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AGENDA

WHAT IS LEARNING & DEVELOPMENTAL JOURNEY

ABOUT JTKL HR CONSULTING

JTKL HR CONSULTING LEARNING & DEVELOPMENTAL JOURNEY

ORGANISATIONAL DEVELOPMENT

LEADERSHIP DEVELOPMENT

COFFEE BREAK

TEAM DEVELOPMENT

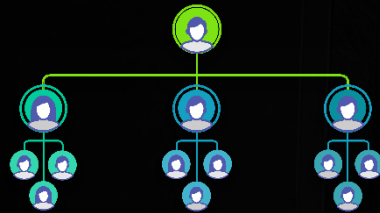INDIVIDUAL DEVELOPMENT

Q&A SESSION

THANK YOU

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CONTENT OVERVIEW

JTKL HR CONSULTING
LEARNING & DEVELOPMENTAL JOURNEY

- Introduction
- About JTKL HR Consulting
- Our Learning & Developmental services

ORGANISATIONAL DEVELOPMENT	LEADERSHIP DEVELOPMENT	TEAM DEVELOPMENT	INDIVIDUAL DEVELOPMENT
• What is Organisational Development? • Considerations • Services	• What is Leadership Development? • Considerations • Services	• What is Team Development? • Considerations • Services	• What is Individual Development Plan? • Considerations • Services

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what is

LEARNING &

DEVELOPMENTAL

JOURNEY ?

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what is

LEARNING & DEVELOPMENTAL JOURNEY ?

Learning and Developmental Journey is a set of curated human resource management services designed to help companies keep managers and staff at their highest level of functioning through a series of carefully designed learning and development tools.

It uses appropriate curriculum and techniques such as coaching, individual and team trainings, and staff assessments to accrue value in employees by evaluating staff for potential and then developing it, "on-boarding" new staff, and honing the skills of current employees.

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what is

LEARNING & DEVELOPMENTAL JOURNEY ?

The term "**Learning**" often applies to *immediate* teaching,

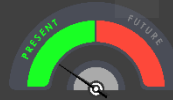and "**development**" has a *longer-term* connotation.

LEARNING

Learning is mostly short term with a concrete goal.

Learning focuses on the role.

Learning aims at a specific job or role requirement

Learning revolves around immediate or the present need

Learning enhances the knowledge or skills for a particular job or role.

Learning programs are group focuses, where more than one individual participates in organised group events, such as workshops, classes or seminars, etc.

The organisation takes the responsibility of learning.

DEVELOPMENT

Development is a long-term activity, with goals that are open-ended and ongoing.

Development focuses on the person

Development is more conceptual and focuses on overall progression of the individuals.

Development is more conceptual and focuses on overall progression of the individuals.

Development activities are futuristic.

Development focuses on career building and progression.

Development activities tends to be more of a personalised experience, which is catered based on the individual's development plan.

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Learning and Developmental Journey

involves 2 general types of approach:

w h a t   i s

LEARNING & DEVELOPMENTAL JOURNEY ?

Training Approach process involves working with new employees to help them adjust to workplace culture and to identify weak areas in current employees. Consultants use surveys, interviews, performance evaluations, and their own observations to find areas that need addressing and then create programs to deal with the weaknesses. This teaching can take place in in-house trainings, eLearning, or by sending employees to traditional college classes.

Coaching Approach may be done through the HR department of a company, or HR consultants may be employed for this component of training and development. Employees within the organisation that demonstrate the talent for leadership potential are identified and then consultants help the individuals develop those talents. The coaching can be done through phone conversations, face-to-face meetings, and even teleconferencing.

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At **JTKL HR Consulting**, we understand the need to make training and development more relevant to employees through innovation and aesthetics. Our successful consultants believe that a relaxed environment improve the learning outcomes.

about

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JTKL HR Consulting **Learning and Developmental Journey** is designed with an innovative approach to deal with weaknesses within the organisational framework. Our creative HR staff in instructional design identify gaps in corporate performance and create innovative curriculum or programs to address those areas. Our professionals also look at the culture of an organisation to evaluate the way the company adapts and learns so that programs will be made both effective and enjoyable.

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Our innovative **Learning and Developmental Journey** not only identifies and addresses weak areas of performance, it gives staff a greater sense of their worth to the company.
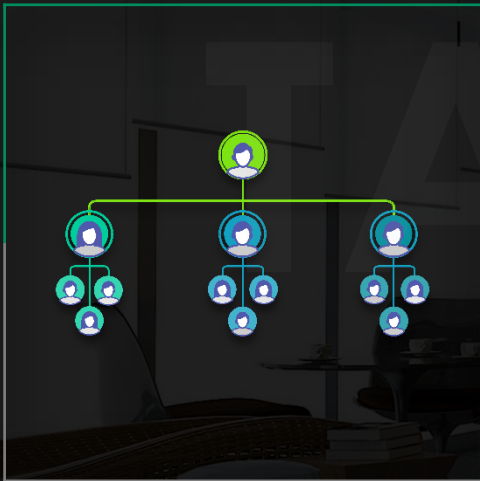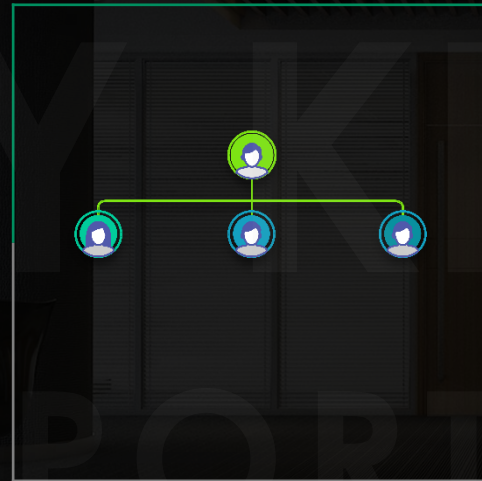
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JTKL HR Consulting Learning and Developmental Journey offers:
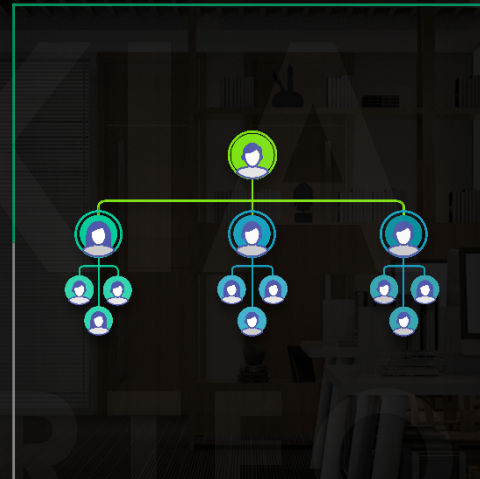
ORGANISATIONAL
DEVELOPMENT

LEADERSHIP
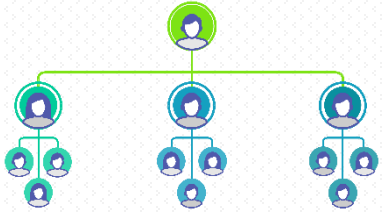DEVELOPMENT

TEAM
DEVELOPMENT

INDIVIDUAL
DEVELOPMENT

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ORGANISATIONAL
DEVELOPMENT

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ORGANISATIONAL
DEVELOPMENT

WHAT IS ORGANISATIONAL DEVELOPMENT?

Organisational development is the attempt to influence the members of an organisation to expand their candidness with each other about their views of the organisation and their experience in it, and to take greater responsibility for their own actions as organisation members.

ORGANISATIONAL DEVELOPMENT

ORGANISATIONAL DEVELOPMENT
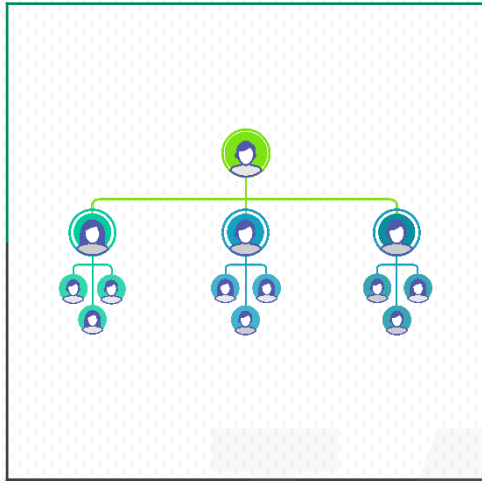
about | **ORGANISATIONAL** DEVELOPMENT

ASSUMPTION

The assumption behind organisational development is that when people pursue both objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared (organisational) goals. And that when this does not happen, such activity helps them to understand why and to make meaningful choices about what to do in light of this understanding.

AIM

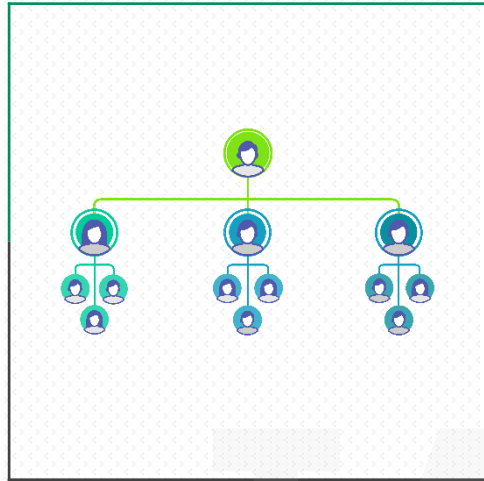The aim of organisational development is to focus and improve the effectiveness and productivity of an organisation.

PURPOSE

Its sole purpose is to make the workplace more result oriented.

PROCESS

The organisational development process starts with the emergence and identification of problems and sorting it out within the organisation. It is a cyclic process and ends only when the desired result is obtained. No one can decide which is the best organisational development process to solve the problem; it is more like a trial and error method.

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ORGANISATIONAL DEVELOPMENT PROCESS
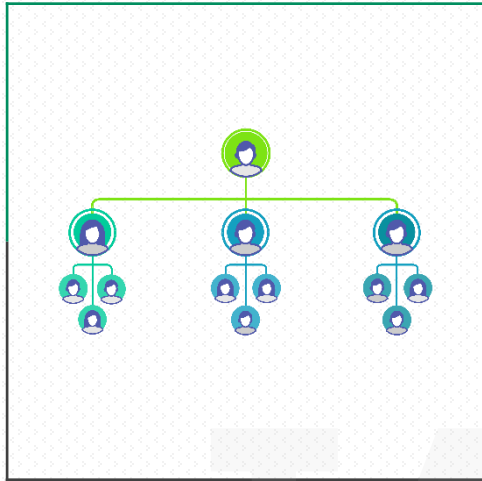

ORGANISATIONAL DEVELOPMENT

Here are the different stages of the organisational development process:

1. **Problem Identification**
2. **Situational Assessment**
3. **Action Planning**
4. **Implement Plan**
5. **Gather Data**
6. **Analyse Results**
7. **Get Feedback**

ORGANISATIONAL DEVELOPMENT

ORGANISATIONAL DEVELOPMENT PROCESS

Get Feedback

Problem Identification

Analyse Results

Situational Assessment

Gather Data
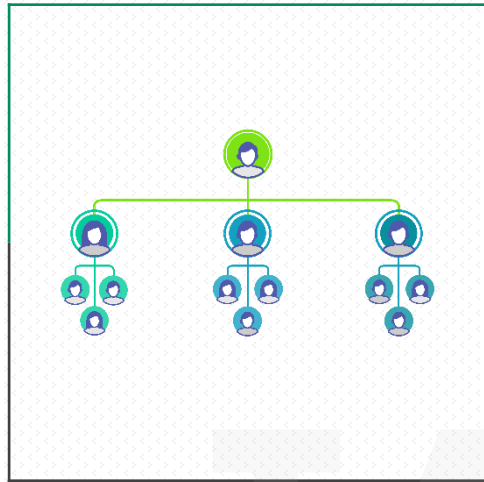
Action Planning

Implement Plan

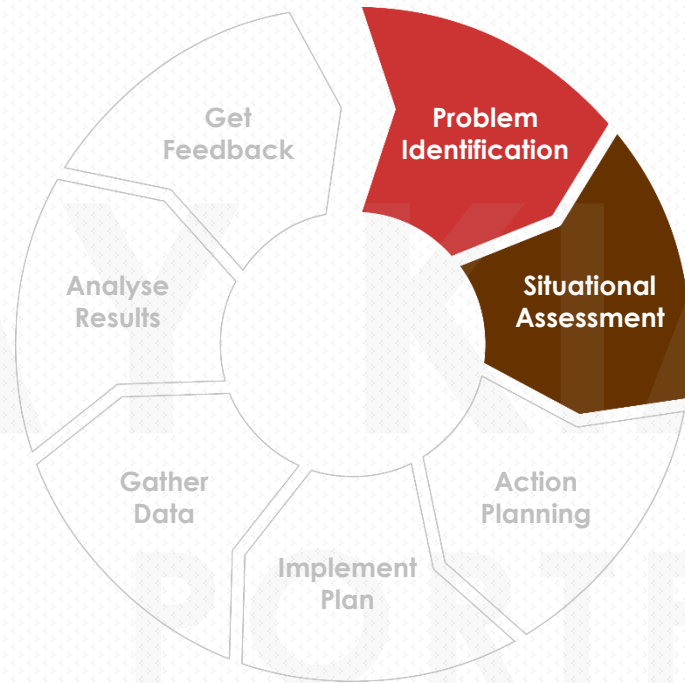Here are the different stages of the organisational development process:

1. **Problem Identification**
   A problem can be identified in a wide range of ways including reports from employees, data gathering, and more.

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ORGANISATIONAL
DEVELOPMENT

ORGANISATIONAL DEVELOPMENT PROCESS

Get
Feedback

**Problem
Identification**

Analyse
Results

**Situational
Assessment**

Gather
Data

Action
Planning

Implement
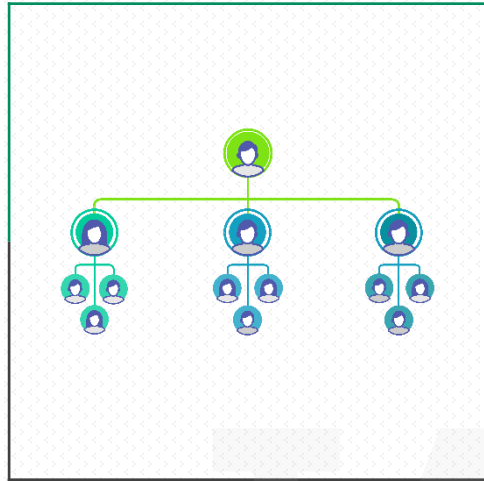Plan

Here are the different stages of the organisational development process:

2. **Situational Assessment**

Making a formal assessment of the situation is the next step. This can be done by reviewing documentation, holding focus groups, interviewing, surveying, or just about anything else. Gathering all the facts related to the problem at hand is important for developing an effective solution.

ORGANISATIONAL
DEVELOPMENT

ORGANISATIONAL DEVELOPMENT PROCESS

Get Feedback

Problem Identification

Analyse Results

Situational Assessment

Gather Data

Action Planning

Implement Plan
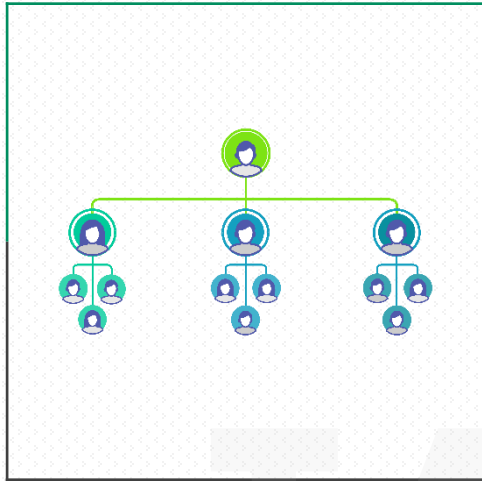
Here are the different stages of the organisational development process:

3. **Action Planning**

Planning an action on how the problem will be solved is the next step. This should be done by incorporating inputs from all impacted parties so that a solution that addresses the specific problem at hand can be found. In many cases, this will be the longest step in the process.

