

Human Resource Management

Chapter 10

Developing Employees and Their Careers

Lecturer Dr. Michaella D. Castillo

Learning objectives

After reading this chapter you should be able to:

- Explain why employee development practices are useful for organizations.
- Describe how employee development practices can strategically align with overall HR strategy.
- Explain the typical career pattern in organizations today as well as the various perspectives on career success.
- Describe several commonly used development methods.
- Identify critical career management challenges facing organizations and describe how organizations can meet these challenges.

How Can Strategic Employee Development Make and Organization Effective?

- The process of developing your employees is called **Employee development**.
 - Involves activities that influence their personal and professional growth.
- Related to employee development is **career development**, which includes activities that help people manage the progression of their work experiences across their lives.

HOW IS EMPLOYEE DEVELOPMENT STRATEGIC? (LO1)

- External Versus Internal Labor Orientation
- Differentiation Versus Cost Strategy

Figure 10.1 Strategic Framework for Employee Development



Source: Stewart, G.L., & Brown K.G., 2nd Edition (2015). *Human Resource Management Linking Strategy to Practice*. pp 378

WHAT ARE CAREERS LIKE TODAY?

- A career is a pattern of work experiences that people have over their lifetime.
 - In previous generations, careers involved going to school, joining a company, and then staying with that company until retirement.
 - Progression from position to position generally occurred in the form of promotions that involved more pay and more responsibility—what we refer to as moving up the **career ladder**.
- Today's careers move lateral as well as hierarchical and employees may spend time as a contract worker or small business owner.

Protean Career

- Today an individual will more than likely have a protean career which is characterized by:
 - Personal responsibility
 - Continuous
 - Self-directed development and an emphasis on psychological success.

Emphasis toward psychological success

Table 10.1	<i>Differences Between the Traditional and Protean Career</i>	
<i>Issue</i>	<i>Protean Career</i>	<i>Traditional Career</i>
Responsibility	Person	Organization
Core values	Freedom, growth	Advancement, power
Degree of mobility	Higher	Lower
Important performance dimensions	Psychological success	Position level, salary
Important attitude dimensions	Work satisfaction, professional commitment	Organizational commitment
Important identity dimensions	Self-esteem, self-awareness	Esteem from others, organizational awareness
Important adaptability dimensions	Work-related flexibility (measure: marketability)	Organization-related flexibility (measure: organizational survival)

Source: D. T. Hall, *Careers in Organizations* (Glenview, IL: Scott, Foresman 1976), p. 202. Used with permission.

HOW CAN ORGANIZATIONS HELP EMPLOYEES DEVELOP?

Four Types of Programs

1. Formal Education

- Courses
- Certification and Licensing

2. Assessments and Feedback

- Career Assessment
 - Holland typology
- Multisource Assessments

Holland Typology

Table 10.2

Holland Typology

Realistic (R) people enjoy jobs as mechanics, electricians, and farmers. Realistic people have mechanical and athletic abilities and like to work outdoors with tools.

Investigative (I) people enjoy jobs as scientists, laboratory assistants, and technicians. Investigative people have math and science abilities and like to work alone solving problems.

Artistic (A) people enjoy jobs as musicians, dancers, actors, and writers. Artistic people have good imaginations and like to create original work.

Social (S) people enjoy jobs as therapists, counselors, and teachers. Social people have people-related abilities and like to work with and help other people.

Enterprising (E) people enjoy jobs as promoters, producers, salespeople, and executives. Enterprising people have leadership and public speaking abilities and like to influence other people.

Conventional (C) people enjoy jobs as analysts, bankers, and secretaries. Conventional people have clerical and math abilities and like to work indoors to organize things.

Source: Information from John L. Holland. *Making Vocational Choices: A Theory of Careers* (Englewood Cliffs, NJ: Prentice Hall, 1973).

Figure 10.2 The World of Work Map (a service of ACT, Inc.)

