



BSB40215 - Certificate IV in Business Study Support materials for

BSBLED401 - Develop Teams and Individuals



STUDENT HANDOUT

BSBLED401 Develop teams and individuals

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Determine development needs | 1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs |
| 2. Develop individuals and teams | 2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements |
| 3. Monitor and evaluate workplace learning | 3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency according to organisational requirements |

Developmental Needs

Help your people reach peak performance.

What's worse than training your workers and losing them? Not training them and keeping them. – *Zig Ziglar, author and motivational speaker.*

Most managers know that training is essential for team success. But many don't take the time to understand team members' individual needs, even though it is the only way to ensure that their people have the skills and knowledge they need to perform well and meet their objectives.

However, how do you know who needs what training? And how do you avoid wasting time and money on unnecessary training activities? In this article we'll explore the importance of understanding your people's developmental needs, and we'll look at a process that you can use to do this effectively.

Why Understand Individual Needs?

Clearly, some training needs will be universal, and will apply to many, if not all, of your team members. However, everyone on your team is unique; they have different skills, different levels of understanding, and different responsibilities and objectives.

Therefore, training and development shouldn't follow a "one size fits all" approach if you want it to be effective. Instead, you need to take the time to understand the training that each individual needs, so that you can provide the right training for the right people. As well as improving performance, this saves time, resources, and money.

With this tailored approach, your people will also feel more empowered, and they'll be able to link what they learn to their own personal objectives. This boosts well-being and morale.

Identifying Developmental Needs

The six steps below, which we've adapted from the American Society for Training and Development's Strategic Needs Analysis, will help you better understand people's training needs:

1. Reviewing team members' job descriptions.
2. Meeting with them.
3. Observing them at work.
4. Gathering additional data.
5. Analyzing and preparing data.
6. Determining action steps.

Let's look at each step in greater detail.

Step 1: Review Team Members' Job Descriptions

Start by thinking about what work your team members should be doing – this will be defined by their job descriptions. Identify the skills that they may need to do things well.

Tip:

Job descriptions can get out of date. Before using them to think about training, ensure that they fairly reflect what individual team members actually do.

Step 2: Meeting with Team Members

Your next step is to meet one-on-one with each member of your team. Your goal here is to have an open talk about the kind of training and development that they think they need to work effectively and develop their career.

They might not feel that they need any training at all, so it's important to be up front about your discussion. Use your emotional intelligence, as well as good questioning techniques and active listening, to communicate with sensitivity and respect.

Ask the following questions to get a better understanding of your people's training needs:

- What challenges do you face every day?
- What is most frustrating about your role?
- What areas of your role, or the organization, do you wish you knew more about?
- What skills or additional training would help you work more productively or effectively?

Then, talk to them about what they would like to get out of additional training, and ask them to visualize the outcomes that they'd like to achieve. What does this future look like to them?

Also, find out more about their personal goals and think about how well these goals align with the organization's objectives. Ideally, training and development will help them in both of these areas.

Tip 1:

You can pick up some important clues about people's needs by observing their body language. For instance, if they start to fidget and lower their eyes when you talk about their computer skills, it could indicate that they don't feel comfortable in this area.

Tip 2:

You may find it easier to incorporate this step into a feedback session or appraisal.

Step 3: Observing Team Members at Work

Next, keep an eye on how well your team members are doing with key tasks. (If appropriate, use an approach like Management by Walking Around to do this.).

For instance, could they be quicker with key tasks, or are they procrastinating on projects? This might indicate that they're not confident in their abilities, or are not sufficiently well trained in key skill areas.

Try to be fair and straightforward when you do this. If team members know that you're watching them, they might act differently, but if they discover that you're watching secretly, it could damage the trust they have in you. So be sensitive, ask open questions, and, where appropriate, explain your actions.

Tip:

Once you've observed people working, it can be useful to confirm your assessment by setting specific, time-bound tasks that give them the opportunity to demonstrate their skills and abilities. Do this positively, though – don't set people up to fail.

Step 4: Gathering Additional Data

If you approach data gathering in a sensitive way, you can learn a lot from others who work closely with the person you want to assess.

These people could include internal or external clients, past bosses, or even peers and co-workers.

Remember the following while gathering information from these sources:

- Make sure that you don't undermine the person's dignity, and that you respect the context. For example, in some cultures, it may be acceptable to talk openly to co-workers. In others, you will have to do this with a lot of sensitivity, if you do it at all.
- Avoid unfocused generalizations. Ask people to back up their comments with specific examples.

You can also use information from past appraisals or feedback sessions.

Step 5: Analyzing and Preparing Data

Now, look closely at the information you gathered in the first four steps. What trends do you see? What skills did your team members say they needed? Are there any skills gaps?

Your goal here is to bring together the most relevant information, so that you can create a training plan for each team member.

Step 6: Determining Action Steps

By now, you should have a good idea of the training and development that each person on your team needs. Your last step is to decide what you're going to do to make it happen.