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ORGANISATIONAL DEVELOPMENT
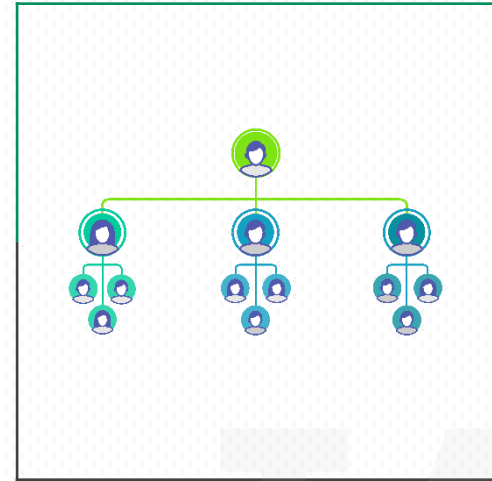
ORGANISATIONAL DEVELOPMENT PROCESS

Here are the different stages of the organisational development process:

4. **Implement Plan**

Taking the plan made in the previous step and putting it into action. Depending on the complexities of the change, this may include training and other necessary steps to ensure the action plan is put in place correctly.

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ORGANISATIONAL DEVELOPMENT PROCESS
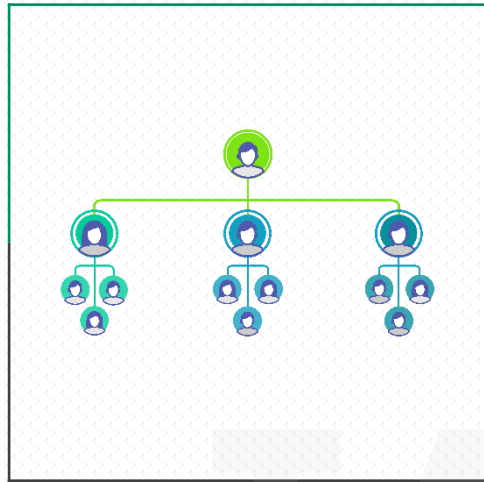
ORGANISATIONAL
DEVELOPMENT

Here are the different stages of the organisational development process:

5. **Gather Data**

As soon as the change is put in place, it is time to start gathering data. This should be done with a focus on identifying whether the changes made are having a positive impact on the problem at hand.

ORGANISATIONAL
DEVELOPMENT

ORGANISATIONAL DEVELOPMENT PROCESS

Here are the different stages of the organisational development process:

6. **Analyse Results**

   Study the data that was gathered to see if it had improved the problem, eliminated the problem, did nothing to the problem, or made the problem worse. Observe if the changes had any secondary or negative impacts on other issues.

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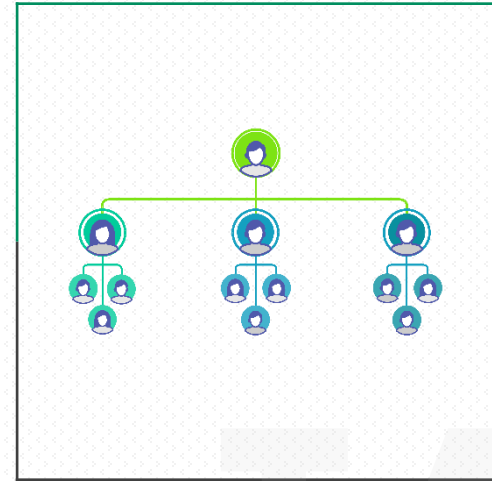
ORGANISATIONAL DEVELOPMENT PROCESS

Here are the different stages of the organisational development process:

7. **Get Feedback**

Gathering feedback from all impacted parties is important. For example, if a problem that was eliminated increases the risk of injuries for its employees, then it is not a good solution.

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ORGANISATIONAL DEVELOPMENT

ORGANISATIONAL DEVELOPMENT PROCESS

Get
Feedback

Problem
Identification

Analyse
Results

Situational
Assessment

Gather
Data

Action
Planning

Implement
Plan
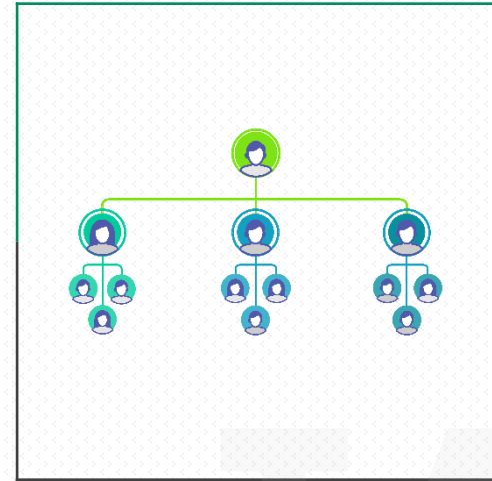
Repeat

If necessary, repeat the process. If the changes made had some positive impact, then the process will begin with the current system in place. If they did not, it may be beneficial to go back to the original way things were done in order to re-evaluate.

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ORGANISATIONAL DEVELOPMENT | considerations

ORGANISATIONAL
DEVELOPMENT

CONSIDERATIONS

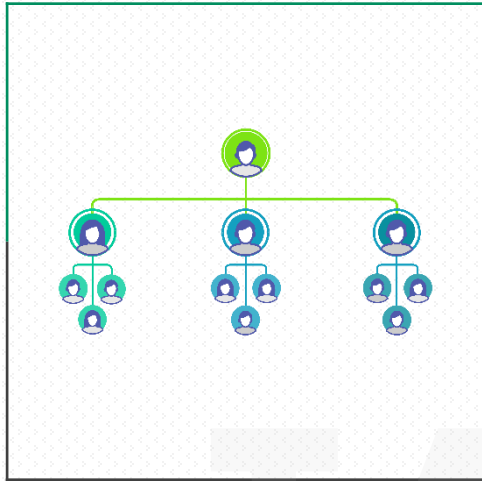Organisational development follows various techniques processes, approaches, methods, applications and methods to sort out the issues. Some basic considerations that most people make when selecting from among the many choices for organisational development are:

1. **Is change method effective for sorting out the issue?**
   • Organisation's follow SWOT to deal with rising issue. They aim at realistic goals and plan a complete strategy to achieve the goals.

2. **Does the plan have capacity to sort out the problems and will help the organisation in achieving the goal in a better way?**
   • One of the best ways to check the credibility of any method is to find its history in previous matters if it was successful in dealing in similar matters then there are great chances that it will for your organisation as well.

3. **Has the nature of activity been compatible to the culture of the organisation?**
   • First discuss about the activity with the organisation members only after that apply it in the organisation.

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ORGANISATIONAL DEVELOPMENT | considerations
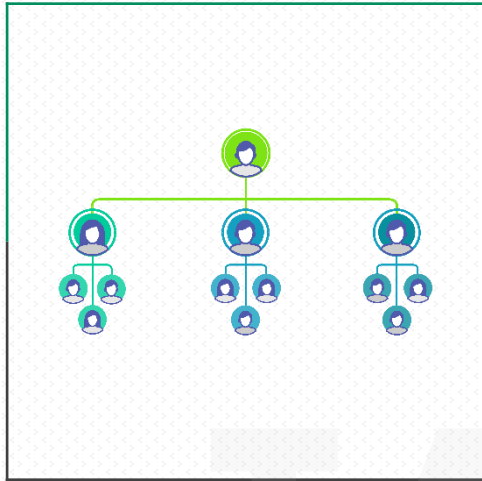
ORGANISATIONAL
DEVELOPMENT

4. **How timely the technique will provide the solution?**
   • There are a few problems like cash crisis that require immediate action and the result choose a path that promises timely result.

5. **Does your organisation have enough resources to support the activity?**
   • Consider resources like funding, attention and time from people and facilities.

Find out the best approach and developmental activity, and infuse life in your organisation and make it successful for the long run.

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ORGANISATIONAL DEVELOPMENT | services

SERVICES

JTKL HR Consulting provides the following organisational development services:

ORGANISATONAL DEVELOPMENT SERVICES

WHAT	WHY	WHEN	HOW	TIMELINE
ORGANISATIONAL DIAGNOSTIC	The effective diagnosis of organisational culture, and structural and operational strengths and weaknesses are fundamental to any successful organisational development intervention.	Employee Engagement declines, increase in attrition, prior to a restructuring, plans to grow a business or divest, assess leadership and colleague capability, prior to a large-scale change or training initiative, cultural assessment.	Star Model, (Jay Galbraith). Assists in defining the Organisational Strategy (Goals / Tasks), People, Reward Systems, Information and Decision Making, Organisation Structure.	Approximately 3 – 6 weeks for assessment, analysis, report out, action plan, solution development and implementation, as appropriate.
ORGANISATIONAL DESIGN	To create business hierarchies, staffing levels to operate efficiently. Organisational structures assign clear roles to departments and individuals to provide them with a sense of purpose and responsibility.	Newly forming organisations, New Operating Models required for new businesses, Reorganisations, etc.	Performance Development Methodology, (Analysis, Vision, Organisational Design, People Assessment, Planning and Implementation).	1 to 6 months on average.
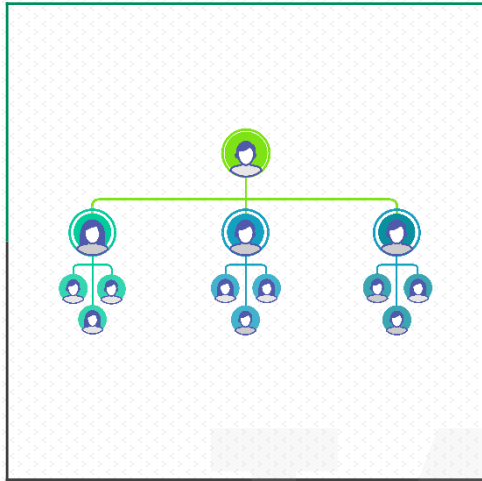
ORGANISATIONAL DEVELOPMENT

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LEADERSHIP
DEVELOPMENT

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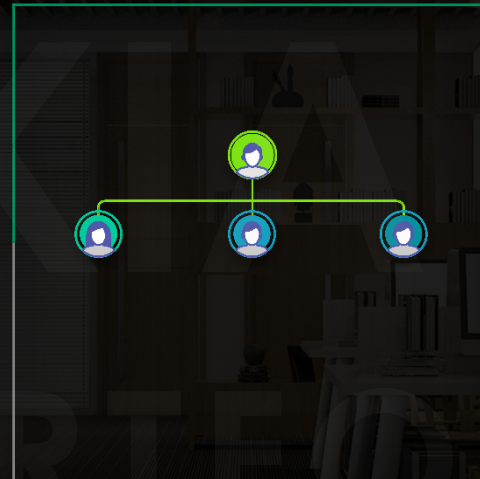
WHAT IS LEADERSHIP DEVELOPMENT?

Leadership development refers to activities that improve the skills, abilities and confidence of leaders. Programmes vary massively in complexity, cost and style of teaching. Coaching and mentoring are two forms of development often used to guide and develop leaders.

LEADERSHIP
DEVELOPMENT

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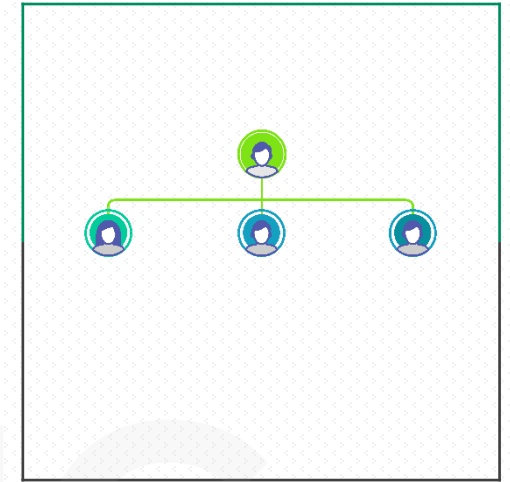
BALDWIN & FORD

According to Baldwin and Ford (1988), the success of leadership development is influenced heavily by the quality of the programme, level of support and acceptance from superiors, and the characteristics/learning style of the person being developed.

LEADERSHIP DEVELOPMENT VS. LEADER DEVELOPMENT

Some commentators differentiate between leadership development and leader development; the former being used when referring to development programmes focusing on collective leadership in an organisation and the latter on individuals.

AIM

Leadership development is a common process in succession planning, which aims to produce high-calibre leaders to take over senior positions when they become vacant. High-performers are typically identified for these leadership development programmes, which may be longer-term and broader than programmes focusing on tighter end-goals.

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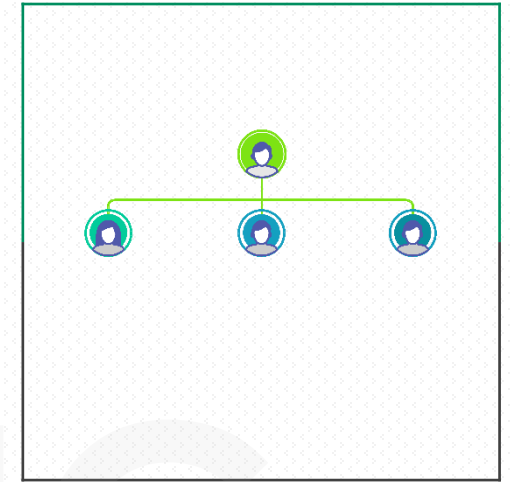
LEADERSHIP
DEVELOPMENT

TRADITIONAL LEADERSHIP VS. NEW PARADIGM LEADERSHIP

Traditional Leadership models concentrate power over the many in the hands of just a few using command-and-control techniques from the Industrial Revolution era. Traditional Leadership just does not work anymore. But many of today's leaders still rely on the same outdated techniques. A better way to lead that delivers better results is the New Paradigm Leadership.

The New Paradigm Leadership chart illustrates the differences between Traditional Leadership and the New Paradigm Leadership. It lays out 10 dimensions of the old command-and-control Traditional Leadership and 10 corresponding dimensions of the New Paradigm Leadership, which might also be called "shared leadership", "servant leadership", or "collaborative leadership".

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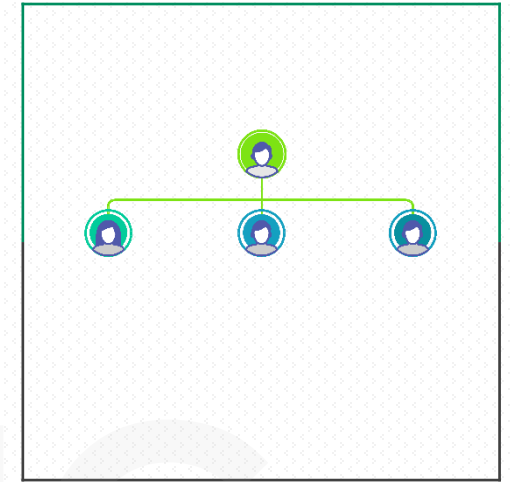
TRADITIONAL LEADERSHIP VS. NEW PARADIGM LEADERSHIP

NEW PARADIGM LEADERSHIP CHART

	ORGANISATION AS PYRAMID	TOP-DOWN LEADERSHIP	CONTROL	PROFIT / MONEY-DRIVEN	SELF-INTEREST	WINNING / COMPETING	CLASS SYSTEMS	EXCLUSION & PRIVILEGE	INFORMATION RESTRICTED	TOP-DOWN CHANGE
TRADITIONAL LEADERSHIP	The organisation is viewed as a pyramid, with leadership and power flowing linearly from small numbers of people at the top who control large numbers at the bottom.	Leadership is hierarchical, with each level of leaders having power and authority over those below them in hierarchy.	Leadership is exercised through compulsion, force, coercion, dominance, secrecy, and when necessary, physical, psychological, and / or economic violence.	Leaders are motivated by making money, generating profit, achieving prominence, and other temporary artificial constructs with no intrinsic value.	Leaders focus on maximising their own power, pay, perks, prerogatives, and other positional benefits.	Leaders are engaged in a vicious contest or war, which they must win by any means necessary, including harming those who stand in the way of success.	Groups at the top have enduring structural advantages over other groups, with executives rewarded as much as possible and workers rewarded as little as possible.	People are discriminated against based on race, ethnicity, gender, age, religion, sexual orientation, social class, politics, thinking style, or other factors, limiting their access to leadership, power, and rewards.	Information is passed down the hierarchy to those who "need to know".	Senior executives plan organisational changes and seek to enroll those below in supporting the executive vision.