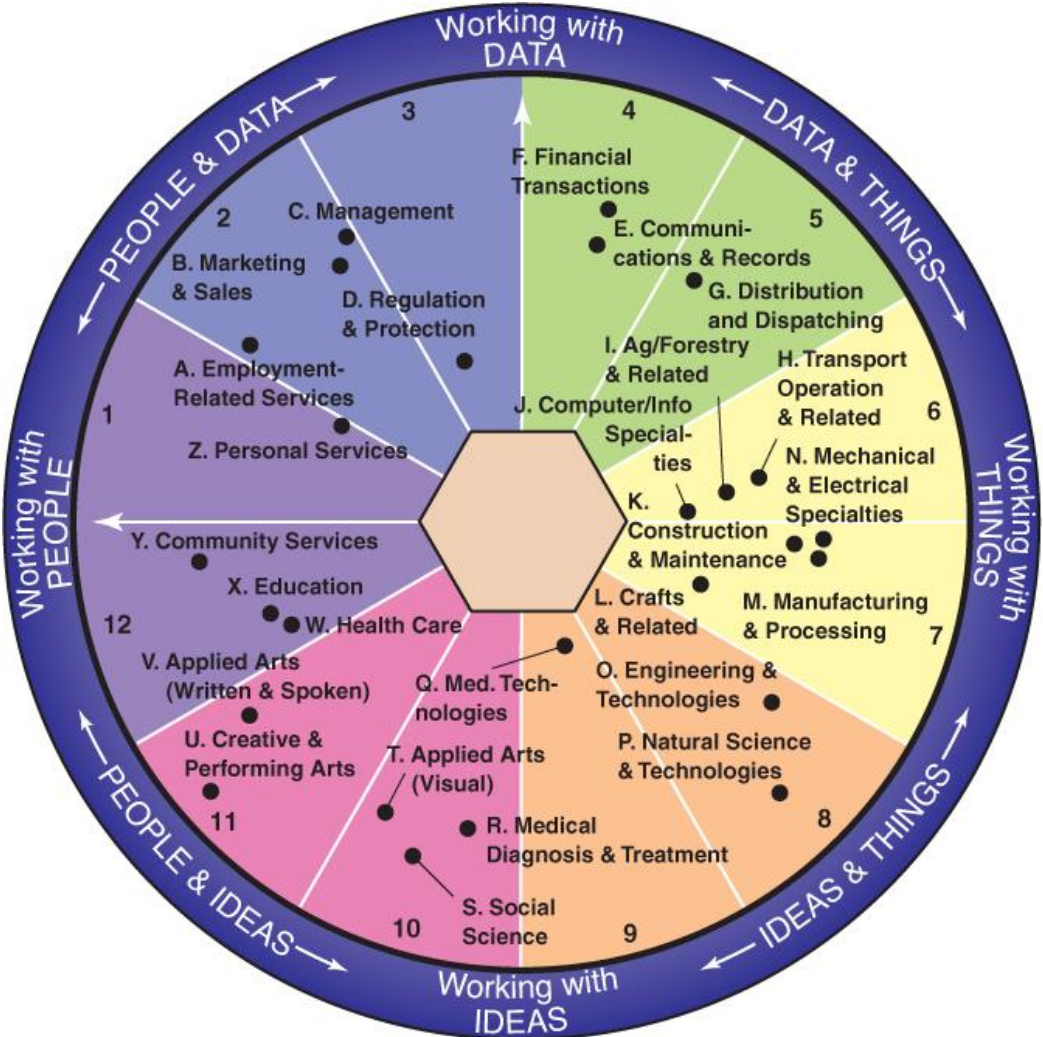
