UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Management
Higher Professional Level**

Scheme of Work

4266
People Development
Optional Module

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

MODULE NUMBER (OPTIONAL) 4266: PEOPLE DEVELOPMENT

BRIEF INTRODUCTION AND MODULE OUTLINE
This optional module considers the importance of one aspect people management strategies and practices within the organisation. It focuses on how the human resources of the organisation are developed in a way which meets the strategic business requirements of the organisation.

Through studying the module candidates will appreciate the need to align HR strategy to business strategy and develop their understanding of how different aspects of management, including people development, come together to determine the overall direction of the organisation and its general wellbeing.

It should be remembered that as this is a management qualification it is likely that all modules will touch upon some aspect of HRM and People Development.

The module begins with an introduction to the importance of human resource development to business strategy and then focuses in more detail on people development strategies and activities.

A key concept throughout the module is the critical contribution that people development makes to business and organisational development. For example, the training and development of staff is regarded as a necessary way of adding value to the organisation's resources rather than a cost or an expense that can be reduced in the face of financial difficulties.

The concept and culture of the learning organisation is explored in the module and candidates need to think about the role which they do or should play in encouraging and facilitating learning and professional development. As part of this, they should research and identify the range of competence or skills frameworks against which this training and development should be planned and evaluated. These may exist at national and / or industry or organisational level.

Planning and supporting staff through various types of training and development is covered in the module. The importance of evaluation is covered in Unit 5.

Throughout the module it is important to remind candidates that at diploma level they are considering procedures and practices within a strategic context. A description of the people development practices and activities of an organisation is not sufficient. They should be critically reviewing these activities with reference to relevant theoretical models and concepts and discussing how they relate to other facets of management and impact upon organisational effectiveness.

Assessment Objectives:

1. Identify how human resource development contributes to organisational strategy
2. Identify processes and frameworks to promote learning in organisations
3. Identify learning and development needs in the organisation
4. Plan learning and development programmes
5. Evaluate learning and development programmes

RECOMMENDED PRIOR KNOWLEDGE
No prior knowledge is required, however, candidates should be encouraged to research and critically review the people development strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

SUGGESTED TEACHING ORDER / SUMMARY SCHEME OF WORK
The module sits fairly comfortably at any point in the programme and there are no requirements for prior knowledge.

The People Development module is made up of 5 assessment objectives beginning with an introductory unit to identify the strategic importance of HRM in the organisation.

Within each Unit suggestions are made as to which order particular competence criteria should be covered in and which, if any, could usefully be combined or addressed elsewhere.

For Unit 1, some of the skills and knowledge are also covered in the Human Resource Planning module. There are also some common areas with the Performance Management module and some candidates may wish to do these modules together. As this is a general management award, issues associated with the development of people may be addressed in the other modules, including Strategic Management and Organisational Behaviour and Change Management.

The column headed **Explanation of Competence Criteria** is designed to give an indication of the main content to be covered and should help with this planning detail.

UNITS / ASSESSMENT OBJECTIVES:

1	Identify how human resource development contributes to organisational strategy Aspects of this Unit may already have been covered in other modules. This Unit identifies the strategic importance of HR Development within the organisation. Candidates need to understand the strategic role of HRD in helping the organisation to achieve its objectives and the need to align HR strategy to business strategy. They need to appreciate how many aspects of management come together to determine the overall direction of the organisation and its general wellbeing. The unit also looks at the role of the manager and others in encouraging and facilitating learning.
2	Identify processes and frameworks to promote learning in organisations This Unit considers the concept and culture of the learning organisation and the range of competence or skills frameworks available to assist organisations to plan their development. Strategies and optimal conditions for learning are explored, as well as basic learning theory including Kolb's experiential learning cycle and preferred learning styles.
3	Identify learning and development needs in the organisation This Unit focuses on the identification of individual and team development needs and the training and development methods available to meet these needs. The most appropriate way to address these competence criteria is to suggest candidates carry out a training needs analysis.
4	Plan learning and development programmes This Unit follows on from unit 3 and involves translating needs into a workable plan for action. This involves identifying the different methods that can be used to develop people. In designing a learning and development plan, candidates need to consider the desired outcomes in terms of achieving learning objectives and other issues such as motivation, recognition and reward.
5	Evaluate learning and development programmes This Unit stresses the importance and potential difficulty of evaluating learning and development programmes. Methods and levels of evaluation should be explained and candidates are required to identify and implement evaluation methods for learning and development programmes. They should also be aware of what to do with evaluation findings. The evaluation should ideally be applied to the learning and development programmes devised in Unit 4.

