Staff development – Introduction   (1)

Staff development might be described as "the systematic" and continual process of improving employees so that they make the fullest possible use of their abilities, thus benefiting both them and the organization. If people are to be motivated in this way, then you have to approach the whole process in a clear and logical manner, typically by encouraging self-development, training staff where appropriate and last – but definitely not least – by assessing employees to see that they are achieving as much as they can.

Ideas on why people work   (2)

 "What can be done to get someone to work more effectively?"

This has been a topic for thought and discussion since the concept itself Theories began to be produced by "thinkers" from about the middle of the nineteenth century, the period when massive industrialization invaded the so called "developed" countries of Northwest Europe and the USA:

FREDRICK TAYLOR

Theories on the structure and nature of organizations probably have their origins with Taylor, born in Philadelphia in 1856. His theory, known as Scientific Management, was based on four principles:

A.   All information about doing a job (which was normally in the heads of individual workers) should be gathered by managers, evaluated and converted into rules for all workers to follow.

B.   The scientific selection and training (including continuous improvement) of workers in a particular field of work.

C.   Bringing together the knowledge from A. with the people from B.

D.   Managers should take a more practical role in deciding how work should be done.

Taylor's approach was very detailed. For example he went to great lengths to ascertain what weight of pig iron per shovel load would produce the maximum tonnage per worker per day. Furthermore a detailed system of deployment ensured that each man was used to best effect. The results were startling — the number of shovellers was reduced from 600 to 140 and the cost of moving pig iron was reduced by half

Taylor felt strongly about the development of workers and managers' responsibilities to make the best use of people. He was equally determined that those who did no measure up to the high standards should be dismissed. He was against Trade Unions because he saw them as restrictive and resistant, believing instead that employers and employees both gained from the effort in terms of prosperity and well-being.

ELTON MAYO

Taylor's work and that of his contemporaries remained unchallenged until the 1920s when Mayo, an Australian working in the USA was asked by the Western Electric Company of Chicago to investigate methods of raising their level of production. The company was progressive in the field of pensions, sickness benefit and another worker benefit schemes but, despite having used efficiency experts, was unable to diagnose the reason for grumbling and dissatisfaction amongst workers.

The Hawthorne plant was used for investigation, and gave its name to the ensuing experiment. Two groups of employees were selected, one as control group and the other as the subject Group. For the subject group he increased the level of lighting in the work area whilst the area used by the control group was left unchanged. Output went up in the both areas.

His team further experimented by selection two young female workers and asking them to choose another four to work with them. This group assembled telephone relays and in normal conditions (48 hours including Saturdays with no rest periods) 2.400 relays were assembled. A variety of changes were made to working conditions and each change resulted in an increase — to the highest recorded output.

Mayo's conclusion was that the physical environment was a relatively minor influence on Output but that a stronger influence was the attitude of the workers. He thus began a programme of interviews to try to establish what were the attitudes held and what influenced changes in them. The initial interviews were very directive and failed to reveal anything of value, but a more indirect and unstructured approach led to the conclusions that

   A.   Complaints were not necessarily objective and might be symptoms of more deep-seated disturbances.

   B.   Worker's demands are influenced by experiences from both inside and outside the workplace.

   C.   A worker is satisfied or dissatisfied not in terms of any objective frame of reference but in terms of how they regard their social status in the organization and the sense of entitlement in the way of reward.

Another significant conclusion was that simply by giving someone the opportunity to air their grievance there was an improvement in the person's morale. For example, one woman thanked the interviewer for bringing about improvement in the canteen food after her complaint — despite that the interviewer had not done anything about it.

Another experiment involved the team employed on "bank wiring". Of the fourteen in the Team, nine were wiremen, three were soldermen and two were inspectors. The team had with natural tribal leaders who were not the designated leaders. They had also developed group norms which ran counter to the official ones. Despite incentive bonuses for greater output the team always produced 6.000 units per day, although they could have achieved 7.000 without difficulty. Individual output remained constant from week to week, at an average below their capacity to perform. The group production norm was imposed by a number of methods, one of which was "binging" (pounding the upper arm with a fist).

The teams had their own codes of behavior:

1. You should not turn out too much work.
2. You should not turn out too little work.
3. You should not tell a supervisor anything which might be to the detriment of a colleague.
4. You should not act officiously of take on airs & graces (e.g. an inspector was not expected to act like one).

Conclusions drawn from these experiments and other of Mayo's work include:

1. Work is a group activity and the problem is to build a primary group life.

2. The social world of the adult is primarily patterned around work activity.

3. The need for recognition, security and sense of belonging is more important in determining worker's morale and productivity than the physical environment.