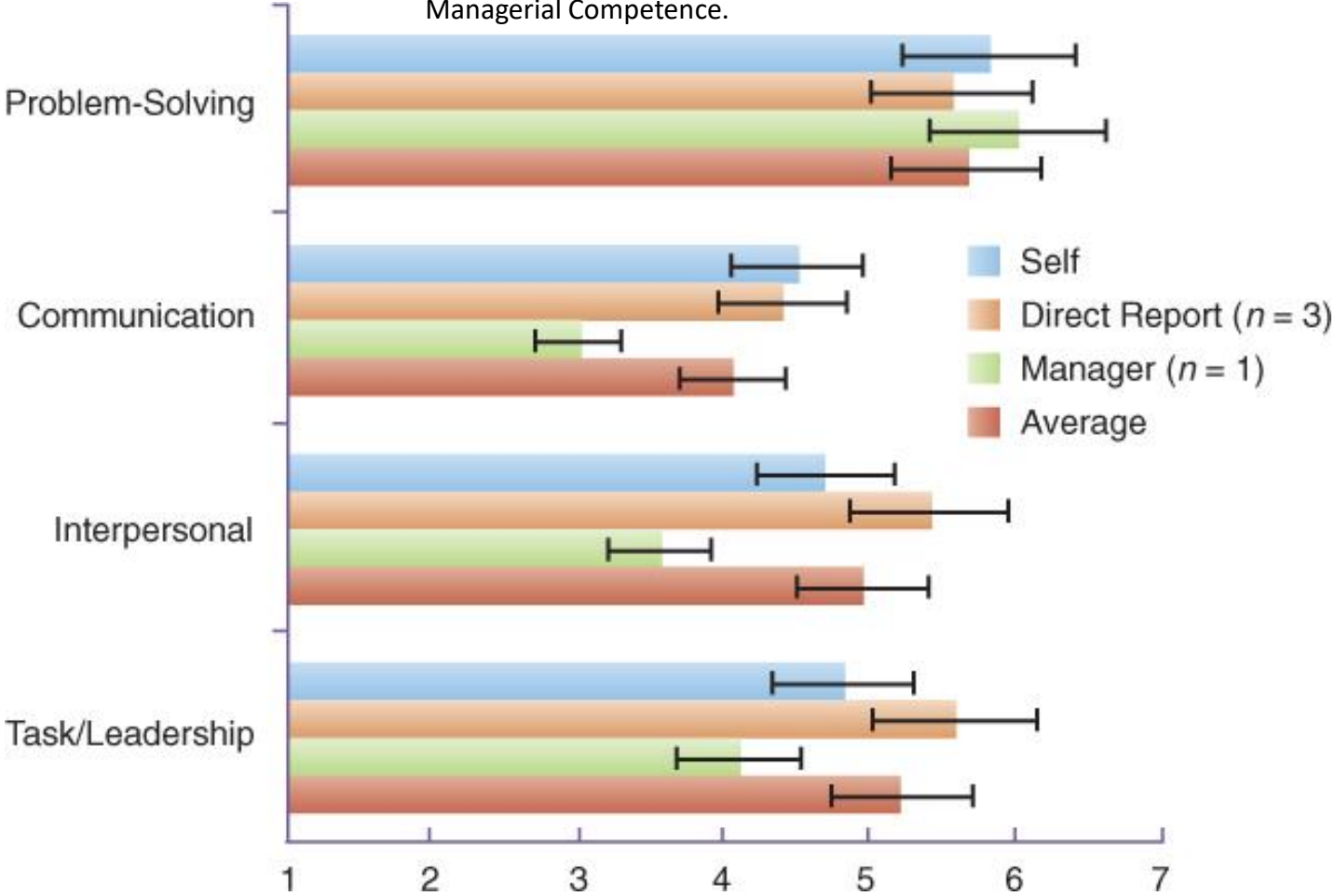


