



EMPLOYEE TRAINING *and* DEVELOPMENT

Employee Development and Career Management Chapter 9

6th Edition
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Learning Objectives

- Discuss the steps in the development planning process
- Explain the employees' and company's responsibilities in planning development
- Discuss current trends in using formal education for development
- Relate how assessment of personality type, work behavior, and job performance can be used for employee development

Learning Objectives

- Explain how job experiences can be used for development and suggest a job experience to match an employee's development goal or need
- Identify the characteristics of an effective mentoring program
- Describe the succession planning process and how the nine-box grid is used
- Design an effective on-boarding process

The Relationship among Development, Training, and Careers

- Development and training
 - **Development:** Formal education, job experiences, relationships, and assessments of personality and abilities that help employees perform effectively in their current or future job and company

Table 9.1 - Comparison Between Training and Development

	Training	Development
Focus	Current	Future
Use of work experiences	Low	High
Goal	Preparation for current job	Preparation for changes
Participation	Required	Voluntary

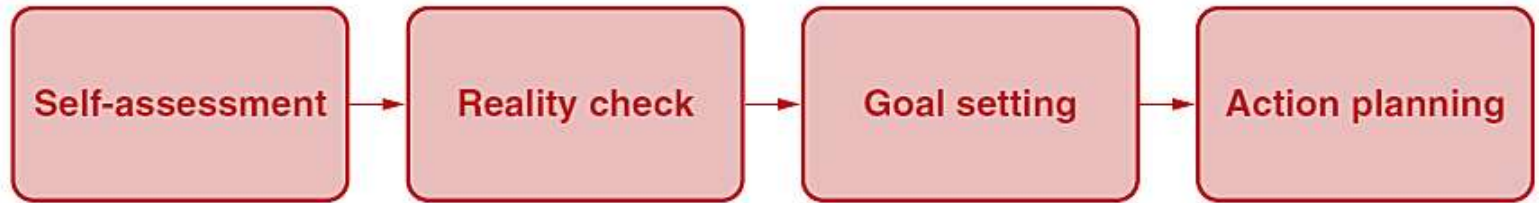
The Relationship among Development, Training, and Careers

- Development and careers
 - **Protean career:** Based on self-direction, with the goal of psychological success in one's work

The Relationship among Development, Training, and Careers

- **Psychological success:** Feeling of pride and accomplishment that comes from achieving life goals that are not limited to achievements at work
 - **Development planning or career management system:** System to retain and motivate employees by identifying and helping to meet their development needs

Figure 9.1 - Steps and Responsibilities in the Career Management Process



Employee responsibility

Identify opportunities and needs to improve.

Identify what needs are realistic to develop.

Identify goal and method to determine goal progress.

Identify steps and timetable to reach goal.

Company responsibility

Provide assessment information to identify strengths, weaknesses, interests, and values.

Communicate performance evaluation, where employee fits in long-range plans of the company, changes in industry, profession, and workplace.

Ensure that goal is SMART (specific, measurable, attainable, relevant, and timely); commit to help employee reach the goal.

Identify resources employee needs to reach goal, including additional assessment, courses, work experiences, and relationships.

Development Planning Systems

- **Self-assessment:** Use of information by employees to determine their career interests, values, aptitudes, and behavioral tendencies
- **Reality check:** Information employees receive about how the company evaluates their skills and knowledge and where they fit into the company's plans

Development Planning Systems

- **Goal setting:** Process of employees developing short- and long-term development objectives
- **Action plan:** A written strategy that employees use to determine how they will achieve their short- and long-term career goals