	ORGANISATON AS NETWORK	EVERYONE A LEADER	COLLABORATION	MEANING / PURPOSE-DRIVEN	SERVICE	LOVING / CARING	EGALITARIAN STRUCTURES	DIVERSITY & INCLUSION	INFORMATION SHARED	WHOLE-SYSTEMS CHANGE
NEW PARADIGM LEADERSHIP	The organisation is viewed as an interconnected network, with leadership and power disbursed throughout the many nodes and links of the network	Leadership is exercised by everyone at all levels of the organisation, with each person sometimes leading, sometimes following, and sometimes supporting as needed.	Leadership is exercised through invitation, request, dialogue, persuasion, respect, openness, kindness, integrity, and partnership, without compulsion.	Leaders are motivated by improving the well-being of people, communities, and the planet in ways that have real, lasting intrinsic value.	Leaders focus on serving all stakeholders of the organisation or community and benefiting the interests of the world.	Leaders succeed by loving and caring for their coworkers, customers, and everyone else who contributes to the enterprise – and even by aiding their competitors.	Class systems are abolished, with everyone subject to the same rules of behaviour, processes for getting things done, and reward systems.	Many kinds of differences and similarities among people are valued and supported, with access to leadership, power, participation, opportunities, and rewards open to all.	Information is shared openly with all levels of the organisation; there are no secrets.	All groups participate together in planning and carrying out changes that affect them, guided by shared whole system knowledge.
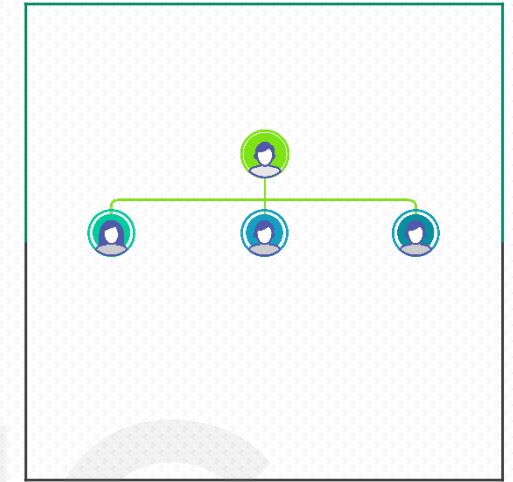
LEADERSHIP DEVELOPMENT

CONSIDERATIONS

There are many considerations that should be taken into account before embarking on developing leaders. Our experience has revealed five crucial things to consider:

1. **Overlooking context**
   - Not all organisations are the same. To assume there is a one-size-fits-all leadership development model is simply incorrect. Different organisations put emphasis on different competencies and some 'general' competencies need to be applied differently across organisations. The context of an organisation, its business strategy and the operational environment will determine what competency is more important and how it is applied – and thus how it should be developed.

2. **Not measuring results**
   - Too often, when developing leaders, candidates are assessed on what has been learnt during a programme. This is an acceptable first step, however assessment cannot simply stop there. There needs to be assessments of knowledge application. This refers to how well the learnt aspects are being applied in the workplace. The aim of a programme is to develop people to perform better in the workplace, yet many people do not follow this through. Other aspects that could also be assessed are changes in behaviour, the effect on the organisation's bottom-line or the number of managerial promotions.

LEADERSHIP
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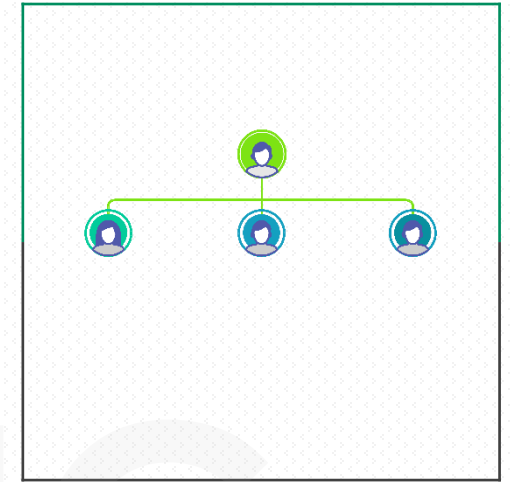
3. **Training vs Development**

   • The distinction between these two concepts is essential. Training assumes a person lacks a certain skill and is taught that skill. Training also assumes that there is one correct way of doing something. Development on the other hand assumes a person already has potential and focuses on growing it. Development acknowledges that there is no one-size-fits-all leadership style and has a future-oriented approach.

4. **Focused on the theoretical**

   • According to McKinsey, adults typically retain just 10% of what they hear in classroom lectures, versus 66% when actually doing. Although understanding the underlying theory of concepts should not be discredited, one needs to also balance it out with ways in which to practically apply the competency. It is simply not helpful, for example knowing what assertiveness means without knowing how to be assertive.

5. **Lack of support**

   • The desired results of a leadership programme, if new leaders are not given sufficient support in their new roles, are unlikely to show. Just over 60% of the managers that participated in the USB survey believe that their companies provide new leaders with sufficient support to help them cope with their new responsibilities. A lack of support before and after training is likely to negatively impact whether a person chooses to apply what they have learnt.

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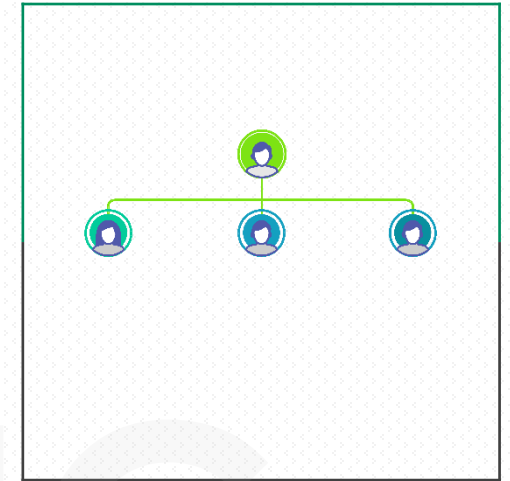
LEADERSHIP DEVELOPMENT | services

SERVICES

In JTKL HR Consulting, we deliver a 3-6 months leadership development program tailored to your organisation's needs and values. Here is a sample itinerary:

LEADERSHIP DEVELOPMENT SERVICES

SESSION 1	**OPENING** • Introducing program, identify leadership styles and values, discuss leadership 360s.
SESSION 2	**CREATING A CULTURE OF PEAK PERFORMANCE** • How to increase flow and engagement.
SESSION 3	**INCREASING YOUR EMOTIONAL INTELLIGENCE** • How to grow as a leader both digitally and in-person.
SESSION 4	**EMPOWERING YOUR PEOPLE** • Providing feedback, autonomy, and creating a culture of accountability.
SESSION 5	**EMBRACING CONFLICT** • How to handle difficult conversations and encourage healthy disagreements.
SESSION 6	**CLOSING** • Recap and next steps to help you and your people reach their short and long-term goals.
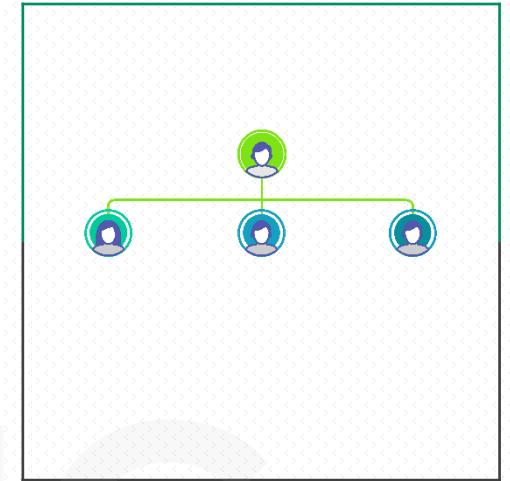
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WHAT IS TEAM DEVELOPMENT?

Teams are becoming a key tool for organising work in today's corporate world. Teams have the potential to immediately amass, organise, relocate, and disperse. But, teams are an effective tool of employee motivation. It is essential to consider the fact that teams develop and get mature over a period of time. Team development creates a captivating atmosphere by encouraging co-operation, teamwork, interdependence and by building trust among team members.

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TEAM
DEVELOPMENT

BRUCE TUCKMAN'S TEAM DEVELOPMENT MODEL

1: FORMING

- High degree of guidance needed from manager

- Individual roles are unclear

- Process usually not well established

2: STORMING

- Understanding how team decisions are made

- Purpose is clear, but team relationships are blurry

3: NORMING

- Relationships are well understood in the team

- Commitment to team goals

- Begins to work to optimise team process

4: PERFORMING

- Team is committed to performing well

- Focuses on being strategic

- Team runs well with little oversight

The four stages of team development are:
1. **Forming**
2. **Storming**
3. **Norming**
4. **Performing**

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STAGE 1: FORMING

During this stage, group members may be anxious and adopt wait-and-see attitude. They will be formal towards each other. There would be no clear idea of goals or expectations. Besides, they may not be sure why they are there.

This is the stage where the team needs to write its own charter or mission statement as well as clarify goals. The most important thing here is that goals must have a personal buy-in.

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STAGE 1: FORMING

By doing this the team will be able to establish boundaries as well as determine what is expected. Team members will get to know each other doing non-conflict laden task. This builds the commitment towards one larger goal.

Thus, during the forming stage, the team members are in process of knowing each other and getting at ease with them.

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STAGE 2: STORMING

During this stage, team members are eager to get going. Conflict can arise as people tend to bring different ideas of how to accomplish goals. At this time, they notice differences rather than similarities. This leads to some members dropping out mentally or physically.

At this stage, communication is important. Tensions will increase. So recognising and publicly acknowledging accomplishments also become important. It becomes important to participate in meetings and diversity needs to be valued.

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STAGE 2: STORMING

Thus, during the storming stage, the team members begin showing their actual styles. They start getting impatient. They try to probe into each other's area, leading to irritation and frustration. Control becomes the key concern during this stage.

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STAGE 3: NORMING

This stage is when people begin to recognise ways in which they are alike. They realise that they are in this together. Hence, they tend to get more social and may forget their focus in favour of having a good time. This is the time to help with training if applicable. It becomes important to encourage them in order to feel comfortable with each other and with systems. Also, the group needs to stay focused on goal.

Thus, during the norming stage, there is conflict resolution. There is greater involvement of team members. There is a greater "we" feeling rather than "I" feeling.

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STAGE 4: PERFORMING

This stage is when team members are trained, competent, as well as able to do their own problem-solving. At this time, ways need to be looked at in order to challenge them as well as develop them. The team is mature now. The members understand their roles and responsibilities. They would require more input in processes. The members would be self-motivated as well as self-trained. Thus, their efforts need to be recognised. Growth has to be encouraged. This is done by giving new challenges to the team.

Thus, teams at the stage of performing are self-controlling, practical, loyal as well as productive. Focus is there on both performance as well as production.

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BRUCE TUCKMAN'S TEAM DEVELOPMENT MODEL

PHASES OF TEAM DEVELOPMENT

All phases are necessary and inevitable for a team to grow, tackle problems, find solutions, plan work, and deliver results

PERFORMANCE

PHASE

	FORMING	STORMING	NORMING	PERFORMING	ADJOURNING
CHARACTERISTICS	• Questioning • Socialising • Displaying eagerness • Focusing on group identity & purpose • Sticking to safe topics	• Resistance • Lack of participation • Conflict • Competition • High emotions • Starting to move towards group norms	• Reconciliation • Relief, lowered anxiety • Members are engaged & supportive • Developing cohesion	• Demonstrations of interdependence • Healthy system • Ability to effectively produce as a team • Balance of task & process orientation	• Shift to process orientation • Sadness • Recognition of team & individual efforts
STRATEGIES	• Taking the 'lead' • Providing clear expectations & consistent instructions • Quick response times	• Normalising matters • Encouraging leadership	• Recognising individual & group efforts • Providing learning opportunities & feedback • Monitoring the 'energy' of the group	• Celebrating • 'Guide from the side' (minimal intervention) • Encouraging group decision-making & problem solving • Providing opportunities to share learning across teams	• Recognising change • Providing an opportunity for summative team evaluations • Providing an opportunity for acknowledgements

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BRUCE TUCKMAN'S TEAM DEVELOPMENT MODEL

FORMING	STORMING	NORMING	PERFORMING	ADJOURNING

FORMING AN EFFECTIVE TEAM

This is the general approach to forming a successful work team. But not all will take the same steps as discussed above. Success is usually hinged on taking all of the steps just discussed. We have a tendency to want to surround ourselves with people who are just like us. In case you get to choose a team, instead of organising a pre-formed team, you will look for a team of people with a variety of strengths. In case of a team that is already in place, organising can be more subtle. All the workgroups can be called together in order to discuss what goals you want to accomplish and how everybody can help.

You will also find that imposing goals on people does not work nearly as well as having them tell you as to what goals they will strive for. But setting goals is not easy work. Too often they end up in being too unrealistic, too vague, impossible to measure, or just stretching into eternity without any deadline.

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CONSIDERATIONS

When individuals gather to achieve a common goal, many interpersonal dynamics play a role in whether or not the team will be successful. Sometimes a team can mesh well together and succeed at anything they attempt; however, other teams, regardless of available resources, seem to flounder in failure.

So, how can leaders determine whether a team will demonstrate effective team performance? It can be done by observing and evaluating the following seven factors that collectively contribute to team success: cohesion, communication, groupthink, homogeny, role identity, stability, and team size.

1. **Cohesiveness**
   • The first factor to consider is how cohesive members are with one another. Once a team is highly cohesive, a member's commitment and willingness to strive for excellence thrives. Team cohesion affects the extent to which members like one another, get along with each other, and trust and respect one another's abilities and opinions. Although these characteristics are difficult to observe, managers can look for signs that team members are well-acquainted past superficial meet-and-greet topics. Managers can also determine whether team members equally participate in group discussions and activities rather than forming cliques or subgroups of cohesive units.

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2. **Communication**
   - Efficient communication mechanisms are crucial to develop effective teams. In order to understand the scope of a goal and agree upon a path to reach that goal, teams must develop an effective method of communication. Indicators of effective team communication include: mellow conversation tones, willingness to consider all opinions, desire to enhance communication frequency, effective conflict resolution, and efficient decision-making processes. Furthermore, to foster team cohesion, employee satisfaction, and motivation, organisations should implement a formal conflict resolution process in cases where a team cannot effectively resolve conflict internally.

3. **Groupthink**
   - Groupthink is a tendency for decision-making teams to suppress opposing viewpoints in order to preserve group harmony. This phenomenon can occur because individual team members have an overwhelming desire to be accepted and teams want to minimise conflict. When determining the degree to which a team is experiencing groupthink, a manager can evaluate whether the team is exerting an excessive amount of dominating characteristics. Other signs of groupthink include individual conformity, apathy toward team goals and outcomes, peer-pressure exerted by leaders within the team, and discussions that tend to be one-sided.

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4. **Homogeneity**

   • Homogeneity is the extent to which members are similar or different to one another. The difficulty for most project managers is finding the right balance between overly homogenous and overly heterogeneous teams. When evaluating team homogeneity, a manager can consider similarities and differences in personal characteristics, education, skills, abilities, generational backgrounds, cultural background, and income levels.

   • Teams that are homogenous tend to be highly cohesive and can easily develop effective communication methods that reduce conflict. However, too much homogeneity leads to greater instances of groupthink. Alternatively, teams that are highly heterogeneous have an advantage because members are highly diverse, which leads to more instances of creativity, ingenuity, and resourceful productivity. However, teams that are too diverse may limit the degree to which members can relate to one another and effectively communicate.

5. **Role Identity**

   • Role identity is the extent to which members are capable of assuming different roles throughout the team structure, thus diversifying efforts and developing subject matter experts. The diverse skills and knowledge that members bring to a team provide a large range of capabilities necessary to achieve a goal. Managers can observe the extent to which a team can recognise the individual potential in each member and identify the role best suited for that member. If not, a team cannot be expected to be highly functional and perform well.

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6. **Stability**

• The sixth factor that significantly influences team performance is the degree of stability among members and project leaders. Teams that have lower turnover rates experience higher levels of group cohesion, better communication methods, and more effective role identity. In addition to simply evaluating turnover rates, managers can evaluate the degree to which members are comfortably interdependent with one another, which comes with stable and trusting relationships.

7. **Team size**

• By evaluating a team's size, managers are able to maximise productivity to ensure high levels of team performance. The greater number of members within a team the more resources available to achieve a goal. However, as team size increases, so does the number of conflicts resulting in decreased levels of cohesion and inefficient productivity. To evaluate whether a team is too large or small, managers must consider how effectively and harmoniously members work together and whether the required tasks are being efficiently accomplished by all members of the team.