Figure 10.2 The World of Work Map. A service of ACT, Inc. The map is reproduced here with permission, and may be accessed at <http://www.act.org/wwm>.

Figure 10.3 Sample Multisource Feedback for 4 Categories of Managerial Competence.

Figure 10.3 Sample Multisource Feedback for Four Categories of Managerial Competence.



Source: Stewart, G.L., & Brown K.G., 2nd Edition (2015). Human Resource Management Linking Strategy to Practice. pp 385

Programs continued

3. Work Experiences

- Job enrichment
- Job rotation
- Job transfer
- Upward move
- Downward move

4. Developmental Relationships

- Coaching
- Mentoring

Figure 10.4 Types of Developmental Job Experiences

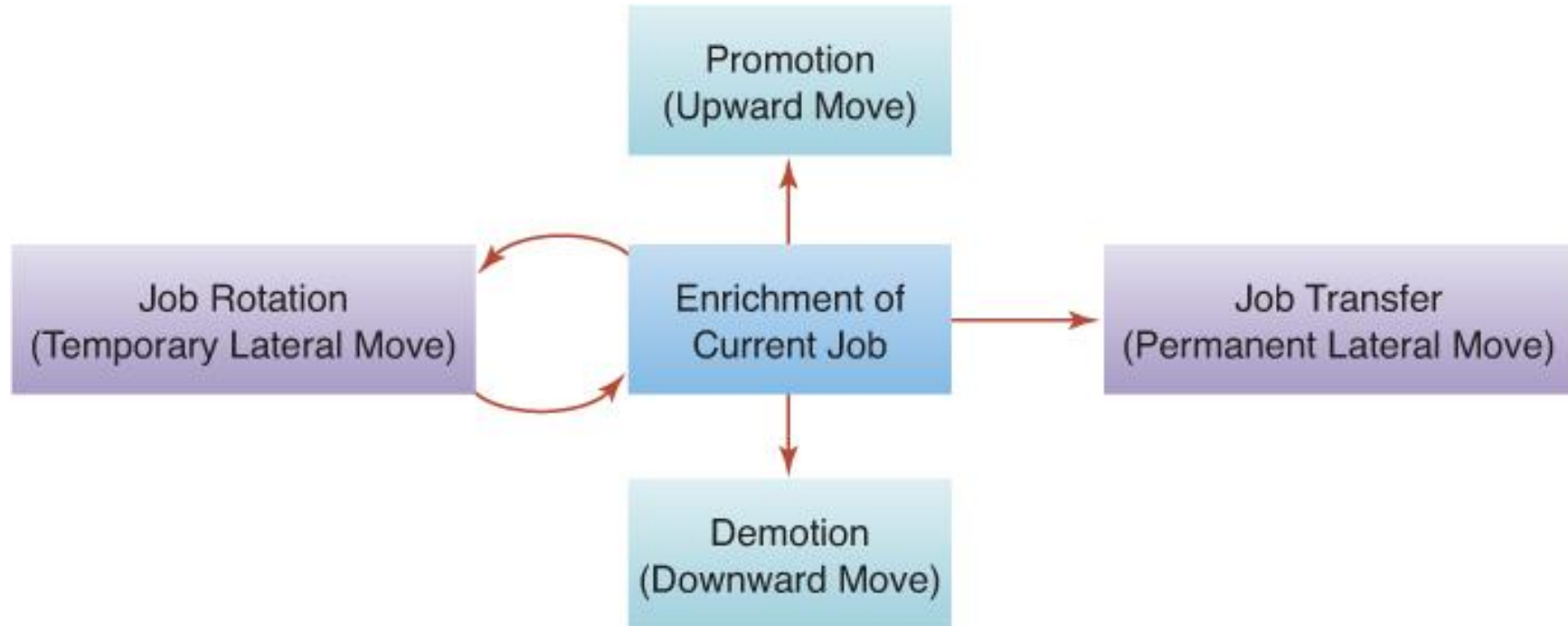


Figure 10.4 Types of Developmental Job Experiences. *Source:* Based on Raymond A. Noe, *Employee Training and Development*, 3rd ed. (New York: McGraw-Hill, 2004), p. 284.

