

HUMAN RESOURCE MANAGEMENT

MODULE 2: Lecture 3

Learning and Development & Performance Management



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**Undergraduate Diploma in
Business Administration**

Learning Outcomes

- The fundamentals of learning and development.
- The key steps of learning and development.
- Practices adopted in learning and development.
- How people learn.
- How to carry out a Training Needs Analysis.
- Development of a training plan.
- Leadership and management development.
- The need and benefits of performance management.
- Different systems (models) in managing performance.
- Setting SMART objectives
- Assessing and rating performance at work.
- Conducting performance appraisals.





Why do we need to learn & develop at work



Learning & development – a definition

- It is concerned with ensuring that organisations have the knowledgeable, skilled and engaged people they need.
- It means enabling individuals to acquire knowledge and skills through experience, social contacts, coaching, mentoring and guidance provided by line managers and others, self managed learning, and learning events and programmes provided by the organisation



How people learn

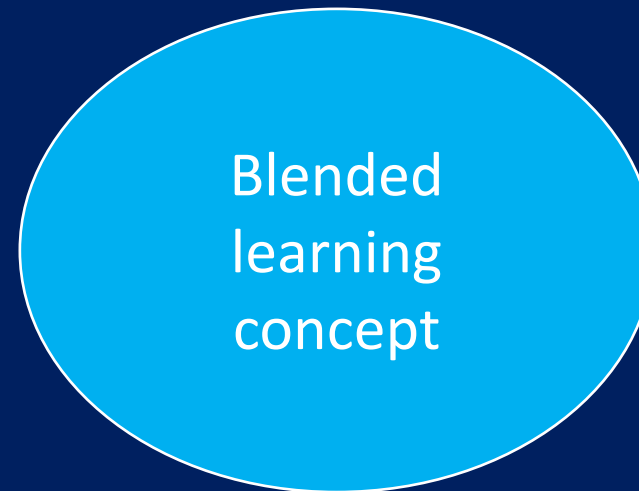
70 / 20 / 10 Model

(Lombardo & Eichinger, 1996)

70% from work experience

20% from social learning

10% from formal training



Clardy 2018

Learning does not necessarily fit neatly within these "boxes" – experiential and social learning are important but formal training should not be underestimated



Components of L&D

Learning

(process by which a person acquires and develops knowledge, skills, capabilities, behaviours and attitudes)

Development

(the growth of a person's ability and potential through provision of learning and educational experiences)

Training

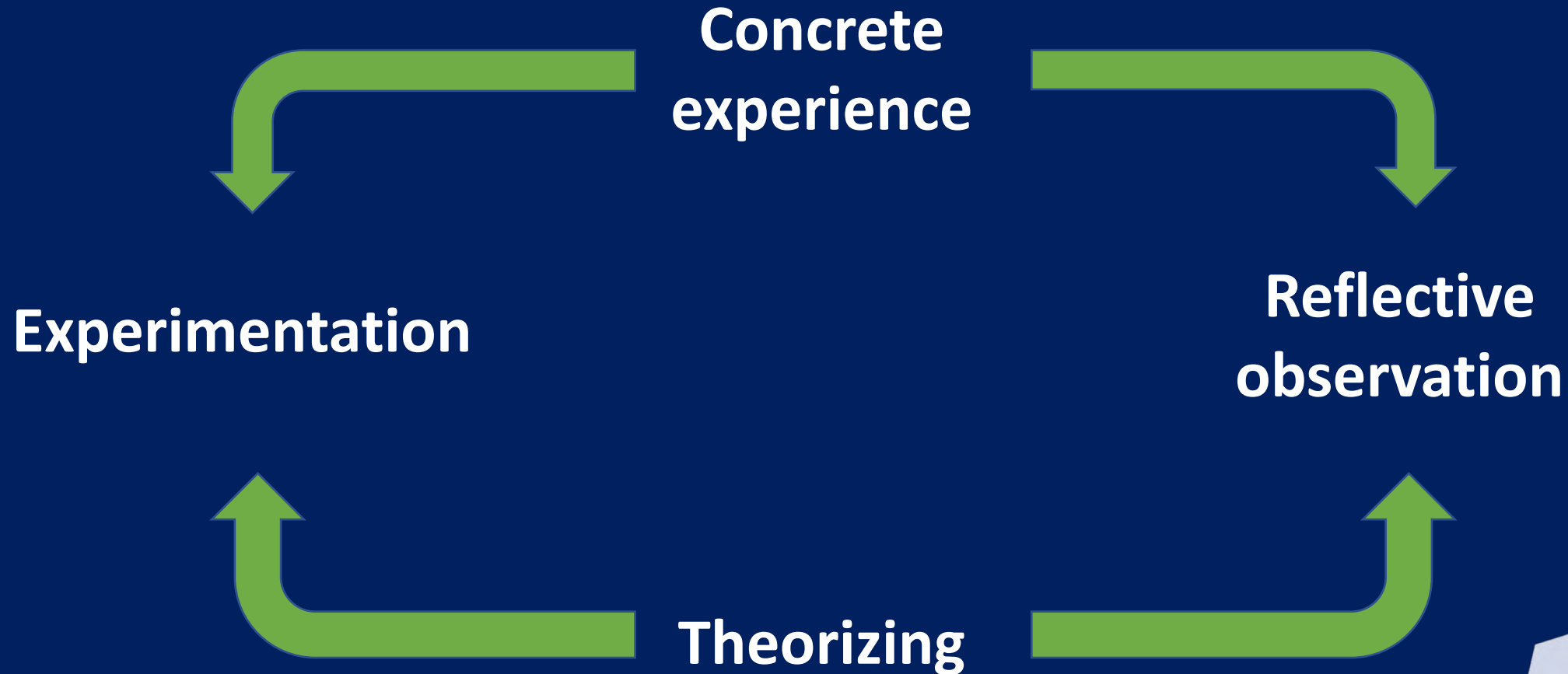
(formal process, such as attending a training course, to help people acquire knowledge / skills to do their job better)