There are several training and development options to consider:

- On-the-Job Training – this is when team members shadow more experienced team members to learn a new skill. This type of training is easy and cost-effective to set up.
- Instructor-Led Training – this is similar to a "class," where an experienced consultant, expert, or trainer teaches a group.
- Online Training and E-Learning – this can be particularly convenient and cost-effective.
- Cross-Training – this teaches team members how to perform the tasks of their colleagues. Cross-training helps you create a flexible team, and can lead to higher morale and job satisfaction.
- Active Training – Active Training involves games, group learning, and practical exercises. This type of training is often effective, because it pushes people to get involved and be engaged.
- Mentoring or Coaching – these can be effective for helping your team members develop professionally and learn new skills.

Make sure that you take into account people's individual learning styles before you commit to any one training program. Remember, everyone learns differently; your training will be most effective if you customize it to accommodate everyone's best learning style. A cost benefit analysis might also be helpful here, especially if the training you're considering is expensive.

Also, help your team members get the most from their training. Encourage them to arrive on time, take notes, and communicate with their instructor and each other, about what they have learned. It might also be helpful to perform a type of "after action review" to see how the training went.

Tip 1:

Our article on Engaging People in Learning has additional tips and strategies that you can use to get your team members excited about their training and development.

Tip 2:

You can also use a Training Needs Assessment to identify your people's needs. This help you look at training and development from the perspective of your organization's objectives.

Tip 3:

Take our How Well Do You Develop Your People? self-test to boost your overall people development skills.

Key Points

Most managers understand that they need to train and develop their people to help them excel. However, it's hard to know where to begin, and sometimes it's even harder to know who needs what training.

Use this process to understand the training and development needs of your team:

1. Review people's job descriptions.
2. Meet with team members.
3. Observe team members at work.
4. Gather additional data.
5. Analyze and prepare data.
6. Determine action steps.

With this tailored approach, people will feel more empowered, and they'll be able to link what they learn to their own personal objectives.

https://www.mindtools.com/pages/article/newLDR_06.htm

Training, Development and Career Management

Organisations and their employees must constantly expand their knowledge, skills and behaviour to meet customer needs and compete in today's demanding and rapidly changing business environment. More and more companies operate internationally, requiring that employees understand different cultures and customs. More companies organise work in terms of projects or customers, rather than specialised functions, so employees need to acquire a broad range of technical and interpersonal skills.

Many companies expect employees at all levels to perform roles once reserved for management. Modern organisations are expected to provide development opportunities to employees without regard to their sex, race, ethnic background or age so that they have equal opportunity for advancement. In this climate, organisations are placing greater emphasis on training and development. To do this, organisations must understand development's relationship to training and career management. To determine the skills required, the skills needed for the changes occurring in the organisation in the future and for the development of the individual a training needs analysis (TNA) should be carried out. Assessment of the individual can help to determine the employees' current skills and the skills that they need for development.

Employee development is the combination of formal education, job experiences, relationships and assessment of personality and abilities to help employees prepare for the future of their careers. Training is more focused on improving performance in the current job, but training programs may support employee development. In modern organisations, the concept of a career is fluid – a protean career that changes along with changes in a person's interests, abilities and values and changes in the work environment. To plan and prepare for a protean career requires active career management, which includes planning for employee development.

Organisations may use formal educational programs at the workplace or off-site, such as workshops, university courses and degree programs, company-sponsored training or programs offered by independent institutions. Organisations may use the assessment process to help employees identify strengths and areas requiring further development. Assessment can help the organisation identify employees with managerial potential or identify areas in which teams need to develop. Job experiences help employees develop by stretching their skills as they meet new challenges. Interpersonal relationships with a more experienced member of the organisation – often in the role of mentor or coach – can help employees develop their understanding of the organisation and its customers.

Organisations collect information and provide feedback to employees about their behaviour, communication style and skills. The information may come from the employees, their peers, managers and customers. Many organisations use performance appraisals as a source of assessment information. Appraisals may take the form of 360-degree feedback. Some organisations use psychological tests designed for this purpose, including the MBTI tests and the Benchmarks assessment. Assessment centres combine a variety of methods to provide assessment information. Managers must share the assessments, along with suggestions for improvement.

Job experiences contribute to development through a combination of relationships, problems, demands, tasks and other features of an employee's jobs. The assumption is that development is most likely to occur when the employee's skills and experiences do not entirely match the skills required for the employee's current job, so employees must stretch to meet the demands of the new assignment. The impact varies according to whether the employee views the experience as a positive or negative source of stress. Job experiences that support employee development may

include job enlargement, job rotations, transfers, promotions, downward moves and temporary assignments with other organisations.