LIST OF RESOURCES

There is a wealth of accessible and readable material about various aspects of human resource management and learning, training and development at the level of the organisation, the team and the individual.

From a teaching perspective, L J Mullins, Management and Organisational Behaviour (ISBN 0273688766) is strongly recommended for this module and web sites and books for Teacher Training / Education and Training Practitioners may also be of interest.

Most management textbooks at Higher Professional level will include relevant sections on the importance of strategic human resource and people development as well as the increasingly popular concepts of the learning organisation, life long learning and CPD. There are also many dedicated professional journals and web sites.

Information about policies and procedures are more likely to be found in either Personnel textbooks or management textbooks more akin to Professional Level.

It is extremely helpful to be able to show candidates a range of different practices, procedures and documentation from very different organisations. For example, individual and team development plans or performance review documentation which is overtly linked to business strategy. As a teacher and being mindful of confidentiality and copyright issues, there is great benefit in building up a resource pack of this material for candidates to look through and review. Material from the candidates' own organisations would also be useful.

In addition to those on the Higher Professional Level booklist for this module the following may be particularly helpful:

innington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 8775431

I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307

orrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

UNIT 1: Identify How Human Resource Development Contributes to Organisational Strategy

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the people management strategies and practices of their own and other organisations with particular emphasis on development.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

Most management textbooks at Higher Professional level will include relevant sections on the importance of strategic human resource and people development as well as the increasingly popular concepts of the learning organisation, life long learning and CPD. There are also many dedicated professional journals and web sites.

In addition to those on the booklist given in the Higher Professional Level syllabus booklet for this module, the following may be particularly helpful:

A Pinnington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 0198775431
I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307
D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

Outline: This Unit identifies the strategic importance of HR Development within the organisation. Candidates need to understand the strategic role of HRD in helping the organisation to achieve its objectives and the need to align HR strategy to business strategy. They need to appreciate how many aspects of management come together to determine the overall direction of the organisation and its general wellbeing.
The unit also looks at the role of the manager and others in encouraging and facilitating learning.
Aspects of this may already have been covered in other modules.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
1.1	Identify how HRM contributes to organisational strategy	• explain the importance of HRM in helping the organisation to meet its strategic objectives • explain why HR strategy must be aligned to business strategy and be an integral part of the overall strategic planning of the organisation	Aspects of the competence criteria for this unit may already have been addressed as part of other modules, such as Human Resource Planning. However, this is such an important aspect that it should be re-visited and the learning contextualised. This Unit identifies the strategic importance of HRM within the organisation. Candidates need to understand the strategic role of HRM in helping the organisation to achieve its objectives and the need to align

			HR strategy to business strategy. They need to appreciate how different aspects of management come together to determine the overall direction of the organisation and its general wellbeing. Begin the Unit by explaining that HRM is a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organisation's human resources (its people) to the aims of the organisation. Explain the role played by people development strategies and practices. To help candidates to appreciate the strategic nature of HRM, it may be useful to visit the strategic management models and knowledge and understanding from the Strategic Management module.
1.2	Identify how factors internal and external to the organisation impact on human resources	• how might internal organisational and external factors affect the human resource requirements of the organisation?	Use case studies of organisations that have undergone major changes to show how factors external to the organisation impact on human resources. For example, how have developments in communication and technology impacted upon human resources by changing the way in which people work and communicate with each other and bringing about the need for staff to be developed in different skill areas. It may be helpful to ask candidates to prepare a PESTEL analysis to identify the range of factors that may impact upon human resources e.g. changes in market position, labour market trends, funding and access to education and learning. Also consider internal changes such as skill shortages, multi-tasking, job changes, personal expectations and aspirations etc.
1.3	Identify HRM strategy and systems	• how do organisations ensure that HRM is aligned to business strategy?	Ask candidates to identify how HR contributes to and influences the strategic planning of their own organisation and how it is aligned to business strategy. The process of alignment should be explained, including the role of HR auditing and the use of long term development plans to bring human resources in line with business needs. Different models of HRM should also be explored. Useful links could be made with the Atkinson's work on the flexible firm.

