

**Module  
Introduction**

# The Individual and the Organisation

For most students, this will be the third of the IAM Certificate modules. Good luck with this module!

## Lesson Structure

1. Personal Goals
2. Self-Management  
**Tutor-marked Assignment G**
3. Performance Appraisals
4. Employment Law  
**Tutor-marked Assignment H**
5. Communications  
**Tutor-marked Assignment I**

## The Individual and the Organisation in Context

This new module has come about because of the need to keep abreast of the changes affecting the individual at work. There is now a need for managers to be aware of the new psychological contracts the individual members of their teams are bringing to work. Managers will have to consider alternative management styles to meet this new need and to use new skills to motivate and train their staff. People, no longer come to work to **be 'told what to do'**, but are aspiring to be part of the whole, with a real role as stakeholders in the success of **'their'** organisation. Wise managers will harness this commitment to the benefit of everyone concerned.

There is also now no guaranteed **'job for life'** and it has been prophesied that a person may have three, four or even five career moves in their working life. Additionally, we are remaining active longer, both physically and mentally. This has led to the **'older employee'** wishing to stay in work which in turn leads to the need to train and re-train as new systems, procedures and technology is introduced. This is also leading to a change in attitudes in both the older employees and the employers. One, the older employees are more open-minded about **'change'**, and two, employers are changing their attitude as they see benefits from employing older people.

We are hearing and reading more and more about '**Life Long Learning**' and that '**Learning is for Life**'. Individuals will not only carry their pensions and their private health schemes in their portfolios but also their '**learning**' history be it through their employers or by participating as an individual in courses which will give them new skills or through a Continuing Professional Development programme.

Individuals are being encouraged to take over responsibility for their own '**learning**'. In the United Kingdom this is taking the form of Government initiatives such as the Individual Learning Accounts Scheme, Vocational Training Relief, or Funding through the Skill Shops, Chambers of Commerce or Business Links. Because of new working styles; leaner organisations; longer working hours and domestic commitments, people are independently now also looking at non-traditional means of learning.

Over the last twenty years there has been a change in the structure of many organisations, especially in the United Kingdom, from large manufacturing companies to small and medium sized enterprises. Because of this and the '**organisational leanness**' many employers are no longer, willing or able to support or to release employees from work to attend training courses unless they are a necessity to help the business, e.g. job skills training to which they have access to funding.

Some employers are reimbursing employees undertaking personal development programmes in their own time, after they have successfully completed their course. There may even be an increase in the use of this type of 'benefit' with employers offering this in their recruitment packages.

There is currently a '**steady state of flux**' in that no one person knows how the organisations of the future will look. There are so many aspects to be taken into consideration, e.g. global trade, the trend to international conglomerates, government interventions; information technology; e-commerce, changes in education and personal aspirations, employment legislation, the impact the EU has on UK legislation. Internationally, students should be aware of the labour laws of the countries they are working in, the effect visas and working permits has on motivation and aspirations, nationalisation (localisation) and the effect this will have on the long-term employment of '**ex-pats**'.

All of the above will continue to affect how organisations form, how they carry out their business, how they recruit, train, and involve their people to help them '**do that business**'. Where those people will carry out their jobs - in traditional '**organisation**' buildings, home working, cottage working, or in a '**virtual office**'.

## Studying this Module

Let us now consider how you can prepare for the forthcoming examination.

### 1. The Organisation

Students should read and discuss the following:

Organisations are living organisms – evolving all the time. Change is constant – not change for change sake – but because the market place demands that it changes to survive and to flourish.

Organisations are either formed to provide a product or a service. They are also in the business of making a profit for their shareholders, to re-invest in the organisation and to reward their employees. Non-profit making organisations have to achieve objectives that are not profit driven but service driven, e.g. Public Authorities and Health Authorities. They still have to achieve those objectives through their employees and those individuals have to be rewarded.

Students should understand the need for organisations to have *'the right people, in the right place, at the right time'* and how this is achieved.

It is important that students evaluate the attitudes and values of the individual and the complex relationship between the individual and the organisation in which they work. Reading Charles Handy's *Inside Organisations* will give you an in-depth understanding of the relationship between individuals and the organisations they work in.

### 2. Self-Development

Students should consider evaluating their own Strengths and Weaknesses and to discover where their Threats and Opportunities lay by undertaking a personal SWOT analysis and from that to decide where they want to be in five years and how they can achieve that objective. This is also a good technique for students who have staff reporting to them and who have to draw up annual training and development plans for those staff.

The SWOT analysis also makes for a good discussion at Appraisal time.