Education

(development of the knowledge, values and understanding required in all aspects of life, and not just related to particular areas of work)



Learning styles – Kolb's learning cycle



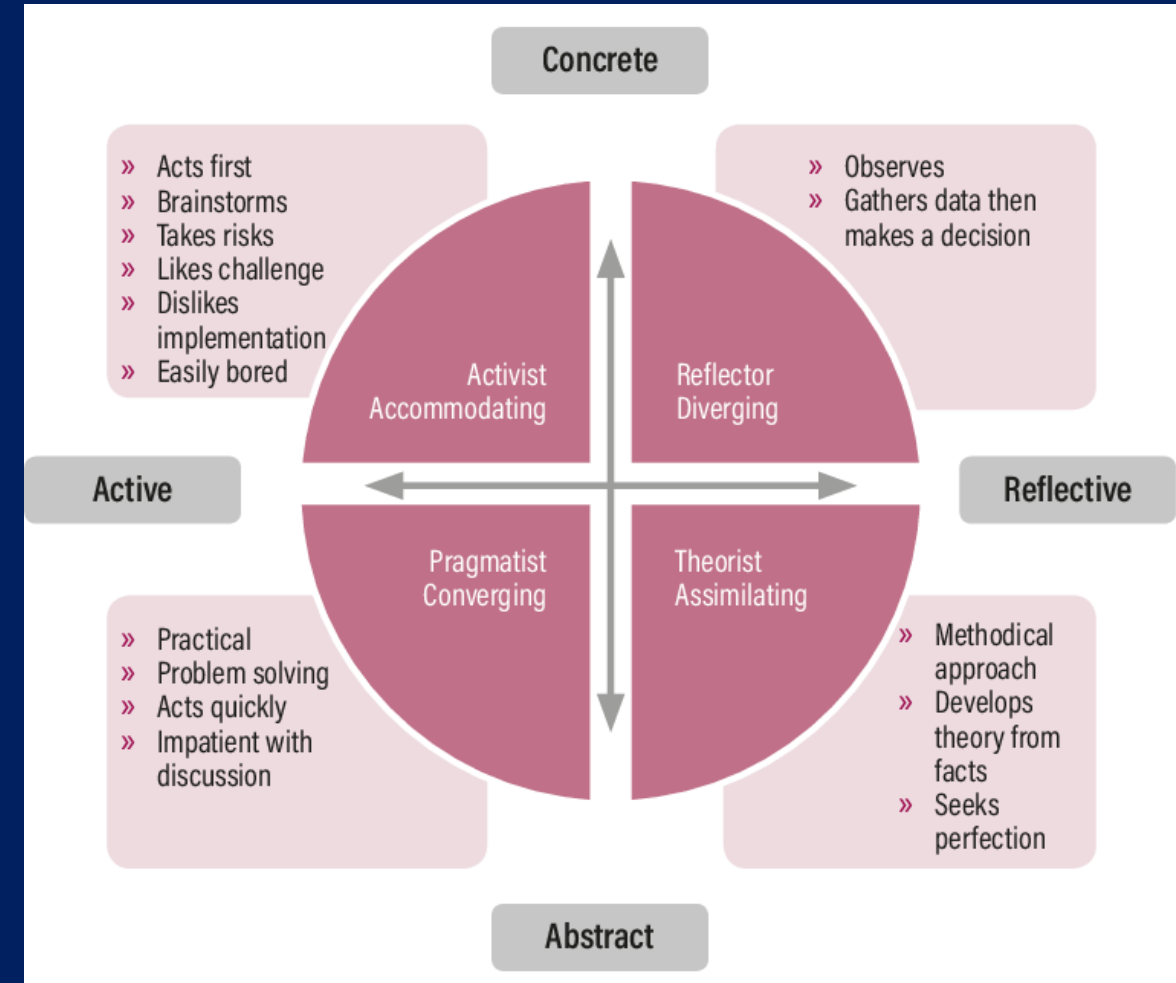
Learning styles – Honey & Mumford

ACTIVISTS – involve in new experiences

REFLECTORS – observe

THEORISTS – apply observations in form of logical theories

PRAGMATISTS – experiment



What is your learning style?