Different Developmental Relationships

Table 10.3	<i>Types of Developmental Relationships</i>
Relationship	Nature and Purpose
Coach/Sponsor	Deliberate relationship to develop specific employee skills that improve work performance
Mentor	Deliberate relationship to develop inexperienced employee through personal interaction and discussion
Supervisor/Coworker	Naturally occurring relationship where development is incidental rather than intentional
Role Model	Nonreciprocal relationship where model is observed in order to learn desired traits and behaviors
Support Group/Network	Group of individuals who join around common characteristics or goals and provide meaningful support to one another

Source: Information from Douglas T. Hall, *Careers In and Out of Organizations* (Thousand Oaks, CA: Sage, 2001).

HOW DO ORGANIZATIONS INTEGRATE DEVELOPMENT EFFORTS?

- Competency Model
- Career Development Process
- Technology

Figure 10.5 Model of Strategic Career Development

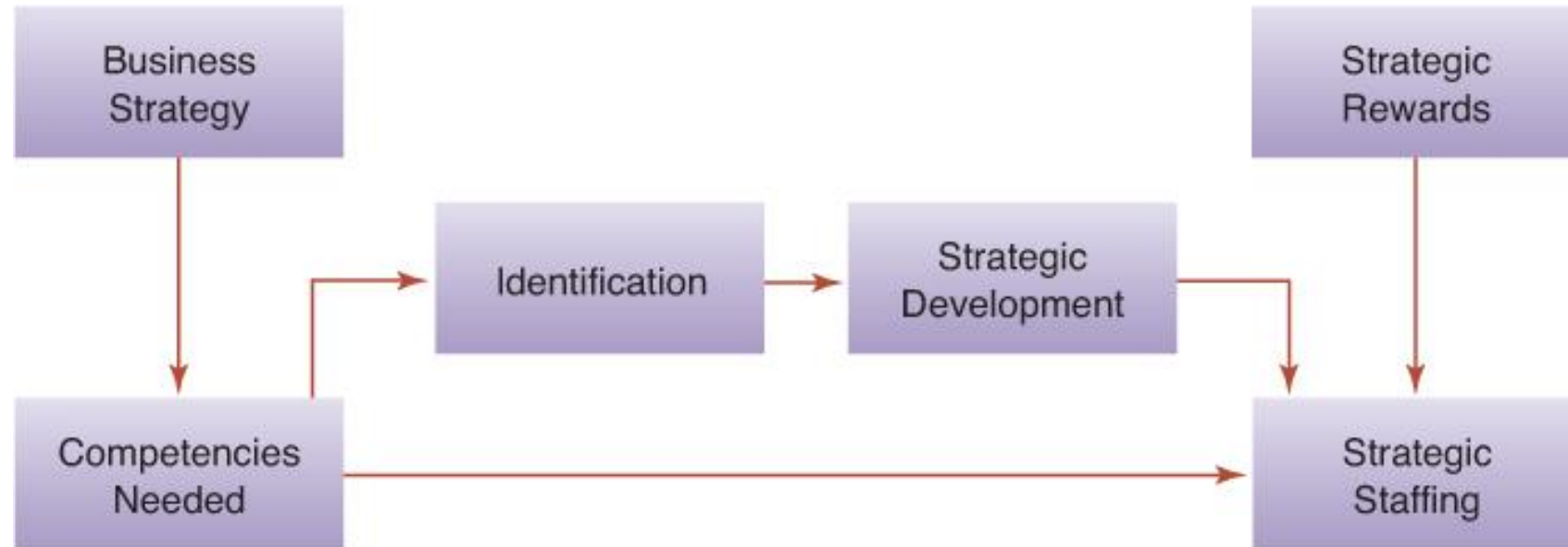


Figure 10.5 Model of Strategic Career Development. *Source:* Adapted from Douglas T. Hall, *Careers In and Out of Organizations* (Thousand Oaks, CA: Sage, 2001), p. 285. Used with permission.

Career Development

- The **career development process** includes four steps: self-assessment, reality check, goal setting, and action planning.
 - **Self-assessment** is a process in which employees determine their interests, values, personalities, and skills.
 - **Reality check**, employees gather information to determine whether their self-assessments are realistic and how those assessments fit with opportunities in the labor market and with their current employer's future labor needs.