I have already written about the drive to move the responsibility for ones own learning and development from the employer to the individual. Students overseas may well raise their eyebrows as this is the norm in many parts of the middle and far east and the sub-continent, with whole families contributing to the education and

later development of the children in the family. These students should use that knowledge in answering any question on how they acquire the necessary personal development and skills training in order to achieve their goals.

Two books that may be of use are *The Manual of Learning Styles* by Peter Honey and Alan Mumford and *Honing Your Knowledge Skills*, by Marianna Funcs & Nancy Johnson.

- i) *The Manual of Learning Styles* will give the students insight into their preferred way of learning and it will help them understand why they enjoy one learning method and not another – and of course it will help them plan their five year development programme. It will also help students who are at the supervisory or management level and have to plan the training for their team or staff in their department.
- ii) *Honing your Knowledge Skills* is a challenging book but one that is worth persevering with as we enter the Knowledge Century and the need for organisations to become '**Knowledge Organisations**'.

Students need to be aware of the various training courses available for self-development and should acquire the knowledge of the benefits to the individual, the team the individual works in and to their organisations from attending such courses. The benefits will be different in each of the above and the examiner will be looking for answers that give an understanding of this. **The examiner does not want a list of training courses as an answer!**

Students also need to have an in-depth knowledge of Performance Improvement programmes, such as Appraisals or Management by Objectives. Answers should be given in the context of the benefits to both the individual and the organisation. The examiner will also be looking for advantages and disadvantages of these programmes.

In this section the student is also asked to research and understand the progress that has been made in job design, actions taken to improve motivation and the systems and programmes that organisations have introduced to improve quality of goods and service to customers. It would be interesting to read students' actual work place examples of say the introduction of ISO, Investors in People, Total Quality Management or any other procedures that have raised employees motivation and competence in carrying out their jobs.

## Employment Legislation

This part of the syllabus is concerned with employment law and how it affects the individual. The general aspects of employment law are dealt with in other modules.

When we first start work with an organisation we are given a Contract of Employment – the Terms and Conditions in which clarifies such items as:

- Your starting date
- Your job title
- Your place of work
- The duration of your contract
- Probation or trial period
- Your wages
- Your hours of work
- Holiday entitlement
- Procedures if you are off sick
- Pension Scheme
- Termination
- Retirement Age
- Disciplinary Procedures
- Grievance Procedures
- Data Protection
- Collective Agreements
- Work Outside the UK
- Changes To Terms of Employment
- Applicable Law
- Declaration and Acceptance

Students are not expected to be experts on Employment Law. However, every individual who works should have an understanding of the legislation that affects them whilst they are working.

Examination questions will be set within the confines of this personal aspect of Employment Law and the individual, Health & Safety, Rules and Staff Handbook, and the individual and Trade Unions.

International students will of course answer any questions based on the contracts they have been issued with and also the employment legislation in their country of employment.

## Communication

We communicate daily, both socially and formally. We communicate face-to-face, individually, in groups, in meetings, by telephone, video-conferencing – by the written word in all its formats; memo, fax, report, letter, notice, email, Internet, and by Intranet

Communication is how we pass on information and yet it is the area of greatest neglect.

It will be expected that students will study the theory of communication. They should be able to discuss the merits and demerits of particular types of communication and that they will be able to give practical examples from their work place from the individual aspect and also the organisational aspect.

## Summary

In summary, I would like students to look upon this module as theirs – it is about you as an individual, it is about the individuals you work with and of course the organisation you work for. Organisations will more and more need people who are open to change, who can see the benefits of change, who can contribute to making the change work by their flexible approach to problems, their ideas and suggestions based on their knowledge of their job and their on-going professional development.

There will of course be organisations that are '**stable**' and are not be subject to rapid and constant change, however, change still happens albeit more slowly. Students working in this environment will still be able to answer any examination questions from their experience and knowledge of that organisation and the knowledge they have acquired from studying this module and reading.

Learning is now for life and success will come to those who adopt this philosophy and encourage others to keep abreast of current thinking. This can be done through every day experiences, discussions on articles that have been read in newspapers or professional journals and through reading books, watching videos, listening to tapes and last but no means least the vast amount of information that is available on the Internet.

When your experiences are put together with the theory the results should be good answers in your examination and you as a person will have more understanding of the complexities of the '**world of work**', more understanding of yourself as a person and more understanding of the complexities of '**relationships with others**'.

## Activities

In the middle of each lesson, there are a number of activities based on the overall lesson aims. These tasks do not attempt to cover everything that has been dealt with in each chapter but, in each case, *have singled out* the most important matters concerned with the topic.