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SERVICES

In JTKL HR Consulting, our carefully curated Team Development workshops cover:

TEAM DEVELOPMENT WORKSHOP

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
TEAM DEVELOPMENT	**ASSEMBLING THE PROJECT TEAM** • Introduce one another • Introduce the project • Identify team members' expertise • Clarify expectations, roles, team structure, ground rules, decision-making • Develop commitment to the team process & the project	**MANAGING DIFFERENCES** • Explore the differences and assumptions, encourage listening, legitimise conflict • Balance participation • Process frustration	**CREATING & SYNTHESISING** • Listen to & build on ideas • Do visioning • Experiment with new structures • Coordinate activities	**LIAISONING & INTERGRATING** • Check in with one another & with customers • Communicate activities, achievement, and obstacles • Discuss & review project status	**ENDING & CELEBRATING** • Evaluate group dynamics • Harvest & spread learning • Celebrate successes
PROJECT EXECUTION	**DEFINING / CLARIFYING THE PROJECT** • Refine project definition & scope • Develop operational definitions • Identify required processes, resources, & knowledge • Envision ideal outcome • Define success criteria, responsibility, & accountability • Determine timelines	**ANALYSING GAPS** • Describe current reality • Identify information needs • Collect, analyse, & discuss information • Identify gaps between ideal outcome & current reality • Identify obstacles • Revisit & refine project charter as needed • Inform management	**DETERMINING & TESTING SOLUTIONS** • Generate solution strategies • Select strategies • Examine ramifications for larger system • Incorporate feedback from "customers" • Implement strategy on small scale • Collect & analyse data • Develop implementation plan • Communicate findings to "customers" & management • Develop contingency plan	**IMPLEMENTING** • Implement action plan • Coordinate & monitor progress • Evaluate plan's impact on larger system • Make corrections • Communicate results to "customers" & managers • Discover new opportunities	**ENDING & EVALUATING** • Evaluate project results • Invite feedback from "customers" & managers • Assess lessons learned

TEAM
DEVELOPMENT

SERVICES

TEAM
DEVELOPMENT

ABOUT TEAM DEVELOPMENT WORKSHOP

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
WHAT IS HAPPENING IN TEAM DEVELOPMENT	• Worry about roles & how team will work together • Unstated leadership issues • Politeness masking concerns • Uneven participation	• Defensiveness, concerns about commitment, competition • Poor listening, polarisation, blaming of leaders	• Agreement on norms • Sense of group identity, sometimes at expense of "they"	• Different work configurations • Constructive self-change • Insights into group process	• Ambivalence about ending • Unwillingness to let go • Feelings of loss, regret, pride, desire for recognition
WHAT IS HAPPENING IN PROJECT EXECUTION	• Unclear purpose, goals, definitions of terms, information • Conflicting expectations • Concerns about ability to contribute	• Members may resist task • Personal needs & work demands become a problem • Continued struggle to define problem • Disagreement on data & causes • Pressure to move to solutions	• Agreement on problem • Effective working with data • Generation of alternatives & solutions • Building on ideas, & agreement on solutions	• Much productive work accomplished • New concerns raised by implementation • Effects on larger system identified • Efforts to report to management	• Short-changing of monitoring & evaluating • Diminishing of energy for task
WHAT TEAM LEADERS CAN DO	• Provide structure • Help people get acquainted • Surface expectations, hopes, & fears • Help members share expertise • Clarify purpose, goals, & ground rules • Help define common language	• Legitimise differences & encourage active listening • Encourage expression of feelings • Help define member, leader, & facilitator roles • Watch for false consensus	• Help group explicate norms • Provide new techniques for creativity & problem-solving • Encourage group to experiment with structures • Check assumptions • Encourage team to do more task & process evaluation • Invite all to share in leadership & facilitation	• Have all share in leadership & facilitation • Ensure coordination & integration of team-member activities • Keep communication channels open & active	• Design ways to celebrate success • Assess gaps between original goals & actual results • Help people talk about endings • Provide ways for people to express unfinished business • Help people express appreciation • Design ending rituals
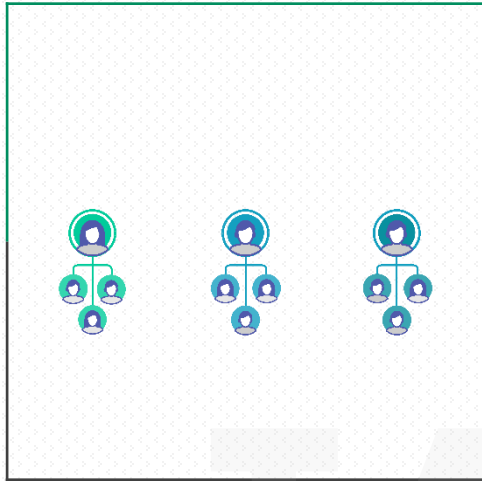
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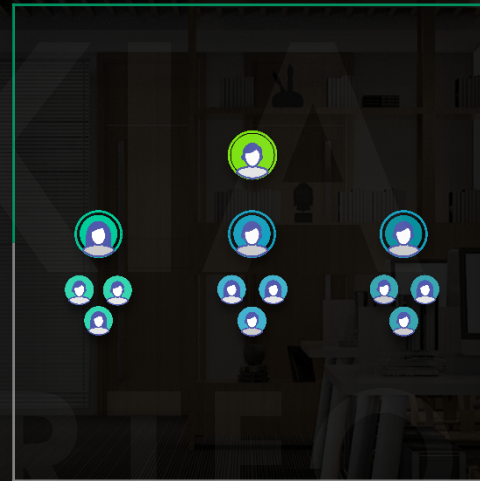
WHAT ARE INDIVIDUAL DEVELOPMENT PLANS?

Individual Development Plans (IDPs) are individually tailored and describe objectives and activities for the employee's career development. IDPs can be a win/win strategy because they benefit both the employee and the organisation. Employees benefit, because implementing an IDP helps them enhance their knowledge, skills and experiences. Improved competencies help them achieve personal and career goals both inside of and external to the organisation. The organisation benefits by developing improved employee capabilities, workload planning, and resume needs. Competent employee performance, plus the added bonus of improved morale, and personal job satisfaction can make the organisation more effective.

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HOW INDIVIDUAL DEVELOPMENT PLANS WORK?

SELF MANAGEMENT

- Self Awareness
- Self Assessment
- Self Determination
- Goal Setting
- Project Management

COMPETENCY SELECTION & ATTAINMENT

- Learning Style
- Discipline Specific Needs
- Career Path

MENTORED TO INDEPENDENT

- Work Life Balance
- Personal Factors
- Values & Interests

CAREER PROGRESSION

- Mentorship
- Productivity
- Organisational Factors

Individual Development Plans (IDPs) work by helping an employee and supervisor clarify things that are important to them and plan to achieve them. In the IDP are career objectives, and the knowledge, skills and abilities needed to achieve these objectives, as well as, activities that will provide employees the opportunity to learn and apply the knowledge and skills.

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INDIVIDUAL DEVELOPMENT PLANS

An Individual Development Plan (IDP) is a written plan for the benefit of both employee and supervisor. It describes competencies that the employee will apply and enhance, and how this development will occur. This includes the following:

1 **Responsibility areas**

- IDPs describe the areas of responsibility assigned to the employee as stated in his / her position description and the competencies needed to perform the responsibility.

2 **Developmental activities**

- Each responsibility area is accompanied by one or more specific developmental activities that will enable the individual to achieve or practice that competency.

3 **Timeline with milestones and date completed**

- Realistic start dates, end dates, and other major milestones are established for each activity. The date completed should be listed when the employee can document proficiency based on the competency, skill or ability obtained.

INDIVIDUAL
DEVELOPMENT

JOHARI WINDOW

Is what you think about yourself and your behaviours the same as how others see you and your behaviours?

What you think about yourself can be completely different as how others perceive you! It is therefore important to you build your self-awareness.

JOHARI WINDOW

	KNOWN TO OTHERS →
HIDDEN Known only to myself	**OPEN** Known to all
UNKNOWN Known to no one	**BLIND** Known to others

KNOWN TO MYSELF

KNOWN TO OTHERS
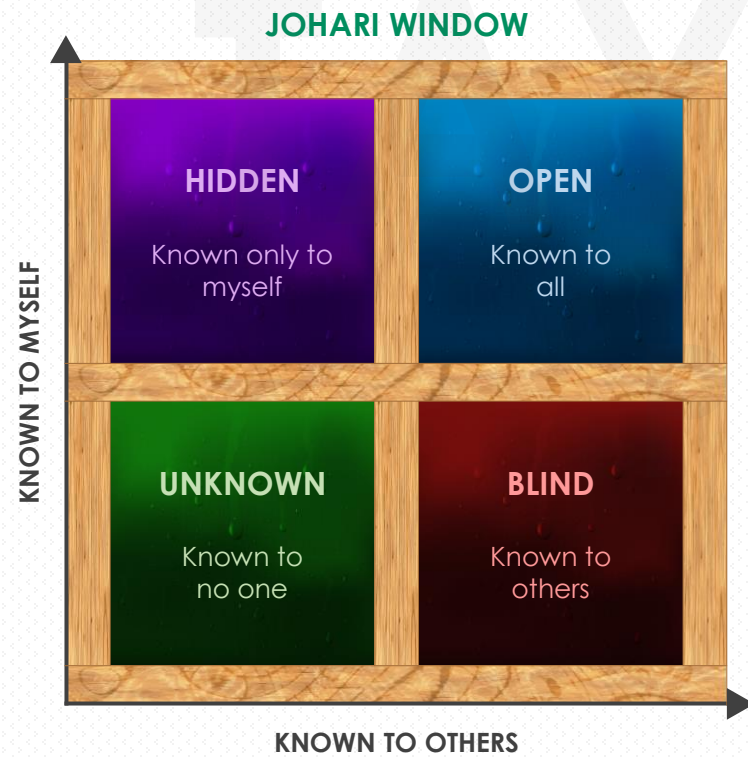
The Johari window is a technique that helps people better understand their relationship with themselves and others. It was created by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955, and is used primarily in self-help groups and corporate settings as a heuristic exercise.

Luft and Ingham named their model "Johari" using a combination of their first names.

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JOHARI WINDOW

The model is divided into 4 quadrants that represent your self-awareness and awareness from others.

JOHARI WINDOW

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UNKNOWN Known to no one	**BLIND** Known to others

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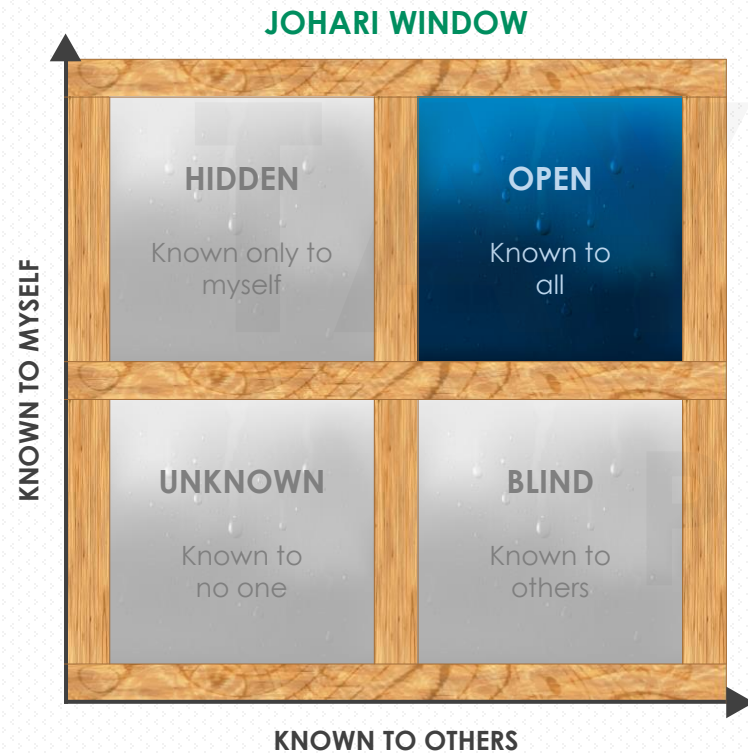
OPEN

Open is the area known to all. You are open with your thoughts and feelings. You are aware of your behaviours. You have a good understanding of your skillsets and capabilities. You are able to align your thoughts, understandings and feelings with those you are interacting with, both verbally and physically. People around you are aware of your skills and abilities, your thoughts and your strengths.

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HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

If you live a purposeful life and strive to reach your goals, where do you want to be in the Johari Window? You will want to play in the Open! The more open and honest you are in your thoughts, feelings, communications and behaviours, the clearer people are able to understand you, knowing what you value, what you are trying to achieve, and eventually help you arrive at your goals.

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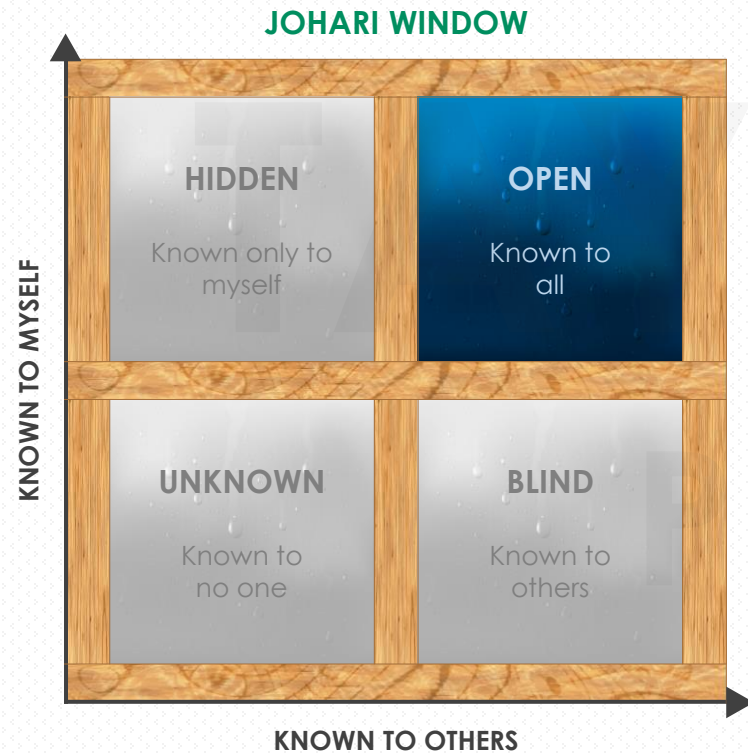
HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

When you are playing in the Open, you are completely aware of your skills and abilities. Your interaction and communication skills are more effective and productive with those around you. The Open is the playground where trust and relationships are established, and cooperation is at its highest.

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JOHARI WINDOW

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KNOWN TO OTHERS

HIDDEN

The Hidden is the area that is known only to yourself, but is hidden from others. There may be some things that you know or think in your head, or feel in a particular way, but you decide to conceal this information and not share it with anyone. You may know that you have certain skills or abilities, but you choose not to display. Those around you do not know what you are experiencing, what you are thinking, and how your are feeling. They may not know your capabilities. It is hidden from everyone.

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HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

Let us move to the Hidden. This is where you are hiding your thoughts, feelings, and other information that are unknown to others. Now, there is nothing wrong with concealing information and holding private thoughts and feelings to yourself. However, when you need someone to help you in a certain situation, they will need to understand where you currently stand and what your thoughts, feelings or knowledge are on the subject.
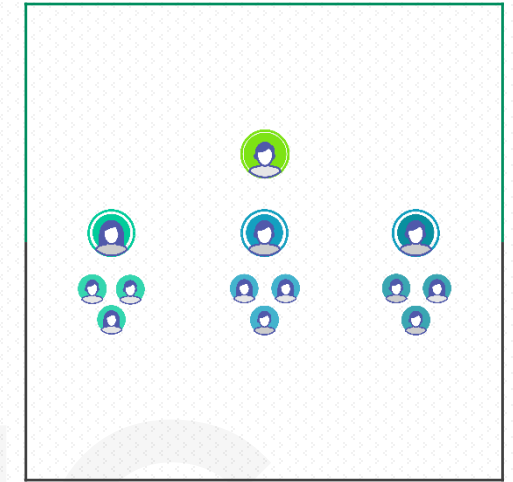
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JOHARI WINDOW

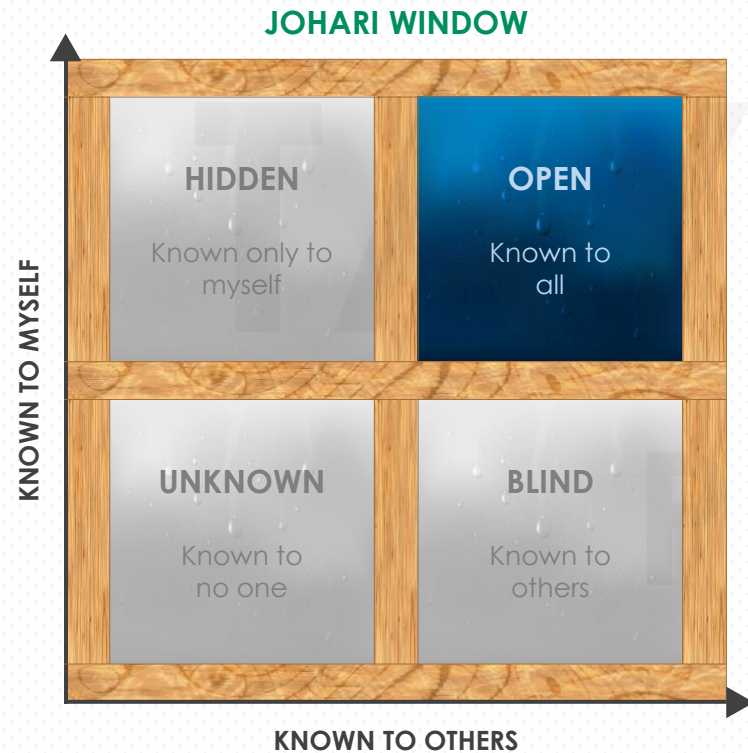The model is divided into 4 quadrants that represent your self-awareness and awareness from others.