Career Development cont....

- **Goal setting** involves setting milestones or achievements for the future, such as positions to achieve, skills to be gained, and development efforts to pursue.
- **Action planning**, employees make plans for how they will accomplish their goals.

WHAT ARE SOME IMPORTANT CAREER-DEVELOPMENT CHALLENGES?

- What are some of the challenges facing organizations in the area of career management?
 - Orientation of new employees.
 - Preventing employee burnout.
 - Balancing work/life issues.
 - Developing a diverse workforce.
 - Managing international assignments.

Orientation

- **New employee orientation** is the process of bringing people into the organization and helping them adjust so they can perform their work effectively.
 - The orientation program may involve lectures and discussions on the mission, values, and history of the firm, as well as specific information about the policies and procedures that employees are expected to follow.

Burnout

- **Burnout** is a psychological phenomenon involving emotional exhaustion, cynicism, and a decline in feelings of competence about work.
 - Employees who experiencing burnout exhibit the following symptoms: (1) feelings of being overextended and emotionally drained, (2) indifference or a distant attitude towards work, and (3) reduced expectations of continued effectiveness.

Work/Life Balance

- The strain of balancing the demands of work and personal life can cause dissatisfaction that may lead employees to quit their jobs.
- Organizations have developed programs that allow flexible work hours, provide assistance with child care, and offer time off to deal with family illnesses help employees met the demands of their lives outside the workplace.
- Employees are more committed to organizations that have family-friendly policies

Diversity

- Increased workforce diversity requires that organizations address the development needs of different employees.
- Diversity encompasses developing opportunities for the following groups of employees:
 - women, ethnic minorities, disabled workers, and older workers
- One way to provide career support for these members of the workforce is through access to developmental programs, including work experiences and developmental relationships.
- Another way to provide career support is to organize **affinity groups**.

Figure 10.6 Changing Earnings Structure of Families.