Figure 9.2

- Development Plan

Name:	Title: Project Manager	Immediate Manager:
<hr/>		
Competencies <i>Please identify your three greatest strengths and areas for improvement.</i>		
Strengths		
<ul style="list-style-type: none">• Strategic thinking and execution (confidence, command skills, action orientation)• Results orientation (competence, motivating others, perseverance)• Spirit for winning (building team spirit, customer focus, respect colleagues)		
<hr/>		
Areas for Improvement		
<ul style="list-style-type: none">• Patience (tolerance of people or processes and sensitivity to pacing)• Written communications (ability to write clearly and succinctly)• Overly ambitious (too much focus on successful completion of projects rather than developing relationships with individuals involved in the projects)		
<hr/>		
Development Goals <i>Please describe your overall career goals.</i>		
<ul style="list-style-type: none">• Long-term: Accept positions of increased responsibility to a level of general manager (or beyond). The areas of specific interest include but are not limited to product and brand management, technology and development, strategic planning, and marketing.• Short-term: Continue to improve my skills in marketing and brand management while utilizing my skills in product management, strategic planning, and global relations.		
<hr/>		
Next Assignments <i>Identify potential next assignments (including timing) that would help you develop toward your goals.</i>		
<ul style="list-style-type: none">• Manager or director level in planning, development, product, or brand management. Timing estimated to be Spring 2014.		
<hr/>		
Training and Development Needs <i>List both training and development activities that will either help you develop in your current assignment or provide overall development.</i>		
<ul style="list-style-type: none">• Master's degree classes will allow me to practice and improve my written communications skills. The dynamics of my current position, teamwork, and reliance on other individuals allow me to practice patience and to focus on individual team members' needs along with the success of the projects.		
<hr/>		
Employee _____	Date _____	
Immediate Manager _____	Date _____	
Mentor _____	Date _____	

Table 9.2 - Design Factors of Effective Development Systems

1. The system is positioned as a response to a business need or to support the business strategy.
2. Employees and managers participate in developing the system.
3. Employees are encouraged to take an active role in career management and development.
4. Evaluation is ongoing and used to improve the system.
5. Business units can customize the system for their own purposes (with some constraints).
6. Employees have access to development and career information sources (including advisors and positions available).
7. Senior management and the company culture support the development system.
8. The development system uses competencies, skills, and behavior that are common to the company's other human resource practices, including performance management, training, and recruiting.
9. The development system is linked to other human resource practices, such as performance management, training, and recruiting systems.
10. A large, diverse talent pool is created.
11. Development plans and talent evaluation information are available and accessible to all managers.

Examples of Career Management and Development Systems

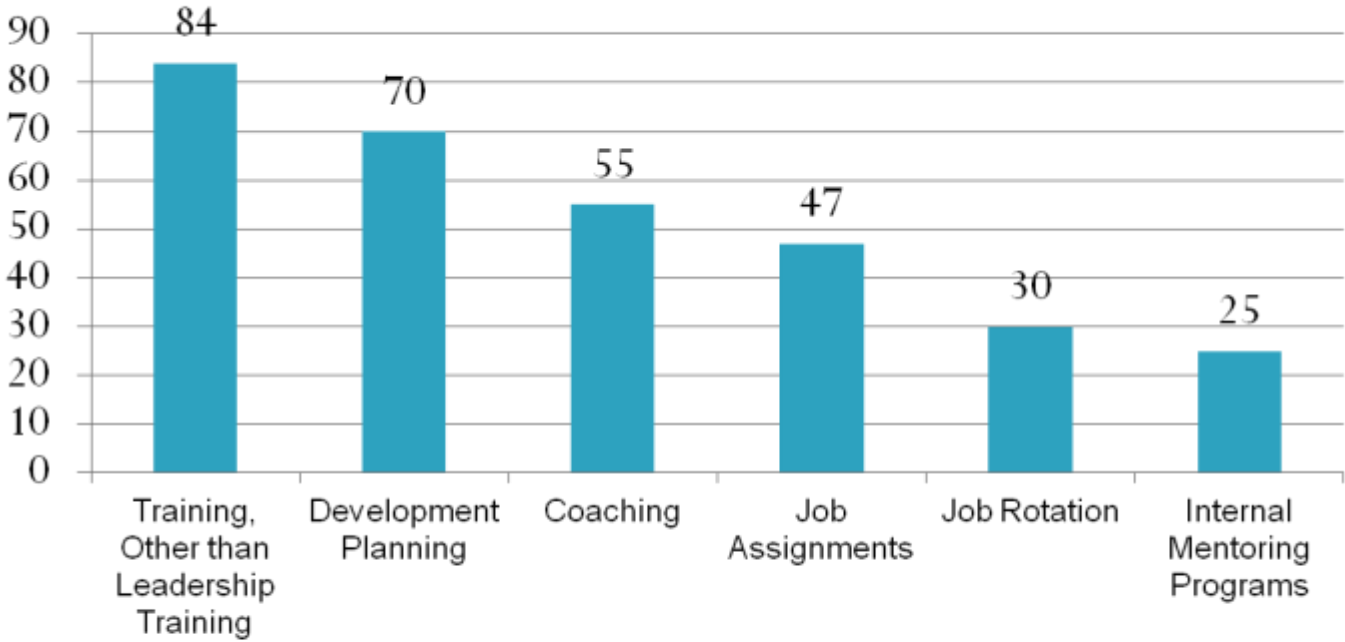
- Each employee completes a development plan that asks employees to consider:
 - Professional goals and motivation
 - Talents or strengths
 - Development opportunities
 - Development objectives and action steps

