted Too Soon
This follows from the foregoing. Adequate STUDY of the relevant CIC selected Publication – **all Chapters** - **must** be undertaken before the Final Examination set on the Program is attempted. We do sympathise with Members who are anxious to progress rapidly - but **real** progress can only be the result of **adequate study**.

Answers Brief and/or Incomplete
An Examiner wants to be shown that you **really** HAVE learned and understood everything taught in the Materials supplied as part of the Program. That can only be done if you write – when required - **full**, **detailed** and **explanatory** answers, containing **all** relevant facts and information, with examples when appropriate. If less than a full answer is provided, less than the full mark available to that answer will be awarded!

Too Few or Too Many Questions Answered/Attempted
Sometimes Members answer or attempt **fewer** than the required number of Questions or Exercises than they are instructed to attempt, or they do not answer **all** parts of a Question or Exercise. An Examiner can award marks **only** for Questions answered or for Exercises attempted; so marks for omitted Questions or Exercises - or sections of them - are "lost". In some cases Members answer/attempt **more** than the required number of Questions or Exercises they are instructed to attempt. That usually results in rushed and brief Work, which loses marks, and an Examiner can only award marks for the **required number** of Questions or Exercises.

Questions/Exercises not Properly Read, or Misunderstood
It is essential that you understand **exactly** what Questions or Exercises require you to do or to write about. You **must** READ Questions and Exercises **fully** and **carefully** - and **not** just "glance" at them. Without care, an "answer" you give might be quite **ir**relevant to a particular Question or Exercise; it might be about quite a different subject or topic. What you have written might be "excellent" and quite correct, but it will still **not** earn you marks if it does **not** answer the Question or Exercise SET.

Standard of English
Our Examiners DO appreciate that English is not the national or main tongue of many thousands of CIC Members. Nevertheless, our Examiners **need** to be able to read quickly and easily what you have written, in order to assess whether you really **have** learned what has been taught during your Program. So you **must** take CARE with your written English, especially with grammar and spelling. CIC Examiners are busy people and simply do not have time available in which to decipher difficult-to-read handwriting or to interpret English of a low standard.

Presentation of Work
Our Examiners are most likely to be "pleased" with and attracted by - and, in response, to be more generous in giving marks to - Examination answer papers which are **neat** and **clean** and **tidy**. Then, too, Examiners prefer handwriting which they can **clearly** and **easily read**.

Always take TIME and CARE, **and PRIDE in your Work**.