4. A complaint is not necessarily an objective recital of facts; it is commonly concealing some other disturbance in an individual's sense of status or position.

5. A worker's attitudes and effectiveness are conditioned by experiences both from within and from outside the work situation.

6. Informal groups within work situations exercise strong social control over work habits and individual's expressed attitudes.

There have been a number of criticisms of Mayo's work. Industrialists tended to regard the work as interesting but insufficiently relevant to the objectives of their activities, producing goods and making profits. Others maintained that Mayo" motive was to persuade workers to produce more goods for less money. More objective criticisms are that he ignored social background in his investigations, showed bias in favor of management, ignored the importance of scientific theory and relied on observation and empirical evidence, and used manipulative rather than motivational methods.

Despite the criticisms, the "Human Relations" approach adopted by Mayo and others brought about the first realization that the effectiveness of employee's performance is related to the way they are treated.

ABRAHAM MASLOW

After the Mayo school the next major development stemmed from the work of Maslow who. in the 1950s, attempted to formulate a theory to explain the causes of human behavior. This theory is focused on life in general and is therefore equally relevant to both work and non- work situations. Maslow suggested that human behavior is governed by needs which operate on a "hierarchical" basis as classified under the following five headings:

1. Physical Survival

Our most important need is that of survival, of staying alive. To do this we need food, water, shelter and rest. For so long as these fundamental needs, upon which health depends, are unsatisfied then a person shows little interest in the other four categories. All thoughts, feelings and energies will be devoted to trying to satisfy these fundamental needs to the exclusion of all others.

2. Security & Safety

Once the fundamental needs have been satisfied to a least a minimum and continuing degree then the second level becomes dominant in order to establish safety and physical comfort. This can be subdivided into External Security and Internal Security, neither being exclusive of the other.

External security encompasses (in present day society) such things as financial status, material possessions and frequently extends to include physical responsibilities to others e.g. family (emotional responsibilities come later). The level of need is governed by the individual's

- Tolerance of dept — such as mortgage and hire purchase
- Provision — such of life assurance and savings
- Ownership — home, transport, possessions, chattels
- Relative deprivation — comparisons with peers and aspirations

Internal security is more concerned with how the individual is able to cope with varying types of situation. It also includes the degree to which needs exist for dependence/independence, ambiguity/structure, creativity/linearity, adaptability/rigidity, telling or being told.

3. Social or Belonging needs

When the roof no longer leaks, and there is food on the table, a warm bed to go to and a good lock on the door, then our subject's mind is free to turn to other people, to love and be loved, to belong to a tangible group and to be accepted by others. This is usually met without too much difficulty in the family situations, certainly as an offspring and also into the early days of partnership when mutual attraction tends to dominate the relationship. I3ut the need extends beyond the immediate family and others are expected to offer ad receive affection. Colleagues at work, fellow club member, social groups are all significant and may be the object of considerable energy without monetary reward in order to satisfy the social need.

4. Esteem

There are two categories of esteem which are again external and internal.

The esteem of others includes prestige, reputation, status or rank, dominance, recognition and apprecition. Meeting these needs ranges from buying new (or more expensive) cars, bigger smarter houses, the latest cell-phone, being trendy, to being told how good a job they are doing or how important they area to the organization.

Self esteem is to do with their sense of themselves and how they measure up to their own standards and targets. It is concerned with the resilience, self-confidence, values and beliefs, the degree of felt independence and usefulness of the individual which together establish the person's equilibrium in the world.

5. Self Realization

This need is about maximizing one's potential, reaching the limits and using capabilities to the fullest extent. It depends on the lower orders of need being already satisfied. It is, therefore, a rare thing indeed to find someone in a work situation who can genuinely claim to be in self-realization. Those in the lower or middle orders of worker who express this state are more than often than not seen as

uncommitted, unambitious, "not company-men" because they are unaffected by political infighting and vying for status or recognition. On the other hand, they could well be the ones who are indispensable, being totally expert at what they do, but to the exclusions of all else. If a head of department or organization achieves this heady state they might be seen as self-indulgent, uncontrollable mavericks.

 In the idealized world people will be on the brink of achieving this state — so that they still retain some motivation but are basically satisfied with themselves and their lot.

Maslow's theory has held up well and is still preached widely by many practioners, although the view of the rigidity of the hierarchy has been challenged. Most commonly the view of the Self Realization is that

    A.   It can be experienced despite other lower needs not being met.

    B.   It transient, in most cases being experienced only momentarily.

    C.   It is not a state of being but a state of mind.

The useful messages which come from Maslow's work relate not only to self awareness, but also to the way in which managers attempt to motivate their staff.

