

# Information Pack-Unit 505 Managing Individual Development



## INTRODUCTION

People have differing expectations about what they want in terms of development and what support they expect from their workplace. This is fine when an individual's expectations and those of the organisation are congruent. Difficulties may arise however, if there is an imbalance. For example, if funding for training and development is limited people may not be able to undertake the training and development they might like. Alternatively, if an individual does not want additional training but the organisation wants that individual to undergo further training then similarly this could cause conflict. The management challenge is to balance the requirement of both the organisation and the individual, whilst being equitable and fair in distribution of opportunities for development. Further complexities arise when consideration needs to be taken to career progression within the organisation and selecting people for development in preparation for career progression.

Performance management is one of the most hotly debated areas of management thought, more importantly how to achieve an effective performance management programme. This is largely because employee performance is recognised as the backbone of organisational success. A well-executed performance management framework can encourage the development of a high-performance culture and provide a clear link between individual goals and organisational objectives. This information pack outlines the evolution of contemporary performance management and examines some of its most influential models and concepts. It also considers the critical link between individual and organisational performance and looks at how different performance management tools can be combined to create an effective performance management system.

Performance management is vital to the success of all organisations, regardless of their size, industry sector or internal culture. Each organisation should design a performance management system to suit its specific needs. Above all, the approach should aim to align strategic, department and individual objectives. Furthermore, performance management should be as simple as possible, command visible, involvement from senior management and be implemented consistently across the organisation.

## GUIDANCE

This document is prepared to break the unit material down into bite size chunks. You will see the learning outcomes above treated in their own sections. Therein you will encounter the following structures;

### Purpose

Explains *why* you need to study the current section of material. Quite often learners are put off by material which does not initially seem to be relevant to a topic or profession. Once you understand the importance of new learning or theory you will embrace the concepts more readily.

### Theory

Conveys new material to you in a straightforward fashion. To support the treatments in this section you are strongly advised to follow the given hyperlinks, which may be useful documents or applications on the web.

### Example

The examples/worked examples are presented in a knowledge-building order. Make sure you follow them all through. If you are feeling confident then you might like to treat an example as a question, in which case cover it up and have a go yourself. Many of the examples given resemble assignment questions which will come your way, so follow them through diligently.

### Question

Questions should not be avoided if you are determined to learn. Please do take the time to tackle each of the given questions, in the order in which they are presented. The order is important, as further knowledge and confidence is built upon previous knowledge and confidence. As an Online Learner it is important that the answers to questions are immediately available to you. Contact your Unit Tutor if you need help.

### Challenge

You can really cement your new knowledge by undertaking the challenges. A challenge could be to download software and perform an exercise. An alternative challenge might involve a practical activity or other form of research.

### Video

Videos on the web can be very useful supplements to your distance learning efforts. Wherever an online video(s) will help you then it will be hyperlinked at the appropriate point.

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## What is Performance Management?

Performance management is of utmost importance to the modern organisation. It not only provides purpose and meaning to individual jobs but also the means to ensure that the objectives and development of individuals are aligned with long-term organisational goals.

A good definition of performance management is provided by Stephen Bach in his 2005 book *Managing Human Resources: Personal Management in Transition*:

*“A cycle of integrated activities which ensures that a systematic link is established between the contribution of each employee and the overall performance of the organisation.”*

Another definition of performance management is provided by Michael Armstrong in his Handbook of Performance Management, which carefully and plainly lays out the Armstrong performance management cycle:

*“Performance management is the continuous process of improving performance by setting individual and team goals which are aligned to the strategic goals of the organisation, planning performance to achieve the goals, reviewing and assessing progress, and developing the knowledge, skills and abilities of people.”*