Approaches to Employee Development

- Formal education
- Assessment
- Job experiences
- Interpersonal relationships

Figure 9.3 - Frequency of Use of Employee Development Practices

Percentage of Specific Practices Used



Formal Education

- Include:
 - Off-site and on-site programs designed specifically for the company's employees
 - Short courses offered by consultants or universities
 - Executive MBA programs
 - University programs
 - **Tuition reimbursement** - Practice of reimbursing employees' costs for college and university courses and degree programs

Assessment

- Involves:
 - Collecting information
 - Providing feedback to employees about their behavior, communication style, values, or skills
 - Used most frequently to identify employees with managerial potential and measure current managers' strengths and weaknesses

Personality Tests and Inventories

- **Myers-Briggs Type Indicator (MBTI)**
 - Emphasizes that we have a fundamental personality type that shapes and influences how we understand the world, process information, and socialize

Assessment Center

- Multiple evaluators evaluate employees' performance on a number of exercises
 - **Leaderless group discussions:** A team of five to seven employees is assigned a problem and must work together to solve it within a certain time period
 - **Interviews:** Employees answer questions about their work and personal experiences, skill strengths and weaknesses, and career plans
 - **In-baskets:** A simulation of the administrative tasks of the manager's job
 - **Role plays:** Refer to the participant taking the part or role of a manager or other employe

Table 9.4 - Examples of Skills Measured by Assessment Center Exercises

Skills	Exercises				
	In-Basket	Scheduling Exercise	Leaderless Group Discussion	Personality Test	Role-Play
Leadership (dominance, coaching, influence, resourcefulness)	X		X	X	X
Problem solving (judgment)	X	X	X		X
Interpersonal (sensitivity, conflict resolution, cooperation, oral communication)			X	X	X
Administrative (organizing, planning, written communications)	X	X	X		
Personal (stress tolerance, confidence)			X	X	X

X indicates a skill measured by the exercise.

Performance Appraisals and 360-Degree Feedback Systems

- **Performance appraisal:** The process of measuring employees' performance
- **Upward feedback:** Refers to appraisal that involves collecting subordinates' evaluations of managers' behaviors or skills
 - **360-degree feedback process:** Employees' behaviors or skills are evaluated not only by subordinates but by peers, customers, their bosses, and themselves
 - A special case of upward feedback

Table 9.5 - Skills Related to Managerial Success

Resourcefulness	Can think strategically, engage in flexible problem solving, and work effectively with higher management
Doing whatever it takes	Has perseverance and focus in the face of obstacles
Being a quick study	Quickly masters new technical and business knowledge
Building and mending relationships	Knows how to build and maintain working relationships with coworkers and external parties
Leading subordinates	Delegates to subordinates effectively, broadens their opportunities, and acts with fairness toward them
Compassion and sensitivity	Shows genuine interest in others and sensitivity to subordinates' needs
Straightforwardness and composure	Is honorable and steadfast
Setting a developmental climate	Provides a challenging climate to encourage subordinates' development
Confronting problem subordinates	Acts decisively and fairly when dealing with problem subordinates
Team orientation	Accomplishes tasks through managing others
Balance between personal life and work	Balances work priorities with personal life so that neither is neglected
Decisiveness	Prefers quick and approximate actions to slow and precise ones in many management situations.
Self-awareness	Has an accurate picture of strengths and weaknesses and is willing to improve.
Hiring talented staff	Hires talented people for the team
Putting people at ease	Displays warmth and a good sense of humor
Acting with flexibility	Can behave in ways that are often seen as opposites

Table 9.6 - Activities in Using 360-Degree Feedback for Development

1. Understand strengths and weaknesses.

Review ratings for strengths and weaknesses.

Identify skills or behaviors where self-ratings and others' (manager, peer, customer) ratings agree and disagree.