The manager need to recognize what can and, more importantly, cannot be don e to motivate others. In essence motivation comes from within, but the astute manager can make skilled interventions in order to stimulate this motivation.

The managers need to recognize that:

    ii.   Needs are unique to individual and cannot be changed by others.

    iii.   Needs vary over time and by situation.

    iv.   Unmet needs use up energy and dominate activity

    v.   Offering to satisfy a need which does not need satisfying will achieve nothing

    vi.   If someone perceives that work will satisfy their needs, they will work.

    vii.   The person's own perception of needs is the trigger for motivating them.

    viii.   Individuals often do not know what their need is.

    ix.   If needs are not being satisfied the the individual will look elsewhere

Solutions to the above points may require job restructuring in order to target the unmet needs. If this is not possible then there are consequences to be faced –

    a.   Worker is likely to do no more than necessary to meet the established norm.

    b.   Workers will look elsewhere to satisfy their needs, usually outside the job and will devote considerable energy in pursuit of their goal, both outside and inside working hours.

FREDERICK HERZBERG

Herzberg took Maslow's ideas on job restructuring a stage further in his concept of "Job enrichment." In this he concentrated on the two higher orders in Maslow's *Hierarchy of Needs*, those of Esteem and Self Realization.

He interviewed a large sample of engineers and accountants and asked then to recall specific incidents in their recent work experience which made them feel either particularly good or bad. They were also asked what effect these incidents had on their attitudes and performance, and whether they had lasted a long or short time.

From these interviews it became clear that when the interviewees felt good about their jobs it was usually because of something which showed that they were doing particularly well or becoming more expert. In other words good feelings were connected to specific tasks rather than background factors such as money, security and working condition. Perversely when they felt bad it was usual to complain about these same background factors as the cause of them felling unfairly treated.

Interviewees were able to identify areas of dissatisfaction as:

- Poor pay
- Lack of job security
- Poor relationships with supervisors and/or colleagues
- Working conditions
- Lack of status

Herzberg found that putting right these apparent dissatisfaction did not result in workers being more satisfied and working more effectively, it simply meant that, for a while, they were not openly dissatisfied. Improvements to the factors complained about made the organization "healthier" but did nothing to motivate people to improve productivity or output. He therefore concluded that satisfaction came from the job itself and identified the following factors as causes for increased job satisfaction and higher productivity -

Achievement successfully performing difficult tasks

Recognition   skills and abilities being recognized by

Responsibility being given more responsibility and less supervision

Advancement being promoted or elevated in status

Growth   having the opportunity to gain new and stimulating experience

Work itself   being given challenging, difficult tasks: people will use all their creativity and energy to find solutions in challenging situations.

These factors Herzberg called the "motivators" and advised managers to build these into their management techniques if they wished to improve the quantity and quality of work output.

In summary, Herzberg recognized Maslow's "hygiene factors" (the three lower orders in his Hierarchy of Needs) as important for maintaining individual's morale and personal equilibrium, but stressed that improvements in attitudes and productivity needed the "Motivators" to be

incorporated into the work of every employee. In other words, provided that employees' physical needs are met, there is felt security both internally and externally, social need are satisfied and they have the status they feel they deserve then they will work harder to achieve esteem and self realization.

The essence of Herzberg's idea is in a more detailed inspection of Maslow's higher-orders which he sees as relevant at the workplace. He is realistic in accepting that no-one can motivate against incompetence but equally, if ability is present it cannot be developed to full potential without opportunity. Ability and opportunity are two essential precursors to motivation.

DOUGLAS MC CREGOR

Working in the 1950s Mc Gregor studied management attitudes and assumptions about employees. He collated two sets of assumptions which managers appeared to make about people. The two sets can be seen as opposite ends of a continuum and he called it the *X-Y-theory*

The X-view -Direction and control

- The average human being is born lazy and will avoid work if they can.

- Because people dislike work most must be forced, controlled and threatened with punishment to get them to do a fair day's work. (the dislike of work is so strong that even the promise of rewards is not enough. People will accept rewards and continually demand for more, but production will not increase)

- The average person prefers to avoid responsibility, to be told what to do, has little ambition and above all wants security.

The assumptions above align to the classic principles of Scientific Management propounded By Taylor, Gilbreth and Fayol. The lead to a belief that the use of authority is the only way to get things done. Commonly this approach leads to suspicion and confrontation, resistance to change and ever increasing reliance on strong discipline and control — it becomes a self- fulfilling prophecy. The X-view also suggests that only the lower orders of Maslows' Hierarchy of Needs apply.