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Implications of learning concepts

Process of learning	Learning is achieved in different ways – context is important	Different learning needs require different learning methods
Learning styles	Every person learns differently	Programmes need to be adjusted to cope with different learning styles
Learning curve	Time to learn varies between people	Progress in learning varies
Motivation to learn	People need to have a motivation to learn	Learners should be helped to develop learning goals and understand its benefits
Cognitive learning theory	People learn by being exposed and solving problems	Provide learning opportunities to people to learn by doing



Workplace learning

- Learning happens mainly *in the workplace*
- Much of it is *informal* though managers have a role to play through their coaching intervention
- Workplace learning is largely *experiential* – learning by doing
- It also involves learning by *observing others* (cooperative learning)
- Induction training



Characteristics of workplace learning

Workplace is a site for learning – “training island” close to where work is actually carried out (similar to a lab)

The workplace itself as a learning environment (e.g. through job rotation, job shadowing, cross-site project work)

Learning through work itself (informal learning) to develop skills (continuous learning)

Enhancing workplace learning

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Induction training
for new employees

Planned experience
to obtain
knowledge and
skills over time

Coaching (one-to-
one training)

Mentoring
(experienced
people to provide
advice and
guidance)

Buddy System
(work with
someone else in
same job)

Shadowing
(learning through
observation)

Performance
management
(identify areas for
improvement)

Personal
development
planning
(structured
approach)



Training Needs Analysis (TNA)

- What people should know
- Expected performance

**Learning
Gap**

- What they actually know
- Actual level of performance



TNA process & method

- **Surveys or interviews** – about requirements of position
- **Role analysis** – specifying the requirements of the position
- **Skills analysis** – level of skill required to achieve a standard of performance
- **Performance management** – knowledge, skills and behaviour
- **Learning evaluations** – measuring the level of knowledge gained after a training intervention and implementation of knowledge



Learning & development practices

Workplace Learning

(mostly informal supported by Line Managers, including coaching and mentoring) – NEEDS TO BE ORGANISED

Social & collaborative Learning

(people connecting, conversing, collaborating and learning from each other) – PROVIDE THE EXPERIENCE

Digital Learning

(E-learning, virtual learning environments, social networks, “Googling”, game based learning)

Artificial Learning (AI) Learning

(Automated learning systems, tailor made training interventions, adaptation of training based on feedback)



Development of a training plan

1 - ANALYSIS

- Current level of knowledge / experience
- What participants will learn (knowledge, skills, behaviour)
- Set learning goals & objectives

2 - DESIGN

How training will be delivered taking into consideration the learning styles of participants
i.e. instruction, presentations, discussions, case studies, games, coaching, mentoring etc

3 - DEVELOPMENT

Detailed development of programme including content, outcome from each session, who will deliver training, training material, handouts etc

Group activity

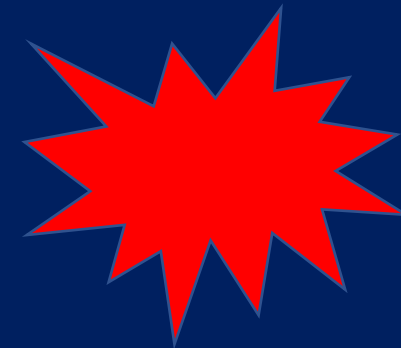


Discuss an appropriate method of learning and development programme for the following jobs:

1. An entry-level chef at a 5 star restaurant
2. A new manager in a fast food restaurant
3. A car mechanic on hybrid / electric cars
4. A receptionist in a hotel
5. A machine operator in a manufacturing company producing flavoured drinks

Summary – what is L&D?

- Video - <https://www.youtube.com/watch?v=hK5zWdvD9Zw&t=107s>



Leadership & management development



60 to 75% of employees in any organisation, no matter where survey was completed, report that the worst or most stressful aspect of their job is their immediate supervisor

Pfeffer & Sutton (2006)



IMPACT ON THE ORGANISATION?



Leadership & management development – defined

- It aims to provide managers with the leadership and managerial qualities required to achieve success.
- It is concerned with unlocking potential and form a vital ingredient in talent management.
- A blended approach is used combining analysis of learning needs and activities used to achieve the learning objectives.



Management vs Leadership

Making the distinction

Leadership involves management and management involves leadership – hence may be difficult to separate the two

Leadership = inspiring people to do their best to achieve results (based on motivation, vision, persuasion, influence and engagement)

Management = process of achieving results by “getting things done through people”.