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HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

The more open and honest you are about yourself, the more others are able to gain an insight of who you are and how you operate. When you practice these, you will build trust and improve your relationships. When pursuing your goals, people around you are able to help you get there! The more open you are, the more you expand into the Open. You will find yourself start building on your relationships and communication skills. You become a more efficient person, and are able to perform at higher levels.

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HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

Similarly when it comes to skillsets and strengths, with more openness and sharing, you allow others to observe and understand you better. This way, proper assistance can be rendered to you through coaching, mentoring, training, or providing support and guidance.

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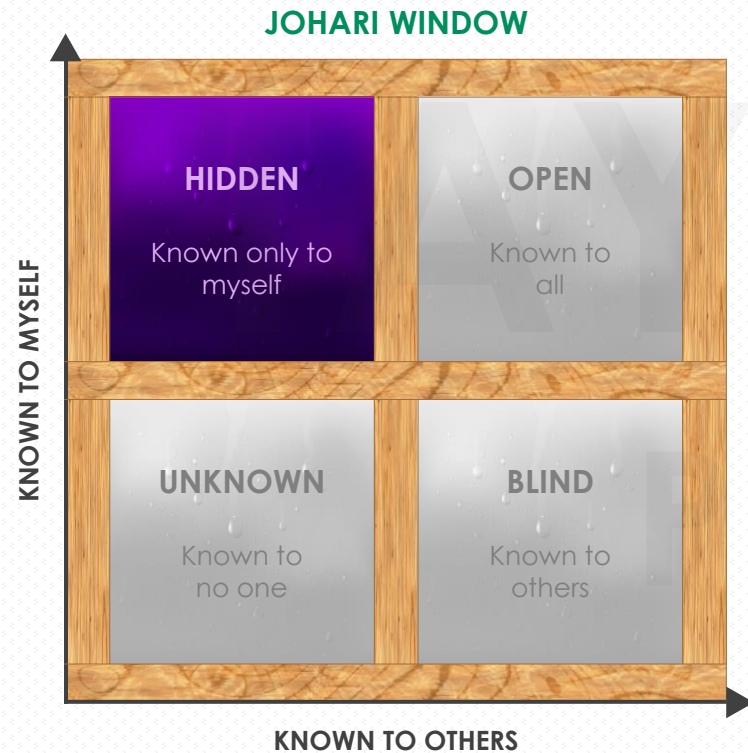
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BLIND

The Blind is the area that is known to others but not to yourself. There may be behaviours that you are exhibiting, or things that you are communicating that are affecting others in a particular way. You may be unaware or perceive yourself as not having the ability to perform in a certain situation. However, the people you interact with can clearly see your potentials to perform in a particular situation through your behaviour or past experience.

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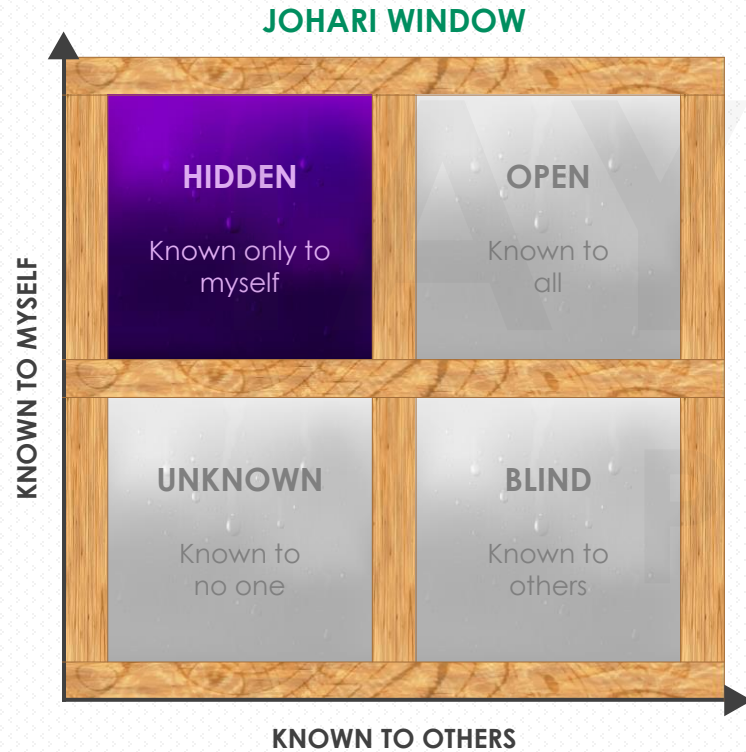The model is divided into 4 quadrants that represent your self-awareness and awareness from others.

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HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

Now onto the Blind. This is the fun area! This is the area you really need to minimise to ensure you are self-aware of your behaviours and their impacts on others in order to maximise your performance. What do you not know about yourself? Are you curious to find out? How do you find out more about yourself when you do not know what you need to find out? Feedback! Ask for feedback. Do not be afraid to request for feedback from others whenever or whoever that may be.

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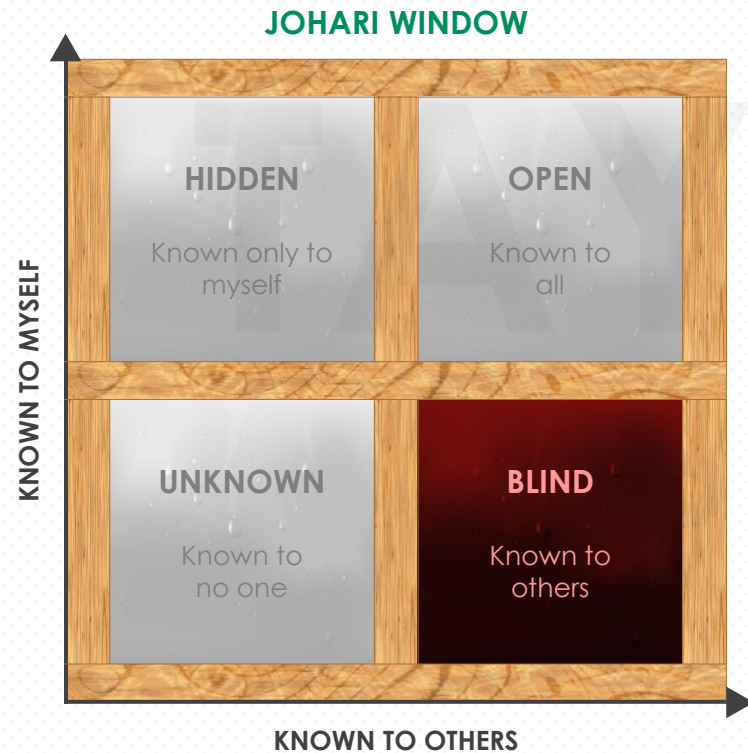
HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

There may be things that you are doing that you do not know that you are doing! This is not a productive space to be in. Feedback is essential for building your self-awareness and help you learn and discover how to communicate or perform in a more effective and productive way. When it comes to skills and abilities, asking for feedback is essential for learning and development. It helps you make your way into the Open where you can be more effective pursuing your goals.
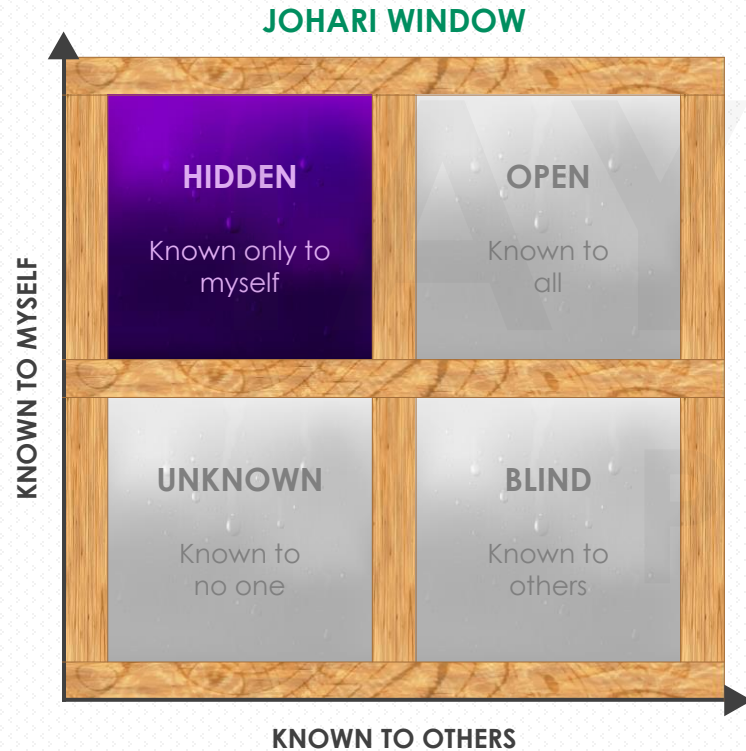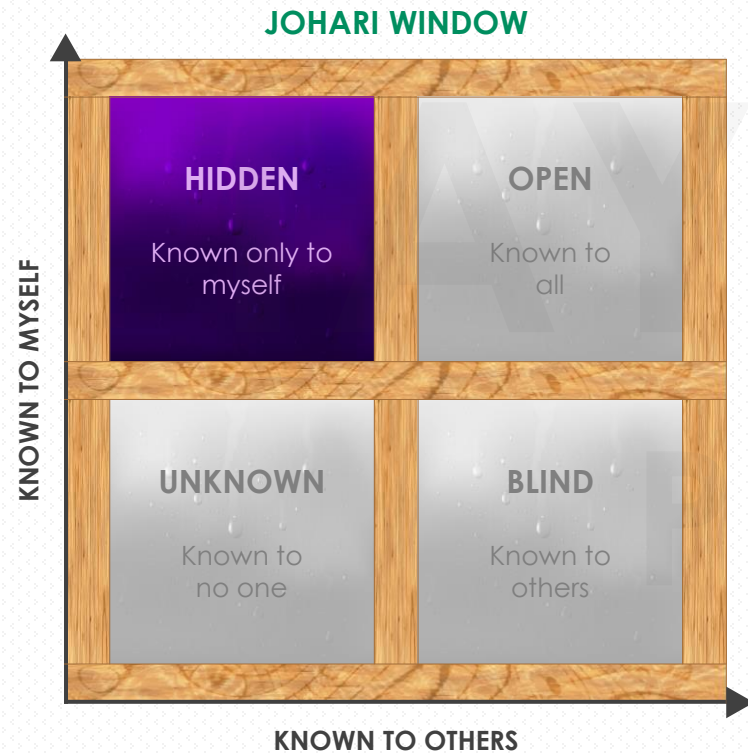
INDIVIDUAL DEVELOPMENT

JOHARI WINDOW

The model is divided into 4 quadrants that represent your self-awareness and awareness from others.
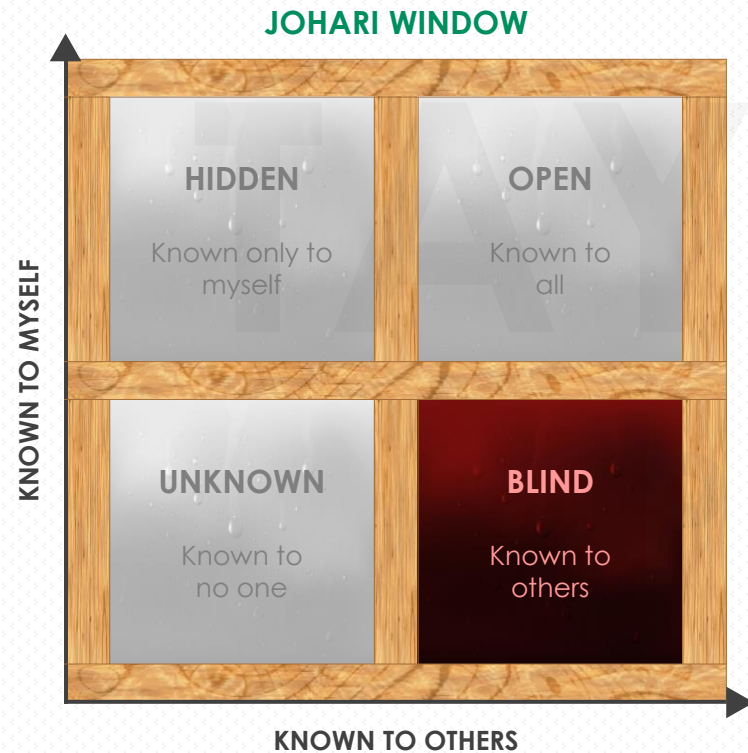
JOHARI WINDOW

HIDDEN Known only to myself	**OPEN** Known to all
UNKNOWN Known to no one	**BLIND** Known to others

KNOWN TO MYSELF (vertical axis)

KNOWN TO OTHERS (horizontal axis)
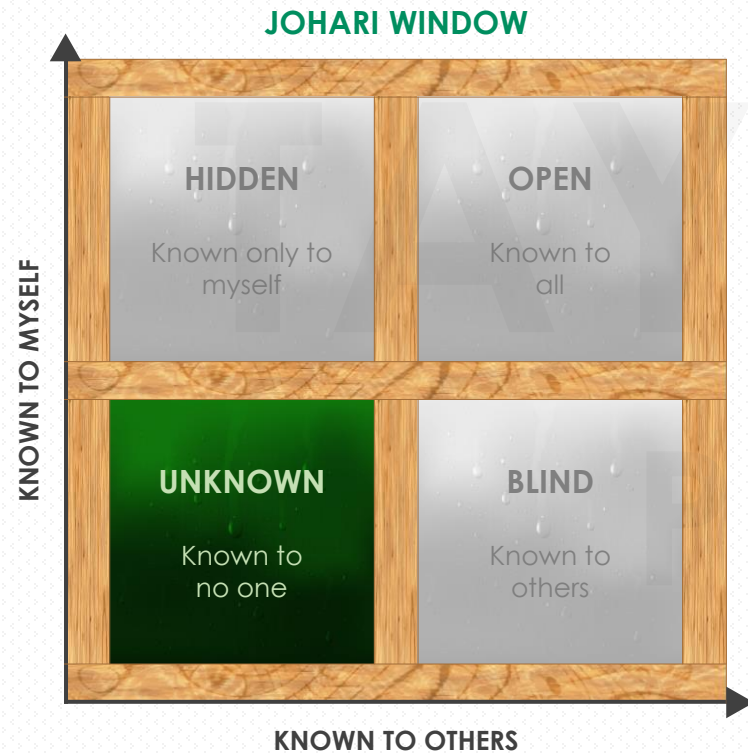
UNKNOWN

The Unknown is the area blind to both yourself and those around you. There may be things about yourself that you do not know, such as your own skills and abilities, even your own thoughts and feelings. Others around you might also not be able to see or discover your unknown skillsets and strengths.