The Y-view - Integration of individuals and organizational objectives

- Work is as natural as play if the conditions are favorable (the average person does not inherently dislike work and if the conditions are right for them will work voluntarily for personal satisfaction)

- Under the right conditions the average person not only accepts but also looks for responsibility.

- A large proportion of people have the imagination, creativity and ingenuity to solve difficult problems arising their jobs.

The Y-view recognizes people's higher needs and maintains that they will work in order to satisfy these needs. McGregor points out that staff often make excellent use of these abilities to sabotage those managers who tend towards the X view.

SUMMARY

In all the foregoing theory there is a subliminal thread of assumption which needs to be challenged —that "people are" or "people do" certain things. The nature of theory makes it difficult to do otherwise but it is critically important to remember that "some people are" and "some people do", whilst others certainly are not and do not.

The role of a manager is one of the most difficult of all jobs, technically imprecise, an ocean of changing demands, pressures to achieve and responsibility for people. There is no single right style. What is right for one person is not right for another. It demands total flexibility.

What is competence   (3)

Competence development – introduction and general principles

Institutional development, capacity building and competence development are often used to describe similar activities. Institution implies focus on organisation and culture and capacity is related to service and performance and an interaction with the environment.

Competence development implies the need for certain competencies.

There has been a change of perspectives during the last 20 years in Sweden. During the 70ties focus was on in-house and in-service staff training on individual level. Formal competencies with examinations were in demand. Training was often conducted in training centers.

Human resource management and development today is a much wider concept. This is due to the changing situation for the civil service, which is required to be more efficient and effective. Services are expected to be delivered and the situation is dynamic rather than stable. Today there is a need for flexibility. The civil service must meet the demands of not only today but also future demands.

How do we achieve this? Courses or seminars are not the answer. A large variety of competence development efforts and methods are needed.

Competence can be described as:

- The level of professional knowledge
- Readiness to provide service
- Skills
- Knowledge
- Effective at work
- Ability to perform
- Flexibility
- Ability to use knowledge
- Experience
- Ability to find solutions

Performance and competence needs assessment tool

Self-assessment questionnaire can be used as basis for competence development talks. The result of the talk should be an agreement on a competence development plan. Nine areas are listed.

Four of them are directly related to work performance:

- Competence related to work tasks
- Quality of work
- Experience of present work
- Diversity, ability to work in other areas than present work.
-
Two of them are related to personal qualities:
- Open minded and positive to changes and development
- Initiative ability, ability to make independent decisions.
-
Two of them are related to social relationships:

- Responsible and loyal to work tasks and employer
- Social competence and co-operation with other employees.

One area is only for the management level:

- Management style and leadership.

1. Competence related to work tasks
What laws do you need to know, in order to perform your work tasks?

Which legislative and normative acts are essential in your work? How do you find the legislative basis of your work? Which spheres of your work lack legislative basis, in your opinion?

What legal advice can you provide regarding law application in a specific situation?

What kind of knowledge and in what spheres do you need to fulfill your responsibilities?

How do you estimate your level of theoretical professional knowledge?

What type of additional knowledge do you need?

How do you estimate your practical skills and working methods within each direction of your activities?

Your skills and working methods are perfect, good or satisfactory? In comparison to colleagues do you work faster, better and apply more advanced working methods?

What resources do you need to apply more productive working methods?

Estimate your level of information technologies' application. Estimate their effectiveness in your department. Do you need to become familiar with additional technologies?

What modern experience have you gained? What new experience have you introduced into your work?

How do you plan to improve your activities?

2. Open minded and positive to changes and development

What materials do you study regularly?

What articles did you find interesting?

What materials can be interesting and valuable for implementation?

Have you introduced any new ideas into your work during the reporting period?

How has your work changed?

What changes are taking place in your organisation? What is your attitude towards these changes?

What is your role in the changes?

What gaps do you find in the organization of your work?

Have you developed any recommendations on the organization improvement?

How do you evaluate the activities of your department:

      a.   work is perfectly organized, no changes are needed;
      b.   work is well organized, there's a need for slight changes;
      c.   satisfactory organization, changes are necessary;
      d.   work organization requires significant changes.

What working experience have you gained during the reporting period?

What ideas did you like and find necessary to introduce?

What ideas did you manage to introduce? What ideas you failed to introduce?

What efforts do you plan to make in order to improve your work?

What recommendations on work improvement were accepted?

