



# EMPLOYEE TRAINING *and* DEVELOPMENT

**Social Responsibility: Legal  
Issues, Managing Diversity,  
and Career Challenges**

**Chapter 10**



**6<sup>th</sup> Edition  
Raymond A. Noe**

# Learning Objectives

- Discuss the role of training partnerships in developing skills and contributing to local communities
- Discuss the potential legal issues that relate to training
- Develop a program for effectively managing diversity
- Design a program for preparing employees for cross-cultural assignments

# Learning Objectives

- Discuss the importance of career paths and dual career paths for employees and companies
- Develop policies to help employees achieve work-life balance
- Describe how companies are helping veterans develop skills and get employment
- Explain the value of phase retirement programs for older employees

# Training Partnerships

- **Sector partnerships:** Government agencies, industry trade groups that:
  - Help identify the skills that local employers require
  - Work with community colleges, universities, and other educational institutions to provide qualified employees

# Training Partnerships

- **School-to-Work Opportunities Act:** Designed to assist the states in building school-to-work systems that prepare students for high-skill, high-wage jobs or future education
- **Workforce Investment Act of 1998:** Created a comprehensive workforce investment system

# Lifelong Learning

- **Lifelong learning account (LiLA):** An account for adult education into which both the employee and the company contribute and the employee keeps
  - Even if they leave the company
- The money in the LiLA can be used to pay for a range of educational expenses
  - Including tuition, books, fees, supplies, and non-job-specific certification courses

# Joint Union-Management Programs

- Provide a wide range of services designed to help employees learn skills that are directly related to their jobs
  - Develop skills that are “portable”—valuable to employers in other companies or industries

# Table 10.1 - Situations That may Result in Legal Action

- Failing to provide required training or providing inadequate training
- Incurring employee injury during a training activity
- Incurring injuries to employees or others outside the training session
- Breach of confidentiality or defamation
- Reproducing and using copyrighted material in training classes without permission
- Excluding women, minorities, and older Americans from training programs
- Failing to ensure equal treatment while in training
- Requiring employees to attend training programs that they may find offensive
- Revealing discriminatory information during a training session
- Not accommodating trainees with disabilities
- Incorrectly reporting training as an expense, or failing to report training reimbursement as income



# Reproducing and Using Copyrighted Material in Training Classes Without Permission

- **Copyrights:** Protect the expression of an idea but not the ideas that the material contains
  - Prohibit others from creating a product based on the original work from:
    - Copying
    - Broadcasting
    - Publishing the product without permission

# Excluding Women, Minorities, and Older Employees from Training Programs

- **Title VII of the Civil Rights Act:** Makes it illegal to deny access to employment or deprive a person employment because of the person's race, color, religion, gender, or national origin
- **Age Discrimination in Employment Act (ADEA):** Prohibits discrimination against persons who are age 40 or older

# Not Accommodating Trainees with Disabilities

- **Americans with Disabilities Act (ADA)** of 1990: Prohibits individuals with disabilities from being discriminated against in the workplace
- **Reasonable accommodation:** Making training facilities readily accessible to and usable by individuals with disabilities

# Managing Workforce Diversity and Inclusion

- **Inclusion:** Creating an environment in which employees share a sense of belonging, mutual respect, and commitment from others so they can perform their best work
- **Diversity training:** Learning efforts that are designed to change employee attitudes about diversity and/or develop skills needed to work with a diverse workforce
- **Managing diversity and inclusion:** Involves creating an environment that allows all employees to contribute to organizational goals and experience personal growth

# Table 10.2 - Characteristics Associated with Diversity Programs' Long-Term Success

- Top management provides resources, personally intervenes, and publicly advocates diversity.
- The program is structured.
- Capitalizing on a diverse workforce is defined as a business objective.
- Capitalizing on a diverse workforce is seen as necessary to generate revenue and profits.
- The program is evaluated using metrics such as sales, retention, and promotion rates.
- Manager involvement is mandatory.
- The program is seen as a culture change, not a one-shot program.
- Managers and demographic groups are not blamed for problems.
- Behaviors and skills needed to successfully interact with others are taught.
- Managers are rewarded on progress toward meeting diversity goals.
- Management collects employee feedback and responds to it.
- Create a safe and open culture that all employees want to belong to, in which employees can discover and appreciate differences and where the benefits of diversity are recognized by all employees.

