Discussion Points

The purpose of this material is to indicate the key points and matters arising from the questions set at the end of each Chapter. These points are by no means exhaustive. However, they represent the main areas of expertise and development with which all those in managerial positions should be concerned, as well as those studying employee development for professional education purposes - especially those following the professional education scheme of the Chartered Institute of Personnel and Development. The questions may also be developed into broader class and seminar discussions. The work can be adapted to suit particular groups of students from specific organisations or to suit those on HND/C and undergraduate programmes who have perhaps only had limited work experience.

Chapter 1

1. Study and payment
   · The organisation pays:
     - a mark of respect and value;
     - a commitment to employees, are entitled to expect commitment in return;
     - organisations are entitled to expect benefits;
     - others may insist on specified periods of service post qualification.
   · Staff required to pay for themselves:
     - a careful balance between the acceptance of personal responsibility for professional development and exploitation;
     - it is a question of establishing whether the 'learning contract or arrangement' is punitive or positive.

2. Paying for evening classes
   · Pros:
     - a mark of respect and value;
     - encouragement to broaden the outlook;
     - attitude and behaviour development;
     - integration into other employee and organisation development activities.
   · Cons:
     - may not be available to all staff
     - fitting in with domestic priorities
     - variations in price, quality, duration and value of classes
     - may be coercive - again, the key issue is attitude.

3. The initial assessment of attitudes to employee development should concern:
   - pressures and priorities;
   - the nature of support given to staff;
   - who pays;
   - other factors including time off, study leave and pre-exam leave;
   - the broader attitude to costs and benefits exhibited by the organisation.

4. Initial assessment of the internet
   · Best uses:
     - information and briefings;
     - support for stated and delivered programs;
     - tutorial support; instant access;
     - development of the medium as an effective work tool.
   · Worst:
     - delivery of material in isolation;
     - unsupported;
     - lack of physical contact;
- the internet as the primary rather than supporting mechanism.

5. Overpayment for expert staff:
   - avoidance of employee and organisation development activities;
   - lack of understanding of organisation and employee development activities;
   - the tendency to reward newcomers at the expense of those who have worked in the organisation for a long time;
   - the consequent tendency to generate perceptions of elitism among new, known, believed and perceived key staff.

Chapter 2

1. and 2. These questions are two sides of the same coin. The key lesson from driving schools is that, provided the training and development is of overwhelming value, people will adapt their preferred learning style to the matter in hand. The lesson therefore is to accord structured induction programmes and other core training and development activities in such a way that their value is overwhelming.

Other lessons from driving schools include:
   - the length of lessons;
   - the need for outside support;
   - the need for practice in between lessons;
   - the need to constantly familiarise;
   - the need and purpose of reading and support material;
   - the need for confidence in the instructor/trainer.

3. Outline training and development programme for yourself.
   The keys are:
   - specific and precise intended outcomes;
   - structure;
   - the integration of personal, professional and organisational aims and objectives.

Identify also where conflicts, stresses and strains are likely to arise, and also the possible causes of change in your own professional, personal and organisational objectives.

4. Key drives and restraints:
   - support;
   - time;
   - the life-work balance;
   - the mix of expectations, efforts and rewards;
   - the need for on and off-the-job support.

Organisations that run integrated and strategic development programmes fully understand all of these and make provision. Otherwise the key lessons are:
   - the provision of support;
   - clarity of the broad and specific context and basis on which development is to be undertaken;
   - where rewards are promised or strongly indicated, these must be delivered.