Leadership development

It is sometimes said that leaders are born, not made



Conditions for successful leadership development – Yukl (2006)

- Clear learning objectives
- Clear, meaningful content
- Appropriate sequencing of content
- Appropriate mix of training methods
- Opportunity for active practice
- Feedback
- High trainee confidence
- Appropriate follow-up



Management development – formal approaches

- Planned experience – rotation project teams, secondment
- Coaching - one-to-one approach
- Mentoring – specialists / experts in the field
- Action learning – exposed to real life problems / situations
- Outdoor learning – to learn how to handle pressure
- Performance management feedback
- Self-developed learning
- Specialised courses and programmes



Performance Management



Learning Outcomes....reminder

- The need and benefits of performance management
- Different systems (models) in managing performance
- Setting SMART objectives
- Assessing and rating performance at work
- Conducting performance appraisals



The need and benefits of performance management.

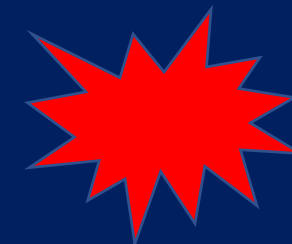




Performance management – defined

It is the continuous process of improving performance by:

- (1) setting individual and team goals that are aligned to the strategic goals of the organisation
- (2) planning performance to achieve the goals
- (3) reviewing and assessing progress and
- (4) developing the knowledge, skills and abilities of people.



Video – Performance Management

Bill Shannon (Auburn University)

<https://www.youtube.com/watch?v=sYyTxu3Mzhw&t=42s>



5 benefits of performance management

It helps to:

1. Work towards common organisational and departmental goals
2. Builds accountability
3. Provide clear understanding of expectations
4. Provide feedback to employees
5. Prepare for and develop career goals



Four major influences affecting performance

Harrison (1997)