3. Quality of work

What quality indicators can be determined for your work?

Define quality indicators within each direction of your activities.

Do your work results correspond to these quality indicators?

Are you satisfied with your work quality?

In which spheres is your work quality low?

Estimate your work intensity.

What measures can improve the quality?

Your personal quality standards:

- high
- average
- lower than average

Quality standards accepted in the organization:

- high
- normal
- low

Requirements to your work are:

- high
- normal
- low

How do you assess your own performance:

- high
- average
- low

4. Responsible and loyal to work tasks and employer

Evaluate how disciplined and industrious you are.

Were there situations of failure or delay in performing current and urgent tasks?

As an individual you are:

- extremely-organized: you are good at planning and work distribution, your activities are rational, you are in good control of your employees work;
- organized: sometimes you have problems with planning and work distribution, your planning is never precise, you occasionally control your subordinates;
- disorganized: you act spontaneously, you have no planning, you have no control over subordinates.

Estimate your level of responsibility: high, average, low.

If you fail to perform a certain task, what consequences will take place?

Do you have a feeling of duty?

Are you a reliable person? Always? Occasionally?

What is your chief's opinion of your work?

Do you agree with his/her opinion?

Are you loyal to your employer?

Do you understand your organization goals and tasks? Do you share these goals and tasks?

Do you make negative statements about your organization? Why?

5. Social competence and co-operation with other employees

Do you often provide assistance to your colleagues?

How often do colleagues ask you for help? What kind of help, assistance can you provide?

Do colleagues request your help more often than help from other staff? Why?

Do you ask someone to help you? Regarding what issues? Are your colleagues ready to provide help to you? Are you satisfied with the environment in your unit?

What dissatisfies you?

Do you want to change the environment in your unit? What changes are necessary?

How do you behave in urgent situations (you are rational; you feel restless; you raise your voice; you need to relieve your tension)?

How often do your colleagues loose temper? What is your reaction to this? Give an example.

Are your colleagues friendly? Do you work in a team?

Do you have traditions? What kind of traditions do you have?

Do you come to the office in a good mood?

What would you like to change in your relationship with colleagues?

Are you a conflict person?

How often do you have conflicts in your unit? Who starts conflicts? How do you behave in a conflict situation?

Are your colleagues sincere and honest? Are they just?

How do you respond to unfair attitude towards you?

Do people respect you? How do you feel it?

Who do you think is an authority in your unit? What makes you think he/she is an authority?

Do colleagues value your role in the team? What is your contribution into the internal relations?

6. Initiative ability, ability to make independent decisions

Are you allowed to make independent decisions regarding current and urgent issues?

If you are not allowed, why is it so?

Regarding what matters can you make an initiative?

Do you prefer to perform tasks planned in advance or enjoy facing challenges?

How fast do you react in an unpredictable situation?

Are you active and energetic in your work?

Do you see possible changes in your activities?

Have you made any suggestions regarding new ways of solving traditional problems?

Do you have any ideas how to introduce new responsibilities and functions in the unit?

If there is a new task to be implemented by your unit, who will be responsible for it?

Describe situations of your creative approach to typical tasks.

Describe situations when you proposed initiatives.

7. Experience of present work

Do you have enough experience to perform your tasks?

Do you have an opportunity to accumulate professional experience or your position limits you in acquiring new experience?

Can you share your experience with your colleagues? Have you trained anyone? Was it successful?

8. Diversity, ability to work in other areas than present work

Is it easy for you to switch to another task?

How often do you need to perform new responsibilities?

Is your knowledge of local or universal character?

What is your specialty?

9. Management style and leadership (if relevant)

Evaluate your leadership qualities.

Are you an intellectual leader? Do you know how to deal with people?

Do you make independent decisions? Do you ask for a piece of advice before a decision is made?

Do you foresee consequences of your decisions?

How do you behave in a critical situation? Are you businesslike, active, able to react immediately? Do you need much time to think the situation over and make a plan?

Are you able to make a fast situation analysis? What methods do you use for the situation analysis?

Are your requirements to yourself as high as to your employees? Is your assessment of the employees' work reasonable? What criteria do you use to evaluate your employees work?

Do you present your ideas in short or prefer to give long explanations?

Are you ready to have a compromise and be flexible or prefer to stand firm?

Do you have favorites and outsiders?

On what principles do you rely while giving promotion to your subordinates?

Evaluate your management style.

What is more important to you: keeping good relationship or goal achievement despite breaking relations?