INDIVIDUAL DEVELOPMENT

JOHARI WINDOW

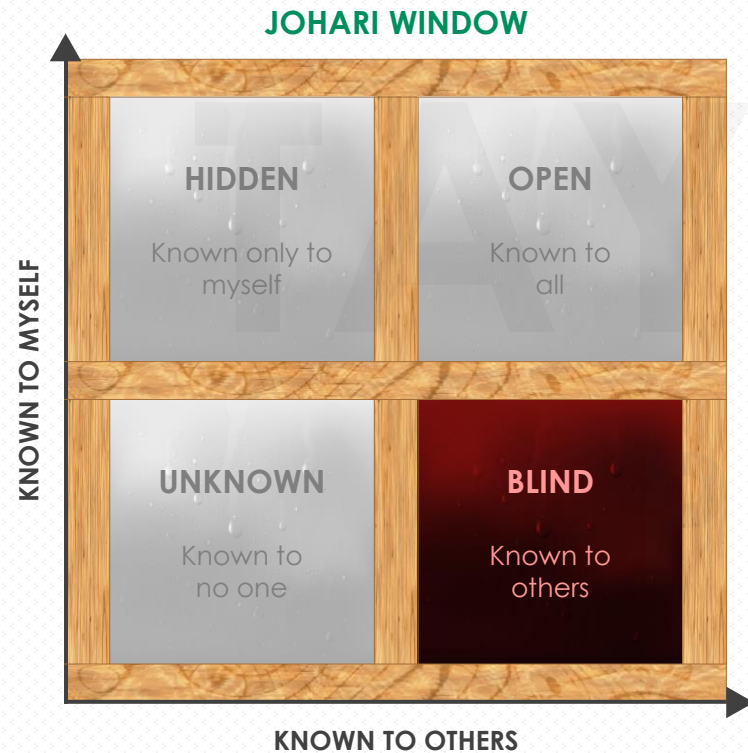The model is divided into 4 quadrants that represent your self-awareness and awareness from others.

JOHARI WINDOW

KNOWN TO MYSELF

HIDDEN	OPEN
Known only to myself	Known to all
UNKNOWN	BLIND
Known to no one	Known to others

KNOWN TO OTHERS
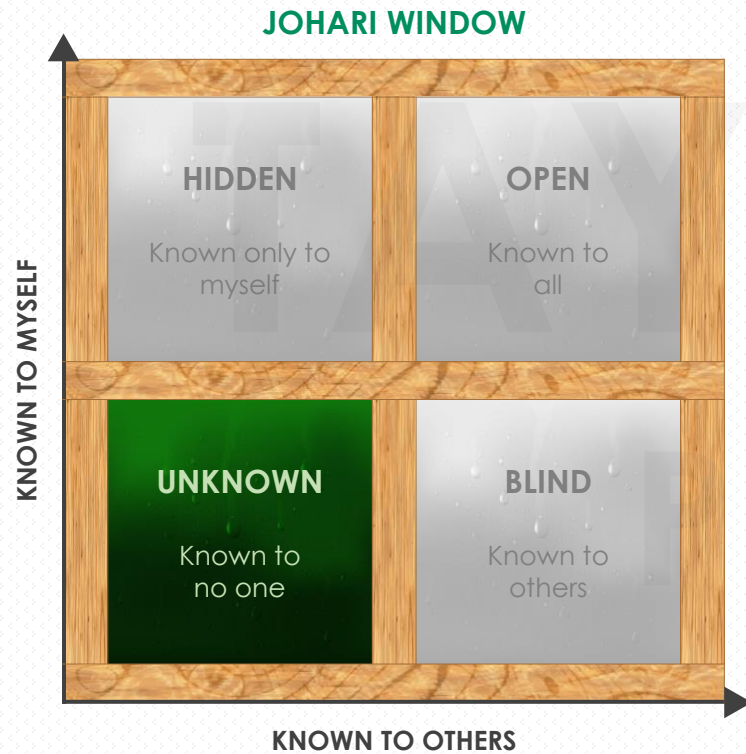
HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

The Unknown area is the area you want to try stay out. People with low self-belief or that are inexperienced may fall into this quadrant. You may not know what your skills and capabilities are, and others may not have had any opportunity to witness any of these. Self-limiting beliefs, feelings or attitudes that hold you back can prevent you from discovering certain things about yourself. Perhaps it is a fear of entering into the unknown.

INDIVIDUAL DEVELOPMENT

JOHARI WINDOW

The model is divided into 4 quadrants that represent your self-awareness and awareness from others.

JOHARI WINDOW

KNOWN TO MYSELF

HIDDEN	OPEN
Known only to myself	Known to all
UNKNOWN	BLIND
Known to no one	Known to others

KNOWN TO OTHERS
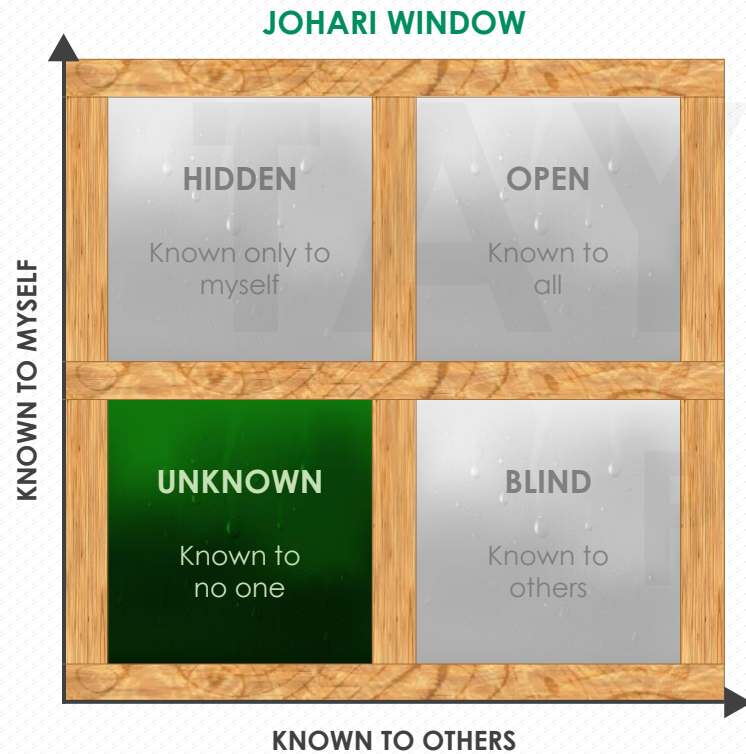
HOW TO USE THE JOHARI WINDOW FOR SELF-AWARENESS

On many occasions, an individual who spends time in this area may need to step out of their comfort zone and start entering into one of the other 3 quadrants. Trying new experiences and testing your limits can help you discover more about yourself, skills and abilities.

Working closely and building relationships with others may help them identify your certain traits and point out to you. Similar to Blind, seeking feedback can help you discover the unknown area of yourself and build your self-awareness.

INDIVIDUAL DEVELOPMENT

TIPS FOR USING JOHARI WINDOW FOR SELF-AWARENESS

JOHARI WINDOW

KNOWN TO MYSELF

HIDDEN
Known only to myself

OPEN
Known to all

UNKNOWN
Known to no one

BLIND
Known to others

KNOWN TO OTHERS
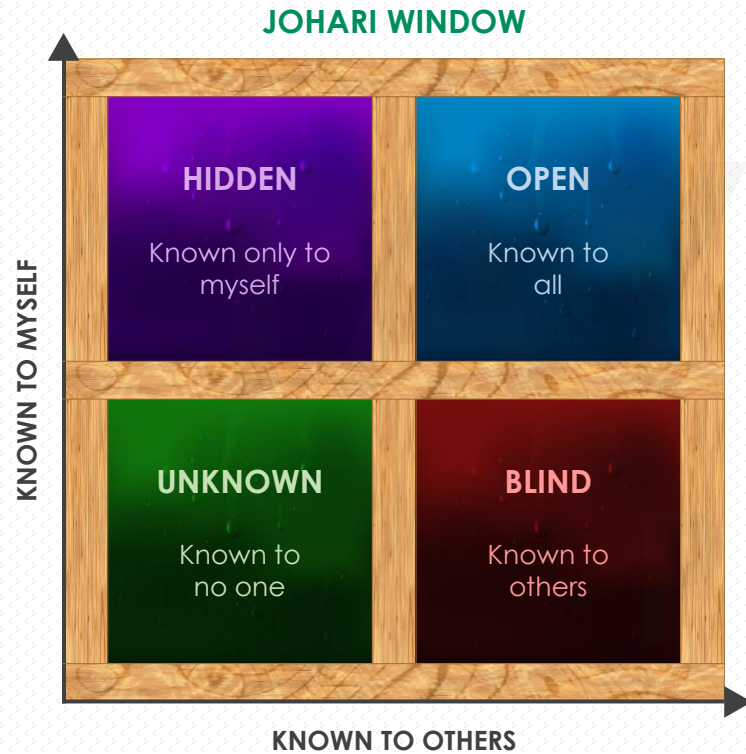
Every single one of us acts and behaves within all four quadrants. We are all open, honest and are aware of our skillsets and abilities. However, we all hold back information from others as well. There are always things that other people are aware of that we do not know. People react to things differently and people have different perspectives, even when experiencing the same situation. We do not know everything, and others that are more experienced can help us with our blind spots. We all have our 'Unknown' areas. We do not know what we do not know, but we can certainly make choices to test our limits and help us discover more about ourselves.

Playing in the Open is where happiness and success can be fulfilled. You will build trust in your relationships, enhance your communication, build cooperation with others, and be more effective and productive.

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TIPS FOR USING JOHARI WINDOW FOR SELF-AWARENESS

JOHARI WINDOW

KNOWN TO MYSELF

HIDDEN
Known only to myself

OPEN
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Known to no one

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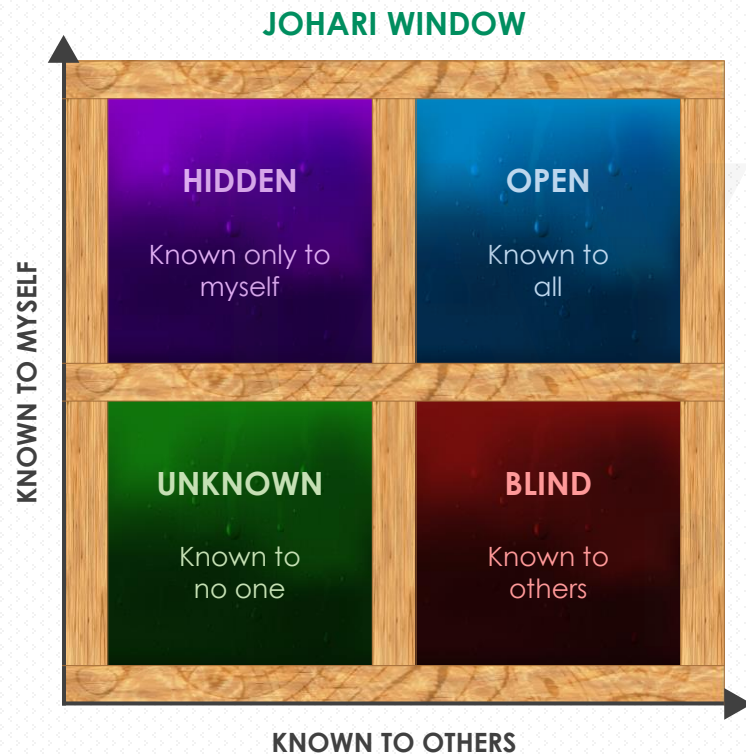
To help you play within the Open, remember and act on these points:

1. **Reveal Yourself**
   Share your thoughts and feelings with others. Let others know your skills and capabilities. The more others know about you, the better they are able to assist you in reaching your goals.

2. **Seek Feedback**
   Never be afraid to ask for feedback from others. You do not know what you do not know and feedback is an essential ingredient for building self-awareness, helping you to move into the Open.

3. **Test Your Limits**
   Try new experiences and expand your comfort zone. Build your self-awareness by testing yourself in new situations. Surround yourself with others who are able to provide insights to you.

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CONSIDERATIONS

With workers hinting that access to personal development is often more important than a pay rise, it is clear that helping employees with personal development planning should be a focus for companies. A few common considerations when designing the individual development programme are:

1. **Vision and purpose**
   - There is a variety of reasons to undertake personal development planning. As well as facilitating career progression and promotion, a personal development plan can also reveal opportunities for a career change or define narrower goals such as focusing on improving one or a few specialist skills.

2. **Tools and actions for employees**
   - It is not easy for everyone to list their strengths and identify skills and knowledge gaps. Completing some simple exercises first to get you thinking more clearly will help.
   - If you are struggling to identify the skills or knowledge you wish to gain or improve upon, job descriptions can be a useful resource here, as they always refer to specific skills and competencies needed to undertake a certain role. You can take each skill and competency involved in the role you are either currently undertaking, or the one you aspire to do, and compare them with your own abilities, as you perceive them.

3. **How employers should help**
   • Employers have a key part to play in the personal development planning process. Ensuring development plans are aligned with organisational needs is an obvious goal, however, managers should also use personal development planning sessions to help employees frame their development in a way that will have a positive impact on their attitude and motivation.

4. **Where and how to learn**
   • Returning to the research referenced at the beginning of this article, employees increasingly demand time off during working hours to complete training courses, as well as financial support in paying for training. However, formal 'training' and 'education' are only components of the wider personal development industry.
   • In addition to professional qualifications and other formal routes to skill acquisition, companies should also look broadly at how they can prioritise continuous development for all employees, across multiple areas.

5. **Importance of challenging yourself**
   • With regards to your personal development plan, anything that stretches your capabilities and puts you outside of your comfort zone will guarantee progress. Even if you fail to meet your personal development objectives, efforts to integrate challenges into your working life – whether they're formal or informal, work based or independent – are the perfect way to demonstrate an ongoing commitment to your employer. And, if you're seeking new employment, taking a detailed and challenging personal development plan to interviews, would certainly put you in good stead for the job.

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How do we at JTKL HR Consulting approach it?

Over the years of working with hundreds of clients, Assessment Systems was able to single out what seem to be the golden rules when it comes to employee development:

STEP 1: ASSESSMENT

STEP 2: FEEDBACK

STEP 3: TRAINING PROGRAM

STEP 4: INDIVIDUAL COACHING SESSION

STEP 5: FOLLOW UP

INDIVIDUAL DEVELOPMENT PLAN

STEP 1	ASSESSMENT

• Reports

STEP 2	FEEDBACK

• Individual Development Plan

STEP 3	TRAINING PROGRAM

STEP 4	INDIVIDUAL COACHING SESSION

• **Professional skills**
• **Communication skills**
• **Leadership skills**
  Interpersonal skills
• **Intrapersonal skills**

STEP 5	FOLLOW UP

INDIVIDUAL DEVELOPMENT

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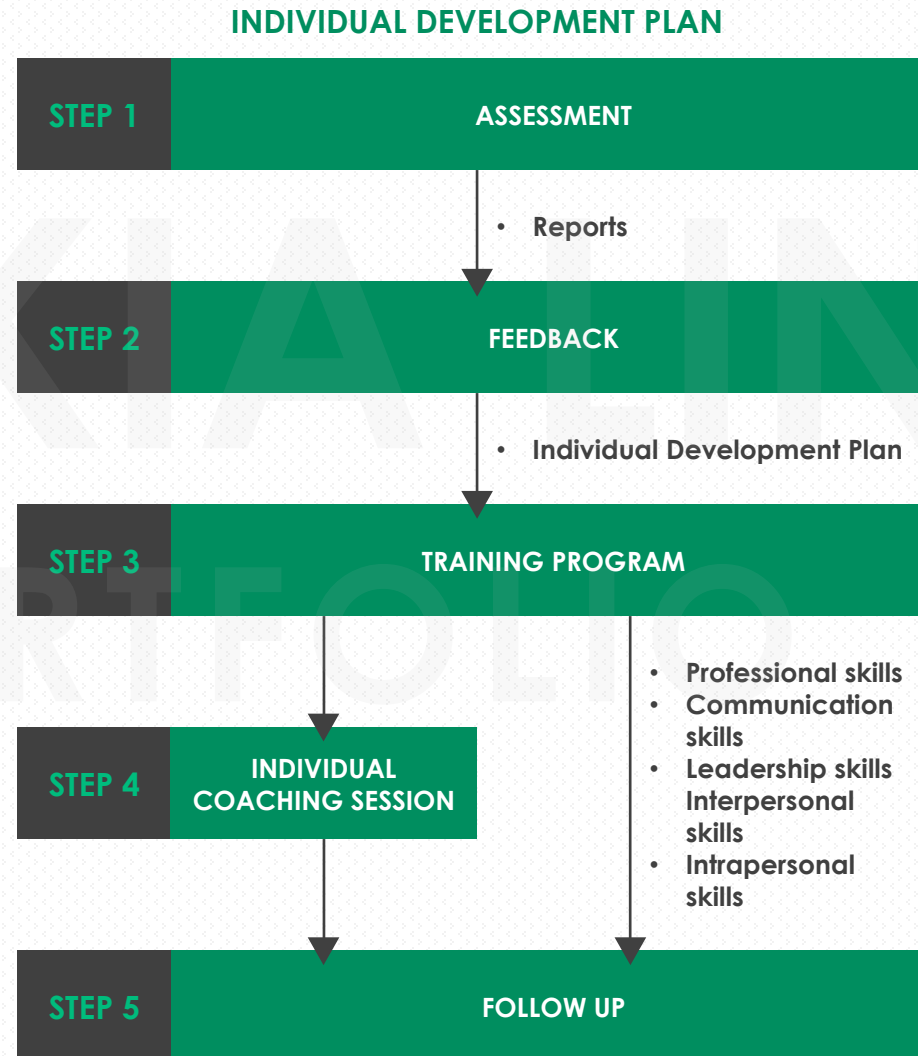
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STEP 1: ASSESSMENT

It has to be an integrative process. In order to work, the development process has to incorporate several steps which aim to customise the process to the employee's developmental needs. This means that the starting point should always be assessment, ideally of the employee's reputation, personality, motivators and relevant competencies. This is the only way we can be sure that the development efforts are actually targeted at the challenges the employee needs to work on, but also the strategic self-awareness that is built on the assessment results feedback is a necessary starting point for development altogether. If the person is not aware what they should change and why, will they be able or willing to do it?