# Table 10.3 - Key Components of Effective Managing Diversity Programs

## **Top Management Support**

- Make the business case for diversity.
- Include diversity as part of the business strategy and corporate goals.
- Participate in diversity programs, and encourage all managers to attend.
- Ensure that the composition of the executive management team mirrors the diversity of the workforce.

## **Recruitment and Hiring**

- Ask search firms to identify wider arrays of candidates.
- Enhance the interviewing, selection, and hiring skills of managers.
- Expand college recruitment at historically minority colleges.

## **Identifying and Developing Talent**

- Form a partnership with internship programs that target minority students for management careers.
- Establish a mentoring process.
- Refine the company's global succession planning system to improve identification of talent.
- Improve the selection and development of managers and leaders to help ensure that they are capable of maximizing team performance.
- Ensure that all employees, especially women and minorities, have access to management development and leadership programs.

## **Employee Support**

- Form resource groups or employee network groups, including employees with common interests, and use them to help the company develop business goals and understand the issues they are concerned with (e.g., Asian Pacific employees, women, gays, lesbians, transgenders, Native Americans, veterans, Hispanics).
- Celebrate cultural traditions, festivities, and holidays.
- Make work-life balance initiatives (such as flextime, telecommuting, elder care, etc.) available to all employees.

## **Ensuring Fair Treatment**

- Conduct extensive diversity training.
- Implement an alternative dispute resolution process.
- Include women and minorities on all human resources committees throughout the company.

## **Holding Managers Accountable**

- Link managers' compensation to their success in meeting diversity goals and creating openness and inclusion in the workplace.
- Use employee attitude or engagement surveys to track employees' attitudes about such things as inclusion, fairness, opportunities for development, work-life balance, and perceptions of the company culture.
- Implement 360-degree feedback for all managers and supervisors.

## **Improving Relationships with External Stakeholders**

- Increase marketing to diverse communities.
- Provide customer service in different languages.
- Broaden the company's base of suppliers and vendors to include businesses owned by minorities and women.
- Provide scholarships and educational and neighborhood grants to diverse communities and their members.

# Melting the Glass Ceiling

- **Glass ceiling:** A barrier to advancement to higher-level jobs in the company that adversely affects women and minorities

# Cross-Cultural Preparation

- Educates employees (expatriates) and their families who are to be sent to a foreign country
  - **Expatriates:** Work in a country other than their country of origin



# Table 10.4 - Recommendations for Melting the Glass Ceiling

Make sure senior management supports and is involved in the program.  
Make a business case for change.  
Make the change public.  
Gather data on problems that cause the glass ceiling using task forces, focus groups, and questionnaires.  
Create awareness of how gender attitudes affect the work environment.  
Force accountability through reviews of promotion rates and assignment decisions.  
Promote development for all employees.

# Steps in Cross-Cultural Preparation

- To succeed overseas, expatriates need to be:
  - Competent in their areas of expertise
  - Able to communicate verbally and nonverbally in the host country
  - Flexible, tolerant of ambiguity, and sensitive to cultural differences
  - Motivated to succeed
    - Able to enjoy the challenge of working in other countries
    - Willing to learn about the host country's culture, language, and customs
    - Supported by their families

# Steps in Cross-Cultural Preparation

- Three phases:
  - Pre-departure phase
  - On-site phase
  - Repatriation phase
    - **Repatriation:** Prepares expatriates for return to the parent company and home country from the foreign assignment
    - **Virtual expatriates:** Employees who have an assignment to manage an operation abroad without being located permanently in that country

# Career Challenges Facing a Multigenerational Workforce

- Employees' careers involve four stages:
  - Exploration - Employees attempt to identify the type of work that interests them
  - Establishment - Involves:
    - Finding employment
    - Making an independent contribution
    - Achieving more responsibility and financial success
    - Establishing a suitable lifestyle

# Career Challenges Facing a Multigenerational Workforce

- Maintenance - Individuals are concerned with:
  - Keeping their skills up to date
  - Being perceived as someone who is still contributing to the company
- Decline - Involves individuals preparing to phase out of work and retire