The Learning Organization   (4)

"A learning organization is an organization skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights"

All learning depends on actions by individuals. Some of those actions, however, are taken with other people, with your manager, with colleagues in a group, with the organization as a shole, Effective learning has to be built through each of these, and sensible by taking each step as shown in the learning pyramid described below

The term "learning organization" has achieved common usage in management theory and practice. It is a concept of particular relevance and interest to HR practitioners.

There are several major influences on definitions and formulations of the learning organization. One of particular importance is the view of organizations as open systems, and the arguments associated with socio-technical analysis. This supports the importance attached to both the focus on people in organizations and the need for systematic thinking.

Another key influence has been theory concerned with "double loop" learning; a distinction between learning within a give frame of reference, (single loop learning), and learning which

questions, challenges and changes the frame of reference itself (double loop learning). This set of ideas also emphasizes the importance of learning to learn.

Everything you do at work is potentially a learning opportunity although those opportunities are often not recognized and not used, or if recognized are not used as fully as they could be. A prime reason for this is a failure to recognize and use the discipline of the learning cycle.

Characteristics of The Learning Organization

1. The learning approach to strategy
2. Participative policy making
3. Informating
4. Formative accounting and control
5. Internal exchange
6. Enabling structures
7. Inter-company learning
8. Learning climate
9. Self-development opportunities for all

Introduction programs for new staff members   (5)

Aims of induction

1. Smooth the preliminary stages when everything is likely to be strange and unfamiliar to the starter.
2. Establish an open atmosphere to the organization in the mind of new employees so that they are more likely to stay and work with an positive approach.
3. Obtain effective output from the new employee in the shortest possible time.

It is important to ensure that care is taken over introducing people to the organization through effective induction arrangements. The costs for recruitment a new staff member are considerable before the new comer can perform his/her duties without support and control. First impressions are important as is the impact of the first four weeks of employment.

Giving attention to induction pays off. It means considering the reception of new starter, the information they are give when they join, the initial briefing, how people are introduced to their workplace, a formal induction course and induction training.

Reception

Most people suffer from some feelings of trepidation when they start a new job. However outwardly confident, they may well be asking themselves, what will the organization be like? How will my supervisor behave me? Will I get on with the other workers? Will I be able to do the work? These

questions may not be answered immediately but at least general fears may be alleviated by ensuring that the first contacts are friendly and helpful.

Ensure that the person whom the starter first meets (ie the receptionist, HR assistant, supervisor etc) knows of their pending arrival and what to do next.

Train reception staff in the need for friendly and efficient helpfulness towards new starters. If the new starter has to go to another location immediately after reporting, provide a guide, unless the route to the other location is very straightforward.

Avoid keeping the new starter waiting; steady, unhurried, guided activity is an excellent antidote to first day nerves.

Company induction – initial briefing

The members of the HR department or other individual who is looking after new employees should run through the main points with each individual or, when larger numbers are being taken on, with groups of people. In this way, a more personal touch is provided and queries can be answered directly.

A variety of documents may then be issued to employees, including safety rules and safety literature, a company rule book or an employee handbook. The latter should include the following:

- A brief description of the organization –mission statement, code of ethics, organizational structure
- Details of basic terms and conditions of employment (hours of work, holidays, pension scheme, insurance, payments arrangements etc)
- Sickness and absence – notification of absence, leave of absence, certificates, pay
- Organizational procedures – disciplinary, capability and grievance
- Union
- Education and training facilities
- Health and safety arrangements

Introduction to the workplace

When the initial briefing has been completed, new employees should be taken to their place of work and introduced to their manager or team leader for the departmental induction program. Some of this information may be provided by a member of the HR department, or an assistant in the new employee's place of work. But the most important source of information is the immediate manager, supervisor or team leader.

The departmental induction program

The departmental introduction program should, wherever possible, start with the departmental manager, not the immediate team leader. The manager may give only a general welcome and a brief description of t he work of the department before handing new employees over to their team leaders for the more detailed induction, But it is important for the manager to be involved at this

stage so that he or she is not seen as a remote figure by the new employee. At least this means that the starter will not be simply a name or a number to the manager.

The detailed induction is probably best carried out be the immediate team leadaer, who should have the following five main aims:

- Put the new employee at ease
- Interest the employee in the job and the organization.
- Provide basic information about working arrangements.
- Indicate the standards of performance and behavior expected from the employee.
- Tell the employee about training arrangements and how he or she can progress in the organization

Introduction to the team

New starters will be concerned about who they are going to work for (their immediate manager or team leader) who they are going to work with, what work they are going to do on the first day and the geographical layout of their place of work (location of entrances, exits, lavatories, restrooms and the canteen).