1.4	Identify the responsibility for HRM within an organisation	• who is responsible for HRM and people development? • what is the role of the manager – and others – in HR development?	Candidates need to appreciate that all managers have some responsibility for the HR development of their team members (and themselves). Continuous Professional Development (CPD) should be introduced and responsibilities for people development within organisations should be clarified. Discuss the roles of the HR (or Personnel) Department and the line manager. Also discuss the individual's responsibility for managing their own learning. Candidates should look at the way in which learning is encouraged and facilitated within a range of organisations to identify who does and who should have responsibility. They should appreciate that the way in which learning and development is planned, organised and funded will have implications for the extent to which it is aligned to business strategy.

UNIT 2: Identify processes and frameworks to promote learning in organisations

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the people development strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

Most management textbooks at Higher Professional level will include relevant sections on the importance of strategic human resource and people management as well as the increasingly popular concepts of the learning organisation, life long learning and CPD. There are also many dedicated professional journals and web sites.

In addition to those on the booklist given in the Higher Professional Level syllabus booklet for this module, the following may be particularly helpful:

A Pinnington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 0198775431
I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307
D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

Outline: This Unit considers the concept and culture of the learning organisation and the range of competence or skills frameworks available to assist organisations to plan the development of their people and the organisation itself.
Strategies and optimal conditions for learning are explored, as well as basic learning theory including Kolb's experiential learning cycle and preferred learning styles.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
2.1	Define a learning organisation	• what are the features and benefits of a learning organisation?	Introduce the concept of a learning organisation stressing that it is more than just developing the individuals. Concepts of single and double loop learning could be used here and linked to the strategic aims of the organisation. Ask the candidates to consider the factors that would help create a learning environment and discuss issues of life-long learning and CPD.

| 2.2 | Identify appropriate strategies for developing a learning organisation | • explain why and how organisations learn and develop | Using case studies of organisations that have successfully learned and responded to change can help candidates to identify the range of strategies available to help organisations to develop and keep their human resources aligned with business strategy.

Candidates should critically review the strategies and practices adopted by their own organisation and consider what processes they have in place to promote and support learning.
For example :
• Do they have the characteristics of a learning organisation? (Mumford's characteristics could be used as a checklist)
• What process do they have for the systematic transfer of knowledge and skills within the organisation?
• Have they formed partnerships and alliances with other organisations for the purpose of sharing knowledge, intelligence and learning?
Do their people management policies and practices encourage and reward CPD? |

| 2.3 | Identify and utilise appropriate competence frameworks | • identify a framework within which the organisation can plan and map its learning to meet its objectives
• explain how competence frameworks can inform managerial activities e.g recruitment and selection, succession planning, performance review | This Unit looks at the concept of the learning organisation in more detail. Learning organisations are based on a competence or skills framework against which individual, team and organisational development is planned.

There is a wealth of literature and web based information on this and candidates should research and identify the range of competence or skills frameworks relevant to their own organisation. These may exist at national and / or industry or organisationally specific level.