Chapter 3

1. Performance criteria: the key is being as precise as possible. There are very few development needs that cannot be satisfied by training and development activities. Exceptions are likely to be where a radical change of career or employer is sought for which the individual is already qualified. This is likely to be driven by either fundamental dissatisfaction with the present place of work, or the need to change employers as the result of an individually predetermined career pattern and development. Even in these cases, there are development needs in terms of attitudes and behaviour, if not skills and expertise.
2. In each of these cases, the key is ensuring excellent customer service. The starting point has to be the establishment by the owner or organisation of the absolute standards required; and from this taking steps to ensure that everybody exhibits the correct attitudes and behaviour. Where expertise is required, this can be developed through a combination of induction with on and off-the-job activities. For the corner shop, this may take little more than briefings. However, it is also likely that those coming to work at such a place will have life-work balances to address (e.g. part-time staff fitting work in with family commitments; school children fitting work in with school commitments). Otherwise, it is most important to ensure that training and development activities are not over-intrusive or oppressive.

3. Training and development needs analyses in specific organisations.

Identify the relevance and outputs of such things as:
- performance appraisal schemes;
- management and other staff meetings;
- strategic and operational demands;
- where blockages, breakdowns and crises occur, and the frequency and consequences of these;
- sources and causes of complaints and conflict;
- skills gaps;
- behaviour and attitude shortcomings.

4. The identification of few needs: likely to be in circumstances where either training and development is fully institutionalised and a strategic priority, or where the performance of the organisation falls so short of the ideal that additional staff and expertise are required from outside, or new technology (which will then lead to training and development requirements) is essential. Otherwise, where exercises identify very few training needs, it is normally essential to undertake analyses' exercises afresh, and to try and be a bit more precise and rigorous.

Chapter 4

1. Positive results:
These may not be apparent for between 12-18 months.
Benefits are also likely to be in the form of:
- reduced accidents;
- reduced conflict of disputes and grievances;
- reduced absenteeism
as much as increased output and product and service quality.
For best result, core training activities must be harmonised in with recruitment and selection efforts, and reward packages.

2. The inability to retain: attention is required to induction and initial on-the-job training programmes. It may also require attention to what is promised at the recruitment and selection stage but not subsequently delivered.

3. The costs of health and safety training: the importance is to ensure the universality of approach. Effectiveness is always diluted when different grades and categories of staff have different responsibilities and obligations placed on them. This is overwhelmingly the case, when the fundamental approach, attitude and delivery are different according to who the programme is being delivered to. (e.g. senior, middle and junior managers, administration and support staff, and frontline staff.) Because this is a universal programme that is required, it must be costed over the period for which it is due to run. Direct benefits are likely to include reductions in accidents and emergencies. Derived benefits relate to organisation development and the enhancement of positive attitudes and shared values, as well as better inter-departmental interaction.

4. Outline, induction and core training programmes:
The keys for each are:
precise objectives;
the provision of support;
attention to job content and environment understanding.

For school students on work experience, this is likely to include attention to the whole of the two weeks.

Supervisors at call centres are likely to have to establish and maintain:
- performance standards;
- communication skills;
- the management of disputes and grievances;
- acting as back-up for the frontline call centre staff.

The car manufacturing plant and water company both require problem-solving skills in terms of attitude and behaviour, as well as performance. The keys are visibility, understanding and interest. These are likely to include teambuilding and attention to the frequency and content of staff meetings and priorities.

More generally, where conflict is present in any organisation, this has to be addressed as an integrated question, rather than making managers better at fighting their corner.

Chapter 5

1. Key skills:
- structure and order;
- demonstration skills;
- communication skills;
- the ability to use tools, techniques and models;
- knowledge and understanding of the broad context and situation.

The ability to empathise, patience, and a sense of humour, are all highly desirable.

It is also essential to be visible and accessible. Where this is not present, there is the need to physically transform the existing approach.

It is also essential to be able to:
- produce aims and objectives;
- balance the relationship between the timing of sessions and what is possible;
- measure for success and failure.

2. Instruction sheets: the key is simplicity! Long and convoluted instruction sheets are likely to be unused and unvalued, as well as very difficult to follow. One approach is to ask people to produce a simple instruction sheet for making a cup of tea. Many students will come up with anything up to 20 instructions! The aim must be for something along the lines of:
- put tea in pot/put tea bag in cup
- add boiling water, milk and sugar to taste.