The learner

Needs right level
of competence,
motivation,
support and
incentive

The learner's work group

Influencing
positively or
negatively

The learner's manager

Needs to provide
continuing
support

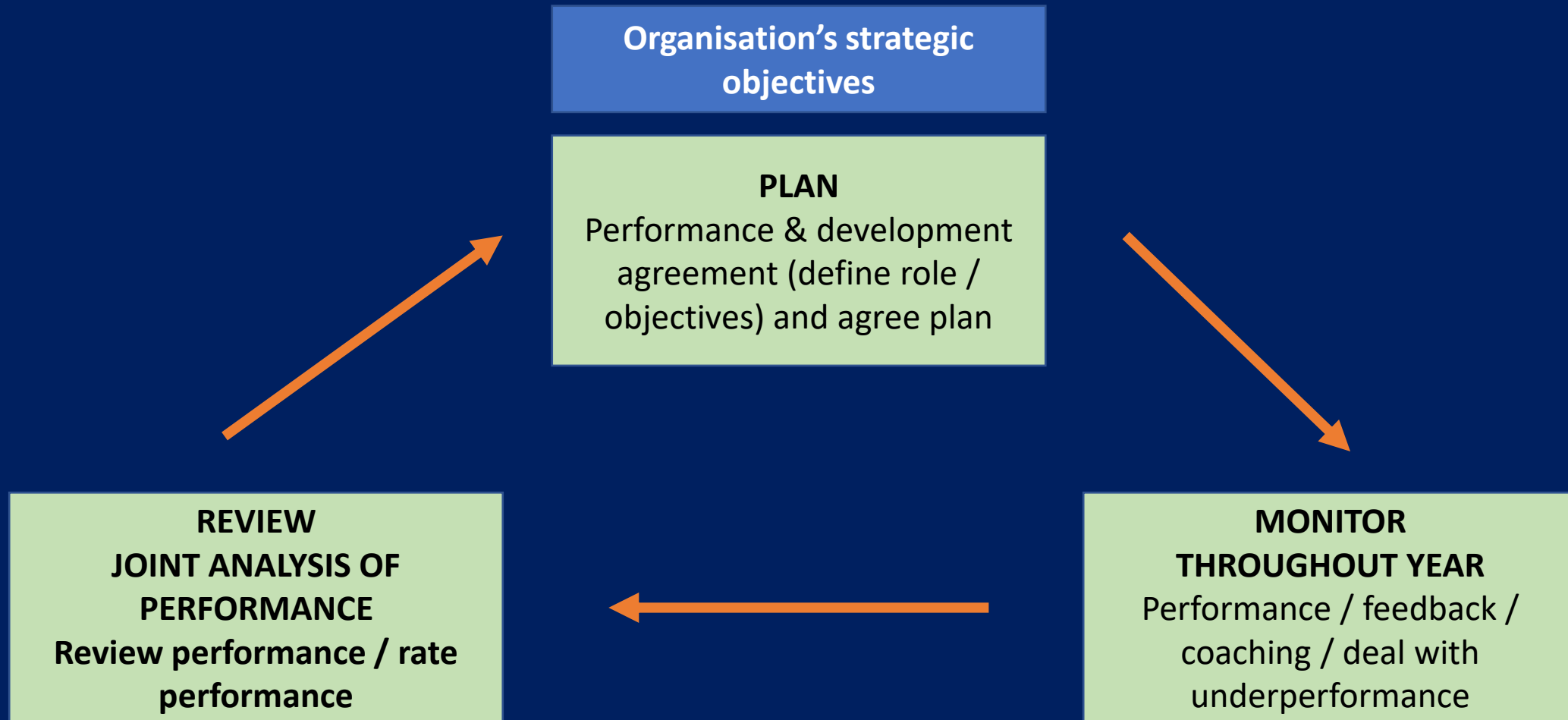
The organisation

Fosters
performance
(positively or
negatively)

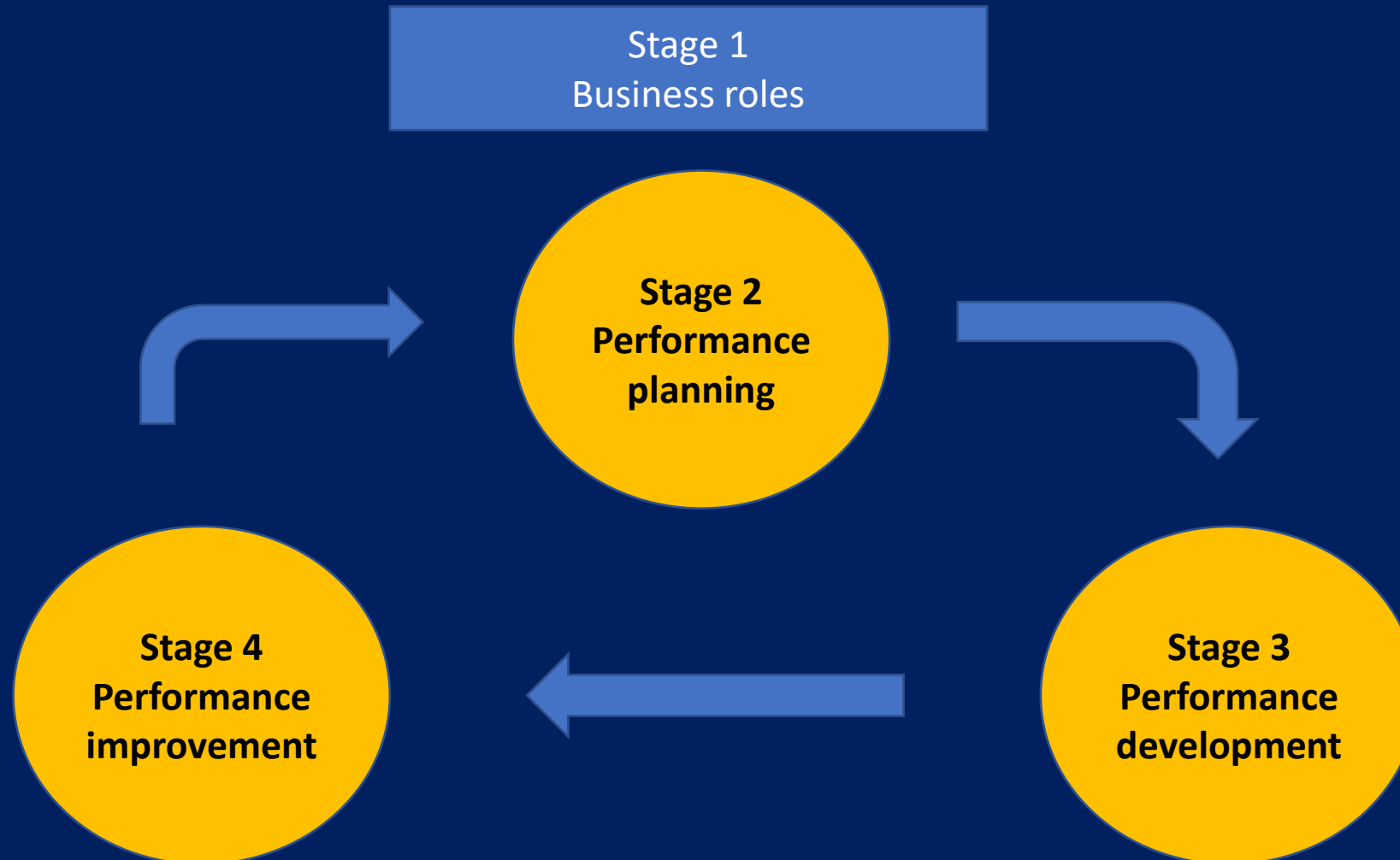
Different systems (models) in performance management