# Work-Life Balance

- Helping employees deal with the stresses, strains, and conflicts related to trying to balance work and non-work demands
- **Family and Medical Leave Act (FLMA):** A federal law that provides up to twelve weeks of unpaid leave in a one-year period for parents with new infants or newly adopted children

# Table 10.5 - Examples of Work-Life Balance Practices

Flexible work schedules

Job sharing

Childcare

Eldercare

Personal leave

Telecommuting

Reduced meeting times

Reduced work hours

Adoption support

Paid vacation time

Personal services (supply meals, purchase gifts, arrange home and auto services)

# Work-Life Balance

- **Telecommuting:** Work arrangement that gives employees flexibility in both work location and hours
- **Compressed workweek:** Work schedule that allows employees to work fewer days but with longer hours
  - For example, four days, ten hours each day



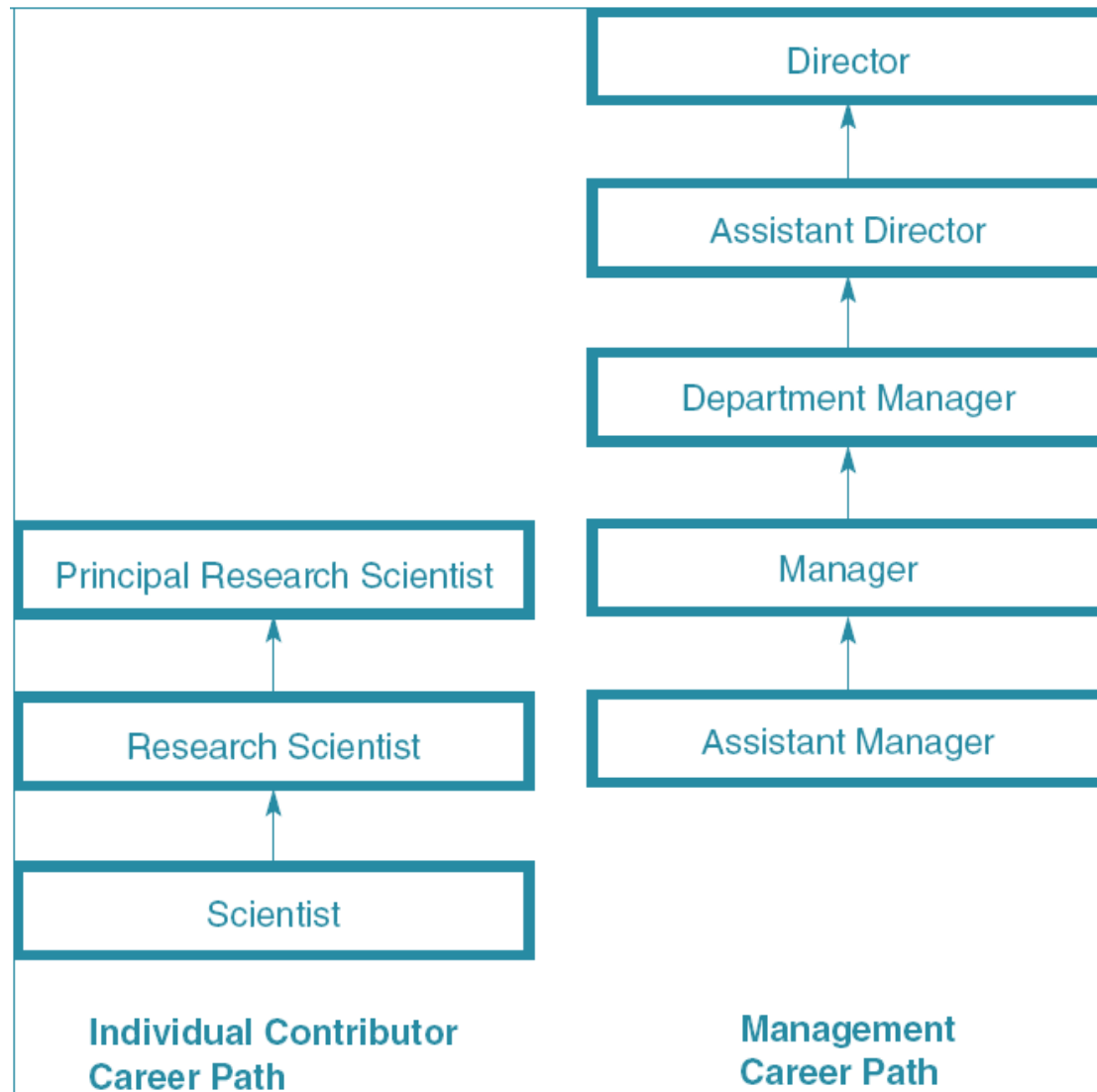
# Work-Life Balance

- **Flextime:** Giving employees the option of choosing when to work during the workday, workweek, or work year
- **Job sharing:** Having two employees divide the hours, the responsibilities, and the benefits of a full-time job