3. Initial and continuing job training for specific staff.
The keys are:
- skills development;
- environmental understanding;
- visibility and accessibility;
- support and review.

Other priorities are understanding the nature of customer service and organisational culture and interaction.
Specific issues include:
- for the university graduates
- the need for precision, politeness, and the full range of quality and service;
- the need to accept responsibility.
- for the shift supervisors:
  - attention to human aspects;
  - the capability of handling problems before they become disputes and grievances;
  - addressing absenteeism, poor performance, equipment breakdown, and failed deliveries.
- for the call centre staff who have to deal with this volume of calls:
  - must be given structured patterns of work because they are being given an average of two minutes only per call.

4. Job training for subcontractors.
Variations between standards applied to subcontractors and specialists with those applied to regular staff always cause disputes and grievances.
Specific outputs must therefore include:
- harmony and positive attitudes while the subcontractors are present;
- insistence on their adoption of the organisation’s universal standards;
- general briefings in ways of working and behaviour.

Chapter 6

1. This depends!!!
It depends on: whether the seminar is being offered as:
- part of the reward package;
- part of a structured programme of employee and organisation development;
- as a matter of general interest.
Because it is only half a day, detail is certain to be limited. Its quality is entirely dependent upon the expertise of the presenter or presenters and the way in which the content is structured.

2. One university is so much more successful than the other because:
- the standards are clearly set;
- there is a clear delineation of responsibility between the university and students;
- the possibility of other pressures imposing on course completion does not exist.

3. Two year day release programme
- Costs:
  - course fees;
  - replacement costs;
  - the possible grievances among those who do not have the opportunity to attend.

- Benefits:
  - retention for the two years;
  - mark of respect and value;
  - enhanced staff loyalty;
  - prospects of advancement;
  - the opportunity to assess potential.

The main conclusion is that, in return for granting day release (the only major cost); the potential benefits are of great value.

4. The attraction of outward bound events: they are fun!!! To be fully effective as a part of organisation and employee development, they require specific aims and objectives. They also require integrating into structured organisation and employee development programmes.

5. The crises at work: the matter should be resolved to everyone’s satisfaction by not calling the employee in. If the employee fails his/her exams, this will be documented and remembered, the crisis will not. However, it is not always that easy. Where they have any influence at all, the employee should take steps to safeguard their position. There should be no difference, whatever the status or occupation of the employee; again, in practice this is not always the case.
Chapter 7

Projects and secondments' questions

Each of the questions here is designed to address the structuring and potential for project and secondment work from a variety of different points of view. The first question is about business development, the second, about personal and occupational, the third, about management development, the fourth, about skills' development, and the fifth about problem-solving.

The keys are structure and clarity of purpose, time scales and the nature of the reporting relationship. There are derived benefits in:
- personal, occupational and organisational opportunity;
- the development of supervision skills;
- (where necessary) the development of organisational and managerial attitudes.

Whichever the approach, it is also essential that work is structured in such a way that precise outcomes are achievable. There is no point in 'the circular flow of consultancy' reports - in which the brief is that 'some work needs to be done', and the conclusion is 'some more work needs to be done'.

Recommendations must also be specific, measurable and prioritised, with precise time scales and costings.

Chapter 8

1. MBA programme evaluation
   - From the point of view of the student:
     - development of skills, qualities and expertise;
     - derived capabilities such as analysis, reasoning, justification and debate;
     - employability;
     - increased/enhanced potential.
   - From the point of view of the university:
     - enhanced reputation;
     - success;
     - the evidence of motivation and commitment;
     - the more nebulous notion of 'added value' as the result of the student having passed through.
   - From the point of view of the sponsoring organisation:
     - retention;
     - enhanced motivation;
     - the qualification itself;
     - the ability to monitor progress and potential over the period of the course.