2. Identify a development goal.

Choose a skill or behavior to develop.

Set a clear, specific goal with a specified outcome.

3. Identify a process for recognizing goal accomplishment.

Identify a timeframe for achieving the development goal.

Identify development goal outcomes that can be measured and tracked.

4. Identify strategies for reaching the development goal.

Establish strategies such as reading, job experiences, courses, and relationships.

Establish strategies for receiving feedback on progress.

Establish strategies for reinforcing the new skill or behavior.

Job Experiences

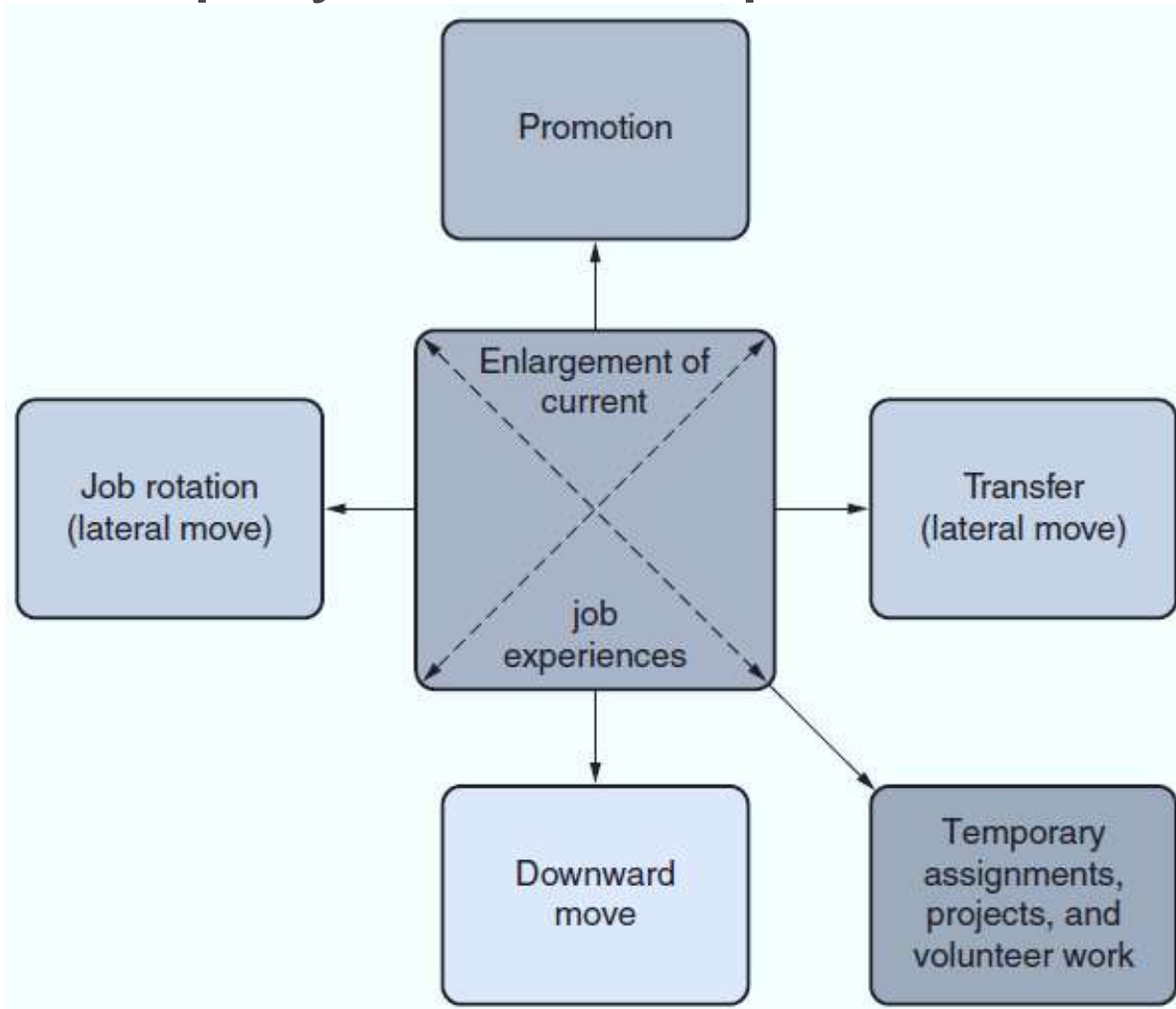
- Relationships, problems, demands, tasks, or other features that employees face in their jobs
 - A major assumption is that development is most likely to occur when there is a mismatch between the employee's skills and past experiences and the skills required for the job