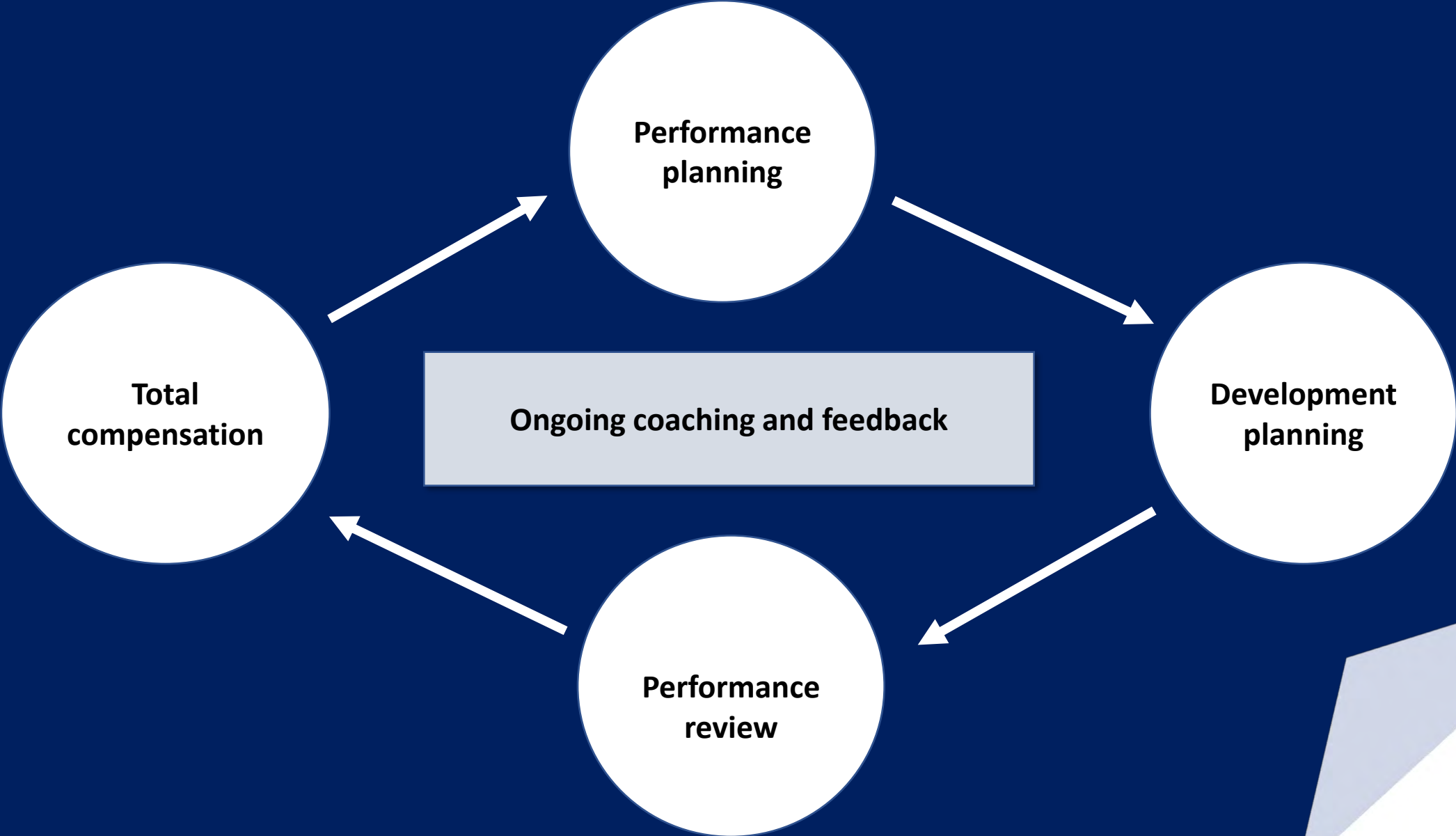
Traditional Method



Method at Astra-Zeneca



Method at Pfizer Inc



Setting SMART objectives



S
M
A
R
T

SPECIFIC	<ul style="list-style-type: none">• Who is involved?• What do I want to achieve?• When do I need to achieve this?• Why is the goal important?
MEASURABLE	<ul style="list-style-type: none">• How will I measure my progress?• How will I know if my goal is achieved?
AGREED / ACHIEVEABLE	<ul style="list-style-type: none">• Will it be clear when the goal is complete?• Is it reasonable to complete the goal in the time allotted?
REALISTIC / RELEVANT	<ul style="list-style-type: none">• Is this goal related to my overall success (or the success of my business/organization)
TIME BOUND	<ul style="list-style-type: none">• How long should it take to accomplish this goal?• When will I check in on whether or not the goal has been completed?• Am I ready to start work on the goal?