2. Monitoring the effectiveness of fire drills and induction programmes:
   - the development of attitudes and behaviour;
   - enhanced cohesion;
   - speed and effectiveness of learned behaviour, attitudes and performance.
   Specific attention is also to be paid to the effects on retention and progress (induction); and the efficiency with which drills are carried out (fire drill).

3. Factors:
   - attitude change;
   - priority change;
   - work structure;
   - collective and individual discipline in conducting the activities.
Costings:
- briefings;
- development of specific skills;
- enforcement/encouragement;
each of which is certain to incur either managerial or instructor/consultant/facilitator charges, in addition to the provision of either on-the-job or off-the-job facilities.

4. Secondment to Chief Executive’s department
· Costs: fixed only.
· Benefits:
  - the opportunity to learn the strategic approach to the organisation;
  - the opportunity to identify potential opportunities and blockages;
  - the opportunity to understand the broader organisational context and environment.

Both parties may also use the opportunity for other project work. Measurements for success are to be conducted on a continuous basis, by both the Chief Executive and the individual concerned. For this to be fully achieved, preset aims and objectives are required at the outset.

5. This particular matter went wrong because neither the organisation centre nor the employees understood fully the position of the other and each approached an overtly similar position from their own very different perceptions. The problems could have been attended to if the organisation made it very clear that either this was not the selection process, or that if it was then the training centre would have the final say in who was appointed. Furthermore, the training centre could/should have made it clearer that they were not in the process of selection, simply assessing the performance of individuals on their courses. The organisation must take a more active responsibility for the training, development, promotion and reward of its staff. It is never satisfactory when responsibility is abdicated.

Chapter 9

Training programmes

The purpose here is to ensure a rigour and adequacy of structure, in accordance with the principles outlined in the Chapter, whatever the programme or development activity. Each of these questions therefore requires specific aims and objectives, time scales, outcomes and a process for monitoring, review and evaluation.

Specific issues to consider are as follows.

· Courses for senior managers should never last longer than one day, the ideal is 2-3 hours only. Whatever you are going to cover must be capable of inclusion in this time scale.
· The installation of a radical new set of skills, knowledge, expertise and qualities requires a sustained period of time. As a result:
  - the supervisory programme must be extended over several weeks (if not months);
  - the input must be capable of support in the place of work;
  - this programme is likely to include project work and assignments with regular and continuing tutor/facilitator/organisation support.
· The secondment to Parmalat also requires adequate support and contact. A programme must be agreed between the present organisation, the individual, and the staff at Parmalat, so that a structured period of progression and enhancement is drawn up. This is also likely to include project and assignment work.
· Specific issues: the student lying down on the floor - all suggestions welcome!!! The basic approach to specific problems is to address it in an adult fashion. In this particular case, the request to return to the seat was not acceded to. The particular talk therefore proceeded as if nothing had happened, with the individual lying on the floor. More generally such behaviour should never be appeased or accommodated. If the person chooses to behave like this, there is no benefit to be gained in sidetracking the whole session into dealing with the particular problem.
- Training methods for health and safety issues. These can include:
  - hazard spotting;
  - tours of premises;
  - the use of film and video;
  - discussion groups;
  - discussions of case law.
It is essential that, except for very short sessions, methods are varied beyond straightforward lectures and talks.

Chapter 10

1. The post-it case study

- It can be used to illustrate:
  - commitment;
  - enthusiasm;
  - development;
  - the contribution of individuals;
  - the need for motivation and support;
  - the fine line between a very good idea and an obsession.

- It can be developed to make it relevant to each of these groups through concentrating on:
  - the need for briefings;
  - the need for personal space and time;
  - the need for results (HRM).

- Presentational aspects (marketing); where else such an invention might lead; reposition in organisational priorities; time scales and investment (strategy development and change).

2. Annual report availability on computer.
The need is for:
- universal access;
- briefing training and development where required;
- specific attention to any production service and other frontline staff;
- the opportunities for discussions with supervisors and expert staff.