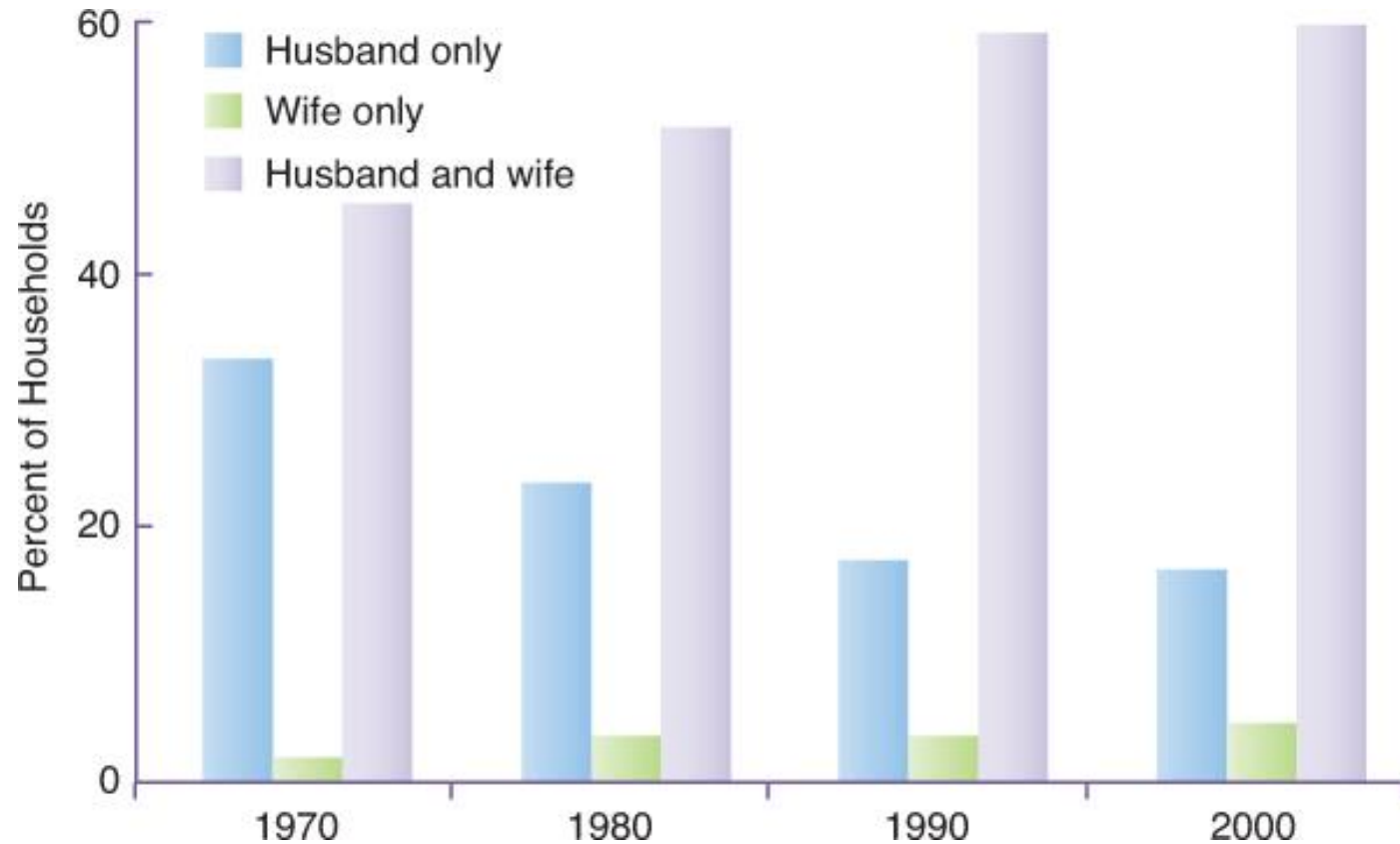


Figure 10.6 Changing Earnings Structure of Families. *Source:* Information from U.S. Bureau of Labor Statistics, “Annual Social and Economic Supplement 1968–2005 Current Population Survey” (Washington, DC: U.S. Department of Labor Bureau of Labor Statistics, 2006). Available online at <http://www.bls.gov/cps/wlf-table23-2005.pdf>. Percentages do not add up to 100% because no earner and other multiple earner households are omitted.

International Assignments

- An **expatriate** is an employee who goes to another country.
- Turnover of expatriates can be very high, and it is costly to replace an expatriate once he or she has left the organization
- Organizations can provide support in the form of pre-departure, onsite, and after-return resources.

Pre-Departure

- Training usually provides expatriates with basic knowledge that they will need upon arrival.
 - For example, expatriates must be aware of what customs they must adopt in the host country (called *cultural imperatives*) and what customs they should not participate in (called *cultural exclusives*).
 - Imperatives involve behaviors like greetings and meals.
 - Training also addresses cultural shock.
 - Which is stress that stems inexperience or unfamiliarity with another culture.

Onsite Resources

- Onsite assistance should include the opportunity to have, when needed, conversations with people who understand the culture and the work that the expatriate is doing.
- This can take a variety of forms. Such as:
 - Arranging expatriates to have a local mentor who was born and raised in the host country and understands the challenges of adjusting to its culture.
 - It may also involve an organization-sponsored coach or a more experienced expatriate who can provide guidance and advice.

After-Return Resources

- **Repatriation** involves the support provided after the employees return home.
- The organizations can help the expatriate readjust by offering:
 - readjustment workshops.
 - encouraging meetings between the expatriate and managers in the expatriate's organization.
 - providing challenging work that allows the repatriate to use the new knowledge and skills gained from living in another country.

Other Issues

- Helping the family adjust to an overseas assignment is very important.
- The family should be invited to participate in pre-departure, onsite resources, and repatriation training.
- Failure of the family to adjust is one of the most common reasons for expatriates' terminating their assignments early.

Thank You