SMART OBJECTIVES



Exercise on SMART – 20 mins

Set **SMART** objectives for the following positions (or others you may be better familiar with):

1. An entry-level chef at a 5-star restaurant
2. A new manager in a fast-food restaurant
3. A car mechanic on hybrid / electric cars
4. A receptionist in a hotel
5. A machine operator in a manufacturing company producing flavoured drink



CHEF OBJECTIVES

Objective: Improve Recipe Execution Efficiency

- **Specific:** Streamline the cooking process for signature dishes.
- **Measurable:** Reduce preparation time by 15% within the next month.
- **Achievable:** Implement time-saving techniques and reorganize kitchen layout.
- **Relevant:** Enhances overall kitchen productivity and customer satisfaction.
- **Time-bound:** Achieve the 15% reduction in preparation time by the end of the next month.

Objective: Enhance Culinary Skills

- **Specific:** Master two new advanced cooking techniques.
- **Measurable:** Successfully execute the techniques in at least 10 dishes.
- **Achievable:** Attend specialized workshops and practice regularly.
- **Relevant:** Elevates the quality and creativity of the menu.
- **Time-bound:** Master the techniques and incorporate them into the menu within the next three months.



RECEPTIONIST OBJECTIVES

Objective: Improve Check-in Efficiency

- **Specific:** Streamline the check-in process for guests.
- **Measurable:** Reduce average check-in time by 20% within the next month.
- **Achievable:** Implement a digital check-in system and provide staff training.
- **Relevant:** Enhances guest satisfaction and overall efficiency.
- **Time-bound:** Achieve the 20% reduction in check-in time by the end of the next month.

Objective: Strengthen Communication Skills

- **Specific:** Enhance verbal and written communication skills.
- **Measurable:** Achieve a 30% reduction in communication-related guest complaints.
- **Achievable:** Provide communication skills training and conduct regular evaluations.
- **Relevant:** Improves the quality of interactions and reduces guest dissatisfaction.
- **Time-bound:** Attain the 30% reduction in complaints within the next two months.



Assessing and rating performance at work



Assessment (appraisal) 3 approaches

OVERALL ASSESSMENT

- General analysis (based on performance agreement)
- Based on future action (rather than judgement)
- Understanding of what is going well and what is not
- Distinguish between high / average and non performers
- Written record

Cons:

- **Assessment can be generic**
- **“halo” / “horn” effect.**

RATING

- Assessment is based on a score on performance (numerical or descriptive based on definitions) – usually 5 levels i.e. Beyond Expectations / Meets expectations most of the times / meets expectations sometimes / Below expectations / Requires drastic improvement

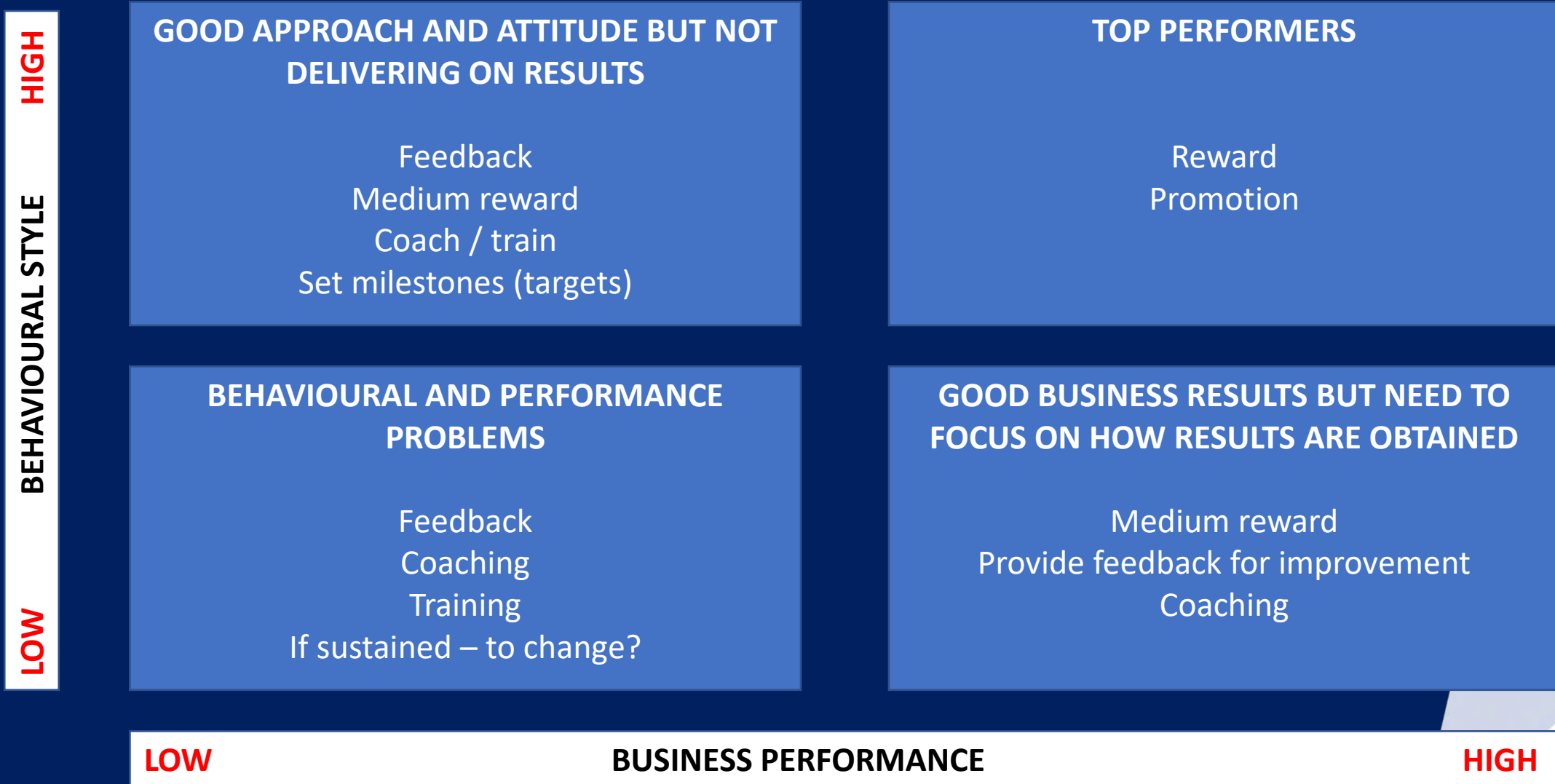
Cons:

- **Managers rate differently**
- **may lead to confrontation**

VISUAL ASSESSMENT

**Performance Grid
(see next slide)**

Visual assessment



Conducting performance appraisals



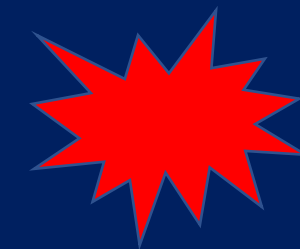
Steps when conducting appraisal

- **Step 1:** Which model will you use – Traditional? Cyclical? Linked to pay?
- **Step 2:** Plan for the appraisal meeting
 - ✓ Advise employee about date and explain what will be done (it is no a test but a discussion)
 - ✓ Review all aspects of performance during a period (not the last week!) and be objective
- **Step 3:** Conduct appraisal meeting. During appraisal meeting....
 - ✓ Talk in terms of objectives not (not feelings) and data (or observations)
 - ✓ Be positive throughout
 - ✓ Don't get personal or criticise destructively
 - ✓ Encourage 2 way communication / listen
 - ✓ Get agreement about way forward



Checklist – Appraisal Interview

- Review job description, previous appraisals, goals and current job standards
- Provide adequate time and a private, quiet environment
- Focus discussion and comments on evident information
- Allow appraisee to give his / her point of view without judgement
- Avoid attacking appraisee's comments
- Criticise with respect and dignity
- Discuss each of the appraisee's duties and goals
- Reach agreement on training /development required
- Discuss steps to take if performance does not improve
- Discuss performance in light of career aspirations



Performance Appraisal Meeting

- Video clip: <https://www.youtube.com/watch?v=cEvOGhVStZE&t=5s>



Group activity



On what factors would you appraise the following positions (or others you may wish to choose)

1. An entry-level chef at a 5-star restaurant
2. A new manager in a fast-food restaurant
3. A car mechanic on hybrid / electric cars
4. A receptionist in a hotel
5. A machine operator in a manufacturing company producing flavoured drinks

Role Play

Objective:

The purpose of this role play is to simulate a performance appraisal meeting for a hotel receptionist. The goal is to assess the receptionist's performance over the past year, discuss achievements, identify areas for improvement, and set goals for the upcoming year.

Participants:

- **Manager (M):** You are the hotel manager responsible for conducting the performance appraisal. Your role is to provide constructive feedback, acknowledge achievements, discuss areas for improvement, and collaboratively set goals for the receptionist.
- **Receptionist (R):** You are the hotel receptionist undergoing the performance appraisal. Your role is to reflect on your performance, discuss your achievements, acknowledge areas for improvement, and actively participate in setting goals for the next year.

Scenario:

- **Background:** The hotel receptionist, Sarah, has been working for the hotel for the past year. She has made efforts to improve communication skills and has successfully implemented a digital check-in system. However, there are still opportunities for growth, particularly in managing multiple tasks during peak hours.
- **Setting:** The meeting is taking place in the manager's office. Both the manager and receptionist are expected to maintain a professional and constructive tone throughout the discussion.



Aim for ongoing reviews

Ongoing reviews throughout the year are preferable and more effective





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