Through research candidates need to access the competence frameworks which relate to their organisations e.g. industry frameworks and standards.
If these are not available a more generic framework for managers should be reviewed.
Following this review candidates could be asked to identify how these frameworks have impacted upon the activities of the organisation e.g. has the organisation embarked on a training amd development programme to ensure that it's staff satisfy the minimum qualification standards specified in the framework. |
| 2.4 | Create conditions for effective learning | • how do people learn and what are the optimal conditions for learning? | The organisational factors which affect learning should be introduced at this point and be re-visited at appropriate points later in the module. It is important at this stage to distinguish between training as input and learning as outcome. Theories of how people learn, preferred learning styles and learning resources could be included here. |

UNIT 3: Identify Learning and Development Needs in the Organisation

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the people development strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

Information about training and development policies and procedures is likely to be found in either Personnel textbooks or management textbooks more akin to Professional Level. Books, journals and web sites aimed at trainers and educational practitioners are also a good source of information on the nature of individual learning and development and the learning cycle.
It is extremely helpful for candidates to be able to review a range of practices, procedures and documentation from very different organisations. For example, individual and team development plans or performance review documentation which is overtly linked to business strategy. Material from the candidate's own organisations would also be useful.

In addition to those on the booklist given in the Higher Professional Level syllabus booklet for this module, the following may be particularly helpful:

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I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307
D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

Outline: This Unit focuses on the identification of development needs within the organisation. The most appropriate way to address the competence criteria is to suggest candidates carry out a training needs analysis.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
3.1	Identify learning and development needs	• determine learning and development needs by carrying out a training needs analysis	The most appropriate way to address the competence criteria for Unit 3 is for candidates to carry out a training needs analysis. Ideally, candidates should focus on their own organisation and identify a team or department with which they are familiar. It may be helpful to remind candidates of the stages of team development (e.g. Tuckman) and team building. Help candidates to understand the links between organisational, team and individual needs. Discuss the different approaches that can be used to identify development needs and the skills required to do this. Refer back to the

			work done previously on internal and external factors that may trigger development needs. Discuss issues of balancing the needs and resources of the organisation with those of the individual and/or team and develop an understanding of prioritising, linked to the overall strategy. Having identified the processes and skills involved, candidates should apply these by carrying out a detailed training needs analysis.
3.2	Agree and communicate training and development needs	• gaining agreement to the needs to motivate the learner to develop • how the identified needs should be communicated to the learner and others	Having identified the needs, it is important to gain agreement to these and communicate them clearly and accurately. Get the candidates to understand the importance of gaining commitment on the part of the individual or team with needs. Review organisational strategies and systems for established procedures and any standard documentation that is used to record identified needs. Show candidates how to translate needs into learning objectives, preferably linked to team and organisational objectives. Link the process to appraisals and performance reviews.

UNIT 4: Plan Learning and Development Programmes

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the people management strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

Information about training and development policies and procedures is likely to be found in either Personnel textbooks or management textbooks more akin to Professional Level. Books, journals and web sites aimed at trainers and educational practitioners are also a good source of information on the nature of individual learning and development and the learning cycle.
It is extremely helpful for candidates to be able to review a range of practices, procedures and documentation from very different organisations. For example, individual and team development plans or performance review documentation which is overtly linked to business strategy. Material from the candidates' own organisations would also be useful.

In addition to those on the booklist given in the Higher Professional Level syllabus booklet for this module, the following may be particularly helpful:

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I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307
D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

Outline: This Unit focuses on the identification of individual and team development needs and the training and development methods available to meet these needs. The most appropriate way to address these competence criteria is to suggest candidates prepare a development plan based on the needs identified in Unit 3.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
			The most appropriate way to address the competence criteria for Unit 4 is for candidates to prepare a development plan. Candidates are likely to need help to do this and, if they have not previously been involved in planning and preparing training and development plans, may also need help in putting together a suitably detailed and formatted plan. It can be useful to give candidates a range of plans and documentation from other organisations to critically review. Based on this good practice they should work in small groups to agree a suitable development plan