The team leader should introduce new starters to their fellow team members. It is best to get one member of the team to act as a guide or "starter's friend". There is much to be said for these initial guides being people who have not been long with the organization. As relative newcomers they are likely to remember all the small points that were a source of worry to them when they starter work, and so help new employees to settle in quickly.

Formal induction courses

Formal induction courses can provide for new starters to be assembled in groups so that a number of people can be given consistent and comprehensive information at the same time that may not be forthcoming if reliance is placed solely on team leaders. A formal course is an opportunity to deliver messages about the organization, its services, mission and values, using a range of media such as DVDs, and other visual aids that would not be available within departments. But formal induction courses cannot replace informal induction arrangements at the workplace where the most important need – settling people well – can best be satisfied.

On-the-job induction training

Most new starters other than those on formal training schemes will learn on-the-job, although this may be supplemented with special off-the-job courses to develop particular skills or knowledge. On-the-job training can be haphazard, inefficient and wasteful. A planned, systematic approach is desirable, This can incorporate an assessment of what the new starter needs to learn, the use of designated and trained colleagues to act as guides and mentors, and coaching by team leaders or specially appointed and trained departmental trainers.

These on-the-job arrangements can be supplemented by self-managed learning arrangements by offering access to flexible learning packages and by providing advice on learning opportunities.

Follow-up meetings

To ensure that the new starter has been properly introduced, and fully understood all information that was given, at lest two follow-up meetings should be be arranged between the immediate manager and the staff member.

Tools and methods in staff development   (6)

Everything you do at work is potentially a learning opportunity although those opportunities are often not recognized and not used, or if recognised are not used as fully as they could be. A prime reason for this is a failure to recognize and use the discipline of the learning cycle. Below you find a selection of formal opportunities

Teamwork/task groups/committées: Working in teams can release creativity and energy. Communication in effective teams is genuinely interactive, with people building on one another's suggestions, adding fresh perspectives which move the discussion forward, and showing interest in other's comments on their own points. Team work can make people enjoy work more. We all like, and need, to belong and working in teams satisfies that basic human need. When people are planning and implementing a variety of activities together, with ongoing co-operation and constant communication, they are able to identify many ways to improve how the work is organized, how information, ideas, and outputs flow, and how different activities influence one another's critical paths.

Coaching programs: Coaching is the responsibility of a line manager who has an immediate and day-to day accountability for the learner´s performance. There is therefore a clear relationship involving status and authority which, even if sensitively handled, is an underlying reality. Focused coaching can improve performance from individuals. Teams, and organizations. The reality of many managers working day is that they are under great pressure to produce short-term results and re unable of unused to adopting a "coaching management style" because it often appears to require extra effort and a degree of risk. Better do demand, threaten. Or in the last resort do it yourself. But this approach will not work in organization dedicated to improve and become competitive and successful. You have to trust your staff if you want them to produce their best performance. The risk and the time and effort will all be worthwhile.

Job rotation: Involves teaching staff to do various jobs and then switching them regularly from one to another, either upon request or at set intervals. A major benefit of rotation is that it may help to relieve the boredom and frustration of doing the same work over and over again. The main drawback is that people might not do any job long enough to reach and maintain acceptable standards of work-rate and performance. And not all jobs are appropriate for job rotation.

Enlarging jobs: Enlargement is a technique whereby jobs are expanded to include the tasks and duties in the stage immediately before and/or after another employee´s role in a

production or process. In its favour, this can make a job less specialized and monotonous, allowing employees to complete more varied tasks, but without necessarily increasing the degree of difficulty involved or letting employees actually master any of the tasks particularly well.

Enriching jobs: Jobs can be "enriched" by giving the staff more complex and difficult tasks to do, and adding on responsibilities – potentially, this provides employees with all of the challenges, variety and responsibility that they can handle. As an example, a personal assistant takes of some of his/her boss's workload, making key decisions on occasion. The advantages may be that peo0pple are stretched, use untapped skills and abilities and, hopefully, become more capable and happier than before. The disadvantages may be that staff might not want or be up to the work and – just as significantly – others around them may feel resentful and even threatened.

Delegating: Delegating can be an effective way of development for an individual staff member, if it is done with care and not more of a manipulative way of getting rid of tasks. Delegating with care means identifying a task or group of tasks (what, to whom and how much and how to monitor) and in the same time identify the key elements of learning, agree with the staff member a route towards achieving this learning. Keep an "hands-off but eyes-on" as a monitoring perspective.