The tasks are designed to assist readers to apply the theory to a situation from their own experience. There are no answers provided as each case will be different, but students should be able to check by referring again to the previous pages.

At the end of each lesson, there is also the opportunity to review whether the key topic areas have been covered. It is yet another way to check how much knowledge has been taken in and especially, whether it has been understood enough to apply to real situations.

## Tutor-marked Assignments

At the end of certain lessons you will also find a **tutor-marked assignment**. Throughout the IAM course, these are normally based on actual IAM examinations. Your answers to the TMAs should be submitted to your tutor for marking and when your script is returned, you should also receive brief guidelines on how an examiner would approach marking these questions.

## Components of the Syllabus

### Aim

To identify and examine the importance of self management and personal development for managers and senior administrators.

### Context of the Individual & the Organisation

- Personal and organisational goals
- Attitudes and values
- Organisational ethics

### Self-Development

- Managing time
- Assertiveness
- Handling conflict
- Performance appraisals and the individual
- Continuing Professional Development
- Job design and job satisfaction
- The management of stress

### Continuing Professional Development (CPD)

- Principles of CPD
- Objectives of CPD to the individual and the organisation
- Benefits to the individual and the organisation
- Planning and identifying the different routes to CPD

### Employment Law and the Individual

- Contract of Employment
- Staff Handbooks
- Policies, procedures and rules
- Dismissal & Redundancy
- The individual and health and safety at work

### Communications

- Personal communication skills
- Written communication skills
- Presentation skills
- Communication and the organisation
- Communication systems
- Barriers to communication

## Additional Reading

As stated in the General Introduction, this module, like the others, is intended to feed into your day-to-day business activities. You will *not* get full value from it if you simply read the course and tackle the assignments in isolation. To do well, you *must* also read around the subject, gather ideas from various sources and apply the theories within a specific business context such as your own work.

The Institute issues lists of recommended reading for the Certificate, Diploma and Advanced Diploma courses. It is essential for students to read regularly quality newspaper articles and features in journals which relate to their areas of study. This will help them to be up-to-date and enhance their reading of recommended texts. All students should read the Institute's journal which contains items of interest and topicality to Administrative Managers.

Most college tutors are well-informed on the availability and relevance of books covering their specialism and students are advised to heed their recommendations.

**Availability:** Most books are available at quality booksellers throughout the UK and in some other countries. Alternatively books can be ordered from the following supplier:

**Page One Books**  
**9 Princes Avenue**  
**Hull HU5 3RX (United Kingdom)**

**Tel: + 44 (0) 1482 440853**  
**Fax: + 44 (0) 1482 494770**  
**e-mail: [bookshop@page1.co.uk](mailto:bookshop@page1.co.uk)**

In case of difficulty, students are advised to contact The Administration Officer, IAM Management Services Limited, 16 Park Crescent, London, W1B 1BA, telephone: +44 (0) 20 7612 7088 (Student Services) or email [norma.baldwin@instam.org](mailto:norma.baldwin@instam.org) **who can supply books to all parts of the world.**

If you wish to buy one text to support your studies as a whole, OOL would recommend:

Ian Marcousé et al – **Business Studies**  
Hodder & Stoughton, 1999 ISBN: 0-340-70462-4 Price: £18.99

## IAM Recommended Texts for this Module

### Core Text

Charles Handy - **Inside Organisations**  
 Penguin ISBN 014027510X Price: £7.99

### Supplementary Texts

Marianna Funes & Nancy Johnson - **Honing your Knowledge Skills**

Butterworth & Heinemann ISBN 0750636998 Price: £16.99

Peter Honey & Alan Mumford - **The Manual of Learning Styles**

Peter Honey ISBN 0950 844470 Price: £60.00

The Institute of Management - '**Successful in a Week**' range.

The Institute of Management - '**Pocket Manager**' series.

Roberta Cava - **Dealing with Difficult People: Proven Strategies for Handling Stressful Situations & Defusing Tensions**

Piatkus Books ISBN 0749920513 Price: £9.99

Peter Honey - **Improve Your People Skills**

IPD ISBN 0852927088 Price: £10.99

Lifeskills International Ltd - **Managing for Development**

Gower Publishing ISBN 0566081407 Price: £9.99

Lifeskills International Ltd - **Smart Working**

Gower Publishing ISBN 0566081431 Price: £9.99

Croners Reference Books - **Employment Legislation**

IAM British Journal of Administrative Management - **Manager**

Institute of Personnel and Development (IPD) - **People Management**

plus other professional journals & quality newspapers.

also CPD Registration details from the IAM.

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