A mentor is an experienced, productive senior employee who helps develop a less-experienced employee. Although most mentoring relationships develop informally, organisations can link mentoring to development goals by establishing a formal mentoring program. A formal program also provides a basis for ensuring that all eligible employees are included. Mentoring programs tend to be most stressful when they are voluntary and participants understand the details of the program. The organisation should reward managers for employee development, carefully select mentors based on interpersonal and technical skills, train them for the role and evaluate whether the program has met its objectives.

A coach is a peer or manager who works with an employee to motivate the employee, help him or her develop skills, and provide reinforcement and feedback. Coaches should be prepared to take on one or more of three roles: working one-on-one with an employee helping employees learn for themselves and providing resources, such as mentors, courses or job experiences.

First, during data gathering employees use information to determine their career interests, values, aptitudes and behavioural tendencies, looking for opportunities and areas needing improvement. Data gathering tools often include psychological tests or exercises that ask about career status and plans. The second step is feedback, during which the organisation communicates information about the employee's skills and knowledge and how these fit into the organisation's plan. The employee then sets goals and discusses them with his or her manager, who ensures that the goals are specific, challenging and attainable. Finally, the employee works with his or her manager to create an action plan and follow-up for development activities that will help the employee achieve the goals.

The glass ceiling is a barrier that has been observed preventing women from achieving top jobs in an organisation. Development programs can ensure that these employees receive access to development resources, such as coaches, mentors and developmental job assignments. Succession planning ensures that the organisation prepares qualified employees to fill management jobs as managers retire. It focuses on applying employee development to high-potential employees. Effective succession planning includes methods for selecting these employees, providing them with developmental experiences and getting the CEO actively involved with employees who display qualities associated with success as they participate in the developmental activities. For dysfunctional managers who have the potential to contribute to the organisation, the organisation may offer development targeted at correcting the areas of dysfunction. Typically, the process includes collecting information about the manager's personality, skills and interests; providing feedback, training and counselling; and ensuring that the manager can apply new, functional behaviours on the job.

Human Resource Management in Practice, Noe, Hollenbeck, Gehart, Wright, Steel, McGill, Dein.

In a business or other organization, the monitoring and evaluation system determines whether the organization is using its resources efficiently and effectively. The system collects information, evaluates project performance and compares it to goals and plans for the company and its departments. The better your monitoring and evaluation system, the more effective and competitive your organization can become. Having a good monitoring and evaluation system starts with developing the system that's most appropriate for your organization.

1. List the problems your organization wants to solve. If your organization already exists, you will be looking at losses, risks and underperforming departments. If the organization is still forming, you want to look ahead to problems you anticipate.

This step can also include listing the things you want to learn about how your organization performs.

2. Make a list of indicators for each problem you want to solve. Indicators should be concrete and measurable, as well as objective as possible. Without consistent measurability, it's difficult to develop a meaningful framework for monitoring and evaluating the different processes in your organization.
3. Determine how you will observe and measure the indicators you have chosen. This includes the scale you will use, the points at which you will make observations, and the frequency with which you will record and measure.
4. Write a brief job description for each observation task, for each indicator, for each area you want to address. This can just be a sentence or two. At this stage, you're still developing the plan, not writing a formal process document.
5. Assign somebody for each job description. Multiple people can hold multiple job descriptions, or you can assign them to individuals best placed to make and understand the observations.

It's best to assign a title to the job description rather than a specific individual. If the line manager is responsible for a task, the task will get done by whomever the line manager is. If it's Don's job, the task stops getting done when Don gets promoted or retires.

6. Determine how you will use the information you gather from the previous steps. In some cases, you'll base the analysis by comparing the reality to benchmarks you set. In others, you'll base it on growth or decline as compared to other time periods. New companies might use industry averages, or use the first set of measurements as a baseline.
7. Write a rough draft of the monitoring and evaluation system. Hand it off to somebody you trust who hasn't been involved up to this point. Ask that person to read it and report anything that doesn't make sense.
8. Make the necessary changes and clarifications, then format the document into a formal process manual.

<http://www.wikihow.com/Develop-a-Monitoring-and-Evaluation-System>

.1 Systematically identify and implement learning and development needs in line with organisational requirements

1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented

1.3 Encourage individuals to self-evaluate performance and identify areas for improvement

1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs

2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry

2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources

2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies

2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies

2.5 Identify and approve resources and time lines required for learning activities in accordance with

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ASSESSMENT ONE

For this project you will need to work collaboratively with an organisation to research their approach to employee learning as well as to design, conduct and evaluate limited development activities.

This organisation could be the company in which you are currently employed, or have a present or past association. It could be a small business, community organisation, sporting team or government department – the main requirement is that the organisation employs a team of workers/players and that they are happy to have you undertaking an employee learning project with them.

If you choose a large organisation, you will need to identify a section of the organisation, or team within it, with which to work.

There are four project tasks:

- Task 1: [Determine development needs](#)
- Task 2: [Plan workplace learning](#)
- Task 3: [Implement a workplace learning plan](#)
- Task 4: [Monitor and evaluate workplace learning](#)