Study visits: well planned study visits in other departments/ministries and even private companies can serve well as inspiration for improvements within the work place. Study visits should always include reporting back of experiences – negative and positive, ideas for future etc.

Mentoring A mentor is rarely a learner´s line manager. A mentor can be described as someone who acts as a fried and trusted counsellor. Mentors have protégés' rather than learners and will therefore aim to develop a special kind of relationship. They will be interested in improvements in their protegés performance, but over a long time scale (even a whole career, if necessary) than is the case coaches and learners. This implies a different role and responsibility from the manager/coach who will be looking for performance improvements today, tomorrow, and net week. It does of course leave open the real possibility that a manager could be responsible for coaching their own staff, as learners, and at the same time as a mentor to someone else – their protégé – in another part of the organization.

Training programs: The training programs could take place on—or-off-the job, in-house or at an external centre. The program could be delivered by the organization's own learning and development staff or outsourced in whole or in part to outside training providers.

Principles of delivering training   (7)

Training can be divided into a number of different elements. Each may be carried out at several levels, in different ways and at several ways and at different stages. These elements are:

- **Identifying training needs** – in the light of the overall objectives of the organization and the specific requirements of individuals.
- **Define learning objectives** – It is essential to be clear about what the program or event I required to achieve – its learning objectives and outcome
- **Decide on content** – The content of the program or event will clearly be governed by whatever those attending need to know or be able to do as set out in the learning objective. It is important not to try to achieve too much in any one event. There is a limit to how much people can absorb at any one time and an even greater limit to how much they can put into effect.
- **Decide on methods of deliv**ery – The methods used to deliver learning should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). A blended learning approach should be adopted, considering different learning styles and the principles of learning.
- **Decide on the location and facilities required, the budget and who delivers the program**. The program could take place on or off the job, in-house or at an external centre. The facilities wil be determined by the planned learning methods, and their availability will influence the location. At this stage it is also necessary to sot the program and prepare a financial budget. The program could be delivered by the organisation's own learning and development staff, or outsourced in whole or in part to outside training providers. Line managers may usefully take part as long as they are reasonably proficient as instructors, trainers or coaches.
- Prepare information (invitation letter) on the program or event – This will set out its objectives, content and methods as a guide to nominating managers and potential participants.
- Deliver the training – This should not present too many problems if the planning and preparation for the program/event have been carried out systematically. However, a flexible approach is desirable because all learning events vary accortding to the characteristics of the learners whole learning needs and reactions will vary. Fine tuning will be necessary throughout the program.
- Evaluating the effectiveness of training – It is important to evaluate the lerarning in order to assess its effectiveness in producing the outcomes specified when the activity was planned and to indicate where improvements or changes are required to make the training even more effective. It is at the planning stage that the basis upon which each category of learning program/event should be determined. This means defining expectations in the form of the impact that the event will make in terms of

criterion and terminal behavior. The aim is to establish the extent to which the event has achieved its purpose. At the same time, it is necessary to consider how the information required for evaluation should be obtained and analysed.

Learning styles (8)

The idea of learning styles is important. The experiential learning cycle, tells us that a number of stages need to happen for learning to occur. However, if different individuals have different learning styles they may miss out on learning opportunities by emphasizing only some stages at the expense of others. This model (Honey and Mumford) accepts the experiential learning cycle and the basic idea of four learning styles:

Activist	Emphasizes the concrete experience stage of the cycle. Enjoys and learns best from new experiences in the "here and now"
Reflector	Focuses on the reflective observation stage of the cycle. Individuals with this style tend to stand back from direct experience and instead undertake a thorough collection and analysis of data.
Theorist	This style is related to the abstract conceptualization stage of the cycle. The emphasis is on making sense which holds true in a wide range of applications.
Pragmatist	Individuals with this style focus on the active experimentation stage of the cycle. Their concern is with trying things out in practice and establishing what works. Practical application and results are important rather than an understanding of how and why.

Applying this idea in practice means that the design of training and development must enable each of these stages to be engaged. The experiential learning cycle provides a useful model to follow in designing training and development activities. If it is used then by definition the learning cycle is complete and effective learning is possible.

Individuals have different learning styles. This conclusion does not mean that every individual has a different style unique to themselves. Nor does it mean that every individual has only one style. It does, however, mean that every individual will have a *preferred or dominant* learning style within the categories mentioned above. Using the learning cycle as a basis for design means that all styles are catered for, so that not only is the learning cycle completed but also the learning experience contains activities which are suited to all styles.

Appendixes

1. Questionnaire – Why people work
2. Inventory – my preferred learning style