Table 9.7

- Job Demands and the Lessons Employees Learn from Them

Making transitions	<p><i>Unfamiliar responsibilities:</i> The manager must handle responsibilities that are new, very different, or much broader than previous ones.</p> <p><i>Proving yourself:</i> The manager has added pressure to show others that they can handle the job.</p>
Creating change	<p><i>Developing new directions:</i> The manager is responsible for starting something new in the organization, making strategic changes in the business, carrying out a reorganization, or responding to rapid changes in the business environment.</p> <p><i>Inherited problems:</i> The manager has to fix problems created by a former incumbent or take over handling problem employees.</p> <p><i>Reduction decisions:</i> Decisions about shutting down operations or staff reductions have to be made.</p> <p><i>Problems with employees:</i> Employees lack adequate experience, are incompetent, or are resistant.</p>
Having a high level of responsibility	<p><i>High stakes:</i> Clear deadlines, pressure from senior managers, high visibility, and responsibility for key decisions make success or failure in this job clearly evident.</p> <p><i>Managing business diversity:</i> The scope of the job is large with responsibilities for multiple functions, groups, products, customers, or markets.</p> <p><i>Job overload:</i> The sheer size of the job requires a large investment of time and energy.</p> <p><i>Handling external pressure:</i> External factors that affect the business (e.g., negotiating with unions or government agencies, working in a foreign culture, coping with serious community problems, etc.) must be dealt with.</p>
Being involved in nonauthority relationships Facing obstacles	<p><i>Influencing without authority:</i> Getting the job done requires influencing peers, higher management, external parties, or other key people over whom the manager has no direct authority.</p> <p><i>Adverse business conditions:</i> The business unit or product line faces financial problems or difficult economic conditions.</p> <p><i>Lack of top management support:</i> Senior management is reluctant to provide direction, support, or resources for current work or new projects.</p> <p><i>Lack of personal support:</i> The manager is excluded from key networks and gets little support and encouragement from others.</p> <p><i>Difficult boss:</i> The manager's opinions or management style differs from those of the boss, or the boss has major shortcomings.</p>

Figure 9.4 - How Job Experiences are Used for Employee Development



Job Experiences

- **Job enlargement:** Refers to adding challenges or new responsibilities to an employee's current job
- **Job rotation:** Gives employees a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department

Table 9.8 - Characteristics of Effective Job Rotation Systems

1. Job rotation is used to develop skills, as well as give employees experience they will need for managerial positions.
2. Employees understand specific skills that will be developed by rotation.
3. Job rotation is used for all levels and types of employees.
4. Job rotation is linked with the career management process so that employees know the development needs addressed by each job assignment.
5. Benefits of rotation are maximized and costs are minimized through timing the rotations to reduce work load costs and help employees understand the job rotation's role in their development plans.
6. All employees have equal opportunities for job rotation assignments, regardless of their demographic group.

Job Experiences

- **Transfer:** An employee is given a different job assignment in a different area of the company
- **Promotions:** Advancements into positions with greater challenges, more responsibility, and more authority than in the previous job
- **Downward move:** Occurs when an employee is given a reduced level of responsibility and authority
- **Externships:** Refers to a company allowing employees to take a full-time operational role at another company

Job Experiences

- **Temporary assignments:** Refer to job tryouts such as employees taking on a position to help them determine if they are interested in working in:
 - A new role
 - Employee exchanges
 - **Sabbaticals:** Leave of absence from the company to renew or develop skills
 - Voluntary assignments

Table 9.9 - Matching Job Experiences to Employees Development Needs

Job Experience	Employee Development Need or Goal
Job enlargement	Interested in developing new skills, would like to continue in their current position, and their position has opportunities for skill development
Job rotation or transfer	Desire a job with similar responsibilities to their current position but assignments requiring new skills, interest in learning about another function, division, or product of the organization
Promotion	Want and are ready to assume more responsibility, accountability for other employees and projects, and desire to influence business decisions
Downward move	Considering changing or trying out a new profession or career and needs to acquire new skill, wants to reduce job stress or achieve better work and non-work balance, prefers a previous job
Temporary assignments, project work, volunteer work, sabbatical	Helps provide a new understanding or perspective of customers, products, community issues, obtain job experiences and develop skills in jobs not available in the company, use and develop current skills in a new context, avoid burnout and alleviate stress.