3. Induction and job training programmes on websites

- Costs:
  - programme development;
  - employment of contractors and experts where required;
  - the danger of this becoming an operational priority (especially if it is a brainchild of a senior or influential person).

- Benefits:
  - standard and current material;
  - clear illustration of standards and attitudes.

- Other actions:
  - use of the material as support not driving force;
  - the requirement for mentors, coaches, tutors and facilitators (another cost/benefit).

4. Video for the first time:
- give the opportunity to play with the equipment;
- short recordings;
- the difference between perception and reality;
- giving ground for nervousness and unfamiliarity;
- record a short piece first;
- develop this to whatever extent is required through a staged series of processes.

5. The difference between telephone and face-to-face role play.
The universal applications are:
- it is much easier to be rude to someone over the phone than face-to-face;
- the need for training, briefing and support for those who work in telephone-based activities.

The key to customer care training, whether delivered face-to-face or by telephone, is the certainty of organisational and supervisory support provided that specific procedures are followed, and that the individual understands the extent of their remit and responsibility.

6. The keys to effective presentations to senior management are:
- attention to costs and charges;
- attention to immediate returns;
- brevity of presentation unless the demands of the circumstances specifically dictate it.
- presentations should be no longer than 15-20 minutes, many would say 10 minutes only.

Chapter 11
Mentoring, coaching and counselling

Each of these questions is designed to approach the behavioural and operational issues from differing points of view. The keys to each include the following.

1. If trainees choose their own mentor, this must be on the basis of confidence and responsibility, rather than expediency and chance.

2. Imposing this work on junior and middle ranking managerial, professional and technical staff requires that it is made in their own interests and that they are going to receive recognition (and possibly reward) for undertaking this work.

3. The toxic mentor-trainee relationship: there is no solution to this now, except for Ian to put out a press release crediting Helen's work. What now needs to happen is an investigation by the organisation determining whether the work has been credited to Ian as a matter of company policy, or Ian stealing the work. Either the organisation approach, or the individual, is therefore wrong. Such an investigation is expensive, destructive and divisive, and compounds problems when mentor-trainee relations are not fully established in the first place.

4., 5. and 6.
These are different aspects of addressing some of the nebulous and intangible benefits (and accusations) brought about by this form of organisational direction and management style. Relationships should be ended when they have run their useful life. At best, this is by agreement between mentor and trainee, it is also likely to be affected by one party (especially the mentor) moving on. The mollycoddling of trainees must be avoided in perception and in fact. It is a waste of managerial time where this exists in fact. Where it exists in perception but not fact, it is to be remedied by the development of a strategic, as well as operational approach, and collective and individual expertise.

Chapter 12

1. Strategic customer care training:
- length of programme;
- content of programme;
- specific attention to the lack of face-to-face in telesales and internet sales;
- standards of dress, behaviour and comportment in retail sales.

Other aspects of the strategic approach might include:
- NVQ assessment;
- delivery as part of a college programme (e.g. HNC);
- the retention of a consultancy (whether external or in-house) to ensure universality of standards.
These standards are to be underpinned by regular monitoring and appraisal;
- remedial action understood and accepted by all where standards fall short.

2. Tait’s Greeting Cards: the strategic approach to employee development. The strength of the approach lies in its full institutionalisation, and the commitment required and given by each side. Weaknesses are overwhelmingly perceptual, for example where people feel that others are receiving greater advantage or reward as the result, or where courses that they embarked on no longer have value.

3. The telecommunications company.
This appraisal scheme needs destruction. It then requires replacement by something that is going to be used for specific purposes, whatever those purposes may be. (rewards, development, opportunities) At present, it is a paperwork exercise only and its only true benefit is the fact that people are at least used to the existence of performance appraisal.