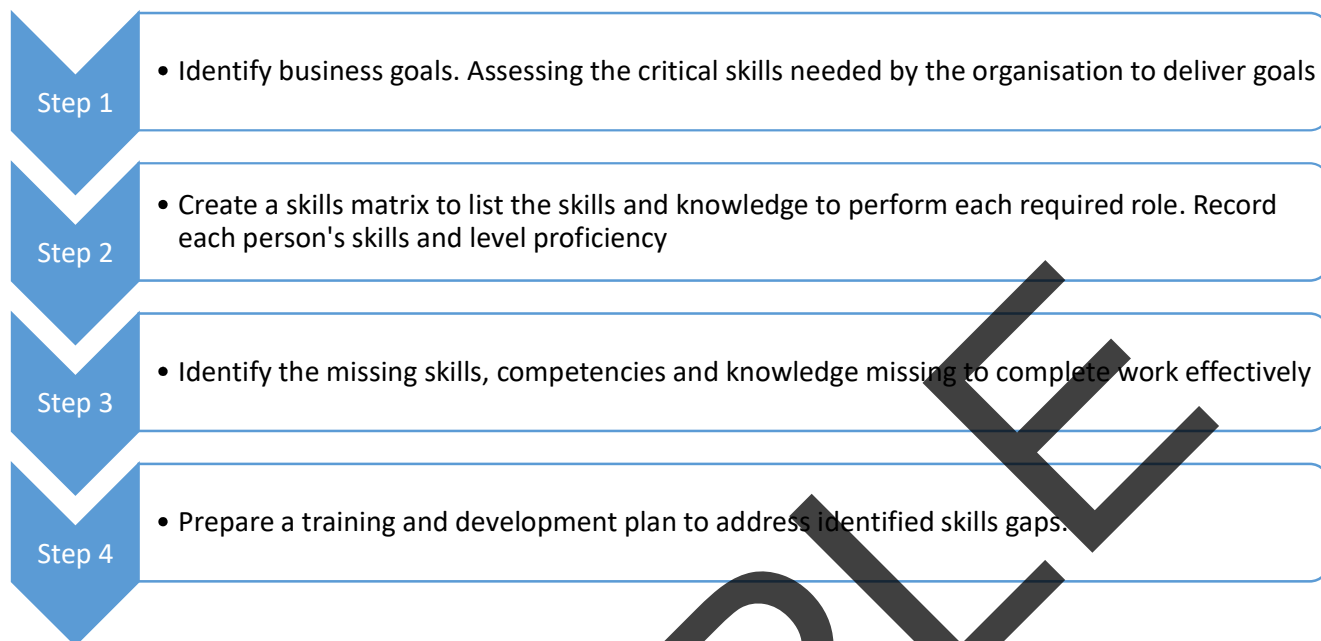
The main consideration should be that performance management is a continuous process- not a once-a-year activity. Quality performance management should, therefore, bring together a range of different, integrated activities to form an ongoing “performance management cycle”

Michael Armstrong detailed the Stages of the performance management cycle:



There is no single universally accepted model of performance management. Performance management is a concept in the field of human management, it is a continuous process of identifying, measuring and

### The Skills Gap Analysis Process (AH Raymondson, 2011)



Managers could follow a simple 6-step approach to training and development needs analysis at a practical level. The ROGUE approach (KW Hamilton, 2012) requires managers to:

**R**eview-team members 'job descriptions'

**O**bserve-team members at work

**G**ather-additional data (e.g. performance metrics)

**U**nderstand and unpick-the data, sifting it to determine what is important

**E**ngage to agree an Action Plan/Personal Development Plan.

#### Individual Training Needs Analysis

Individual training needs analysis is undertaken to identify and bridge skills gaps between the job description and an individual's actual performance. An individual training needs analysis includes evaluation of all the training needs of one individual, including any basic educational needs, job needs, and discrete task needs, along with supervisory needs and any requirement for broader professional development. Also covered would be any mandatory training needs.

Individual TNA is often undertaken in tandem with annual appraisal; with appraisal forms usually having a section for a person being appraised to cite their training needs from their perspective. You as a line manager may of course see a greater or lesser or different requirement than they might themselves see. The appraisal interview gives line managers the opportunity to discuss training requirements and coordinate training and development in a personal development plan (PDP).

The implications for training a development associated with Honey and Mumford's learning styles are set out below:

Implications for training associated with Honey and Mumford's Learning Styles

	Implications They prefer:
Pragmatists	<ul style="list-style-type: none"><li>• To see a clear link to their work</li><li>• Seeing the advantages of a skill or technique</li><li>• To try out skills with feedback</li><li>• To be shown models they can emulate</li></ul>
Activists	<ul style="list-style-type: none"><li>• New experiences and problems</li><li>• Interacting with others</li><li>• Team tasks/exercises</li><li>• Engaging in discussions</li><li>• The challenge of a difficult task</li></ul>
Reflectors	<ul style="list-style-type: none"><li>• Observing others</li><li>• Having time to review what has happened and think through issues connected to the training material</li><li>• Producing reports, essays, etc</li><li>• Having thinking time, without time pressure</li></ul>
Theorists	<ul style="list-style-type: none"><li>• Complex problems to which they can apply theories</li><li>• Structured situations</li><li>• Clarity of purpose</li><li>• Interesting ideas, models or concepts</li><li>• To question and critique ideas</li></ul>

SAMPLE