Interpersonal Relationships

- Employees can develop skills and increase their knowledge about the company and its customers by interacting with a more experienced organization member
- Types of interpersonal relationships:
 - Mentoring
 - Coaching

Mentoring

- **Mentor:** An experienced, productive senior employee who helps develop a less experienced employee (the protégé)
- **Group mentoring programs:** A successful senior employee is paired with a group of four to six less experienced protégés
 - Protégés are encouraged to learn from:
 - Each other
 - More experienced senior employees

Table 9.11 - Characteristics of Successful Formal Mentoring Programs

1. Mentor and protégé participation is voluntary. The relationship can be ended at any time without fear of punishment.
2. The mentor–protégé matching process does not limit the ability of informal relationships to develop. For example, a mentor pool can be established to allow protégés to choose from a variety of qualified mentors.
3. Mentors are chosen on the basis of their past record in developing employees, willingness to serve as a mentor, and evidence of positive coaching, communication, and listening skills.
4. Mentor–protégé matching is based on how the mentor’s skills can help meet the protégé’s needs.
5. The purpose of the program is clearly understood. Projects and activities that the mentor and protégé are expected to complete are specified.
6. The length of the program is specified. The mentor and protégé are encouraged to pursue the relationship beyond the formal period.
7. A minimum level of contact between the mentor and protégé is specified. Mentors and protégés need to determine when they will meet, how often, and how they will communicate outside the meetings.
8. Mentors and protégés need to determine the mechanics of the relationship: when they will meet, how often, and how they will communicate outside of the meetings.
9. Protégés are encouraged to contact one another to discuss problems and share successes.
10. The mentor program is evaluated. Interviews with mentors and protégés give immediate feedback regarding specific areas of dissatisfaction. Surveys gather more detailed information regarding benefits received from participating in the program.
11. Employee development is rewarded, which signals to managers that mentoring and other development activities are worth their time and effort.

Benefits of Mentoring Relationships

- For protégés:
 - **Career support:** Coaching, protection, sponsorship, and providing challenging assignments, exposure, and visibility
 - **Psychosocial support:**
 - Serving as a friend and a role model
 - Providing positive regard and acceptance
 - Creating an outlet to talk about anxieties and fears
 - Higher rates of promotion
 - Higher salaries
 - Greater organizational influence

Benefits of Mentoring Relationships

- For mentors: Provide opportunities to:
 - Develop interpersonal skills
 - Increase feelings of self-esteem and worth to the organization
- Mentoring can occur between mentors and protégés from different organizations
 - Can allow small business owners access to experienced mentors they might not otherwise meet

Coaching

- **Coach:** A peer or manager who works with employees to:
 - Motivate them
 - Help them develop skills
 - Provide reinforcement and feedback
- The best coaches are empathetic, supportive, practical, self-confident
 - Do not appear to know all the answers or want to tell others what to do

Succession Planning

- Refers to the process of identifying, evaluating, developing, and tracking high potential employees who are capable of moving into higher-level managerial positions
- **High-potential employees:** People that the company believes are capable of being successful in higher-level managerial positions
 - Such as general manager of a strategic business unit, functional director (such as director of marketing), or CEO