INDIVIDUAL DEVELOPMENT PLAN

STEP 1	ASSESSMENT

• **Reports**

STEP 2	FEEDBACK

• Individual Development Plan

STEP 3	TRAINING PROGRAM

STEP 4	INDIVIDUAL COACHING SESSION

• Professional skills
• Communication skills
• Leadership skills Interpersonal skills
• Intrapersonal skills

STEP 5	FOLLOW UP

INDIVIDUAL DEVELOPMENT

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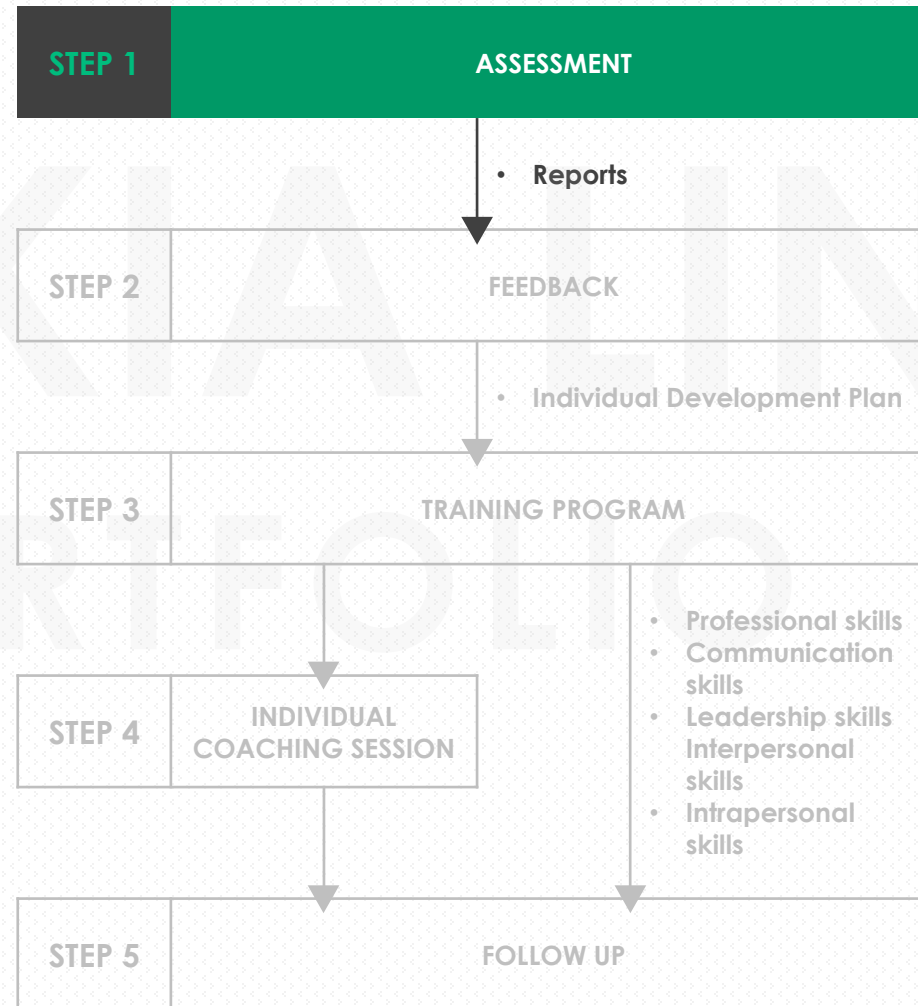
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STEP 2: FEEDBACK

After we have made sure the employee understands his assessment results' implications, the next step would be to create an Individual Development Plan (IDP). IDP can be thought of as a roadmap to the developmental goals employee wants to achieve, and it also pinpoints the types of training necessary for the person to be able to work on their weaknesses.

INDIVIDUAL DEVELOPMENT PLAN

STEP 1	ASSESSMENT

- **Reports**

STEP 2	FEEDBACK

- **Individual Development Plan**

STEP 3	TRAINING PROGRAM

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- Professional skills
- Communication skills
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- Intrapersonal skills

STEP 5	FOLLOW UP

INDIVIDUAL
DEVELOPMENT

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STEP 3: TRAINING PROGRAM

ACTIVE TESTING

SPECIFIC EXPERIENCE

GENERALISATION

REFLECTIVE OBSERVATION
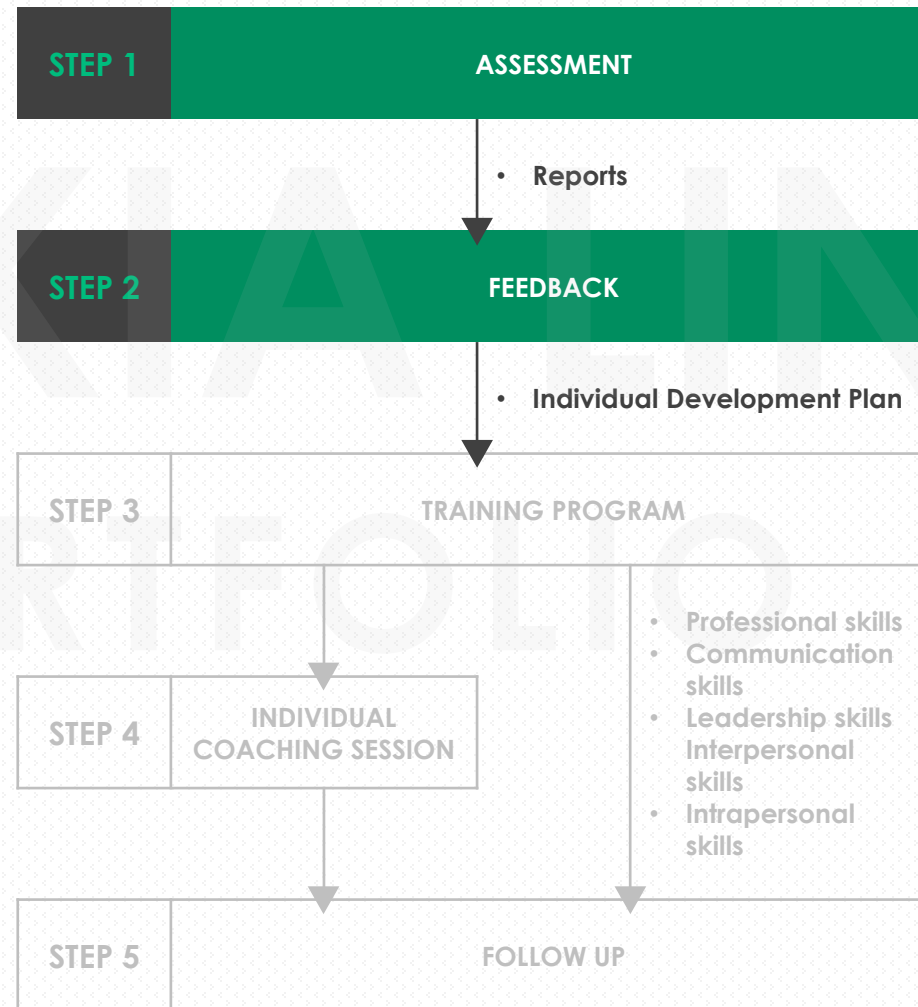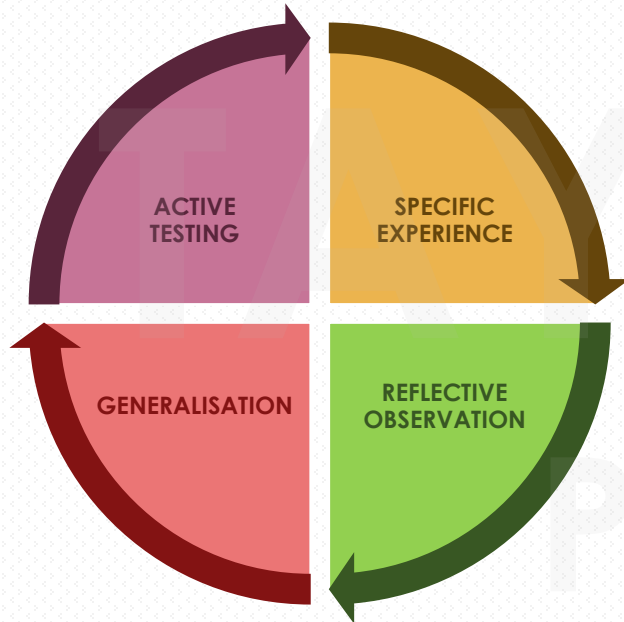
Insights have to be based on experience. Seeing and admitting our own weaknesses is not easy. While defence mechanisms are adaptive, they also create blind spots that can impede our relationships and performance at work.

INDIVIDUAL DEVELOPMENT PLAN

STEP 1	ASSESSMENT

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STEP 5	FOLLOW UP

INDIVIDUAL DEVELOPMENT

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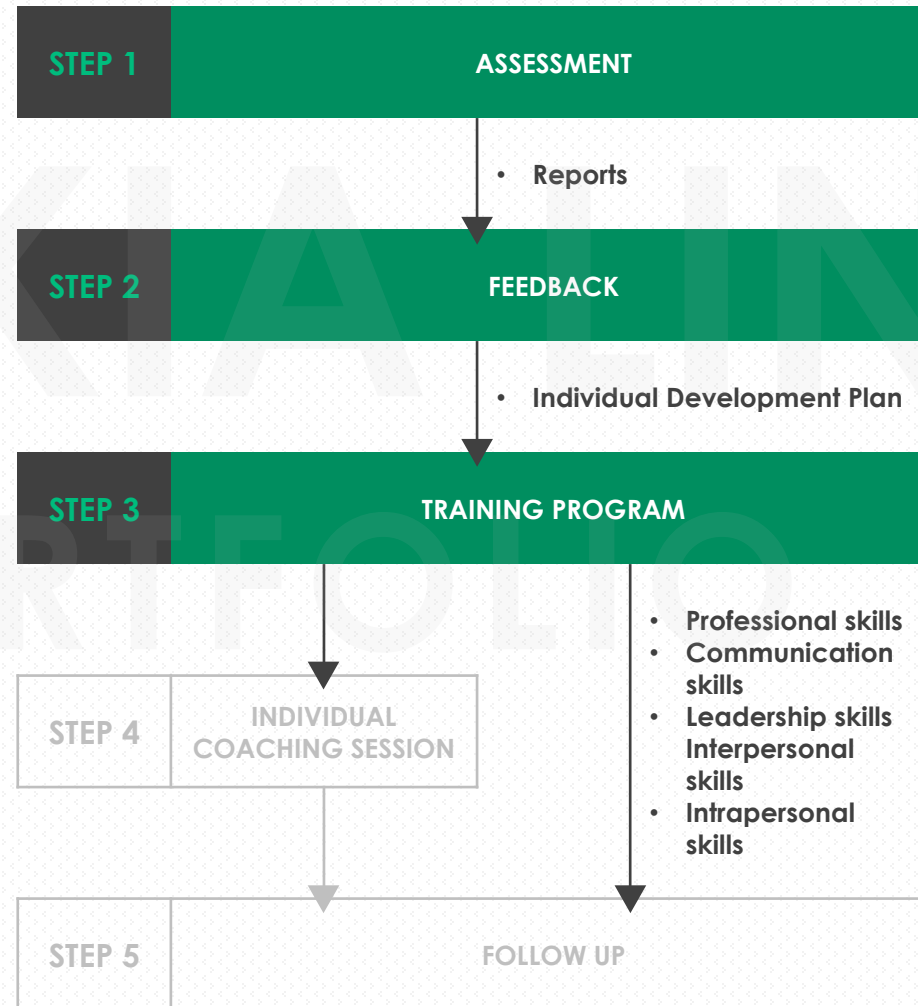
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STEP 3: TRAINING PROGRAM

In order for the person to be able to really understand and acknowledge their development areas, a connection has to be created between how they see themselves and how others see them. This is why discussing examples of real situations and behaviours during feedback is essential, because then the consultant providing feedback can explain how a third party may perceive their behaviours in specific situations.

INDIVIDUAL DEVELOPMENT PLAN

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INDIVIDUAL DEVELOPMENT

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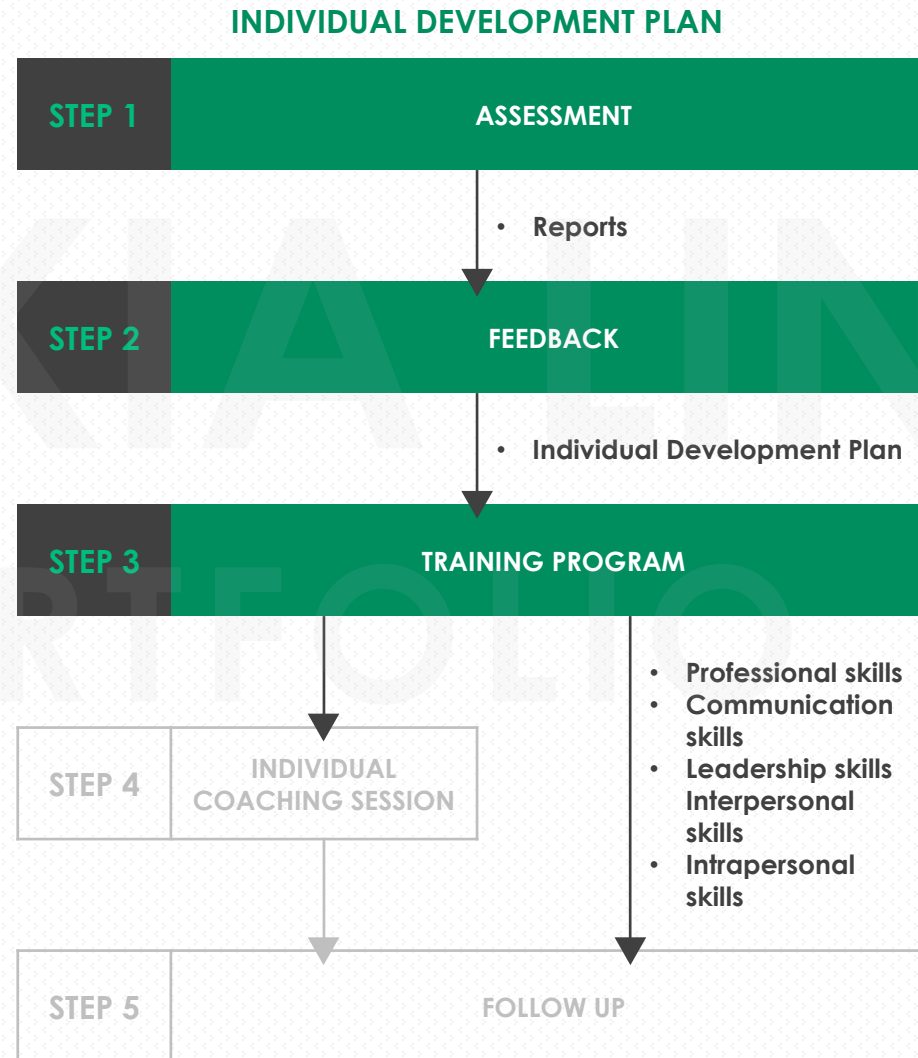
SERVICES