			format. It is important to ensure that this plan has realistic and measurable targets and that responsibilities are clearly allocated i.e. it is SMART. Resource issues should also be covered – costs, benefits, time allocated etc.
4.1	Identify appropriate learning and development methods	• identify a range of appropriate development methods, their advantages and constraints • explain how different methods suit different preferred learning and development styles	To complete the development plan candidates need to research the range of development methods available and discuss their advantages and constraints. They need to appreciate the range of methods available and move away from the mind set that development is only achieved by sending staff on training courses. Formal and informal methods should be considered and it is here that the links can be made between learning objectives, preferred learning styles and development methods. There is some excellent and interesting material about the learning cycle and how people learn, and a number of different classifications of learning style. The work of Honey and Mumford and Kolb is particularly relevant and should be used to explain these concepts. Candidates will also find it beneficial and interesting to determine their own preferred learning styles by completing a learning style inventory. Other organisational factors, including funding, may also determine the choice of method.
4.2	Plan for and support staff development	• supporting staff through development	These skills and knowledge may have been covered elsewhere. Candidates need to be aware of the need to handle and implement staff development with care and to ensure equality of opportunity. The role of formative review and feedback in encouraging and motivating learners should also be discussed and useful links could be made to Unit 5. Candidates need to re-visit the development plans which they have prepared and consider how they will implement them, and subsequently review objectives and provide feedback. An implementation plan or roll-out time table could be produced. The role of others in the development of people should be considered here, including that of the line manager, mentors. Coaches etc.

UNIT 5: Evaluate learning and development programmes

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the people development strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

In addition to those on the Higher Professional Level booklist for this module the following may be particularly helpful:

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I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307
D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

Outline: This Unit stresses the importance and potential difficulty of evaluating learning and development programmes.
Methods and levels of evaluation should be explained and candidates are required to identify and implement evaluation methods for training and development. These could be applied to the training and development plan from Unit 4.

	COMPETENCE CRITERIA	EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
5.1	Define the need for evaluation	• what is evaluation? • why is evaluation is important?	The importance, difficulty and some of the levels and methods of evaluation will probably have been covered in other modules. This Unit should focus on the evaluation of learning and development programmes with links to Unit 4. Candidates must be clear about the difference between validation and evaluation and be familiar with the training and development cycle and the need to consider evaluation at the planning stage – and not as an after thought. Ask candidates to discuss why evaluation is important and to identify the criteria which could be used to evaluate training and development e.g. was it cost effective? Has it made a difference to the individual's performance? What are the perceived benefits to the organisation?

				This will help candidates to appreciate both the importance and difficulty of evaluation e.g. if performance has improved, is this because the individual has learned or developed new skills or because they are motivated by the developmental opportunity? Indicate other factors that could affect the accuracy of evaluation, such as changes in processes and procedures.
5.2	Identify and describe models and levels of evaluation	• levels of evaluation • the difficulty of evaluation		There are a number of models which give levels of evaluation. Kirkpatrick's 4 levels are particularly useful : 1. Reaction 2. Learning 3. Behavioural change 4. Results (to the organisation) Discuss formative and summative approaches. Difficulties have been covered above.
5.3	Identify and implement methods of evaluation	• evaluation methods • carrying out evaluation of learning and development programmes		Candidates should reflect on the way in which they as managers (and their organisation), evaluate learning and development programmes. When a team member returns from a training or development activity do they ask what they have learned or do they measure changes in performance and relate these to the difference they are making to the team's / organisation's results? Candidates should revisit the development plans which they put together to check that they have considered how they will evaluate the plan and that they have the information they need in order to measure changes in behaviour and results. Different methods and techniques of evaluation should be introduced e.g. cost- benefit, cost- effectiveness, HR added value. With reference to levels of evaluation and using the development plan created earlier, candidates should select and justify the use of one or more of these methods and explain how they will carry out this evaluation. Alternatively, if the information is available, they could evaluate an activity which has already taken place.

| 5.4 | Act upon the results of evaluation | • recording the evaluation findings
• taking action as a result of the findings | Candidates should then explain and note the results or outcome of the evaluation. Were the desired outcomes achieved?
Was the development programme cost effective?
Was it of benefit to the organisation?
If successful, would this programme be of benefit to others in the future?
If not successful, why not? Was the wrong need identified, the wrong person selected, the training of a poor standard etc?

What action needs to be taken to ensure that future learning and development programmes are effective in meeting the desired outcomes both at individual level of need and in contributing to organisational success?
The unit should be concluded with a reminder of the importance and complexity of both learning needs analysis and evaluation and the need to remain clearly focussed on business strategy and organisational requirements. |