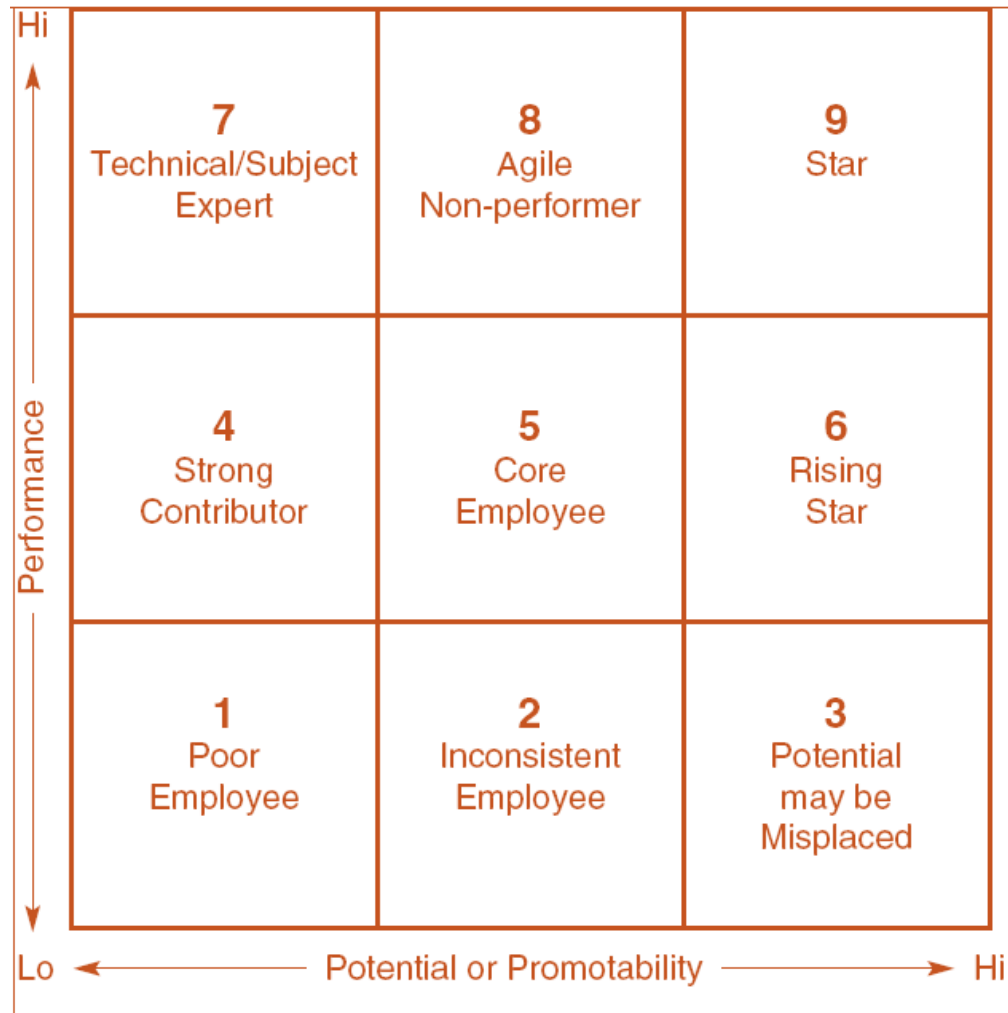
Table 9.12 - The Process of Developing a Succession Plan

1. Identify what positions are included in the plan.
2. Identify the employees who are included in the plan.
3. Develop standards to evaluate positions (e.g., competencies, desired experiences, desired knowledge, developmental value, etc.).
4. Determine how employee potential will be measured (e.g., current performance and potential performance).
5. Develop the succession planning review.
6. Link the succession planning system with other human resource systems, including training and development, compensation, performance management, and staffing systems.
7. Determine what feedback is provided to employees.
8. Measure the effectiveness of the succession plan.

Assessing and Making Development Plans Using the Nine-Box Grid

- **Nine-box grid:** A three-by-three matrix used by groups of managers and executives to compare employees within one department, function, division, or the entire company
 - Uses:
 - For used for analysis and discussion of talent
 - To help formulate effective development plans and activities
 - To identify talented employees who can be groomed for top-level management positions in the company

Figure 9.5 - Example of a Nine-Box Grid



Succession Planning - Advantages

- Making a succession planning list public or telling employees who are on the list is that they are more likely to stay with the company because they understand they likely will have new career opportunities
- High-potential employees who are not interested in other positions can communicate their intentions

Succession Planning - Disadvantages

- Employees not on the list may become discouraged and leave the company
 - Changes in business strategy or employees' performance could take them off the list
- Employees might not believe they have had a fair chance to compete for leadership positions if they already know that a list of potential candidates has been established

Developing Managers with Dysfunctional Behaviors

- Individual Coaching for Effectiveness (ICE) program includes:
 - Diagnosis
 - Coaching
 - Support activities
- The program is tailored to the manager's needs

Onboarding

- The process of helping new hires adjust to social and performance aspects of their new jobs