# Career Paths and Dual Career Paths

- **Career path:** A sequence of job positions involving similar types of work and skills that employees move through in the company
- **Dual-career-path system:** Enables employees to remain in a technical or sales career path or move into a management career path

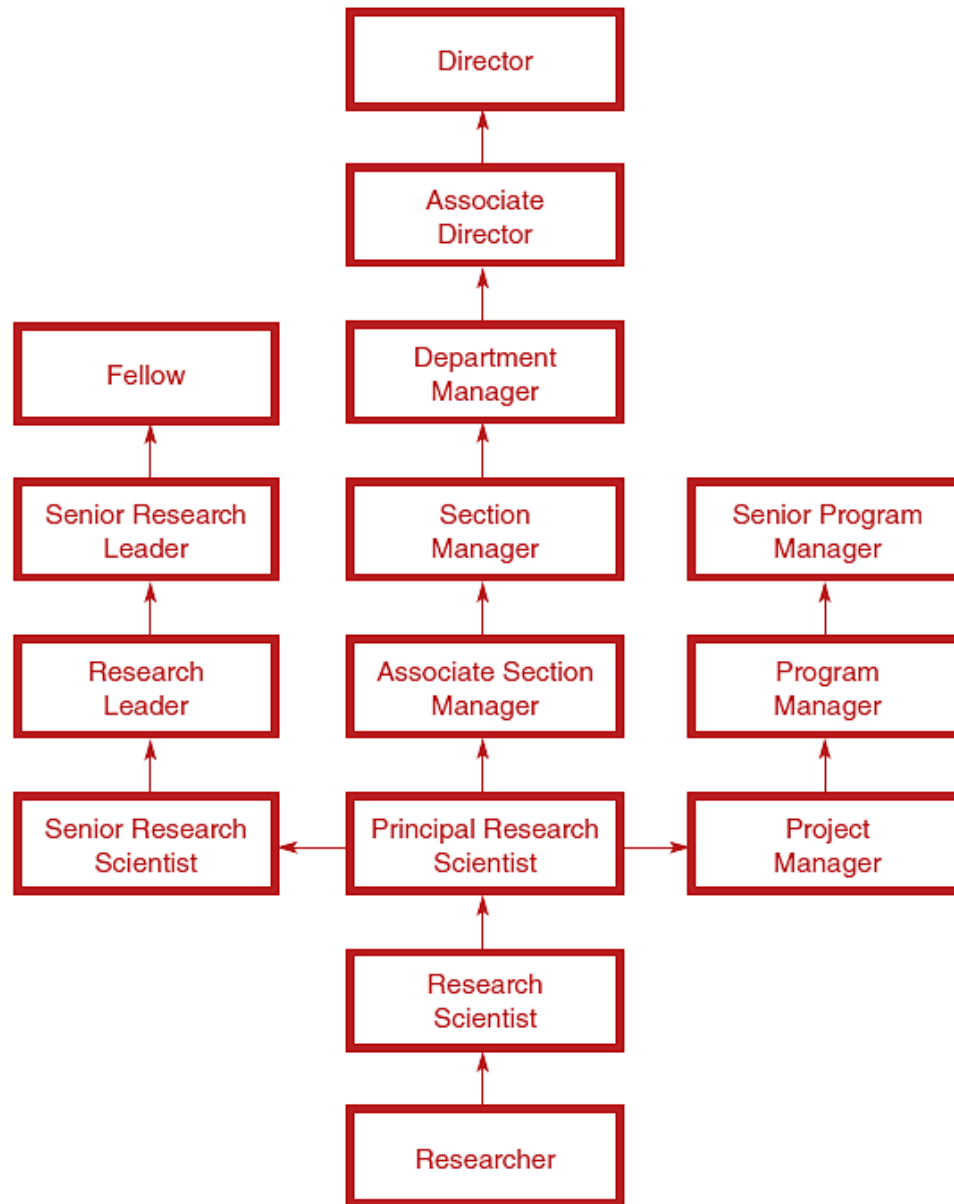
# Figure 10.2 - Traditional Career Paths for Scientists and Managers