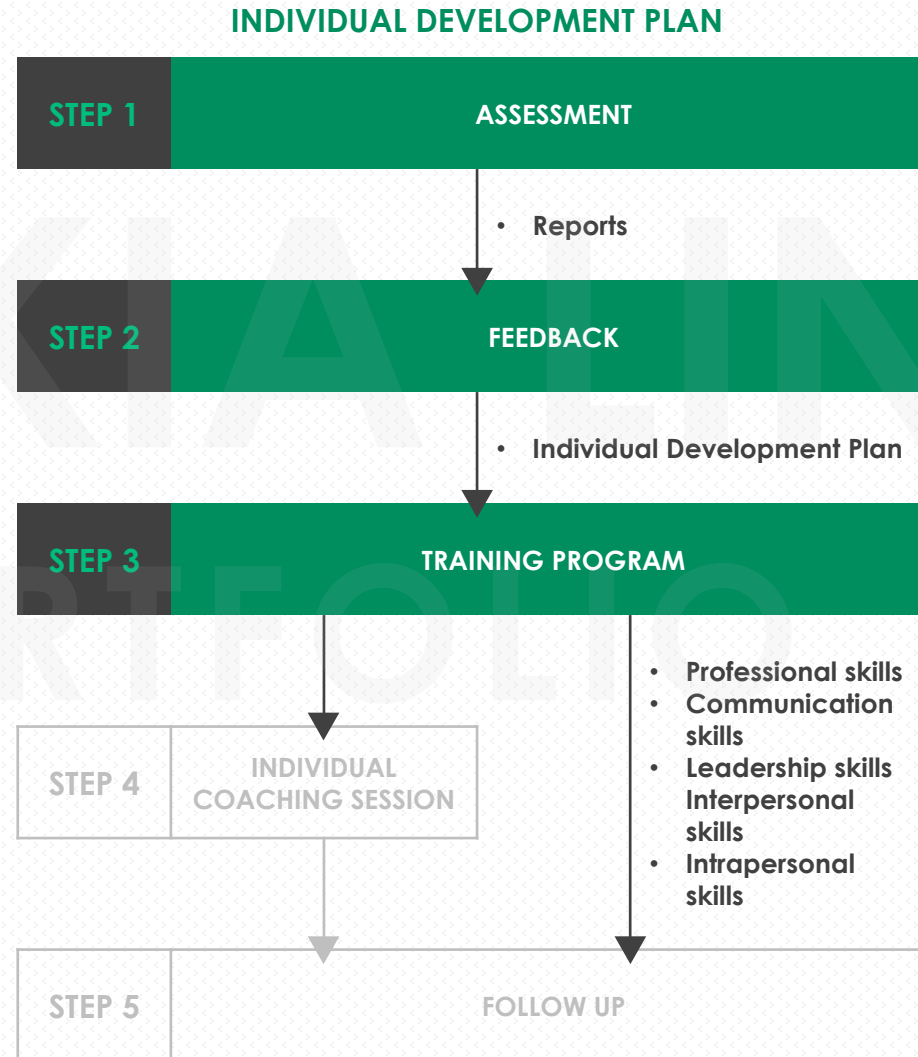**STEP 3: TRAINING PROGRAM**

Moreover, using experiential learning may further help the cause. Experiential learning represents a cyclic process where knowledge is constructed on specific experiences which serve as a basis for observation and reflection. The observations are then transformed into more general conclusions from which implications for action can be derived. The final step of the cycle is to test the implications through experience.

INDIVIDUAL DEVELOPMENT PLAN

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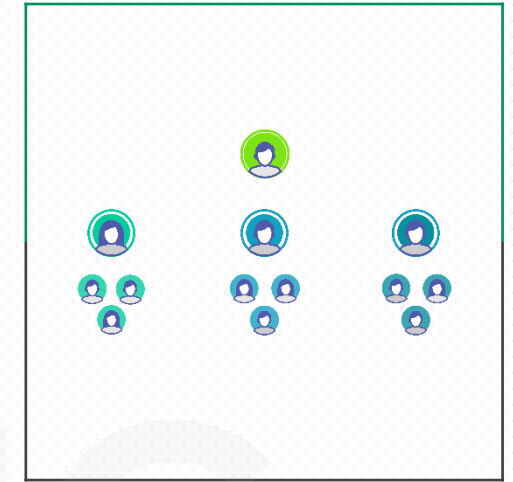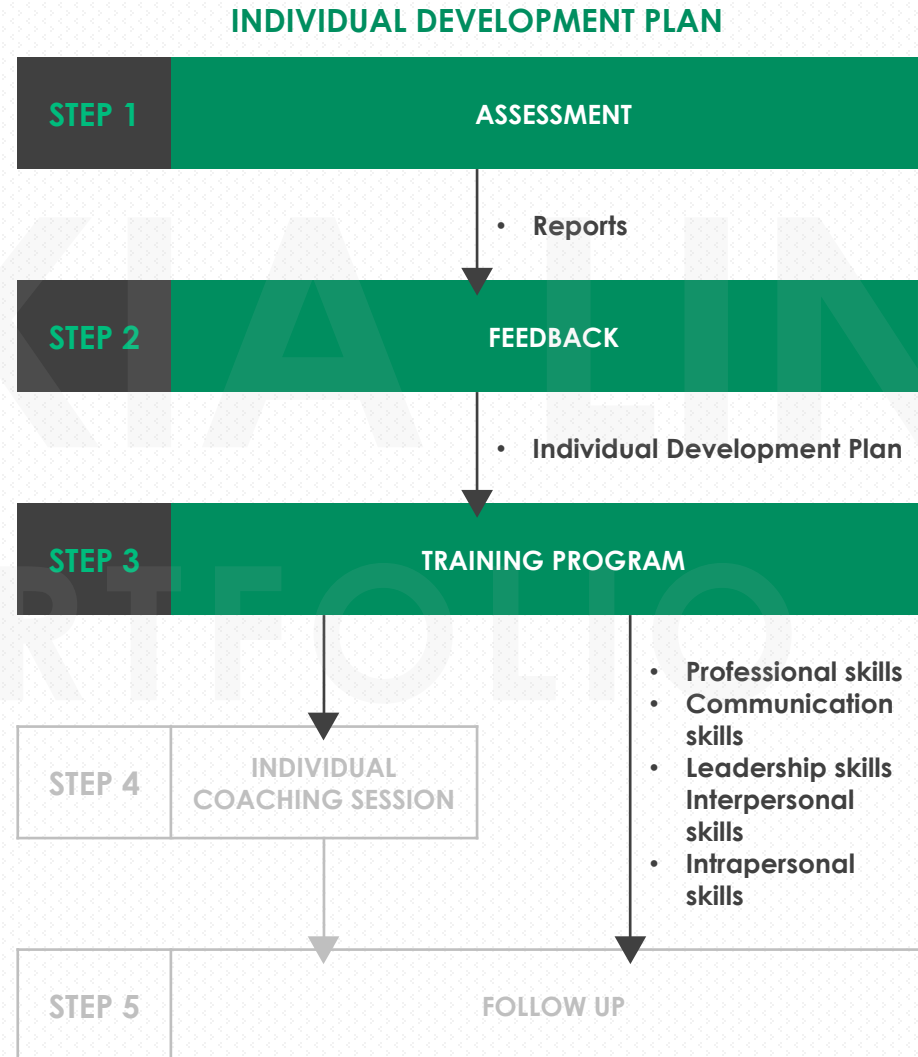| STEP 5	FOLLOW UP

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STEP 3: TRAINING PROGRAM

Experiential learning has found its perfect application in trainings through experiential learning games.

Experiential learning games are specifically designed to demand the use of certain skills and competencies which are essential in business, especially in management positions. While they are solving the tasks, competencies of the team and each individual can be assessed by the facilitator who provides feedback on their observations after the game is finished. The observations are further discussed with the participants in order for some general conclusions and implications to be derived. Finally, the participants are encouraged to test and adjust these implications by applying them in their work and work relationships.
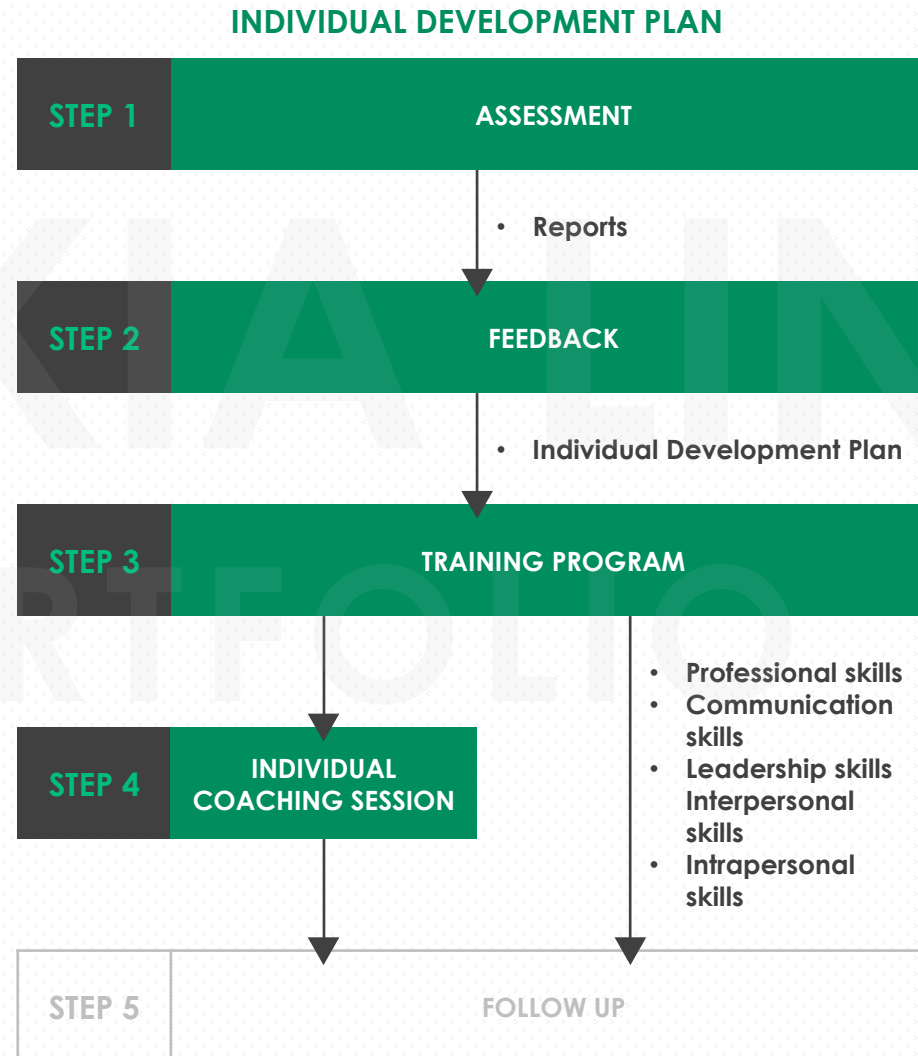
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STEP 5	FOLLOW UP

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STEP 4: INDIVIDUAL COACHING SESSION

Practice is key. In order to ensure lasting results of developmental activities, repeated effort is essential. This may be achieved through different approaches: Assessment Systems designs their trainings in a way that enables practicing application of the insights and implications that were gained throughout the training. Also, another method is individual coaching which ensures a more customised and intensive approach.
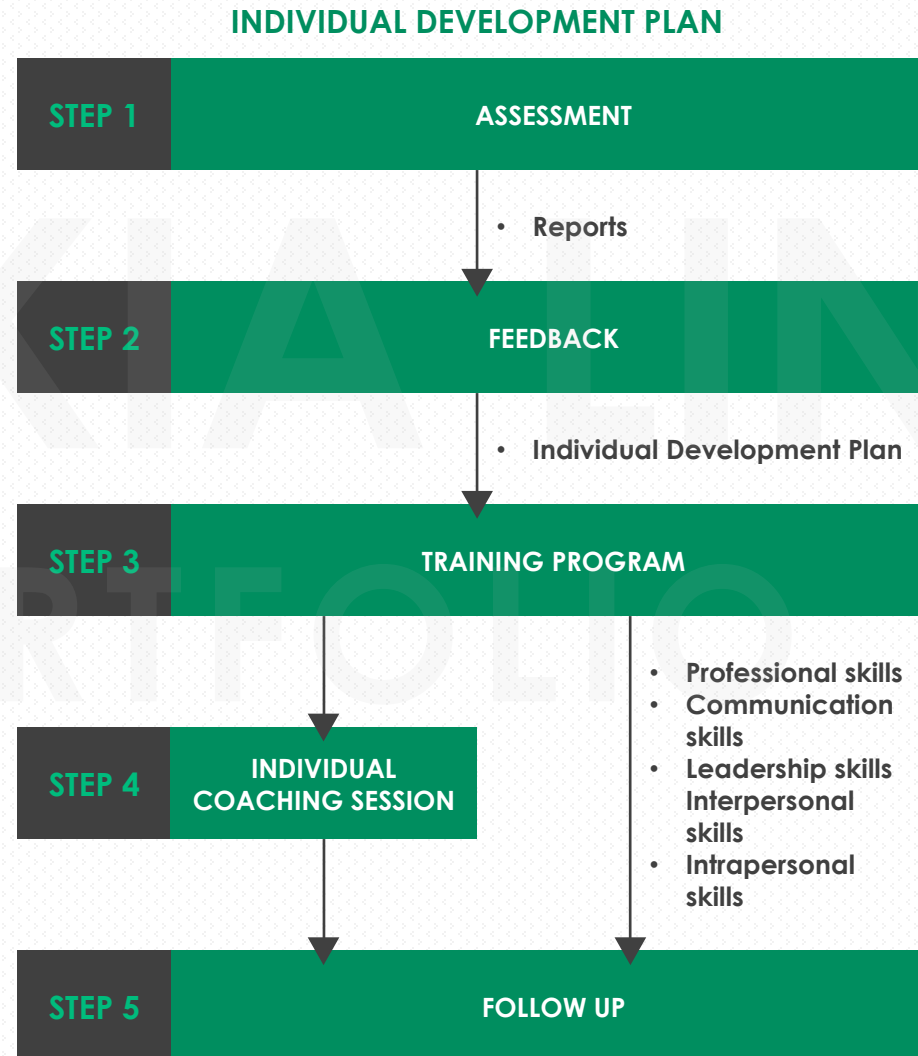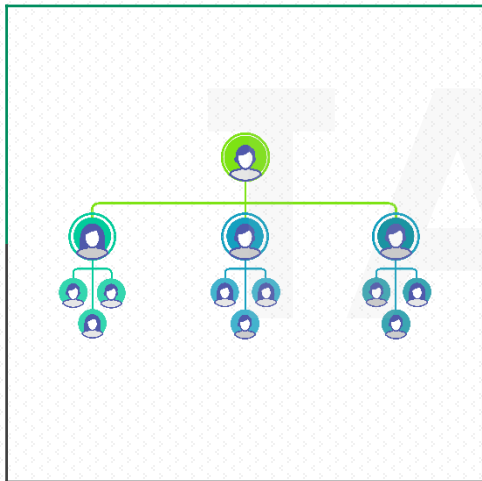
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STEP 5	FOLLOW UP

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STEP 5: FOLLOW UP

Finally, follow up is always recommended, no matter what the development activities of choice were.

INDIVIDUAL DEVELOPMENT PLAN

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STEP 5	FOLLOW UP

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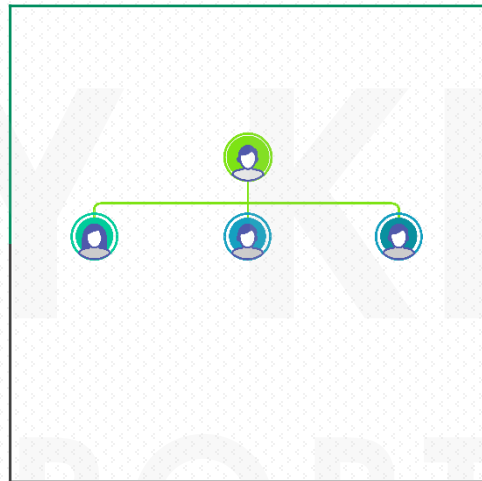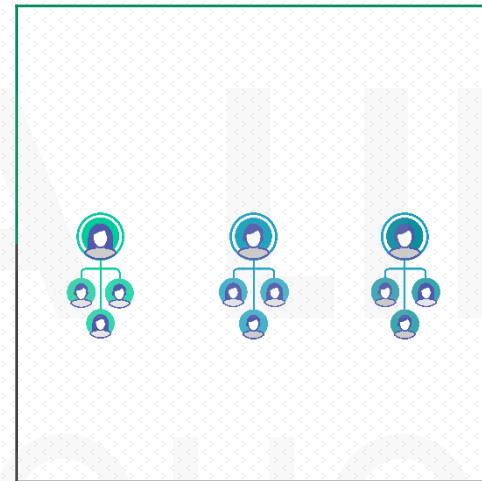
TO SUMMARISE our take on development – although the goals cannot be attained overnight, and integrative and sophisticated programs are what it takes to get lasting results, it is definitely an effort worth making.

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Q & A

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THANK YOU

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