Figure 9.6 - The Four Steps in Onboarding

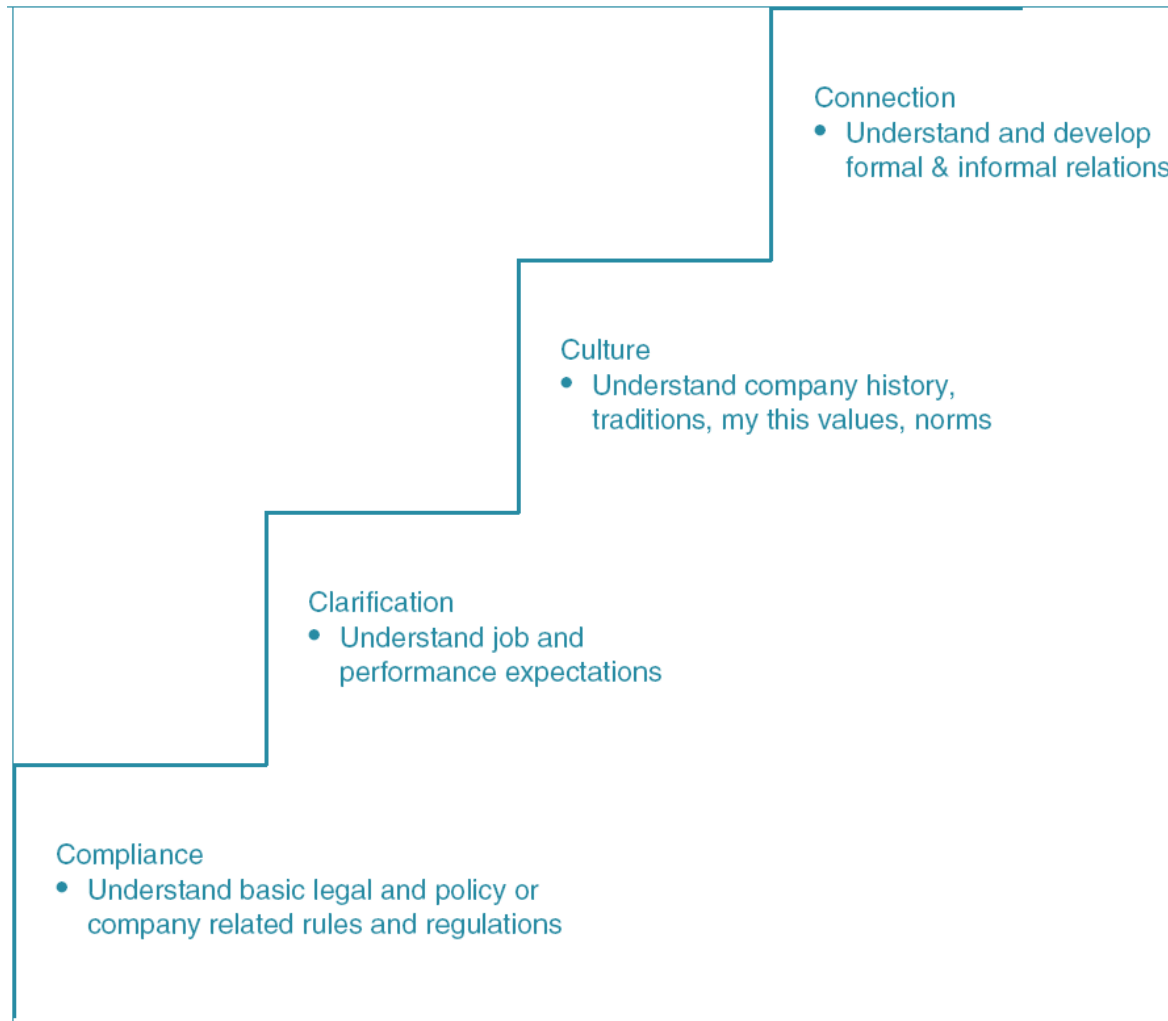


Table 9.13 - Characteristics of Effective Onboarding Programs

Employees are encouraged to ask questions.

The program includes information on both technical and social aspects of the job.

The employee's manager has some onboarding responsibility.

Debasing or embarrassing new employees is avoided.

Employees learn about the company culture, history, language, products, services, and customers.

Follow-up of employee progress occurs at different points up to one year after joining the company.

The program involves participation, active involvement, and formal and informal interaction between new hires and current employees.

Relocation assistance is provided (such as house hunting or information sessions on the community for employees and their significant others).