4. The strategic approaches to disaster inspections.
The need is to identify and apportion the factors that led up to the disaster occurring, and then to decide which of these are institutional factors, and which are employee development factors. Individual blame must only be apportioned where there is overwhelming evidence of negligence, incompetence or sabotage. Employee development needs must be recommended as collective and individual. The best inspection reports produce draft timetables and schedules for their design, implementation and evaluation.

5. Training agreements: whatever the course followed, training agreements require:
- specific aims and objectives;
- attendance and other commitment;
- desired and required outputs in work and training terms;
- support;
- rewards and opportunities during the period of training, development and education, and at the end;
- the penalties that accrue if either side breaks or neglects its responsibilities.

When constructed properly, each party knows where they stand. When mis-constructed or unvalued, one party or the other will find the process onerous or punitive.

Chapter 13

1. Enhancing the profile.
Demonstrate the benefits of effective training and development activities in terms of:
- profits;
- organisation performance;
- staff operational management.
This question can also be broadened to include the organisation and employee development functions in model organisations such as Nissan, Body Shop, RyanAir and easyJet.

2. The key here is to understand why the senior manager has made the remarks, and whether this is based on:
- ignorance;
- prejudice;
- whether or not the particular individual has come up through ‘the school of hard knocks’;
- whether or not the individual had received a substantial business and management education and
therefore assumed that everybody else has done the same. 
Arising out of this, it is certain that marketing activities along the lines indicated in question 1 are apparent. 

3. Use of outsiders
- Advantages:
  - fresh input;
  - uncluttered;
  - different perspectives on specific issues.
- Disadvantages: It is essential that whatever is taught and delivered must be capable of application in specific places of work (as well as contributing to general enhancement of employee, personal and occupational development). Outsiders must therefore have a basic familiarity with the context, environment and activities in which individuals are concerned.

4. The keys are:
- credibility;
- quality;
- reputation;
- the knowledge that, if specific activities are put on, they attract support.

Behind this lies a continuing and effective liaison between employee development managers and those in functional occupations, to ensure that training programmes address precisely designed present and future needs.

5. The need here is to develop a sub-strategy, complementary to overall organisation strategy, and the priorities of functional departments. The only way to raise profile is to ensure an enhanced and positive awareness and understanding of the contribution made. Employee development functions with low profiles must produce programmes and other outputs in terms required and demanded by other functions. This may take a long time and substantial energy to achieve. The delivery of early, key and positive results, universally demonstrated, is essential. It is also essential that employee development managers insist on attendance and equivalent status at management meetings and cluster groups.

Chapter 14

1. Divergences of interest. 
The keys are:
- briefing,
- awareness
- demonstrable relationships between a strategic approach to organisation development, commitment, finance and resources;
- a medium to long-term strategic approach.

2. The keys are the combination of training, development and rewards for frontline customer and client service, as opposed to progress through bureaucratic institutions. Lessons can be drawn from, among others, the football and financial services industries (where those in bureaucratic and managerial functions get paid less than those at the frontline) and RyanAir, where continued profitability and substantial investment and development are based on the high qualities and primary concentration of customer and client service.

3. Openness and honesty
- Costs: in order to achieve this, substantial medium to long-term strategic investment is required in the transformation of managerial attitudes. One approach is 360° appraisal, and the organisation and institutionalised commitment necessary to take on board the results without personal persecution.

4. The fundamental issue here is equality of treatment and commitment, whatever the function or occupation pursued. This again, is underpinned by a strategic commitment to ensure that the approach
is fully standardised and prioritised when required. The expertise required consists of full knowledge and understanding of the functional demands of all those who attend the programme, and full credibility and value. This is underpinned by, again, the strategic approach that institutionalises and prioritises this.

5. The key is the avoidance of blame when problems occur and mistakes are made, except in cases of negligence, ignorance or sabotage. It further depends on a collective willingness to address problems openly and honestly, to assess where mistakes have been made, to view these as a learning opportunity, and to institutionalise development as the result, with a view to avoiding mistakes in the future. Where blame arising out of negligence or sabotage is apparent, individuals must be dealt with in accordance with disciplinary procedures. Similarly, this also applies to cases of bullying, victimisation and harassment. For organisations that genuinely pursue OD strategies, the cultural/strategic approach normally ensures that interpersonal and inter-occupational disputes are kept to a minimum, that they become apparent at a very early stage, and are nipped in the bud.