# Characteristics of Effective Dual-Career Paths

- Salary, status, and incentives for technical employees compare favorably with those of managers
- Individual contributors' base salaries may be lower than that of managers
  - But they are given opportunities to increase their total compensation through bonuses
- The career path is for employees with outstanding technical skills
- Individual contributors are given the opportunity to choose their career path

**Figure 10.3 -**  
Example of a  
Dual-Career-  
Path System



# Career Recycling

- Involves changing one's major work activity after having been established in a specific field
  - Accompanied by:
    - A re-exploration of values, skills, interests
    - Potential employment opportunities
  - Not just limited to older employees who are nearing retirement

# Job Hopping

- Employees changing jobs, usually between companies, every two to three years
  - Was once considered damaging to an employee's career
    - Today, companies are more used to the practice

# Coping with Career Breaks

- **Uniformed Services Employment and Reemployment Act:** Covers deployed employees' rights, such as guaranteeing jobs when they return except under certain circumstances
  - The job a service member returns to may be different from the one he or she left
    - It could require new skills or be in a different location
  - Women are more likely than men to leave jobs for family reasons



# Coping with Job Loss

- A major career issue because of the increased use of downsizing to deal with excess staff resulting from:
  - Corporate restructurings
  - Mergers
  - Acquisitions
  - Takeovers
- To prepare employees for layoffs and reduce potential negative effects, companies need to provide outplacement services

# Coping with Job Loss

- Outplacement services should include:
  - Advance warning and an explanation for the layoff
  - Psychological, financial, and career counseling
  - Assessment of skills and interests
  - Job seeking services, such as résumé-writing assistance and interview training
  - Job banks where job leads are posted
  - Electronic delivery of job openings, self-directed career management guides, and values and interest inventories

# Coping with Job Loss

- **Survivors:** Employees who remain with the company following a downsizing
  - Uncertainty about their future remains
  - Feel some sense of gratification because they have kept their jobs

# Meeting the Needs of Older Workers

- Companies can take several actions to meet the needs of older employees:
  - Flexibility in scheduling allows older employees to:
    - Take care of sick spouses
    - Go back to school
    - Travel
    - Work fewer hours
  - Ensure that older employees receive the training that they need to avoid obsolescence and to be prepared to use new technology

# Meeting the Needs of Older Workers

- Older employees need resources and referral help that address long-term health care and elder care
- Assessment and counseling are necessary to help older employees recycle to new jobs or careers
  - Or transition to less secure positions whose responsibilities are not as clearly defined

# Meeting the Needs of Older Workers

- Important to recognize that as older employees' physical and mental abilities decline, they can rely on experience and motivation to avoid poor performance
- Companies should consider moving valuable older employees who are suffering skill deterioration to other jobs

# Preretirement Socialization

- The process of helping employees prepare to exit from work
  - Encourages employees to learn about:
    - Retirement life
    - Plan for adequate financial, housing, and health care resources
    - Form accurate expectations about retirement
  - **Phased retirement:** Involves employees transitioning from full-time employment to full-time retirement by working part time

# Retirement

- Involves leaving a job and a work role and making a transition into life without work
- For some employees, it involves:
  - Making a transition out of their current job and company
  - Seeking full- or part-time employment elsewhere
  - Recycling into another career



# Retirement

- Implications of aging workforce and use of early retirement programs to shrink companies' workforces:
  - Companies must meet the needs of older employees
  - Companies must take steps to prepare employees for retirement
  - Companies must be careful that early retirement programs do not unfairly discriminate against older employees

# Early Retirement Programs

- Offer employees financial benefits to leave the company
  - Usually part of the company's strategy to reduce labor costs without having to lay off employees
- Companies should make sure:
  - Program is part of the employee benefit plan
  - Company can justify age-related distinctions for eligibility for early retirement
  - Employees are allowed to choose early retirement voluntarily