Chapter 15

1. The new hospital manager: the key is environmental awareness. Specific issues within this include understanding the pressures placed on all medical and frontline staff, including:
   - workloads;
   - staff and equipment shortage;
   - non-medical pressures;
   - the nature of the working environment;
   - ancillary services such as cooking and cleaning.

The key output is to be able to apply general managerial expertise in the specific situation.

2. The keys are:
   - interpersonal skills;
   - familiarity and visibility;
   - training in procedures;
   - the adoption of policies on addressing individual and collective problems;
   - knowing when and where to go for help;
   - supporting and mentoring through the initial period of the new job.

3. Costs:
   - the loss of some management development trainees;
   - over-paying for frontline work during the induction period;
   - some frustration on the part of some individuals.

Benefits:
   - a full understanding of operational demands;
   - familiarity and visibility;
   - understanding the context of activities.

4. Other opportunities.
These include:
   - variety;
   - new projects;
   - relocation;
   - project work and secondment;
   - making sure that rewards (extrinsic and intrinsic) are available on a basis equivalent to that of moving through an hierarchy.

5. Key issues.
Elaine needs to have developed:
   - her overall awareness;
   - understanding of all environmental and operational aspects;
- interpersonal skills;
- strategic and financial understanding;
- strategic priorities.

From a strategic point of view also, the organisation needs to consider the costs and benefits of adopting this approach, as well as hiring someone from outside. These include, whichever is chosen:
- bedding in times;
- questions of credibility;
- institutional support;
- the benefits that would accrue (or not accrue) as the result of substantial recruitment costs and employment agency/head-hunter expenses.

N.B. Elaine Vaughan was indeed employed by Sandals as their Chief Executive at this point.

6. Qualities of effective visibility, communication skills and decision-making:
- give them short and straightforward presentations in the first place at management and staff meetings;
- support them through easy and straightforward decisions in the first place;
- provide a mentor/coach;
- schedule individuals to walk the job for periods of between 30-60 minutes each day.

This can then be supported by regular (i.e. weekly) reviews.

The benefits expected to accrue are:
- the development of communication and decision-making skills;
- earlier identification of problems and issues;
- greater all round mutual understanding.

These would be the key measures of success/failure. They would arise in standard organisations through matters of common consent (and may be underpinned by reductions in staff grievances, disputes, absenteeism and turnover), and also a greater general willingness of staff to raise specific issues on a face-to-face rather than formalised basis. This, in turn, is certain to lead to enhanced productivity and output, whatever the organisation.

Chapter 16

1. Public relations campaign and public services.

The keys are to ensure that what is delivered is what is implied or promised. The failure of ‘back to nursing’ campaigns is that those returning to nursing have found that:
- the rewards promised are not on offer;
- there are conditions imposed in training agreements which are considered punitive and demeaning;
- the reasons why many individuals left the profession in the first place are now very much worse.

It is also essential that rewards promised at the outset continue to be substantiated and enhanced. For example, in 1999, those coming into nursing for the first time were promised a 5% pay rise. While this was delivered, it had the effects of:
- a) causing grievances among long serving members of staff;
- b) that it was not followed up in the future, it came to be viewed as a one-off payment.

There is required also a strategic commitment to fundamental openness and honesty of the actual value and esteem in which these services are held by government, as well as the public at large.

2. Prevocational education and training:
- where individuals have identified a specific career path;
- where they require a trade, as well as an education;
- where they wish to study the particular trade as a matter of interest (akin to studying history of art, classics, archaeology).

3. Gains from TQM and IIP.
Organisations should gain:
- strategic approaches to organisation and employee development;
- enhanced productivity and profitability as the result;
- declining absenteeism, sickness and accident rates
- reductions in disputes and grievances.
In many cases, organisations simply only gain the certification.

4. The question here is to ensure the harmonisation, standardisation and validation of these specific programmes. It requires a planned certificated and validated programme of on and off-the-job training. Specific attention should be paid to the opportunities afforded by such things as GNVQ programmes, day release and other specific occupational training.

5. Inspection formats.
These should concentrate on: attitudes, behaviour and performance. Of especial concern are:
- managerial-staff relations;
- the extent and prevalence of disputes and grievances;
- the nature of cohesion, collective and shared values.
Attention is also required to standards and quality of product and service delivery and productivity, and the factors that enhance or damage these.

The output of inspection lies purely in the way in which reports are written. For example, many inquiries into shortcomings in public services include phrases such as 'lessons must be learned' and 'this must never happen again', without being precise, or drawing attention to specific shortcomings. There is no value in such an inspection, except as a temporary awareness raiser to senior managers and organisational governors and/or shareholders.

6. The serious fire and actions required.
These are to clean the place up, to hold an immediate inquiry and to involve all those whom the fire has affected. This has the behavioural benefit of developing a cohesion, and ensuring that life is going on after the event. It is also essential that those affected identify, and are aware of, any behavioural or operational shortcomings that the inquiry may raise. The organisation may then choose to address these as a part of its own post-fire development, quite apart from whatever the Health and Safety Executive recommends.

Chapter 17

1. Development priorities.
These should be itemised under the BASKET acronym as precisely as possible. The key issue here is to begin to regard these activities as investment on which there are returns as well as activities leading to enhanced performance.

2. Conformity with the EU Working Hours Directive.
The key is likely to be restructuring individual, organisational and departmental priorities in order to ensure that the most important tasks are carried out, and that those less important are either parcelled up and completed altogether, or else re-evaluated and, where possible, ditched completely. The production of a short report for a Chief Executive must include a one-page summary of what he/she is going to be asked to do.
Costs must include:
- training and briefing for all staff;
- specific training and briefing for managers;
- support and development through the period of transformation.

3. Cultural, behavioural and performance implications of taking on professionally qualified staff from elsewhere in the EU to work in the UK include:
- language;
- patterns of behaviour;
- working hours and working hours' cultures;
- inclusion in cluster groups;
- clear identification of desired and required outputs in this present situation.

The induction programme must include:
- attention to behaviour, familiarity and performance;
- a relatively short time scale;
- precise behaviour and performance objectives.
This must then be supported by continued attention to the cultural, behavioural and familiarisation aspects, possibly through the use of mentors and counsellors.

4. The keys to effective mergers and take-overs are attention to the organisation and employee development aspects. Employees have to become familiar with, and identify with:
- the new organisation;
- its management style;
- changes to customer and client management;
- any changes to product and service delivery;
- changes in operational and staff management procedures and practices.

The costs of managing this, especially where substantial and large organisations are involved, represents a key feature of the investment. Whatever is required must be undertaken. For example, Nissan (as stated in the text) spends up to £12,000 per individual on this part of establishing their operations in the UK and USA. It may be necessary to consider this form of investment in getting the cultural, behavioural and enduring performance of the new organisation right (as distinct from concentrating on short-term enhanced shareholder value).

5. Senior managers of organisations pay so little attention to the human aspects of investment and ventures because they do not understand them!
The briefing paper must include:
- the formation of project, venture and customer/client liaison groups;
- harmonisation of objectives;
- the development of the behavioural aspects of management expertise in investment and venture managers;
- understanding of projections;
- attention to staff management policies and procedures during the inception, commissioning, and completion and delivery of the work.

If you have any comments, questions or suggestions please contact Richard Pettinger, the Series Editor: rpettinger@ucl.ac.uk or R&R@littlestone.freeserve.co.uk